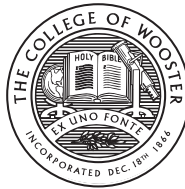

THE COLLEGE OF
WOOSTER

CATALOGUE
2015 - 2016



WOOSTER, OHIO

CONTENTS

THE COLLEGE OF WOOSTER	5
Mission, Core Values, Graduate Qualities	6
Wooster Ethic	8
History of The College	10
Faculty	13
Location and Assets	14
Institutional Accreditation and Memberships	14
Educational Assessment	15
THE ACADEMIC PROGRAM	
Independent Study	16
The Curriculum: A Wooster Education	17
DEPARTMENTS AND PROGRAMS	18
Africana Studies	20
Ancient Mediterranean Studies	24
Anthropology	24
Archaeology	24
Art and Art History	27
Biochemistry and Molecular Biology	36
Biology	39
Business Economics	46
Chemical Physics	49
Chemistry	50
Chinese Studies	56
Classical Studies	59
Communication	65
Comparative Literature	74
Computer Science	77
East Asian Studies	81
Economics	84
Education	87
English	93
Environmental Studies	107
Film Studies	110
First-Year Seminar	112
French and Francophone Studies	112
Geology	117
German Studies	120
Global and International Studies	125
History	128
Interdepartmental Courses	135
Latin American Studies	137
Mathematics	139
Middle Eastern and North African (MENA) Studies	144
Music	146
Neuroscience	159
Philosophy	162
Physical Education	167
Physics	169
Political Science	173
Psychology	179

Religious Studies	184
Russian Studies	189
Sociology and Anthropology	192
South Asian Studies	199
Spanish	200
Theatre and Dance	205
Urban Studies	211
Women's, Gender, and Sexuality Studies	213
SPECIAL PROGRAMS AND EDUCATIONAL OPPORTUNITIES	
Entrepreneurship	218
Experiential Learning and Internships	218
Off-Campus Study	219
Dual Degree and Pre-Professional Programs	221
Summer Academic Programs	227
STUDENT RESOURCES	
Academic Resources	228
Student Life	233
Student Services	238
DEGREE REQUIREMENTS	
Bachelor of Arts	242
Bachelor of Music	244
Bachelor of Music Education	247
Music Double Degree	251
Graduate and Professional Dual Degree	251
ACADEMIC POLICIES	
Academic Standing, Withdrawal, and Readmission	252
Audits	254
Commencement	255
Honors	256
Majors and Minors	256
Registration, Courses, and Grades	258
Transfer Credit	263
Veteran's Education	265
ADMISSIONS, EXPENSES, AND FINANCIAL AID	
Admission	266
Expenses	273
Financial Aid	276
BUILDINGS AND FACILITIES	
Academic Buildings	279
Administrative Buildings	282
Residence Halls and Houses	283
Other Buildings	285
THE DIRECTORIES	
Presidents	287
Board of Trustees	287
Administration	289
Faculty	295
Committees of the Faculty 2015-2016	307
ACADEMIC CALENDARS — 2015-2019	310
TRAVEL DIRECTIONS	312
CAMPUS MAP	313
INDEX	314
CONTACT	inside back cover



Photo by Scott Jones

THE COLLEGE OF WOOSTER



The College of Wooster draws together approximately 2,000 students and 160 faculty from diverse cultural backgrounds into an academic community committed to intellectual achievement, personal integrity, and respect for others.

The liberal arts involve the study of human achievements in extending the boundaries of knowledge — of efforts to comprehend the unknown, to formulate values, to evolve and express a sense of human understanding. Wooster believes that such study will provide the best means of acquiring the capacity and perspective necessary in our complex and ever-changing world and the insight and vision to shape the future.

The College believes, moreover, that all liberal education must be a continuing education that offers increase and renewal to the end of life. It does not assume that everything can and must be taught. It seeks, rather, a liberal education that will truly free undergraduates for a lifetime of intellectual adventure, one that will help them meet new situations as they arise, one that will allow them to develop harmoniously and independently.

Students should expect to discover new worlds, both in courses and in the experiences they will have on the campus and in off-campus study. They will be expected to explore the intellectual life beyond the course work and experiences described elsewhere in this catalogue. They will discover the necessity of submitting their own patterns of thought to the rigors of analysis so that they are aware of identifiable criteria of growth.

From their origin, the liberal arts have been the essential preparation for the professions and for roles of leadership in society. They remain so. Wooster students who discover they are fascinated by chemistry or geology may pursue their work in medical school or in graduate study leading to a career in industry. The painter, the writer, the actor, or the musician may go on to a lifetime of performance and creation. Others will enter law, business, social work, teaching, the ministry, or foreign service. Whatever their choices, students will gain a deepened awareness of the possibilities available to them; Wooster's educational program is designed to give flexibility in pursuing differing paths toward competence and achievement.

Wooster has chosen to remain a small and predominantly residential college because its primary educational purpose is the intellectual fulfillment of the individual. We believe that the easy and informal association between students and faculty possible in this kind of institution fosters intellectual growth.

A number of interdependent groups enhance the educational aims of the College. While students have the greatest share in the regulation of life within the residence halls and in matters relating to student government, members of the faculty and administrative staff, through the Campus Council, also participate in the governance of the social life of the College. Students in turn have a significant influence on the academic program through membership on faculty committees dealing with the structure of the curriculum and the educational life of the College.

Wooster values its religious heritage and is committed to exploring its meaning for today's world. The College's commitment to the spiritual development and religious understanding of students is embodied in a religious perspectives requirement for all students, active student religious groups, and a covenantal relationship with the regional synod of the Presbyterian Church, USA. Westminster Presbyterian Church is the congregation-in-residence on the campus and assists in encouraging students to continue active participation in congregational life. Other congregations, the local Synagogue and Unitarian Fellowship also welcome students. Annual programs like the Clergy Academy of Religion, Theologian-in-Residence and Lay Academy of Religion provide opportunities for students to participate in discussion and exploration of important issues with members of the wider religious community. Active student groups like the Fellowship of Christian Athletes, Hillel at The College of Wooster, the Muslim Student Association, the Newman Catholic Student Association, Sisters in Spirit, and Wooster Christian Fellowship encourage both a fuller appreciation of one's own religious heritage and a better understanding of the traditions and beliefs of others, as do courses in the Department of Religious Studies. This religious dimension lends an important tone to campus life and provides students an opportunity to make their own informed choices and to experience religion as a vital option for the creative person.

As partners in liberal learning, Wooster students and faculty attempt in their individual pursuit of knowledge to acquire a sense of the relatedness of its parts, a perspective on its past, a basis for critical judgment, and an ability to bring informed and rigorous reflection to bear on contemporary problems. Through all their work students attempt to identify those values that give direction to human conduct. They grow in mind and spirit as they become increasingly aware of the complexity of human existence and as they learn to cope with ambiguity. They learn to ask the important question, to cut through irrelevance to the heart of issues, and ultimately to shape knowledge into vision and action. These observations and those which follow are an expression of the Mission Statement of the College as adopted by its Board of Trustees.

MISSION, CORE VALUES, GRADUATE QUALITIES

MISSION STATEMENT

Our institutional purpose – Why we exist and what we seek to accomplish:

The College of Wooster is a community of independent minds, working together to prepare students to become leaders of character and influence in an interdependent global community. We engage motivated students in a rigorous and dynamic liberal education. Mentored by a faculty nationally recognized for excellence in teaching, Wooster graduates are creative and independent thinkers with exceptional abilities to ask important questions, research complex issues, solve problems, and communicate new knowledge and insight.

WOOSTER'S CORE VALUES

The values that govern our shared pursuits and the ideas that we hold true:

- **Education in the Liberal Arts Tradition**

We believe that the most valuable approach to undergraduate education engages each student in a course of study that cultivates curiosity and develops independent

judgment, creativity, breadth, depth, integration of knowledge, and intellectual skills in the tradition of liberal education tuned for the contemporary era.

• ***A Focus on Research and Collaboration***

At Wooster, faculty and students are co-learners, collaborating in liberal inquiry. Our faculty's commitment to excellence in teaching is nationally recognized for enabling students to realize their full potential as engaged scholars. We embrace unique pedagogical principles at Wooster: that research and teaching are integrated forms of inquiry, and that faculty and students share a common purpose in their pursuits of knowledge, insight, and creative expression.

• ***A Community of Learners***

Wooster is a residential liberal arts college. As such, we believe the learning process unfolds on our campus and beyond, in conversations in classrooms and residence halls, libraries and studios, laboratories and on playing fields, and through the relationships that develop between and among students, faculty and staff and which endure long after graduation. We recognize that the very process of living together educates, and that much of the learning that is part of our mission takes place through artistic expression, the performance of music, theater, and dance, athletics, community involvement, and in the myriad student organizations that infuse vitality in campus life. We embrace a holistic philosophy of education and seek to nurture the physical, social, and spiritual well-being of our students.

• ***Independence of Thought***

We are a community of independent minds, working together. We place the highest value on collegiality, collaboration, openness to persons and ideas in all of their variety, and the free exchange of different points of view. We vigorously champion academic freedom, and seek to sustain a campus culture where the understanding of each is made more complete through an on-going process of dialogue with others who think differently.

• ***Social and Intellectual Responsibility***

As a community of learners, we hold ourselves to high standards of sound evidence, careful reasoning, proper attribution, and intellectual and personal integrity in all activities of teaching, learning, research, and governance. We recognize the privilege of being able, collectively, to pursue the mission of the College. We therefore seek to extend the benefits of learning beyond the campus and beyond ourselves, endeavoring to analyze problems, create solutions, exercise civic and intellectual leadership, and contribute to the welfare of humanity and the environment.

• ***Diversity and Inclusivity***

Wooster actively seeks students, faculty, and staff from a wide variety of backgrounds, starting places, experiences, and beliefs. We believe that achieving our educational purpose is only possible in a diverse community of learners. Therefore, we value members who bring a diversity of identities and beliefs to our common purpose, and who reflect a diversity of voices as varied as those our students will engage upon graduation.

GRADUATE QUALITIES

Graduates of the College should demonstrate the following personal and intellectual qualities:

• ***Independent Thinking***, through the ability to:

Engage in critical and creative thinking

Devise, formulate, research, and bring to fruition a complex and creative project

Embody the intellectual curiosity, passion, and self-confidence necessary for life-long learning

- **Integrative and Collaborative Inquiry**, through the ability to:
 - Synthesize knowledge from multiple disciplines
 - Actively integrate theory and practice
 - Engage in effective intellectual collaboration
- **Dynamic Understanding of the Liberal Arts**, through the ability to:
 - Understand disciplinary knowledge in arts, humanities, social sciences, mathematics, and physical and natural sciences
 - Evaluate evidence using methodologies from multiple disciplines
 - Demonstrate quantitative, textual, visual, and digital literacy
 - Employ deep knowledge, insight, and judgment to solve real world problems
- **Effective Communication**, through the ability to:
 - Exhibit skill in oral, written, and digital communication
 - Engage in effective discourse through active listening, questioning, and reasoning
- **Global Engagement and Respect for Diversity**, through the ability to:
 - Understand the histories, causes, and implications of global processes
 - Engage with the global community through knowledge of a second language
 - Understand and respect diverse cultural and religious traditions
 - Display self-reflective awareness of their role as citizens in a diverse local, national, and global community
- **Civic and Social Responsibility**, through the ability to:
 - Appreciate and critique values and beliefs including their own
 - Demonstrate ethical citizenship and leadership and embody a concern for social justice
 - Exhibit a commitment to community and serving others

WOOSTER ETHIC

THE WOOSTER ETHIC

“I hereby join this community with a commitment to the Wooster Ethic upholding academic and personal integrity and a culture of honesty and trust in all my academic endeavors, social interactions, and official business of the College. I will submit only my own original work, and respect others and their property. I will not support by my actions or inactions the dishonest acts of others.”

“The College of Wooster assumes the honesty, integrity, and responsibility of its students in all areas of academic and social life. A Code of Academic Integrity shall provide the definition and operational structure for the area of academic honor, and a College Code of Social Responsibility shall provide in a similar way for the area of social honor. *Adherence to these Codes shall be considered an understood prerequisite for acceptance to and continuance in the College.*” (Introduction to the Codes)

The Code of Social Responsibility and Code of Academic Integrity are the basis for our current judicial system. The College Judicial system serves as the adjudicating agency for academic violations as well as social violations. Both of these codes deal with the infractions themselves. However, the Wooster Ethic addresses the issue of character and taking responsibility for one’s actions.

COLLEGE CODE OF ACADEMIC INTEGRITY

The College of Wooster has operated under an academic honor code since the beginning of 1962-1963 when it was initiated by students. The *Preamble to the Code of Academic Integrity* states:

The academic program at The College of Wooster seeks to promote the intellectual development of each student and the realization of that individual's potential for creative thinking, learning, and understanding. In achieving this goal, each student must learn to use his/her mind rigorously, imaginatively, and independently.

An atmosphere in which each student does his/her own work, except under circumstances in which the instructor indicates that additional aid is legitimate and profitable, is necessary for genuine academic mastery. This implies that it is each student's responsibility neither to seek nor to use aid, but to utilize his/her own mind, talent, and inner resources to the fullest extent possible. It also places on each student an obligation not to offer or make available unauthorized sources of aid to other students, knowing that such aid is detrimental to those students and to the College community. Finally, each student must be responsible for the maintenance of an atmosphere of academic integrity by confronting violators or reporting any actions that violate its principles, since such violations ultimately harm all members of the community. These principles merely carry out the general purpose of the College to be a community in which the members find it right and necessary to promote the fullest learning by everyone. In other words, a violation of the *Code of Academic Integrity* conflicts with the values, work and purpose of the entire College community and is not merely a private matter between an individual faculty member and a student.

COLLEGE CODE OF SOCIAL RESPONSIBILITY

The *Preamble to the Code of Social Responsibility* states:

Informed by the values derived from its Judeo-Christian heritage, the College both recognizes persons in their individuality and also affirms the social dimension of human existence. An academic community in a residential setting depends upon the willingness of individuals to associate together in a common purpose in such a way that individual freedom and responsible order co-exist. As a socially responsible academic community, The College of Wooster seeks a structure within which individual freedom may flourish without jeopardizing the requirements of an academic community and without becoming so self-centered that the resulting environment finally destroys the very freedom it was intended to support.

The College believes that its goals are best served in an atmosphere of personal self-discipline, guided by the principle of respect for the rights of others and of the community. It also believes that in an academic setting such an atmosphere is best reinforced by a structure which represents both the limitations deemed necessary for an academic community and any other limitations which may be agreed upon in principle by a consensus of all elements of the community — students, faculty, administration, and the Board of Trustees. Within such limitations, the exercise of self-regulation by residential units shall be accepted as a means to achieve personal individuality within a socially responsible academic community.

Wooster students, therefore, acknowledge the existence of such limitations and, whenever they exceed them, accept responsibility for the consequences of their actions. In most cases, this will mean a judicial hearing on specific charges. It is also understood, however, that students whose behavior clearly indicates an incompatibility with the philosophy stated herein may be asked to leave the community for another more suited to their needs. The College is required by law to refer felonies

(e.g., murder, rape, sexual assault, robbery, aggravated assault, burglary, etc.) to civil authorities. The College cannot and will not offer protection if and when civil authorities become legally involved in any case. (For additional information, refer to the policy titled *College Response to Alleged Felonies*.) Also, the College reserves the right to take disciplinary action in such situations.

As an educational institution with a past and a future, the College has the obligation to state those continuing expectations for its students that it has derived from its purposes and heritage. These mutually agreed upon expectations and those which follow compose the Code of Social Responsibility. The Code of Social Responsibility applies to all students enrolled at the College whether residing on or off campus. It is the responsibility of the members of the community to abide by all portions of the Code and to accept the obligations placed upon them not only for personal behavior but for the enforcement of the Code through the judicial system.

THE CIVILITY STATEMENT

We pledge to stand united against hate by creating and contributing to safe learning environments in our community. We respect and value the commonalities and differences among us—celebrating the uniqueness of each individual and recognizing it takes all people to make a college community.

The Codes are printed in their entirety in the student handbook, *The Scot's Key*.

HISTORY OF THE COLLEGE

Wooster was founded in 1866 by Presbyterians who wanted to do “their proper part in the great work of educating those who are to mold society and give shape to all its institutions.” The goal of the first Board of Trustees was to “establish an institution with broad foundations and facilities equal to the best in the land, capable of preparing men and women for every department of life, for the highest walks of science and all its forms.” A citizen of Wooster, Ephraim Quinby, donated a venerable oak grove set on twenty-two acres on a hill overlooking the Killbuck Valley, and the Trustees of the fledgling institution spent the next four years raising funds so that the school might open with buildings, books, a laboratory, scientific equipment, experienced faculty members, and an adequate endowment.

On September 8, 1870, Wooster opened its doors as a university, with a faculty of five and a student body of thirty men and four women. By 1915 there were eight divisions, including a medical school whose faculty outnumbered those in the college of arts and sciences. Gradually, however, the institution’s definition as a liberal arts college had been evolving. In 1915 a traumatic episode occurred: there was a bitter fight over whether Wooster should establish yet another division within its structure. At first, the Trustees sided with the minority of the faculty which favored the new division, and then, after the resignation of President Holden, reversed themselves and supported the majority of the faculty which wished to devote itself entirely to undergraduates in the liberal arts. It was an angry struggle in which friends and colleagues of thirty years parted company. Speaking in Chapel in 1930, Howard Lowry, who was to become Wooster’s seventh President, gave some sense of the conflict which had occurred. As he recalled it, those who had triumphed in 1915 had told his entering class in 1919 that Wooster was “not a university nor a vocational school but a college of the liberal arts. . . . They told us to postpone for four years all training which would be directly useful and assured us that upon graduation we should be quite good for nothing. They summoned us to a way that was long and hard and full of grief. For

ours was the impatience of youth and we could scarcely wait to give the world our impress. There were fortunes to be made, bridges to be built, and marriages to be contracted. We were in a frenzy to go places and do things. For many of us it meant entering seriously into debt and accepting questionable sacrifices from our loved ones, but down in our hearts we knew somehow that, if the world had in it truly educated men and women, here they were and they were worth attending to." Thus, after the great conflict, Wooster, in the words of Dean Elias Compton, gradually "lopped off one appendage after another" and became a college of the liberal arts devoting itself exclusively to undergraduates.

An aspiration for excellence marked the College from its inception. Jonas Notestein, a student in Wooster's first graduating class, wrote that "a kind of prophetic feeling possessed us all that this was to be a great institution after a time, that we were starting ideals and setting standards and that it became us to do our very best so that the after generations of students would have something to be proud of." The refrain of "something to be proud of" echoes through the years: the "habit of mastery" which became the trademark of the early faculty; the rebuilding of the College after the great fire of 1901, five buildings replacing one within a year's time; President Wishart's vigorous defense of the freedom of inquiry in a clash with William Jennings Bryan over the examination at Wooster of the subject of evolution; the practice of student research projects which led Karl Compton to work with George Bacon on x-rays in the early 1900s; Arthur Compton's receipt of a Nobel Prize in 1927; and the establishment by Howard Lowry of Independent Study and the faculty leave program in the 1940s.

Another important dimension of Wooster's history is its early dedication to the education of women. Willis Lord, the first President, made a strong commitment to coeducation, warning the early classes that Wooster had the same expectations of its women as it had of its men and that men and women would be taught in the same classes and pursue the same curriculum. In 1870 this was a controversial policy, and a diary of one of the students who heard the announcement on the first day recorded the following observation: "Coeducation is announced as a feature of the institution. I think favorably of it myself but hear a great many saying that it will be a failure. I have heard ten reasons this afternoon why it must fail." It did not fail, however, and women quickly assumed positions of leadership in the student body. The first Ph.D. granted by Wooster was given to a woman, Annie Irish, in 1882, and many of the early women graduates made careers for themselves in foreign missions, doing abroad what they could not easily do in this country — founding colleges, administering hospitals, and managing printing houses. Wooster's concern for the education of women has remained unabated, and more recent women graduates have entered path-breaking careers in business, higher education, and the diplomatic corps.

Likewise, on the matter of race, Wooster was clear from the beginning. The first President declared that Wooster should be a place of studies for all: "The sameness of our origin as men and women carries with it our original and essential equality. Had our national life been the true expression of our national creed, slavery would have been forever impossible. Caste, in whatever name, strikes at the soul of our humanity and liberty." The first African-American student, Clarence Allen, entered the College in the 1880s, and the promise of the early vision still inspires the College. Today approximately seven percent of Wooster's student body is African-American. In 1988, Wooster's Board of Trustees created The Clarence Allen Scholarships to be awarded on the basis of academic merit. These scholarships commemorate the achievements of Wooster's first African-American graduate a century ago.

Wooster has long emphasized international education. An unusually high percentage of its early graduates went overseas as missionaries, and soon not only their

sons and daughters but also the students from their schools were enrolling at Wooster as students. There were special houses for these students where every occupant spoke two or three languages and where friendships developed among students from Asia, Africa, and Latin America. A student living in one of these houses observed: "For much of the time, we were as far removed from the ordinary atmosphere of the surrounding Ohio farm country as if we had actually been transplanted to Asia." This international presence affected the entire campus, establishing a tradition which continues to influence the College. Today approximately six percent of the student body is international in origin, representing more than 32 different countries. The College supports Modern Foreign Language and Cultural Studies in Chinese, French, German, Hebrew, Russian, and Spanish. In addition, there are programs in East Asian, South Asian, and Latin American Studies. The Comparative Literature and International Relations majors facilitate students' global understanding through the study of literature, culture, history, economics, and politics. The College supports faculty and curriculum on global issues through the Hales Fund, which has recently funded faculty trips to India, China, Iceland, Cuba, Ghana, and Mexico. Off-campus study provides students with the opportunity to study in more than 60 countries. The recently opened Center for Diversity and Global Engagement, housed in Babcock Hall, provides an array of resources and helps students obtain an integrated view of issues relating to diversity and global understanding.

Religion also played a vital part in the creation of the College. The Articles of Incorporation specify that the purpose of the institution is "the promotion of sound learning and education under religious influences." Moreover, the College's motto — *Scientia et religio ex uno fonte* (Science and religion from one source) — emphasizes the integrated life. For its first hundred years, the College was owned by the Synod of Ohio. In 1969, the Synod of Ohio voted to release ownership of the College and its assets to Wooster's Board of Trustees, and thus today the College is a fully independent institution which, however, has voluntarily chosen to continue its relationship with The Presbyterian Church (USA) through a Memorandum of Understanding with The Synod of the Covenant.

Wooster was a college born of a faith, a faith that education ought to be concerned with the total implication of things, both with those questions which may be empirically tested and those for which there are no definitive answers. Wooster has always possessed a strong Department of Religious Studies as well as the conviction that there is something beyond men and women which may confer a sense of proportion and worth on their lives and give them purpose and direction, a faith which Arthur Compton defined as "the best we know, on which we would willingly bet our lives." The expressions of this religious spirit have been many and varied, and in each decade there have been student projects which express the ethical concerns of the time. In the midst of the Depression, Wooster students raised funds to send a graduating senior to India to teach, a tradition which continued until the 1970s. There were rice meals to raise money to assist international students and to bring refugees to this country from Nazi Germany. Today, approximately two-thirds of the College's students are involved in volunteer service through the Wooster Volunteer Network, an umbrella organization that links College of Wooster students to volunteer organizations in the Wooster, Ohio, national, and international communities. Wooster's graduates have continued the tradition of being oriented toward service and finding the purpose of their lives in fields through which they can enrich the lives of others. The aspiration to join the ability to think logically with the ability to act morally, to link science with service, to educate the heart as well as the mind, was present from the beginning and continues to inform the College and its graduates today.

From the beginning, science was given a prominent place at the College because it was believed that scientific discovery could only lend greater weight to moral truth; science could, in President Lord's words, give "silent but eloquent witness to the uncreated and the infinite." There could be no conflict between reason and faith because of their common source, and whatever the unfettered mind found to be true would be in tune with the infinite harmony of the cosmos; the physical sciences should, therefore, be strong at Wooster. It is extraordinary, given the fierce religious convictions of the women and men who shaped Wooster and the conflict between science and religion in the late nineteenth century, to find the intensity with which these same religious convictions supported a scientific establishment at the College. There was nothing backward about Wooster's physical sciences whose early graduates included Nobel laureate Arthur Compton and his brother Karl, who became President of Massachusetts Institute of Technology. This commitment to the sciences has endured in the progressive programs of quality in the departments of Biology, Geology, Physics, Mathematical Sciences, and Chemistry, which, for example, ranks in the top ten in the nation in the percentage of its graduates who eventually receive Ph.D.s.

These are the memories of the past to which the College is entitled: "the habit of mastery," the faith in liberal learning, the commitment to "put its students in the way of great things," the commitment to offer studies for all regardless of gender or race, the international and religious dimensions of the College, and the strong commitment to the physical sciences. As Jonas Notestein understood more than a century ago, "It is our glory to dwell, to make a home and to become a part of an order which will go on after our time is finished." Wooster and its more than 30,000 graduates have inherited this inspiring tradition. In a visit to Wooster, Robert Frost once said that if you had to love something, you could do worse than to give your heart to a college, and that those who attend Wooster have a sense of belonging to a succession of generations originating in the past and stretching into the future.

FACULTY

A strong teaching faculty is Wooster's paramount asset. All courses are taught by regular faculty members, with senior faculty often teaching introductory courses. The faculty numbers approximately 160 members holding advanced degrees from institutions across the United States and abroad.

While teaching is the pre-eminent commitment of the faculty, the College regards continuing education as a necessity for its faculty no less than its graduates. The benefits students derive from studying with faculty who are committed to developing as teachers and scholars, growing in their respective fields and often exploring new areas in and out of their disciplines, are an essential element of a Wooster education. Wooster's faculty is professionally active and productive, as reflected in an outstanding record of publications, papers, performances, and other measures of scholarly accomplishment. To support the intellectual life of the faculty, the College has established a generous program of research and study leaves that recognizes the importance of the faculty's ability to employ new materials, concepts, and technologies in directing student research.

LOCATION AND ASSETS

Wooster is in north-central Ohio. Cleveland is about 60 miles northeast, Columbus 90 miles southwest, and Pittsburgh 120 miles east. Five principal highways run through Wooster — U.S. Routes 30 and 250, and State Routes 3, 585, and 83. Bus service connects Wooster with all parts of the country.

By air, Wooster may be reached through either the Cleveland or Akron-Canton airports. Cleveland-Hopkins Airport is about 50 miles due north of the campus, while Akron-Canton is about 35 miles east and north. The Wayne County Airport is about 5 miles northeast of Wooster and has a 5,200-foot paved east-west runway. A city of 26,000, Wooster is the county seat of Wayne County. It has representative industrial activity and is the business center for a rich agricultural district. The College grounds, comprising some 240 acres, are in a residential section about a mile north and east of the public square. On the south side of town is the Ohio Agricultural Research and Development Center, an integral part of The Ohio State University.

As of June 30, 2014, the assets of the College were valued at \$499 million. Investment in buildings, equipment, and grounds at the time amounted to approximately \$148 million. The Endowment Funds at current market value, including trustee-designated endowment funds, totaled \$278 million.

INSTITUTIONAL ACCREDITATION AND MEMBERSHIPS

The College is authorized to grant degrees by the State of Ohio Board of Regents. It is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) (www.ncahlc.org). Individuals may contact the Commission at:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
Phone: 1-800-621-7440 / 312-263-0456
Fax: 312-263-7462
Email: info@hlcommission.org
Website: <http://www.hlcommission.org/>

The College of Wooster has been an accredited institutional member of the National Association of Schools of Music since 1947. The College's Teacher Preparation Program is accredited by the National Council for Accreditation of Teacher Education (NCATE). The College's program in Chemistry is approved by the American Chemical Society.

The College is an institutional member of the American Council on Education, the Association of American Colleges and Universities, the Association of Independent Colleges and Universities of Ohio, the Association of Presbyterian Colleges and Universities, the Council for the Advancement and Support of Education, the Five Colleges of Ohio, the Great Lakes Colleges Association, Inc. (GLCA) and the Global Liberal Arts Alliance, the National Association of Independent Colleges and Universities, the National Collegiate Athletics Association, and the Ohio Foundation of Independent Colleges, Incorporated.

EDUCATIONAL ASSESSMENT

The College of Wooster assesses each student's learning as he or she progresses through the curriculum. Senior Independent Study is a particular focus for assessment as it represents the culmination of a student's undergraduate academic journey. In addition to the individual-level assessment of learning, the College also has a formal program of systematic assessment of student learning. The inception of this program coincided with faculty approval and adoption of the academic curriculum, *A Wooster Education*. Out of an initial focus on the general education curriculum has grown an evolving program of assessment of student learning and development that includes general education, graduate qualities, high-impact educational practices, majors and minors, courses, and co-curricular and extra-curricular activities and functions. Departments and programs use their assessment findings to improve pedagogy, enhance programs, and shape Wooster's curricular and co-curricular offerings. Ultimately, The College of Wooster is committed to continual improvement of student learning and development through assessment as it relates to the educational mission of the College.

Wooster's program of assessment is a shared experience, characterized by collaborative engagement by faculty, staff, and administrators. The College's Assessment Committee, whose membership is comprised of faculty, staff, administrators, and students, has an advisory and resource role. The College shares its assessment practices and findings externally as well as internally, and has contributed to the national conversation on assessment in higher education. The president of the College has joined the President's Alliance of the New Leadership Alliance for Student Learning and Accountability and is a signatory to the Consortium on Financing Higher Education's (COFHE) statement on assessment in higher education. By joining the Presidents' Alliance, he has committed the College to improving significantly its assessment of, and accountability for, student learning.

Faculty and staff have published promising practices and findings about assessment in teaching, assessment, and research journals, and have presented innovations in teaching, learning and assessment at professional conferences. The College has been awarded multi-institutional grants to assess several aspects of a liberal education, and faculty and staff have further participated in other college and university's multi-institutional grants to assess student learning in the liberal arts. The College has also been a partner campus to the Association for American Colleges and Universities (AAC&U) for its Valid Assessment of Learning in Undergraduate Education (VALUE) project, as part of its Liberal Education and America's Promise (LEAP) initiative.

The educational assessment weblog of the College is an important source of assessment news, practices, findings, and resources for both internal and external audiences (<http://assessment.voices.wooster.edu>).

THE ACADEMIC PROGRAM

The College's commitment to an academic program of the highest quality and to the program in Independent Study is reflected in the excellence of the resources that are available to students and faculty. These resources include a talented and dedicated staff, facilities and equipment that incorporate the most modern technologies, and a traditional campus of exceptional beauty.

INDEPENDENT STUDY

The College of Wooster is nationally recognized for mentored undergraduate research, and for more than sixty years the Independent Study program has required that every graduate engage in mentored research and create an original scholarly work. The capacity for individual inquiry and expression marks the liberally educated person, and the Independent Study program at Wooster provides an opportunity through which this capacity may be nurtured. Describing the challenge of the program, President Lowry, out of whose vision the program was established, said, **"it invites all students to come to their best in terms of their own talents."**

Independent Study provides all students the opportunity to engage in an activity both personally meaningful and appropriate to their individual fields and interests. It is not reserved for the few. Independent Study is an integral part of a Wooster education and provides the basis for a lifetime of independent learning. Students begin in their first year to develop their abilities in writing, reading, and critical thinking required for the project and explore various areas of intellectual interest. Ideas for Independent Study are stimulated not only by course work in the major but also by courses in other areas, informal exchanges with faculty and students, visiting lectures and arts events, off-campus study, volunteer work, and internship experiences.

Students beginning Independent Study are assigned a faculty adviser to serve as mentor, guide, and critic. Department or curriculum committee chairpersons will assign advisers after consultation with the student and appropriate faculty and consideration of the topic the student wishes to investigate. Each student works closely with his or her adviser through regularly scheduled meetings designed to assist, encourage, and challenge the student. Learning is approached as an exploration shared by student and adviser, each enjoying the opportunity to collaboratively search for solutions.

Specific format and procedures vary from program to program. The *Handbook for Independent Study* provides general information on the program, and the Departmental/Program *Independent Study Handbook* for each major gives more specific details. Students should request a current copy of the Departmental/Program *Independent Study Handbook* when declaring a major. The first unit of Independent Study often consists of a seminar or a tutorial program, designed to explore the possible range of research and creative projects in the chosen field and to initiate the student into a methodology of research or the techniques necessary for creative work. Usually elected during the junior year, this introduction stresses the development of the student's confidence and ability to carry out a more substantial project in the senior year. During the latter part of the first unit of Independent Study, a preliminary survey of exploration of the subject of the senior project may be undertaken.

In the senior year the student spends two semesters working on a major investigative or creative project which culminates in the writing of a thesis or the pro-

duction of a substantial creative work. Attention is given to the method, form, and content of intellectual activity, and there is an emphasis on the communication of the results of the individual's own intellectual and creative achievement. Competitive grants from the Henry J. Copeland Fund for Independent Study make available funds to assist students with unusual expenses associated with their projects and to complete projects of exceptional distinction.

A full list of Independent Study titles is available on the College website. Each student is required to submit to The College of Wooster a digital copy of his or her thesis for archiving, granting to the College and its employees a nonexclusive, royalty-free license to archive it. The student retains all other ownership rights to the copyright of the thesis.

THE CURRICULUM: A WOOSTER EDUCATION

A liberal arts education is not for four years but for a lifetime. As such, it should provide an intellectual experience that is both inherently valuable and also provides the resources necessary for a lifetime of inquiry, discovery, and responsible citizenship. These resources involve not the study of any particular discipline but the acquiring of certain intellectual abilities, including a critical disposition, an understanding of the nature of academic knowledge and the different ways of knowing that are reflected in the disciplines, the necessary skills to communicate effectively, an openness to inquiry in all its forms, and an appreciation of cultures and perspectives that are different from one's own. These abilities will help students to become independent learners for whom education is a life-long process and whose lives are marked by their commitment to knowledge and their ability to contribute meaningfully to their communities.

The College of Wooster seeks to create such independent learners. A Wooster education can be characterized by how it identifies the goals of a liberal arts curriculum and how these goals relate to the process of creating engaged and independent learners and informed and involved citizens.

- A liberal arts education should be rich in content and intellectually rigorous, to engage the minds and the imaginations of students and faculty alike. It should enable students to respond critically and creatively to the range of human inquiry into the nature of the physical world, society, and the human self, and to share their ideas orally, in writing, and through the forms of artistic expression.
- A liberal arts education should help students to appreciate the nature of the academic disciplines—as intellectual tools that enable us to think in structured and systematic ways, and for the depth of inquiry they allow. By study in a number of disciplines, students should come to understand the different ways of knowing that are embodied in the disciplines, and by coming to know at least one discipline in depth, students should equip themselves to become scholars engaged in the creation of knowledge. By reflecting on the connections among the disciplines, students should appreciate how the understanding of a subject may be enlarged by different disciplinary approaches, how different kinds of knowledge are interrelated, and how work in one field is affected by developments in others.

- A liberal arts education should prepare students for lives of responsibility in a pluralistic society and instill a breadth of understanding, concern, and commitment. It should provide opportunities to examine values, to reflect upon the richness and diversity of human experience, and to develop the necessary skills to contribute to the discussion of contemporary issues and to communicate effectively to individuals and across cultural differences.

The kind of independence which Wooster seeks to inspire is epitomized in the program of Independent Study, in which students are required to demonstrate their capacity for critical inquiry, their ability to create new knowledge in a disciplinary context, and the necessary skills to share their learning with a larger community. While Independent Study represents the culmination of one's learning in a discipline, the goals of the program go beyond disciplinary training. By engaging in the process of Independent Study, students come to regard learning as a process that requires a strong commitment, painstaking research, and the careful development of one's approach to a subject. Through I.S., students come to understand not only their chosen subject but also the nature of learning itself, and they can bring this approach to other situations in their lives and careers. Because they have developed the resources necessary for independent learning, they can become effective citizens able to respond to the needs of their societies.

These curricular goals find expression in the graduation requirements for each of the degrees the College offers: Bachelor of Arts, Bachelor of Music, and Bachelor of Music Education — see *Degree Requirements*. The College has emphasized its expectation that all students will complete academic coursework in a number of areas: First-Year Seminar, writing, global and cultural perspectives, religious perspectives, quantitative reasoning, learning across the disciplines, learning in the major, and Independent Study.

In addition to its departments and interdepartmental programs and courses, curricular opportunities are available through two College-wide programs, the Program in Writing and the Program in Interdisciplinary Studies.

DEPARTMENTS AND PROGRAMS

COURSE NUMBERING

The College of Wooster uses a five-digit course numbering system. The first three digits indicate the primary course number. The next two digits are the secondary course number and indicate whether there is a special focus for the course. For example:



The first letters are the department or program abbreviation. The next three digits are the primary course number (101 is the primary course number for all *Introduction to Historical Study* courses). The last two digits are the secondary course number. These two digits indicate that the special focus for this HIST 101 course is *The History of Islam*. A course with a given three-digit primary course number can only be taken once for credit unless specifically indicated otherwise by the department.

The following policy has been used in assigning primary course numbers:

- 100-level courses are usually introductory courses; some 100-level courses do have prerequisites, and students are advised to consult the description for each course.
- 200-level courses are usually beyond the introductory level, although many 200-level courses are open to first-year students and to majors and non-majors.
- 300-level courses are seminars and courses primarily for majors but open to other students with the consent of the instructor.
- The following numbers are for Independent Study: I.S. 40100 (Junior Independent Study), I.S. 45100 and I.S. 45200 (Senior Independent Study).

In addition to the regular course offerings, many departments offer individual tutorials under the number 40000 and internships under 41000. On occasion, departments will offer a course on a special topic as approved by the Educational Policy Committee, designated 19900, 29900, or 39900.

ABBREVIATIONS

In keeping with the general education requirements of the College's curriculum (see *Degree Requirements*), course listings employ the following abbreviations:

- W** Writing Intensive (**W†** indicates that not all sections are Writing Intensive)
- C** Studies in Cultural Difference
- R** Religious Perspectives
- Q** Quantitative Reasoning
- AH** Learning Across the Disciplines: Arts and Humanities
- HSS** Learning Across the Disciplines: History and Social Sciences
- MNS** Learning Across the Disciplines: Mathematical and Natural Sciences
- Except where otherwise noted, all courses carry one course credit.**

AFRICANA STUDIES

FACULTY:

Josephine Wright, Chair

Michael Kwame Forbes

Boubacar N'Diaye

Africana Studies is an academic discipline rooted in a social, historical, and cultural context that seeks to introduce students to knowledge and perspectives about the peoples of Africa and of the African Diaspora that are not typically covered in traditional disciplines. The knowledge and perspectives Africana Studies seek to impart to students are principally corrective. They tend to challenge long-standing epistemic and paradigmatic approaches of traditional disciplines to the study of people of African descent and their struggles for equality and social justice.

Our interdisciplinary-trained faculty help students investigate, analyze, and develop multidisciplinary competencies to interpret critically all facets of the historical and contemporary experiences of black women and men in the global community. Since its inception in 1968, the Department of Africana Studies (formerly the Black Studies Program) has prepared College of Wooster graduates to succeed and become leaders in an interdependent, multicultural world.

By the end of the senior year, a Wooster Africana Studies graduate should be able to: identify and articulate the intellectual history, origin, purposes, and challenges of Africana Studies within the academy; identify and explain the connections between Africana Studies to historic Africa and the contemporary experiences of people of African descent around the world; identify and explain major historical events crucial to Africana people and their experiences in Africa, North America, the Caribbean, Europe, and other parts of the world; identify, articulate, and apply relevant African-centered theories and methodologies to the investigation or critical analysis of topics, texts, artistic productions, events, or phenomena related to the African diaspora; and conceptualize, research, organize, and write an independent study project that meets the learning outcomes of the department.

Major in Africana Studies

Consists of twelve courses:

- AFST 1000
- Four 200-level Africana Studies courses taken within the Department of Africana Studies
- One 300-level Africana Studies course taken within the Department of Africana Studies
- Three electives from the Department of Africana Studies or cross-listed courses accepted for AFST credit
- Junior Independent Study: AFST 40100
- Senior Independent Study: AFST 45100
- Senior Independent Study: AFST 45200

Minor in Africana Studies

Consists of six courses:

- AFST 1000
- Three 200-level Africana Studies courses taken within the Department of Africana Studies
- One 300-level Africana Studies course taken within the Department of Africana Studies

- One elective from the Department of Africana Studies or cross-listed courses accepted for AFST credit

Special Notes

- Course sequence suggestions for majors:

First Year:	AFST 10000, 20000-20028
Sophomore Year:	AFST 21300 One AFST 200-level course One elective from AFST or cross-listed courses
Junior Year:	One AFST 200-level course One AFST 300-level course One elective from AFST or cross-listed courses AFST 40100
Senior Year:	AFST 45100, 45200 One elective from AFST or cross-listed courses

- S/NC courses are not permitted in either the major or minor.
- Only grades of C- or better are accepted for the major or minor.

AFRICANA STUDIES COURSES

AFST 10000. INTRODUCTION TO AFRICANA STUDIES (Education)

Interdisciplinary foundation course presents overview of the historical, social, psychological, political, economic, and cultural experiences of all the major branches of people of African descent. Course focuses on the contributions and achievements of Africana people, with some emphasis on African Americans, and it explores the concerns as well as the challenges they face. Students are introduced to African-centered perspectives of prominent continental and diasporic scholars, artists, and activists, who mostly challenge the tenets and assumptions of the dominant cultural and intellectual paradigms. *Annually. Fall and Spring. [C, AH, or HSS]*

AFST 20000-20028. ISSUES IN AFRICANA STUDIES (some sections cross-listed with: **Music, Women's, Gender, and Sexuality Studies**)

An in-depth examination of an issue or topic relevant to the Black experience. Possible topics include Black biography and autobiography, post-colonial struggles, Maroon communities, civil rights, anti-colonial resistance movements, and Blacks in science and society. Topics vary and will be designated to meet the Learning Across the Disciplines requirement as appropriate. *Annually. Fall and Spring. [Depending on the topic, Wt, C, AH, or HSS]*

AFST 21300. RACISM 101

Americans have historically found it difficult to discuss issues of racism openly. This course examines the historical foundations of racism towards Blacks as a vestige of chattel slavery in the United States. It explores various manifestations of racism in Black-White relationships in contemporary American society. *Prerequisite: AFST-10000 or permission of instructor. Annually. Fall and Spring. [Wt, C, HSS]*

AFST 23100. SURVEY OF MODERN AFRICA

Course surveys the major areas and issues of modern Africa. Using an inter-disciplinary approach, it probes the major post-colonial cultural, economic, political, and societal structures, dynamics, ideas, and trends that depict modern Africa as shaped by its recent colonial history and the international environment. The course aims to familiarize students with these realities and the challenges contemporary African societies face as they build their future. *Prerequisite: AFST-10000 or permission of the instructor. [C, HSS]*

AFST 24100. BLACK WOMEN IN CONTEMPORARY SOCIETY (Women's, Gender and Sexuality Studies)

Course examines the ways in which contemporary society has shaped the lives of Africana women since the

Africana Studies

1960s. It explores how Black women have influenced U.S. society. Investigates issues such as family life, education, career opportunities, political activities, Black male/female relationships, societal constraints on their lives, as well as Black women's roles in the civil rights and feminist movements. *Prerequisite: AFST 10000 or permission of the instructor. [C, HSS]*

AFST 24200. MARTIN, MALCOLM, AND MANDELA

Course examines the leadership styles of these three Black leaders for civil and human rights in the 20th century. Places these activists in their historical and sociopolitical contexts, while comparing and contrasting their lives, philosophies and actions. *Prerequisite: AFST 10000 or permission of the instructor. [C, HSS]*

AFST 24400. CINEMA OF AFRICA AND THE AFRICAN DIASPORA (Film Studies)

This Course explores issues of race, class, culture, the colonial, and the anti-colonial thought through an examination of cinema created within and focusing on continental and diasporic African life. Accompanying the cinematic texts will be an array of written texts that contribute to the class discussion across the fields of history, post-colonial theory, and film theory. *Prerequisite: AFST 10000 or permission of the instructor. [C, AH]*

AFST 24600. AFRICANA POPULAR CULTURE

Course surveys the genres, media, conceptual dynamics and cultural consequences of popular culture of the Africana world. Examining music, religion, sports and graphic art, the course will investigate the historicity, aesthetics and social-political impact of these fields on Africana communities. Forms will be analyzed as vehicles for personal and public critique and transformation. *Prerequisite: AFST 10000 or permission of the instructor. [C, AH]*

AFST 24700. BLACK NATIONALISM

Course examines from a geographic-specific context the political, cultural, and theoretical aspects of historic and contemporary African diasporic nationalist movements. By examining major figures, texts, and movements, the course investigates the ways in which race, class, and culture inform Black nationalist theory and practice. *Prerequisite: AFST 10000 or permission of the instructor. [C, HSS]*

AFST 30000. CRITICAL READINGS IN AFRICANA STUDIES

Advanced special topics seminar focuses on critical issues in a variety of locations and time periods crucial to understanding Africana Studies. Possible readings include the works of John Bracey, W.E.B. Du Bois, Frantz Fanon, C.L.R. James, John Hope Franklin, Fannie Lou Hammer, Vincent Harding, Benjamin Mays, August Meier, Joanne Robinson, Carter G. Woodson, C. Van Woodward, etc. *Prerequisite: AFST 10000, one 200-level Africana Studies course, or permission of the instructor.*

AFST 30100. AFRICANA STRUGGLES FOR FREEDOM

Course surveys social, cultural and political movements, and actions of the historical and ongoing struggle against various forms of oppression. Examines types of resistances utilized by African people against enslavement, colonization, and other forms of domination. Critically analyzes resistances to enslavement in Africa, the Americas and Europe, as well as the fight for emancipation and civil rights in these regions throughout the 20th century. *Prerequisite: AFST 10000, one 200-level Africana Studies course, or permission of the instructor. [C, HSS]*

AFST 30200. MARXISM AND AFRICANA RADICAL THOUGHT

Course offers students an in-depth opportunity to read and examine major thinkers and works of the "Black Radical Tradition." More specifically, the course will contrast and examine the ways African continental and diasporic thinkers and activists engage, borrow from, contribute to, and expand the theories of Karl Marx, Friedrich Engels, and Vladimir L. Lenin. The goal is to show the various ways in which Africana radical thought has re-calibrated Marxian thought and activism through the particularities of the Africana experience. *Prerequisite: AFST 10000, one 200-level Africana Studies course, or permission of the instructor. [HSS]*

AFST 40000. TUTORIAL

Offered to individual students under the supervision of an Africana Studies faculty member on a selected topic. Permission of the chair of Africana Studies is required. Arrangements must be made with the supervising faculty member before registration. *Prerequisite: The approval of both the supervising faculty member and the chairperson are required prior to registration.*

AFST 40100. INDEPENDENT STUDY

Group tutorial taken during one semester of the junior year includes bibliographic and methodological instruction and a written essay/project designed by the student. Special attention will be given to the disciplinary con-

cerns in the humanities and social science areas of Africana Studies. *Prerequisite: AFST 10000 and three 200-level Africana Studies courses.*

AFST 45100. INDEPENDENT STUDY THESIS – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: AFST 40100.*

AFST 45200. INDEPENDENT STUDY THESIS – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: AFST 45100.*

**CROSS-LISTED COURSES ACCEPTED
FOR AFRICANA STUDIES CREDIT**

ART AND ART HISTORY

ARTD 22000. AFRICAN ART [C]

ARTD 23000. AFRICAN-AMERICAN ART [C, AH]

ENGLISH

ENGL 21007. BLACK LITERATURE AND CULTURE (this course only) [AH]

ENGL 23002. SURVEY OF AFRICAN AMERICAN LITERATURE (this course only) [C, AH]

FRENCH

FREN 33500. LITERATURE AND CULTURE OF FRANCOPHONE AFRICA [C]

HISTORY

HIST 11500. HISTORY OF BLACK AMERICA: FROM WEST AFRICAN ORIGINS TO THE PRESENT [C, HSS]

HIST 10173. SOCIAL HISTORY OF HIP HOP

HIST 23100. AFRICA BEFORE 1800 [C, HSS]

HIST 23200. AFRICA SINCE 1800 [C, HSS]

HIST 24600. UNITED STATES URBAN HISTORY [HSS]

MUSIC

MUSC 16500. GOSPEL CHOIR (.125 course credit)

MUSC 21400. HISTORY OF AFRICAN AMERICAN MUSIC [C, AH]

MUSC 21700. SURVEY OF JAZZ [C, AH]

PHILOSOPHY

PHIL 23400. AFRICAN PHILOSOPHY [C, AH]

POLITICAL SCIENCE

PSCI 20800. RACE AND POLITICS [C, HSS]

PSCI 21300. THE CONSTITUTIONAL LAW OF CIVIL RIGHTS [C, HSS]

PSCI 24900. THE GOVERNMENT AND POLITICS OF AFRICA [C, HSS]

RELIGIOUS STUDIES

RELS 26100. BLACK RELIGIOUS EXPERIENCE IN AMERICA [C, R]

SOCIOLOGY

SOCI 20900. INEQUALITY IN AMERICA [HSS]

SOCI 21400. RACIAL AND ETHNIC GROUPS IN AMERICAN SOCIETY [C, HSS]

SOCI 21700. BLACKS IN CONTEMPORARY AMERICAN SOCIETY [C, HSS]

SPANISH

SPAN 21200. LITERATURE AND CULTURE OF THE HISPANIC CARIBBEAN [C, AH]

THEATRE AND DANCE

THTD 24200. AFRICAN AMERICAN THEATRE HISTORY [W, C, AH]

ANCIENT MEDITERRANEAN STUDIES

The concentration in Ancient Mediterranean Studies is one of two within the major of Classical Studies. Through this concentration, students comparatively study multiple cultures in the Near East and Mediterranean basin, including ancient Mesopotamia, Israel, Egypt, Greece and Rome. (see *CLASSICAL STUDIES*)

ANTHROPOLOGY

Anthropology explores the variety of human groups and cultures that have developed across the globe and throughout time. Anthropologists hope that by seeing ourselves in the mirror of alternative cultural and historical possibilities, we can come to a better understanding of our own assumptions, values and patterns of behavior. (see *SOCIOLOGY AND ANTHROPOLOGY*)

ARCHAEOLOGY

CURRICULUM COMMITTEE:

P. Nick Kardulias (Archaeology and Anthropology), Chair (on leave 2015-2016)

Olivia Navarro-Farr (Archaeology and Anthropology), Chair (2015-2016)

Kara Morrow (Art) (on leave 2015-2016)

Margaret Ng (History)

Josephine Shaya (Classical Studies) (on leave 2015-2016)

Gregory Wiles (Geology)

Archaeology is an interdisciplinary field of study that investigates the past by finding and analyzing evidence from material culture and the natural environment. Its history as an academic field in this country began in 1879, when scholars from a number of established academic disciplines – especially history, classical studies, anthropology, and art – founded the Archaeological Institute of America. Archaeologists draw on the humanities, history and the social sciences, and the physical sciences in their research to identify the unique achievements and common elements of past societies around the world.

Wooster's archaeology curriculum has been designed to reflect the interrelatedness of the participating fields and to promote appreciation of human diversity. The program is designed both for majors and for students with a more general interest in archaeology. Majors may view the degree in archaeology as partial preparation for a career in teaching, museum curatorship, or field archaeology. If so, they should secure as broad a background as possible in the liberal arts and plan to pursue their studies on a graduate level.

Major in Archaeology

Consists of fourteen courses:

- ARCH 10300
- ANTH 11000
- GEOL 10500

- ARCH 21900-21906
- ARCH 35000 [W, HSS]
- Four electives in one area of emphasis taken from cross-listed courses accepted for ARCH credit
- Two electives in a second area of emphasis taken from cross-listed courses accepted for ARCH credit
- Junior Independent Study: ARCH 40100
- Senior Independent Study: ARCH 45100
- Senior Independent Study: ARCH 45200

Minor in Archaeology

Consists of six courses:

- ARCH 10300
- ARCH 35000
- Four of the following courses: ANTH 11000, 20500, 21000, ARCH 21900-21907, SOAN 24000, GEOL 10500, 20000, 21000, 30000, GRK 20000-20001, HIST 20400-20500, 20600, LAT 20000, IDPT 24000 or 24100

Special Notes

- The chairperson of Archaeology will approve a substitute for ARCH 21900-21907 for majors and minors unable to schedule the course.
- Only grades of C- or better are accepted for the major or minor.

ARCHAEOLOGY COURSES

ARCH 10300. INTRODUCTION TO ARCHAEOLOGY

As an overview of the discipline, this course includes study of the historical development of archaeology, consideration of basic field and analytical methods, and a review of world prehistory beginning with the emergence of the first humans to the rise of civilization. Emphasis is on how archaeologists reconstruct past societies out of fragmentary evidence. Required prior to ARCH 35000 and recommended prior to other courses listed under Archaeological Perspectives and Methods, which best serve as specialized case studies. *Annually. Fall and Spring. [HSS]*

ARCH 21900-21907. ISSUES IN ARCHAEOLOGY

The course material will vary. Examples include models of explanation and the nature and biases of evidence in interpreting the past; North American archaeology; recent excavations of specific sites; spatial analysis; Old World prehistory; Mesoamerican archaeology. *May be taken more than once with permission of the chairperson. Prerequisite: A minimum of two courses in the major or permission of the instructor(s). Alternate years. Spring. [C, depending on the topic, AH or HSS]*

ARCH 35000. ARCHAEOLOGICAL METHODS AND THEORY

This course is an in-depth study of the methodological and theoretical foundations of archaeology. The student becomes familiar with the process of archaeological reasoning — the assumptions, models, and techniques scholars use to analyze and interpret the material record. Topics include dating techniques, systems of classification, research design, and central debates in modern theory. Students work with materials in the Archaeology Lab. Students are strongly encouraged to complete ARCH 35000 prior to enrolling in ARCH 40100. *Prerequisite: ARCH 10300. Alternate years. [W, HSS]*

ARCH 40100. JUNIOR INDEPENDENT STUDY

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study.

ARCH 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: ARCH 40100.*

ARCH 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: ARCH 45100.*

**CROSS-LISTED COURSES ACCEPTED
FOR ARCHAEOLOGY CREDIT BY AREA EMPHASIS**

ART AND ART HISTORY

- ARTD 10100. INTRODUCTION TO ART HISTORY I [AH]
- ARTD 15100. INTRODUCTION TO DRAWING [AH]
- ARTD 15900. INTRODUCTION TO PHOTOGRAPHY [AH]
- ARTD 20100. THE BRONZE AGE [AH]
- ARTD 20600. EARLY MEDIEVAL ART [R, AH]
- ARTD 22300. ARCHITECTURE I: STONEHENGE TO BEAUX-ARTS [R, AH]
- IDPT 24000. GREEK ARCHAEOLOGY AND ART [AH]
- IDPT 24100. ROMAN ARCHAEOLOGY AND ART [AH]

CLASSICAL STUDIES

- GREK 20000. SEMINAR IN GREEK LITERATURE (INTERMEDIATE LEVEL I) [AH]
- GREK 25000. SEMINAR IN GREEK LITERATURE (INTERMEDIATE LEVEL II) [AH]
- HIST 20400. GREEK CIVILIZATION [HSS]
- HIST 20500. ROMAN CIVILIZATION [HSS]
- IDPT 24000. GREEK ARCHAEOLOGY AND ART [AH]
- IDPT 24100. ROMAN ARCHAEOLOGY AND ART [AH]
- LATN 20000. SEMINAR IN LATIN LITERATURE (INTERMEDIATE LEVEL I) [AH]
- LATN 25000. SEMINAR IN LATIN LITERATURE (INTERMEDIATE LEVEL II) [AH]

GEOLOGY

- GEOL 10000. HISTORY OF LIFE [MNS]
- GEOL 20000. PROCESSES AND CONCEPTS OF GEOLOGY [MNS]
- GEOL 20800. MINERALOGY [MNS]
- GEOL 21000. CLIMATE CHANGE [Q]
- GEOL 22000. INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)
- GEOL 26000. SEDIMENTOLOGY AND STRATIGRAPHY [W, MNS]
- GEOL 30000. GEOMORPHOLOGY AND HYDROGEOLOGY
- GEOL 30800. IGNEOUS AND METAMORPHIC PETROLOGY

HISTORY

- HIST 23400. TRADITIONAL CHINA [C, HSS]
- HIST 20400. GREEK CIVILIZATION [HSS]
- HIST 20500. ROMAN CIVILIZATION [HSS]
- HIST 20601. MEDIEVAL EUROPE, 500-1350 [HSS]

SOCIOLOGY AND ANTHROPOLOGY

- ANTH 20500. POLITICAL ANTHROPOLOGY [W†, C, HSS]
- ANTH 21000. PHYSICAL ANTHROPOLOGY [C, HSS, MNS]
- ANTH 22000. LINGUISTIC ANTHROPOLOGY [C, HSS]
- ANTH 23100-23112. PEOPLES AND CULTURES [C, HSS]
- ANTH 35200. CONTEMPORARY ANTHROPOLOGICAL THEORY [C, HSS]
- SOAN 34000. ETHNOGRAPHIC RESEARCH [HSS]
- SOAN 34100. SOCIAL STATISTICS [Q, HSS]
- SOCI 35000. CLASSICAL SOCIAL THEORY [HSS]

ART AND ART HISTORY

FACULTY:

John Siewert, Chair

Marina Mangubi

Bridget Milligan

Kara Morrow (on leave 2015-2016)

Walter Zurko

The Department of Art and Art History offers majors in Studio Art and in Art History. Courses in both majors are designed to allow the student to develop an understanding of the visual arts past and present. In studio courses, students learn to conceive and express ideas in two- and three-dimensional media, to evaluate the aesthetic character of works of art, and to become more alert to their sociopolitical implications. Art history courses are concerned with the production and reception of the visual arts within their social, religious, cultural, and political contexts. Students may double major in Studio Art and Art History or major in one discipline and minor in the other. Students considering a double major or a major and a minor in the Department should meet with the Department Chair early in their undergraduate education.

The Department of Art and Art History strongly urges students interested in off-campus experiences to take advantage of the New York Arts Program administered by the Great Lakes Colleges Association (GLCA). Other off-campus study programs, both in this country and abroad, are available to majors with adequate course preparation for advanced study. More information on such programs is available through the office of Off-Campus Studies.

Architecture: Students interested in a career in architecture should consider one of the following options, bearing in mind that Wooster does not offer a major in architecture: 1) a pre-architecture program of recommended coursework, preparing students for graduate study in architecture upon completion of the B.A. in any discipline at Wooster; or 2) the Cooperative Program between The College of Wooster and Washington University in St. Louis, providing an opportunity to earn both a bachelor's degree from Wooster and, upon acceptance into the graduate program, a Master's of Architecture degree at Washington University. For either option, interested students should meet with one of the Pre-Architecture co-advisers, Professor John Siewert and Professor Walter Zurko, early in their undergraduate education (see *Pre-Professional and Dual Degree Programs* for additional information).

STUDIO ART

The program in Studio Art is designed to engage students in the creative process and to provide training necessary for graduate study and/or a professional career in visual art.

Majors normally choose upper-level courses that lead to an emphasis in one of the following areas: drawing, painting, printmaking, sculpture, ceramics, and photography. Studio art courses usually are restricted to fewer than twenty students so that the instructor may spend sufficient time with each member of the class. These classes will be organized by collective experiences — slide lectures, field trips to galleries and museums, group critiques — and for personal, creative work and individualized suggestions and criticism offered by the instructor.

Major in Studio Art

Consists of eleven courses:

- Either ARTH-10100 or 10200
- ARTS 15100
- One of the following 100-level courses: ARTS 16100, 16300, or 16500
- One elective 100-level Studio Art course
- ARTS 25100
- Two elective Studio Art courses at the 200-level or above
- One of the following Art History courses: ARTH 21600, 22200, 36000
- Junior Independent Study: ARTS 40100
- Senior Independent Study: ARTS 45100
- Senior Independent Study: ARTS 45200

Minor in Studio Art

Consists of six courses:

- ARTS 15100
- One of the following 100-level courses: ARTS 16100, 16300, or 16500
- One elective 100-level Studio Art course
- One of the following courses: ARTH 10100, 10200, 21600, 22200, or 36000
- Two elective Studio Art courses at the 200-level or above

Special Notes

- AP credit in studio art is granted with a grade of 4 or 5 on the Studio Art General Portfolio or the Studio Art Drawing Portfolio, *and* a faculty portfolio review of artwork submitted to the AP Board.
- To declare a major in Studio Art, a student should have completed at least three courses in art, two of which must have been studio courses.
- Junior Independent Study in Studio Art (ARTS 40100) is a one-semester course that offers majors an opportunity to integrate techniques with creative concepts and serves as a preparatory experience for the two-semester Senior Independent Study (ARTS 45100 and 45200). ARTS 40100 is offered only in the Spring semester. Students must plan off-campus study so that it does not conflict with this course.
- Courses taken S/NC will not fulfill requirements for a major or a minor in Studio Art.
- Only grades of C- or better are accepted for the major or minor.

STUDIO ART COURSES

ARTS 15100. INTRODUCTION TO DRAWING (Archaeology)

This course introduces students to the various media and methods of freehand drawing. In order to advance their understanding of the visual and verbal language of drawing, students engage in a series of topical exercises, each combining a slide presentation, a group discussion, and a drawing assignment. Various approaches to representational drawing, including figure drawing, are explored. The course is required for the studio art major and is strongly recommended as the first course in studio art. There are six hours of weekly class time. *Annually. Fall and Spring. [AH]*

ARTS 15300. INTRODUCTION TO PAINTING

Students are introduced to the fundamental painting techniques and principles of color. In the process, they explore issues of subject matter and content as well as the role of painting today. The course is organized around a schedule of studio work, critiques, and discussion of artists' works. Six hours of weekly class time. *Prerequisite: ARTS 15100. Annually. Spring. [AH]*

ARTS 15500. INTRODUCTION TO PRINTMAKING

The course is organized around a schedule of technical demonstrations, studio work, critiques, and discussions of artists' works. Although intaglio techniques are emphasized in the course, students are also acquainted with

monotype, relief and non-toxic printmaking media, including photo-etching. Six hours of weekly class time. *Annually. Fall or Spring. [AH]*

ARTS 15700. INTRODUCTION TO TWO-DIMENSIONAL DESIGN AND COLOR

The course introduces students to the fundamentals of two-dimensional design and color theory. In it, we explore the properties and the interaction of formal elements in a composition and discuss their function in the works of artists, designers, and architects. Six hours of weekly class time that include lecture, demonstrations, slide presentations, group critiques, and in-class work time. *[AH]*

ARTS 15900. INTRODUCTION TO PHOTOGRAPHY (Archaeology, Film Studies)

This course introduces the student to the technical and aesthetic issues of basic black and white photography. The class assignments are designed to emphasize the versatility of the medium and to promote individual expression. Basic camera operation, black and white processing and printing techniques will be covered. Group critiques are scheduled regularly to develop analytical skills and to provide an arena for the photographer to discuss his or her intent. Six hours of weekly class time that include lecture, demonstrations, digital slide presentations, group critiques, and in-class work time. *Annually. Fall and Spring. [AH]*

ARTS 16100. INTRODUCTION TO THREE-DIMENSIONAL DESIGN

This course is designed to explore the elements of visual organization as they apply to three-dimensional forms. The goal of this course is to familiarize students with a shared vocabulary, both visual and verbal. This language will serve as the basis for engaging in constructive criticism and the exchange of ideas. We will explore the properties and the interaction of formal elements in a three-dimensional structure and discuss their role in the works of artists, designers, and architects from around the globe. Six hours of weekly class time that include lecture, demonstrations, slide presentations, group critiques, and in-class work time. *[AH]*

ARTS 16300. INTRODUCTION TO SCULPTURE

This course investigates the concepts and practices of organizing three-dimensional form through such techniques as casting and mold making, assemblage, and carving. The range of materials in the course could include wood, plaster, stone, metal, paper products, and found objects. Six hours of weekly class time that include lecture, demonstrations, slide presentations, and in-class work time. *Annually. Fall and/or Spring. [AH]*

ARTS 16500. INTRODUCTION TO CERAMICS

This course introduces clay as an art medium through a variety of fundamental forming, surface decoration, and firing techniques commonly used by potters and sculptors. Six hours of weekly class time that include lecture, demonstrations, slide presentations, group critiques, and in-class work time. *Annually. Fall and/or Spring. [AH]*

ARTS 17100. INTRODUCTION TO DIGITAL IMAGING

This course is designed to examine the concepts and practices of digital imaging as an art form. As part of that process, students will explore various techniques that include digital manipulation, digital collage, animation, and interactive website authoring. A special emphasis will be placed on understanding the practice of Adobe Creative Suite, specifically Adobe Photoshop in order to generate, collage and manipulate still images and text. Flash will be utilized to create interactive websites and animations that may incorporate video and sound effects. Six hours of weekly class time that include lecture, digital demonstrations, slide presentations, critiques, and in-class work time. *Prerequisite: Any ARTS 100-level studio art course. Annually. Fall and/or Spring. [AH]*

ARTS 25100. INTERMEDIATE DRAWING

This course is designed to develop a more expressive visual vocabulary through the continued exploration of media, methods, and a wide range of subjects including life drawing. Seminars and visits to exhibitions will stress visual concepts and the role of drawing in contemporary art. *Prerequisite: ARTS 15100. Annually. Fall or Spring.*

ARTS 25300. INTERMEDIATE PAINTING

Advanced study in oil painting including representational and abstract subject matter. Students engage in conceptual problems, which characterize contemporary painting practices. Additional study through individual projects and field trips. *Prerequisite: ARTS 15300. Alternate years. Fall or Spring.*

ARTS 25500. INTERMEDIATE PRINTMAKING

Advanced study in the media of printmaking and continued investigation of the ideas encountered in the initial printmaking course. Exhibitions, discussions, and field trips to museums are designed to acquaint the student with the role of printmaking in the world of contemporary art. *Prerequisite: ARTS 15500. Annually. Fall or Spring.*

ARTS 25900. INTERMEDIATE PHOTOGRAPHY

Continued study in the medium of photography, including an introduction to digital imaging that will include color images, fine-art digital prints, and outputting negatives for non-silver antiquated processes. The course may also incorporate camera formats and book arts. Running parallel to these technical investigations, assigned readings and discussions will address contemporary issues surrounding photography and digital imaging. Emphasis will be placed on developing creative projects and generating a cohesive body of work for each student. *Prerequisite: ARTS 15900. Annually. Fall or Spring.*

ARTS 26300. INTERMEDIATE SCULPTURE

Continued study of the medium of sculpture, including the study of theory and the creation of three-dimensional forms encountered in the initial sculpture course. Consideration of the possibilities of contemporary processes for creating and transforming three-dimensional forms and spaces. *Prerequisite: ARTS 16300. Alternate years. Fall or Spring.*

ARTS 26500. INTERMEDIATE CERAMICS

Upper-level problems in creative ceramics, continuing the approaches of the initial course in ceramics with emphasis on throwing and instruction in glaze formulation. *Prerequisite: ARTS 16500. Alternate years. Fall or Spring.*

ARTS 29900. SPECIAL TOPICS IN STUDIO ART

A course for students who have taken at least one ARTS 200-level course in studio art. It provides faculty and students opportunities to study and to create in a medium not regularly taught, or to enable faculty and students to focus on an issue in creative art that is not adequately addressed in listed courses. *Prerequisite: ARTS 200-level studio art course in the appropriate discipline or permission of instructor.*

ARTS 35100. ADVANCED DRAWING

Advanced exercises in traditional drawing media as well as experimental techniques not covered in earlier classes. There will be structured assignments along with numerous independent projects. *Prerequisite: ARTS 25100. Annually. Fall or Spring.*

ARTS 35300. ADVANCED PAINTING

Advanced study in various painting media to include structured assignments and independent work. Continued investigation of contemporary issues in painting through field trips and readings of art criticism. Topics range from approaches to figure painting to open-ended conceptual problems. *Prerequisite: ARTS 25300. Alternate years. Fall or Spring.*

ARTS 35500. ADVANCED PRINTMAKING

In this course students will explore further conventional and experimental printmaking techniques. Students may concentrate on editioning, or they may develop a portfolio of individual prints. *Prerequisite: ARTS 25500. Annually. Fall or Spring.*

ARTS 35900. ADVANCED PHOTOGRAPHY

This course is designed to develop an advanced understanding of the theory and practice of photography and digital imaging. A focus on advanced techniques will involve both structured projects with an emphasis on the development of an individual portfolio. *Prerequisite: ARTS 25900. Annually. Fall or Spring.*

ARTS 36300. ADVANCED SCULPTURE

This course will be comprised of both individually arranged and structured projects in advanced sculptural concepts and techniques. There will be an investigation of critical attitudes applicable to sculpture. Individual experimentation is encouraged. *Prerequisite: ARTS 26300. Alternate years. Fall or Spring.*

ARTS 36500. ADVANCED CERAMICS

Concentration on advanced problems in both functional and sculptural ceramic design and techniques. A portion of the course will focus on plaster mold-making and slip-casting. Continued instruction in glaze formulation. Individual experimentation is encouraged. *Prerequisite: ARTS 26500. Alternate years. Fall or Spring.*

ARTS 40000. TUTORIAL

Advanced work in an area in preparation for doing Independent Study. Permission must be obtained from the instructor offering an advanced course in the special area. The student must schedule the same instructor and class hours as the advanced course. *Prerequisite: Previous coursework in the requested area; the approval of both the supervising faculty member and the chairperson are required prior to registration.*

ARTS 40100. INDEPENDENT STUDY

A creative, individual program, organized within a classroom structure to integrate techniques and artistic concepts as a preparatory experience for the senior project. Students and professors meet weekly in a seminar to discuss problems and to critique projects. *Prerequisite: Two ARTS 100-level courses, two advanced-level courses, and one art history course. Annually. Spring.*

ARTS 41000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. *(0.25-4 course credits) S/NC course. Prerequisite: The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.*

ARTS 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in the creation of a body of artwork and independent research guided by a faculty mentor. *Prerequisite: ARTS 40100.*

ARTS 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in a one-person exhibition, a written thesis, and an oral examination. *Prerequisite: ARTS 45100.*

ART HISTORY

The major in Art History exposes students to a wide variety of perspectives and academic fields and provides a good liberal arts foundation for careers in many different areas. It can also provide undergraduate preparation for graduate degrees leading to careers in teaching, research, criticism, library science, visual resources curating, museum or gallery work, art conservation (with substantial background in chemistry), community art programs, architecture, or historic preservation.

Art history courses are usually lecture-discussion classes primarily concerned with art's cultural and historical contexts; art as a revelation of human intelligence, imagination, and skill; and the tools—vocabulary, methods, approaches—used to study cultures through their artistic achievements.

Major in Art History

Consists of twelve courses:

- ARTH 10100
- ARTH 10200
- One of the following courses: ARTH 20100, IDPT 24000 or 24100
- One of the following courses: ARTH 20600 or 20700
- One of the following courses: ARTH 20800, 21000 or 21200
- One of the following courses: ARTH 20400, 21400, or 22200
- One of the following courses: ARTH 21600, 22000, 22100, 22300, 22400, or 23000
- One elective 300-level Art History course (excluding ARTH 32500)
- One elective course in Studio Art
- Junior Independent Study: ARTH 40100
- Senior Independent Study: ARTH 45100
- Senior Independent Study: ARTH 45200

Minor in Art History

Consists of six courses:

- ARTH 10100 or 10200
- Four 200-level courses, one each in four of the following five areas:

ARTH 20100, IDPT 24000 or 24100
ARTH 20600 or 20700
ARTH 20800, 21000 or 21200
ARTH 20400, 21400, or 22200
ARTH 21600, 22000, 22100, 22300, 22400, or 23000

- One elective 300-level Art History course

Special Notes

- With a score of 4 or 5 on the AP Examination in Art History, credit is granted for either ARTH 10100 or 10200.
- Prospective majors are strongly encouraged to take ARTH 10100 and 10200 in their first or sophomore years, and to take them in sequence.
- ARTH 32500 (Museum Studies) does not count toward the major or minor.
- At least one of the student's 200-level courses must be Writing-Intensive.
- Two courses in Studio Art are strongly recommended for the major.
- Junior Independent Study in Art History (ARTH 40100) is a one-semester seminar course, taught only in the Fall. Art History majors must plan off-campus study so that it does not conflict with this course.
- Courses taken S/NC will not fulfill requirements for a major or minor in Art History.
- Only grades of C- or better are accepted for the major or minor.

ART HISTORY COURSES

ARTH 10100. INTRODUCTION TO ART HISTORY I: PREHISTORY-MEDIEVAL (Archaeology)

An introduction to the art and architecture of the Western world from prehistory through the medieval period. The course will provide foundational skills (tools of analysis and interpretation) as well as general, historical understanding. It focuses on a select number of major developments in a range of media and cultures, emphasizing the ways that works of art function both as aesthetic and material objects and as cultural artifacts and forces. Issues include, for example, sacred spaces, images of the gods, imperial portraiture, and domestic decorations. *Annually. Fall. [AH]*

ARTH 10200. INTRODUCTION TO ART HISTORY II: RENAISSANCE-PRESENT

An introduction to the visual culture of the Western world from the fifteenth century to the present. The course provides tools of analysis and interpretation as well as general, historical understanding. It focuses on a select number of major developments in a range of media and cultures, emphasizing the ways that works of art function both as aesthetic and material objects and as cultural artifacts and forces. Issues include, for example, redefinitions of art in the Italian and Northern Renaissance; realism, modernity and tradition; the tension between self-expression and the art market; and the use of art for political purposes. *Annually. Fall and Spring. [AH]*

ARTH 20100. THE BRONZE AGE (Archaeology)

Explores the artistic and architectural achievements of the early civilizations of Mesopotamia, Egypt, and the Aegean prior to the rise of Greco-Roman culture (3500-500 BCE). Particular focus will be given to the role of intercultural exchange in the region. Students will be introduced to a variety of art historical and archaeological methods including traditional formal (stylistic, iconographic, structural) analysis of monuments as well as contextual (social, economic, gendered) approaches to material culture. ARTH 10100 or 10200 and/or ARCH 10300 are recommended as prior courses. *Alternate years. Spring. [AH]*

ARTH 20400. AMERICAN ART

This course examines social, ideological, and economic forces that shaped American painting, sculpture, and architecture from the colonial period to around 1940. Issues considered include representing "nation" in portrait, landscape, and genre painting; constructions of race in ante- and post-bellum America; the expatriation of American artists after the Civil War; the identification of an abstract style with political ascendance in the U.S.; and tensions between the ideal and the real in American cultural expression. ARTH 10100 or 10200 is recommended as a prior course. *Alternate years. [AH]*

ARTH 20600. EARLY MEDIEVAL ART (Archaeology)

This course will trace the development of art and architecture in the Mediterranean basin and on the European continent, 200-1000 CE — a period that saw the fragmentation of the late Roman Empire, the rise of Christianity, and the migration and settlement of the Germanic peoples. Frequently characterized by the so-called “demise” of Greco-Roman visual culture, the period is best understood in terms of the dynamic intermingling of artistic styles and religious beliefs. Monuments such as the catacombs of early Christian Rome, the ship burials of the North Sea littoral, and the Celtic manuscripts of Ireland will be explored in depth. ARTH 10100 or 10200 is recommended as a prior course. *Alternate years. [R, AH]*

ARTH 20700. LATE MEDIEVAL ART

This course will introduce students to the art and architecture of the period c.1000-1400 CE in western Europe and the Byzantine Empire. Each week, lectures and discussion — focusing on a particular region, culture, or discrete chronological period — will consider a variety of art historical approaches toward the study of objects (style, iconography, technique, etc.) and their cultural context. Key socio-historical themes and their impact on the arts will be addressed including pilgrimage, the Crusades, monasticism, feudalism, the role of women as artists and patrons, and cross-cultural artistic exchange. The course will cover a wide range of monuments (monasteries, cathedrals, castles and palaces) and a variety of artistic media (manuscripts, textiles, mosaics, frescoes, ivory, and metalwork). ARTH 10100 or 10200 is recommended as a prior course. *Alternate years. Spring. [R, AH]*

ARTH 20800. ITALIAN RENAISSANCE ART

This course aims at an understanding of Renaissance art by seeing it in relation to broader shifts in the culture of Italy over the course of the fifteenth and sixteenth centuries. We will study diverse genres of visual representation and the different social spaces where art was displayed. We will follow the careers of major masters like Michelangelo, Raphael and Titian while also exploring the urban centers—Florence, Rome, Venice—where these artists and many others not as well known, produced their works in response to the demands of patrons and institutions (in particular, the Catholic Church). Transformations in artistic practices and representational forms will be related to specific religious, social, political, economic and cultural conditions. ARTH 10100 or 10200 is recommended as a prior course. *Alternate years. [W†, R, AH]*

ARTH 21000. NORTHERN RENAISSANCE ART

This course examines the art and architecture produced north of the Alps between the late fourteenth century through the sixteenth century. We will pay particular attention to the connections between art and religious life, including the visualization of the spiritual and the otherworldly and the viewer’s interaction with the devotional image. We will also study court culture, the effect of the Protestant Reformation on artistic production, the problem of “realism,” regional differences in patronage of the arts, exchanges with Italian culture, and the shifting status of the artist. Artists considered include Jan van Eyck, Rogier van der Weyden Matthias Grünewald, Hieronymous Bosch, and Pieter Brueghel. ARTH 10100 or 10200 is recommended as a prior course. *Every third year. [W†, R, AH]*

ARTH 21200. BAROQUE ART, 1600-1700

The course will explore the art and architecture of the Baroque era, primarily in Italy, Spain, Flanders, and Holland. This includes such masters as Caravaggio, Bernini, Velázquez, Rubens, Rembrandt, and Vermeer. The works will be studied in the context of the social, political, and religious milieu of the Baroque period, an era of dynamic change and violent conflicts. ARTH 10100 or 10200 is recommended as a prior course. *Alternate years. [W†, AH]*

ARTH 21400. NINETEENTH-CENTURY ART

Surveys major movements and figures in painting, approximately 1789-1885, focusing primarily on France. Changing social and political conditions provide the context for investigating themes such as art’s engagement with history, nature, and urban experience; the place of gender and class in the formulation of artistic subjects; institutions of art exhibition and criticism; and the relationship between painting and other media such as sculpture, printmaking, and photography. ARTH 10100 or 10200 is recommended as a prior course. *Alternate years. [W, AH]*

ARTH 21600. GENDER IN TWENTIETH-CENTURY ART (Women’s, Gender, and Sexuality Studies)

Explores the ideologies and implications of significant gender issues in Western visual culture since the early twentieth century. The goal of the course is to examine social, historical and visual constructions — femininity and masculinity, sexuality and the body, domesticity and the family — by focusing on the place of artistic representation in the modern and current debates about such theoretical and material categories. ARTH 10100 or 10200 or WGSS 12000 is recommended as a prior course. *Alternate years. [AH]*

ARTH 22000. AFRICAN ART (Africana Studies)

This course will introduce by region the art and architecture of the African continent from the prehistoric to early modern periods. Representative groups will be explored in depth by considering the impact of historical, geopolitical and social development on traditional art forms/visual culture. Emphasis will be placed on ubiquitous themes such as rulership/social status, gender, performance/ritual, and belief systems. ARTH 10100 or 10200, AFST 10000, or HIST 23100 is recommended as a prior course. *Alternate years. Fall [C]*

ARTH 22100. ISLAMIC ART

This course will introduce students to the art and architecture of historical Islam from its rise following the death of Mohammed to the imperial age of the Ottomans, Persians, and Mughals, c. 650-1650. Particular attention will be given to the evolution of a distinctive Islamic material culture (calligraphy, textiles, mosques, and palaces), and the development of regional styles that resulted from artistic exchange with indigenous European, African, and Asian traditions. *Alternate years. [C, R, AH]*

ARTH 22200. MODERN ART

Examines developments in European painting and sculpture between approximately 1885 and 1945, including selected moments in American art after the turn of the twentieth century. The course will consider major modernist artists and movements that sought to revolutionize and renew vision and experience, from Symbolism to Surrealism. Issues include modernism's interest in primitivism and mass culture, theoretical rationales for abstraction, and the impact of industrial production and two world wars on the production and reception of art. ARTH 10100 or 10200 is recommended as a prior course. *Annually. Fall or Spring. [AH]*

ARTH 22300. ARCHITECTURE I: THE PREMODERN WORLD (Archaeology)

A chronological and contextual study of world architecture and urbanism from the late-medieval period through the end of the eighteenth century. Themes addressed include: the definition of sacred space and the structure of worship in various traditions of religious architecture; the classical tradition and its permutations through Renaissance and Baroque architecture, the development of cities in comparative perspective. ARTH 10100 or 10200 is recommended as a prior course. *Alternate years. [R, AH]*

ARTH 22400. ARCHITECTURE II: CHICAGO SCHOOL TO POSTMODERNISM

A survey of developments in European and American architecture from the late nineteenth century to post-modernism. The course will examine structural innovations, the impact of the machine on theory and practice, the death and rebirth of ornament, the challenge of urban problems, and the responses of particular architects to the challenges facing designers in the twentieth century. *Prerequisite: ARTH 22300 or ARTH 10100 or 10200 or permission of instructor (ARTH 22300 is the preferred prerequisite for students interested in graduate training in architecture). Alternate years.*

ARTH 23000. AFRICAN-AMERICAN ART (Africana Studies)

Explores artistic production by and about peoples of African descent living in the United States, from emancipation to the present. Emphasis on the Harlem Renaissance, expatriate black experience in Paris, art and the New Deal, the civil rights movement and black nationalism, and recent identity politics. The course also considers the idea of a "black aesthetic" and its impact on American art. ARTH 10100 or 10200 or AFST 10000 is recommended as a prior course. *Alternate years. [C, AH]*

IDPT 24000. GREEK ARCHAEOLOGY AND ART

A study of the major archaeological sites and monuments in Greece from the prehistoric, archaic, classical and Hellenistic periods. Emphasis on the interrelationship between artistic creativity, material culture, and their social, historical, and intellectual context. *Recommended: ARTH 10100. Alternate years. [AH]*

IDPT 24100. ROMAN ARCHAEOLOGY AND ART

A study of Roman art, architecture, and archaeology from the Early Empire through Constantine. Emphasis on the interrelationship between artistic creativity, material culture, and their social, historical, and intellectual context. *Recommended: ARTH 10100. Alternate years. [AH]*

ARTH 31800. HISTORY OF PRINTS

From their inception around 1400 in Europe, the graphic media have established social functions and aesthetic criteria that differ considerably from those of painting, sculpture, and architecture. This course surveys the techniques and development of printmaking, explores the various implications of the multiplied image on paper, and makes use of the College's print collection to give students firsthand experience in viewing and interpreting prints. The course culminates with a student-curated exhibition held at The College of Wooster Art Museum. *Prerequisite: ARTS 15500 or one ARTH 200-level course in Art History or permission of the instructor. Every third year. Spring. [AH]*

ARTH 32200. ARTS OF MAGNIFICENCE: GENDER AND RENAISSANCE COURTS (Women's, Gender and Sexuality Studies)

This seminar examines the vibrant artistic culture of the Renaissance court, paying particular attention to gender. We will study primarily Italian courts and artists, though comparative material will include courts in Burgundy, France, Spain, and the Holy Roman Empire. In addition to primary sources and scholarly articles from a range of disciplinary perspectives, we will read recent scholarship analyzing the visual culture of Renaissance courts using gender studies methodologies. Among the topics considered will be: the deployment of an Aristotelian notion of "magnificence" as a justification for lavish expenditure; conceptions of chivalry and courtly love; masculinity and the "beautiful" body of the Renaissance lord; the patronage of Isabella d'Este; constructions of fecundity at the court of François 1er; virility and lineage concerns in court portraiture; the "Mannerist" style at the court of Cosimo I de' Medici. *Prerequisite: Any of the following courses – WGSS 12000, ARTH 20700, ARTH 20800, ARTH 21000, ARTH 21200, HIST 20700, or permission of the instructor. Every third year.*

ARTH 36000. CONTEMPORARY ART (Film Studies)

Examines practice and theory in American and European art since approximately 1945, from abstract expressionism to current trends. Topics include the critique of modernism and representation, the emergence of new media and multimedia art forms, and the questioning of agency, identity, and audience in the contemporary art world. Readings range from contemporary criticism to historical analysis from a variety of perspectives (e.g., formal, feminist, multicultural, deconstructive). *Prerequisite: Any of the following — ARTH 21600, ARTH 22200, junior/senior studio major status, or permission of instructor. Alternate years. Fall or Spring.*

ARTH 39900. SEMINAR: SPECIAL TOPICS IN THE HISTORY OF ART (some sections cross-listed with Women's, Gender, and Sexuality Studies WGSS 32000)

A seminar on a specific artist or a limited number of artists, on a theme, problem, or methodological approach offered periodically for students who have taken at least one ARTH 200-level course in the history of art and who wish to concentrate on a defined issue in a collaborative effort by students and faculty. *Annually. Fall and Spring.*

ARTH 40000. TUTORIAL

Independent research and writing under the direction of a faculty member of the department. For advanced students. *Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.*

ARTH 40100. INDEPENDENT STUDY

This seminar will focus on current methods used in art historical research, various approaches historians have employed in studying works of art, use of library resources, and writing about art. Coursework includes substantial reading and a variety of research and writing projects. *Annually.*

ARTH 41000. INTERNSHIP IN ART HISTORY/ARCHITECTURE

Supervised participation for art majors at an art museum or gallery, or with organizations providing pragmatic experience in architectural history, urban planning, or historic preservation. This experience may be student-designed, with the consultation of an art history faculty member and a site supervisor, or arranged in the context of an existing program, such as the Harvard Graduate School of Design Summer Career Discovery Program or Habitat for Humanity. Coursework includes a journal and regular communication with the supervising faculty member, and may culminate with a written analysis of the student's experience. *Prerequisites: Art History majors must have completed ARTH 10100 and at least two ARTH 200-level art history courses. Studio Art majors must have ARTH 10100 and one upper-level art history course. Prior consultation with the supervising faculty member or the Pre-architecture adviser is required.*

ARTH 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: ARTH 40100.*

ARTH 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: ARTH 45100.*

BIOCHEMISTRY AND MOLECULAR BIOLOGY

CURRICULUM COMMITTEE:

Dean Fraga (Biology), Chair

Paul Edmiston (Chemistry)

William Morgan (Biology) (on leave 2015-2016)

Erzsébet Regan (Biochemistry and Molecular Biology)

Mark Snider (Chemistry)

Stephanie Strand (Biology)

James West (Biochemistry and Molecular Biology)

This interdisciplinary program, jointly administered by faculty from the Departments of Biology and Chemistry, enables students to ask and explore fundamental questions concerning the molecular events that occur in organisms. Students who complete this program will possess an understanding of the structures of biological molecules, the reactions involved in biological energy conversions, the formation and organization of complex cellular structures, and the communication of biological information spatially and temporally.

Through its curriculum, the Biochemistry and Molecular Biology Program seeks to develop students who:

- Possess a broad and fundamental understanding of biology and chemistry with particular focus on how molecules found in biological systems confer the properties of living organisms.
- Are able to perform the common methods and use the tools of the field including laboratory and computational techniques.
- Can conduct independent scientific investigation and scientific inquiry.
- Are able to locate, evaluate, and communicate scientific information effectively both by written and oral presentation.

Major in Biochemistry and Molecular Biology

Consists of fifteen courses:

- CHEM 11200
- MATH 11100 (see note below)
- BIOL 11100
- BIOL 20100
- CHEM 21100
- CHEM 21200
- PHYS 11100 or 10700
- BIOL 30500
- BIOL 30600
- BCMB 30300
- BCMB 33100
- One of the following courses: BCMB 33200, 33300, or CHEM 33400
- Junior Independent Study: BCMB 40100
- Senior Independent Study: BCMB 45100
- Senior Independent Study: BCMB 45200

Special Notes

- The MATH 11100 requirement may be fulfilled by successful completion of both MATH 10700 and 10800.
- There is no minor in Biochemistry and Molecular Biology.
- A student may not double major in Biochemistry and Molecular Biology with Biology, Chemistry, or Neuroscience.
- To complete the Biochemistry and Molecular Biology major, students should follow the sequence below:

First Year:	CHEM 11200 (and 11100, if needed) BIOL 11100, 20100
Sophomore Year:	CHEM 21100, 21200 BIOL 30500, 30600 MATH 11100 (or 10700 and 10800) PHYS 11100 (or 10700)
Junior Year:	BCMB 30300, 33100, and either 33200 or 33300 or CHEM 33400 BCMB 40100
Senior Year:	BCMB 45100, 45200

- A student who desires to replace a course listed above with a different course to count toward the major can petition the BCMB Curriculum Committee.
- A BCMB major who desires an American Chemical Society-Certified Biochemistry Degree is required to take the following courses in addition to the course requirements for the BCMB major: CHEM 21500, CHEM 31800, MATH 11200, and PHYS 11200. The A.C.S.-certified degree is encouraged for those students who plan to enter a graduate program in a biochemical discipline.
- Required courses in the major, including Physics and Mathematics, must be passed with a grade of C– or higher. Courses in the major exceeding the number required in the major may be taken S/NC with permission of the instructor. All courses must be taken concurrently with the corresponding laboratory.
- All students are encouraged to broaden their perspective on the major by taking additional upper level Chemistry, Biology, and/or Biochemistry and Molecular Biology course

BIOCHEMISTRY AND MOLECULAR BIOLOGY COURSES**BCMB 30300. TECHNIQUES IN BIOCHEMISTRY AND MOLECULAR BIOLOGY (Biology, Chemistry)**

This laboratory-based course gives students hands-on experience with experimental methods used in biochemistry and molecular biology. It is organized around a semester-long project in which students design and work toward specific research goals. This course counts for major credit in Biology and Chemistry. BCMB majors are encouraged to have prior or concurrent enrollment in BCMB 33100. *Prerequisites: C- or better in CHEM 11200 and BIOL 20100. Annually. Fall and Spring.*

BCMB 33100. PRINCIPLES OF BIOCHEMISTRY (Biology, Chemistry)

This course focuses on the structural and chemical properties of the four main categories of biological molecules — amino acids, nucleic acids, carbohydrates, lipids — as a means of critically analyzing the functions of complex biological macromolecules and cellular processes at the molecular level. Structure, equilibria, thermodynamics, kinetics and reactivity of biological macromolecules, with emphasis on proteins and enzymes, are the

course cornerstones. Principles of bioenergetics and intermediary metabolism (glycolysis, citric acid cycle, and oxidative phosphorylation) also discussed. Critical thinking and inquiry encouraged by analysis and discussion of current research literature. This course counts for major credit in Biology and Chemistry. Concurrent enrollment in BCMB 30300 highly recommended. Suggested previous courses: BIOL 30500 and 30600. *Prerequisite: C- or better in CHEM 21200 and BIOL 20100 or by permission of instructor. Annually. Fall. [MNS]*

BCMB 33200. BIOCHEMISTRY OF METABOLISM (Biology, Chemistry)

A continuation of BCMB 331 with molecular and mechanistic emphasis on advanced cellular metabolism, metabolomics, signal transduction, as well as DNA, RNA and protein metabolism. Critical thinking and inquiry encouraged by analysis and discussion of current research literature. This course counts for major credit in Biology and Chemistry. *Prerequisite: C- or better in BCMB 33100 or permission of instructor. Annually. Spring. [MNS]*

BCMB 33300. CHEMICAL BIOLOGY (Biology, Chemistry)

This course explores how chemistry can be utilized to examine and manipulate molecular events in biological systems. Specifically, the course is divided into different units, including proteomic profiling, enzyme activity profiling, metabolic engineering, and protein engineering. Critical thinking and inquiry encouraged by analysis and discussion of current research literature. This course counts for major credit in Biology and Chemistry. *Prerequisite: C- or better in BCMB 33100 or permission of instructor. Alternate years.*

CHEM 33400. BIOPHYSICAL CHEMISTRY

BCMB 40000. TUTORIAL

Special and advanced topics in Biochemistry & Molecular Biology. Evaluation of the student's accomplishment will be based on a contract with the supervising professor. Students apply to the program chairperson for this option. This course does not count toward a major in Biochemistry and Molecular Biology. (1.5 - 1 course credit) *Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.*

BCMB 40100. INTRODUCTION TO INDEPENDENT STUDY

This course focuses on scientific writing, experimental design, and informational retrieval systems, including accessing and evaluating the growing collection of molecular databases. Students explore the literature related to their proposed senior I.S. thesis through a series of structured writing assignments that culminate in a research proposal for the senior project. In addition, students learn the mechanics of scientific presentations and give a brief seminar on their proposed project. *Prerequisite: C- or better in CHEM 21100 and C- or better in either BIOL 30500 or BIOL 30600 or permission of instructor. Annually. Spring.*

BCMB 410000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. (0.25-4 course credits) S/NC course. *Prerequisite: The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.*

BCMB 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

An original investigation is conducted, culminating in a thesis and oral defense of the thesis in the second semester. During the year each student gives at least one research poster and oral presentation on the research topic. A student normally has one research adviser. *Prerequisite: C- or better in BCMB 40100.*

BCMB 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The thesis is evaluated by the research adviser and one other professor from the BCMB Curriculum Committee, in consultation with the other members of the BCMB Curriculum Committee. *Prerequisite: BCMB 45100.*

BIOLOGY

FACULTY:

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Seth Kelly

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William Morgan (on leave 2015-2016)

Erzsébet Regan

Laura Sirof

Stephanie Strand

James West

Biologists seek to understand the living world in all of its complexity through scientific methods of inquiry. The Department of Biology is made up of a group of committed faculty with expertise in diverse fields and sub-disciplines. Our curriculum provides majors with opportunities to explore the full breadth of biological organization and provides experiential learning opportunities that enhance students' understanding of content and techniques, as well as the strengths and limitations of scientific methods of inquiry.

The Biology curriculum is designed to give students a strong background in fundamental concepts of biology at the cellular, organismal, and population levels as well as the tools for understanding and carrying out biological research. Student-generated investigations are built into the structure of courses throughout the Biology curriculum beginning in the Gateway courses and continuing through Independent Study. Students collaborate and communicate with peers and faculty as they progress through their courses and Independent Study. These opportunities develop students' oral and written communication skills as well as their capacity for self-education and problem-solving. These abilities, combined with a liberal arts education, are essential for remaining competitive in the rapidly developing life sciences.

Through its curriculum, the Biology Department seeks to develop students who:

- comprehend foundational and unifying biological principles and their implications;
- retain the knowledge essential to a broad understanding of Biology;
- are familiar with scientific methods of inquiry and the philosophy of science, including methodologies for distilling biological information;
- are able to design and conduct an independent scientific investigation;
- can use scientific information to make reasoned decisions and critically evaluate the work of others;
- are able to communicate scientific information effectively;
- show evidence that they understand how knowledge changes; and
- are motivated to think, study and learn independently.

Major in Biology

Consists of fourteen courses:

- CHEM 11200
- One of the following courses: MATH 10700, MATH 11100, CHEM 21100, PHYS 10700, or PHYS 11100
- BIOL 11100
- BIOL 20100

Biology

- BIOL 20200
- BIOL 20300
- Five elective 300-level Biology courses with at least three of them having laboratory components and at least one course from each of the two major subdivisions of biology
- Junior Independent Study: BIOL 40100
- Senior Independent Study: BIOL 45100
- Senior Independent Study: BIOL 45200

Minor in Biology

Consists of six courses:

- BIOL 11100
- BIOL 20100
- BIOL 20200
- Three elective 300-level Biology courses, one of which must have a laboratory component. BIOL 20300 does not count as an elective toward the Biology minor.

Special Notes

- **The Breadth Requirement:** The Department of Biology feels that Biology majors should appreciate and understand a range of topics studied in the field of biology. Students are introduced to a diversity of biological topics in our Gateway course sequence (BIOL 20100 and 20200) and then develop additional depth in each subdivision by completing at least one course from each of the two major subdivisions, as organized below. Students are strongly recommended to complete the breadth requirement before beginning BIOL 45100 so that they can incorporate a range of biological concepts and tools into their Independent Study thesis project.

Molecular and Cellular Biology

BIOL 30400. Human Physiology
BIOL 30500. Cell Physiology
BIOL 30600. Genes and Genomes
BIOL 30700. Development
BIOL 33500. Microbiology
BIOL 36600. Immunology
BIOL 38000. Cellular Neuroscience
BCMB 30300. Techniques in BCMB
BCMB 33100. Principles of Biochemistry
BCMB 33200. Biochemistry of Metabolism
BCMB 33300. Chemical Biology

Ecology, Evolution, and Organismal Biology

BIOL 31100. Natural History of Vertebrates
BIOL 32300. Natural History of Invertebrates
BIOL 34000. Field Botany
BIOL 34400. Comparative Animal Physiology
BIOL 35000. Population and Community Ecology
BIOL 35200. Animal Behavior
BIOL 35600. Conservation Biology
BIOL 37700. Behavioral Endocrinology

- BIOL 36000 - *Evolution* synthesizes the major organizational levels in biology for a deeper understanding of this essential biological principle. Thus, BIOL 36000 is not applicable to either subdivision but does count for credit towards the major or minor.
- The Foundations course, BIOL 11100, must be taken as the first course by all Biology majors (unless the student has received advanced placement credit). The Gateway courses (BIOL 20100, 20200) may be taken in either order but should be completed by the end of the sophomore year and must be completed before enrolling in Junior Independent Study. One or both of the Gateway courses is a prerequisite to each upper-level course, although a student may be admitted to an upper-level course by permission of the instructor without having completed the prerequisite, when justifiable.

- BIOL 20300 (Research Skills for Life Scientists) should be taken by prospective Biology majors in the fall of their sophomore year. BIOL 11100 and at least one of the Gateway courses (BIOL 20100 and BIOL 20200) must be taken prior to enrolling in BIOL 20300; the second Gateway course should then be taken concurrently. BIOL 20300 must be completed before enrolling in Junior Independent Study.
- CHEM 11200 must be taken before or with BIOL 20100 and is a prerequisite to several 300-level Biology courses; it should therefore be completed in the first year. Students should complete as many Biology courses as possible, but *at minimum one* 300-level course, before beginning Junior Independent Study.
- BIOL 40100 must be completed before the student enrolls in BIOL 45100, and is normally taken in the second semester of the junior year. Students planning a semester off campus should consult with a Biology adviser early in the planning stage. Off-campus study is best scheduled for the spring of the sophomore year or the fall of the junior year.
- Course sequence suggestions for majors:

First Year:	BIOL 11100, 20200 CHEM 11100, 11200
Sophomore Year:	BIOL 20100 and 20300 One or two 300-level electives
Junior Year:	BIOL 40100 Two 300-level electives
Senior Year:	BIOL 45100, 45200 One or two 300-level electives

- The Biochemistry and Molecular Biology courses (BCMB 30300, 33100, 33200, 33300) count toward the Biology major and minor and are considered Biology courses for purposes of determining departmental honors. BIOL 10000, 39900, 40000, 40200 and 40300 courses do not count toward the major or minor, nor do they apply to Honors calculations.
- Biology majors contemplating graduate or professional school are strongly encouraged to take a full year of Organic Chemistry (CHEM 21100, 21200), a full year of general physics (PHYS 10700, 10800 or 11100, 11200), AND at least one course in calculus.
- **Laboratory Grade Policy:** Biology courses with a laboratory will receive one grade that reflects performance in the classroom and laboratory components; the relative weight of the two components will be stated in each course syllabus. Because the Registrar requires a grade for both the course and the laboratory, the course grade and the laboratory grade recorded on student transcripts will be identical.
- **Advanced Placement:** Students receiving a score of 5 on the Advanced Placement Examination in Biology will receive credit for *Foundations of Biology* (BIOL 11100). With a score of 4 on the Biology AP exam a student can receive one course credit in BIOL 10000 *Topics in Biology*, or upon successful completion of the Biology Placement exam may receive one course credit for *Foundations of Biology* (BIOL 11100). Advanced placement credit cannot be substituted for any

other Biology courses than those specified above. To receive appropriate Biology credit for AP scores, please contact the Chairperson of the Biology department. The advanced placement policy of the College is explained in the section on *Admissions*.

- **Off-Campus Study:** Off-campus study can be a valuable and enriching part of the college curriculum, and we encourage our students to consider off-campus study as a means of augmenting and enhancing their study of biology. Students who would like to include this in their program of study are encouraged to talk with a departmental faculty member early in their first year, and to think about scheduling choices that would make this possible. Biology courses taken at other institutions may count toward the major for up to two 300-level courses. Students should discuss their proposed course electives with the department chair prior to their study-abroad experience (or prior to enrolling in courses at other institutions), to determine whether the courses are equivalent to Wooster courses, and whether they will count toward the major.
- **Non-Science Majors:** Biological information has become increasingly important as citizens face crucial decisions on such issues as the environment, emerging diseases, genetic engineering, and our aging population as well as debate ethical questions rooted in science. To gain an appreciation of how biologists approach and understand life processes, non-science majors may enroll in either *Topics in Biology* (BIOL 10000) or *Foundations of Biology* (BIOL 11100). *Topics in Biology* (BIOL 10000) courses address specific topical issues in applied biology on a rotating basis (see catalogue description). *Foundations of Biology* (BIOL 11100) is intended as an entry course for students considering a major in one of the Biological Sciences, and focuses on a serious study of the conceptual underpinnings of genetics and evolution as they relate to the field of biology. For students interested in a more extensive laboratory experience, BIOL 20100 or 20200 would be appropriate after first completing BIOL 11100.
- A maximum of fifteen courses (including BCMB 30300, 33100, 33200 and 33300) from the Department of Biology may count toward the College's thirty-two course graduation requirement.
- Students are not permitted to count any courses taken for S/NC credit towards the major or minor.
- A student must earn a grade of C- or higher for a course to count toward the major or minor.

BIOLOGY COURSES

BIOLOGY FOR THE NON-SCIENCE MAJOR

BIOL 10000-10008. TOPICS IN BIOLOGY (some sections cross-listed with: **Communication, Environmental Studies, Neuroscience**)

The course focuses on a selected topic in biology in order to demonstrate fundamental principles of biology and/or how biology influences human society. The precise nature of the topic will vary from year to year, but in general will focus on a clearly defined topic in biology, often with some discussion of how the topic intersects with human society. Topics taught in the past have included the following: human inheritance, disease, tropical biology, neuroscience, human ecology, animal behavior, and insect biology. All sections of the course are suitable for non-science majors and will feature discussion and lecture formats. (1.0 course credits) Annually.

[MNS]

BIOLOGY FOR THE SCIENCE MAJOR

BIOL11100. FOUNDATIONS OF BIOLOGY (Biochemistry and Molecular Biology, Environmental Studies, Neuroscience)

This introductory course focuses on concepts considered central to understanding biology, including the nature of science, inheritance, gene expression, descent with modification and evolution by natural selection. This course is designed to provide potential biology majors with the fundamental concepts required for the study of biology. The course serves as a prerequisite for all biology courses numbered higher than 20000. Three class hours weekly. The course is also open to non-majors. (1.0 course credits) Annually. Fall and Spring. [MNS]

BIOL 19900. TROPICAL FIELD BIOLOGY

This course is an introduction to the ecology and conservation of tropical environments and their biota. Through lectures, field experiences and an independent research project, students will learn about such topics as ecological interactions, the natural history of locally important plant and animal species, biodiversity dynamics and human impacts on tropical ecosystems. Students will also receive instruction in data analysis and methodology in field biology. The course is taught in a tropical location during the summer for three intensive weeks. Note: *Biology majors seeking major credit will be required to complete additional assignments.* (1.0 course credits) Summer. [MNS]

BIOL 20100. GATEWAY TO MOLECULAR AND CELLULAR BIOLOGY (Biochemistry and Molecular Biology, Neuroscience)

This course serves as an introduction to the major concepts in the fields of molecular and cellular biology. Topics include cellular structure, biochemistry, metabolism, biosynthesis, photosynthesis, cell division and growth, and molecular genetics. In laboratory, students will learn specific laboratory techniques and will gain experience interpreting and communicating experimental results. This course is a pre-requisite for many upper level biology courses and must be completed with a C- or better before enrolling in BIOL 40100. (1.25 course credits) Prerequisite: C- or better in BIOL 11100 and previous or concurrent registration in CHEM 11200. Annually. Fall and Spring. [Q, MNS]

BIOL 20200. GATEWAY TO ECOLOGY, EVOLUTION, AND ORGANISMAL BIOLOGY (Environmental Studies)

An introduction to the major concepts in the fields of ecology, evolution, behavior and physiology. These biological disciplines are approached from the population and individual levels of biological organization. Through lecture, laboratory, in-class exercises and readings, this course focuses on individual organisms, and on as their behavior, interactions, evolution, and conservation. This course is a pre-requisite for many upper level biology courses and must be completed with a C- or better before enrolling in BIOL 40100. Three class hours and one laboratory period weekly. (1.25 course credits) Prerequisite: C- or better in BIOL 11100. Annually. Fall and Spring. [W, Q, MNS]

BIOL 20300. RESEARCH SKILLS FOR LIFE SCIENTISTS

This course is an introduction to experimental design, data analysis and other important research skills in the life sciences. In addition to sound statistical and experimental practice, emphasis will also be placed on other important skills for life scientists such as how to find and read the literature and how to communicate scientific information effectively. Covered topics also include descriptive statistics, probability theory and many of the commonly used parametric and non-parametric statistical tests. A final group project will allow students to apply what they've learned by designing, carrying out, analyzing and interpreting data from an original research project of their design. Prerequisites: C- or better in BIOL 11100 and in either BIOL 20100 or BIOL 20200. Concurrent registration in the other Gateway course or permission of the instructor. Annually. Fall.

BIOL 30400. HUMAN PHYSIOLOGY (Biochemistry and Molecular Biology, Neuroscience)

This course focuses on human physiology at the cellular and organ system levels. An emphasis is placed on neural control of movement, metabolism and organ system function. Topics include studies of nerves and muscle excitability, regulation of heart rate and blood pressure, respiration, and renal control of salt and volume. (1.0 course credits) Prerequisite: C- or better in BIOL 20100 and CHEM 11200. Annually.

BIOL 30500. CELL PHYSIOLOGY (Biochemistry and Molecular Biology, Neuroscience)

This course focuses on the cellular and molecular basis for complex physiological processes such as aging, disease pathologies, tissue formation and maintenance, and intracellular communication. Specific concepts covered include, signal transduction, membrane biology, cell division, maintaining cellular organization, and motility. The laboratory will include student-led investigations, using model organisms to explore complex cellular processes. Three hours of lectures and one laboratory/discussion section a week. (1.25 course credits) Prerequisite: C- or better in BIOL 20100 and CHEM 11200 or permission of the instructor. Annually. Fall and Spring. [W+]

BIOL 30600. GENES AND GENOMES (Biochemistry and Molecular Biology, Neuroscience)

Genetic analysis has been transformed by the ability to investigate not only single genes, but also complete genomes. This course examines the structure, function, and variation of genes and genomes and provides an introduction to the fundamental methodologies for the modern analysis of genes and genomes. Three classroom meetings and one laboratory/recitation period weekly. (1.25 course credits) *Prerequisite: C- or better in BIOL 20100 and CHEM 11200 or permission of instructor. Annually. Fall and Spring.*

BIOL 30700. DEVELOPMENT (Biochemistry and Molecular Biology, Neuroscience)

Throughout this course we will investigate the current understanding of the genetic, molecular, and cell biological basis of multicellular organismal development. Emphasis is placed on critically analyzing historical and current experimental approaches from many different model systems with particular reference to the processes of cell differentiation, body plan formation, morphogenesis, and organogenesis. Three lectures weekly. (1.0 course units) *Prerequisite: C- or better in CHEM 11200 and BIOL 20100 or permission of instructor. Annually. Fall.*

BIOL 31100. NATURAL HISTORY OF THE VERTEBRATES

This course covers the major lineages of extinct and extant vertebrates. Emphasis in lecture is on ecology, behavior, conservation and the evolutionary history of each clade. The laboratory component has two foci: field based experiences (accommodated through numerous field trips) and identification. Students will learn to identify many common vertebrates of Ohio by sight and sound. Three classroom meetings and one laboratory period weekly. One and one-fourth course credits. (1.25 course credits) *Prerequisite: C- or better in BIOL 20200 or permission of instructor. Annually. Spring.*

BIOL 32300. NATURAL HISTORY OF THE INVERTEBRATES

This course is about the worlds of invertebrates and how these animals interact with their natural environment, with a focus on a subset of these species found in Northeast Ohio. We will study invertebrates in both terrestrial and aquatic habitats and explore the mechanisms they use to overcome the challenges of survival and reproduction. We will learn about the value and process of natural history studies, including requisite skills such as observation, collection, identification, literature searches, posing and answering interesting questions, and communicating science effectively. Two meetings weekly (6 hours) that are combined classroom, lab, and field studies. (1.25 course credits). *Prerequisite: C- or better in BIOL 20200 or permission of instructor. Alternate years. Fall.*

BIOL 33500. MICROBIOLOGY (Biochemistry and Molecular Biology)

Study of the morphology, classification, physiology, biochemistry, and genetics of bacteria and viruses, and resistance to diseases caused by these organisms. The laboratory provides training in current technology using bacteria and viruses. Three classroom meetings and two laboratory periods. Recommended: Organic Chemistry. (1.25 course credits) *Prerequisite: C- or better in CHEM 11200 and BIOL 20100 or permission of instructor. Annually. Spring.*

BIOL 34000. FIELD BOTANY AND SYSTEMATICS

Introduction to the principles of field botany and plant systematics. Topics covered include floral and vegetative morphology, plant family characteristics, the use of keys, and basic collecting techniques. We will discuss current methods of biological systematics, traits useful for making phylogenetic inferences, and the evolutionary history of vascular plant groups, especially angiosperms. Topics will include floral biology and pollination, hybridization and speciation, molecular phylogenetics, ethnobotany, and biogeography. Three classroom meetings and one laboratory weekly. (1.25 course credits) *Prerequisite: C- or better in BIOL 20200. Alternate years. Spring.*

BIOL 34400. COMPARATIVE ANIMAL PHYSIOLOGY (Neuroscience)

A detailed study of selected aspects of the physiological ecology of vertebrates and invertebrates, with emphasis on circulatory systems, respiratory systems, energetics, thermoregulation, salt and water balance, and chemical regulation. The laboratory component emphasizes techniques in organismal physiology and experimental design. Three classroom meetings and one lab meeting weekly. (1.25 course credits) *Prerequisite: C- or better in BIOL 20100 and 20200 and in CHEM 11200 or permission of instructor. Annually. Fall.*

BIOL 35000. POPULATION AND COMMUNITY ECOLOGY (Environmental Studies)

A study of ecological principles as they apply to populations, communities, and ecosystems. Topics include physiological ecology, population growth, competition, predation, community structure, patterns of energy and nutrient cycling, and species diversity. Laboratory exercises emphasize experimental techniques used to investigate ecological questions. Three classroom meetings and one laboratory weekly. (1.25 course credits) *Prerequisite: C- or better in BIOL 20200 or permission of the instructor. Annually. Fall.*

BIOL 35200. ANIMAL BEHAVIOR (Environmental Studies, Neuroscience)

Why do animals behave the way they do? In this course, we will study this question from a variety of angles including: development, mechanistic causes, functional significance, and evolution. We will draw examples from a wide taxonomic spectrum of animals. The laboratory-field period of the course will emphasize how to address animal behavior questions by involving students in studies in which they learn techniques and tools used for observation, experimental design, conducting experiments, and analyzing and presenting results. Three classroom meetings and one laboratory period weekly. (1.25 course credits) Prerequisite: C- or better in BIOL 20200, or permission of the instructor. Annually. Spring.

BIOL 35600. CONSERVATION BIOLOGY (Environmental Studies)

This course examines the theory, methods, and tools by which biologists attempt to understand and to protect biological habitats and their attendant natural populations of organisms. Topics included demographic and genetic conservation, invasive species, fragmentation and habitat loss, design of nature reserves, management for conservation, and sustainable development within a conservation context. We also examine economic, social, and political pressures that influence conservation decision-making. Laboratory exercises include computer simulations, field trips, and group projects. Three classroom meetings and one three-hour laboratory weekly. (1.25 course credits) Prerequisite: C- or better in BIOL 20200, and C- or better in one 300-level class in ecology or organismal biology prior to enrolling. Alternate years. Spring.

BIOL 36000. EVOLUTION (Geology)

This course provides an in-depth introduction to evolutionary theory using both molecular and organismal approaches. Topics include: natural and sexual selection, population genetics, speciation, phylogenetics, and adaptation. The history of evolutionary thought and its place in human tradition will also receive emphasis. Three classroom meetings weekly. (1.0 course credits) Prerequisite: C- or better in BIOL 20100 and 20200 or GEOL 25000 and BIOL 20200 or permission of instructor. Annually. Fall.

BIOL 36600. IMMUNOLOGY

This course will investigate concepts in immunology from a physiological and molecular perspective. Topics to be covered include the lymphatic system and the lymphoid organs, immune cell development and function, antibody structure and function, specific and nonspecific response to infections, allergy, hypersensitivity and other immunological disorders, transplantation immunology, vaccination, and immunological applications in biotechnology. Laboratory exercises will focus on basic immunological techniques such as antibody-antigen interactions, antibody production, and cellular response to infection. Recommended: Organic Chemistry. (1.25 course credits) Prerequisite: C- or better in CHEM 11200 and BIOL 20100 or permission of instructor. Annually. Fall.

BIOL 37700. BEHAVIORAL ENDOCRINOLOGY (Neuroscience)

A study of the interrelationships of the endocrine system and behavior of animals. Topics include reproduction, parental behavior, aggression, biological rhythms, mood, and stress. Special emphasis will be placed on endocrine and neuroendocrine mechanisms of behavior. Laboratory exercises include an introduction to endocrine techniques, experimental investigations of hormones and behavior, and comparative anatomy of the endocrine system. Three hours of lecture and three hours of laboratory weekly. (1.25 course credits) Prerequisite: C- or better in BIOL 20100 and BIOL 20200 and in CHEM 11200, or permission of instructor. Annually. Fall.

BIOL 38000. CELLULAR NEUROSCIENCE (Biochemistry and Molecular Biology, Neuroscience)

This course focuses on cellular and molecular aspects of nervous system function. Topics include functional implications and the physiological basis of neuronal impulse conduction and synaptic neurotransmission, nervous system development, neuronal plasticity, and the cellular and molecular basis of addiction. Three lecture periods and one laboratory period weekly. Recommended: one upper-level Biology course or PSYC 32300. (1.25 course credits) Prerequisite: C- or better in BIOL 20100 and in CHEM 11200, or permission of instructor. Annually. Fall or Spring.

BIOL 39900. SPECIAL TOPICS IN BIOLOGY

A seminar for advanced students in the life sciences to further explore interdisciplinary topics in biology, such as Biological Rhythms, Bioinformatics, Plant-Animal Interactions, and Biogeography. Prerequisites: Junior or senior standing with significant coursework in biology, as determined by the course instructor. This course does not count toward a major or minor in Biology. (0.5 course credits) Offered as appropriate.

BCMB 30300. TECHNIQUES IN BIOCHEMISTRY AND MOLECULAR BIOLOGY**BCMB 33100. PRINCIPLES OF BIOCHEMISTRY****BCMB 33200. BIOCHEMISTRY OF METABOLISM****BCMB 33300. CHEMICAL BIOLOGY**

BIOL 40000. TUTORIAL

Evaluation of the student's accomplishment will be based on a contract with the supervising professor. Normally, laboratory exercises constitute at least one-quarter of the tutorial. Students will apply to the departmental chair for this option. This course does not count toward a major or minor in Biology. (0.5 - 1.0 course credits) *Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.*

BIOL 40100. INDEPENDENT STUDY

One weekly meeting with the student's adviser will focus on project design and exploration of the literature related to the proposed I.S. thesis. A second classroom meeting weekly will support these activities in a collaborative environment. A written I.S. thesis proposal is due at the end of the semester. *Prerequisite: A grade of C- or better in BIOL 11100, 20100, 20200, 20300, and one 300-level Biology course. Annually.*

BIOL 41000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. (0.25-4 course credits) *S/NC course. Prerequisite: The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.*

BIOL 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The thesis in Biology is based on a laboratory or field investigation in which data are collected and analyzed in comparison with the literature related to the project. A student should devote the same amount of time to the research and the subsequent thesis in BIOL 45100 and 45200 as that required for two major laboratory courses. The work is ordinarily done in two terms, one of which may be completed in the summer session. Data may be collected off campus if suitable supervision can be arranged. Normally, a student will have one research adviser. *Prerequisite: BIOL 40100.*

BIOL 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The research adviser, together with a second professor, reads the thesis and conducts an oral examination of the student on the field of research. The evaluation of the thesis will be determined by these two readers in consultation with the department as a whole. *Prerequisite: BIOL 45100.*

BIOLOGY SEMINAR

The seminar series provides group experiences in oral communication and criticism. In addition to student presentations, guest speakers and departmental staff present their recent research activities. All students pursuing thesis research or enrolled in Independent Study courses are required to attend a weekly departmental seminar. Biology majors are urged to attend these seminars in anticipation of thesis research and as a means of broadening their perspectives.

BUSINESS ECONOMICS

FACULTY:

James Burnell, Chair
Barbara Burnell
Phillip Mellizo
Charalambos (Harry) Michael
Amyaz Moledina
John Sell
Shu-Ling Wang
James Warner

Affirming the mission of the College, the Economics department enables students and faculty to collaboratively research and understand complex questions from a

diversity of economic perspectives. The department uses appropriate theories and empirical methods to foster an active engagement with local and global communities.

The Business Economics major provides an academically challenging program within the context of the liberal arts for those who desire a sophisticated understanding of business operation and an appreciation for the social and economic complexities of the world in which firms operate. The major is intended for students who plan to enter the business world directly after graduation, but it is sufficiently flexible to accommodate those who may choose graduate study. Those interested in international business should consider the special recommendations that pertain to them below. Students who desire a more policy-oriented major should consider the Economics major also offered by the Department of Economics.

The requirements for the major are formulated to acquaint the student with the structure and organization of the business firm, and to provide a framework of theoretical and quantitative analysis necessary for business decision-making. For students who qualify, the Business Intern program provides the opportunity to gain experience in working for a business firm as part of the academic program.

Major in Business Economics

Consists of fifteen courses:

- BUEC 11900
- ECON 10100
- ECON 11000 (see Special Notes below)
- One of the following courses: MATH 10400, 10800, or 11100
- ECON 20100
- ECON 20200
- ECON 21000 (see note below)
- Three elective Business Economics courses, one of which must be at the 300-level
- Two elective Economics courses
- Junior Independent Study: BUEC 40100
- Senior Independent Study: BUEC 45100
- Senior Independent Study: BUEC 45200

The Interdisciplinary Minor in International Business Economics

- BUEC 11900
- ECON 10100
- ECON 11000
- Two elective Business Economics courses at the 200-level or above, excluding BUEC 41000
- One of the following courses: ECON 25100, 25400, or 35000

Special Notes

- Majors may substitute MATH 22900 for ECON 11000 and MATH 32900 for ECON 21000.
- Majors who do not place into MATH 10400 or 11100 on the Mathematics placement test should take MATH 10300 or MATH 10700 as soon as possible in their College career to prepare them for MATH 10400 or 10800 and to provide a basis for their Economics courses.
- ECON 10100, ECON 11000, and MATH 10400 should be completed no later than the end of the student's fifth semester. The department recommends that students considering graduate study in Economics enroll in MATH 11100 rather than MATH 10400 and that they also take calculus through MATH 11200.

- The department requires that ECON 20100 or 20200 be taken prior to enrolling in BUEC 40100.
- The minor in International Business Economics must be taken in conjunction with a language major (currently French, German, or Spanish) selected by the student.
- There is no general Business Economics minor. The non-major who desires a background in business economics is urged to take BUEC 11900, ECON 10100 and 11000, MATH 10400, and other elective Business Economics courses according to his or her interests.
- Business Economics majors are not permitted to take courses in the major on an S/NC basis.
- A grade of C- or better is required for all courses counting toward the major, including the Mathematics course. Students receiving a grade below C- in ECON 10100 must retake that course before proceeding to the other Economics or Business Economics courses.

BUSINESS ECONOMICS COURSES

BUEC 11900. FINANCIAL ACCOUNTING

The study of basic accounting concepts and principles used in the preparation and interpretation of financial statements. *Annually. Fall and Spring. [Q]*

BUEC 22700. MONEY AND CAPITAL MARKETS

An analysis of financial intermediaries, why they exist, and how they function. Topics include money market theory and practice, primary and secondary stock and bond markets, mortgage markets, insurance markets, and the markets for derivative securities. *Prerequisite: ECON 10100. [HSS]*

BUEC 23000. MARKETING

An analysis of the entrepreneurial aspects of establishing mutually beneficial exchange relationships. Topics include market research and segmentation strategies as well as product development, promotion, pricing, and distribution. *Prerequisite: ECON 10100. [HSS]*

BUEC 25000. CORPORATE FINANCE

Study of the firm's investing and financing decision-making process and its relationship to the firm's internal and external economic environment. Particular attention is paid to the firm's stakeholders in the financial markets and to a discussion of the advantages and disadvantages of the methods used in capital budgeting, capital structure, and dividend policy decisions. *Prerequisite: ECON 10100 and BUEC 11900. Annually. [HSS]*

BUEC 29900. SPECIAL TOPICS IN BUSINESS ECONOMICS

A course designed to explain an application of business economic analysis to contemporary issues. *Prerequisite: ECON 10100 and BUEC 11900.*

BUEC 32500. AGENCY ECONOMICS

This course surveys how economists have studied and conceptualized individual and group agency—or the capacity for human beings to make choices and to impose those choices on the world around them. Topics examining the main insights from Classical, Evolutionary, Behavioral, and Experimental Game Theory are explored. Additional topics survey the principle findings and implications of Behavioral Economics, Neuroeconomics, and Behavioral Finance for Economics and related social sciences. *Prerequisite: ECON 20100. Alternate years.*

BUEC 35500. ORGANIZATION OF THE FIRM

Study of the internal structure of the firm, examining the incentives of the firm's various constituencies (owners, managers, suppliers, employees). Particular emphasis is placed on the separation of ownership and control in the public corporation. *Prerequisite: ECON 10100 and 20100. [W]*

BUEC 36500. PORTFOLIO THEORY AND ANALYSIS

A study of alternative types of investments, including a discussion of the methods utilized in selecting and evaluating security portfolios. *Prerequisite: ECON 10100, 11000, 21000; BUEC 11900; MATH 10400 or 10800.*

BUEC 37000. STRATEGIC MANAGEMENT

This course analyzes business problem-solving from the perspective of various functional areas within a complex external environment. The approach is a mix of theory and case study designed to give students an opportunity to apply previous course work while forcing them to consider tradeoffs and balance alternatives. *Prerequisite: BUEC 11900, ECON 11000 and 20100, and one other Business Economics course. Annually. Spring.*

BUEC 39900. SPECIAL TOPICS IN ADVANCED BUSINESS ECONOMICS

A seminar designed for the advanced business economics major. Topics will reflect new developments in business economics. *Prerequisite: BUEC 11900, ECON 20100.*

BUEC 40100. INDEPENDENT STUDY

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study. *Prerequisite: ECON 11000 and 21000 (ECON 21000 may be taken concurrently) and either ECON 20100 or 20200. Annually. Spring.*

BUEC 41000. BUSINESS ECONOMICS INTERNSHIP

Qualified students will be placed with a firm selected in accordance with their goals and interests. Placement will be for 22 weeks. (2 course credits) S/NC course. *Prerequisite: junior standing, 2.75 cumulative grade point average, ECON 10100 and 20200, BUEC 11900, and permission of intern coordinator. Annually. Fall.*

BUEC 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. Spring semester enrollment in BUEC 45100 is by permission only. *Prerequisite: Successful completion of all components of BUEC 40100.*

BUEC 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: BUEC 45100.*

CHEMICAL PHYSICS

CURRICULUM COMMITTEE:

Mark Snider (Chemistry, Chair)

Susan Lehman (Physics, Chair)

Chemical physics provides an interdisciplinary approach to the fields of chemistry and physics using mathematical techniques. The major allows students to explore the interface between chemistry and physics by studying structure, surfaces, bonding, atoms and molecules. By combining the methodologies and knowledge of physics and chemistry, many intriguing scientific questions can be addressed by a student with a strong predilection for mathematics and the physical sciences.

Major in Chemical Physics

Consists of sixteen courses:

- CHEM 11200
- MATH 11100
- MATH 11200
- PHYS 11100
- PHYS 11200
- PHYS 20100
- MATH 22100
- CHEM 31800
- CHEM 31900
- PHYS 35000
- One elective Chemistry course at the 200-level or above

- Two elective Chemistry or Physics courses at the 200-level or above
- Junior Independent Study: CHEM 40100 or PHYS 40100 (see Special Notes below)
- Senior Independent Study: CHEM 45100 or PHYS 45100
- Senior Independent Study: CHEM 45200 or PHYS 45200

Special Notes

- The Junior and Senior Independent Study courses must be in the same department.
- For students who begin in CHEM 11100, the required CHEM 31900 will count as their upper-level Chemistry elective.
- Examples of courses commonly taken as the elective Chemistry and/or Physics courses are: *Organic Chemistry* (CHEM 21100, 21200), *Analytical Chemistry* (CHEM 21500), *Inorganic Chemistry* (CHEM 34000), *Principles of Biochemistry* (BCMB 33100), *Mathematical Methods for the Physical Sciences* (PHYS 20200), *Mechanics* (PHYS 30100), *Thermal Physics* (PHYS 30200), and *Electricity and Magnetism* (PHYS 30400).
- No minor is offered in Chemical Physics.
- Students may not double major in Chemical Physics and in any of the participating departments of Chemistry, Physics, or Mathematics. Any student who anticipates attending graduate school in chemistry or physics should also take additional courses in those disciplines.
- Interested students should discuss plans with the chairperson of the Department of Chemistry or Physics.
- The S/NC grading option may not be used for courses required for this major.
- All courses and associated labs must be completed with a C- or better.

CHEMISTRY

FACULTY:

Mark Snider, Chair

Judith Amburgey-Peters

Paul Bonvallet (on leave 2015-2016)

Christopher Durr

Paul Edmiston

Karl Feierabend

Michael Peterson

Elana Stennett

Sarah Sobeck

James West

Chemistry is broadly defined as the study of the properties of matter and how matter is transformed. The faculty and staff of the Department of Chemistry work to maintain a student-centered curriculum, a supportive environment, and a vibrant intellectual community for Chemistry majors and non-majors alike. Students are guided to become ethical, productive members of society who apply their scientific knowledge and skills in a broad range of endeavors. Instruction in the discipline integrates learning through coursework, laboratory, and research. Consequently, students develop a variety of skills including laboratory methods, use of instrumentation, information literacy, problem solving, oral and written communication, and research design necessary to succeed in their future endeavors.

The curriculum is influenced by the guidelines from the American Chemical Society Committee on Professional Training (ACS CPT) and is comprised of courses covering the major sub-disciplines of chemistry. Feedback from alumni indicates that their Wooster education has prepared them well for a range of careers and life pursuits. Feedback from graduate and professional schools and employers indicate that students are well prepared in chemistry knowledge, techniques, instrumentation, and have the capabilities necessary to learn, adapt, and lead.

Major in Chemistry

Consists of sixteen courses:

- CHEM 11200 (see note below)
- CHEM 21100
- CHEM 21200
- CHEM 21500
- CHEM 31800
- CHEM 31900
- CHEM 34000
- MATH 11100
- MATH 11200
- PHYS 11100 or 10700
- PHYS 11200 or 10800
- Two of the following courses: CHEM 21600, 31300, 31600, 33400, 34100, BCMB 30300, 33100, 33200, or 33300 (see note below)
- Junior Independent Study: CHEM 40100
- Senior Independent Study: CHEM 45100
- Senior Independent Study: CHEM 45200

Minor in Chemistry

Consists of six courses:

- CHEM 11200 (see note below)
- CHEM 21100
- One of the following courses: CHEM 21500, CHEM 31800, or CHEM 31900
- Three Chemistry courses at the 200-level or above (see note below)

Special Notes

- Students who intend to take Chemistry courses at Wooster should take the Chemistry placement exam. Enrollment into CHEM 11200 requires satisfactory performance on the Chemistry Department placement exam, completion of CHEM 11100 with a C- or better, or Advanced Placement (AP) Chemistry credit. Students who test out of CHEM 11100 without AP Chemistry credit do not receive credit for CHEM 11100.
- A student who presents a score of 4 or 5 on the AP Examination in Chemistry automatically receives credit for CHEM 11100. Those students who desire to enroll in a chemistry course should take the Chemistry Department placement exam to be placed into *Principles of Chemistry* (CHEM 11200) or *Organic Chemistry I* (CHEM 21100), depending upon the exam results.
- International students with a certificate from a foreign Baccalaureate program may receive either one or two Chemistry course credits. Students who take the Chemistry Department placement exam will be placed into *Principles of Chemistry* (CHEM 11200) or *Organic Chemistry I* (CHEM 21100) depending upon the department placement exam results. If the student places into *Principles of*

Chemistry (CHEM 11200), 1.0 credit will be awarded for CHEM 11100. If the student places into *Organic Chemistry I* (CHEM 21100), 2.25 credits will be awarded for CHEM 11100, CHEM 11200, and CHEM 11200L.

- For the major, students who begin in CHEM 11100 are only required to take one elective.
- For the minor, students who begin with CHEM 11100 are only required to take two Chemistry courses at or above the 200-level.
- The MATH 11100 requirement may be fulfilled by the successful completion of both MATH 10700 and 10800.
- Concurrent enrollment in both class and laboratory is required for students taking a course with a laboratory component. Students who do not complete the class or laboratory component of a course with a C– or better must repeat both the class and the laboratory.
- A student may not take CHEM 10100 concurrent with or after CHEM 11200.
- Chemistry majors in the Seven-Year Dual Degree Pre-Dental/Dental Program at Case Western Reserve University (see Pre-Professional and Dual Degree Programs) must make sufficient progress in three years to complete the major in their fourth year, if necessary. Such students are required to complete the following courses by the end of their junior year: CHEM 11200, 21100, 21200, 21500, 31800 (or 31900), 34000, and 40100 in addition to MATH 11100 (or 10700 and 10800) and PHYS 10700-10800 (or 11100-11200).
- Chemistry majors who plan to attend graduate school are strongly encouraged to pursue an ACS-certified degree. The requirements for an American Chemical Society Certified Degree are summarized below:
 - (a) Chemistry: CHEM 11200, 21100, 21200, 21500, 31800, 31900, 34000, 40100, 45100, 45200, BIOL 20100, BCMB 33100, MATH 11100, 11200, PHYS 10700-10800 (or 11100, 11200). This differs from the minimal Wooster major by at least two courses: *Principles of Biochemistry* (BCMB 33100) and its prerequisite *Gateway to Molecular & Cellular Biology* (BIOL 20100). Biology 11100 (Foundations of Biology) is also required for students who do not place directly into BIOL 20100.
 - (b) Chemistry/Chemical Physics: CHEM 11200, 21100, 21200, 21500, 31800, 31900, 34000, BIOL 20000, BCMB 33100, MATH 11100, 11200, PHYS 11100, 11200, two Physics courses beyond PHYS 11200, two advanced courses in theoretical chemistry, physics, or math; CHEM or PHYS 40100, 45100, 45200.
- Students considering a Chemistry major should consider one of the sequences below:
 - (a) beginning in CHEM 12000 with sufficient math preparation:

	Fall	Spring
First Year	CHEM 12000 MATH 11100	CHEM 21500 MATH 11200
Sophomore Year	CHEM 21100 PHYS 11100 (or 10700)	CHEM 21200 PHYS 11200 (or 10800)

(b) beginning in CHEM 11000 with additional math preparation needed:

	Fall	Spring
First Year	CHEM 11000 MATH 10700	CHEM 12000 MATH 10800
Sophomore Year	CHEM 21100 PHYS 11100 (or 10700) MATH 11200	CHEM 21200 PHYS 11200 (or 10800) CHEM 21500

- All courses counting towards the Chemistry major must be passed with a C- or better and may not be taken S/NC; this applies to classroom and laboratory components.

CHEMISTRY COURSES

CHEMISTRY FOR THE NON-SCIENCE MAJOR

CHEM 10100-10103. CHEMISTRY AND THE WORLD IN WHICH WE LIVE

A study of chemistry is undertaken using the world around us as a starting point in developing an understanding of the facts, theories, and methodology of the chemical sciences. Topics may include environmental chemistry, food chemistry, forensics, and science in society. Topics will be announced in advance; past are listed below. Not open to students who have received credit for or are concurrently enrolled in CHEM 11200. Students with CHEM 11200 credit may apply to serve as a Teaching Apprentice. Three class hours per week.

Fall and Spring. [Q, MNS]

10102. FORENSIC SCIENCE

Law enforcement techniques such as DNA typing, fingerprint identification, drug/explosives detection, and fiber analysis are covered in class and short laboratory experiments. The underlying principles of forensic techniques are discussed, drawing on examples from true crime investigations. The broader impact of such methods and investigations is covered in the course.

10103. CHEMISTRY AND THE ENVIRONMENT - WATER

A study of chemistry is undertaken using the world around us as a starting point in developing an understanding of the facts, theories, and methodology of the chemical sciences. The chemistry involved in environmental topics such as climate change, ozone depletion, acid rain, and water pollution will be emphasized in this course offering. The central importance of water's physical and chemical properties to these topics will be highlighted as a theme throughout the semester. The popular media's role in covering environmental chemistry issues will also be addressed, with an emphasis on critical thinking.

CHEMISTRY FOR THE SCIENCE MAJOR

CHEM 11100. INTRODUCTORY CHEMISTRY (Biochemistry and Molecular Biology)

Fundamental facts, concepts, and theories of chemistry and mathematical skills are emphasized. Topics include matter, measurements, calculations, elements, atomic theory, atomic mass, the mole, ionic and molecular compounds, types of bonding, mole calculations, types of reactions, limiting reagents, percent yield, solutions, gases, quantum mechanics, orbitals and electrons, electronic structure, atomic periodicity, and Lewis theory. Emphasis will be placed on problem-solving and the development of critical thinking skills. Three class hours per week. *Annually. Fall. [Q, MNS]*

CHEM 11200. PRINCIPLES OF CHEMISTRY (Biochemistry and Molecular Biology)

Fundamental facts, concepts, and theories central to chemistry are examined. The topics include VSEPR, valence bond, and molecular orbital theories, intermolecular forces, solutions and colligative properties, chemical kinetics, reaction mechanisms, equilibria (chemical, acid-base, aqueous, ionic), thermodynamics (enthalpy, entropy, free energy), and electrochemistry. The laboratory focuses on fundamental techniques, data manipula-

tion, notebook and reporting skills. Three class hours and one three-hour laboratory period per week. (1.25 course credits) Prerequisite: CHEM 11100 with a C- or better, or satisfactory performance on the Chemistry Department placement exam. Annually. Fall and Spring. [Q, MNS]

CHEM 21100. ORGANIC CHEMISTRY I (Biochemistry and Molecular Biology)

The fundamental principles of structure, bonding, and reactivity of organic compounds are introduced. Content focuses on functional groups, reaction mechanisms, spectroscopic techniques, data interpretation, and introductory synthetic methods. Critical thinking, application of general concepts to new examples, and problem-solving skills are emphasized. Laboratory experiments incorporate key synthetic organic laboratory skills, reactions, techniques, and instrumentation. The experiments promote independence, information literacy, safety, writing skills, and laboratory competency. Three class hours and one three-hour laboratory period per week. (1.25 course credits) Prerequisite: CHEM 11200 with a C- or better. Annually. Fall. [MNS]

CHEM 21200. ORGANIC CHEMISTRY II (Biochemistry and Molecular Biology)

The study of organic structure, bonding, and reactivity continues with more complex molecules including aromatics, carbonyl compounds, amino acids, and carbohydrates. Advanced spectroscopic data analysis and multi-step syntheses challenge students to be creative, critical thinkers. In the laboratory, students apply skills from CHEM 21100, increase independence, and learn new techniques through research-based projects involving synthesis and spectroscopic identification. Information literacy, safety, and writing (notebooks, technical reports, summaries, and experimental plans) are emphasized. Three class hours and one three-hour laboratory period per week. (1.25 course credits) Prerequisite: CHEM 21100, C- or better. Annually. Spring. [MNS]

CHEM 21500. ANALYTICAL CHEMISTRY (Biochemistry and Molecular Biology)

The fundamental principles and methodology of chemical analysis are examined with examples from biochemistry and organic and inorganic chemistry. Topics include discussion of errors and statistical treatment of data, a review of equilibria, and introduction to spectroscopy, electrochemistry, and analytical separations. The laboratory emphasizes experimental design, using library resources, and methods for obtaining and evaluating quantitative data. Methods employed include spectroscopy, potentiometry, chromatography, mass spectrometry, and titrimetry. Three class hours and one three-hour laboratory period per week. Recommended previous course: CHEM 21200. (1.25 course credit) Prerequisite: CHEM 11200, C- or better. Annually. Spring. [Q, MNS]

CHEM 21600. ENVIRONMENTAL CHEMISTRY (Environmental Studies)

Various aspects of the chemistry of the environment, both unpolluted and polluted, are discussed. Emphasis is placed on chemical reactions in the atmospheric and aquatic realms, the relationship between chemical structure and environmental transport, and the toxicity and effects of common environmental pollutants. Case studies are used from the literature to further explore the course material. Three class hours per week. Recommended previous course: CHEM 211. Prerequisite: CHEM 11200, C- or better. Alternate years.

CHEM 31300. ADVANCED ORGANIC CHEMISTRY

The course focuses on the experimental, instrumental, and theoretical methods by which the structure, reactivity, and electronic properties of organic compounds are determined. Various aspects of modern organic chemistry, including synthesis, mechanism, advanced spectroscopic methods, and computational chemistry may be covered. Historic and current case studies are taken from the chemical literature. Three class hours per week. Prerequisite: CHEM 21200, C- or better. Alternate years.

CHEM 31600. INSTRUMENTAL ANALYSIS

Modern methods of chemical analysis are covered with an emphasis on spectroscopy, mass spectrometry, separations, and surface analytical techniques. Particular focus is placed on the use of instruments in chemical industry, clinical analysis, and environmental monitoring. Laboratory work involves multi-week independent projects. Three class hours and one three-hour laboratory period per week. Recommended previous course: CHEM 31800. (1.25 course credits) Prerequisite: CHEM 21500, C- or better. Alternate years. Fall.

CHEM 31800. PHYSICAL CHEMISTRY I

Chemical thermodynamics and kinetics. Topics include chemical kinetics and dynamics, rate laws, laws of thermodynamics, free energy and chemical equilibrium. The laboratories focus upon kinetics and thermodynamics with a strong emphasis on data analysis and scientific writing. Three class hours and one three-hour laboratory per week. (1.25 course credits) Prerequisite: CHEM 11200 with a C- or better, and MATH 11100 with a C- or better. Annually. Fall. [W, MNS]

CHEM 31900. PHYSICAL CHEMISTRY II

Quantum and statistical mechanics. Topics include quantum mechanical theory, quantum mechanical models for motion, the structure of atoms and molecules, molecular symmetry, molecular spectroscopy, and statistical mechanics and thermodynamics. The laboratory experiments focus upon spectroscopy and quantum calculations. There is an emphasis on data analysis and interpretation of results, as well as exploring current research trends. Three class hours and one three-hour laboratory per week. (1.25 course credits) Prerequisite: CHEM 11200 with a C- or better, and MATH 11200 with a C- or better. Annually. Spring. [MNS]

CHEM 33400. BIOPHYSICAL CHEMISTRY

This course examines the underlying physical principles and laws that govern the behavior of biological systems and biochemical reactions. The fundamental principles of molecular structure, chemical kinetics, and thermodynamics are explored in relationship to biological phenomena. Three class hours per week. Prerequisite: MATH 11100 or 10800 and either BCMB 33100 or CHEM 31800 with a C- or better. Alternate years. Spring.

CHEM 34000. INORGANIC CHEMISTRY

The details of the chemistries of selected elements and their compounds are studied. For each class of substances studied, the topics of structure, bonding, and reactivity are linked, with some discussion of mechanism, in order to give an overall survey of the chemistry of elements from various portions of the periodic table. Three class hours and one three-hour laboratory period per week. (1.25 course credits) Prerequisite: CHEM 21200, C- or better, or permission of the instructor. Annually. Fall. [MNS]

CHEM 34100. ADVANCED INORGANIC CHEMISTRY

Advanced aspects of inorganic chemistry are treated, including the organometallic chemistry of transition metal compounds and the chemistry of catalysis. The course is designed to emphasize structure, bonding, and spectroscopy, as well as syntheses and reaction mechanisms. Three class hours per week. Prerequisites: CHEM 31800 and 34000, C- or better, or permission of the instructor. Alternate years. Spring. [MNS]

BCMB 30300. TECHNIQUES IN BIOCHEMISTRY AND MOLECULAR BIOLOGY**BCMB 33100. PRINCIPLES OF BIOCHEMISTRY****BCMB 33200. BIOCHEMISTRY OF METABOLISM****BCMB 33300. CHEMICAL BIOLOGY****CHEM 40000. TUTORIAL**

Advanced library and laboratory research problems in analytical, inorganic, organic, and physical chemistry and biochemistry. (0.5 - 1.0 course credit) Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

CHEM 40100. INTRODUCTION TO INDEPENDENT STUDY

This course builds background knowledge and practical skills for independent scientific work. Activities in searching the literature, experimental design, drafting and revising scientific writing, and oral presentation culminate in a written research proposal for the Senior Independent Study project. Prerequisite: CHEM 21200 with a C- or better or Departmental approval.

CHEM 41000. CHEMICAL RESEARCH INTERNSHIP

Students are placed in research positions in non-academic laboratories. The normal schedule involves work during the summer months, in addition to either the fall or spring semester, on a research problem related to the function of the employing laboratory. The work is directed by scientists at the laboratory. Liaison is established by regularly-scheduled consultations with one or more faculty members of the Department of Chemistry. The student's schedule is arranged only after consultation with the Chemistry chairperson. (1 - 3 course credits) S/NC course. Prerequisite: junior standing; CHEM 21200, 21500, 31800, and 40100.

CHEM 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

An original investigation is conducted, culminating in a thesis and an oral defense of the thesis in CHEM 45200. During the Fall each student gives a research seminar on the Independent Study research topic. Projects are offered in selected areas of analytical, inorganic, organic, physical chemistry, and biochemistry. Prerequisite: CHEM 21200 and 40100, C- or better, or approval of the Department.

CHEM 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis, the presentation of a poster, and an oral defense. Prerequisite: CHEM 45100.

CHINESE STUDIES

FACULTY:

Rujie Wang, Chair

Ziying You

Jingwen Kang, FLTA

The Program in Chinese Studies introduces students to both Chinese language and Chinese literature. Its objective is to teach students the basic skills of reading, listening, speaking, and writing Chinese. Besides providing practical training in Chinese for career purposes, the program is also designed to familiarize students with non-Western conceptual schemes and modes of thought. The courses in Chinese language and literature, together with related courses from the departments of Anthropology, History, Philosophy, and Religious Studies, will give students a strong background in China and East Asia in general.

Major in Chinese Studies

Consists of eleven courses:

- CHIN 20100
- CHIN 20200
- CHIN 30100
- CHIN 30200
- One of the following courses: CHIN 31100 or 31200
- Two of the following courses, in two different departments: HIST 10105 or 10150 (when China-focused), 20000, 20100, 23700; PHIL 23200; RELS 21600; SOCI 21100-21107 (when China-focused)
- One of the following courses: CHIN 22000, 22200, 22300, 40000; HIST 10105 or 10150 (when China-focused), 20000, 20100, 23700; PHIL 23200; RELS 21600; SOCI 21100-21105 (when China-focused)
- Junior Independent Study: CHIN 40100
- Senior Independent Study: CHIN 45100
- Senior Independent Study: CHIN 45200

Minor in Chinese Studies

Consists of six courses:

- CHIN 20100
- CHIN 20200
- CHIN 30100
- Three of the following courses: CHIN 22000, 22200, 22300, HIST 20000, 23501, 23700, RELS 21600 or PHIL 23200

Special Notes

- **Overseas Study:** Majors in Chinese are required to complete an approved off-campus study program in China. Approved transfer credit from participation in this program can count toward the major requirements.
- Minors in Chinese may satisfy the CHIN 20100, 20200, and 31100 requirements by taking the equivalent courses from endorsed off-campus programs.
- Students who wish to take the maximum number of courses for this major are encouraged to complete additional courses from the options offered in the major requirements.

- Majors and minor are not permitted to take any courses within the department for S/NC credit, nor will classes taken for audit count.
- Only grades of C- or better are accepted for the major or minor.

CHINESE STUDIES COURSES

CHIN 10100. BEGINNING CHINESE LEVEL I

Introduces the fundamentals of modern Chinese. Objectives are attainment of proper pronunciation, with special emphasis on tones, basic grammatical patterns, and mastery of approximately 100 characters and compounds. Students are expected to memorize short skits. Five hours per week. *Annually, Fall.*

CHIN 10200. BEGINNING CHINESE LEVEL II

A continuation of CHIN 101, the course further develops the four basic skills of reading, writing, speaking, and listening comprehension; it introduces Chinese calligraphy, but the main emphases are oral proficiency and comprehension skills. Students are expected to memorize short skits. Five hours per week. *Annually, Spring.*

CHIN 20100. INTERMEDIATE CHINESE LEVEL I (East Asian Studies)

A continuation of beginning Chinese, with more emphasis on vocabulary-building (over 400 characters and compounds) and reading comprehension. Students are expected to memorize short skits and to write short character essays regularly to express their thoughts. In addition, students are also reading short stories from outside the regular textbooks. *Prerequisite: CHIN 10200 or equivalent. Annually, Fall. [C]*

CHIN 20200. INTERMEDIATE CHINESE LEVEL II (East Asian Studies)

A continuation of CHIN 20100 or the equivalent; in addition to textbooks, students will do exercises on language CDs and software applications such as Chinese e-mail or Chinese word processor. The syntactical and grammatical patterns are more complex than those taught in the first year. Students are expected to write and present their essays in Chinese weekly; in addition, students are also reading short stories from outside the regular textbooks. Required of minors. *Prerequisite: CHIN 20100 or equivalent. Annually, Spring. [C]*

CHIN 22000. REBELS, ROMANTICS, AND REFORMERS: BEING YOUNG IN CHINA (Comparative Literature, East Asian Studies)

Taught in English. This course introduces the lived experiences of modern Chinese youth as represented in twentieth-century fiction and film. Readings include narrative works by Lu Xun, Lao She, Ba Jin, Mao Dun, Ding Ling, Zhang Ailing, Zhang Jie, Wang Meng, Liu Heng, Wang Shuo, and Xi Xi, as well as poems by Bei Dao, Gu Cheng. The pain, frustration, loneliness, fear and aspiration of the fictional hero shall be understood in relation to social changes in China. We will study many fictional heroes as the shadows of modern man becoming a fragment of his primitive self under the pressures of a progressive civilization. *Alternate years. [C, AH]*

CHIN 22200. WOMEN IN CHINESE LITERATURE (Comparative Literature, East Asian Studies, Women's, Gender, and Sexuality Studies)

Taught in English. A survey of women's experience as represented in Chinese literature, ranging from philosophical texts, poetry, song lyrics, short narrative works, music and biographies to films from both pre-modern and modern periods, written about and by women. The course examines how women are depicted and how men and women define womanhood differently in various works of imagination. The primary texts and secondary readings that establish connections and comparisons among the different works include: *The Red Brush: Writing Women of Imperial China, Teachers of the Inner Chambers: Women and Culture in Seventeenth-Century China, and Precious Records: Women in China's Long Eighteenth Century.* The theoretical focus is on the construction of femininity in a patrilineal society. *Alternate years. [C, AH]*

CHIN 22300. CHINESE CINEMA AS TRANSLATION OF CULTURES (Comparative Literature, East Asian Studies, Film Studies)

Taught in English. What do Chinese people think of the social transformation of the past 30 years? What are their views and attitudes towards these changes that have affected their lives in profound ways? What are their dreams and fantasies about modernizations? What are their fear and hope when they look into the future? Divided into four groups: historical, rural, urban and Hong Kong and Taiwan, 24 narrative films are studied as auto-ethnographic texts in which the people in the PRC, Taiwan, Hong Kong, and the Chinese diaspora try to negotiate their cultural identity and achieve a translated modernity. In these films of self-representation, China, its people, and its past all get reinvented. *Annually. [C, AH]*

CHIN 22500. PERFORMANCE TRADITIONS OF CHINA

The course introduces topics in the rich panorama of oral and oral-connected performance traditions of China. Local traditions of professional storytelling, epic singing, folksongs, ritual, and local drama will be explored from an interdisciplinary perspective that will include folkloristics, vernacular and popular culture, performance studies, ethnopoetics, and translation studies. Taking a multi-ethnic approach, stress will be given to the idea that the performance traditions in China, rather than being parts of a monolithic “Chinese” tradition are better represented as diverse and distinct traditions with occasional similarities that exist or have existed within the modern borders of China. The course is not a comprehensive coverage of the hundreds of local traditions, but will alert students to the variety and nature of this vast corpus, in which much remains to be explored and documented.

CHIN 30100. HIGH INTERMEDIATE CHINESE I (East Asian Studies)

Practice in listening, speaking, reading, and writing at an advanced level. Review of grammatical patterns and expansion of vocabulary for practical use outside the classroom setting. Use of multi-media resources (audio recordings, film, screenplays, newspapers, expository prose) to achieve proficiency. Introduction to cultural topics and intellectual currents most pertinent to contemporary China. *Prerequisite: CHIN 20200 or equivalent. Annually. Fall.*

CHIN 30200. HIGH INTERMEDIATE CHINESE II (East Asian Studies)

Continuation of CHIN 30100. Additional, more intensive and extensive practice in listening, speaking, reading, and writing at an advanced level. Continued review of grammatical patterns and expansion of vocabulary for practical use outside the classroom setting. Use of multi-media resources (audio recordings, film, screenplays, newspapers, expository prose) to achieve greater proficiency. Continued discussion of cultural topics and intellectual currents most pertinent to contemporary China. *Prerequisite: CHIN 30100 or equivalent. Annually. Spring.*

CHIN 31100. ADVANCED CHINESE I (East Asian Studies)

Development of advanced skills in listening, speaking, reading, and writing. Study of language usage and the acquisition of common popular expressions, newly coined terms, slang, proverbs, and idioms in reading and writing. Use of textbooks and original materials with such foci as literary revolution, women’s liberation, gender equality, urbanization, economic transformation, etc.. Discussion of current events and introduction to textual analysis. *Prerequisite: CHIN 30200 or equivalent. Annually. Fall.*

CHIN 31200. ADVANCED CHINESE II (East Asian Studies)

Study of key issues in Chinese society through the exposure to authentic materials (novella, commercial manuals, classified ads, travel and tourist literature, rental and real estate documents, legal proceedings, job descriptions). Extensive use of audio and video materials to simulate a variety of real life situations to improve oral and written proficiency and deepen cultural knowledge. *Prerequisite: CHIN 30200 or equivalent. Annually. Spring.*

CHIN 40000. TUTORIAL (East Asian Studies)

Individually supervised language learning. By prior arrangement with the department only. *Prerequisite: CHIN 31200 or equivalent; the approval of both the supervising faculty member and the chairperson is required prior to registration.*

CHIN 40100. JUNIOR INDEPENDENT STUDY

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study; the student proposes and produces a well researched study on a topic of his or her own choice, with weekly meeting with the faculty member and the chair.

CHIN 41000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the Office of the Registrar. (0.25-4 course credits). S/NC course. *Prerequisite: The approval of a College of Wooster mentor, department chair, the faculty adviser and the Associate Dean for Experiential Learning is required. Annually.*

CHIN 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: CHIN 40100.*

CHIN 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: CHIN 45100.*

**CROSS-LISTED COURSES ACCEPTED
FOR CHINESE STUDIES CREDIT**

HISTORY

HIST 10105 or 10150. INTRODUCTION TO HISTORICAL INVESTIGATION (when China-focused)
[W, some sections count toward C, HSS]

HIST 10183. THE FAMILY IN CHINESE HISTORY [C, HSS]

HIST 20000. TRADITIONAL CHINA [C, HSS]

HIST 20100. MODERN CHINA [C, HSS]

HIST 20115. THE HUMAN INSTRUMENT: THE BODY IN CHINESE TRADITION

HIST 23400. TRADITIONAL CHINA [C, HSS]

HIST 23500. CONTINUITIES AND CHANGES IN MODERN CHINA

HIST 23700. THE UNITED STATES AND CHINA [C, HSS]

PHILOSOPHY

PHIL 23200. CHINESE PHILOSOPHY [C, AH]

RELIGIOUS STUDIES

RELS 21600. CHINESE RELIGIONS [C, R, AH]

SOCIOLOGY AND ANTHROPOLOGY

SOCI 21105. GLOBALIZATION AND CONTEMPORARY CHINA (when China-focused) [HSS]

CLASSICAL STUDIES

FACULTY:

Monica Florence, Chair

Dianna Rhyan

Josephine Shaya (on leave 2015-2016)

The Department of Classical Studies provides students with opportunities to explore the ancient Mediterranean world with a special focus on the period from the eighth century BCE through the fourth century CE. Through the comparative study of ancient languages and cultures, Classics students acquire additional cultural literacy, becoming better critical thinkers and more engaged global citizens. Our primary goal is for students to understand and examine critically the ancient beliefs, values, and traditions that have shaped modern cultures.

The study of the Ancient Mediterranean is inherently interdisciplinary and intercultural. Students are encouraged to learn Ancient Greek, Latin, Middle Egyptian, and Hebrew. They will study the ancient literature, archaeology, history, religion, philosophy, and art produced in the Near East and Mediterranean basin, including ancient Mesopotamia, Israel, Egypt, Greece, and Rome.

The Department accommodates and encourages a semester's study abroad in the Mediterranean region. Additionally, the Department offers a program of study in Greece through its Wooster in Greece program. Established in 1973, Wooster in Greece is an on-site program of study and travel in Greece and Turkey and an intensive introduction to ancient Greek culture, from the prehistoric to the Byzantine periods. Open to all students, the program offers a unique opportunity for participants to deepen their knowledge of ancient and modern Greek culture through an integrated program of reading, class work, and visits to sites and museums. The program is

interdisciplinary in nature and appropriate for students from a variety of majors and interests, as well as for those with previous experience in Classics.

ANCIENT MEDITERRANEAN STUDIES

The concentration in Ancient Mediterranean Studies is one of two within the major of Classical Studies. Through this concentration, students comparatively study multiple cultures in the Near East and Mediterranean basin, including ancient Mesopotamia, Israel, Egypt, Greece and Rome. Our period of study, from the eighth century BCE through the fourth century CE, allows for a particular focus on Greece and Rome, but the approach to the ancient Mediterranean region is interdisciplinary and intercultural. Students in Ancient Mediterranean Studies will examine the ancient literature, archaeology, history, religion, philosophy, and art produced by the network of ancient cultures that relied upon the Mediterranean Sea.

The primary goal of this concentration is to examine critically the ancient beliefs, values, and traditions that have shaped modern cultures. Students in Ancient Mediterranean Studies will acquire additional cultural literacy, becoming better critical thinkers and more engaged global citizens.

Major in Classical Studies, Concentration: Ancient Mediterranean Studies

Consists of eleven courses:

- Two courses in either GREK or LATN, at least one at the 200-level
- Two of the following courses: AMST 22000, 22100, 22300, 22600, 22800, 26000, 26100, HIST 20200 or 20300
- One elective from cross-listed courses accepted for CLST credit
- Three electives from Classical Studies or cross-listed courses accepted for CLST credit
- Junior Independent Study: CLST 40100
- Senior Independent Study: CLST 45100
- Senior Independent Study: CLST 45200

Minor in Classical Studies, Concentration: Ancient Mediterranean Studies

Consists of six courses:

- Two of the following courses: GREK 10100, 10200, 20100, 20200, 30100, 30200, LATN 10100, 10200, 20100, 20200, 30100, or 30200
- Two of the following 200-level course: AMST 22000, 22100, 22300, 22600, 22800, 26100, HIST 20200 or 20300
- Two elective courses from Classical Studies or cross-listed courses accepted for CLST credit

Special Notes

- **Language Requirement and Courses:** The concentration in Ancient Mediterranean Studies requires a minimum of one semester of ancient Greek or Latin at the 200-level or higher. Most students will need to take GREK 10100 and 10200 or LATN 10100 and 10200 as well as GREK 20100 or LATN 20100. Incoming students who have previously studied ancient Greek or Latin will be placed in the appropriate languages courses through the College's foreign language placement exams, which are administered during Summer registration for first year students. Students may satisfy the College's language requirement, and the requirement of introductory ancient Greek or Latin, by testing out of GREK 10100 and 10200 or LATN 10100 and 10200. Majors, however, must take a minimum of one upper-divisional language course at The College of Wooster or an equivalent university during a semester abroad. If a student completes a

language course below the level recommended by the placement exam, the student will not receive credit toward graduation for that course without prior permission of the Department Chair. The College's advanced placement policy is explained in the section on *Academic Policies*.

- Majors who intend to pursue graduate studies in Classics are strongly urged to complete four years of Ancient Greek and four years of Latin.
- S/NC courses are not permitted in the major or minor.
- Only grades of C- or better are accepted for the major or minor.

CLASSICAL LANGUAGES

The concentration in Classical Languages is one of two concentrations within the major of Classical Studies. Students of Classical Languages study ancient Greek, Latin, and/or Hebrew, as well as the rich cultural traditions of Greece, Rome, Israel, ancient Mesopotamia, and Egypt. Through the comparative study of these ancient languages and literatures, students in Classical languages acquire additional cultural literacy as they examine critically the ancient beliefs, values, and traditions that have shaped modern cultures.

The concentration in Classical Languages best prepares students for graduate school in the discipline of Classics or the fields of Ancient History and Ancient Philosophy. Students in Classical Languages pursue successfully careers in law, medicine, and publishing, as well as graduate school in Linguistics, Comparative Literature, and Classical Archaeology.

Major in Classical Studies, Concentration: Classical Languages

Consists of eleven courses:

- GREK 10100 (see Special Notes below)
- GREK 10200
- LATN 10100
- LATN 10200
- Three of the following courses: GREK 20100, 20200, 30100, 30200, LATN 20100, 20200, 30100, or 30200; both AMST 19000 (.5) and CLST 41000 (.5) or two other tutorial .5 courses may count towards the three
- One of the following courses: AMST 22000, 22100, 22300, 22600, 22800, 26100, HIST 20200 or 20300
- Junior Independent Study: CLST 40100
- Senior Independent Study: CLST 45100
- Senior Independent Study: CLST 45200

Minor in Classical Studies, Concentration: Classical Languages

Consists of six courses:

- GREK 10100 and 10200, or LATN 10100 and 10200
- Four of the following courses: GREK 20100, 20200, 30100, 30200, LATN 20100, 20200, 30100, or 30200

Special Notes

- **Language Requirement and Courses:** Incoming students who have previously studied Latin or Ancient Greek will be placed in the appropriate languages courses through the College's foreign language placement exams, which are administered during Summer registration for first year students. Students may satisfy the College's language requirement by testing out of GREK 10100 and 10200 or LATN 10100 and 10200. If a student completes a language course below the level recommended by the placement exam, the student will not receive

credit toward graduation for that course without prior permission of the Department Chair. The College's advanced placement policy is explained in the section on *Admission*.

- Majors who intend to pursue graduate studies in Classics are strongly urged to complete four years of Ancient Greek and four years of Latin.
- S/NC courses are not permitted in the major or minor.
- Only grades of C- or better are accepted for the major or minor.

CLASSICAL STUDIES COURSES

GREEK

GREK 10100. BEGINNING GREEK LEVEL I

An introduction to the grammar, syntax, and vocabulary of classical Attic Greek. Emphasis on reading continuous passages in ancient Greek and appreciation of their cultural context. *Annually, Fall.*

GREK 10200. BEGINNING GREEK LEVEL II

Continued work in Attic Greek grammar and readings, including selections from prose authors, such as Herodotus, Thucydides, and Plato. *Prerequisite: GREK 10100 or placement. Annually, Spring.*

GREK 20100. SEMINAR IN GREEK LITERATURE (INTERMEDIATE LEVEL I) (Archaeology, Comparative Literature)

Offered in conjunction with GREK 30100. Translation and careful study of continuous passages selected from several representative Greek texts — for instance, works of Homer, Hesiod, selected Greek lyric poets, Sophocles, Euripides, Thucydides, Herodotus, Plato, Aristotle, Attic orators, and occasionally non-literary materials (e.g., inscriptions or papyrus). A review of basic grammar; instruction in the use of commentaries, lexicon, reference works, and scholarly literature; an introduction to textual analysis, both literary and historical, and the Major in Classical Studies. Readings will change from year to year. *Prerequisite: GREK 10200 or placement. Annually, Fall. [AH]*

GREK 20200. SEMINAR IN GREEK LITERATURE (INTERMEDIATE LEVEL II) (Archaeology, Comparative Literature)

Offered in conjunction with GREK 30200. Intensive readings in and critical study of significant Greek texts. Course may be arranged around a particular author, genre, period, or topic. Readings will change from year to year. Offerings may include Homer and the Epic Tradition; Greek Historians: Herodotus and Thucydides; Greek Lyric Poetry; The Dialogues of Plato; Greek Tragedy: Sophocles and Euripides; The Greek New Testament; The Greek Novel; and The Biography in Greek. *Prerequisite: GREK 20100 or placement. Annually, Spring. [AH]*

GREK 30100. SEMINAR IN GREEK LITERATURE (ADVANCED LEVEL I) (Comparative Literature)

Offered in conjunction with GREK 20100. An in-depth translation and examination of representative texts—for instance, Homer, Hesiod, selected Greek lyric poets, Sophocles, Euripides, Thucydides, Herodotus, Plato, Aristotle, Attic orators, and occasionally non-literary materials (e.g., inscriptions or papyrus). Peer teaching of Greek grammar; active engagement with commentaries, reference works, and the scholarly literature; textual analysis, both literary and historical, as well as theoretical approaches to Greek history and Greek literature. Readings will change from year to year. *May be repeated once for credit. Prerequisite: GREK 20100 or placement. Annually, Fall. [AH]*

GREK 30200. SEMINAR IN GREEK LITERATURE (ADVANCED LEVEL II) (Comparative Literature)

Offered in conjunction with GREK 20200. Intensive readings in and critical study of significant Greek texts. Course may be arranged around a particular author, genre, period, or topic. Readings will change from year to year. *May be repeated once for credit. Annually, Spring. [AH]*

GREK 40000. TUTORIAL

Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

LATIN

LATN 10100. BEGINNING LATIN LEVEL I

An introduction to the Latin language with emphasis on vocabulary, morphology, syntax and the mastery of basic grammar. This course is designed for students who have had no previous work in Latin or who, based on performance on the placement examination, place in LATN 10100. *Annually, Fall.*

LATN 10200. BEGINNING LATIN LEVEL II

Continued work in the basics of the Latin language, with emphasis on reading selections from a variety of Latin authors, whose work we situate in proper cultural context. *Prerequisite: LATN 10100 or placement. Annually. Spring.*

LATN 20100. SEMINAR IN LATIN LITERATURE (INTERMEDIATE LEVEL I) (Archaeology, Comparative Literature)

Offered in conjunction with LATN 30100. Translation and careful study of continuous passages selected from several representative Latin texts — for instance, Cicero, Sallust, Catullus, Ovid, Vergil, Petronius, Pliny, and occasionally non-literary materials (e.g., inscriptions or papyrus). A review of basic grammar; instruction in the use of commentaries, reference works, and scholarly literature; and an introduction to textual analysis, both literary and historical, and the Major in Classical Studies. Readings will change from year to year. *Prerequisite: LATN 10200 or placement. Annually. Fall. [AH]*

LATN 20200. SEMINAR IN LATIN LITERATURE (INTERMEDIATE LEVEL II) (Archaeology, Comparative Literature)

Offered in conjunction with LATN 30200. Intensive readings in and critical study of significant Latin texts. Course may be arranged around a particular author, genre, period, or topic. Readings will change from year to year. Offerings include *The World of Cicero*; Vergil and the Epic Tradition; Roman Historians: Sallust, Livy, and Tacitus; Roman Comedy: Plautus and Terence; Roman Satire: Horace and Juvenal; Roman Erotic Poetry: Catullus, Horace, and Ovid; Petronius and Roman Novel; Medieval Latin. *Prerequisite: LATN 20100 or placement. Annually. Spring. [AH]*

LATN 30100. SEMINAR IN LATIN LITERATURE (ADVANCED LEVEL I) (Comparative Literature)

Offered in conjunction with LATN 20100. Translation and careful study of extended passages selected from several representative Latin texts—for instance, Cicero, Sallust, Catullus, Ovid, Vergil, Petronius, Pliny, and occasionally non-literary materials (e.g., inscriptions or papyrus). Peer teaching of basic grammar; active engagement with commentaries, reference works, and scholarly literature; textual analysis, both literary and historical, and an introduction to theoretical approaches to Roman history and Latin literature. Readings will change from year to year. *May be repeated once for credit. Prerequisite: LATN 20100 or placement. Annually. Fall. [AH]*

LATN 30200. SEMINAR IN LATIN LITERATURE (ADVANCED LEVEL II) (Comparative Literature)

Offered in conjunction with LATN 25000. Intensive readings in and critical study of significant Latin texts. Course may be arranged around a particular author, genre, period, or topic. Readings will change from year to year. *May be repeated for credit. Annually. Spring. [AH]*

LATN 40000. TUTORIAL

Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

ANCIENT MEDITERRANEAN STUDIES

Knowledge of Greek or Latin is not required for the following courses:

AMST 19000. MIDDLE EGYPTIAN

This .5 credit course is a study of the classical phase of the ancient Egyptian language, called Middle Egyptian. You will study the grammar of the language and begin to master the hieroglyphic writing system. To give context to the language, we will also read selected Middle Egyptian literary stories and discuss the amazing and complex culture of ancient Egypt. *Alternate years.*

AMST 19901. CLASSICAL LITERATURE & FILM

A comparative approach to ancient Greek and Latin literature and film with particular attention to the classical tradition. *Alternate years.*

AMST 22000. MYTHOLOGY OF THE ANCIENT WORLD (Comparative Literature)

A comparative approach to ancient myths with particular regard to how these narrative patterns and religious beliefs recur in other cultures and time periods. Texts vary but may include the Mesopotamian *Epic of Gilgamesh*, selected ancient Egyptian fairy tales, the Hindu *Ramayana*, and classical Greek, Roman, and Italian works such as Homer's *Iliad* and *Odyssey*, Hesiod's *Theogony*, Sophocles' *Oedipus*, Vergil's *Aeneid*, Ovid's *Metamorphoses*, and Dante's *Inferno*. *Alternate years. [AH]*

AMST 22100. ANCIENT THEATER: TRAGEDY AND COMEDY (Comparative Literature)

An examination of the drama of the ancient world. Particular attention may be paid to Greek and Roman representations of Persia, Egypt, and other ancient cultures. Other themes may include the origins of comedy and

tragedy, theories of drama, stagecraft, costuming, and the classical tradition. Plays vary but may include Aeschylus' *Persians*, Sophocles' *Oedipus*, Euripides' *Medea* and *Bacchae*, Aristophanes' *Lysistrata*, and the Roman comedies of Plautus and Terence. *Alternate years. [AH]*

AMST 22300. GENDER & SEXUALITY IN CLASSICAL ANTIQUITY (Comparative Literature, Women's, Gender, and Sexuality Studies)

An exploration of gender and sexuality in ancient popular literature and drama. An examination of the complex representations of masculinity, femininity, and transgender in classical antiquity, paying particular attention to images in popular literature, drama, and art. An introduction to theories of gender by Aristotle, Freud, Foucault, Butler, and others, and an analysis of how representations of gender and sexuality reinforced cultural beliefs in ancient Mediterranean cultures. Topics of inquiry may include gender and the gods, the visual representation of actors on stage, costuming the body, and the relationship between gender roles and political ideology, desire, religion, democracy, and cultural change. *Alternate years. [AH]*

AMST 22600. HISTORY OF ANCIENT MEDICINE

A survey of medical practices and the cultural implications of these practices in the ancient world. An examination of medical writings and material evidence in ancient Egypt, India, China, Greece, Rome, and Europe. Topics of inquiry include medicine and gender, class ideologies, shamanism and magical practices, surgical instruments and artifacts, and theories of medical treatments. Students are required to attend several extra lectures by practicing physicians and scientists on subjects such as Chinese medicine and acupuncture, alternative healing therapies, the intersection of modern and ancient healing practices, and theories of gynecology and obstetrics. *Alternate years. [AH]*

AMST 22800. WOOSTER IN GREECE : ANCIENT SCIENCE & MEDICINE IN THE GREEK ISLANDS

A survey of ancient scientific discoveries and innovations, as well as the major forms of scientific thought in Greece in the Classical and Byzantine periods. Topics of inquiry include ancient engineering and technology, ancient astronomy, herbal remedies and cures, surgical instruments and the material record, and theories of science and medicine. Students will visit sites and museums in Greece and Turkey and discuss primary and secondary sources in ancient science, philosophy, medicine and history. *Alternate years. [AH,C]*

AMST 26000-26001. STUDIES IN CLASSICAL LITERATURE

Intensive study of a significant subject in ancient Mediterranean literature. Course titles vary. *[AH]*

AMST 26100. STUDIES IN ANCIENT HISTORY

An intensive examination of a specific topic in the history and civilizations of the ancient Mediterranean world. Course titles vary but may include: Religion in the Ancient Mediterranean World, Science and Engineering in the Ancient World, Travel in the Ancient World, Food and Famine in the Ancient World, Late Antiquity, Alexander the Great and the Hellenistic World. *Alternate years. [AH]*

AMST 40000. TUTORIAL

Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

CLST 40100. JUNIOR INDEPENDENT STUDY SEMINAR

This writing-intensive seminar offers Classical Studies majors a firm grounding in the discipline, with an emphasis on the diverse materials, methods, and approaches that can be brought to bear on the study of Greco-Roman antiquity. Each student produces a junior thesis on the topic of his or her choice. That topic may be in Latin, Greek, or Classical Civilization. *Annually. Fall.*

CLST 41000. LATIN TEACHING INTERNSHIP

This .50 or .25 course is an experiential off-campus experience in which students teach Latin to children in local schools. Student interns work and learn under the joint guidance of the host organization and a faculty member in Classical Studies. *S/NC. Spring.*

CLST 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. The main fields of choice for a major with a concentration in Classical Languages are the literature, philosophy, religion, or history of Greece or Rome. Suggested fields of specialization for a major with a concentration in Ancient Mediterranean Studies are archaeology, ancient history, mythology, classical or comparative literary criticism, philosophy. *Prerequisite: CLST 40100.*

CLST 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: CLST 45100.*

CROSS-LISTED COURSES ACCEPTED FOR CLASSICAL STUDIES CREDIT

COMPARATIVE LITERATURE

CMLT 22200. CLASSICAL TRADITION IN MODERN DRAMA, FICTION, AND FILM [W, AH]

CMLT 29000. SEMINAR IN COMPARATIVE STUDIES (Approval of Chair, when topic is appropriate to the concentration)

HEBREW

HEBR 10100. BIBLICAL HEBREW I

HEBR 10200. BIBLICAL HEBREW II

HISTORY

HIST 20400. GREEK CIVILIZATION [HSS]

HIST 20500. ROMAN CIVILIZATION [HSS]

INTERDEPARTMENTAL

IDPT 24000. GREEK ARCHAEOLOGY AND ART [AH]

IDPT 24100. ROMAN ARCHAEOLOGY AND ART [AH]

PHILOSOPHY

PHIL 25000. ANCIENT PHILOSOPHY: PLATO AND ARISTOTLE [AH]

RELIGIOUS STUDIES

RELS 12000. INTRODUCTION TO BIBLICAL STUDIES: INTERPRETATION AND CULTURE [C,R, AH]

RELS 22400. HEBREW PROPHECY AS RELIGIOUS IMAGINATION [R, AH]

RELS 22500. THE LIFE AND TEACHINGS OF JESUS [W, C, R, AH]

RELS 26700-26729. TOPICS IN RELIGIOUS TRADITIONS AND HISTORIES (Approval of Chair, when topic is appropriate to the concentration) [R]

RELS 26900-26937. THEORIES AND ISSUES IN THE STUDY OF RELIGION (Approval of Chair, when topic is appropriate to the concentration) [R]

COMMUNICATION

FACULTY:

Denise Bostdorff, Chair

R. Brandon Anderson

Ahmet Atay

Beth Boser

Joan Furey

Donald Goldberg

Cara Hammond

Michelle Johnson

Communication is the study of the innate human ability to use symbols and create meaning. The Department of Communication contains within it two tracks: Communication Studies and Communication Sciences and Disorders.

COMMUNICATION STUDIES

Research and instruction in Communication Studies focus on the study of how messages in various media (spoken, written, printed, photographic, electronic, digital) are produced, used, and interpreted within and across different contexts, chan-

nels, and cultures. Communication Studies focuses on how people arrive at shared meanings through an interchange of messages or, in other words, the symbolic processes through which meanings and social realities are created and performed. The origin of Communication Studies goes back to the ancient Greeks and, in its infancy, the discipline emphasized public speaking alone. Today the discipline studies symbolic processes — whether oral, written, nonverbal, or mediated/visual — in a variety of contexts: interpersonal communication, group communication, organizational communication, public address, intercultural communication, media, digital communication, and globalization. The department encourages students to engage in the complex relations between communication and culture. Majors in the track of Communication Studies learn how to be more effective communicators and how to be critical analysts of communication, thereby preparing them for life as enlightened citizens and professionals in a variety of career paths in business, education, law, politics, media, healthcare, the ministry, and the nonprofit sector.

Major in Communication Studies

Consists of eleven courses:

- COMM 11100
- One of the following courses in human dynamics: COMM 22100, 22500, 22700, or COMD 14500
- One of the following courses in rhetorical studies: COMM 25000, 25200, or 25400
- One of the following courses in media studies: COMM 23300, 23500, or 33200
- Two course credits of electives chosen from the following (cannot be the same courses as taken for the above requirements): COMM 15200, 20000-20006, 22000, 22100, 22500, 22700, 23300, 23500, 25000, 25200, 25400, 33200, 35000-35002, or COMD 14500
- Majors may take *one* of the following cross-listed courses as part of the electives requirement: AFST 24200, AFST 24600, ENGL 26001, ENGL 26002, HIST 20101, PSCI 21200, PSCI 21500, PSCI 21800, PSCI 21900, PSYC 21500, PSYC 22000, SOCI 20700, SOCI 20900, SOCI 21400, WGSS 20400, WGSS 20600 (See below for more details.)
- COMM 31100
- One of the following courses: COMM 35200 or 35300
- Junior Independent Study: COMM 40100
- Senior Independent Study: COMM 45100
- Senior Independent Study: COMM 45200

Minor in Communication Studies

Consists of six courses:

- COMM 11100
- One of the following courses in human dynamics: COMM 22100, 22500, 22700, or COMD 14500
- One of the following courses in rhetorical studies: COMM 25000, 25200, or 25400
- One of the following courses in media studies: COMM 23300, 23500, or 33200
- Two course credits of electives chosen from the following (cannot be the same courses as taken for the above requirements): COMM 15200, 20000-20006, 22100, 22500, 23300, 23500, 25000, 25200, 25400, 33200, 35000-35002, or COMD 14500
- Minors may take *one* of the following cross-listed courses as part of the electives requirement: AFST 24200, AFST 24600, ENGL 26001, ENGL 26002,

HIST 20101, PSCI 21200, PSCI 21500, PSCI 21800, PSCI 21900, PSYC 21500, PSYC 22000, SOCI 20700, SOCI 20900, SOCI 21400, WGSS 20400, WGSS 20600

Special Notes

- Majors in the Communication Studies track must complete their methods course (COMM 35200 or 35300) no later than the spring of their junior year. Students are encouraged to take their methods course in the junior year. Majors should also complete the theory course (COMM 31100) prior to the first semester of Senior Independent Study (COMM 45100); normally, this will entail registration in COMM 31100 in the fall of the junior year.
- In addition to demonstrating proficiency in research and writing through Independent Study, a major in the Communication Studies track must demonstrate proficiency in public speaking, as certified by all faculty members in the Department of Communication, based upon the student's oral presentation of his/her Senior Independent Study proposal. These public presentations will typically be scheduled in the fall, and students will be provided with specific guidelines to follow. The faculty also encourages majors to seek the help of their advisers in preparing their presentations.
- No more than two Communication Studies and/or Communication Sciences and Disorders courses can be applied toward the general education requirements.
- No courses may be taken for the major on an S/NC basis.
- Only grades of C- or better are accepted for the major or minor.

COMMUNICATION STUDIES COURSES

COMM 11100. INTRODUCTION TO COMMUNICATION STUDIES

This course examines the significance of communication in human life and introduces students to fundamental principles and processes of communication in a variety of contexts: interpersonal relationships, small groups, public settings, and the mass media. Students will learn to think critically about communication and will apply the knowledge they gain through a variety of means: class exercises, a group project of limited scope, message analysis, and a presentation. *Annually, Fall and Spring. [HSS]*

COMM 15200. PUBLIC SPEAKING (Education, Communication Sciences & Disorders)

The course involves the study of public address and the performance of various types of speeches. The course examines public speaking theories from classical to contemporary times and makes use of model speeches to help students learn to write and deliver better public presentations. Senior majors may enroll only with the permission of the instructor and department chair. *Annually, Fall and Spring. [AH]*

COMM 20000-20006. ISSUES IN COMMUNICATION (Communication Sciences & Disorders)

A topical seminar that focuses on special issues within communication studies or communication sciences and disorders. *Prerequisite: COMM 11100 or one completed course in Communication Sciences & Disorders. Annually, Fall. [W] Spring. [Not W]*

COMM 31100. THEORIES OF HUMAN COMMUNICATION

The goal of this advanced course is to provide students with in-depth knowledge of theories of human communication in order to provide a more coherent understanding of Communication Studies as a discipline. Course topics include, but are not limited to, system theory; theories of signs and language; rules approach and speech act theory; theories of message production; theories of message reception and processing; symbolic interactionism, dramatism, and narrative; theories of social and cultural reality; theories of experience and interpretation; critical theories. *Prerequisites: Two courses from the categories of Human Dynamics, Rhetorical Studies, or Media Studies with each course representing a different category — or permission of instructor. Annually, Fall.*

COMM 35000. ADVANCED SEMINAR IN COMMUNICATION STUDIES

Selected topics or issues for advanced study in human dynamics, rhetorical studies, or media studies. *May be taken more than once. Prerequisite: Prerequisite: One 200-level COMM course. Sophomore standing. Not offered 2015-2016.*

Communication

COMM 35200. RHETORICAL CRITICISM

This course examines the nature and methods of rhetorical criticism, with the goal of teaching students how to write rhetorical criticisms of their own and how to critique the work of others. Topics include Neo-Aristotelian criticism, narrative criticism, Burkean criticism, generic criticism, cultural (metaphor, value, myth, fantasy theme) analysis, and ideological (feminist, Neo-Marxist, and deconstructionist) criticism. *Prerequisite: COMM 111 or permission of instructor. Annually. Spring.*

COMM 35300. QUANTITATIVE METHODS (Communication Sciences & Disorders)

This course examines descriptive and experimental research methods as they apply to research in Communication Studies and Communication Sciences and Disorders. The goal of this course is to provide students with a working knowledge of quantitative methods so that they can make informed choices when conducting their own research studies and can critique research studies conducted by others. Course topics include, but are not limited to, measurement techniques (surveys, survey interviews, focus groups, content analysis) and related concerns such as creating research questions, reliability, validity, and coding; sampling; experimental design; data entry; data analysis; writing research results. *Prerequisite: COMM 111 in Communication Studies or one completed class in Communication Sciences and Disorders, or permission of the instructor. Annually. Spring. [Q]*

COMM 40000. TUTORIAL

A tutorial course on a special topic may be offered to an individual student under the supervision of a faculty member. *Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.*

COMM 40100. JUNIOR INDEPENDENT STUDY

This course examines how scholars conduct communication research and culminates with students writing a Junior Independent Study thesis under the direction of a faculty adviser. Topics include the selection of a research question or purpose; the use of the library for scholarly communication research; a broad overview of humanistic and social scientific methods; the evaluation of scholarly research; and guidelines for scholarly writing. The course involves a number of writing assignments, as well as the draft and revision of thesis chapters, in order to help students clarify their goals and articulate their research findings in a coherent way. *Prerequisites: Completion of both COMM 11100 and a 200-level COMM course with a C- or better, completion of COMM 31100 or taking COMM 311000 concurrently, and completion of a W course. Fall and Spring by assignment.*

COMM 41000. INTERNSHIP

Internships are negotiated with the Dean for Curriculum and Academic Engagement and the faculty of the department. For information on the Washington Semester, the Philadelphia Center, and the New York Arts Program — off-campus programs that offer internships especially pertinent to Communication Studies majors — see *Off-Campus Study and Internships. (Variable course credit) S/NC course.*

COMM 45100. SENIOR INDEPENDENT STUDY THESIS — SEMESTER ONE

An original communication research investigation is required. An oral presentation is given to the department. *Prerequisite: COMM 40100.*

COMM 45200. SENIOR INDEPENDENT STUDY THESIS – SEMESTER TWO

An original communication research investigation is required, culminating in the I.S. thesis and an oral examination. *Prerequisite: COMM 45100.*

HUMAN DYNAMICS

COMM 22100. INTERPERSONAL COMMUNICATION (Communication Sciences & Disorders)

This course examines the form, content, and consequences of communication between two people, primarily focusing upon informal contexts, such as the communication between parent and child, siblings, romantic partners, and friends. Topics include communication rules, self-disclosure, cultural and intercultural influences, gender similarities and differences, nonverbal communication, compliance-gaining, relational stages and strategies, relational conflict, and ethics and power in interpersonal communication. *Prerequisite: COMM 11100. Fall even years. [HSS]*

COMM 22500. GROUP AND ORGANIZATIONAL COMMUNICATION

This course analyzes the form, content, and consequences of communication within both small groups and large organizations, primarily focusing on the dynamics of communication exchanges within such contexts. Topics

include roles, norms, culture, decision-making, conflict management, identification, leadership, recruitment/indoctrination, and ethics and power in group/organizational communication. *Prerequisite: COMM 11100. Fall odd years.*

COMM 22700. INTERCULTURAL COMMUNICATION

This course provides an introduction to communication between people from different cultures and examines the processes and politics of intercultural communication in both domestic and international contexts by focusing on the application of intercultural communication theory and research. Students will enhance their intercultural awareness by exploring differences in identity construction, identity management in intercultural settings, intergroup relationship development and conflict resolution, and intercultural communication competence and ethics. Class assignments and exercises examine everyday encounters with individuals from different races, ethnicities, religions, genders, ages, sexual orientations and physical abilities. *Prerequisite: COMM 11100. Spring odd years. [C]*

RHETORICAL STUDIES

COMM 25000. PRINCIPLES OF RHETORIC

The course surveys basic concepts of rhetoric or persuasive symbol use. Topics include the nature of rhetoric, rhetoric as a response to and/or reconstruction of situation, rhetoric and motive, meaning and context, metaphor, doublespeak, rhetoric and perceptions of self, legitimation and delegitimation, moral arguments and the assessment of ethics. Theorists whose works are considered include Plato, Aristotle, Hugh Blair, I. A. Richards, Richard Weaver, Edwin Black, and Kenneth Burke, among others. *Prerequisite: COMM 11100. Fall odd years. [Wt, AH]*

COMM 25200. ARGUMENTATION AND PERSUASION

The course examines both the theoretical and pragmatic aspects of argumentation as they relate to decision-making and the persuasion of both self and others. The goals of the course are to familiarize students with the basic concepts of argumentation and reasoning, to teach students how to articulate cogent arguments in both written and oral form, and to improve students' abilities to analyze the arguments of others. *Prerequisite: COMM 11100. Spring even years. [AH]*

COMM 25400. POLITICAL RHETORIC

This course examines the role that rhetoric plays in constructing and shaping our political realities. Topics include the nature of political rhetoric, rhetoric and issue construction, campaign discourse, political rhetoric and the news, domestic issue management, foreign policy rhetoric, issue advocacy and the disenfranchised, and the ethics of political discourse. The course aims to sharpen students' critical skills in analyzing and evaluating political rhetoric, and to provide students with a greater awareness of both the artistry and potential manipulation of political discourse. *Prerequisite: COMM 11100. Fall even years.*

MEDIA STUDIES

COMM 23300. MEDIATED GENDER, RACE, AND SEXUALITY (Women's, Gender, and Sexuality Studies)

This course will examine and evaluate the construction and representation of gender, race, and sexuality in contemporary American society; the relationship between commercialized systems of representation; and the way that gender, race, and sexuality are thought of and organized in the culture. In particular, we will look at how visual imagery impacts gender, racial, and sexual identity, and the process of identity construction and socialization. *Prerequisite: COMM 11100. Fall odd years. [HSS]*

COMM 23500. MEDIA, CULTURE AND SOCIETY (Film Studies)

This course provides an introduction to the social and cultural roles of mass media in contemporary society. It focuses on how media and their surrounding economic framework affect cultural, political, and ideological processes. We will examine a range of media forms in their social historical context (including print, telegraphy, cinema, broadcasting, cable, and computing), and will also consider different theoretical approaches to the study of media influence, the formation of meaning, cultural production and consumption, and cultural power. *Prerequisite: COMM 11100. Fall even years.*

COMM 33200. VISUAL COMMUNICATION AND CULTURE (Film Studies)

This course explores how we perceive and interpret the images and visual texts that we encounter. This course provides an in-depth study and discussion of selected topics in the history and theory of the media arts, visual communication, and culture. It introduces the history of the reproducible media arts and focuses on photog-

Communication

raphy, cinema, television, video, and other visual and digital media. It focuses on how the forms and movements of media arts arise historically and how they relate to mass media. It also offers students opportunities to employ visual methods in analyzing a range of visual media. *Prerequisite:* One of the following – COMM 23300, COMM 23500, or permission of instructor. Spring even years.

CROSS-LISTED COURSES ACCEPTED FOR COMM CREDIT

AFRICANA STUDIES

AFST 24200. MARTIN, MALCOLM, AND MANDELA [C, HSS]

AFST 24600. AFRICANA POPULAR CULTURE [C, AH]

ENGLISH

ENGL 26001. NEWS WRITING AND EDITING [W, AH]

ENGL 26002. MAGAZINE WRITING [W, AH]

HISTORY

HIST 20101. HISTORY OF THE NEWS [W, HSS]

POLITICAL SCIENCE

PSCI 21200. PRESIDENTIAL LEADERSHIP IN AMERICAN POLITICS [HSS]

PSCI 21500. ISSUES IN CONSTITUTIONAL LAW AND APPELLATE ADVOCACY [W]

PSCI 21800. POLITICAL PSYCHOLOGY OF MASS BEHAVIOR [HSS]

PSCI 21900. THE VOICE OF THE PEOPLE? PUBLIC OPINION AND VOTING BEHAVIOR [HSS]

PSYCHOLOGY

PSYC 21500. PSYCHOLOGY OF WOMEN AND GENDER [HSS]

PSYC 22000. STEREOTYPES AND PREJUDICE [HSS, C]

SOCIOLOGY

SOCI 20700. SOCIOLOGY OF GENDER [HSS]

SOCI 20900. INEQUALITY IN AMERICA [HSS]

SOCI 21400. RACIAL AND ETHNIC GROUPS [C, HSS]

WOMEN'S, GENDER, AND SEXUALITY STUDIES

WGSS 20400. TRANSNATIONAL FEMINISMS [C, HSS]

WGSS 20600. QUEER LIVES [C, HSS]

COMMUNICATION SCIENCES AND DISORDERS

Communication Sciences and Disorders is a discipline that has evolved from hearing, speech, and language sciences research and the clinical endeavor of assessing, diagnosing, and treating those with communicative disorders. Knowledge, theories, and tools have been integrated from those sciences as well as the life sciences (human anatomy and physiology), linguistics, physics (acoustics and psychoacoustics), psychology (developmental and clinical psychology), and sociology/anthropology (sociolinguistics). The major in the Communication Sciences and Disorders track includes courses in the discipline itself, cognate courses that are selected from related disciplines, and the clinic practicum. The curriculum provides the student with an understanding of normal and abnormal human speech and language communication. The curriculum and supervised clinic practica of the major contribute to this understanding, and courses in the major are taught from these perspectives: 1) the evolutionary biolinguistic capacity of humans for using language for communication; 2) the principles of human development and maturation from biologic, anthropologic, psychosocial, and communicative perspectives; 3) the causes, effects, assessment, and treatment of those with communicative disorders; 4) the opportunities for service educa-

tion through participation in the activities of the Freedlander Speech and Hearing Clinic. When combined with the required research methodology course, the major prepares the qualified student for graduate or professional study.

Major in Communication Sciences and Disorders (CSD)

Consists of thirteen courses:

- COMD 14100
- COMD 14300
- COMD 14500
- COMD 24400
- COMD 31600
- COMM 35300
- COMD 37000
- One elective from cross-listed courses accepted for CSD credit
- One elective from COMM 15200, 20000-20006, 22100; COMD 34400, 34500; or cross-listed courses accepted for CSD credit (see list below)
- Four semesters of Clinic Practicum (COMD 14000/14400) at .25 credit each
- Junior Independent Study: COMD 40100
- Senior Independent Study: COMD 45100
- Senior Independent Study: COMD 45200

Minor in Communication Sciences and Disorders

Consists of six courses:

- COMD 14100
- COMD 14300
- COMD 14500
- COMD 24400
- One elective Communication Sciences and Disorders course
- Four semesters of Clinic Practicum (COMD 14000/14400) at .25 credit each

Special Notes

- Majors in the Communication Sciences and Disorders track must complete their methods course (COMM 35300) before the end of the junior year. Students are encouraged to take their methods course in the sophomore year.
- In addition to demonstrating proficiency in research and writing through Independent Study, a major in the Communication Sciences and Disorders track must demonstrate proficiency in public speaking, as certified by all faculty members in the Department of Communication, based upon the student's oral presentation of his/her Senior Independent Study proposal. These public presentations will typically be scheduled in the fall, and students will be provided with specific guidelines to follow. The faculty also encourages majors to seek the help of their advisers in preparing their presentations.
- Some nationally certified professional clinicians are employed in the public schools. This usually requires additional certification controlled by state departments of education, requiring completion of courses in education. The student should consult with the faculty in Communication Sciences and Disorders and the Department of Education about this certification.
- No more than two Communication Studies and/or Communication Sciences and Disorders courses can be applied toward the general education requirements.

- Majors and minors in Communication Sciences and Disorders may not take any courses within the department for S/NC credit except the first enrollment of COMD 14000.
- Only grades of C- or better are accepted for the major or minor.

COMMUNICATION SCIENCES AND DISORDERS COURSES

COMD 14000. SPEECH AND LANGUAGE CLINIC PRACTICUM

Procedures and practices in the assessment and management of persons who are speech and/or language impaired as applied under the direct supervision of ASHA certified and state-licensed speech-language pathologists in the Freedlander Speech and Hearing Clinic. Four semesters required by majors and minors for credit toward graduation. Alternatively, students may complete three semesters of COMD 14000 and a fourth semester of COMD 14400. (.25 course credit) *First semester of enrollment is graded S/NC. Following semesters are graded with letter grades. Prerequisite: COMD 14100, 14300, and 14500 or permission of the instructor. Annually. Fall and Spring.*

COMD 14100. INTRODUCTION TO COMMUNICATION SCIENCES AND DISORDERS

At the completion of this course, the student will possess knowledge of a host of speech, language, and hearing disorders (including stuttering, voice, developmental language, aphasia, other neurogenic disorders, articulation/phonology, cleft palate, and hearing disorders). The study of speech-language pathology and audiology and the nature of the clinical practices of these professions will also be addressed. *Annually. Fall. [HSS]*

COMD 14300. PHONETIC TRANSCRIPTION AND PHONOLOGY

Content areas to be addressed include anatomy and physiology of the speech mechanisms; speech acoustics and speech science basics; introduction to articulation, phonological, and speech intelligibility testing; spoken language and communication differences (multicultural aspects of spoken language, including dialects of American English); and disordered speech. In addition, the course will prepare the student to be a skilled practitioner in phonetic transcription using the International Phonetic Alphabet. *Prerequisite: COMD 14100 or permission of the instructor. Annually. Fall.*

COMD 14400. AUDIOLOGY CLINIC PRACTICUM

Procedures and practices in the assessment and management of persons who have hearing concerns as applied under the direct supervision of ASHA certified and state-licensed audiologists in the Freedlander Speech and Hearing Clinic. (.25 course credit) *Prerequisite: COMD 24400, three semesters of COMD 14000, or permission of the instructor. Annually. Fall and Spring.*

COMD 14500. LANGUAGE DEVELOPMENT IN CHILDREN (Education, Communication Studies)

At the completion of this course, the student will have a comprehensive knowledge of the developmental process of children learning spoken language. *Annually. Spring. [HSS]*

COMD 24400. AUDIOLOGY

At the completion of this course, the student will have comprehensive knowledge, skills, and abilities in the areas of both diagnostic and rehabilitative audiology. *Prerequisite: COMD 14100 or permission of the instructor. Annually. Fall.*

COMD 31600. ANATOMY AND PHYSIOLOGY OF THE SPEECH MECHANISM

This course will provide students with an understanding of the anatomy and physiology of the speech mechanism. Systems to be covered include respiration, laryngeal, articulatory, nervous, and circulatory. *Prerequisite: Completed or enrolled in COMD 14100, or permission of instructor. Spring odd years.*

COMD 34404. SPEECH AND HEARING SCIENCES

At the completion of this course the student will possess a knowledge of the physics and biology related to speech perception and production; the anatomy and physiology of the auditory systems (conductive, sensorineural, and central auditory mechanisms); and the relationship between speech perception, audibility, and speech production. Clinical application to populations with disordered hearing will be addressed. *Alternate years. Spring even years.*

COMD 34500. ADVANCED SEMINAR IN COMMUNICATION SCIENCES AND DISORDERS

A series of courses to focus on current topics of interest in the fields of speech, language, and hearing sciences and disorders. *Prerequisite: COMD 14100 or permission of the instructor.*

COMD 37000. AUDITORY REHABILITATION

This course will address the implications of hearing loss in children and adults including educational, vocational, social, and legislative concerns of children and adults with hearing impairments; hearing aid orientation approaches; and assessment tools and intervention techniques used in order to maximize the communication skills of people with hearing impairment and their communication partners. *Prerequisite: COMD 24400 or permission of the instructor. Annually. Spring.*

COMD 40000. TUTORIAL

A tutorial course on a special topic may be offered to an individual student under the supervision of a faculty member. *Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.*

COMD 40100. JUNIOR INDEPENDENT STUDY

The course examines how scholars conduct communication research and culminates with students writing a Junior Independent Study thesis under the direction of a faculty adviser. Topics include the selection of a research question or purpose; the use of the library for scholarly communication research; a broad overview of humanistic and social scientific methods; the evaluation of scholarly research; and guidelines for scholarly writing. The course involves a number of writing assignments as well as the drafting and revision of thesis chapters, in order to help students clarify their goals and articulate their research findings in a coherent way. *Prerequisites: Completion of COMD 14100, COMD 14500, and COMD 24400 with grades of C- or better; and completion of a W course. Must have completed COMM 35300 or be taking it concurrently with COM 40100.*

COMD 41000. COMMUNICATION SCIENCES AND DISORDERS INTERNSHIP

Internships are negotiated with the Dean for Curriculum and Academic Engagement and the faculty of the department. For information on the Washington Semester, the Philadelphia Center, and the New York Arts Program – off-campus programs that offer internships especially pertinent to Communication Studies majors – see *Off-Campus Study and Internships. Variable course credit. S/NC course.*

COMD 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: COMD 40100.*

COMD 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: COMD 45100.*

CROSS-LISTED COURSES ACCEPTED FOR COMD CREDIT

BIOLOGY

BIOL 10003. HUMAN ANATOMY AND PHYSIOLOGY [MNS]

EDUCATION

EDUC 11000. USING PHONICS TO TEACH READING AND DEVELOP LITERACY

EDUC 20000. TEACHING CHILDREN WITH SPECIAL NEEDS

EDUC 20500. READING, TEACHING, AND LEARNING: LITERATURE AND MEDIA FOR CHILDREN AND YOUNG ADOLESCENTS

NEUROSCIENCE

NEUR 32300. BEHAVIORAL NEUROSCIENCE [W]

PHYSICS

PHYS 10700. ALGEBRA PHYSICS I

PSYCHOLOGY

PSYC 11000. CHILD AND ADOLESCENT DEVELOPMENT OR PSYC 32700. DEVELOPMENTAL PSYCHOLOGY

PSYC 21100. MATURITY AND OLD AGE

PSYC 21200. ABNORMAL PSYCHOLOGY [HSS]
PSYC 23000. HUMAN NEUROPSYCHOLOGY [HSS]
PSYC 32200. MEMORY AND COGNITION [W]
PSYC 33200. PSYCHOLOGICAL TESTING
PSYC 33500. PERCEPTION AND ACTION [W]

SOCIOLOGY AND ANTHROPOLOGY

ANTH 22000. LINGUISTIC ANTHROPOLOGY [C, HSS]

COMPARATIVE LITERATURE

CURRICULUM COMMITTEE:

Thomas Prendergast (English), Chair

Mary Addis (Spanish)

Laura Burch (French)

Monica Florence (Classics)

Beth Muellner (German and Russian)

The discipline of Comparative Literature promotes the study of intercultural relations across linguistic and cultural boundaries. Appealing to the desire to transcend a merely national point of view, it enables the student to develop a uniquely transnational perspective on imaginative works from antiquity to post modernity. The program at The College of Wooster is interdepartmental in character and includes both explicitly comparative courses and courses that focus on a particular national literature, both in the original and in translation.

Major in Comparative Literature

Consists of fifteen courses:

- ENGL 12000-12019
- Two courses from Group I
- Four courses beyond the 10200-level in a foreign language department. (One of the four courses may be in translation. When department offerings allow, at least two should be from Group II or III.)
- Two courses from national literatures other than the four courses beyond the 102 level above. (These may be selected from Groups II and III.)
- Three electives, selected from Groups I, II, and III and/or from beyond the 102 level in a foreign language.
- Junior Independent Study: CMLT 40100
- Senior Independent Study: CMLT 45100
- Senior Independent Study: CMLT 45200

Minor in Comparative Literature

Consists of six courses:

- Three courses from Group I
- Three courses from Groups II and III

Special Notes

- CMLT 40100, 45100, and 45200 will all involve projects of a comparative character; the student may select an adviser from any of the departments that participate in the program; the project must be approved by the chair of the Comparative Literature Curriculum Committee by the end of the second week of the semester in which the student is enrolled in CMLT 40100 and 45100.

- Courses applied toward a Comparative Literature major may not be taken on an S/NC basis.
- Only grades of C- or better are accepted for the major or minor.

COMPARATIVE LITERATURE COURSES

Group I: COMPARATIVE COURSES

ENGL 12000-12019. INVESTIGATIONS IN LITERARY AND CULTURAL STUDIES (Comparative Emphasis) *Fall and Spring. [AH]*

CMLT 23000. COMPARATIVE SEXUAL POETICS (Women's, Gender and Sexuality Studies)

An exploration within the framework of contemporary feminist theory of notions of gender-specific culture, aesthetics, and language. Extensive comparison of similar texts of men and women writers to test the validity of key theoretical assumptions. Readings from multiple genres and national literatures to allow analysis of differences attributable to gender, culture, and textual context. Comparative pairings may include the following: García Márquez and Allende; Sartre and Beauvoir; Whitman and Dickinson; Von Trotta and Schloendorff; Bâ and Laye; Montaigne and Woolf; Miller and Nin; Hellman and Hammett. *Alternate years. [W, AH]*

CMLT 23600. COMPARATIVE FILM STUDIES (Film Studies)

A special topics course focusing on various aspects of film history, theory, or analysis. Introduction to basic concepts and skills necessary for the exploration of technical, stylistic, narrative, and ideological articulation in cinema. Possible categories of inquiry include national cinemas, genres (film noir, melodrama, etc.), representation and spectatorship, feminist cinema, African American film; documentary, political cinema, the avant garde, experimental film, etc. Extensive readings of theory and criticism as well as regular film screenings. *Spring. [C, AH]*

CMLT 24801: THE PERILS OF ROMANTICISM: NINETEENTH CENTURY EUROPEAN LITERATURE (German Studies, Russian Studies)

This course will examine some of the major issues that arose from European Romanticism (German, French, English and Russian) – the rebellion against rationalism, new notions of selfhood and individuality, the rejection of traditional morality and models of authority, and the longing for a reintegration with nature. We will study these questions in the works of major nineteenth-century authors, and we will consider the commentaries of some twentieth-century artists, philosophers and critics on this period. The goal will be to understand how European writers engaged in a complex cross-cultural intellectual dialogue not simply on a discursive level but through the use of symbolic, dramatic and formal paradigms. Authors include Goethe, Hoffman, Shelley, Flaubert, Maupassant, Dostoevsky, Tolstoy, Chekhov, and Thomas Mann. Supplementary selections of philosophy will be provided – from Rousseau and Schlegel to Simone Weil and Hannah Arendt. *Every three years. [C, AH]*

CMLT 29000. SEMINAR IN COMPARATIVE STUDIES (some sections cross-listed with **Classical Studies**)

An advanced seminar offering in-depth study of selected issues in comparative literature. Although the topic will vary, the course will include an exploration of current theories and methodologies of textual and contextual comparison. Focus may involve comparative studies of particular texts, genres, or historical periods, or address broader questions of ideology, aesthetics, influence, or language within a comparative framework. Topics announced in advance by faculty member teaching the course. *Prerequisite: ENGL 12000-12012 or permission of the instructor.*

Group II: NATIONAL LITERATURE IN TRANSLATION

CHINESE STUDIES

CHIN 22000. REBELS, ROMANTICS, AND REFORMERS: BEING YOUNG IN CHINA [C, AH]

CHIN 22200. WOMEN IN CHINESE LITERATURE [C, AH]

CHIN 22300. CHINESE CINEMA AS TRANSLATION OF CULTURES [C, AH]

CLASSICAL STUDIES

AMST 22000. MYTHOLOGY OF THE ANCIENT WORLD [AH]

AMST 22100. ANCIENT THEATER: TRAGEDY AND COMEDY [AH]

AMST 22300. GENDER AND SEXUALITY IN CLASSICAL ANTIQUITY [AH]

FRENCH

FREN 25300. STUDIES IN FRANCOPHONE LITERATURE AND SOCIETY: FRANCOPHONE FILM

GERMAN STUDIES

GRMN 22700. GERMAN LITERATURE IN TRANSLATION

GRMN 22800. STUDIES IN GERMAN SOCIETY AND CULTURE (GERMAN FILM AND SOCIETY) [C]

RUSSIAN STUDIES

RUSS 21000. RUSSIAN CIVILIZATION: FROM FOLKLORE TO PHILOSOPHY [W, C, AH]

RUSS 22000. RUSSIAN CULTURE THROUGH FILM [C, AH]

RUSS 23000. RUSSIAN DRAMA PRACTICUM [C, AH]

RUSS 25000. RUSSIAN LITERATURE IN THE AGE OF DOSTOEVSKY AND TOLSTOY [C, AH]

RUSS 26000. THE ARTIST AND THE TYRANT: TWENTIETH-CENTURY RUSSIAN LITERATURE [C, AH]

SPANISH

SPAN 21200. LITERATURE AND CULTURE OF THE HISPANIC CARIBBEAN [C, AH]

SPAN 21300. U.S. LATINO LITERATURES AND CULTURES [C, AH]

SPAN 28000. HISPANIC FILM [C, AH]

SPAN 39900. DON QUIXOTE: METAFICTION AND THE DAWNING OF THE MODERN NOVEL [C, AH]

Group III: NATIONAL LITERATURE IN THE ORIGINAL

CLASSICAL STUDIES

GREK 20000. SEMINAR IN GREEK LITERATURE (INTERMEDIATE I) [AH]

GREK 25000. SEMINAR IN GREEK LITERATURE (INTERMEDIATE II) [AH]

GREK 30000. SEMINAR IN GREEK LITERATURE (ADVANCED I) [AH]

GREK 35000. SEMINAR IN GREEK LITERATURE (ADVANCED II) [AH]

LATN 20000. SEMINAR IN LATIN LITERATURE (INTERMEDIATE I) [AH]

LATN 25000. SEMINAR IN LATIN LITERATURE (INTERMEDIATE II) [AH]

LATN 30000. SEMINAR IN LATIN LITERATURE (ADVANCED I) [AH]

LATN 35000. SEMINAR IN LATIN LITERATURE (ADVANCED II) [AH]

ENGLISH

ENGL 21000. GENDER, RACE, AND ETHNICITY [AH]

ENGL 22000. WRITERS [AH]

ENGL 23000. HISTORY [AH]

ENGL 24000. TEXTUAL FORMATION [AH]

ENGL 25000. READERS' RESPONSES TO TEXTS [AH]

ENGL 30000-30010. SEMINARS IN LITERARY STUDIES [AH]

FRENCH

FREN 22000. INTRODUCTION TO FRANCOPHONE TEXTS [C, AH]

FREN 23500. LITERATURE AND CULTURE OF FRANCOPHONE AFRICA [C]

FREN 25300-25301. STUDIES IN FRANCOPHONE LITERATURE AND SOCIETY

FREN 32000. STUDIES IN THE MIDDLE AGES AND THE RENAISSANCE

FREN 32200. STUDIES IN THE SEVENTEENTH CENTURY

FREN 32400. STUDIES IN THE EIGHTEENTH CENTURY [C, AH]

FREN 32800. STUDIES IN THE NINETEENTH CENTURY

FREN 32900. STUDIES IN THE TWENTIETH CENTURY [C, AH]

GERMAN STUDIES

GRMN 26000. KULTURKUNDE: INTRODUCTION TO GERMAN STUDIES [W, C, AH]

GRMN 30000. MAJOR EPOCHS OF GERMAN LITERATURE AND CULTURE

GRMN 32000. MAJOR AUTHORS IN GERMAN LITERATURE AND CULTURE

- GRMN 33000. GENRES OF GERMAN LITERATURE AND CULTURE [C]
GRMN 34000. MAJOR THEMES IN GERMAN LITERATURE AND CULTURE
[Depending on the topic, C, AH]

SPANISH

- SPAN 21100. INTERMEDIATE SEMINAR: IN HISPANIC LANGUAGE, LITERATURE
& CULTURE [Depending on the topic, C, AH]
SPAN 24700. TWENTIETH AND TWENTY-FIRST CENTURY SPANISH PENINSULAR WRITERS
[C, AH]
SPAN 24800. TWENTIETH AND TWENTY-FIRST CENTURY SPANISH AMERICAN WRITERS
[C, AH]
SPAN 30100. CERVANTES: DON QUIXOTE [C, AH]
SPAN 30200. GOLDEN AGE LITERATURE [C, AH]
SPAN 30500. THE CONTEMPORARY LATIN AMERICAN NOVEL [C, AH]
SPAN 30900. TRENDS IN SPANISH AMERICAN LITERATURE [C, AH]

CMLT 40000. TUTORIAL

Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

CMLT 40100. JUNIOR INDEPENDENT STUDY

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study.

CMLT 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: CMLT 40100.*

CMLT 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: CMLT 45100.*

COMPUTER SCIENCE

FACULTY:

Jennifer Bowen, Chair
Denise Byrnes, Associate Chair
Sofia Visa

Computer Science is the study of computer programs, abstract models of computers, and applications of computing. Computer Science combines elements of mathematics, philosophy, languages, and natural science. Although computing technology is continuously changing, the core skills required to practice Computer Science remain the same: problem solving, abstract thinking, and independent learning.

The mission of the Computer Science program is to educate students in the theoretical foundation of the discipline and its creative application to the solution of complex problems, and to prepare students to learn independently in a discipline that is constantly changing. Supported by a liberal arts education, the program seeks to develop students who are sensitive to the wide range of social concerns influenced by the discipline and who are articulate in expression of their ideas and actions. Students successfully completing the Computer Science major should have the computer science background and the mathematical maturity needed to enter a graduate program in Computer Science or to take an entry-level position in a computing-related field.

As computing is increasingly applied to other fields, students in the natural sciences, business and economics, and other majors may benefit from a minor or double major in Computer Science.

Major in Computer Science

Consists of fourteen courses:

- One of the following courses: CSCI 10000 or CSCI 10200
- CSCI 11000
- CSCI 12000
- One of the following courses: CSCI 21000 or CSCI 21200
- One of the following courses: CSCI 22000 or CSCI 22200
- One of the following courses: CSCI 23000 or CSCI 23200
- Two 300-level full-credit Computer Science courses
- Junior Independent Study: CSCI 20000. See note below
- Senior Independent Study: CSCI 45100
- Senior Independent Study: CSCI 45200
- One of the following courses: MATH 10800 or MATH 11100
- MATH 21100
- One of the following courses: MATH 21500 or MATH 22300

Minor in Computer Science

Consists of eight courses:

- One of the following courses: CSCI 10000 or CSCI 10200
- CSCI 11000
- CSCI 12000
- CSCI 20000
- Two full-credit Computer Science courses at the 200-level or above
- One of the following courses: MATH 10800 or MATH 11100
- MATH 21100

Special Notes

- **Junior Independent Study:** The College requirement of a third unit of Independent Study is satisfied through the independent work done as part of CSCI 20000, which must be taken for senior standing in the major.
- **Advanced Placement:** At most one course of advanced placement may be counted toward a major or minor. Advanced placement of one course in Computer Science is available to students who have taken the Advanced Placement Examination or an equivalent furnished by the Department of Mathematics and Computer Science. Students are urged to take the AP Examination for this purpose when possible. The decision about granting such placement is made by the Department of Mathematics and Computer Science after the student has consulted with the chairperson. Normally a minimum score of 3 on the examination is necessary, but such a score alone does not guarantee advanced placement. A student placed in CSCI 11000 will receive one course credit. The advanced placement policy of the College is explained in the section on *Academic Policies*.
- Students are given a recommended placement in Computer Science based upon their high school record, their performance on the SAT and/or ACT, and their performance on a mathematics placement exam administered by the department during Summer registration.

- Majors are encouraged to take related courses in physics, mathematics, economics, and philosophy.
- Majors are strongly encouraged to complete the math sequence in the following order; MATH 11100, MATH 21100, MATH 21500, and MATH 22300.
- The laboratory and classroom components are closely integrated in Computer Science courses with a laboratory and must therefore be taken concurrently. The course grade and the laboratory grade are identical and are based on performance in both components; the relative weight of the two components is stated in each course syllabus.
- *Multimedia Computing*, CSCI 10000, and *Scientific Computing*, CSCI 10200, are designed specifically for students wanting a course in Computer Science to partially fulfill the College's Learning Across the Disciplines requirements.
- Those students who are oriented toward the application of the computer to a specific professional objective, such as industrial or business management, medicine, engineering, computational natural science, or law, should consider a Computer Science minor or double major in consultation with the adviser for those programs.
- Combined programs of liberal arts and engineering are available. (See *Pre-Professional and Dual Degree Programs: Pre-Engineering*.)
- Only grades of C- or better are acceptable in courses for the major or minor.

COMPUTER SCIENCE COURSES

CSCI 10000. SCIENTIFIC COMPUTING

The purpose of this course is to show some of the connections between computer science and other disciplines such as mathematics and the natural sciences. We will study the fundamental computer science concepts for the design and implementation of solutions to problems that can be solved through approximations, simulations, interpolations, and recursive formulas. *No prerequisite. Annually. Fall and Spring. [MNS]*

CSCI 10200. MULTIMEDIA COMPUTING

The purpose of this course is to show some of the connections between the humanities, social science and computer science. We will study the fundamental computer science concepts for the design and implementation of animations, simulations, simple computer games and three-dimensional virtual worlds. *No prerequisite. Annually. Fall. [MNS]*

CSCI 11000. IMPERATIVE PROBLEM SOLVING

This course emphasizes the imperative view of problem solving, supported by problem solutions implemented in the C programming language. Some topics include: top-down and procedural design; algorithm development for interesting problems such as the Sieve of Eratosthenes, a Magic Square, displaying the Mandelbrot Set; introduction to recursion; C language constructs such as variables, sequential statements, control structures, functions, parameters, pointers, arrays; and introduction to the C standard library. *Prerequisite: CSCI 10000 or CSCI 10200. Annually. Fall and Spring. [MNS]*

CSCI 12000. DATA STRUCTURES AND ALGORITHMS

Building on the basic problem solving skills developed in CS 11000, this course adds tools to solve more complex problems using the C++ programming language. It introduces classic data structures used to store collections of data efficiently. It further develops software-engineering practices—including testing, documentation, and object-oriented programming—that aid in the construction of solutions for complex problems. *Prerequisite: CSCI 11000. Annually. Fall and Spring. [MNS]*

CSCI 20000. ALGORITHM ANALYSIS

This course covers standard and advanced algorithms for problem solving in computer science. Brute force, recursion, greedy strategies and dynamic programming techniques are applied to real world problems. Time-space analysis is performed for various algorithm and data structure pairings. The limitations of algorithms are also studied in the context of NP-completeness. *Prerequisite: CSCI 12000 and MATH 21100 or 21500 or 22300. Annually. Spring.*

CSCI 21000. PRINCIPLES OF COMPUTER ORGANIZATION

This course provides an overview of computer systems design and architecture, and machine language. Topics include: instruction set design, register transfers, data-path design, pipelining, controller design, memory systems, addressing techniques, microprogramming, computer arithmetic. A survey of popular computer systems and microprocessors reinforce how real computer systems are designed. *Prerequisite: CSCI 12000. Alternate years. Fall.*

CSCI 21200. OPERATING SYSTEMS

Beginning with a brief historical perspective of the evolution of operating systems over the last fifty years, students are introduced to the important problems in operating system design and implementation. This discussion will cover the tradeoffs that can be made between performance and functionality during the design and implementation of an operating system. Particular emphasis will be given to three major OS subsystems: process management (processes, threads, CPU scheduling, synchronization, and deadlock), memory management (segmentation, paging, swapping), and file systems. *Prerequisite: CSCI 12000. Alternate years. Fall.*

CSCI 22000. THEORY OF COMPUTATION

The theory of abstract machines and formal languages is introduced in this course. Computability by finite automata, pushdown automata and Turing machines is examined and related to pattern matching, lexical analysis, compilation and programming for digital computer systems. Proofs by induction, construction, contradiction and reduction are used to formalize computability theory and the limitations of computing. *Prerequisite: CSCI 12000 and MATH 21500 or 22300. Alternate years. Fall.*

CSCI 22200. PROGRAMMING LANGUAGES

Beginning with a study of the historical development of programming languages, students are introduced to the decisions involved in the design and implementation of such programming language features as elementary, structured, and user-defined data types, sub-programs, sequence control, data control and storage management. Selected features of several existing languages are examined in the context of these issues. *Prerequisite: CSCI 12000. Alternate years. Fall.*

CSCI 23000. SOFTWARE ENGINEERING – MOBILE COMPUTING

Software engineering is the discipline concerned with the application of theory, knowledge, and practice to effectively and efficiently build reliable software systems that satisfy the requirements of customers and users. Students are introduced to the field of software engineering in the context of the design and implementation of software for mobile devices. *Prerequisite: CSCI 12000. Alternate years. Spring.*

CSCI 23200. SOFTWARE ENGINEERING – DATABASES

Software engineering is the discipline concerned with the application of theory, knowledge, and practice to effectively and efficiently build reliable software systems that satisfy the requirements of customers and users. Students are introduced to the field of software engineering in the context of the design and implementation of database-driven software applications. *Prerequisite: CSCI 12000. Alternate years. Spring.*

CSCI 27900. PROBLEM SEMINAR

This course provides the opportunity for students to practice solving challenging computer science problems. Typically, this is for those students intending to prepare for the ACM programming contest in which the College participates. The ACM contest is the culmination of this course. (.25 course credit) S/NC course. May be taken more than once. *Prerequisite: CSCI 11000. Annually.*

CSCI 30000. COMPUTER GRAPHICS

This course explores the theory and application of computer graphics through the evolution of graphics algorithms and rendering hardware. Topics include 2-D and 3-D transformations and projections, illumination models, texture mapping, animation techniques, user interfaces, and rendering algorithms. Group projects, lab assignments and in class activities expose students to the practical problems inherent in computer graphics problem solving. *Prerequisite: CSCI 20000 or CSCI 23000 or CSCI 23200 and MATH 21100. Alternate years. Fall.*

CSCI 31000. MACHINE INTELLIGENCE

This course is a hands-on introduction to machine learning and artificial intelligence. The main question addressed is: How can we design good computer algorithms that improve automatically through experience (e.g. similar to the way humans learn)? Multiple machine learning models are examined. The goal of the course is that students begin to understand some of the issues and challenges facing machine learning while being exposed to the pragmatics of implementing machine learning systems in Matlab. *Prerequisites: CSCI 20000 or CSCI 23000 or CSCI 23200. Alternate years. Spring.*

CSCI 32000. USER INTERFACE DESIGN

This course explores human computer interaction theory within the framework of user interface (GUI) design. The material includes user centered design principles, prototyping and evaluation techniques and implementation of interfaces. Human capabilities (including the human information processor model, perception, motor skills, color, attention, and errors) are discussed. Small and medium scale user interfaces are developed during the semester along with several team projects. *Prerequisite: CSCI 20000 or CSCI 23000 or CSCI 23200. Alternate years. Fall.*

CSCI 33000. COMPUTER NETWORKING AND COMMUNICATION

This course provides a broad introduction to fundamental concepts in the design and implementation of computer communication networks, their protocols, and applications. Topics to be covered include: network design principles, protocol layering, naming and addressing, TCP/IP protocol, unicast and multicast routing, flow control, routing algorithms, network security. *Prerequisites: CSCI 20000 or CSCI 23000 or CSCI 23200. Alternate years. Spring.*

CSCI 39900. SPECIAL TOPICS

The content and prerequisites of this course vary according to the topic chosen. The course is available at irregular intervals when there is a need for a special topic. Past topics include Software Quality, Parallel and Distributed Computing, and Web Programming. *(Variable course credit) Prerequisite: Permission of the instructor.*

CSCI 40000. TUTORIAL

This course is given for topics not normally covered in regular courses. *Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.*

CSCI 41000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. *(0.25-4 course credits) S/NC course. Prerequisite: The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.*

CSCI 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: CSCI 20000.*

CSCI 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: CSCI 45100.*

EAST ASIAN STUDIES

CURRICULUM COMMITTEE:

*Setsuko Matsuzawa (Sociology), Chair
 Mark Graham (Religious Studies)
 David McConnell (Anthropology),
 Margaret Ng (History)
 Rujie Wang (Chinese)*

The East Asian Studies major and minor focus on developing an integrated interdisciplinary understanding of the diverse but related historical and cultural traditions of East Asia. Starting with a foundation in Chinese language and history, the curriculum extends that focus across the East Asian region to Japan, and across multiple disciplinary approaches to understanding China, Japan, and East Asia, broadly.

The East Asian Studies Program recognizes the diversity of cultural and national traditions that exist across this region, but at the same time seeks to foster an understanding of the common cultural and historical concerns that make “East Asia” a coherent focus of study.

Given the complexity of histories and traditions in this region of the world, the East Asian Studies major and minor require interdisciplinary study with a core orientation in history and language, and off-campus study in an East Asian country as part of the curriculum. Our expectation is that the East Asian Studies major will be appropriate for students who seek a broad-based study of East Asia, including course work focused on China and Japan, and who are interested in off-campus study in a Wooster-endorsed program either in Japan, or in a broad-based East Asian Studies program in China. Students whose studies are focused exclusively on China, including off-campus study in China, should consult the Chinese Studies major.

The East Asian Studies major and minor are offered through the interdepartmental program in East Asian Studies. Eight faculty members from five departments (six disciplinary areas) contribute to the East Asian Studies Program.

Major in East Asian Studies

Consists of eleven courses:

- CHIN 20100
- One elective Chinese course at the 200- or 300-level
- HIST 23400
- HIST 23500
- One of the following courses: HIST 10100-10184 (when China-focused), 23700, SOCI 21900, PHIL 23000, 23200, or RELS 21600
- HIST 23600
- RELS 22000
- ANTH 23100
- Junior Independent Study: EAST 40100
- Senior Independent Study: EAST 45100
- Senior Independent Study: EAST 45200

Minor in East Asian Studies

Consists of six courses:

- CHIN 20100
- Two of the following courses: a Chinese course at the 200- or 300-level, HIST 10100-10184 (when China focused), 23400, 23500, 23700, SOCI 21900, RELS 21600
- Two of the following courses: ANTH 23100 (when Japan focused), HIST 23600, RELS 22000
- One of the 200- or 300-level cross-listed courses accepted for EAST credit

Special Notes

- **Off-campus Study:** The major and minor in East Asian Studies requires the completion of an approved off-campus study program in an East Asian country (e.g., a program in China or Japan appropriate for this major). Up to three approved transfer credits may count toward the requirements for the major.
- Students who wish to take the maximum number of courses for this major are encouraged to complete additional courses from the options offered in the major requirements.
- Only grades of C- or better are accepted for the major or minor.

EAST ASIAN STUDIES COURSES

EAST 40100. JUNIOR INDEPENDENT STUDY

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study.

EAST 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: EAST 40100.*

EAST 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: EAST 45100.*

CROSS-LISTED COURSES ACCEPTED FOR EAST ASIAN STUDIES CREDIT

CHINESE STUDIES

CHIN 20100. INTERMEDIATE CHINESE I [C]

CHIN 20200. INTERMEDIATE CHINESE II [C]

CHIN 22000. REBELS, ROMANTICS, AND REFORMERS: BEING YOUNG IN CHINA [C, AH]

CHIN 22200. WOMEN IN CHINESE LITERATURE [C, AH]

CHIN 22300. CHINESE CINEMA AS TRANSLATION OF CULTURES [C, AH]

CHIN 30100. ADVANCED CHINESE I

CHIN 30200. ADVANCED CHINESE II

CHIN 31100. CHINESE MODERNITY AND FILM

CHIN 31200. CHINA: A CULTURAL PANORAMA

CHIN 40000. TUTORIAL

HISTORY

HIST 10183. THE FAMILY IN CHINESE HISTORY [W+, some sections count toward C, HSS]

HIST 23400. TRADITIONAL CHINA [C, HSS]

HIST 23500. MODERN CHINA [C, HSS]

HIST 23600. MODERN JAPAN [C, HSS]

HIST 23700. THE UNITED STATES AND CHINA [C, HSS]

PHILOSOPHY

PHIL 23000. EAST/WEST COMPARATIVE PHILOSOPHY [W+, C, AH]

RELIGIOUS STUDIES

RELS 21600. CHINESE RELIGIONS [C, R, AH]

RELS 22000. BUDDHISM [C, R, AH]

SOCIOLOGY AND ANTHROPOLOGY

ANTH 23101. PEOPLES AND CULTURES: JAPAN [C, HSS]

SOCI 21900. GLOBALIZATION AND CONTEMPORARY CHINA [C, HSS]

ECONOMICS

FACULTY:

James Burnell, Chair

Barbara Burnell

Phillip Mellizo

Charalambos (Harry) Michael

Amyaz Moledina

John Sell

Shu-Ling Wang

James Warner

Affirming the mission of the College, the Economics Department enables students and faculty to collaboratively research and understand complex questions from a diversity of economic perspectives. The department uses appropriate theories and empirical methods to foster an active engagement with local and global communities.

The Economics major is an academically challenging program that provides students with a foundation for understanding market-based and alternative societies and the consequences of economic policy for individual and societal behavior. The requirements are designed to provide the student with knowledge of theoretical and applied economics as well as the quantitative methods necessary for graduate study in economics or careers in business, law, or government service. Students who desire a more specifically business-oriented major should consider the major in Business Economics also offered by the Economics Department.

Major in Economics

Consists of fourteen courses:

- ECON 10100
- ECON 11000 (see note below)
- ECON 20100
- ECON 20200
- ECON 21000 (see note below)
- One of the following courses: MATH 10400, 10800, or 11100
- Five elective Economics courses, one of which must be at the 300 level
- Junior Independent Study: ECON 40100
- Senior Independent Study: ECON 45100
- Senior Independent Study: ECON 45200

Minor in Economics

Consists of six courses:

- ECON 10100
- ECON 11000
- ECON 20100
- ECON 20200
- Two 200-level or 300-level Economics courses, except ECON 21000

Special Notes

- MATH 22900 can be substituted for ECON 11000 and MATH 32900 can be substituted for ECON 21000.
- Students who do not place into MATH 10400 or 11100 on the Mathematics placement test should take MATH 10300 or 10700 as soon as possible in their College

career to prepare them for MATH 10400 or 10800 and to provide a basis for their Economics courses.

- ECON 10100, ECON 11000, and MATH 10400 should be completed no later than the end of the student's fifth semester. The department recommends that students considering graduate study in Economics enroll in MATH 11100 rather than MATH 10400 and that they also take calculus through MATH 11200.
- The department requires that either ECON 20100 or 20200 be taken prior to enrolling in ECON 40100.
- A maximum of one Business Economics course selected from BUEC 22700, 23000, 25000, 35500, 36500, or 37000 may be counted toward an Economics major, but not a minor.
- Students majoring in Economics are not permitted to take courses in the major on an S/NC basis.
- A grade of C- or better is required for all courses counting toward the major, including the Mathematics course(s). Students receiving a grade below C- in ECON 10100 must retake that course before proceeding to the other Economics courses.

ECONOMICS COURSES

ECON 10100. PRINCIPLES OF ECONOMICS (Global & International Studies, Urban Studies)

An introductory study of the fundamental principles of the operation of the market system, the determination of national income, and the role of money in the economy. The department strongly recommends that students display a mathematics proficiency at the level of MATH 10000 or above before enrolling in ECON 10100. *Annually. Fall and Spring. [Q, HSS]*

ECON 11000. QUANTITATIVE METHODS FOR ECONOMICS AND BUSINESS (Global & International Studies, Urban Studies)

An introduction to analytical decision-making and its role in business and economic policy. The course includes a discussion of the limitations of quantitative methods and illustrates various techniques with computer applications. *Prerequisite: ECON 10100. Annually. Fall and Spring. [Q, HSS]*

ECON 20100. INTERMEDIATE MICROECONOMIC THEORY (Global & International Studies)

The theory of the firm and the industry; the analysis of price determination under market conditions, ranging from pure competition to monopoly; resource allocation. *Prerequisite: ECON 10100, and MATH 10400 (may be taken concurrently), sophomore standing or permission of instructor. Annually. Fall and Spring. [HSS]*

ECON 20200. INTERMEDIATE MACROECONOMIC THEORY (Global & International Studies)

An analysis of the theory of national income determination, employment, and inflation, including a study of the determinants of aggregate demand and aggregate supply. *Prerequisite: ECON 10100, sophomore standing or permission of instructor. Annually. Fall and Spring. [HSS]*

ECON 20500. HISTORY AND PHILOSOPHY OF ECONOMIC THOUGHT

An analysis of the development of economic thought and method, with emphasis on the philosophical bases and historical context for alternative schools of thought. The course will examine the important characteristics of alternative schools of thought (e.g., Marxist, neoclassical, institutional), and will consider the implications of these alternative schools for economic research and policy. *Prerequisite: ECON 10100. Alternate years. [W, HSS]*

ECON 21000. APPLIED REGRESSION (Global & International Studies, Urban Studies)

Application of multiple regression analysis to economics. Particular attention is paid to identifying and correcting the violations of the basic model. Consideration of special topics, including time series analysis, limited dependent variables, and simultaneous models. *Prerequisite: ECON 11000. Annually. Fall and Spring.*

ECON 23200. LABOR ECONOMICS

An application of economic theory to the labor market, with particular emphasis on the U.S. labor market. Topics include: labor demand, labor supply, human capital theory, theories of labor market discrimination, unions, and inequality in earnings. *Prerequisite: ECON 10100. Alternate years. [HSS]*

ECON 24000. ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS (Environmental Studies)

An examination of the economic use of natural resources in society: the economic implications of finite resource supplies, renewable resource supplies, and the use of environmental resources with consideration of policy options regarding optimal resource use. *Prerequisite: ECON 10100. Alternate years. [HSS]*

ECON 24500. ECONOMICS OF GENDER (Women's, Gender, and Sexuality Studies)

An investigation of the relationships between economic institutions (e.g., labor force, family, and government) and the role of women in our society, and the implications of the changing role of women for institutional change. Focus on the way traditional tools of economic analysis have been used to address issues that affect women's economic status, and on feminist critiques of these methods. *Prerequisite: ECON 10100. Alternate years. [HSS]*

ECON 25100. INTERNATIONAL TRADE (Global & International Studies)

An examination of the basis for international trade. Evaluation of the distributional effects of trade and alternative trade policies. Analysis of free trade areas and economic integration, including the European Union and NAFTA. *Prerequisite: ECON 10100. Alternate years. [HSS]*

ECON 25400. ECONOMIC DEVELOPMENT (Global & International Studies)

This course will introduce students to the various economic schools of thought concerning the process of economic development. Traditionally economic development has been associated with increasing GDP per capita but this vision has broadened to incorporate marxists, humanists, gender-aware economists, environmentalists, economic geographers, as well as mainstream neo-classical economists. A political economy approach that incorporates political, social, as well as economic factors affecting development will be the main focus of the course. *Prerequisite: ECON 10100. Annually. Spring. [HSS]*

ECON 26100. URBAN ECONOMICS (Urban Studies)

An analysis of economic activity in the spatial context of urban areas from the perspective of inefficient resource allocation resulting from externalities; theories of industrial location, land use, housing markets; application of models to urban problems of growth, land use, slums, ghettos, transportation, pollution, and local government, etc., with consideration of alternative policy options. *Prerequisite: ECON 10100. Annually. Spring. [HSS]*

ECON 26300. LAW AND ECONOMICS

An examination of law and legal institutions from the perspective of economics. Economics is used to explain aspects of common and statute law, and legal cases illustrate economic concepts. *Prerequisite: ECON 10100. Alternate years. [HSS]*

ECON 26800. HEALTH ECONOMICS

An application of economic theory to the market for medical care and health insurance. Other topics include the role of government in these markets, health care reform, and international comparison of health care systems. *Prerequisite: ECON 10100. Alternate years. [HSS]*

ECON 29900. Special Topics in Economics

A course designed to explore an application of economic analysis to a contemporary economic issue. *Prerequisite: ECON 10100.*

ECON 31000. INTRODUCTION TO ECONOMETRICS

A discussion of the mathematical and theoretical foundations of the classical linear regression model and extensions of that model. *Prerequisite: ECON 21000. Alternate years.*

ECON 31500. PUBLIC FINANCE

An investigation of the economics of the public sector to determine an optimum level and structure of the revenues and expenditures of government; includes the relation between government and the private sector, the theory of public goods and collective decision-making, cost-benefit analysis, the structure and economic effects of various taxes, and inter-governmental relations among federal, state, and local governments. *Prerequisite: ECON 20100.*

ECON 32000. INDUSTRIAL ORGANIZATION

An application of microeconomic theory to firms and industries. Topics include market structure, pricing practices, advertising, antitrust, and public policy. *Prerequisite: ECON 20100.*

ECON 32500. AGENCY IN ECONOMICS

This course surveys how economists have studied and conceptualized individual and group agency—or the capacity for human beings to make choices and to impose those choices on the world around them. Topics

examining the main insights from Classical, Evolutionary, Behavioral, and Experimental Game Theory are explored. Additional topics survey the principle findings and implications of Behavioral Economics, Neuroeconomics, and Behavioral Finance for Economics and related social sciences. *Prerequisite: ECON 20100. Alternate years.*

ECON 33500. MONETARY ECONOMICS

The role of money and the nature of the Federal Reserve's management of the monetary system are examined in the context of the U.S. financial system and economy. Topics include the term structure of interest rates, economic effects of banking regulations, formulation and execution of monetary policy, and transmission channels through which monetary policy affects employment and inflation. *Prerequisite: ECON 20200.*

ECON 35000. INTERNATIONAL FINANCE (Global & International Studies)

An analysis of the international financial system and policy issues related to world economic interdependence. Topics include exchange rate determination, balance of payments adjustments, monetary and fiscal policies in the open economy. European Monetary Union and issues of development and transition are also included. *Prerequisite: ECON 20200. Alternate years.*

ECON 39900-39010. SPECIAL TOPICS IN ADVANCED ECONOMIC ANALYSIS

A seminar designed for the advanced major. Topics will reflect new developments in the economics discipline. *Prerequisite: ECON 20100 and/or ECON 20200.*

ECON 40100. INDEPENDENT STUDY

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study. *Prerequisite: ECON 11000, either ECON 20100 or ECON 20200, and ECON 21000 (may be taken concurrently). Annually, Spring.*

ECON 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: ECON 40100.*

ECON 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: ECON 45100.*

EDUCATION

FACULTY:

Matthew Broda, Chair
Sharon Ferguson
Alison Schmidt
Megan Wereley

The Department of Education offers a teacher preparation program that leads to an Ohio, initial, four-year Resident Educator teaching license. Education is not a major at Wooster. Instead, students simultaneously pursue an academic major in a department or program while completing all of the coursework required for the Ohio teaching license.

The Department of Education provides opportunities for its teacher candidates to learn and teach within a liberal arts environment that values independence, leadership, inquiry, and tradition. The teacher education program prepares reflective and competent educators for work in classrooms, schools, and a variety of educational communities.

The Department recognizes that this preparation is provided in collaboration with all academic programs at Wooster. Throughout the teacher preparation program, students are immersed in hands-on, one-on-one experiences with classroom teachers, college faculty, and students. The Department emphasizes the importance of effective

writing, speaking, and interpersonal skills and strives to encourage its graduates to become educational leaders in a complex and global society.

Minor in Education

Consists of six courses:

- EDUC 10000
- One of the following courses: PSYC 11000 or 32700
- One of the following courses: EDUC 23100 or 25100
- One of the following courses: EDUC 20000 or 30000
- Two of the following courses: AFST 10000, COMD 14500, COMM 15200, EDUC 26500, ENGL 25000, HIST 11500, PHIL 22300, SOAN 20100, SOCI 20900 or 21400

Special Notes:

- Students may earn a teaching license through the Department of Education with or without a minor.
- Only grades of C- or better are accepted for the minor.

DEPARTMENTAL STANDARDS FOR THE TEACHING PROFESSION

The following seven standards for the teaching profession reflect a connection between the goals of Wooster’s teacher education program and the Ohio Standards for the Teaching Professions. Listed below is a brief explanation of what the Department expects teacher licensure candidates to achieve by the end of the teacher education program:

- **Student Learning:** Candidates understand student learning and development and respect the diversity of students they will teach.
- **Content Knowledge:** Candidates know and understand the content area for which they will have instructional responsibility.
- **Assessment:** Candidates understand and use varied assessments to inform instruction, evaluate, and ensure student learning.
- **Instruction:** Candidates plan and deliver effective instruction that advances the learning of each individual student.
- **Learning Environment:** Candidates create learning environments that promote high levels of learning and achievements for all students.
- **Collaboration and Communication:** Candidates collaborate and communicate with students, parents, families, and other educators, administrators, and the community to support student learning.
- **Professional Responsibility, Growth, and Reflection:** Through reflection, candidates assume responsibility for professional growth, performance, and involvement as individuals and as members of a learning community.

LICENSURE AREAS

At Wooster, students can pursue a teaching license in one of the following areas:

Early Childhood*

Grades PreK–3
Ages 3–8

Adolescent to Young Adult

Grades 7–12
Ages 12–21

Multi-Age

Grades PreK–12
Ages 3–21

Areas of Specialty:

Integrated Language Arts (English major)
Integrated Mathematics (Mathematics major)
Integrated Social Studies (usually History major)

Area of Specialty:

Music

* Early Childhood licensure candidates may also seek the *Grades 4/5 Endorsement* after completing the additional required coursework.

One hundred percent of Wooster completers seeking the Ohio Resident Educator teaching license passed the required Praxis II examinations during the past three academic years.

REQUIRED COURSES FOR LICENSURE

Early Childhood Education (Grades preK-3, Ages 3-8)

- EDUC 10000, 11000, 14000, 20000, 21000, 23100, 26000, 26500, 31000, 49000, 49100, 49200
- COMD 14500
- PSYCH 11000 or 32700

Adolescent to Young Adult Education (Grades 7-12, Ages 12-21)

- EDUC 10000, 12000, 25100, 30000, 32000, 49300, 49400, 49500
- PSYCH 11000 or 32700

For specific content courses, see *Teacher Education at the College of Wooster: A Supplement to the Catalogue* which is available from any faculty member in the Department of Education.

Multi-Age Education: Music Education (Grades PreK-12, Ages 3-21)

See Music Education under *MUSIC*.

EDUCATION COURSES

EDUC 10000. INTRODUCTION TO EDUCATION

This is a survey course that addresses a variety of topics that include: history of education; diversity of learners; societal changes; educational philosophy; instructional technology; school organization; family and community involvement; cultural diversity; differentiation; lesson planning; and professional development. The course includes a 50-hour supervised field placement in the appropriate content area in a local school. Enrollment in this course is typically limited to first year and sophomore students. (1.25 course credits) *Annually. Fall and Spring.*

EDUC 11000. USING PHONICS TO TEACH READING AND DEVELOP LITERACY (Communication)

In this course students explore techniques and strategies used to teach children to match, blend, and translate letters of the alphabet into sounds they represent and meaningful units. Emphasis is placed on the following topics: technology-related resources; the nature and role of word recognition; multiple literacies; methods and rationale for the instruction of phonemic awareness; fluency and vocabulary; instructional strategies for using children's literature; diversity; differentiation; decoding; spelling; and word recognition. This class includes a series of focused observations in various early childhood classrooms. *Annually. Fall.*

EDUC 12000. CONTENT AREA READING

In this course students consider and examine the research and reading strategies used when teaching content in grades 7-12. Emphasis is placed on the following topics: diversity of learners; needs of struggling readers; developing effective strategies; reflection; ESL/ELL learners; instructional technology; differentiation; assessment; and cooperative and collaborative learning. Students observe teachers using content area reading teaching strategies. (.5 course credit) *Prerequisite: EDUC 10000. Annually. Spring.*

EDUC 14000. INTERDISCIPLINARY FINE ARTS IN THE EARLY CHILDHOOD YEARS

This course is designed to help students explore developmentally appropriate practice and curriculum design and implementation within the areas of art, music, drama, and movement. Students examine lesson planning, assessment, instructional technology, community organizations that support the arts, instructional strategies, developmentally appropriate practice, diversity, differentiation, interdisciplinary planning, teaching and learning, and program organization and classroom management available to meet the needs of all learners within the area of fine arts. Several observations and hands-on clinics sponsored by a local community arts center are required in this course. *Annually. Spring.*

EDUC 16000. FUNDAMENTALS OF ENVIRONMENTAL EDUCATION

This course will explore the core components of environmental education including: foundations of environmental education, environmental literacy, planning and implementing environmental education curricula, assessment and evaluation of environmental education curricula, and the fostering of learning in environmental education settings.

EDUC 20000. TEACHING CHILDREN WITH EXCEPTIONALITIES (Communication)

This course is designed to explore the federal government's exceptionalities categories and special education models currently used in schools. Emphasis is placed on the following topics: laws governing special education; research-to-practice gap; disproportionate representation in special needs classrooms; impact of ELL/ESL; at risk students; collaborations with colleagues and students' families; instructional differentiation; early intervention; problem-solving; writing and interpreting the I.E.P.; and cultural diversity. The course includes a 20-hour field placement within a special needs classroom. *Annually. Fall and Spring.*

EDUC 20500. READING, TEACHING, AND LEARNING: LITERATURE AND MEDIA FOR CHILDREN AND YOUNG ADOLESCENTS

Engaging children in the process of literacy is fundamental to their academic success and engagement with the world around them. The ways in which we create these engagements is highly context depended - even more so in educational settings. What is intriguing about this engagement is why a child or young adolescent picks up, reads, and loves a particular book. What is it about that book that is so meaningful and memorable? In what ways can books, stories, and characters change a reader's life? In what ways do teachers use literature and media to actively engage learners in the reading process? Reading books written for younger readers is not necessarily easier than reading literature written for an older audience, especially when asked to critique these books and to consider the implications of the stories and characters on the development of their audience. The course is designed with readings, discussions, and assignments cause students to think about text, especially those for youth, differently and more critically than they have in the past and focuses on readings, discussions, films, and speakers, and applying what you are learning to your own life experiences and those of others. *Annually. Spring.*

EDUC 21000. THEORY AND PRACTICE IN TEACHING READING

This is a comprehensive course that introduces students to the theory and practice of acquiring literacy and developing instructional strategies for teaching reading in early childhood settings. Some course topics include: theoretical and methodological approaches; diagnostic and organizational techniques; writing; new and multiple literacies; assessment; teaching comprehension, vocabulary, phonemics awareness, writing, and working with words; content area reading; children's literature; ESL/ELL learners; differentiation; teaching diverse populations; instructional technology; the role of family and community; and classroom environment. This course includes a 50-hour supervised field experience in a reading/literacy-related classroom. (1.25 course credits) *Prerequisite: EDUC 10000. Annually. Spring.*

EDUC 23100. INTRODUCTION TO EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

This course introduces students to the theory and practice which drives current early childhood education. Designed to present an exploration of an integrated and developmentally appropriate curriculum and the implementation of that curriculum, the course provides opportunities to examine many topics related to early childhood education. A 50-hour supervised field experience in an appropriate educational setting provides exposure to a diverse student population, instructional technology in an array of social service agencies, the early childhood profession, and a variety of curriculum guidelines and expectations. (1.25 course credits) *Prerequisite: EDUC 10000. Annually. Fall.*

EDUC 24100. INTRODUCTION TO MIDDLE CHILDHOOD EDUCATION

This course introduces students to middle level education and addresses the following topics: knowledge and pedagogy in middle childhood settings; the nature of early adolescence; the needs and development of the young adolescent; assessment; middle school philosophy and organization; instructional technology; differentiation; the role of family and community; and the ways in which a young adolescent fits into the school context. A 50-hour supervised field experience in grades 4 or 5 is required. (1.25 course credits) *Prerequisite: EDUC 10000. Alternate years. Fall.*

EDUC 24200. CURRICULUM STUDIES IN THE UPPER ELEMENTARY YEARS

In this course students review and use the research that informs instructional practice in curriculum and academic content standards in the upper elementary school grades. Students use these standards to design and assess instructional materials and strategies used to teach science, social studies, mathematics, language arts,

fine arts, and technology in the upper elementary grades. In addition, students consider the challenges of teaching all learners, including ESL/ELL, diverse learners, and special needs students. *Prerequisite: EDUC 10000. Alternate years. Spring.*

EDUC 25100. INTRODUCTION TO ADOLESCENT AND YOUNG ADULT EDUCATION

This course is designed to introduce students to teaching at the adolescent to young adult level, grades 7-12. Emphasis is placed on the following topics: evidence-based learning; instructional technology; curriculum models; learning theories; instructional planning; assessment; motivation; the role of family and community; accountability; classroom management; and strategies for meeting the needs of all learners. A 50-hour supervised field experience in a local 7-12 classroom appropriate to the area of licensure is required. (1.25 course credits) *Prerequisite: EDUC 10000. Annually. Fall. [W]*

EDUC 26000. CURRICULUM: MATH/SCIENCE/SOCIAL STUDIES IN THE EARLY CHILDHOOD YEARS

This course is designed to help students examine curriculum and instruction in the areas of math, science, health, safety, and nutrition in the early childhood years. Topics include: developmentally appropriate practice; content area reading; content specific teaching and assessment strategies; the role of family and community; differentiation; instructional technology; ESL/ELL learners; and collaborative and cooperative learning. A 50-hour supervised field placement in a content-specific early childhood setting is required. (1.25 course credits) *Prerequisite: EDUC 10000. Annually. Spring.*

EDUC 26500. SOCIAL AND CULTURAL ENVIRONMENTS IN EARLY CHILDHOOD EDUCATION

This course examines current research that addresses the significance of the home, school, and community on the growth and development of young children. Emphasis is placed on early childhood educators establishing and maintaining collaborative, cooperative programs and activities that involve families of young children. Topics are explored through lecture, readings and discussions, student presentations, small and large group activities, community speakers, community field trips, video presentations, and 10 hours of focused, field-directed experiences. *Annually. Fall. [W, HSS]*

EDUC 30000. ISSUES IN EDUCATION: TEACHING DIVERSE POPULATIONS

This course examines topics relevant to teachers preparing to teach grades 7-12. Topics include: classroom management; effective professional relationships; roles and responsibilities of various school personnel; collaborative teaching and learning; differentiated instruction; teaching students with disabilities; ESL/ELL learners; content area reading; multicultural education; legal and ethical implications of teaching; school finance; educational technology; professionalism; standards and accountability; and school reform. Guest speakers from local schools and focused observations are integral to the course. *Prerequisite: EDUC 10000, 25100 or MUSC 29000. Annually. Fall*

EDUC 31000. ASSESSMENT AND INTERVENTION IN TEACHING READING

This course is designed to provide an in-depth exploration of formal and informal assessment and intervention strategies in the early childhood years. Topics include: observation and assessment of reading skills; value-added assessments; diagnosis and remediation of reading difficulties; use of children's literature; multidisciplinary teaching, planning, and evaluation of instructional lessons and units; evaluation of technology tools; implementation of the I.E.P.; use of family-centered assessment; reflective practice; collegial relationships; and professionalism. An "impact on student learning" project is integral to this course and requires both pre- and post- assessments and a 12-week tutoring experience with school-aged children. *Prerequisite: EDUC 10000 and 11000. Annually. Fall.*

EDUC 32000. CURRICULUM METHODS AND ASSESSMENT IN ADOLESCENT AND YOUNG ADULT EDUCATION: INTEGRATED LANGUAGE ARTS, INTEGRATED MATHEMATICS, OR INTEGRATED SOCIAL STUDIES

This course is designed for those students who plan to teach grades 7-12 in either English/Language Arts, Mathematics or the Social Studies. Topics include: curriculum development, content area reading, implementation of Ohio Academic Content Standards and/or the Common Core State Standards; instructional models and methods; issues of diversity; integration of instructional technology and 21st century learning; assessment strategies; and research applications/best practices appropriate to the specified content area. Students will also examine and utilize appropriate professional standards (NCTE, NCTM, or NCSS). A 50-hour supervised field placement in a content-appropriate classroom setting is required. One-third of the course is taught in a public school by grades 7-12 classroom teachers licensed within the associated content area. (1.25 course credits), *Prerequisite: EDUC10000 and 25100. Annually. Spring.*

EDUC 410000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. (0.25-4 course credits) S/NC course. *Prerequisite: The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.*

STUDENT TEACHING

Student Teaching is required in all three licensure areas. This is the culminating experience in the Teacher Education Program and consists of a full-time, twelve-week supervised teaching experience in a setting appropriate to the areas of licensure. In addition, participation in the Student Teaching Seminar, held one evening a week throughout the entire semester, is required of ALL student teachers. If completed in the Fall semester, Student Teaching placement begins on the first day of the public school's academic year (usually one week before the College begins) and continues through mid-November. Student teachers are expected to be available during the week prior to placement for orientation activities. The remaining five weeks of the semester are dedicated to Independent Study and Student Teaching Seminar. If completed in the Spring semester, students dedicate the first four weeks of the semester to Independent Study and Student Teaching Seminar, and then begin the Student Teaching placement in early February. If the student is completing Student Teaching as a post-graduate and the Independent Study requirement is fulfilled, the dates for Student Teaching and requirement of Student Teaching Seminar remain the same. The student teacher is responsible for providing his/her own transportation throughout the Student Teaching experience. Enrollment in this course is typically limited to seniors or recent post-graduates. *Prerequisite: All professional Education courses and most-to-all content-related coursework. Annually. Fall and Spring.*

EDUC 49000, 49100, 49200. EARLY CHILDHOOD STUDENT TEACHING AND SEMINAR

Placement consists of a full-time, 12-week supervised teaching experience in a pre-school, K, 1st, 2nd, or 3rd grade classroom.

EDUC 49300, 49400, 49500. ADOLESCENT/YOUNG ADULT STUDENT TEACHING AND SEMINAR

Placement consists of a full-time, 12-week supervised teaching experience in a local, approved adolescent and young adult setting (grades 7-12) within the appropriate area of licensure.

EDUC 49600, 49700, 49800. MULTIAGE STUDENT TEACHING AND SEMINAR

Placement consists of a full-time, 12-week supervised teaching experience in a local, approved multiage music setting (two different levels, divided among the pre-school, K-6, 7-8, and 9-12 environments).

GLOBAL/URBAN STUDENT TEACHING

Students may also elect to student teach in a global or urban setting through Educators Abroad- a college-endorsed study-abroad program. Students participating in this program must attend Student Teaching Seminar in the semester prior to their student teaching experience and complete all of the College of Wooster student teaching requirements and forms. Students interested in pursuing this placement option should inform the Field Director two-semesters prior to the semester they wish to student teach.

CROSS-LISTED COURSES ACCEPTED FOR EDUCATION CREDIT

AFRICANA STUDIES

AFST 10000. INTRODUCTION TO AFRICANA STUDIES [C, AH, or HSS]

COMMUNICATION

COMD 14500. LANGUAGE DEVELOPMENT IN CHILDREN [HSS]

COMM 15200. PUBLIC SPEAKING [AH]

ENGLISH

ENGL 25000. READERS' RESPONSES TO TEXTS

HISTORY

HIST 11500. HISTORY OF BLACK AMERICA: FROM WEST AFRICAN ORIGINS TO THE PRESENT
[C, HSS]

PHILOSOPHY

PHIL 22300. PHILOSOPHY, CULTURE, AND EDUCATION [AH]

PSYCHOLOGY

PSYC 11000. CHILD AND ADOLESCENT DEVELOPMENT [HSS]

PSYC 32700. DEVELOPMENTAL PSYCHOLOGY: THEORY AND RESEARCH [W]

SOCIOLOGY AND ANTHROPOLOGY

SOAN 20100. EDUCATION IN SOCIOCULTURAL CONTEXT [C, HSS]

SOCI 20900. INEQUALITY IN AMERICA [HSS]

SOCI 21400. RACIAL AND ETHNIC GROUPS IN AMERICAN SOCIETY [C, HSS]

ENGLISH

FACULTY:

Maria Prendergast, Chair

Joseph Aguilar

Bryan Alkemeyer (on leave Fall 2016)

John Barnard

Daniel Bourne

Nancy Grace

Jennifer Hayward

Leah Mirakhor (on leave Fall 2016)

Thomas Prendergast

Debra Shostak

Leslie Wingard

The South African writer Nadine Gordimer once said that “writing is making sense of life.” The challenge and pleasure for both writers and readers is to make sense of the writing that makes sense of life. The English Department offers the student a unique opportunity to encounter a rich variety of texts in which English, American, and Anglophone writers inscribe meaning into our world. Students discover their own relationship with the world as they hone their skills in reading imaginatively, thinking analytically, and expressing their thoughts clearly, creatively, and persuasively both orally and in writing.

Courses in English are designed to explore texts across historical periods, cultures, geographical regions and theoretical approaches so as to invite students to ask a wide and diverse range of questions. The curriculum is organized according to those questions—whether they aim to illuminate the cultural construction of gender, sexuality, race, or ethnicity, the career of a single writer, a period in literary history, a literary genre, a reader’s response to texts, or creative writing in fictional and non-fictional forms.

Major in English

Consists of eleven courses:

- ENGL 120XX
- ENGL 20000
- One elective in Literature [Before 1800]
- One elective in Literature [Before 1900]
- Four elective English courses (above 120XX)

- Junior Independent Study: ENGL 40100
- Senior Independent Study: ENGL 45100
- Senior Independent Study: ENGL 45200

Minor in English

Consists of six courses:

- ENGL 120XX
- One of the following courses: ENGL 16000, 16100, 20000, 26000, 26100, or 27000
- Four elective English courses (above 120XX)

Special Notes

- ENGL 120XX is strongly recommended as the first course in English for non-majors and is required for majors and minors. For first year students only, ENGL 120XX or permission of the instructor is required before enrolling in upper level courses
- In addition to ENGL 120XX (Comparative Literature emphasis), one other Comparative Literature course from Group I may count toward the English major or minor (see *Comparative Literature, Group I*). Other cross-listed courses include SPAN 21300 (*U.S. Latino Literatures and Cultures*) and THTD 30103 (Playwriting).
- The ACM Newberry Seminar is the only course that may be substituted for ENGL 40100.
- AP credits do not count toward the major, minor, or distribution.
- Only grades of C- or better are accepted for the major or minor.

ENGLISH COURSES

FUNDAMENTAL ISSUES

ENGL 120XX. INTRODUCTION TO LITERARY STUDIES (Comparative Literature)

This course introduces students to fundamental issues of literary language and textual interpretation. Each section focuses on a selected topic in literary studies to consider the ways language functions in the reading process and to explore interrelations among literature, culture, and history. Attention is given to the following goals: 1) practicing the close reading of literary texts; 2) understanding the terminology of literary analysis as well as core concepts; 3) introducing a range of genres and historical periods and discussing literature as an evolving cultural phenomenon; 4) increasing skills in writing about literature. This course is required for the major and strongly recommended as the first course in English for non-majors. *Annually, Fall and Spring. [AH]*

Scheduled for 2015–2016

ENGL 12001. IMAGINING AMERICA [AH, W in the spring]

ENGL 12005. MODERN SELVES [AH]

ENGL 12006. GODS AND MONSTERS [CMLT, AH]

ENGL 12007. LUNATICS, LOVERS, AND POETS [CMLT, AH]

ENGL 12008. THE GOTHIC IMAGINATION [AH]

ENGL 12015. ANIMALS IN LITERATURE [AH]

ENGL 12018. WRITING IN THE AGE OF TERROR [AH]

ENGL 12019. THE WATERY PART OF THE WORLD [ENVS, AH]

ENGL 20000. INVESTIGATIONS IN LITERARY THEORY AND RESEARCH METHODS

This course is a writing course designed specifically for English majors. The course examines reading, writing, and conducting research as interrelated processes enabling one to investigate literary texts and other cultural work. Students 1) become familiar with several literary theories and understand what it means to ground literary investigation in a set of theoretical principles; 2) engage with ongoing scholarly conversations and become familiar with research methods; and 3) develop their own voices within the conventions of writing in the discipline. Priority given to sophomore majors. Juniors, non-majors, and second-semester first-year students with permission of course instructor. *Prerequisite: ENGL 120XX. Annually, Fall and Spring. [W]*

CULTURE

A culture is a complex set of expressions and structures consisting of beliefs, expectations, actions, and institutions. Among the most important expressions of a culture are the texts that are written and read within it. These texts are deeply embedded in and shaped by the beliefs and practices of the cultures in which they were first written and by the beliefs and practices of later cultures in which they are read and written about.

ENGL 21000-21023. GENDER, RACE, AND ETHNICITY (Comparative Literature)

Inquiries into how cultural beliefs and practices about gender, race, and ethnicity are transmitted by and sometimes transformed through texts and their readers. *May be repeated for credit as offerings vary.*

21002. BLACK WOMEN WRITERS (Women's, Gender, and Sexuality Studies)

This course examines the writings of black women from 1746 to the present. Focusing on the major texts in the canon of African American women's writing, the course considers the distinct cultural possibilities that enabled various forms of literary production throughout black women's history in America.

[AH]

21008. GENDER, SEX, AND TEXTS, 350-1500 (Women's, Gender, and Sexuality Studies)

This course explores the cultural configurations of gender and sexuality as represented in various kinds of writings and cultural productions (literature, philosophy, biography, legal documents, medical writings, and the visual arts) from the Middle Ages. By interrogating the assumptions that colored the representations of the feminine in the medieval period, the course sets the stage for exploring what women of the period (such as Marie de France and Heloise) seemed to be saying when they responded to these assumptions. [Before 1800] [AH]

21009. POST/COLONIAL LITERATURE AND FILM (Film Studies, Women's, Gender and Sexuality Studies)

This course examines questions of identity (with particular emphasis on gender, race, and nation) in colonial and postcolonial novels, poems, and film. While acknowledging the problematic nature of the term "postcolonial," we will examine paired colonial and postcolonial texts to understand the codes of race, gender, and nation constructed during the imperial era, and echoed, critiqued, and/or subverted in the postcolonial era. Our textual interpretations will be informed by postcolonial and gender theory.

[C, AH]

21014. RELIGION IN BLACK FILM AND LITERATURE

This course analyzes the complicated role of religion, particularly Christianity, in black communities during slavery, the Great Migration, the U.S. Civil Rights Movement, and the Post Civil Rights Era. The course considers ways in which religion is shown to empower and/or oppress black people; ways in which the politics of class, gender, and sexuality inflect black religious practices; and strategies by which transcendent, spiritual experiences are represented. Films may include Spencer Williams' *The Blood of Jesus*; Stan Lathan's *Go Tell it on the Mountain*; Spike Lee's *Four Little Girls*; Julie Dash's *Daughters of the Dust*; and T.D. Jakes's *Woman Thou Art Loosed*. Texts by Alice Walker, Melba P. Beals, Langston Hughes, James Baldwin, Zora Neale Hurston, and Ernest Gaines, as well as some visual art, are also considered.

[AH, R]

21018. SEX AND GENDER IN THE RESTORATION AND EIGHTEENTH-CENTURY LITERATURE (Women's, Gender, and Sexuality Studies)

Consider the following scenarios from Restoration and eighteenth-century literature: a man pretends to be impotent so that he can sleep with other men's wives; two lovers (male and female) compete for the affections of the same male servant; a reformed prostitute writes letters describing her experiences with male and female partners. To interpret such literary representations accurately, we need to recognize that conceptions of sex, gender, and related topics in the Restoration and eighteenth century differed considerably from modern conceptions. For instance, did you know that scholars such as Michel Foucault have dated the concept of sexual orientation to the nineteenth century? How might this realization—that "gay," "straight," and "bi" are relatively modern categories—impact interpretations of the literary scenarios described above? In this course, we will consider such questions as we read a variety of literature from the Restoration and eighteenth century alongside modern scholarship about gender and sexuality. As we develop historically aware interpretations of Restoration and eighteenth-century literature, we will improve our understanding of sex and gender in both the eighteenth century and the modern period. Featured literary authors will include William Wycherley; John Wilmot, Earl of

Rochester; Henry Fielding; Charlotte Clarke; and John Cleland. Featured scholars will include Michel Foucault, Eve Sedgwick, Judith Butler, and Martha Nussbaum. [Before 1800] [AH]

21019. MULTI-ETHNIC MODERNISMS

A questioning of correlations between modernism, whiteness, maleness, and the avant-gard. Students will read modernist forms—the epic (Pound, Joyce, Walcott), novel (Coetzee, Momaday, Morrison), short poetry (Harjo, Mullins, Cha), and documentary (Hurston, Rukeyser, Agee, Evans)—and consider the politics of vocabularies of literary and intellectual currency. [AH]

21020. SHAMEFUL DESIRES: MODERN WRITING ABOUT SEXUAL OUTCASTS

This class will explore modern writing-fiction, memoir, journalism, and theoretical and sociological analysis—about marginalized, loathed, and ridiculed communities. We will read about pedophiles and abuse victims, sex addicts, ex-gays, prostitutes, rape victims, virgins, and transgendered people. We will analyze whether these communities have been covered accurately, and we will compare literary genres to see what method is most effective when writing about controversial sexual subjects. Many of the authors we read this semester will speak to us via Skype. Students will be required to write three papers, including a final project about a modern sexual subculture. [AH]

21021. HIGH TIMES: MODERN WRITING ABOUT ADDICTION

This class will explore contemporary writing-fiction, memoir, journalism, and theoretical and sociological analysis—about drug use and abuse, behavioral compulsions (sex/love, overeating, gambling), and our culture of ‘recovery.’ Authors will include William Burroughs, Mary Karr, David and Nic Sheff, James Frey, and Augusten Burroughs. Some of the authors we read will speak to us via Skype.

21022. GLOBAL ANGLOPHONE LITERATURE AFTER 1900

This course will examine a series of 20th century transnational novelists, essayists, and poets who interrogate questions of home, national belonging, and erotic desire. The writers include: Hisham Matar, Allison Bechdel, Hanif Kureishi, James Baldwin, Michael Ondaatje, Leila Aboulela, and Marjane Satrapi. [AH]

21023. BLACK MODERNISMS AND GLOBAL MODERNITIES

This class will explore several versions of black modernism through close study of novels, poetry, and criticism. Our study of black modernism means that we will explore writings by African-American, Caribbean, and African authors as modernist texts, but also that we will reflect on how ‘blackness’ is historically produced by and within a certain experience of global modernity. We will think of modernisms in the plural in order to consider different temporal iterations of black modernist experiment, beyond the traditional chronology focusing on the early 20th century. Topics include: the blues as a ‘counter-culture of modernity,’ the ‘Harlem Renaissance’ as a transnational movement, civil rights and Cold War aesthetics, the Black Arts movement, and contemporary critical debates around ‘Afro-pessimism.’ [AH]

ENGL 22000-22013. WRITERS (Comparative Literature)

Inquiries into how individual writers’ works are shaped in interaction with life experiences and cultural contexts. Each course will give close attention to texts by an individual writer or small group of related writers and will examine the relationship between those texts and significant issues in a writer’s life and social environment. *May be repeated for credit as offerings vary.*

22001. SHAKESPEARE

This class considers the following questions: How did Shakespeare’s plays come out of the literary, cultural, and political ideas and controversies of his time? How did his plays change and develop over his twenty-year period of writing? How did the major genres he wrote in—Comedy, History, Tragedy, and Romance—reflect his explorations of issues of gender, race, and aesthetics? [Before 1800] [AH]

22002. WILLIAM FAULKNER

This course explores the novels and short fiction of the American writer William Faulkner (1897-1962) within the context of the social history and literary culture of his time. It gives special attention to his innovations in form. [AH]

22011. JAMES BALDWIN AND TONI MORRISON

James Baldwin and Toni Morrison are certainly two of the most significant authors of the 20th century. This course allows an intense study of their major works, including novels, theatre, short stories, essays,

and literary critics' responses to them all. We'll explore answers to questions such as the following: What constitutes African American community, as well as larger U.S. and global communities? How are race, class, gender, and sexuality intersecting in our variety of selected texts? In what ways are Baldwin and Morrison using jazz and the blues, critiquing whiteness, and otherwise unraveling societal politics? And, in sum, how are Baldwin and Morrison speaking to or against one another? Texts may include Baldwin's *The Fire Next Time*; *If Beale Street Could Talk*; *Just Above My Head*; *Tell Me How Long the Train's Been Gone*; or, *Giovanni's Room*, and, *Morrison's Love; Beloved; Playing in the Dark; Tar Baby*; or, *Song of Solomon*, among others. Interviews and documentary films will be analyzed, and some visual art may be considered. [AH]

22013. CHAUCER

While we will focus primarily on *The Canterbury Tales*, we will also examine a number of cultural documents from the period. Our purpose will be to reconstruct a portrait of the poet and his milieu that will enable us to come to terms with the work which has more or less constituted Chaucer's legacy. In evaluating this legacy we will consider whether (in the absence of an 'authorized' text) we can talk in terms of a single text of *The Canterbury Tales*, or whether we should see the extant versions of the work as a multitude of texts which responded to various socio-historical and textual pressures even as they shaped the culture which produced them. [Before 1800] [AH]

ENGL 23000-23041. HISTORY (Comparative Literature)

Inquiries into cultural beliefs about continuity, disruption, and change over time in the emergence, significance, and influence of texts. Special attention will be given to definitions of history and periods, the development and change of canons, and the role of authority, society, and institutions in the study of texts. *May be repeated for credit as offerings vary.*

23002. SURVEY OF AFRICAN AMERICAN LITERATURE (Africana Studies)

This course is a historical study of the development and change of black themes and consciousness as manifested in poetry, fiction, autobiography, and essays, and of their correspondence with the literature produced by other ethnic groups in America. [AH]

23004. LITERATURE OF THE COLD WAR (Film Studies)

This course explores various English-language texts (including fiction, poetry, film, and drama) produced within the Cold War period and the ways in which the historical concerns of the era were represented in these texts. Special attention will be paid to the concept of "the other," examining its function as a dramatic device as well as the numerous metaphorical representations of such a perception of dualities in conflict: east vs. west, left vs. right, patriot vs. subversive, hawk vs. dove, eagle vs. bear, and so on. [AH]

23007. REVOLUTION AND REFORM: NINETEENTH-CENTURY BRITISH LITERATURE

With its anxiety about shifting views of gender, race, and class, and its failing imperial adventures, wide British culture of the nineteenth century uncannily resembles Anglo-American culture of the twenty-first. The nineteenth century ushered in an age of transformation; people struggled to absorb astonishing scientific and technological change, terrifying though exhilarating social experiments, and early movements towards globalization. This course will focus on four of the central transitions of the nineteenth century — industrialization, escalating class conflicts, and shifting views of gender, and the growth of Empire — and explore some of the major authors of the period, including Dorothy and William Wordsworth, John Keats, Emily Brontë, Charles Dickens, Elizabeth Barrett Browning, Robert Browning, Wilkie Collins, George Eliot, and Joseph Conrad. [Before 1900] [AH]

23011. LITERATURE OF THE BEAT GENERATION

This course explores the historical, literary, and social contexts giving rise to the generation of writers commonly referred to as Beats, including Jack Kerouac, Allen Ginsberg, William S. Burroughs, Gregory Corso, Gary Snyder, Diane di Prima, and Hettie Jones. Special attention is paid to the study of Buddhism and jazz, both powerful influences on Beat writing. Issues of race, gender, and sexuality are also explored. [AH]

23012. POETRY SINCE WORLD WAR II

During his acceptance speech for the 1970 National Book Award for Poetry, Robert Lowell characterized the state of American poetry as involving a schism between "the raw and the cooked," a division between poets (and readers of poetry) who expected new poetry to follow the fixed forms of the past, and those who thought this new poetry should be "free." A major focus of this course on American, British and other English-speaking poetries in the years after World War II will be to consider this ten-

sion, looking at the early fractures between the New Critics and the Beats, the rise of “organic verse” in the 1960s, the Neo-formalist poetry of the 1980s, and the rise of rap-connected poetry in the 1990s. We will also explore how these spats within poetry might reflect wider cultural dynamics, be they ones influenced by the Cold War, by mass media, or by changing perspectives on what constitutes artistic tradition and authority. We will also explore the boundaries of the genre, looking at prose-poetry, spoken word poetry, song and rap lyrics as well as the presence of poetry in advertising and film. [AH]

23026. THE EARLY AMERICAN NOVEL

This is a survey of the novel in the United States from the American Revolution to the Civil War. The course will focus equally on text and context, attending to matters of aesthetics and literary form, as well as the ways in which these novels affirm or resist the prevailing ideas and political conditions of their time. Reading in this way, we will consider the relation of literature to history, the ways literary texts are shaped by their historical circumstances, and how they shape our understanding of the world in which they were produced. The course thus examines literary history as both an effect and an agent in the period’s social and political histories, which include national expansion, the rise and consolidation of U.S. capitalism, and increasing tensions between North and South over the critical issue of slavery, which culminated in the Civil War. Readings may include: Susanna Rowson’s *Charlotte Temple*; Royall Tyler’s *The Algerine Captive*; James Fenimore Cooper’s *The Pioneers*; Catharine Maria Sedgwick’s *Hope Leslie*; Herman Melville’s *Moby-Dick*; William Wells Brown’s *Clotel*; or, *The President’s Daughter*; Fanny Fern’s *Ruth Hall*; and Martin Delany’s *Blake, or, the Huts of America*. [Before 1900] [AH]

23029. AMERICAN LITERATURE TO 1865

This course surveys American literature through the Civil War. Readings span a range of genres and cover the major movements that shaped U.S. literary history: the culture of colonial settlers, Puritan and evangelical religiosity, Enlightenment epistemology, the Haitian and American revolutions, nationalism, reformist literature, the rise of the black public intellectual, and Transcendentalism. [Before 1900] [AH]

23030. MODERN BRITISH FICTION AND POETRY

As a survey of modernist British fiction and poetry, this course will address questions such as: What is modernism? Is modernism over? If not, what applicability and possibility does modernism have in relation to current sociopolitical and cultural trends? We will investigate the phenomenon of modernism (engaging its literary, artistic, philosophical, and historical development) and pay close attention to its techniques. In exploring fiction and short stories by such authors as Joseph Conrad, E. M. Forster, Virginia Woolf, James Joyce, Vita Sackville-West, and D. H. Lawrence we will see how these works speak to each other. We’ll also be reading a collection of modern poetry by poets such as Siegfried Sassoon, Wilfred Owen, W. B. Yeats, and T. S. Eliot. Literary and cultural criticism will guide our readings. [AH]

23031. FICTIONS OF BRITISH INDIA (1800-1906)

In the nineteenth century, England greatly expanded its territory and political control over India. Popular understanding of the Raj, or British rule, was shaped largely by print journalism, but a number of influential novels also purported to depict India realistically. We will read these novels alongside diaries, historical accounts, and literary criticism in order to think through the role of literature in disseminating ideas about the nature and purpose of British imperialism. We will also consider the purposes to which the novel form specifically is put: for example, what happens when imperialism is given a plot, and how values and ideologies are conveyed by novels as opposed to other kinds of writing. Novels may include Sydney Owenson, *The Missionary*; Walter Scott, *The Surgeon’s Daughter*; Philip Meadows Taylor, *Confessions of a Thug*; Rudyard Kipling, *Kim*; and Sara Jeannette Duncan, *Set in Authority*. [AH]

23032. MODERNIST POETRY

This course investigates modernist poetry as a literature of crisis: an effect of and response to crises of politics (the failure of Western diplomacy and the rise of global war), culture (the inadequacy of realism and accepted notions of “Tradition”), and economy (the collapse of industrial capitalism). The course explores these ruptures via a survey of poetry from World War I, through the economic vicissitudes of the mid-twentieth century, and ending with late colonialism in the Americas. Students are introduced to modern poetic conventions and tactics, including the playfulness, inventiveness, and delight that mark modernist experimentation. Students will also become familiar with debates about the definition of modernism itself and will carefully consider the relationship between modern art, culture, and politics. [AH]

23033. MODERN INDIAN CINEMA AND LITERATURE AFTER 1947

The achievement of Indian independence in 1947 was accompanied by the vivisection of the country leading to the creation of Pakistan. This course introduces students to the fiction and cinema of modern India through representations of the Partition. Seminal primary texts (short stories, novels, and films) will be taken up in the course and located in their historical, cultural, political, and literary contexts. The role of censorship with regard to particular kinds of representations of Partition violence, communal violence, stereotypes of communities, and the freedom of artistic expression in a democratic, multi-religious society will also be examined. [AH]

23035. AMERICAN LITERATURE AS WORLD LITERATURE 1990-PRESENT

In the era of globalization, mass migrations, and geopolitical upheaval, this class will examine American literature's relationship to and in the world. Thinking about American literature as world literature will help us interrogate questions of race, sexuality, nationality, identity, multiculturalism, and dislocation. The class will examine texts primarily from first-generation and immigrant American writers, including Jhumpa Lahiri, Dinaw Mengestu, Teju Cole, and Mohsin Hamid as well as films. We will interrogate questions of what it means to be an American within and beyond the borders of the United States of America in the post Cold War and post 9/11 era. We will examine the ways in which these seeming 'outsiders' or writers from the margins illuminate debates at the center of American life and literature. [AH]

23036. THE GLOBAL AND THE INTIMATE: HEARTBREAK AND MASCULINITY IN WORLD LITERATURE

The course will examine the varying ways in which sexuality, masculinity, and desire (and their relationship to normativity) permeate and penetrate in differing and similar ways globally, particularly in contemporary literature. We will be specifically interested in the ways in which empire, power, nationalism, race, and class converge in realms of the domestic, the intimate, and the erotic. Selections tentatively include: James Baldwin, *Giovanni's Room*, Orhan Pamuk, *The Museum of Innocence*, Hisham Matar, *Anatomy of a Disappearance*, Marjane Satrapi, *Chicken with Plums*, Allison Bechdel, *Fun Home*, and Michael Ondaatje, *The Cat's Table*. [AH]

23037. BLACK MODERNISMS

This class will explore several versions of black modernism through close study of novels, poetry, and criticism. Our study of black modernism means that we will explore writings by African-American, Caribbean, and African authors as modernist texts, but also that we will reflect on how 'blackness' is historically produced by and within a certain experience of modernity. We will think of modernisms in the plural in order to consider different temporal iterations of black modernist experiment, beyond the traditional chronology focusing on the early 20th century. Topics include: the blues as a 'counter-culture of modernity,' the 'Harlem Renaissance' as a transnational movement, civil rights and Cold War aesthetics, the Black Arts movement, and contemporary critical debates around 'Afro-pessimism.' Some of the authors we will read: Claude McKay, Jean Toomer, Zora Neale Hurston, Langston Hughes, Ralph Ellison, Jayne Cortez, Toni Morrison, Derek Walcott, Ayi Kwei Armah, Nathaniel Mackey, and others. [AH]

23038. NARRATIVES OF THE AFRICAN DIASPORA

This course will focus on 20th and 21st century Anglophone African literature. The course will examine themes of globalization and migration in the age of neoliberalism, neocolonialism, and African diasporic consciousness. We will supplement primary readings with critical essays on necropolitics, neocolonialisms, and the white savior complex of neoliberalism. Writers include: Achebe, Cole, Wainaina, Adiche, and Coetzee. [AH]

23039. RENAISSANCE BROMANCE

This course considers why so much of Renaissance literature and culture is structured around a culture of aggressive male rivalry and bonding. As such we will discuss how this structure affects the representation of women-including women as the objects of male desire and as characters who masquerade as male knights. We will also look at how the genres and aesthetic programs of the works (plays, romances, prose fiction) change and influence representations of male rivalrous friendships. Readings will be focused not only on moments of rivalry within literary works, like Ariosto's *Orlando Furioso* and Shakespeare and Fletcher's *Two Noble Kinsmen*, but also on moments of rivalry between male writers of the period, such as the rivalry between William Shakespeare and Ben Jonson. [Before 1800] [AH]

23041. MODERNIST LITERATURES

This course addresses the history of prose fiction and poetry roughly at the point at which the novel and poetics start to become a self-conscious and problematic literary form. We begin with an overview of the literary philosophies with which and against which modernist writers worked (Romanticism, Social Realism, Naturalism) and then proceed to more radical and complex formal experiments of great “high modernists,” such as Joyce, Woolf, Eliot, Pound, Stein, Stevens, Hemingway, Toomer, Hesse, and others. We consider the question of what is now called “postmodernism,” particularly through reading excerpts from Joyce’s *Ulysses* and in important recent theorizing about problems of narrative and representation. Throughout, the course pays close attention to the social and political meanings of both experimental narrative techniques and theories of fiction, exploring the multi- and transnational aspects of this movement alongside other modernist endeavors, such as painting, drama, and photography. [AH]

ENGL 23042. BRITISH LITERATURE TO 1800

The course introduces students to British literature from its beginnings (“Caedmon’s Hymn,” *Beowulf*) to the late eighteenth century. Proceeding chronologically, units of the course will cover the Middle Ages, the Renaissance, the 17th century (sometimes overlooked in English literary history and periodization), and the Enlightenment. Students can expect to leave the class with deeper understandings of each period’s characteristic styles and genres and of historical contexts shaping literary production, such as the rise of colonialism and the English Civil War. Providing a foundation for further reading, this course is ideal for both majors and non-majors who wish to learn more about the early periods of British literary history and their enduring influence on global literatures. [Before 1800] [AH]

TEXT

Texts are integral to and shaped by cultures, but as parts of culture, texts significantly shape and change cultures as well. The courses in this category inquire particularly into how the reading and writing of texts contribute to changing and defining cultures and individuals.

Strategies for Reading

ENGL 24000-24033. TEXTUAL FORMATION (Comparative Literature)

Inquiries into changing cultural assumptions about language and its literate uses. Special attention will be given to the ways that the formulation of texts in various modes of discourse develop conventional expectations of meaning and value among writers and readers over time and play a significant role in cultural change and definition. *May be repeated for credit as offerings vary.*

24002. NARRATIVE AND THE REAL WORLD (Film Studies)

This course is an inquiry into narrative, both fictional and nonfictional, as a way of knowing. The course focuses on how we tell stories to make sense of our lives, our pasts, and our perceptions of the world and on how the conventions of storytelling shape our knowledge. Historical texts, fiction, and film will be used to investigate these issues. Students should be prepared to attend 8-10 evening film screenings. [AH]

24003. THE ODYSSEY OF JAMES JOYCE’S *ULYSSES*

This course explores the formation of James Joyce’s *Ulysses*, focusing on Joyce’s composing process, identifying and analyzing historical, cultural, social, literary, and personal contexts that he used in his artistic decision-making processes. Students will read the entirety of *Ulysses* as well as related secondary and primary sources and excerpts from *Finnegans Wake*. [AH]

24005. CONVENTIONS OF THE SHORT STORY

An examination of the conventions of the English and American short story in the last two hundred years. Works will include both those within and those outside the traditional canon. [AH]

24017. THE AMERICAN FILM (Film Studies)

The course samples the range of American film history from the silent film to the rise of Hollywood to postmodern and independent filmmaking. The course introduces basic strategies for the interpretation of visual style, narrative, and ideological coding in the cinema and is organized around the study of such genres and concepts as comedy, the musical, the western, the hard-boiled detective, film noir, the auteur, and the reflexive film. Students should be prepared to attend evening screenings each week. [AH]

24018. FIDELITY AND BETRAYAL: THE 19TH CENTURY BRITISH NOVEL ON FILM (Film Studies)

In this course, we will investigate both 19th century fictions and their contemporary film adaptations, debating the cultural work performed by both genres: what purposes did these novels serve for their first readers, what drives our own culture's obsession with an imagined Victorian past, and how do discourses of nostalgia and of fidelity to the "original" shape adaptations of canonical novels? Readings will include 5-6 novels by authors like Jane Austen, Emily Brontë, Charles Dickens, Wilkie Collins, Lewis Carroll, William Thackeray and Bram Stoker, as well as literary and film theory; students should also be prepared to attend 8-10 evening screenings. [Before 1900] [AH]

24019. MEDIEVAL LITERATURE: THE PLACE OF THE PREMODERN

This course reads the imaginative literature of the later Middle Ages. In addition to experiencing the pleasures of such genres as romance, dream vision, and drama, students explore how these genres shaped medieval ideas of time and place. The course considers how the "middle age" came to be, what it was, and how it relates to modernity. Texts and films to be studied may include Geoffrey Chaucer's *Troilus and Criseyde*, William Langland's *Piers Plowman*, Umberto Eco's *The Name of the Rose* (film and novel), *Sir Gawain and the Green Knight*, *the Lais of Marie de France*, *The Second Shepherd's Play*, *A Knight's Tale*, and *Braveheart*. [Before 1800] [AH]

24021. BEFORE THE NOVEL

This course explores forms of writing that pre-dated and influenced the novel. Genres include the sonnet sequence as the origin of the idea of the conflicted self, Elizabethan and Jacobean theater (such as Shakespeare's *Hamlet* and *Much Ado About Nothing*) as significant influences on the structure of the novel, the emergence of satirical works in the seventeenth century, and non-novelistic sixteenth and seventeenth-century prose fictions such as Aphra Behn's *Oroonoko* (1688) and Sir Philip Sydney's *The Countess of Pembroke's Arcadia* (1580). Students consider how these works emerge from earlier, manuscript notions of fiction as well as the developing cultures of theater and print. [Before 1800] [AH]

24022. GREEN ROMANTICISM (Environmental Studies)

This course interrogates the relationship between the Romantic poets and the early nineteenth-century landscape, both "natural" and industrial. The course examines the problematic notion of a unified "Romantic" ethos and establishes the divergent sub-groups within the Romantic movement in addition to raising questions about the Romantics' relationship to the environment. Students will explore how Romantic poetry shaped the history of Western environmentalism, whether contemporary ecocriticism builds on Romantic tropes and themes, and how the relationship between people and the landscape has been structured by the institutions of class, economics, politics, gender, science, and law. [Before 1900] [AH]

24023. BLACK WOMEN WRITERS [AH]

24024. READING RED LAND: LITERATURE & FILM ACROSS INDIAN COUNTRY

This course explores 19th and 20th Native Literature as it is shaped by (and shapes) the landscapes of Native America. Course texts will be organized regionally and conceptually: opening questions about the intersection of land, politics, and literature: how, for example, ideas central to Native literary and cultural studies - religion, gender, migration, the oral tradition, law - are informed by or directed toward notions of place and geography. [AH]

24025. DEMONIC ROMANCE IN 19TH CENTURY BRITISH LITERATURE

A wide range of 19th-century writers were compelled by the idea of attraction between humans and such not-quite human creatures as demons, vampires, goblins, and ghosts. We will explore the aesthetic and historical dimensions of these romances, considering their relationship to such literary/cultural movements as medievalism, realism, and the gothic revival as well as to contemporary political debates over science, empire, immigration, and the status of women. Poetry will include works by Coleridge, P. B. Shelley, Keats, Tennyson, and Christina Rossetti; fiction will include M. E. Braddon, Lady Audley's Secret, Sheridan LeFanu, Carmilla, Richard Marsh, *The Beetle*, and Oscar Wilde, *The Picture of Dorian Gray*. We will also read criticism and theory by Auerbach, Burke, Dijkstra, Halberstam, Marx, Sedgwick, and others. [AH]

24026. SOUND & VOICE IN AFRICAN-AMERICAN LITERATURE

The course will examine music and aurality as a way into 20th c. debates about vernacularity, experimentalism, and post/modernism in African-American literature. The course will trace 'sonic texts,'

including performance poetry, music, and novelistic renderings of sound through the midcentury, focusing on the Black Arts Movement, hip hop, and ending with Nathaniel Mackey's exceptional 'From a Broken Bottle Traces of Perfume Still Emanate...' Authors to be studied include Langston Hughes (Weary Blues), W.E.B. Du Bois, Ralph Ellison, and Zora Neale Hurston. [AH]

24027. MIMIC FORMS: IMITATIVE LITERATURE IN THE EIGHTEENTH CENTURY

In the eighteenth century, it was common for writers to compose literature by imitating or mocking the forms of other works, including ancient as well as recent models. For instance, Pope's *Rape of the Lock* adapts conventions of epic poetry; Swift's *Gulliver's Travels* poses as an authentic travelogue; and Fielding's *Shamela* parodies Richardson's epistolary novel *Pamela*. Are such mimic works inauthentic, derivative, or otherwise inferior to their originals, or might it be possible to understand mimicry as an innovative mode of literary production? In addition to exploring such questions in class discussions and analytical essays, you will also deepen your understanding of imitative literature by composing your own creative piece mimicking the form of another work. [Before 1800] [AH]

24028. BRITISH NOVEL ON FILM [AH]

24029. CLOSE LISTENING: MUSIC, WRITING, AND THEORY

Writing about music is notoriously difficult: it is like 'dancing about architecture,' or 'singing about economics.' These familiar analogies suggest there is something impossible about it. But listen to Leadbelly, Pete Seeger, or, for that matter, Jay-Z and then re-examine the assumption that you can't sing about economics. This class invites you to write about music, and challenges you to examine the assumptions that make it difficult. We will read widely at the intersections of literary and cultural theory, sound studies, and music history. At the center of literary study is the idea, and the injunction, of 'close reading'-the way the text works can be analyzed by slowing down, zeroing in, and isolating fragments. 'Close Listening' asks you to be attentive to your experience as a listener, and to work on, and through, that experience in reading and writing texts. No specific music expertise is required. [AH]

24030. EXPERIMENTAL FICTION AFTER WORLD WAR II

In medieval France, an army's avant-garde unit took the lead, striking ahead into unfamiliar territory. It was dangerous but important work. Today's avant-garde writers also take risks that deviate from familiar territory. Such writers may hazard alienation from the literary establishment, but the rewards of their experiments can open new possibilities for narrative. This course examines avant-garde novels, short stories, and hybrid texts produced after the end of World War II. Authors studied may include Julio Cortázar, Toni Morrison, Octavia Butler, Philip K. Dick, Michael Ondaatje, Aimee Bender, and Laurent Binet. [AH]

24033. WOMEN WRITING SCIENCE FICTION

Science fiction has frequently been referred to as a "boy's club," but groundbreaking works by prominent women writers have shaped the genre toward its current form, from Margaret Cavendish's proto-science fiction novel *The Blazing World* to Mary Shelley's *Frankenstein*, to Ursula Le Guin's *The Left Hand of Darkness*. This course considers the following questions: How has sci-fi written by women addressed issues of gender, sexuality, race, and class difference? Why has sci-fi written by women often been overlooked or marginalized? How have women sci-fi writers envisioned dystopia and utopia? Authors studied may include Mary Shelley, Angelic Gorodischer, Margaret Atwood, Madeleine L'Engle, Ursula Le Guin, Octavia Butler, Kelly Link, Angela Carter, and Emily St. John Mandel. [AH]

ENGL 25000-25010. READERS' RESPONSES TO TEXTS (Communication, Comparative Literature, Education)

Inquiries into the relationships among readers, texts, and experience. Attention will be given to the ways in which readers may be said to create or structure the meanings of texts; the ways in which texts may be said to govern the responses of readers; and the ways in which readers may extend these responses and meanings into the experiential world as understandings or knowledge usable in making decisions or taking actions. *May be repeated for credit as offerings vary.*

25003. CHILDREN AS READERS: THE TEXTS OF CHILDHOOD AND ADOLESCENCE

This course introduces students to a variety of works frequently read by children and adolescents. It focuses on the responses of children and adolescents to these texts and inquires into the reasons for various individual responses. The course considers both literary and non-literary texts. [AH]

25005. EIGHTEENTH-CENTURY TEXTS: READERS AND MEANINGS

This course studies selected novels, plays, and poems from the late seventeenth to the early nineteenth century, focusing on the transaction between texts and their readers. The course inquires into the ways in which readers participate in the construction of textual meanings and the role of texts in the experience of readers. Works studied will include texts by Aphra Behn, John Dryden, Jonathan Swift, Henry Fielding, William Congreve, Laurence Sterne, Alexander Pope, Anne Finch, Samuel Johnson, and James Boswell. [Before 1800] [AH]

Strategies for Writing**ENGL 16000-16006. NON-FICTIONAL WRITING**

Analysis, discussion, and practice of writing in a variety of non-fictional forms. Courses will explore the aims and conventions of the specified written discourse and emphasize the writing of participants. *May be repeated for credit as offerings vary. Annually. Fall and Spring. [Wt, AH]*

16000. INTRODUCTION TO NON-FICTIONAL WRITING

This course introduces students to major writers and genres of contemporary and classic non-fictional writing—particularly the genres of memoir, personal essay, literary journalism, editorial writing, critical writing, and film review. The course focuses on answering questions such as “What is non-fiction?” “What are the boundaries between fiction and non-fiction?” and “What is the relationship between reading non-fictional writings and writing about them?” Students write and read non-fiction by comparing and contrasting students’ writings in creative non-fiction, the critical essay, and the review essay with those by contemporary and classic essay writers, and with writings by other students in the class as well. [W, AH]

16002. AUTOBIOGRAPHICAL WRITING (MEMOIR)

This course focuses on analysis, discussion, and practice of autobiographical writing, with an emphasis on memoir. The course explores the aims and conventions of the genre, emphasizing course participants’ own writing. [W, AH]

16003. NATURE AND ENVIRONMENTAL WRITING (Environmental Studies)

This course explores the traditions and current practices of writing connected with the natural world. Along with the exploration of already published works in nature and environmental writing, the course may include off-campus field trips and emphasizes course participants’ own writing and peer feedback workshops. [W, AH]

16004. CRITICAL/CREATIVE NON-FICTION

This class introduces students to major writers and genres of contemporary and classic non-fictional writing particularly the genres of memoir, personal essay, literary criticism, and film review. As we consider these texts, we will be answering the questions: ‘What is non-fiction?’ ‘What is the relationship between reading non-fictional writings and writing about them?’ and ‘What are the boundaries between creative and critical non-fictional writing?’ Throughout the semester, students will be writing and reading non-fiction by comparing and contrasting students’ writings with those by contemporary and classic essay writers. [W, AH]

16006. NON FICTION WRITING: MIDDLE EASTERN WOMEN’S MEMOIRS

The course will examine the relationships between geopolitical upheavals in the Middle East, post-colonialisms, politics, third world feminisms, and gender and sexuality in the late 20th and early 21st centuries. We will examine how the genre of the memoir reveals both the possibilities and limitations of Middle Eastern women’s constructions of selves, otherness, femininity, and national identity. Writers include Suheir Hamad, Marjane Satrapi, Azar Nafisi, Nadine Naber & Lucette Langado. This is a writing intensive course and will be primarily critical/literary analysis essays. [W, AH]

16007. TRAVEL WRITING

Travel writing shapes our encounters with specific places; conversely the encounter with place inevitably shapes the traveller. This course explores the conventions, strategies, and current practices of travel writing, with the goal of connecting course members’ own travels to course discussions and assignments. Our readings and other texts will reflect the specific locations visited by or of interest to class participants; we may also take field trips as a class. Participants’ own travel writing will be published in an online magazine produced by the class. [W, AH]

ENGL 16100. INTRODUCTION TO POETRY AND FICTION WRITING

This course is an introduction to writing in a variety of fictional forms, especially short stories and poems. Participants analyze and discuss both published writing and their own writing. Priority given to English majors. *Annually. Fall and Spring. [AH]*

ENGL 19900. APPRENTICESHIP IN EDITING A LITERARY MAGAZINE

This course provides an opportunity for students to serve as an assistant editor for the *Artful Dodge*, a nationally-distributed journal of new American writing, graphics, and literature in translation. Students are exposed to the daily operations of editing a professional literary publication, engaging in a number of important activities such as designing and developing the magazine's web-site, editorial and promotional copy-writing, evaluating manuscripts, typesetting and proofreading, and organizing off-campus literary events. Students read histories of the American literary journal in addition to exploring other currently-published literary magazines. (.25 course credit) *Prerequisite: Enrollment is by application to the instructor. Annually. Fall and Spring.*

ENGL 26000-26005. ADVANCED NON-FICTIONAL WRITING

Analysis, discussion, and practice of writing in a variety of non-fictional forms. Courses will explore the aims and conventions of the specified written discourse and emphasize the writing of participants. *May be repeated for credit as offerings vary.*

26001. NEWS WRITING AND EDITING

This course familiarizes students with the strategies and conventions of journalistic writing, specifically news stories, editorials, reviews, and feature articles. Students participate in the publication of their own writing. *[W, AH]*

26002. MAGAZINE WRITING

This course provides students with the opportunity to explore all facets of magazine production. The major emphasis is on writing of proposals, editorial policies, solicitations of material, market studies, and magazine content. Readings includes histories of magazines such as *Life*, the *Saturday Evening Post*, *Rolling Stone*, *The New York Times Magazine*, and the *New Yorker*. The course emphasizes writing in the context of a fully conceived magazine. *[W, AH]*

ENGL 26100-26106. ADVANCED WRITING IN FICTIONAL FORMS

Analysis, discussion, and practice of writing in one or more fictional forms, such as short stories, poems, or plays. Courses explore the aims and conventions of the specified written discourse and emphasize participants' writing. *May be repeated for credit as offerings vary.*

26101. ADVANCED FICTION AND POETRY WRITING

This is a multi-genre course that focuses on the analysis, discussion, and practice of writing in various fictional forms, such as short stories, poems, or plays. *Prerequisite: ENGL 16100 or permission of the instructor. [AH]*

26102. ADVANCED FICTION WRITING: THE STORY CYCLE

This course focuses on studying collections of linked short stories. Participants analyze several complete story cycles and discuss the techniques authors use to connect the stories in each collection in order to create cohesive book-length narratives. The emphasis during the first half of the semester is on studying published story collections. The class then shifts into writing and workshopping during the second half of the semester. As a class, students write and revise one complete story cycle, with each student contributing one story to the collection. *Prerequisite: ENGL 16100. [AH]*

26103. ADVANCED POETRY WRITING

This course looks at a number of different contemporary poets and approaches to poetry. Students explore (and experiment with in their own poetry) a number of traditional and contemporary techniques as well as consider prose-poetry, spoken word poetry, and other artistic threads prominent in the contemporary poetry landscape. Along with the reading of published works of poetry, students explore aspects of craft and style in their own writing as well as provide constructive feedback for their fellow writers in weekly workshops. *Prerequisite: ENGL 16100 or permission of the instructor. [AH]*

26104. FLASH FICTION

In this course, students will read and write stories of 1,000 words or fewer. Questions we'll work to answer the following questions: How short can a story be and still be a story? How does flash fiction differ from longer stories in terms of form and content? How much complexity can be achieved in a very short story? We will study the development of the form of flash fiction and examine the venues in which very short stories have historically appeared. We will also examine and research contemporary

venues for publishing flash fiction, focusing both on print and online journals. We will discuss the process of preparing work for submission, and each student will submit at least one piece of flash fiction to a literary journal. Students will participate in weekly workshopping sessions of their work and the work of their peers. Each student will create a chapbook of flash fiction as the final course project. *Prerequisite: English 161. [AH]*

26105. ADVANCED POETRY WRITING IN FIXED AND OPEN FORMS

This course emphasizes the exploration of poetry-writing in fixed as well as open forms of poetry as well as considers the rather lively discussion taking place recently in the poetry world about the social/political function of concerns about form. Along with the reading of published works of poetry, including those in fixed form, students will explore such aspects of craft and style in their own writing as well as provide constructive feedback for their fellow writers in weekly workshops. *Prerequisite: ENGL 16100 or permission of the instructor. [AH]*

26106. WRITING THE NOVEL

In this course, students study the fundamentals of conceiving, planning, and writing a novel. The course begins with close study of the structure of three novels and of the novel form. Students then write and workshop an outline and first chapter of a novel. *Prerequisite: ENGL 16100 or permission of the instructor. [AH]*

ENGL 27000-27007. THEORIES AND PRACTICES OF RHETORIC AND COMPOSITION

Inquiries into the history of rhetoric and composition as disciplines, focusing on such topics as classical and contemporary theories of rhetoric, contemporary theories of composition and creativity, the teaching of writing, the identity of the writer, and current concerns in composition research. *May be repeated for credit as offerings vary. [AH]*

27002. ELEMENTS OF GRAMMAR [AH]

27003. TUTORING METHODS

This course introduces students to the theory and practice of one-to-one composition instruction. Students explore theories from psychology, sociology, and English studies. Students also learn about the history of peer instruction and its place in a composition program. *Recommended for all Writing Center peer tutors. [AH]*

JUNIOR AND SENIOR SEMINAR

ENGL 30000-30010. SEMINAR IN LITERARY STUDIES (Comparative Literature)

This seminar provides English majors, as well as upper-level non-majors who have completed ENGL 20000 and at least two literature courses, with the opportunity for advanced work in literature. Devoted to a specific area of investigation, the seminar engages in close reading of primary literary and discursive texts. Topics announced in advance by the chair of the department and the faculty member teaching the course. *Prerequisite: ENGL 20000 and two literature courses or permission of the instructor. [AH]*

30007. QUEENS

This course traces major writings by and about three sixteenth-century English/Scottish queens - Catherine of Aragon, Mary Queen of Scots, and Queen Elizabeth I. We will consider both their writings and writings about them, as we explore the following questions: 1) How did these queens situate and express themselves as writing subjects in a period in which writers were typically male? 2) How and why did they capture the attention of (predominantly) male authors, authors who turned them into larger-than-life heroines and/or villains? 3) How did the shaping of these women's identities and reputations emerge from the fact that they were exceptions to the 'rule' of male governance? and 4) How, as a result, were they seen as transgressing conventional boundaries of gender and sexuality? Texts we will read include letters by all three queens, poetry by Mary Queen of Scots and Queen Elizabeth, Shakespeare's *Henry VIII*, John Knox's 'The First Blast of the Trumpet against the Monstrous Regiment of Women', Schiller's *Maria Stuart*, and such films as *The Private Lives of Elizabeth and Essex* and *Mary Queen of Scots*. *Prerequisite: ENGL 20000 and two literature courses.[Before 1800] [AH]*

30008. POLITICAL THEATRE

Whenever contemporary commentators wish to denigrate the contemporary state of American democracy, they invariably claim that it has become nothing more than 'political theater.' This calumny of theater vis-a-vis politics relies on ancient prejudices against the stage as being nothing more than a rehearsed show that attempts to elicit genuine feeling through lies. In this class we will embrace theater

(& its neighbor fiction) as a way to think through politics. We will think, talk and write about the election of 2012, but this won't be a political science course. We will be thinking about the relationship of theater & narrative to politics insofar as what is 'real' about politics might be its fictional aspects. We will read novels and plays about politics (*Advise and Consent*, *The Best Man*), watch & analyze films (*The Ides of March*, *The Candidate*), tv shows (*The West Wing*, the Julia Louis-Dreyfus vehicle, *Veep*), and look at the way that even purportedly non-fictional works (*Game Change*, *The War Room*) are constitutive of political theater. [AH]

30009. AFTER SHAKESPEARE

This class explores works which are strongly influenced by Shakespeare's works, yet which also hide this influence—works like Jane Austen's novel *Pride and Prejudice*, Derek Walcott's play *Dream on Monkey Mountain*, and Norman Jewison's film *Moonstruck*. We will consider the contested and problematic conversations between these works and plays like *A Midsummer Night's Dream* and by reading them in dialogue with contemporary and Renaissance theories about influence, idolatry, culture, and media. [Before 1800]

30010. POST/COLONIAL LITERATURE AND FILM (Women's, Gender, and Sexuality Studies)

This course examines questions of identity (with particular emphasis on gender, race, and nation) in colonial and postcolonial novels, poems, and film. While acknowledging the problematic nature of the term 'postcolonial,' we will examine paired colonial and postcolonial texts to understand the codes of race, gender, and nation constructed during the imperial era, and echoed, critiqued, and/or subverted in the postcolonial era. Our questions will include the following: How do socially constructed ideas of masculinity and femininity shape individual lives in specific colonial and postcolonial contexts? How do factors such as race and national identity affect individuals? Can we identify specifically colonial or postcolonial narrative forms and techniques, and if so, are they inflected by gender, race, ethnicity, nationality, or geotemporal location? Texts include paired selections of literature by writers such as Jane Austen, Charles Dickens, Joseph Conrad, Arundhati Roy, J.M. Coetzee, Derek Walcott, Jamaica Kincaid, Tayib Saleh, and Zadie Smith, together with films by directors such as Patricia Rozema, Euzhan Palcy, Tim Greene, Francis Ford Coppola, and Gurinder Chadha. Our textual interpretations will be informed by gender and postcolonial theory, including Michel Foucault, Judith Butler, Gloria Anzalda, Eve Sedgwick, Homi Bhabha, and Gayatri Spivak. [Before 1900] [AH]

30011. NINETEENTH CENTURY AMERICA: ECONOMY, ECOLOGY AND CITIZENSHIP

ENGL 40000. TUTORIAL

Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

ENGL 40100. PERSPECTIVES AND METHODS OF INDEPENDENT STUDY

This course focuses on discussion and review of contemporary approaches to the study of language, texts, and culture, culminating in the student's completion of a substantial essay that is critically and theoretically informed. The course asks students to become conscious about the assumptions underlying their approaches to literary texts; conscious of the relations between their questions and some of the diverse answers that have been produced in the discipline; and aware of the kinds of evidence suitable to the arguments they wish to make.

Prerequisite: ENGL 20000. Annually, Fall and Spring.

ENGL 41000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. (0.25-4 course credits) S/NC course. *Prerequisite: The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.*

ENGL 45100. SENIOR INDEPENDENT STUDY THESIS – SEMESTER ONE

This is the first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: ENGL 40100.*

ENGL 45200. SENIOR INDEPENDENT STUDY THESIS – SEMESTER TWO

This is the second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: ENGL 45100.*

ENVIRONMENTAL STUDIES

CURRICULUM COMMITTEE:

Susan Clayton (Psychology), Chair

Jennifer Hayward (English)

Matthew Mariola (Environmental Studies) (on leave 2015-2016)

Setsuko Matsuzawa (Sociology)

Greg Wiles (Geology)

Issues related to the natural environment require a uniquely interdisciplinary focus. To fully come to grips with these challenges, we need to understand the way in which technological advances and human behavior affect fundamental ecological processes, what political and psychological tactics may be harnessed to address the problem, and how nature is discussed, described, and experienced. The field of environmental studies provides the opportunity to integrate multiple disciplinary perspectives in order to think about and understand environmental issues. The program at Wooster encourages students to engage hands-on with environmental issues both inside and outside the classroom, and at both local and global levels.

Environmental Studies minors will become knowledgeable about core scientific concepts that are relevant to the environment; able to understand different ways of assessing the value of the natural environment; comfortable with different means of examining and communicating about the environment; and familiar with the ways in which social institutions contribute to environmental problems and potential solutions to those problems. They should also understand their own roles within the human-environment relationship. The Environmental Studies minor will complement a major in a traditional department so that students combine a detailed understanding of the knowledge and methods within a discipline with a focus on a particular topic.

Students with an Environmental Studies minor will complete their I.S. project within their major department. However, they are encouraged to include an environmental component to their I.S. when possible, and the Environmental Studies faculty will endeavor to help them to do so.

Minor in Environmental Studies

Consists of 6 courses:

- ENVS 20000-20015
- One cross-listed course in Natural Sciences accepted for ENVS credit
- One cross-listed course in Social Science accepted for ENVS credit
- One cross-listed course in Humanities accepted for ENVS credit
- Two electives from Environmental Studies or cross-listed courses accepted for ENVS credit

Special Notes

- No more than one course within a student's major discipline may be counted toward the Environmental Studies minor.
- In departments with multiple versions of a particular course, only the sections specified in parentheses after the course listing will count toward the Environmental Studies minor.
- Only grades of C- or better are accepted for the minor.

ENVIRONMENTAL STUDIES COURSES

ENVS 11000. SCIENCE, SOCIETY AND ENVIRONMENT

This course presents a number of concepts that lie at the core of the field of environmental studies. Instead of just looking at environmental problems, we examine their multidimensional causes (sociopolitical as well as biophysical) and what kinds of human and political actions can lead to solutions. The writing portion of this “W” course is focused on producing both written and oral work (podcasts) for a popular audience, so students will learn techniques for turning complex environmental science topics into essays easily understood by an educated audience. *Annually. Not offered 2015-2016. [W]*

ENVS 19901. INTRODUCTION TO ENVIRONMENTAL SCIENCE. [MNS]

Environmental science is a diverse field that incorporates many disciplines, including physical, chemical, biological, social, economic, and political science. This course is an introduction to the field of environmental science, focusing on ecology and earth science principles as they apply to environmental issues. Topics include a survey of general ecosystem and community level ecological principles, with an emphasis on energy flow, nutrient cycling and how natural disturbances and human impacts—such as climate change, air and water pollution, land use change, and loss of biodiversity—potentially affect the environment.

ENVS 20001-20015. ENVIRONMENTAL ANALYSIS AND ACTION

Presents a multidisciplinary perspective on environmental topics by examining in depth an issue of global and/or local significance from the perspectives of the natural sciences, social sciences and humanities. Students will apply fundamental concepts from various disciplines to understand, formulate and evaluate solutions to environmental issues. *Prerequisite: At least one Natural Science course from the cross-listed courses accepted for ENVS credit and one course from the list in either Social Sciences or Humanities. May be repeated for credit as offerings vary. However, no more than two ENVS 200xx credits may count towards the minor. Annually. Spring.*

ENVS 20001. WATER AND THE ENVIRONMENT

A consideration of the chemical properties of water, its importance in religious, economic and cultural contexts, the various ways it can be polluted and prospects for allocating and treating it in a sustainable and equitable fashion.

ENVS 20002. INVASIVE SPECIES

Ecological impacts of biological invasions: a consideration of the consequences of the widespread movement of organisms around the world in a globalized economy.

ENVS 20003. PLASTICS AND ENVIRONMENTAL CONTAMINATION

The composition, history, social use and ultimate fate of plastics, as well as a wider analysis of contamination of the environment by persistent and endocrine-disrupting synthetic chemicals.

ENVS 20004. SUSTAINABILITY

A discussion of what sustainability means, actions that would increase sustainability, obstacles that hinder our ability to be sustainable, and strategies for change.

ENVS 22000. FROM FARM TO TABLE: UNDERSTANDING THE FOOD SYSTEM

The production and consumption of food interface with disciplines from biology and chemistry to political economy, sociology, and business management. The aim of this course is to introduce students to this broad, multidisciplinary analysis of the food system and get them thinking critically about where our food comes from, where it goes, and how to make the entire system more sustainable. *Alternate years. [HSS]*

ENVS 23000. SUSTAINABLE AGRICULTURE: THEORY AND PRACTICE

Agroecology is the “science of sustainable agriculture.” It serves as the scientific basis for devising more natural, less environmentally harmful farming practices that build soil fertility and plant resilience while maintaining adequate production levels. The goal of this course is to introduce students to a broad suite of sustainable agriculture principles and practices and to investigate the scientific basis for those practices. Students will learn agroecology techniques by actually practicing them in the campus Learning Garden. Students registering for the course are strongly recommended to simultaneously register for ENVS 23500: Gardening Practicum.

ENVS 23500. GARDENING PRACTICUM

An experiential, quarter-credit practicum that meets once per week for three hours at a time, for half the semester only (when offered in the fall, it will meet for the first 7 weeks; when offered in the spring, it will meet all weeks after spring break). The practicum will consist of students working independently or in pairs to variously prepare soil, plant seeds, weed, irrigate, apply fertilizers, manage pests, and harvest and process produce. The practicum includes lectures and other pedagogical activities depending on garden and weather conditions. (.25 credit).

ENVS 31000. SUSTAINABLE DEVELOPMENT: PRINCIPLES AND PRACTICES

This course will explore the intersection of development and sustainability. We will begin with a historical understanding of the idea of sustainable development, then shift to a more applied and experiential focus with an emphasis on case studies from around the world. Students will be come away with a deeper understanding of concepts that underlie sustainability, including the tragedy of the commons, the interface between population growth and resource use, societal solutions for increasing energy efficiency, and ecological economics. *Alternate years.*

ENVS 32000. RURAL SOCIETY AND THE ENVIRONMENT

Because of the centrality of agriculture, natural resources, and wild nature in rural areas, the study of rural societies allows for an interesting blend of social science subfields: environmental sociology; the sociology of agriculture; rural studies; and social stratification. In this course students will be exposed to empirical research on the social patterns that characterize rural societies and their relationship to the environment (primarily in the U.S. and to a lesser degree in other countries). In the broader sense, we will grapple with what a rural identity means and how natural resource flows (agricultural, botanical, silvicultural, and mineral) situate rural societies within the national and global political economic structure. More specifically, we will spend time investigating empirical work from a variety of subfields that touch on rural society and the environment: the sociology of agriculture; of natural resource extraction; of race, class, and environmental justice in rural areas; and of natural resource flows in the context of globalization. The course will culminate with each student writing an analytical literature review on a specific topic having to do with rural communities and the environment. *Alternate years.*

ENVS 41000. INTERNSHIP

In consultation with a faculty member associated with the program, students may arrange academic credit for supervised work in an applied setting that is relevant to topics in environmental studies. Placement may be on- or off-campus. Examples of on-campus internships might include work through the physical plant, exploring energy use on campus; through campus grounds, investigating aspects of campus plantings and land use; or through campus dining services, examining ways to promote local foods, reduce energy use, reduce food waste, or develop a composting program. In addition to the work, an internship will include an appropriate set of academic readings and written assignments, developed in consultation with the supervising faculty member, that will allow the student to reflect critically on his or her experience. (.5 - 1.0 credit) S/NC course. *Prerequisite: Prior consultation with the faculty member and permission of the chair of Environmental Studies. Annually.*

CROSS-LISTED COURSES ACCEPTED FOR ENVIRONMENTAL STUDIES CREDIT

NATURAL SCIENCE**BIOLOGY****BIOL 10000. TOPICS IN BIOLOGY (Human Ecology) [MNS]****BIOL 11100. FOUNDATIONS OF BIOLOGY [MNS]****BIOL 20200. GATEWAY TO ECOLOGY, EVOLUTION, AND ORGANISMAL BIOLOGY [W, Q, MNS]****BIOL 35000. POPULATION AND COMMUNITY ECOLOGY****BIOL 35200. ANIMAL BEHAVIOR****BIOL 35600. CONSERVATION BIOLOGY****CHEMISTRY****CHEM 10103. CHEMISTRY OF THE ENVIRONMENT [Q, MNS]****CHEM 21600. ENVIRONMENTAL CHEMISTRY****GEOLOGY****GEOL 10500. GEOLOGY OF NATURAL HAZARDS [MNS]****GEOL 11000. ENVIRONMENTAL GEOLOGY [MNS]****GEOL 21000. CLIMATE CHANGE [Q]****GEOL 22000. INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) [MNS]****GEOL 29900. HYDROLOGY**

SOCIAL SCIENCE

COMMUNICATION

COMM 20006. ENVIRONMENTAL COMMUNICATION [Spring]

ECONOMICS

ECON 24000. ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS [HSS]

EDUCATION

EDUC 16000. FUNDAMENTALS OF ENVIRONMENTAL EDUCATION

HISTORY

HIST 30141. PROBLEMS IN HISTORY (Global Environmental History, American Environmental History) [HSS]

POLITICAL SCIENCE

PSCI 20200. ENVIRONMENTAL POLICY [HSS]

PSYCHOLOGY

PSYC 22500. ENVIRONMENTAL PSYCHOLOGY [HSS]

PSYC 34000. ADVANCED TOPICS (Psychology of Sustainability) [HSS]

SOCIOLOGY/ANTHROPOLOGY

SOCI 20300. ENVIRONMENTAL SOCIOLOGY [HSS]

HUMANITIES

ENGLISH

ENGL 12019. THE WATERY PART OF THE WORLD [AH]

ENGL 16004. NON-FICTIONAL WRITING (Nature and Environmental Writing) [W, AH]

ENGL 24022. GREEN ROMANTICISM [AH]

GERMAN

GRMN 22800. STUDIES IN GERMAN CULTURE (How Green Is Germany?) [C, AH]

PHILOSOPHY

PHIL 21600. ENVIRONMENTAL ETHICS [AH]

RELIGIOUS STUDIES

RELS 26929. THEORIES AND ISSUES IN THE STUDY OF RELIGION (Environment) [R]

THEATRE AND DANCE

THTD 30200. TOPICS IN THE VISUAL TEXT (Green Theatre) [AH]

FILM STUDIES

CURRICULUM COMMITTEE:

Debra Shostak (English), Chair

Ahmet Atay (Communication)

Bridget Milligan (Art)

Dale Seeds (Theatre and Dance)

The minor in Film Studies focuses on film analysis, criticism, theory, history and the cinematographic elements and techniques that translate human thought to the screen. Students learn to read, interpret, and construct complex visual and verbal images that reflect a wide range of cinematic works, styles, and movements in order to develop a critical understanding of film's significance as an art form, a means of literary and cultural expression, and a tool for both entertainment and social change. One of the distinctive features of the interdepartmental minor is the wide range of course offerings on films from different countries and cultures. The program of study also presumes that knowledge in constructing visual and verbal imagery is integral to interpreting it. Accordingly, a component of the minor focuses on aspects of film/video production or on media studies. The Film Studies minor can play a critical supporting role to the focus of a major and the Senior Independent Study.

Minor in Film Studies

Consists of six courses:

- CMLT 23600
- Two courses from Category I
- One course from Category II
- Two elective Film Studies courses, with at most one course from Category III

Special Notes

- Only grades of C- or better are accepted for the minor.

FILM STUDIES COURSES**CMLT 23600. COMPARATIVE FILM STUDIES**

A course focusing on various aspects of film history, theory, or analysis. Introduction to basic concepts and skills necessary for the exploration of technical, stylistic, narrative, and ideological articulation in cinema. Possible categories of inquiry include national cinemas, genres (film noir, melodrama, etc.), representation and spectatorship, feminist cinema, African American film; documentary, political cinema, the avant garde, experimental film, etc. Extensive readings of theory and criticism as well as regular film screenings. *Alternate years.* [C, AH]

FILM 41000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. (.25-4 course credits) S/NC course. *Prerequisite: The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.*

Category I: FILM CRITICISM, HISTORY, AND THEORY

CHIN 22300. CHINESE CINEMA AS TRANSLATION OF CULTURES (in English) [C, AH]

ENGL 24000. THE AMERICAN FILM [AH]

FREN 25300, 25301. STUDIES IN FRANCOPHONE LITERATURE AND SOCIETY: FRANCOPHONE FILM (in English) [C, AH]

GRMN 22800-22806. STUDIES IN GERMAN SOCIETY AND CULTURE: GERMAN FILM AND SOCIETY (in English) [C]

RUSS 22000. RUSSIAN CULTURE THROUGH FILM (in English) [C, AH]

SPAN 28000. HISPANIC FILM (in English) [C, AH]

THTD 24900. INDIGENOUS FILM [C, AH]

Category II: FILM WRITING, PRODUCTION, MEDIA STUDIES

ARTD 15900. INTRODUCTION TO PHOTOGRAPHY [AH]

COMM 33200. VISUAL COMMUNICATION AND CULTURE

HIST 20201. HISTORICAL DOCUMENTARY FILMMAKING
(.25 course credit; does not alone fulfill Category II requirement)

RELS 26930. DOCUMENTING RELIGION: RELIGION(S) AND DOCUMENTARY FILM

THTD 30100. TOPICS IN THE WRITTEN TEXT (as appropriate to Film Studies; see Chair) [W, AH]

THTD 30200. TOPICS IN THE VISUAL TEXT (as appropriate to Film Studies; see Chair) [AH]

THTD 30300. TOPICS IN THE PHYSICAL TEXT (as appropriate to Film Studies; see Chair) [AH]

Category III: STUDY OF FILM AS SIGNIFICANT COURSE COMPONENT

AFST 24400. CINEMA OF AFRICA AND THE AFRICAN DIASPORA [C, AH]

ARTD 36000. CONTEMPORARY ART

CMLT 22200. CLASSICAL TRADITION IN MODERN DRAMA, FICTION, AND FILM [W, AH]

COMM 23500. MEDIA, CULTURE, AND SOCIETY

ENGL 21009. POSTCOLONIAL LITERATURE AND FILM [C, AH]

ENGL 23004. LITERATURE OF THE COLD WAR [AH]

ENGL 24002. NARRATIVE AND THE REAL WORLD [AH]

ENGL 24018. NINETEENTH-CENTURY BRITISH NOVEL ON FILM [AH]

FREN 32900. STUDIES IN THE TWENTIETH-CENTURY: FICTION AND FILM (in French) [C, AH]

HIST 20107. THE WESTERN: "NEW WESTS" IN MODERN AMERICA [HSS]

HIST 20900. EUROPE SINCE 1945: FILM AND HISTORY [C, HSS]

RELS 26400. RELIGION AND FILM [C, R, AH]

THTD 24800. NATIVE AMERICAN PERFORMANCE [C, AH]

FIRST-YEAR SEMINAR

First-Year Seminar provides a unique intellectual opportunity for faculty and first-year students to participate in a small, discussion-oriented, multidisciplinary course. The course introduces students to critical thinking and other academic skills that will be needed in subsequent courses, including Junior and Senior Independent Study. Students are expected to develop their abilities in writing, interpreting complex texts, constructing an argument, supporting the argument with evidence, and defending the argument orally. The course also requires students to appreciate and critique multiple perspectives, including their own. Students normally will complete the First-Year Seminar in Critical Inquiry in their first semester. Each year approximately 35 sections of First-Year Seminar are offered by faculty from departments and programs across the College. For information on the First-Year Seminar Program, contact the *Dean for Curriculum and Academic Engagement*.

FYSM 10100. FIRST-YEAR SEMINAR IN CRITICAL INQUIRY

Required of all first-year students, the First-Year Seminar in Critical Inquiry focuses on the processes of critical inquiry in a writing-intensive, small seminar. Each seminar invites students to engage a set of issues, questions, or ideas that can be illuminated by the disciplinary and interdisciplinary perspectives of the liberal arts. Seminars are designed to enhance the intellectual skills essential for liberal learning and for successful participation in the College's academic program. First-Year Seminar may not be taken S/NC. *Annually. Fall.*

FRENCH AND FRANCOPHONE STUDIES

FACULTY:

Harry Gamble, Chair

Laura Burch

Marion Duval

Fanny Cavalon (Language Assistant)

The Department of French and Francophone Studies offers a program of courses with three broad objectives: (1) to develop high proficiency in the French language; (2) to promote knowledge and appreciation of the histories, literatures, and cultures of French-speaking countries; and (3) to develop critical thinking and analytical skills. The Department of French and Francophone Studies actively embraces inter-

disciplinarity. In recent years, majors and minors have gone on to further studies or employment in a variety of areas, including teaching, international careers, publishing, translation and interpreting, the travel industry, business, banking, and law. All courses in the department are taught in French, with the exception of FREN 25300 and FREN 31900.

Major in French and Francophone Studies

Consists of eleven courses:

- FREN 21600
- FREN 22000
- FREN 22400
- Five elective courses at the 200-level or above. FREN 20100 (French Conversation) and FREN 20300 (French Composition) may count as electives. Electives must include at least one 300-level course taken at The College of Wooster.
- Junior Independent Study: FREN 40100
- Senior Independent Study: FREN 45100
- Senior Independent Study: FREN 45200

Minor in French and Francophone Studies

Consists of six courses:

- FREN 21600
- FREN 22000
- FREN 22400
- Three elective courses in the department, at the 200-level or above

Special Notes: general

- **Study Abroad:** To assure linguistic competence and in-depth understanding of Francophone cultures, the department strongly encourages study off-campus and will provide guidance on choosing a study abroad program. All majors should plan to spend at least a semester in a French-speaking country. Minors are also encouraged to study abroad.
- **La Maison française:** Students with a strong interest in French and Francophone Studies are encouraged to apply to live in the Maison française, located in Luce Hall. The Maison française offers a convivial, stimulating atmosphere. Weekly cultural and social events allow students to improve their French and broaden their knowledge of the Francophone world. A language assistant from a Francophone country lives in the Maison française and helps organize these activities. Applications are normally due in late February.
- **Advanced Placement:** Students who receive a score of 4 or 5 on the CEEB Advanced Placement Examination may count this credit toward a major or minor in French and Francophone Studies. Students who have taken the Advanced Placement Examination are still required, regardless of the score received, to take the departmental placement exam at the College to determine the next appropriate course.
- **Teaching Licensure:** Students interested in pursuing a career in elementary or secondary school teaching must complete the requirements for Multiage Licensure in French (grades pre-kindergarten through 12, ages 3-21) as stipulated here and the general education requirements for Multiage Licensure as stipulated by the Department of Education. A minimum of 44 semester hours (11 courses) in French and Francophone Studies must be completed, beginning with FREN 20100 and including the following: FREN 21600, 22000, 22400, 31900,

40100, 45100, and 45200. In the case of students who are seeking to be certified in French as their second area of foreign language licensure, FREN 10100 and FREN 10200 will be counted toward licensure in French.

Special Notes: majors

- **Double majors:** The department supports double majors and will work closely with students to design an appropriate program of study. Students in recent years have combined their French and Francophone Studies major with majors in Art and Art History, Chemistry, English, Economics, History, Global and International Relations, Philosophy, Political Science, Religious Studies, Sociology and Anthropology, and Spanish.
- FREN 40100 will normally be taken during the junior year or, if the student plans to spend the junior year off campus, in the spring of the sophomore year. With approval, FREN 40100 can be completed off-campus.
- To provide continuity, at least one course in French and Francophone Studies should normally be taken each semester of the junior year (for students on campus) and the senior year, in addition to Independent Study.
- A maximum of four courses taken during a semester off campus may be counted towards the major. Students spending an entire year off campus may count a maximum of seven courses towards the major.
- No more than one French and Francophone Studies course taught in English may count toward the major.
- Majors are not permitted to take courses in the department on an S/NC basis.
- Only grades of C- or better are accepted for the major.
- **Majors** interested in French and Francophone Studies as preparation for a career in international business or finance should consider the Interdisciplinary Minor in International Business Economics (see full description under *Business Economics*).

Special notes: minors

- Minors may take up to three of the required six courses off-campus.
- Only grades of C- or better are accepted for the minor.

Special notes: the College's foreign language requirement

- Students who wish to meet the College's language requirement in French by taking summer school courses or by participating in an off-campus program whose courses are fewer than four semester-hours are required to consult the chairperson of the Department of French and Francophone Studies prior to such study. Students who complete such courses are subsequently required to take the departmental placement exam to demonstrate proficiency through the FREN 10100 or 10200 level.
- If a student registers for and completes a course in French below the level at which the French placement exam placed him or her, that student will not receive credit toward graduation for that course, unless he or she has obtained the permission of the instructor of the course into which the student placed and the permission of the Department Chair.

COURSES IN FRENCH AND FRANCOPHONE STUDIES

FREN 10100. LEVEL I BEGINNING FRENCH

An introduction to understanding, speaking, reading, and writing French. Acquisition of basic structure, conversational practice, short readings, and compositions. Cultural content. Extensive use of authentic video and audio materials. *Annually, Fall.*

FREN 10200. LEVEL II BEGINNING FRENCH

Continuation of FREN 10100 with increased emphasis on conversational, reading, and writing skills. *Prerequisite: FREN 10100 or placement. Annually. Spring.*

FREN 20100. FRENCH CONVERSATION

Intensive practice in conversational French. Course includes cultural explorations in the Francophone world and work with grammar, vocabulary, and appropriate texts. *Prerequisite: FREN 10200 or equivalent. Annually. Fall. [C]*

FREN 20300. FRENCH COMPOSITION

Intensive practice in writing and reading, with a focus on writing strategies, the writing process, and different kinds of writing. Continued study of French vocabulary and grammar. *Prerequisite: FREN 10200 or equivalent. Annually. Spring.*

FREN 21600. ADVANCED FRENCH

Practice in listening, speaking, reading, and writing at an advanced level. Review of linguistic structures focusing on questions of usage and style. Extensive use of multi-media resources; reading on multiple topics. *Prerequisite: FREN 20300 or equivalent. Annually. Fall. [C]*

FREN 22000. INTRODUCTION TO FRENCH AND FRANCOPHONE TEXTS (Comparative Literature)

Introduction to textual analysis through readings in genres representative of seventeenth to twentieth centuries. Intensive study of selected passages to develop a critical approach. Practice in speaking and writing on literature. *Prerequisite: FREN 21600 or permission of the instructor. Annually. Fall. [C, W, AH]*

FREN 22400-24006. STUDIES IN FRENCH / FRANCOPHONE CULTURE AND SOCIETY

Introduction to cultural, historical, and societal analysis. Topic changes from year to year. *May be taken twice for credit, as offerings vary. Prerequisite: FREN 21600 or permission of the instructor. Annually. Spring. [C, AH]*

22403. CONTEMPORARY FRANCE

This course uses a number of different lenses to explore French society, French identity, and the French state from World War Two to the present. Topics to be covered include: the modernization of France; work, unemployment and the welfare state; the French school system; and immigration and national identity.

22406. NORTH AFRICA AND FRANCE

This course explores France's deep and often problematic relationships with the francophone Maghreb (Morocco, Algeria, and Tunisia). Through a selection of historical and cultural readings, memoirs, novels and films, the course examines the evolution of these relationships from the nineteenth century and up to the present day.

FREN 25300-25301. TOPICS IN FRANCOPHONE LITERATURE AND SOCIETY: FRANCOPHONE FILM (Comparative Literature, Film Studies)

Taught in English. A study of Francophone film from its origins in the work of Méliès and the Lumière Brothers through film noir, poetic realism, and the New Wave to the contemporary period. Various cinematic techniques and theories are illustrated by texts from such major French auteurs as Renoir, Cocteau, Tavernier, Buñuel, Resnais, Carné, Truffaut, Godard, Varda, and others. Some attention to selected examples of Quebecois film. *[C, AH]*

FREN 31000. FRENCH THEATER

This course explores the evolution of French theater from the seventeenth century to the present through the study of works by major playwrights, including Corneille, Molière, Racine, Marivaux, Beaumarchais, Rostand, Jarry, Sartre, Beckett and Reza. Attention will be paid to dramatic theory and to the historical and cultural contexts in which plays were produced. *Prerequisite: FREN 22000 or FREN 22400. [C, AH]*

FREN 31900. APPLIED LINGUISTICS

Taught in English. Linguistic theory and its application in the teaching of foreign languages. Offered jointly by the departments of French and Francophone Studies, German, and Spanish. Individual practice for the students of each language. Required for certification of prospective teachers of French. *Prerequisite: FREN 20100 or equivalent.*

FREN 32000. STUDIES IN THE MIDDLE AGES AND THE RENAISSANCE (Comparative Literature)

An examination of works that reflect the evolution of values and institutions from the twelfth century through

the sixteenth. Includes an introduction to Old French. Authors studied include Rabelais, Du Bellay, Ronsard, and Montaigne. *Prerequisite: FREN 22000 or FREN 22400. [C, AH]*

FREN 32200. STUDIES IN THE SEVENTEENTH CENTURY. SEEING IS BELIEVING? DISTINGUISHING TRUTH AND FICTION IN THE SEVENTEENTH CENTURY (Comparative Literature)

An examination of works that explore the relationship between language, art, knowledge and power in the Age of Absolutism. Authors studied include Mme. de Lafayette, Madeleine de Scudéry, Racine, La Fontaine and Molière. *Prerequisite: FREN 22000 or FREN 22400. [C, AH]*

FREN 32400. STUDIES IN THE EIGHTEENTH CENTURY. RELIGION, REASON, AND REVOLUTION: REMAKING THE WORLD IN ENLIGHTENMENT FRANCE (Comparative Literature)

This course explores the ways in which current debates in France about religion, civil society, gender roles, free speech, and civil protest are informed by literary works, art, philosophy and political writings of the Enlightenment. *Prerequisite: FREN 22000 or FREN 22400. [C, AH]*

FREN 32800. STUDIES IN THE NINETEENTH CENTURY (Comparative Literature)

An examination of works which portray bourgeois society and its materialistic values and the ways in which these values alienate the developing romantic hero. Narrative and descriptive techniques also studied. Authors studied include Balzac, Flaubert, Sand, Stendhal, and Zola. *Prerequisite: FREN 22000 or FREN 22400. [C, AH]*

FREN 32900. STUDIES IN THE TWENTIETH AND TWENTY-FIRST CENTURIES (Comparative Literature, Film Studies)

An examination of works that reflect the cultural, psychological, and literary dislocation of the twentieth century. Authors studied may include Camus, Colette, Beauvoir, Sartre, Gide, Duras, and Robbe-Grillet. *Prerequisite: FREN 22000 or FREN 22400. [C, AH]*

FREN 33000-33005. FRENCH/FRANCOPHONE LITERATURE, CULTURE AND SOCIETY

Advanced studies of particular dimensions of the French-speaking world. *Prerequisite: FREN 22000 or FREN 22400. [C, AH]*

FREN 33001. JOURNEYS IN THE FRENCH-SPEAKING CARIBBEAN

This course examines the complex history and diverse cultural encounters that have shaped Haiti, Martinique, Guadeloupe, and French Guiana. These territories will be situated and studied within the broad context of the Atlantic world, with particular emphasis on intersections with France and the United States.

FREN 33002. REMEMBERING WAR: TWENTIETH-CENTURY FRANCE

This course explores the memory of the First World War, the Second World War and the Algerian War of Independence in French society. This examination will be conducted through literature, films and historiographical texts.

FREN 33500. LITERATURE AND CULTURE OF FRANCOPHONE AFRICA (Africana Studies, Comparative Literature)

This course explores the fictional works of major Francophone writers such as Mariama Bâ, Mongo Beti, Fatou Diome, Ahmadou Kourouma, Léopold Sédar Senghor, and Camara Laye. Considerable attention is given to the historical and cultural contexts in which these novels were produced. Students will also approach the history and culture of Francophone Africa through a selection of films. *Prerequisite: FREN 22000 or FREN 22400. [C, AH]*

FREN 40100. JUNIOR INDEPENDENT STUDY

Includes work on skills that are useful when doing research in Francophone language, civilization, and literature. Culminates in the completion of an independent project, often a major paper on a cultural or literary topic. *Fall and Spring.*

FREN 41000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. (0.25-4 course credits) S/NC course. *Prerequisite: The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.*

FREN 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor. *Prerequisite: FREN 40100.*

FREN 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the finished thesis or an equivalent project and an oral examination. *Prerequisite: FREN 45100.*

OFF-CAMPUS STUDY

Programs endorsed by the department include:

JUNIOR YEAR IN FRANCE (PARIS)

Semester or academic year program offering courses in a variety of disciplines both at the Sweet Briar center, and at universities and specialized schools in Paris. A limited number of internships in government or social agencies are available.

INSTITUTE FOR THE INTERNATIONAL EDUCATION OF STUDENTS (IES) IN NANTES OR PARIS

Semester or academic year program offering courses in a variety of disciplines both at the Institute and at universities and specialized schools in Paris or Nantes. Possibility of teaching assistantships in English. Possibility of internships at the OECD and in businesses.

WOOSTER IN BESANÇON

A one-semester program of intensive language study at the Centre de Linguistique Appliquée of the University of Besançon. A Wooster graduate who teaches at the Centre serves as the College's agent there. *Prerequisite: FREN 10100 or equivalent.*

DICKINSON IN TOULOUSE

Semester or academic year program offering courses in a variety of disciplines both at the Dickinson Study Center and at the universities and specialized schools in Toulouse. Possibility of internships in business, education, the arts, and applied sciences.

Additional endorsed programs allow students to study in Switzerland or Francophone Africa (Madagascar, Morocco, Senegal, and Tunisia). See the website of the Office of Off-Campus Studies.

GEOLOGY

FACULTY:

Greg Wiles, Chair

Caitlin Current

Shelley Judge

Meagen Pollock

Mark Wilson

The Department of Geology at The College of Wooster produces liberally educated scientists who are well-versed in scientific methodology and its application, who possess a thorough knowledge of fundamental geologic concepts, who take a creative approach to problem-solving, and who are able to express themselves with clarity, both orally and in writing.

Geology is an interdisciplinary science. Geologists employ principles of physics, chemistry, and biology to understand Earth history and Earth processes. Geologists should be broadly educated in the natural sciences and have diverse field and laboratory experience with rocks and fossils, which is the primary goal of the Geology major at Wooster.

Major in Geology:

Consists of twelve courses:

- One 100-level Geology course
- CHEM 11100
- GEOL 20000
- GEOL 20800
- GEOL 25000
- GEOL 26000
- GEOL 30000
- GEOL 30800
- GEOL 31300
- Junior Independent Study: GEOL 40100
- Senior Independent Study: GEOL 45100
- Senior Independent Study: GEOL 45200

Minor in Geology:

Consists of six courses:

- GEOL 20000
- Five elective Geology courses, with no more than two courses at the 100-level (BIOL 36000 may count as one of these electives)

Special Notes

- The laboratory and classroom components are closely integrated in Geology lab courses and must therefore be taken concurrently. The course and laboratory grades will be identical and are based on performance in both components; the relative weights of the two components are stated in each course syllabus.
- Geology majors who intend to make a career in geology are strongly urged to supplement their curriculum with at least one additional course in chemistry, two courses in physics, and two courses in calculus (or a combination of calculus and computer science). Other relevant courses will depend upon the student's particular interest in Geology.
- S/NC courses are not permitted in the major department and in CHEM 11100.
- Only grades of C- or better are accepted for the major or minor.
- Prerequisite for 200-level courses requires a grade of C- or higher in any 100-level Geology course. This does not apply to GEOL 22000, which does not have a prerequisite.

GEOLOGY COURSES

GEOL 10000. HISTORY OF LIFE (Archaeology)

Origin and evolution of life, with emphasis on biologic innovations and crises in the context of Earth history. Three hours of lecture weekly. *Annually. [MNS]*

GEOL 10300. OCEANOGRAPHY

Rocks, sediments, geophysics, structure, and history of ocean basins and their margins. An interdisciplinary examination of the oceans with emphasis on physical oceanography. Three hours of lecture weekly. *[MNS]*

GEOL 10500. GEOLOGY OF NATURAL HAZARDS (Archaeology, Environmental Studies)

Survey of the geologic conditions, human and environmental impacts, and regulatory consequences of natural hazards and disasters. Course focus is on earthquakes, volcanoes, flooding, landslides, and destructive coastal processes. Three hours of lecture weekly. *Annually. [MNS]*

GEOL 11000. ENVIRONMENTAL GEOLOGY (Environmental Studies)

An investigation of how human activities affect and are affected by physical Earth processes. Topics include an

overview of Earth's development; minerals and rocks; internal processes such as plate tectonics, earthquakes, and volcanoes; surface processes; natural resources; waste disposal; pollution and related topics. Three hours of lecture weekly. Fieldtrips. *Annually. [MNS]*

GEOL 19900. GEOLOGY OF OUR NATIONAL PARKS (Archaeology, Environmental Studies)

Examination of the fundamental geologic processes responsible for the unique landscapes of the U.S. National Parks. Topics include plate tectonics; geologic time; Earth materials; mountain building; volcanism; climate change; and surficial and subsurface landscape evolution through glacial, stream, and groundwater activity. An overview of the geologic histories of selected National Parks will be emphasized. Three hours of lecture weekly. *[MNS]*

GEOL 20000. PROCESSES AND CONCEPTS OF GEOLOGY (Archaeology)

Materials, structures and surface features of the Earth; geological processes and their effects through time; origin and evolution of Earth. Three hours of lecture and three hours of laboratory weekly. One-day fieldtrips. *(1.25 course credits) Prerequisite: any 100-level Geology course. Annually. [MNS]*

GEOL 20800. MINERALOGY (Archaeology)

Introduction to crystallography; detailed study of mineral structure and occurrence. Three hours of lecture and three hours of laboratory weekly. *(1.25 course credits) Prerequisite: any 100-level Geology course and CHEM 11100 (which can be taken concurrently). Annually. [MNS]*

GEOL 21000. CLIMATE CHANGE (Archaeology, Environmental Studies)

Analyses of the Earth's ocean-atmosphere system and energy balance, Quaternary dating methods and techniques of reconstructing past climates are outlined. Students will work with paleoclimate data sets from ocean cores, ice cores, tree-rings, lake cores, and corals. Labs include computer modeling, statistical analysis of time series, and various projects. Three hours of lecture and three hours of laboratory weekly. Fieldtrips required. *(1.25 course credits) Prerequisite: any 100-level Geology course. Annually. [Q]*

GEOL 22000. INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) (Archaeology, Environmental Studies)

A lab-intensive introduction to the basic concepts in computer-based GIS. The course is designed to provide interested students a hands-on approach to spatial database design and analysis. Students will depict and evaluate spatial data to produce cartographic results in order to solve problems in a variety of disciplines, with emphasis on the natural sciences. The primary platform used will be ArcMap by ESRI and Microsoft Excel, but the techniques learned are applicable to other software packages. Three hours of lecture weekly. *Alternate years. [MNS]*

GEOL 25000. INVERTEBRATE PALEONTOLOGY

Identification, systematics, evolution, and paleoecologic analysis of invertebrate fossil groups. Three hours of lecture and three hours of laboratory weekly. Fieldtrips required. *(1.25 course credits) Prerequisite: Any 100-level Geology course or BIOL 20200. Annually. [W, MNS]*

GEOL 26000. SEDIMENTOLOGY AND STRATIGRAPHY (Archaeology)

Physical and biological methods for the analysis of sedimentary environments and processes. Investigating the distribution of sedimentary rock units in space and time. Three hours of lecture and three hours of laboratory weekly. Fieldtrips. *(1.25 course credits) Prerequisite: Any 100-level Geology course. Annually. [W, MNS]*

GEOL 30000. GEOMORPHOLOGY AND HYDROGEOLOGY (Archaeology)

A study of the classification, genesis, and evolution of the diverse landforms which make up the surface configuration of the Earth. Relationship of soils, surficial materials and landforms to rocks, structures, climate, processes, and time. The hydrologic cycle and surface water processes, geologic settings of groundwater, groundwater flow to wells, and water quality. Three hours of lecture and three hours of laboratory weekly. Fieldtrips required. *(1.25 course credits) Prerequisite: GEOL 20000 or permission of instructor. Annually.*

GEOL 30800. IGNEOUS AND METAMORPHIC PETROLOGY (Archaeology)

Introduction to petrography and petrology of igneous and metamorphic rocks. Integration of theoretical petrology, geochemistry, and petrography into an understanding of the petrogenesis of rock systems. Three hours of lecture and three hours of laboratory weekly. *(1.25 course credits) Prerequisite: GEOL 20800. Annually.*

GEOL 31300. STRUCTURAL GEOLOGY

Introduction to the processes of deformation and geometry of deformed rocks. Examination of rock deformation through analysis of structures at both microscopic and outcrop scales with emphasis on descriptive geom-

etry, map interpretation, and cross-section construction methods. Three hours of lecture and three hours of laboratory weekly. Fieldtrips required. (1.25 course credits) Prerequisite: GEOL 20000. Annually. [Q]

GEOL 35000. STUDIES IN GEOLOGY

To allow students with significant geological background to explore interdisciplinary topics in further detail. Planetary Geology, Geochemistry, Geophysics, Desert Geology, Geology of Oil and Gas and others offered when sufficient student interest is shown. Prerequisite: GEOL 20000 and others, depending on topic offered. [W]

BIOL 36000. EVOLUTION

GEOL 40000. TUTORIAL

Advanced library, field, and laboratory research problems in geology. (.5 – 1 course credit) Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

GEOL 40100. JUNIOR INDEPENDENT STUDY

Concepts and techniques of geologic research culminating in a Junior I.S. thesis project. Prerequisite: GEOL 20000. Annually. Fall or Spring.

GEOL 410000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. (0.25-4 course credits) S/NC course. Prerequisite: The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.

GEOL 45100. INDEPENDENT STUDY THESIS – SEMESTER ONE

An original geological investigation is required. An oral presentation is given to the department. Prerequisite: GEOL 40100.

GEOL 45200. INDEPENDENT STUDY THESIS – SEMESTER TWO

An original geological investigation is required. An oral presentation is given to the department. Projects result in a thesis and an oral defense. Prerequisite: GEOL 45100.

GEOLOGY SEMINAR

All senior Geology majors pursuing thesis research attend and participate in a weekly departmental seminar. Each student presents a synopsis of her or his research and leads a discussion. This presentation provides experience in oral communication and criticism in a scientific context. All junior and senior Geology majors are required to attend these seminars; other majors are encouraged to attend. Thursdays, 11:00 a.m. to 12:00 noon, Scovel 205.

GERMAN STUDIES

FACULTY:

Beth Ann Muellner, Chair

Mareike Herrmann (on leave 2015-2016)

Jaclyn Kurash

Victoria Teuchtlar (Austrian Fulbright Language Assistant)

The German Studies Department offers a program of courses that help students to attain a high level of proficiency in German, to understand and appreciate the history, literature, and cultures of German-speaking countries, and to develop critical thinking and analytical skills. Beyond the acquisition of speaking facility, language and culture courses can foster better understanding of how language both reflects and shapes consciousness of the world. In the best liberal arts tradition, language and culture study enhances our ability to deal with ambiguity and cultural pluralism.

The German Studies Department offers a major and minor in German Studies. A major in German can lead to careers in teaching, research or translation work, foreign

service, international business, or work in international service organizations. A minor in German can enhance one's preparation for professions in communications, journalism, the natural and social sciences, or any work involving trans-cultural communication. In recent years, graduates who have majored in German have entered graduate programs in German Studies or embarked on careers in international business, publishing, teaching, and the sciences. Many German majors and minors have earned Fulbright teaching awards abroad in the year after graduation.

In considering a major or minor in German Studies, students should consult early in the first year or sophomore year with a member of the department about how best to plan meaningful sequences of courses, ideally including at least a semester of study abroad.

The curriculum as described below is intended to expose students at the intermediate level to varieties of spoken and written styles; to encourage active development of one's written and spoken facility with German in a broad range of topic areas; to exercise skills in intercultural thinking and communication; to introduce students to the methods and questions central to the study of German literature and cultural history, and to foster critical inquiry into a number of specific areas prior to Independent Study. The German Studies major encompasses inquiries into literary, artistic, historical, and everyday cultural aspects of German-speaking areas. It includes the study of periods, genres, major themes of German culture, including film and literature.

Major in German Studies

Consists of eleven courses:

- GRMN 20100 (unless exempt, see Special Notes below)
- GRMN 20200 (unless exempt, see Special Notes below)
- GRMN 25000
- GRMN 26000 (must be taken at the College of Wooster)
- At least two of the following courses: GRMN 30001-30005, or 34000
- Two electives from GRMN 22700, 22800, 23000, any 300-level, or German-related course in another department (with approval, see Special Notes below)
- Junior Independent Study: GRMN 40100
- Senior Independent Study: GRMN 45100
- Senior Independent Study: GRMN 45200

Minor in German Studies

Consists of six courses:

- GRMN 20100 (see Special Notes below)
- GRMN 20200 (see Special Notes below)
- GRMN 25000
- GRMN 26000 (must be taken at the College of Wooster)
- At least one 300-level course in German Studies
- One of the following courses: GRMN 23000, or any 300-level course in German Studies

Special Notes

- **Overseas Study:** Majors in German Studies are required to spend a minimum of a summer, or ideally, the junior year in Germany, Austria, or German-speaking Switzerland to increase proficiency in the language and international perspective. (Consult the German Studies Department for information on the programs most suited to your interests and needs.)
- If students place out of the intermediate-level courses (GRMN 20100, 20200), they have to make up the remaining courses with other classes in the German Studies Department or with transfer credits from abroad.

- One of the following courses with substantial German content may be counted towards the German Studies major: ARTD 32200 *The Age of the Witch-Hunts*; ARTD 22200 *Modern Art*; CMLT 20000 *Comparative Literary Theory*; CMLT 24800 *The Perils of Romanticism*; GRMN 31900 *Applied Linguistics*; HIST 10121 *Hitler and the Nazi State*; HIST 10167 *The Holocaust*; HIST 20800 *Europe 1890-1945*; HIST 20900 *Europe Since 1945*; HIST 21000 *Ideas that Shaped the Modern World: Intellectual History of Modern Europe*; HIST 22500 *Modern Germany*; PHIL 26100 *Continental Philosophy*; RELS 25400 *The Reformation*.
- Only one English language course may be counted towards the German Studies major.
- Double Majors. The department supports double majors and will work closely with students to design an appropriate program of study. In recent years, students have double majored in German with History, International Relations, Archeology, Art History, Chinese, Mathematics, and Communications. If students are double majors, one of the two I.S. courses (GRMN 45100 or GRMN 45200) will count toward the German major; the other counts toward the student's other major.
- GRMN 40100 will normally be taken during the Junior year. With approval GRMN 40100 may be completed off-campus.
- Since the major program should provide continuity in the study of German, at least one course in German should be taken each semester of the junior year and the senior year, in addition to the Independent Study.
- **Minor in International Business Economics:** Students who are interested in a fundamental preparation in international business or finance with a focus on German language and economic issues may choose a major in German Studies and a prescribed core of complementary courses. Interested students should consult with the chair of German Studies and the chair of Business Economics.
- The *Zertifikat Deutsch Als Fremdsprache* and the *Mittelstufenprüfung*, administered by the Goethe Institute Centers in Germany and the U.S., are internationally recognized as certification of advanced skills in German. Students are encouraged to take the tests, usually after GRMN 25000 or equivalent, offered annually at Hiram College.
- **Teaching Licensure:** To be certified by the State of Ohio for secondary teaching of German, a student will complete eight semester courses in German beginning at GRMN 20100 (or the equivalent as determined by placement exam). The eight courses must include GRMN 20200, 25000, 26000, 22700 or 22800, and 31900. Study abroad is highly recommended for prospective teachers.
- **Advanced Placement:** Students who receive a score of 4 or 5 on the CEEB Advanced Placement Examination may count this credit toward a major or minor in German Studies. Students who have taken the Advanced Placement Examination are still required, regardless of the score received, to take the departmental placement exam at the College to determine the next appropriate course.
- **German House:** Students have the opportunity to apply for residence in the German House, a suite in Luce Hall that houses students along with a native Austrian assistant and serves as the focal point for most campus German language and cultural activities. Applications for residency in the German House can be obtained from the chair and are usually due early in the spring semester.
- One S/NC course may be included in the major. Normally the minimum grade equivalent to "Satisfactory" is C. Students considering graduate work in German are advised not to include S/NC work in the major.
- Only grades of C- or better are accepted for the major or minor.

GERMAN STUDIES COURSES

GRMN 10100. BEGINNING GERMAN LEVEL I

An introduction to understanding, speaking, reading, and writing German in a cultural context. Acquisition of basic structure, conversational practice, short readings, and compositions. Use of authentic video and audio materials. Four hours per week. Students with previous German must take the departmental placement test in order to register for GRMN 10100. See department chairperson. *Annually. Fall.*

GRMN 10200. BEGINNING GERMAN LEVEL II

Continuation of GRMN 10100 with increased emphasis on conversation, cultural material, and reading authentic texts, including two children's books. For students who have had GRMN 10100 or equivalent training, to be determined by placement test. Four hours per week. *Annually. Spring.*

INTERMEDIATE AND ADVANCED COURSES

GRMN 20100. INTERMEDIATE GERMAN LEVEL I

A skills-building course to follow GRMN 10200 or equivalent, to be determined by placement test. Emphasis on reading literary texts of moderate difficulty, improving proficiency in writing and speaking, and exposure to culture material. The German major and minor begin with GRMN 20100. *Annually. Fall. [C]*

GRMN 20200. INTERMEDIATE GERMAN LEVEL II

Current issues through the media. Advanced readings and discussion of contemporary life in the German-speaking countries as reflected in newspapers, magazines, television, and film. Required of majors and minors. *Prerequisite: GRMN 20100 or equivalent. Annually. Spring. [C]*

GRMN 25000. ADVANCED GERMAN: TEXTS AND CONTEXTS

Reading, discussion of, and writing about important texts (e.g. short stories, short novels, personal narratives, films) from the 20th century, presented in their socio-historical contexts. Students learn about major events of the 20th century. Special emphasis on developing students' reading and formal conversation skills and on cultural literacy. Continued practice of complex grammar structures and systematic vocabulary building. *Prerequisite: GRMN 20200. Annually. Fall. [C]*

GRMN 31900. APPLIED LINGUISTICS

Taught in English. Linguistic theory and its application in the teaching of foreign languages. Offered jointly by the departments of French, German, and Spanish. Individual practice for the students of each language. Required for licensure of prospective teachers of German. *Alternate years.*

LITERATURE AND CULTURE COURSES

(Conducted in German unless otherwise indicated)

GRMN 22700-22702. GERMAN LITERATURE IN TRANSLATION (some sections cross-listed with *Comparative Literature, Women's, Gender, and Sexuality Studies*)

Taught in English. Selected readings from classical and contemporary German authors. Sample topics: German Literature East and West Since 1945; Contemporary German Literature by Women; Modern German Theater; Fairy Tales and Gender. *Alternate years. [C, AH]*

GRMN 22800-22805. STUDIES IN GERMAN SOCIETY AND CULTURE (some sections cross-listed with *Comparative Literature, Film Studies, Women's, Gender, and Sexuality Studies*)

Taught in English. Studies in German cultural history, varying in topic from year to year and often interdisciplinary in approach. *[C, AH]*

GRMN 23000. THEATERPRAKTIKUM

Dramatic readings and play production, in German. Ideal for students wishing to maintain and build speaking proficiency and self-confidence. No acting experience required. *May be taken more than once, but only one of these may count toward the minimum eleven courses for the major or minor. Prerequisite: GRMN 20100 or permission of instructor. Alternate years. Spring.*

GRMN 26000. KULTURKUNDE: INTRODUCTION TO GERMAN STUDIES (*Comparative Literature*)

A survey of the cultural history of the German-speaking world, with particular attention to the social matrix in which German cultural institutions function. An introduction to the methods and resources of German Studies as an interdisciplinary area of study. Must be taken at The College of Wooster. *Prerequisite: GRMN 25000. Annually. Spring. [W, C, AH]*

CMLT 24800. THE PERILS OF ROMANTICISM: NINETEENTH CENTURY EUROPEAN LITERATURE
(Taught in English) [C, AH]

GRMN 30001-30005. MAJOR EPOCHS OF GERMAN LITERATURE AND CULTURE
(Comparative Literature)

Each of five subcourses deals with a distinct period of German literature and culture marked by watershed events and characterized by certain concerns and issues which find significant expression in the literature of the period. Each course will focus on major literary works in a broad cultural context. *Prerequisite: GRMN 26000.*

GRMN 30001. Faith, Love, and Reason: The Middle Ages to the Enlightenment

GRMN 30002. The Coming of Age of German Culture (1770-1830)

GRMN 30003. Poetry and Politics: Literature, Revolution and Nationalism (1830-1918)

GRMN 30004. The Weimar Republic and the Third Reich (1918-1945)

GRMN 30005. After the Holocaust (Post-1945)

GRMN 34000-34007. MAJOR THEMES IN GERMAN LITERATURE AND CULTURE
(Comparative Literature)

A study of dominant recurring themes that cross period and genre lines and are important to the German cultural tradition. Topics will vary from year to year — e.g., Travel and Migration; Images of Women; The Artist and Society; The German Middle Ages; Fiction, History, and Memory; Nature, Space, and Place; Vienna Modernism 1890-1910. *May be taken more than for credit in the major. Prerequisite: GRMN 26000 or permission of instructor. [Depending on the topic, C, AH]*

GRMN 40000. TUTORIAL

Individually supervised readings on a special topic. By prior arrangement with the department only. *Prerequisite: GRMN 25000 or equivalent; the approval of both the supervising faculty member and the chairperson is required prior to registration.*

GRMN 40100. INTRODUCTION TO INDEPENDENT STUDY

Bibliography and research methods in German, including the preparation of two shorter papers or one longer research paper. Normally taken Semester II of the junior year. If a Junior Year Abroad is planned, GRMN 40100 should be taken Semester II of the sophomore year. If a one-semester program abroad is planned, it should be Semester I so that GRMN 40100 can be taken Semester II.

GRMN 41000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. (.25-4 course credits) *S/NC course. Prerequisite: The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.*

GRMN 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, a two-semester course in thesis preparation taken in the senior year, supervised by a departmental adviser and approved by oral examination by the department in the second semester. *Prerequisite: GRMN 40100.*

GRMN 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: GRMN 45100.*

GERMAN STUDY OFF-CAMPUS

One option for fulfilling the one-year language requirement is to participate successfully in one of the programs described below. Students continuing beyond the 102-level are encouraged to ask a member of the department (at least three semesters in advance of scheduled study abroad) about summer, semester, and year-long programs available to advanced students.

INSTITUTE FOR THE INTERNATIONAL EDUCATION OF STUDENTS (IES) IN FREIBURG AND BERLIN

A one-semester or one-year program for juniors in good standing at the College. Students will take intensive language courses taught by IES instructors and a combination of IES tutorials and German-university-taught

courses in a variety of disciplines as well as in German literature and history. Courses at Freiburg and at the Humboldt University in Berlin are conducted entirely in German and require a minimum proficiency of GRMN 250 or equivalent. Courses at Vienna are conducted mostly in English, and students with beginning German proficiency are usually eligible.

WAYNE STATE UNIVERSITY JUNIOR YEAR IN MUNICH

A year-long (or one-semester option) program for juniors in good standing at the college. Students will take an intensive language course offered by JYM staff and enroll directly at the prestigious Ludwig-Maximilians-Universität München, which offers a vast selection of courses in 150 degree-granting areas. The oldest intercollegiate study abroad program in Germany, the JYM is especially recommended for German majors. It offers a special independent study tutorial course, which can be counted for Junior I.S. credit in German.

MACALESTER SEMESTER IN BERLIN-VIENNA

A spring semester program for juniors in good standing at the college. The Macalester German Study Abroad program is a unique six-month program based in Berlin and Vienna that provides students with the opportunity to gain high proficiency in German and to immerse themselves academically, culturally, and socially in both Germany and Austria. Students will spend two months studying intensive German at the Goethe Institute in Berlin, before heading for Vienna, where they spend four months taking two program-specific courses, and two courses at the University of Vienna.

STUDY-TRAVEL SEMINAR

A summer or one-semester program in German language and culture with a practical focus determined by the particular groups and institutions visited (theater, social organizations, hospitals, farms, etc.). *Prerequisite: GRMN 20200 or equivalent.*

HEBREW

(see *RELIGIOUS STUDIES*)

GLOBAL AND INTERNATIONAL STUDIES

CURRICULUM COMMITTEE:

Amyaz Moledina (Economics), Chair

Harry Gamble (French)

Katherine Holt (History)

Kent Kille (Political Science)

Matthew Krain (Political Science)

Michele Leiby (Political Science)

Philip Mellizo (Philosophy)

Margaret Ng (History)

Peter Pozefsky (History)

Ibra Sene (History)

Greg Shaya (History)

The Global & International Studies major is administered by a committee consisting of faculty who teach in the program. The Global & International Studies Program at The College of Wooster is dedicated to educating our students to think and act as responsible citizens in a diverse and interdependent global community.

This interdisciplinary major promotes understanding and appreciation of cultural, economic, historical, and political dimensions of global issues by developing theoretical, substantive, and experiential knowledge. The Global & International Studies

Program aims to foster knowledge, critical thinking, research capabilities, and cross-cultural communication skills.

The major in Global & International Studies consists of fourteen to fifteen courses. It includes coursework in Economics, History, Political Science; one foreign language course beyond the first four courses in a foreign language; one elective specialization course; an overseas term; methodological training in a home department (Economics, History, or Political Science); and Senior Independent Study.

At the time of declaring the major, students will present a plan for the completion of the major requirements, including the timing of the overseas term, methods courses, and Independent Study. At the same time, students will select Economics, History, or Political Science as their home department. The home department will have the responsibility for supervising the student's research training and Independent Study.

For more information about these courses, see listings in the appropriate home department.

Major in Global & International Studies—Home Department: Economics

Consists of fifteen courses:

- ECON 10100
- One of the following courses: HIST 101xx*, 10700, or 10800 (*when focused on global or international themes)
- PSCI 12000
- One upper-level foreign language course (see note below)
- One of the following courses: ECON 20100 or 20200
- One of the following courses: ECON 25100, 25400, or 35000
- One of the following courses: HIST 201xx*, 20800, 20900, 21600, 22700, 22800, 23200, 23300, 23500, 23700, 275xx*, or 301xx* (*when focused on global or international themes)
- One of the following courses: PSCI 22100, 22200, 22300, 22400, 22500, 22600, 22800, or 229xx
- One of the following courses: PSCI 24400, 24600, 247xx, 24800, or 24900
- One elective specialization course (see note below)
- ECON 11000
- ECON 21000
- Junior Independent Study: ECON 40100
- Senior Independent Study: ECON 45100
- Senior Independent Study: ECON 45200

Major in Global & International Studies—Home Department: History

Consists of fourteen courses:

- ECON 10100
- One of the following courses: HIST 101xx*, 10700, or 10800 (*when focused on global or international themes)
- PSCI 12000
- One upper-level foreign language course (see note below)
- One of the following courses: ECON 20100 or 20200
- One of the following courses: ECON 25100, 25400, or 35000
- One of the following courses: HIST 201xx*, 20800, 20900, 21600, 22700, 22800, 23200, 23300, 23500, 23700, 275xx*, or 301xx* (*when focused on global or international themes)
- One of the following courses: PSCI 22100, 22200, 22300, 22400, 22500, 22600, 22800, or 229xx

- One of the following courses: PSCI 24400, 24600, 247xx, 24800, or 24900
- One elective specialization course (see note below)
- One of the following courses: HIST 201xx or 29800
- Junior Independent Study: HIST 40100
- Senior Independent Study: HIST 45100
- Senior Independent Study: HIST 45200

Major in Global & International Studies—Home Department: Political Science

Consists of fourteen courses:

- ECON 10100
- One of the following courses: HIST 101xx*, 10700, or 10800 (*when focused on global or international themes)
- PSCI 12000
- One upper-level foreign language course (see note below)
- One of the following courses: ECON 20100 or 20200
- One of the following courses: ECON 25100, 25400, or 35000
- One of the following courses: HIST 201xx*, 20800, 20900, 21600, 22700, 22800, 23200, 23300, 23500, 23700, 275xx*, or 301xx* (*when focused on global or international themes)
- One of the following courses: PSCI 22100, 22200, 22300, 22400, 22500, 22600, 22800, or 229xx
- One of the following courses: PSCI 24400, 24600, 247xx, 24800, or 24900
- One elective specialization course (see note below)
- PSCI 22700
- Junior Independent Study Equivalent: PSCI 35000
- Senior Independent Study: PSCI 45100
- Senior Independent Study: PSCI 45200

Special Notes

- **Overseas Term:** Normally the overseas term will be at least one academic semester in length. Summer programs must be a minimum of eight weeks in length. Programs other than Wooster-endorsed programs will only count toward this requirement by special permission from the Chair, obtained in advance through written petition.
- **Foreign Language Study:** The Global & International Studies major must complete one foreign language course beyond the first four courses in a foreign language (i.e., three semesters more than the existing College graduation requirement in a single language).
- **Elective Specialization:** The Global & International Studies major must complete one course at the 200-level or above outside of Economics, History, and Political Science that addresses the thematic or area interests of the student. This course should be determined in consultation with the Academic Advisor. See Chair for approval.
- HIST 101xx, 201xx, 275xx and 301xx are accepted for Global & International Studies credit when the courses focus on global or international themes. See Chair for approval.
- Majors in the home department of History cannot count the same HIST 201xx course twice.
- Only grades of C- or better are accepted for the major.

HISTORY

FACULTY:

Katherine Holt, Chair

Kabria Baumgartner

Jordan Biro

Joan Friedman

Madonna Hettinger

Shannon King

Margaret Ng

Johnathan Pettinato

Peter Pozefsky (on leave 2015-2016)

Keith Rathbone

Jeff Roche (on leave 2015-2016)

Ibra Sene

Gregory Shaya (on leave 2015-2016)

History is one of the oldest disciplines, but it has never been more relevant than in the fast-changing, interconnected world in which we live. The study of history is the foundation for a complex understanding of the world. It offers a rich view upon the developments that have shaped the society we live in; it helps us understand distant cultures; it provides a set of rigorous tools for understanding changes and continuities over time; it offers a high perspective to make sense of the tumult of current events.

The study of history cultivates skills and habits of mind that are essential to a liberal arts education. Students of history develop the ability to research complex topics, to analyze evidence, to assess conflicting interpretations, to convey ideas with clarity and persuasion, and to build strong arguments. History encourages a subtle understanding of difference. What is more, the study of history provides a set of deep pleasures. Vastly enlarging our experience, the study of the past is a profound source of personal meaning and collective identity.

We believe the best way to study history is to do history. In their coursework, students develop a wide knowledge of the past and a practical understanding of the skills of the historian, culminating in the year-long Senior Independent Study. The major in history is flexible, allowing students to design a course of study that fits their interests and builds upon work in other disciplines.

Major in History

Consists of eleven courses:

- Three History courses at any level
- Four History courses at the 200-level or above
- Among these seven courses:

Pre-1800 Perspectives. A minimum of one course in history before 1800

Global Perspectives. A minimum of one course in the history of a society outside the U.S. and Europe

- The Craft of History: HIST 201xx
- Junior Independent Study: HIST 40100
- Senior Independent Study: HIST 45100
- Senior Independent Study: HIST 45200

Minor in History

Consists of six courses:

- Two History courses at any level

- Three additional History courses at the 200-level or above
- Among these five courses:
Pre-1800 Perspectives. A minimum of one course in history before 1800
Global Perspectives. A minimum of one course in the history of a society outside the U.S. and Europe
- The Craft of History: HIST 201xx

Special Notes

- Majors and minors in history are strongly recommended to complete *The Craft of History* (HIST 201xx) in their sophomore year, after they've taken a first course in history at the College but before Junior I.S.
- Students *may not* count the same course toward the *Pre-1800 Perspectives* requirement and the *Global Perspectives* requirement.
- **Pre-1800 Perspectives Requirement:** The following courses count toward the *Pre-1800 Perspectives* requirement: Some sections of HIST 101xx (sections that are pre-1800 in their focus), 10600, 11000, some sections of HIST 201xx (sections that are pre-1800 in their focus), 20400, 20500, 20600, 20700, 21200, 21400, 21500, 23000, 23100, 23400, 24000, 24400, some sections of HIST 275xx (sections that are pre-1800 in their focus), some sections of HIST 301xx (sections that are pre-1800 in their focus).
- **Global Perspectives Requirement:** The following courses count toward the *Global Perspectives* requirement: some sections of HIST 101xx (sections that are non-U.S., non-European, global, or comparative in their focus), 10800, some sections of HIST 201xx (sections that are non-U.S., non-European, global, or comparative in their focus), 21500, 21600, 22700, 22800, 23100, 23200, 23400, 23500, 23600, 23700, 24000, some sections of HIST 275xx (sections that are non-U.S., non-European, global, or comparative in their focus), some sections of HIST 301xx (sections that are non-U.S., non-European, global, or comparative in their focus).
- **Advanced Placement:** A student obtaining a score of 4 or 5 on one of the CEEB Advanced Placement Examination in history will receive one course credit in history. A student will receive a maximum of two course credits in history for any combination of Advanced Placement Examinations. Students may count these credits toward a major or minor in history. Students receiving Advanced Placement credit should consult with the department before registering for 100-level survey courses in the department. The Advanced Placement policy of the College is explained in the section on Admission.
- Only grades of C- or better are accepted for the major or minor.

HISTORY COURSES

INTRODUCTORY TOPICS COURSES

HIST 10100-10185. INTRODUCTION TO HISTORY (some sections cross-listed with: *Africana Studies*, *Chinese Studies*, *East Asian Studies*, *Global & International Studies*, *Latin American Studies*, *Russian Studies*, *Women's, Gender, and Sexuality Studies*)

An introduction to the study of history through the examination of a specific historical theme. Class format includes lecture and discussion. *May be repeated for credit as offerings vary.*

Scheduled for 2015–2016

HIST 10176. HISTORY OF ISLAM [HSS, C, R]

HIST 10190. AMERICAN SOCIAL REFORM [HSS]

HIST 10191. HISTORY OF SEXUALITIES (WGSS) [HSS]

HIST 10192. SOCCER AS GLOBAL HISTORY [HSS]

HIST 10193. WAR STORIES AND SOLDIERING [HSS]

INTRODUCTORY SURVEY COURSES

HIST 10600. WESTERN CIVILIZATION TO 1600

A survey of the rise of western civilization to 1600. European history. [Pre-1800] [HSS]

HIST 10700. WESTERN CIVILIZATION SINCE 1600 (Global & International Studies)

The development of western civilization from 1600 to the present. European history. [C, HSS]

HIST 10800. AN INTRODUCTION TO GLOBAL HISTORY (Global & International Studies)

Global history examines the interactions between different cultures across the globe from ancient times to the present. These interactions range from trade, to warfare, to the exchange of ideas, technology and disease. More specifically, global history explores the ways that those interactions have changed over time, and the impact they have had on economics, society, culture, politics and the environment at the local level. The course will introduce students to Global history through readings in the historiography of the field and in selected topics. The course will also critique the phenomenon of globalization from a historical perspective. [Global] [C, HSS]

HIST 11000. THE UNITED STATES EXPERIENCE TO 1877

A survey of the development of United States society to 1877. [Pre-1800] [HSS]

HIST 11100. THE UNITED STATES EXPERIENCE SINCE 1877

A survey of United States history from 1877 to the present. [HSS]

HIST 11500. HISTORY OF BLACK AMERICA: FROM WEST AFRICAN ORIGINS TO THE PRESENT (Africana Studies, Education)

This course covers the history of black Americans from their origins in West Africa to the present. Although this course is a survey, it will have a topical approach. Topics will include the following: West African origins, the southern slavery experience, Black Reconstruction, the Great Migration, the Civil Rights Movement, and the Black Power Movement. The current situation of black people is the result of this heroic and yet sometimes tragic history. This course will view the development of America from the black perspective, displaying a history that is not the traditional view of the United States. [C, HSS]

THE METHODS OF HISTORY

HIST 20100-20121. THE CRAFT OF HISTORY (some sections cross-listed with Global & International Studies)

An introduction to the critical skills of the historian—including the analysis of primary sources, historiography, historical research and writing, and historical argument—through the study of a specific historical theme. A writing-intensive course, the class is taught as a seminar. The course is strongly recommended for majors, but it is open to students from all departments and programs. It is normally taken in the sophomore year and before HIST 40100 — Junior I.S. *Prerequisite:* One course in History or permission of instructor. May be repeated for credit with permission of the Department Chair.

Scheduled for 2015–2016

HIST 20102. HISTORY OF EDUCATION IN THE U.S. [W, HSS]

HIST 20122. UNDERSTANDING THE BRITISH EMPIRE [W HSS]

HIST 201xx. THE HOLOCAUST [W, HSS]

HIST 201xx. FAMILY IN CHINESE TRADITION [C, W, HSS]

HIST 201xx. PUBLIC HISTORY: PUTTING HISTORY TO WORK IN THE REAL WORLD [W, HSS]

HIST 20201. HISTORY WORKSHOP

This course will provide a theoretical foundation and practical training in a historical methodology. Topics offered may include: Public History, Oral History, Documentary History, Cultural History, and Digital History (.25 course credit). *Prerequisite:* One course in History or permission of instructor. May be repeated for credit as offerings vary.

Scheduled for 2015–2016

HIST 20201. THE HISTORICAL DOCUMENTARY

This course will provide a theoretical foundation and practical training in a historical methodology. *Prerequisite:* one course in History or permission of instructor. May be repeated for credit as offerings vary.

THE UNITED STATES

HIST 23700. THE UNITED STATES AND CHINA (Chinese Studies, East Asian Studies, Global & International Studies)

The historical development of relations between the United States and China from the late eighteenth century to the present day, as seen through diplomatic, economic, political, and intellectual contacts. [C, HSS]

HIST 23800. THE AMERICAN WEST

This course examines the development of the American West as a recognized region over the past 500 years. It focuses on several primary themes: ideologies of expansion, ethnic conflict, environmental change, technology, politics, and myth. Moreover, the course will examine how shifting historical interpretations of the West (including those of novelists and filmmakers) have reflected contemporary society. [HSS]

HIST 23900. RECENT AMERICA: THE UNITED STATES SINCE 1945

An examination of selected themes and topics of importance in recent American history, such as the Cold War, the Vietnam War, political coalitions, Presidential leadership, the 1960s as a decade, and contemporary cultural and economic concerns. [HSS]

HIST 24400. ISSUES IN EARLY AMERICAN SOCIAL HISTORY

The development of American societies through the early nineteenth century, focusing on the family, national character, and economic and cultural institutions. [Pre-1800] [HSS]

HIST 24600. UNITED STATES URBAN HISTORY (Africana Studies)

A study of the urbanization process from colonial settlements through the development of the modern metropolis. The course will focus on those forces that have shaped the modern American city. [HSS]

HIST 24700. WOMEN'S HISTORY IN THE UNITED STATES (Women's, Gender, and Sexuality Studies)

An exploration of women's experience as it was limited by their roles as daughter, wife, and mother; how women used their roles to participate in the construction of American society and change the course of American history, emphasizing race, class, and gender. [HSS]

HIST 24900. INTELLECTUAL HISTORY OF BLACK AMERICA

A basic survey of some of the leading black thinkers in American history. [W, C, HSS]

EUROPEAN HISTORY

HIST 20400. GREEK CIVILIZATION (Archaeology, Classical Studies)

A survey of the civilization of ancient Greece from the Bronze Age to the Hellenistic period, with concentration on the Classical period (490-340 B.C.). Readings in primary sources, especially the Greek historians, with particular attention to the problems of recording and interpreting historical data. [Pre-1800] [HSS]

HIST 20500. ROMAN CIVILIZATION (Archaeology, Classical Studies)

A survey of the civilization of ancient Rome from the Iron Age to the age of Constantine, with concentration on the late Republic and early Empire (133 B.C. - A.D. 180). Readings in primary sources, especially the Roman historians, with particular attention to the problems of recording and interpreting historical data. [Pre-1800] [HSS]

HIST 20600. MEDIEVAL EUROPE, 500-1350 (Archaeology)

Organized thematically, the course examines the political and economic development of Europe in the Middle Ages, including feudalism and manorialism, and their social and cultural underpinnings. Special attention will be given to the problem of the "invisible" people of the Middle Ages: peasants, women, and Jews. [Pre-1800] [HSS]

HIST 20700. RENAISSANCE & REFORMATION EUROPE, 1350-1650

Examines the great intellectual and religious events of the fourteenth to the seventeenth centuries within their political and social contexts. In particular, the course will examine how the "new thought" of these centuries provided Europe with a new intellectual language for describing and evaluating the growth of absolutism and the conquest of the Americas. [Pre-1800] [HSS]

HIST 20800. EUROPE, 1890 TO 1945 (Global & International Studies)

An investigation into European politics, society, and culture from 1890 to 1945. Topics include: mass politics and their discontents, modernism in the arts, new theories of society and personality, European imperialism, the second industrial revolution and the rise of socialist parties, feminism, the First World War, the Russian

Revolution, the Versailles Treaty, the rise of fascism, Stalin's Russia, the Depression, the Spanish Civil War, the Nazi threat to Europe, the Second World War, and the Holocaust. [C, HSS]

HIST 20900. EUROPE SINCE 1945: FILM AND HISTORY (Global & International Studies)

This course examines politics, society and culture in Europe from the immediate aftermath of the devastation of the Second World War to the present. Topics include: the reconstruction of Europe, the Cold War, the dilemma of Americanization, the expansion of the social welfare state, decolonization and immigration, student protest, the radical right, (the challenges of) European integration, and more. A large part of our studies will be devoted to a consideration of how the larger political and social struggles of Europe have been refracted and interpreted in the art of cinema. [C, HSS]

HIST 21200. PLAGUE IN THE TOWNS OF TUSCANY

When the Black Death arrived in Europe in the middle of the fourteenth century, Tuscany's advanced urban centers were hit first and hardest. Within the first two years of bubonic plague in Western Europe, such thriving commercial cities as Siena, Florence and Pisa, saw their populations cut in half. While these cities eventually recovered the experience of epidemic disease left its mark on the survivors. This course will explore the impact of the Black Death on the social, religious, and economic lives of these cities. By mapping the spread of the plague on location, we will consider how these cities responded with new public health measures and new interventions into the private and public lives of citizens. Offered as part of the "Wooster Summer in Tuscany" program. [Pre-1800] [C, HSS]

HIST 21400. MYSTICS, POPES AND PILGRIMS

From the late twelfth to the late fourteenth century, western Christendom grew simultaneously in two very different directions. While the papacy became increasingly involved in temporal concerns, often competing with kings and emperors for earthly power, ordinary believers sought more personal means of engaging with their faith. In the cases of more extra-ordinary believers, mystics and pilgrims, extreme physical hardship and the sacrifice of worldly possessions was seen as an avenue toward salvation. This course will explore the nature of these alternative expressions of faith and examine how the popularity and influence of such famous mystics as Francis of Assisi and Catherine of Siena challenged the worldly aspirations of the hierarchy of the Church. Field trips to the Vatican, Assisi, the pilgrim route to Rome, and a working monastery will emphasize the role landscape and location played in the experience of popular religion. Offered as part of the "Wooster Summer in Tuscany" program. [Pre-1800] [C, R, HSS]

HIST 22000. TUDOR-STUART ENGLAND, 1485-1688

The emergence of the Tudor state, the English Renaissance and the Reformation: the Age of Elizabeth and overseas expansion, the early Stuarts and the struggle over the constitution, parliamentary politics and the Civil War, Cromwell and the Interregnum, Restoration politics and culture, the Glorious Revolution. [HSS]

HIST 22100. MODERN BRITAIN

The Hanoverian Succession, rise of cabinet and party politics, the structure of oligarchy, the Trans-Atlantic Revolutions, the Industrial Revolution, the reform movements, Victorian prosperity, the rise of Labor, the World Wars, the rise of the Welfare State, decolonization, and the crisis of Europe. [HSS]

HIST 22200. THE INDUSTRIAL REVOLUTION IN BRITAIN AND EUROPE, 1760-1900

A comparative study of Britain and Europe from the mid-eighteenth through the end of the nineteenth centuries. Topics covered include the origins of the Industrial Revolution in England and its expansion in Britain and Western Europe, technological expansion, the transformation of rural and urban communities, workplace organizations, the division of labor, popular protest and trade unionism. [HSS]

HIST 22300. MODERN FRANCE

A survey of French politics, society, and culture from the mid-nineteenth century to the present. Topics include: the revolutionary tradition and the revolutions of 1848, Napoleon III and the Second Empire, consumer culture, the Franco-Prussian War, the Paris Commune, peasants and workers, the belle époque and the Dreyfus Affair, the First World War, avant-garde culture, the crises of the interwar era, Vichy France, the wars of decolonization, May 1968, Immigration. [C, HSS]

HIST 23000. RUSSIA TO 1900 (Russian Studies)

The rise and fall of the Kiev State, the origins and expansion of Muscovy, and the Tsarist empire. Emphasis on nineteenth century intellectual history. [Pre-1800] [C, HSS]

HIST 23300. RUSSIA SINCE 1900 (Russian Studies)

Modern Russia, focusing on the Bolshevik Revolution, the Stalin era, World War II, the fall of the USSR and the rise of the new Russia under Boris Yeltsin and Vladimir Putin. [C, HSS]

AFRICAN, ASIAN, JEWISH, LATIN AMERICAN & MIDDLE EASTERN HISTORY**HIST 21500. COLONIAL LATIN AMERICA (Latin American Studies)**

Latin American history from the pre-Columbian period to the 1830s. The course will emphasize the clash between European colonizers and indigenous populations, the development of Spanish and Portuguese colonial institutions and culture in America, and the overthrow of colonial rule in the early years of the nineteenth century. [Pre-1800, Global] [C, HSS]

HIST 21600. MODERN LATIN AMERICA (Global & International Studies, Latin American Studies)

Latin American history from the 1830s to the present. The course will emphasize the difficult problems encountered by Latin American nations forced to face the demands of the modern world with political, economic, and social institutions developed in a colonial past. [Global] [C, HSS]

HIST 22700. THE MODERN MIDDLE EAST (Global & International Studies)

Emphasis on the heritage of religious unity, the political tradition of universal empire, the contrast between cultural unity and ethnic division, the special role of cities, the ecological constants, and the heritage of imperialism. [Global] [C, HSS]

HIST 22800. ISRAEL/PALESTINE: HISTORIES IN CONFLICT (Global & International Studies)

The history of the current conflict from the late 19th century down to the immediate present. Emphasis will be on understanding Israeli and Palestinian national identities; the parties' incompatible interpretations of history and their role in perpetuating the conflict; and the specific terms of a possible solution to the conflict. In some years, the course is offered in conjunction with the "Wooster in Israel/Palestine" spring break study trip. [Global] [C, HSS]

HIST 23100. THE MAKING OF AFRICA (Africana Studies)

From early antiquity to the late 16th century, Africa and Africans have been key players in world affairs. Ancient Egypt, Kush, Aksum, Ancient Zimbabwe, the west African empires of Ghana, Mali, Songhai, and Asante, as well as the state of Kongo in central Africa, the various Muslim dynasties in North Africa, and the Swahili city-states on the Indian Ocean coast, to name but a few examples, were the centers of this fascinating historical development. From the 16th century, the Atlantic slave trade, which lasted for at least three hundred years, destroyed African political, social, and economic institutions that sustained the continent on the world scene up to that time. As a consequence of that, this trade paved the way to the colonization of almost every single corner of Africa by European powers, beginning in the nineteenth century. In this course we will be exploring the various ways in which these developments have been shaping African societies, politics, and cultures over this long period of time. [Pre-1800, Global] [C, HSS]

HIST 23200. AFRICA FROM COLONIZATION TO GLOBALIZATION (Africana Studies, Global & International Studies)

With the official abolition of the Atlantic Slave Trade in the early 19th century, the encounter between Africa and Europe took a new and dramatic turn, with the beginning of the "legitimate trade." This course will investigate how this change paved the way to the conquest and colonization of most of the continent by countries such as Belgium, France, Germany, Great Britain, and Portugal. We are also going to examine the important role played by Africans during the two World Wars, the severe impact of the Great Depression on them, and the origins of the nationalist movement that led to the end of colonialism in the 1960s. We will then turn to the ways in which the combined effects of the Cold War, neocolonialism, and the failure of many of the first postcolonial leaders created a deep sentiment of disillusionment among millions of Africans and ushered into a tumultuous period that literally engulfed the continent from the early 1970s to the late 1980s. Starting in the 1990s, strong civil society groups began to emerge and, against all odds in Africa and beyond, pushed forcefully for Africans to define their own place in the world. [Global] [C, HSS]

HIST 23400. TRADITIONAL CHINA (Archaeology, Chinese Studies, East Asian Studies)

Chinese civilization, thought, and institutions from earliest times to 1644: the development of the imperial system, the Buddhist influx, the rise of gentry society, foreign invasions, and late empire. [Pre-1800] [C, HSS]

HIST 23500. MODERN CHINA (Chinese Studies, East Asian Studies)

Chinese history from 1644 to the present: the modernization of traditional institutions in response to the foreign challenge in the nineteenth and twentieth centuries; rebellion, reform, nationalism, and communism as components of a Chinese revolution in process. [Global] [C, HSS]

HIST 23600. MODERN JAPAN (East Asian Studies)

Japanese history from the nineteenth century to the present: the decline of feudal society and the Western impact, Meiji transformation and growth as a world power, militaristic expansion and the Second World War, post-war recovery, and industrial development in the contemporary world. [Global] [C, HSS]

HIST 24000. HISTORY OF THE JEWS

This course spans three millennia, from antiquity to 1948. It breaks the broad outline of Jewish civilization into these areas: the origins and early history of the nation and religion of Israel; the transformation of the Jews into a diaspora people and the emergence of classical/rabbinic Judaism; Jewish existence as a tolerated minority under Christian and Muslim rule and the salient cultural characteristics of Jewish life in each domain; the redefinition of the geographical, communal, and religious parameters of Jewish life as the result of expulsions and persecutions in the early modern period; the fragmentation of Jewish identity in the modern period; and the enormous upheavals in Jewish life of the twentieth century: mass migrations, the Holocaust, and the establishment of the State of Israel. Two themes provide the threads of continuity throughout this chronological narrative: Jewish culture and forms of group life, and political, social, and cultural interaction with others. [Pre-1800, Global] [C, HSS]

UPPER-LEVEL TOPICS COURSES

HIST 27500-27509. STUDIES IN HISTORY (some sections cross-listed with **Global & International Studies**)

An advanced course devoted to a specific historical topic. Format includes lecture and discussion. *Prerequisite:* One course in History or permission of instructor. May be repeated for credit as offerings vary.

Scheduled for 2015–2016

HIST 275xx. BRAZIL: SAMBA, SOCCER, SUPERMODELS [HSS] (LAST, IR, WGSS)

HIST 27509. THE AMERICAN REVOLUTION [pre-1800] [HSS]

JUNIOR-SENIOR SEMINARS

HIST 30100. HISTORY COLLOQUIUM (some sections cross-listed with: **Environmental Studies, Global & International Studies, Latin American Studies, Russian Studies, Women's, Gender, and Sexuality Studies**)

A reading-intensive seminar, focusing on a particular historical problem or field. *Normally, this course is only open to Juniors and Seniors. Prerequisite:* One course in History or permission of instructor. May be repeated for credit as offerings vary.

Scheduled for 2015–2016

HIST 30145. RACE, CRIME, PUNISHMENT [C, HSS]

HIST 30151. THE BODY AND CHINESE NATION (EAST) [C, HSS]

HIST 301xx. BEYOND HARRIET TUBMAN [HSS]

HIST 40000. TUTORIAL

A one-semester tutorial that explores a specialized field of study. Specific readings and assignments are worked out by the student and the supervising faculty member together. *Prerequisite:* The approval of both the supervising faculty member and the chairperson is required prior to registration. Fall and Spring.

HIST 40100. JUNIOR INDEPENDENT STUDY

A one-semester tutorial that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study. Fall and Spring.

HIST 41000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. (0.25-4 course credits) S/NC course. *Prerequisite:* The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.

HIST 45100. SENIOR INDEPENDENT STUDY ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and culminating in a thesis and an oral examination in the second semester. *Prerequisite: HIST 40100. Fall and Spring.*

HIST 45200. SENIOR INDEPENDENT STUDY TWO

The second semester of the Senior Independent Study project, culminating in the thesis and an oral examination. *Prerequisite: HIST 45100. Fall and Spring.*

INTERDEPARTMENTAL COURSES

WRITING STUDIO

IDPT 11100. WRITING STUDIO

This course is a studio-style course correlating directly to the First-Year Seminar. It not only provides students with additional, supplemental writing instruction but, more importantly, provides a consistent, weekly space for peer and instructor feedback, practice in the habits of writing and practice in strategic writing skills connected to the demands of FYS assignments and learning goals. (.25 course credit)

INTERDISCIPLINARY COURSES

IDPT 12000. INTRODUCTION TO ENTREPRENEURSHIP

This course will introduce students to the multidisciplinary world of entrepreneurship. The course will survey and explore the fundamental components of entrepreneurship and its connectedness to a liberal arts education. The course will take students through various entrepreneurial phases including pre-launch, launch, growth, and maturity of an entrepreneurial endeavor. Students will be introduced to the basic elements of entrepreneurship and highlight both entrepreneurial success and failure. Students will be challenged to think differently by being innovative, creative, and forward thinking.

IDPT 19909. COMMUNITY HEALTHCARE SEMINAR

This seminar is aimed at developing practical approaches for supporting patients. We will consider obstacles to effective health care as well as strategies for enabling at-risk patients to play more active roles in promoting their own wellbeing. Students who complete this seminar and are suitable for service are expected to participate in the Patient Companion Program administered through the Community Care Network at Wooster Community Hospital.

IDPT 19910. GLOBAL ENGAGEMENT SEMINAR

This course will introduce students to important American topics and issues, including education, religion, sexual identity and gender, race, health and cross-cultural communication as examined through a global lens. The course will require the students to reflect upon and discuss the topics from their personal perspectives (be they domestic or international). The students will be introduced to new ideas and viewpoints and will be challenged to cultivate an appreciation for liberal arts education as well as the importance of global perspectives. There will be a required cross-cultural communication project to enrich their research and presentation skills.

IDPT 19912. ENGLISH ENGAGEMENT SEMINAR

This course will help first-year students for whom English is not their primary academic language prepare and adjust to the expectations at the College of Wooster, particularly, in regards to facility with critical reading, writing, listening, and speaking English. It is a short, intensive English course, focusing primarily on language skills, but also including material on the United States and campus culture in general. This course will prepare incoming students for the rigorous academic demands of the College, as well as allow them to become familiar with campus and local areas of interest.

IDPT 20013. INTRODUCTION TO BIOINFORMATICS (Biochemistry and Molecular Biology)

Bioinformatics applies the tools of computer science to the research questions of molecular biology and biological chemistry. In this class students are first introduced to the basic concepts of molecular biology and computer programming. Subsequently, students work collaboratively to develop and explore the analytical tools of bioinformatics, as applied to the analysis of genomes, the prediction of RNA and protein structure, and the analysis of evolutionary relationships.

IDPT 22000. ENTREPRENEURSHIP AND COMMUNITY IMPACT

Entrepreneurship has an impact on local economies, social order, employment, the flow of money, the availability of services and products and the health of a community. At the same time, communities have an impact on the type size and success of new ventures that entrepreneurs create. Entrepreneurship and Community Impact is a research-based course that uses primary qualitative research augmented with secondary research to examine the connection between entrepreneurship and society. The purpose is to help students learn that entrepreneurship is not conducted in isolation from society, but rather exists within the structures and institution of society. Using the town of Wooster as a case study, students will develop an understanding of how entrepreneurs shape local communities and in turn how communities impact entrepreneurship

IDPT 24000. GREEK ARCHAEOLOGY AND ART (Archaeology, Art and Art History, Classical Studies)

A study of the major archaeological sites and monuments in Greece from the prehistoric, archaic, classical, and Hellenistic periods. Emphasis on the interrelationship between artistic creativity, material culture, and their social, historical, and intellectual context. Recommended: ARTD 12000. *Alternate years. [AH]*

IDPT 24100. ROMAN ARCHAEOLOGY AND ART (Archaeology, Art and Art History, Classical Studies)

A study of Roman art, architecture, and archaeology, from the Early Empire through Constantine. Emphasis on the interrelationship between artistic creativity, material culture, and their social, historical, and intellectual context. Recommended: ARTD 12000. *Alternate years. [AH]*

IDPT 26000. GLOBAL ENGAGEMENT SEMINAR — PRE-DEPARTURE

Off-campus study can be one of the most enriching educational experiences students may have during their undergraduate years. This pre-departure course asks students to reflect purposefully on their choice to study off-campus. Through readings, attendance at campus events, personal reflection and research in the pre-departure module, students will gain a better understanding of their expectations and goals for off-campus study, of their own values and identity and of how to successfully navigate new experiences and cross-cultural encounters.

IDPT 26100. GLOBAL ENGAGEMENT SEMINAR — RE-ENTRY

Off-campus study can be one of the most enriching educational experiences students may have during their undergraduate years. This re-entry course asks students to reflect purposefully on their choice to study off-campus, enhanced by their experience off-campus. They will be required to formally express their reflections in their chosen medium and design and implement a project related to global and civic engagement.

TEACHING APPRENTICESHIP

Students often serve as teaching apprentices in departmental academic courses across the College as well as in the First-Year Seminar program. Students benefit from the experience of working in a different way with familiar material, from the relationship with the faculty teaching mentor, and from the opportunity to share their enthusiasm for a subject with other students. Student peers, faculty members, and teaching apprentices themselves come to recognize the importance of the teaching apprentice's roles as a mentor, a model of academic participation, and a tutor in the course.

IDPT 39800. TEACHING APPRENTICESHIP

An apprenticeship in teaching in which a student, under the supervision of a faculty member, examines critically a specific process of education and learns through practice to impart the basic concepts of a course. *May be taken only twice toward graduation and only by invitation of the instructor with the approval of the faculty adviser and the Dean for Curriculum and Academic Engagement. Annually. Fall and Spring.*

INTERNSHIPS and PRACTICUMS

For more information on internships, see *Academic Policies – Internships*.

IDPT 40500. PRACTICUM

A multidisciplinary or interdisciplinary structured experiential learning course, normally frequently conducted in conjunction with an on-campus course. The experience provides students the opportunity to extend classroom knowledge under close supervision. Examples of such experiences include: practica, field experiences, site visits and job shadows. (.25-1 course credits). S/NC course. *Prerequisite: The approval of the Dean for Curriculum and Academic Engagement is required. Annually.*

IDPT 41000. INTERNSHIPS

A multidisciplinary or interdisciplinary structured normally off-campus experience (which is not part of a study-abroad program) in which a student extends classroom knowledge through experience in a responsible position within a community, business, or government organization. Student interns work and learn under the joint oversight of a site supervisor and a faculty adviser. The student must arrange the internship in advance through the appropriate department or program. Internships must be unpaid. Approval of the faculty adviser and the Dean for Curriculum and Academic Engagement is required. Variable credit (0.25-4.00). No more than two internships and a maximum of four Wooster course credits, will count toward graduation. All internship courses are grades S/NC.

LATIN AMERICAN STUDIES

CURRICULUM COMMITTEE:

Cynthia Palmer, (Spanish), Chair

Katherine Holt (History)

Michele Leiby (Political Science)

Olivia Navarro-Farr (Anthropology and Archaeology)

Jimmy A. Noriega (Theatre and Dance)

Latin American Studies combines a multidisciplinary approach to Latin America and the Hispanic Caribbean, Spanish and/or Portuguese language study, and off-campus study to deepen participating students' knowledge of the area. Contributing courses are not restricted to the region's geographic limits but also include the experiences of diasporic communities as well as courses that provide a broader theoretical perspective to help students understand Latin Americans' diverse lived experiences.

This firm grounding in the history, cultures, and languages of Latin America will allow students from any major to bring a wider global perspective to their disciplinary projects.

Minor in Latin American Studies

Consists of six courses:

- One of the following courses: HIST 21500 or 21600
- SPAN 22400
- One elective taken from Latin American Studies courses in a department other than History or Spanish
- Three electives taken from Latin American Studies courses

Special Notes

- **Overseas Study:** Students **must** study abroad in an endorsed program in the region. This may be a summer, semester, or year-long program.
- Students may take either HIST 21500 or HIST 21600 as a foundational course, although students are encouraged to take both to further their knowledge of regional history.
- In general, courses from LAST endorsed programs analyzing regional issues will automatically count as elective credit towards the minor.
- No more than three off-campus courses can be counted toward the minor.
- Supervised internships, experiential learning opportunities, or research projects awarded credit during the off-campus study term may also be counted towards the LAST minor with approval.

- Students may count no more than one Spanish elective in English towards the minor.
- Only grades of C- or better are accepted for the minor.

LATIN AMERICAN STUDIES COURSES

ARCHAEOLOGY

ARCH 21900 ANCHIENT MESOAMERICA (prerequisite ARCH 10300)

HISTORY

HIST 10100-10184. INTRODUCTION TO HISTORICAL INVESTIGATION (depending on topic)

[HSS, some sections count toward C and/or W]

HIST 20100-20120. THE CRAFT OF HISTORY (depending on topic) *Fall and Spring.*

[W, HSS, some sections count toward C]

HIST 21500. COLONIAL LATIN AMERICA *Fall.* [C, HSS]

HIST 21600. MODERN LATIN AMERICA *Spring.* [C, HSS]

HIST 27500-27508. STUDIES IN HISTORY (depending on topic) *Fall.*

[HSS, some sections count toward C]

HIST 30100-30148 HISTORY COLLOQUIUM (depending on topic)

[HSS, some sections count toward C and/or R]

INTERDEPARTMENTAL COURSES

IDTP 41000. INTERNSHIP (with approval of the chairperson)

POLITICAL SCIENCE

PSCI 24700. ISSUES IN COMPARATIVE POLITICS: LATIN AMERICAN POLITICS *Spring.* [HSS]

RELIGIOUS STUDIES

RELS 25100. LIBERATION THEOLOGY (depending on topic) *Spring.* [W, R]

SOCIOLOGY AND ANTHROPOLOGY

ANTH 23100-23112. PEOPLES AND CULTURES (Latin American focus only) *Spring.* [C, HSS]

SPANISH

SPAN 21200. LITERATURE AND CULTURE OF THE HISPANIC CARIBBEAN (in English) [C, AH]

SPAN 21300. US LATINO LITERATURES AND CULTURES (in English) [C, AH]

SPAN 22400. READINGS IN LATIN AMERICAN CULTURES *Spring.* [W,C]

SPAN 24800. TWENTIETH AND TWENTY-FIRST CENTURY SPANISH AMERICAN WRITERS

[C, AH]

SPAN 25000. COMMERCIAL LANGUAGE AND CULTURE IN THE HISPANIC WORLD [C]

SPAN 27000. SPANISH PHONOLOGY *Fall.* [AH]

SPAN 28000. HISPANIC FILM (in English) [C, AH]

SPAN 30500. THE CONTEMPORARY LATIN AMERICAN NOVEL [C, AH]

SPAN 30900. TRENDS IN SPANISH AMERICAN LITERATURE *Fall.* [C, AH]

SPAN 31000. THE STRUCTURE OF MODERN SPANISH [AH]

SPAN 31100-31101. ADVANCED IN HISPANIC LANGUAGE, LITERATURE, AND CULTURE

(depending on topic) [AH, some sections count toward C]

THEATRE AND DANCE

THTD 24100. LATINA/O DRAMA AND PERFORMANCE [AH, C]

THTD 24700. LATIN AMERICAN THEATRE AND PERFORMANCE *Fall.* [AH, C]

WOMEN'S, GENDER, AND SEXUALITY STUDIES

WGSS 20400. GLOBAL FEMINISMS [C, HSS]

MATHEMATICS

FACULTY:

Jennifer Bowen, Chair

James Hartman

Ronda Kirsch

Mary Joan Kreuzman

Matthew Moynihan

R. Drew Pasteur (on leave 2015-2016)

Pamela Pierce

John Ramsay

Robert Wooster

The study of mathematics develops the ability to think carefully – it sharpens analytical and problem-solving skills and trains the mind to reason logically and with precision. The program in Mathematics serves students from many majors, with a variety of academic goals. For the benefit of both majors and non-majors, the course offerings include an array of topics from both pure and applied mathematics. Some courses are theoretical, stressing communication and the development of rigorous, well-written mathematical proofs, while others are computational, using appropriate software as an aid. In preparation for Senior Independent Study, there is an emphasis on clear and precise written and oral communication of mathematical concepts. Most upper-level courses culminate in a final paper, project, or presentation.

First-year and transfer students are given a recommended placement in mathematics based upon their previous records, their scores on the SAT and/or ACT, and their performance on a placement exam offered the summer before enrolling. In some cases, incoming students have multiple options from which to choose their first mathematics course at Wooster.

Major in Mathematics

Consists of thirteen courses:

- One of the following courses: MATH 11100 or 10800
- MATH 11200
- MATH 21100
- MATH 21200
- MATH 21500
- One of the following courses: CSCI 10000 or 11000
- Two of the following courses: MATH 22100, 22300, 22500, 22700, 22900, 29900-29902
- Two of the following courses: MATH 32700, 32900, 33000, 33200, 33400, 33600, 39900-39901
- One elective full-credit Mathematics course numbered above 21500
- Junior Independent Study: See note below
- Senior Independent Study: MATH 45100
- Senior Independent Study: MATH 45200

Minor in Mathematics

Consists of six courses:

- One of the following courses: MATH 11100 or 10800
- MATH 11200
- MATH 21100
- Three elective full-credit Mathematics courses numbered above 21100

Special Notes

- **Junior Independent Study:** In lieu of a MATH 40100 course, the College requirement of a third unit of Independent Study is satisfied through the independent work done as part of the courses numbered above 20000 which are taken to fulfill the requirements of the major.
- **Advanced Placement:** At most two courses of advanced placement may be counted toward a major or minor. Advanced Placement of one or two courses in Mathematics is available to students who have taken the Advanced Placement Examination or an equivalent furnished by the Department of Mathematics and Computer Science. Students are urged to take the AP Examination for this purpose when possible. A minimum score of 3 on the AP Calculus AB examination is required to receive credit for MATH 11100; a minimum score of 4 on the AP Calculus BC examination is required to receive credit for both MATH 11100 and 11200. A student placed in MATH 11200 will receive one course credit; two course credits will be granted if the student is placed in a course above the level of MATH 11200. In cases not involving AP examinations, the decision about granting such placement will be made by the Department of Mathematics and Computer Science. The advanced placement policy of the College is explained in the section on *Academic Policies*.
- Majors are encouraged to pursue a minor and/or second major in related fields. Double majors often write an interdisciplinary Independent Study thesis, typically using mathematics as a tool to better understand a problem in the other field. Students considering a Mathematics major should discuss their plans with a member of the department, ideally during their first year as a student.
- MATH 21500 is a prerequisite for almost all 300-level courses. Majors are strongly encouraged to take this course before the end of their sophomore year to help develop the writing skills necessary in advanced mathematics.
- Majors must complete the core requirements of the major (MATH 11100/10800, 11200, 21100, 21200 and 21500) and at least one additional course in mathematics by the end of their junior year.
- Minors should contact a member of the department to determine which Mathematics electives would be most applicable to their major.
- **Students needing Calculus for their major/minor:** A number of programs require students to complete one or more Calculus courses. If a student does not place into Calculus, it may be necessary for the student to take a College Algebra or a Pre-Calculus course at another institution before enrolling in a Calculus course at Wooster.
- **Mathematics Study Abroad:** The College has direct connections with the overseas program *Budapest Semesters in Mathematics* in Budapest, Hungary. This program is designed for American and Canadian undergraduate mathematics students interested in a one-semester overseas study experience in which they continue their study of mathematics. The program is primarily for junior mathematics students with a strong mathematics background. All courses are taught in English by Hungarian mathematicians, most of whom have spent some time teaching in the U.S. or Canada. Courses taken in Budapest appear on the student's transcript, but grades do not count toward the student's grade point average. Only courses receiving a grade of C or above will receive Wooster credit. Most financial aid is applicable to the program, but students with financial aid should consult directly with the Director of Financial Aid.
- **Teaching Licensure (Early Childhood):** Students who are planning to receive Ohio licensure in early childhood education are required to take EDUC 26000

Curriculum: Math/Science/Social Studies in the Early Childhood Years. No mathematics beyond this course is required to fulfill the State requirement; however, MATH 10000 would be an excellent choice to help meet Wooster's Learning Across the Disciplines requirements. Any student wishing to pursue licensure in early childhood education should plan a program carefully with the Department of Education.

- **Teaching Licensure (Middle School or Adolescent to Young Adult/Secondary):** For Ohio licensure in middle school or adolescent to young adult/secondary teaching of mathematics, State requirements call for at least a minor in Mathematics. Because specific courses in Education and Mathematics are required for licensure, Mathematics majors seeking licensure for teaching middle school or adolescent to young adult/secondary mathematics should plan their program early, in consultation with the Department of Education. These students may choose to write a Senior Independent Study Thesis on a topic related to the teaching of middle school or adolescent to young adult/secondary mathematics.
- Combined programs of liberal arts and engineering are available. (See *Pre-Professional and Dual Degree Programs: Pre-Engineering.*)
- Only grades of C- or better are acceptable in courses for the major or minor.

MATHEMATICS COURSES

MATH 10000. MATHEMATICS IN CONTEMPORARY SOCIETY

This course is designed for students wanting to partially satisfy the Learning Across the Disciplines requirements. This is a survey course that explores a broad spectrum of mathematical topics; examples include the search for good voting systems, the development of efficient routes for providing urban services, and the search for fair procedures to resolve conflict. The emphasis is on observing the many practical uses of mathematics in our modern society and not on mastering advanced mathematical techniques. This course does not satisfy the prerequisites for further Mathematics courses, nor does it count toward a major or minor. Mathematics majors and minors may take the course only if they have permission of the chair. *Annually. Fall and Spring. [Q, MNS]*

MATH 10200. BASIC STATISTICS

This course covers an introduction to basic statistical methods and concepts - the basic elements of descriptive and inferential statistics. Topics include exploratory data analysis, experimental design, sampling, inference for means and proportions, regression, and categorical data. This course does not satisfy the prerequisites for further Mathematics courses, nor does it count toward a major or minor. *Annually. Spring. [Q, MNS]*

MATH 10400. CALCULUS FOR SOCIAL SCIENCE

This course is designed primarily for students in the social sciences. The course covers the basic concepts of single variable calculus and, to a lesser extent, multivariable differential calculus. This includes the topics of limits, differentiation, integration, and applications of these topics. The emphasis is on fundamental themes, computational skills, and problem solving, rather than on mathematical theory. This course does not count toward a major or minor. Credit cannot be given for both MATH 10400 and either 10800 or 11100. *Prerequisite: Departmental approval, as determined by performance on placement exam. Annually. Spring. [Q, MNS]*

MATH 10700. CALCULUS WITH ALGEBRA A

This course is the first in a two-course sequence that integrates precalculus and first-semester calculus topics. This course will examine the algebraic, geometric, and analytic properties of polynomial and rational functions. Limits, continuity, differentiation, and integration in connection with these functions will be studied, along with applications. This course does not count toward a major or minor and may not be taken by anyone with credit for MATH 10400 or 11100. *Prerequisite: Departmental approval, as determined by performance on placement exam. Annually. Fall. [Q, MNS]*

MATH 10800. CALCULUS WITH ALGEBRA B

This course is a continuation of MATH 10700 and will further cover topics in differential and integral calculus. It will examine algebraic, geometric, and analytic properties of trigonometric, exponential, and logarithmic functions. Limits, continuity, differentiation, and integration in connection with these functions will be studied,

Mathematics

along with applications. This course counts toward a major or minor and may not be taken by anyone with credit for MATH 10400 or 11100, nor can a student receive credit for both this course and MATH 10400 or 11100.

Prerequisite: MATH 10700 with a C- or better. Annually. Spring. [Q, MNS]

MATH 11100. CALCULUS AND ANALYTIC GEOMETRY I

This course and MATH 11200 cover the calculus of functions of one variable. Topics include limits, continuity, differentiation and integration, applications of the calculus, elements of analytic geometry, and the Fundamental Theorem of Calculus. *Prerequisite: Departmental approval, as determined by performance on placement exam. Annually. Fall and Spring. [Q, MNS]*

MATH 11200. CALCULUS AND ANALYTIC GEOMETRY II

This course is a continuation of MATH 11100. Topics include calculus of transcendental functions, integration techniques, infinite series, polar and parametric representations and/or first-order differential equations. *Prerequisite: MATH 11100 or 10800 with a C- or better, or AP/equivalent credit. Annually. Fall and Spring. [Q, MNS]*

MATH 21100. LINEAR ALGEBRA

This course covers systems of linear equations, matrix theory, vector spaces and linear transformations, determinants, eigenvalues and eigenvectors, and inner product spaces. *Prerequisite: MATH 11200 with a C- or better, AP/equivalent credit, or permission of the instructor. Annually. Fall. [Q, MNS]*

MATH 21200. MULTIVARIATE CALCULUS

This course covers analytic geometry of functions of several variables, limits and partial derivatives, multiple and iterated integrals, non-rectangular coordinates, change of variables, line and surface integrals and the theorems of Green and Stokes. *Prerequisite: MATH 11200 with a C- or better, or AP/equivalent credit. Annually. Fall and Spring. [Q, MNS]*

MATH 21500. TRANSITION TO ADVANCED MATHEMATICS

This is a transition course from the primarily computational and algorithmic mathematics found in calculus to the more theoretical and abstract mathematics in the 300-level mathematics courses. The emphasis is on developing the skills and tools needed to read and write proofs and to understand their importance in mathematics. The course examines topics such as set theory and logic, mathematical induction, and a number of other proof techniques. *Prerequisite: MATH 11200 or 21100, with a C- or better or AP/equivalent credit. Annually. Fall and Spring. [W, MNS]*

MATH 22100. DIFFERENTIAL EQUATIONS

This course covers the classification of equations, forms of solution (algebraic, numeric, qualitative, geometric), solution and application of first-order and constant-coefficient second-order equations, systems of linear differential equations, phase plane analysis, applications to modeling, and computational methods (including the use of appropriate software). *Prerequisite: MATH 11200 or AP/equivalent credit. Every third semester. [Q, MNS]*

MATH 22300. COMBINATORICS AND GRAPH THEORY

This course introduces the basic techniques and modes of reasoning of combinatorial problem-solving in the same spirit that calculus introduces continuous problem-solving. It will include fundamental topics in graph theory, counting, the inclusion/exclusion principle, recurrence relations, and generating functions. *Prerequisite: MATH 12300 or 21100. Alternate years. [Q, MNS]*

MATH 22500. MATHEMATICAL MODELING

This course considers a variety of mathematical models in the physical, life, and social sciences. In addition to analyzing models, a major component of the course is using computational tools to construct mathematical models and test their validity against empirical data. *Prerequisite: MATH 11200 and CSCI 10000 or permission of the instructor. Every third semester. [Q, MNS]*

MATH 22700. OPERATIONS RESEARCH

This course begins with an introduction to the general methodology of operations research supported by examples and a brief history. A fairly extensive coverage of the theory and applications of linear programming leads to both discrete and continuous models used in economics and the management sciences. Among those models are nonlinear programming, continuous and discrete probability models, dynamic programming, and transportation and network flow models. *Prerequisite: MATH 21100 and 21200 (may be taken concurrently) or permission of the instructor. Every third semester. [Q, MNS]*

MATH 22900. PROBABILITY AND STATISTICS I

This course is an introduction to probability and statistics. Topics include permutations and combinations, sam-

ple spaces, probability, random variables, discrete probability distributions, continuous probability distributions, multivariate distributions, transformations of random variables, and moment generating function techniques. *Prerequisite: MATH 11200. Annually. Fall. [Q, MNS]*

MATH 27900. PROBLEM SEMINAR

This course is a seminar in problem solving. In the Fall semester, the seminar focuses on analysis and solution of advanced contest-type problems, concluding with the taking of the Putnam Examination. In the Spring semester, the seminar may include the International Mathematical Contest in Modeling, in addition to introduction to problem solving. (.25 course credit) *S/N/C course. May be repeated for credit. Annually. Fall and Spring.*

MATH 29900-29902. SPECIAL TOPICS

The content and prerequisites of this course will vary according to the needs of students. It will be given at irregular intervals when there is need for some special topic.

MATH 32700. NUMERICAL ANALYSIS

This course covers error analysis, interpolation theory, solution of nonlinear equations and systems of linear and nonlinear equations, numerical differentiation and integration, and solution of ordinary differential equations. While theoretical results are discussed, there is also an emphasis on implementing algorithms and analyzing computed results. *Prerequisite: CSCI 11000, MATH 11200 and 21100, or permission of the instructor. Alternate years.*

MATH 32900. PROBABILITY AND STATISTICS II

This course is a continuation of MATH 22900. Topics include random vectors and random sampling, estimation and hypothesis testing, analysis of variance, regression, and nonparametric statistics. *Prerequisite: MATH 21100 and 22900. Alternate years. Spring.*

MATH 33000. TOPOLOGY

This course covers sets and functions, metric spaces, topological spaces, compactness, separation, and connectedness. *Prerequisite: MATH 21100, 21200, and 21500 or permission of the instructor. Alternate years..*

MATH 33200. REAL ANALYSIS I

This course develops the theoretical background for many calculus concepts. The course focuses on the properties of the real numbers, sequences, convergence, and the Bolzano-Weierstrass Theorem. The course finishes with a study of functions defined on the real numbers, limits, continuity, uniform continuity, and differentiation. *Prerequisite: MATH 21100 and 21500 or permission of the instructor. Annually. Spring.*

MATH 33300. REAL ANALYSIS II

This course is a continuation of MATH 33200, covering uniform convergence and further topics in differentiation and integration. Some discussion of metric spaces, introductory measure theory, and the Lebesgue integral will be included. *Prerequisite: MATH 33200. Offered as needed.*

MATH 33400. ABSTRACT ALGEBRA I

This course is an introduction to abstract algebraic structures. This course includes an axiomatic approach to familiar number systems, equivalence, congruence, groups, subgroups, symmetric groups, Lagrange's Theorem, factor groups, homomorphism, isomorphism, and rings. Emphasis is on understanding and writing mathematical proofs. *Prerequisite: MATH 21100 and 21500 or permission of the instructor. Annually. Fall.*

MATH 33500. ABSTRACT ALGEBRA II

This course is a continuation of MATH 33400. Topics include ideals, quotient rings, polynomials, integral domains, principal ideal domains, unique factorization domains, fields, and further topics in ring and field theory. Emphasis is on understanding and writing mathematical proofs. *Prerequisite: MATH 33400. Offered as needed.*

MATH 33600. FUNCTIONS OF A COMPLEX VARIABLE

This course covers complex numbers, elementary functions, Cauchy's theorem and formula, infinite series, elements of conformal mapping, and residues. *Prerequisite: MATH 21100, 21200, and 21500 or permission of the instructor. Alternate years.*

MATH 39900-39901. SPECIAL TOPICS

The content and prerequisites of this course will vary according to the needs of students. It will be given at irregular intervals when there is need for some special topic.

MATH 40000. TUTORIAL

This course will be given for topics not normally covered in regular courses. *Prerequisite:* The approval of both the supervising faculty member and the chairperson are required prior to registration.

MATH 41000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. (0.25-4 course credits) S/NC course. *Prerequisite:* The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.

MATH 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

Senior Independent Study is a two-semester project culminating in the I.S. Thesis, poster, and an oral presentation and examination. In the first semester, the student will produce a project abstract, an annotated bibliography, and a substantial written portion of the thesis. The semester concludes with a short oral presentation on the project and progress in the first semester. *Prerequisites:* C- or better in MATH 21100, 21200, 21500 and one additional course numbered above 21500, or approval of the Department.

MATH 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

In the second semester of Senior Independent Study the student completes the I.S. Thesis, poster, and an oral presentation and examination. *Prerequisite:* MATH 45100.

MIDDLE EASTERN AND NORTH AFRICAN (MENA) STUDIES

CURRICULUM COMMITTEE:

Joan Friedman (History & Religious Studies), Chair

Monica Florence (Classical Studies)

Sarah Mirza (Religious Studies)

Garrett Thomson (Philosophy)

The interdepartmental minor in Middle Eastern and North African Studies is intended to complement students' major academic work in other departments and programs. Its purpose is to cultivate a critical understanding of the region stretching from Morocco in the west to Iran in the east – a broad swath of the globe rich in history, diverse in cultures, and crucially situated with respect to political conflicts from ancient times until today – and of its peoples and cultures outside their places of origin. While a region as large and diverse as this cannot be seen as a single entity, nevertheless commonalities, past and present, necessitate an area-wide perspective. Students will acquire a critical perspective through a multidisciplinary set of minor requirements, including one semester of off-campus study in the region or one Wooster-In program in the region.

Minor in Middle East and North African Studies

Consists of six courses plus regional off-campus study:

- One course each in three historical periods: Ancient, Medieval, and Modern
- Three other courses within the minor

Special Notes

- **Off-campus study:** The minor in Middle Eastern and North African (MENA) Studies requires either the completion of one semester study abroad in an endorsed off-campus study or participation in a Wooster-In program in the

region. Acceptable programs are either Wooster-endorsed semester long programs (currently available in Israel, Jordan, Morocco, and Tunisia) or regional “Wooster In” programs led by Wooster faculty members (current program: Wooster In Israel and Palestine).

- **Language study:** Language study is strongly recommended and may be pursued either on or off campus. Relevant languages offered on campus are Middle Egyptian, Ancient Greek, and Modern Hebrew. Other relevant ancient and modern languages include, but are not limited to, Arabic (all forms), Aramaic, Biblical Hebrew, Farsi, Turkish, and Ugaritic. MENA minors considering off-campus language study should consult a member of the MENA faculty.
- No more than two language courses may count toward credit in the minor.
- No more than three off-campus courses may count toward the minor.
- Approval of the MENA Curriculum Committee is required for all transfer credits.

Note to Archaeology, Art History, Classics, English, History, Philosophy, and Religious Studies Majors: By College policy, students may double count up to two courses for both for minor and major credit.

MIDDLE EAST AND NORTH AFRICAN (MENA) STUDIES COURSES

ARCHAEOLOGY AND ART HISTORY

- ARTH 20100. BRONZE AGE ART [AH]
- ARTH 20600. EARLY MEDIEVAL ART [R, AH]
- ARTH 22100. ISLAMIC ART [C, R, AH]

CLASSICAL STUDIES

- AMST 19000. MIDDLE EGYPTIAN
- AMST 26100. STUDIES IN ANCIENT HISTORY: RELIGION IN THE ANCIENT MEDITERRANEAN WORLD [AH]

ENGLISH

- ENGL 12018. WRITING IN THE AGE OF TERROR [AH]

FRENCH AND FRANCOPHONE STUDIES

- FREN 22400. NORTH AFRICA AND FRANCE [C, AH]

HISTORY

- HIST 10176. HISTORY OF ISLAM [C, R, HSS]
- HIST 20205. HISTORY THROUGH FILM (History Workshop — .25 credit)
- HIST 22700. THE MODERN MIDDLE EAST [C, HSS]
- HIST 22800. ISRAEL/PALESTINE: HISTORIES IN CONFLICT [C, HSS]
- HIST 24000. HISTORY OF THE JEWS [C, HSS]
- HIST 27507. STUDIES IN HISTORY: IRANIAN HISTORY AND CINEMA [HSS]

PHILOSOPHY

- PHIL 23000. EAST/WEST COMPARATIVE PHILOSOPHY [W+, C, AH]
- PHIL 29900. ISLAMIC PHILOSOPHY AND THEOLOGY [AH]

RELIGIOUS STUDIES

- HEBR 10100. HEBREW I
- HEBR 10200. HEBREW II
- RELS 12000. INTRODUCTION TO BIBLICAL STUDIES [C, R, AH]
- RELS 22200. ISLAM [C, R, AH]
- RELS 23300. JUDAISM [C, R, AH]

SOCIOLOGY/ANTHROPOLOGY

- ANTH 22500. GENDER IN WORLD CULTURES [C, HSS]

WOMEN'S, GENDER, AND SEXUALITY STUDIES

- WGSS 20400. GLOBAL/TRANSNATIONAL FEMINISMS [C, HSS]

MUSIC

FACULTY:

Peter Mowrey, Chair

Carrie Culver

Nancy Ditmer

Timothy Freeze

Jack Gallagher

Jonathan Guez

Jeffrey Lindberg

Abigail Shupe

Lisa Wong

Thomas Wood

Josephine Wright

The College of Wooster has been an accredited institutional member of the National Association of Schools of Music since 1947. The requirements for entrance and for graduation as set forth in this catalogue are in accordance with the published standards of the National Association of Schools of Music.

The Department of Music provides students with comprehensive training in performance, composition, music theory, music education, music therapy, and music history and literature. The successful Wooster Music major will graduate with greatly enhanced musicality and technique, a deeper understanding of musical structure and style, and thorough preparation for a lifetime of musicianship. Depending on the degree, the Music major will be well prepared to seek a career as a professional musician; to teach music in public and private schools or in private studios; to utilize music as a therapeutic tool; and/or to continue study at the graduate level.

The Department of Music has the following learning goals. By the completion of their studies, Wooster's music graduates should be able:

- to grow significantly as performers, through intensive study of technical craft, expressive musicianship, musical structure, and the stylistic practices of diverse historical periods and genres, with the end goal of creating performances of artistic beauty and mature musicality;
- to practice and learn music effectively independent of a teacher;
- to become valuable, significant participants in music ensembles of various sizes and musical styles;
- to speak and write effectively about music, perform quality research, and develop the skills of musical scholarship;
- to broaden understanding of the intricacies of musical structure—harmony, melody, rhythm, texture, form, counterpoint, dynamics, articulation, and timbre—and how they interact to generate musical experience;
- to learn about and research the historical context and stylistic evolution of music of various cultures throughout history and around the world, and to become better and more broadly acquainted with significant musical works;
- to gain a working knowledge of electronic music technology applications and the principles that underlie them ;
- with the B.M. degree in performance and the B.M.E. degree in public school teaching, to be able to teach vocal or instrumental music-making to students at elementary and intermediate levels;
- with the B.M.E. Degree in public school teaching, to possess the knowledge and teaching skills to design and implement effectively a comprehensive music program in a public or private school, grades Pre-K-12;

- with the B.M.E. degree in music therapy, to possess the knowledge and skills to design and implement effectively a comprehensive music therapy program for a variety of populations.

Major in Music

The Department of Music offers the following six degree programs in Music:

The liberal arts degree: Bachelor of Arts in Music

Pre-professional degrees: Bachelor of Music in Music History and Literature
 Bachelor of Music in Performance*
 Bachelor of Music in Theory/Composition *
 Bachelor of Music Education in Music Therapy*
 Bachelor of Music Education in Public School Teaching*

Degrees marked with an asterisk (*) require a successful audition for entrance into the program. Please see the *Handbook for Music Students and Faculty* for further details.

Copies of the *Handbook for Music Students and Faculty* are available at the Administrative Coordinator's office, Scheide Music Center, Room 112. They are also distributed during the first few days of classes to all students taking MUSC 1000 and 10100. The *Handbook* contains thorough information on the following topics:

- Music Department mission statement and learning goals
- Music facilities and policies for their use
- Descriptions and requirements of the six degree programs in Music
- Selecting and declaring the appropriate Music major
- Entrance auditions for the pre-professional degree programs in Music
- Student recitals
- Recital and concert attendance requirements for Music majors
- Staff accompanists
- Applied music study (private lessons)
- Independent Study in Music
- Piano Proficiency Exam, required of all Music majors
- Student employment in Music
- College-owned instruments
- Music Department faculty members

The descriptions below provide only an "at-a-glance" summary of requirements for the six degree programs in Music. Please see the *Degree Requirements* section of this Catalogue and the *Handbook for Music Students and Faculty* for complete information.

Required of all Music majors, regardless of degree:

- Recital attendance requirement: 10 events per semester (see *Handbook* for details)
- Successful performance on the Piano Proficiency Examination (see *Handbook* for details)
- Specific course requirements (see individual degree listings in *Degree Requirements* section of this Catalogue)

BACHELOR OF ARTS IN MUSIC

Consists of twelve to fifteen course credits:

- MUSC 10100, 10200, 20100, 20200, and 30100
- MUSC 21200 and 21300
- One period course in Music History & Literature (typically 19900 or 31100)

- 1 credit in applied music lessons (MUSC 12000-14000, 22000-24000)
- 0–3 credits in music electives (see Special Note)
- Junior Independent Study: MUSC 40100
- Senior Independent Study: MUSC 45100
- Senior Independent Study: MUSC 45200

Special Note: Music Theory 10100 and 10200 require concurrent enrollment in a quarter-credit Class Piano course (MUSC 18100/18200) unless the student places out of this requirement; for many students, then, one half-credit of “music electives” will be in Class Piano.

BACHELOR OF MUSIC IN MUSIC HISTORY AND LITERATURE

Consists of twenty-four course credits:

- MUSC 10100, 10200, 20100, 20200, 30100, 30200, 30300, 30400, and 30500
- MUSC 21200 and 21300
- One period course in Music History & Literature (typically 19900 or 31100)
- Four further courses from Music History & Literature, from among MUSC 21400, 21600, 21700, 31100, or AFST 21200
- MUSC 28000
- 2 credits in applied music lessons (MUSC 12000–14000, 22000–24000)
- 1.25 credits in music ensembles (see *Degree Requirements* for details)
- 1.25 credits in music electives (see Special Notes)
- Junior Independent Study: MUSC 40100
- Senior Independent Study: MUSC 45100
- Senior Independent Study: MUSC 45200

Special Notes:

1. Required courses outside the major differ from those of the B.A. degree; see *Degree Requirements* for details.
2. Music Theory 10100 and 10200 require concurrent enrollment in a quarter-credit Class Piano course (MUSC 18100/18200) unless the student places out of this requirement; for many students, then, one half-credit of “music electives” will be in Class Piano.

BACHELOR OF MUSIC IN PERFORMANCE

Consists of twenty-four course credits:

- MUSC 10100, 10200, 20100, 20200, 30100, 30200, 30300, and 30400
- MUSC 21200 and 21300
- One period course in Music History & Literature (typically 19900 or 31100)
- One additional course in Music History & Literature (19900, 21400-21900, 31100)
- MUSC 28000
- One of the following courses: MUSC 37000 or 37100
- 3–5 credits in applied music lessons (MUSC 12000–14000, 22000–24000)
- 1.25 credits in music ensembles (see *Degree Requirements* for details)
- 1.75–3.75 credits in music electives (see Special Notes)
- Junior Independent Study: MUSC 40100
- Senior Independent Study: MUSC 45100
- Senior Independent Study: MUSC 45200

Special Notes:

1. Required courses outside the major differ from those of the B.A. degree; see *Degree Requirements* for details.

2. Music Theory 10100 and 10200 require concurrent enrollment in a quarter-credit Class Piano course (MUSC 18100/18200) unless the student places out of this requirement; for many students, then, one half-credit of “music electives” will be in Class Piano.

BACHELOR OF MUSIC IN THEORY/COMPOSITION

Consists of twenty-four course credits:

- MUSC 10100, 10200, 20100, 20200, 30100, 30200, 30300, 30400, and 30500
- MUSC 21200, 21300, and 31100
- One period course in Music History & Literature (typically 19900 or another 31100)
- One additional course in Music History & Literature (19900, 21400-21900, another 31100)
- MUSC 28000
- 2 credits in applied music lessons (MUSC 12000–14000, 22000–24000)
- 1 credit in composition (MUSC 20800, 20900, 30800, 30900)
- 1.25 credits in music ensembles (see *Degree Requirements* for details)
- 2.25 credits in music electives (see Special Notes)
- Junior Independent Study: MUSC 40100
- Senior Independent Study: MUSC 45100
- Senior Independent Study: MUSC 45200

Special Notes:

1. Required courses outside the major differ from those of the B.A. degree; see *Degree Requirements* for details.
2. Music Theory 10100 and 10200 require concurrent enrollment in a quarter-credit Class Piano course (MUSC 18100/18200) unless the student places out of this requirement; for many students, then, one half-credit of “music electives” will be in Class Piano.

BACHELOR OF MUSIC EDUCATION IN MUSIC THERAPY

Consists of 25.00 course credits inside the Music Department (39.25 credits total):

- MUSC 10100, 10200, 20100, 20200, 30100, 30300, and 30500
- MUSC 17000, 17100, 17300, 17400, 17500, and 17700
- MUSC 19000, 19100, 29000, 29100, 29200, 29300, 29400, and 29500
- MUSC 21200 and 21300
- MUSC 28000
- MUSC 34200
- One of the following courses: MUSC 34300 or 34400
- MUSC 37000 and 37200
- MUSC 39200, 39300, and 39400
- 3.5 credits in applied music lessons (MUSC 12000–14000, 22000–24000)
- Half-recital on major instrument (see *Handbook* for details)
- 1 credit in music ensembles (see *Degree Requirements* for details)
- MUSC 41000 (Music Therapy Internship)
- 0.5 credits in electives (see Special Notes)

Special Notes:

1. Required courses outside the major differ from those of the B.A. degree (including EDUC 20000; PSYC 10000, 21200, and 25000; SOCI 10000 and either SOCI 20400 or SOCI 21300); see *Degree Requirements* for details.

2. Music Theory 10100 and 10200 require concurrent enrollment in a quarter-credit Class Piano course (MUSC 18100/18200) unless the student places out of this requirement; for many students, then, the half-credit of “music electives” will be in Class Piano.

BACHELOR OF MUSIC EDUCATION IN PUBLIC SCHOOL TEACHING

Consists of 22.50 course credits inside the Music Department (36 to 38.25 credits total):

- MUSC 10100, 10200, 20100, 20200, 30100, 30300, 30500, and 30600
- MUSC 21200, and 21300
- One period course in Music History & Literature (typically 19900 or 31100)
- MUSC 17000, 17100, 17200, 17300, 17400, 17500, 17600, and 17700
- MUSC 28000
- MUSC 29000, 34200, 34300, and 34400
- MUSC 37000 and 37200
- MUSC 39500
- 4 credits in applied music lessons (MUSC 12000–14000, 22000–24000)
- Half-recital on major instrument (see *Handbook* for details)
- 1.25 credits in music ensembles (see *Degree Requirements* for details)
- EDUC 49600, 49700, and 49800 (Multiage Student Teaching and Seminar)
- 0.5 credits in electives (see Special Notes)

Special Notes:

1. Required courses outside the major differ from those of the B.A. degree (including EDUC 10000, 12000, and 30000; and PSYC 11000); see *Degree Requirements* for details.
2. Music Theory 10100 and 10200 require concurrent enrollment in a quarter-credit Class Piano course (MUSC 18100/18200) unless the student places out of this requirement; for many students, then, the half-credit of “music electives” will be in Class Piano.

Minor in Music

Consists of six course credits:

- Two courses in music theory (from 10100, 10200, 20100, 20200, 30100)
- Two courses in music history and literature (may include MUSC 11100 and other courses without prerequisite)
- Two credits in music electives (may include music performance, music ensemble, music theory, and/or music history)

Special Note: Music Theory 10100 and 10200 require concurrent enrollment in a quarter-credit Class Piano course (MUSC 18100/18200) unless the student places out of this requirement; for many students, then, one half-credit of “music electives” will be in Class Piano.

Special Notes for all Music Students

- Only grades of C- or better are accepted for the major or minor.
- **Advanced Placement:** The advanced placement policy of the College is explained in the section on *Admission*.
- **Gateway Courses/Non Majors Courses:** Many students have found music courses to be a valuable supplement to their major in the natural and social sciences and other humanities departments. Any student may take these courses, regardless of prior musical background. The 200-level courses below may also be taken as Music electives by Music majors. Students who wish to take

upper-level music history courses and advanced music theory courses are strongly encouraged, given appropriate background, to take MUSC 10100 (*Music Theory I*) and co-requisite MUSC 18100 (*Class Piano*) as first courses in music. All courses below earn one course credit.

- MUSC 10000. Fundamentals of Music
- MUSC 11100. Introduction to Music
- MUSC 19900. Special Topics in Music
- AFST 21200. Survey of African-American Folklore: The Creative and Performing Arts
- MUSC 21400. History of African American Music
- MUSC 21600. The Art of Rock Music
- MUSC 21700. Survey of Jazz
- MUSC 21900. Women in Music
- MUSC 29000. Foundations of Music Education
- MUSC 31100. Seminar in Music Literature

MUSIC COURSE DESCRIPTIONS

Courses open to all students, without prerequisites. Any student may take these courses, regardless of prior musical background. The 200-level courses may also be taken as Music electives by Music majors. One credit per course.

MUSC 10000. FUNDAMENTALS OF MUSIC

Reading and aural recognition of single pitches, intervals, scales, triads, time values, key signatures, and other basic elements of music. Recommended for students with little or no musical background. Does not count toward either the major or minor in Music. *Spring. [AH]*

MUSC 11100. INTRODUCTION TO MUSIC

An introduction to the appreciation of Western art music with an emphasis on hearing, recognizing, and relating the elements of music in an increasingly informed context. Topics will focus on major composers from the Middle Ages to modern times and will explore the range of meaning and value that their works have had and continue to have, by drawing connections between music and other humanities as well as the social and natural sciences. The course might include some jazz, popular music, and non-Western music. In addition to listening and reading, students will attend concerts and prepare written assignments. No previous musical background necessary. Does not count toward a major in Music. *Not offered 2015-2016. [AH]*

MUSC 21400. HISTORY OF AFRICAN AMERICAN MUSIC (Africana Studies)

Study of the history of African American music from 1619 through the present day. Focuses on the socio-historical context in which popular music, folk music, classical music, and religious music evolved. Topics include spiritual, blues, gospel, jazz, rhythm and blues, and contemporary music as well as women in music. Open to non-Music majors. No technical knowledge required. *Fall. [C, AH]*

MUSC 21600. THE ART OF ROCK MUSIC

The study of the artistic and aesthetic potential of rock music. Areas of emphasis may include the history and analysis of rock music; rock music aesthetics and their relationship to the aesthetics of other music and art forms; the evolution of rock musical styles; the connections between rock, poetry, and literature; "covering," quotation, and stylistic borrowing in rock music; the impact of the electronic music revolution; and the live performance of rock. *Offered every two to three years. Not offered 2015-2016. [AH]*

MUSC 21700. SURVEY OF JAZZ (Africana Studies)

A study of jazz from its inception to the present, including the New Orleans, swing, bebop, cool, hard bop, free jazz, and jazz-rock fusion styles, as well as major individual musicians such as Louis Armstrong, Duke Ellington, and Charlie Parker. Special assignments for Music majors and minors. *Spring. Not offered 2015-2016. [C, AH]*

AFST 21200. SURVEY OF AFRICAN-AMERICAN FOLKLORE: THE CREATIVE AND PERFORMING ARTS [C, AH]

MUSC 21900. WOMEN IN MUSIC (See Women's, Gender, and Sexuality Studies)

Examination of the history of women in Western music, focusing upon women in classical music, jazz, gospel, popular music, and the blues. Topics will include the status of women as professional musicians, the economics of mainstreaming women in the music industry, and the collaborative efforts of women to achieve parity with men in the creative and performing arts. No prior musical knowledge required. *Spring. [C, AH]*

MUSIC THEORY-COMPOSITION

One credit per course unless otherwise specified.

MUSC 10100. THEORY I

Fundamentals review, diatonic triads in root position and first inversion three- and four-part writing, principles of harmonic progression. Elementary dictation, sightsinging, and keyboard skills. Required of all majors and minors in Music. Concurrent enrollment in MUSC 18100 required unless a higher level of piano skill (as determined through audition) has been attained or the piano proficiency requirement for Music majors has already been completed. *Prerequisite: MUSC 10000; or prior training in fundamentals and fluent ability as measured by a placement test administered during ARCH or at the beginning of Fall Semester. Annually. Fall. [AH]*

MUSC 10200. THEORY II

First and second inversions, cadences, elementary form, non-chord tones, diatonic seventh chords. Related dictation, sightsinging, and keyboard skills. Required of all majors and minors in Music. Concurrent enrollment in MUSC 18200 required unless a higher level of piano skill (as determined through audition) has been attained or the piano proficiency requirement for Music majors has already been completed. *Prerequisite: C- or better in MUSC 10100. Annually. Spring. [AH]*

MUSC 20100. THEORY III

Secondary functions, modulation, less common seventh chords, binary and ternary forms. Related dictation, sightsinging, and keyboard skills. Required of all majors in Music. *Prerequisites: C- or better in MUSC 10200, and concurrent enrollment in MUSC 13200 or completion of the piano proficiency requirement. Annually. Fall. [AH]*

MUSC 20200. THEORY IV

Advanced chromatic techniques in tonal music prior to the 20th century. Related dictation, sightsinging, and keyboard skills. Required of all majors in Music. *Prerequisites: C- or better in MUSC 20100, and concurrent enrollment in MUSC 13200 or completion of the piano proficiency requirement. Annually. Spring. [AH]*

MUSC 20800. ACOUSTIC COMPOSITION

Original writing for various instrumental and vocal media in small and large forms. Emphasis will be placed on acquiring a foundation in the basic compositional techniques and developing an ability to organize musical ideas into logical and homogeneous forms. One half-hour private lesson per week. *0.5 course credits. Prerequisite: MUSC 10200. Annually. Fall and Spring.*

MUSC 20900. ELECTRONIC COMPOSITION

Original writing for electronic media. Emphasis will be placed on acquiring a foundation in the basic compositional techniques and developing an ability to organize musical ideas into logical and organic forms. One half-hour private lesson per week. *0.5 course credits. Prerequisite: MUSC 10200 and either MUSC 18000 or 28000. Annually. Fall and Spring.*

MUSC 30100. THEORY OF MUSIC SINCE 1900

20th- and 21st-century techniques and related sightsinging/keyboard skills. Required of all majors in Music. *Prerequisites: C- or better in MUSC 20200, and successful completion of the piano proficiency examination. Annually. Fall. [AH]*

MUSC 30200. FORM AND ANALYSIS

Advanced harmonic, contrapuntal, and structural analysis of all types of musical composition. Required of all B.M. majors. *Prerequisite: MUSC 20200. Alternate years. Not offered 2015-2016.*

MUSC 30300. BASIC CONDUCTING

A course designed to introduce the fundamental skills of conducting, including basic symmetric and asymmetric patterns, expressive gestures, cues, fermatas, and the development of independence of the right and left hands. Attention is also given to transposition, instrumental score reading, score preparation, and ensemble rehearsal techniques. Required of all B.M. and B.M.E. majors. *Prerequisite: MUSC 10200. Annually. Spring.*

MUSC 30400. COUNTERPOINT

Study of the basic polyphonic principles of the sixteenth and eighteenth centuries, including species counterpoint, imitation, canon, invertible counterpoint, two- and three-part inventions, and fugue. Required of all B.M. majors. *Prerequisite: MUSC 20200. Alternate years. Spring 2016.*

MUSC 30500. ORCHESTRATION

A theoretical and practical study of instrumentation and scoring music for various instrumental combinations. Required of B.M. in Composition, B.M. in Music History/Literature, and B.M.E. majors. Composition majors should take the course as early as possible. *Prerequisite: MUSC 20200. Annually. Fall.*

MUSC 30600. CHORAL CONDUCTING

A course devoted to the specific skills and techniques required for choral conductors. Score preparation, gestures, text analysis, diction, and general aspects of good singing are among the several foci of this course. Two class hours per week. *0.5 course credits. Prerequisite: MUSC 30300. Annually. Fall.*

MUSC 30800. ACOUSTIC COMPOSITION

Original writing for various instrumental and vocal media in small and large forms. Emphasis will be placed on acquiring a foundation in the basic compositional techniques and developing an ability to organize musical ideas into logical and homogeneous forms. One hour private lesson per week. *Prerequisite: MUSC 10200. Annually. Fall and Spring.*

MUSC 30900. ELECTRONIC COMPOSITION

Original writing for electronic media. Emphasis will be placed on acquiring a foundation in the basic compositional techniques and developing an ability to organize musical ideas into logical and organic forms. One hour private lesson per week. *Prerequisite: MUSC 10200 and either MUSC 18000 or 28000. Annually. Fall and Spring.*

MUSIC HISTORY AND LITERATURE

One credit per course unless otherwise specified.

MUSC 212. SURVEY OF MUSIC HISTORY AND LITERATURE I

A survey of the development of major musical styles from antiquity through the Classical period. Required of all music majors. *Prerequisite: MUSC 10200 or permission of the instructor. Annually, Fall.*

MUSC 213. SURVEY OF MUSIC HISTORY AND LITERATURE II

A survey of the development of major musical styles from the Romantic period through the present. Required of all music majors. *Prerequisite: MUSC 10200 and 21200 or permission of the instructor. Annually, Spring.*

MUSC 31100. SEMINAR IN MUSIC LITERATURE

Selected historical studies. Topics have included The Song Cycle, Music of Living Composers, Bach, Haydn, Brahms, Mahler, Piano Literature, and Romantic Concerto. Required of B.M. (Theory/Composition) majors. *Prerequisite: MUSC 10200 or permission of the instructor. [AH]*

PERFORMANCE**MUSC 12000-14000, 22000-24000. PERFORMANCE**

Please see the "Applied Music Study" section of the *Handbook for Music Students and Faculty* for details about performance study, special requirements for Performance majors on different instruments, applied music requirements for Music Education majors, required recitals for all Music majors, and private lessons for non-Music majors.

For non-majors, private performance lessons are normally taken at the 100-level for one-half (.5) course credit; for half-credit lessons, the practice expectation is one-and-a-half hours per day. A one-hour lesson per week (200-level) for one full (1.000) course credit is primarily for declared and prospective performance majors and requires three hours of daily practice and performance in at least one departmental recital during the semester. Advanced students who are not music performance majors may, with the approval of the Chair and private teacher, enroll for weekly one-hour lessons for one full course credit, provided they meet the practice and recital requirements listed above.

Please see the *Handbook* for further information, and please see the *Expenses* section of this Catalogue for information about lesson fees.

12000/22000. BAGPIPE	12700/22700. FRENCH HORN	13400/23400. STRING BASS
12100/22100. BASSOON	12800/22800. GUITAR	13500/23500. TROMBONE
12200/22200. CELLO	12900/22900. OBOE	13600/23600. TRUMPET
12300/22300. CLARINET	13000/23000. ORGAN	13700/23700. TUBA
12400/22400. ELECTRIC BASS	13100/23100. PERCUSSION	13800/23800. VIOLA
12500/22500. EUPHONIUM	13200/23200. PIANO	13900/23900. VIOLIN
12600/22600. FLUTE	13300/23300. SAXOPHONE	14000/24000. VOICE

CLASS INSTRUCTION IN MUSIC

MUSC 15000-15700. ENSEMBLE

In addition to the larger performing groups (Band, Orchestra, etc.), smaller groups such as string, woodwind, percussion, and brass ensembles function as there is a demand or requirement. One to one and one-half hours per week. *0.125 course credits. S/NC course. Prerequisite: Permission of instructor. Annually. Fall and Spring.*

15000. ACCOMPANYING	15400. KEYBOARD ENSEMBLE
15100. BRASS ENSEMBLE	15500. PERCUSSION ENSEMBLE
15200. GUITAR ENSEMBLE	15600. STRING ENSEMBLE
15300. JAZZ COMBO	15700. WOODWIND ENSEMBLE

Students are expected to practice 30-45 minutes per day for courses MUSC 17000-17800 and 37200.

MUSC 17000. CLASS VOICE

Study and development of basic individual vocal technique. Designed for Music Education and Music Therapy students. Required of all B.M.E. majors whose primary performance area is instrumental. *0.25 course credits each. Prerequisite: MUSC 10200 or permission of the instructor. Alternate years. Spring 2016.*

MUSC 17100, 17200. CLASS BRASS INSTRUMENTS

Study of the mechanics of playing and instructional procedures and materials relative to brass instruments of the orchestra and band. MUSC 17100 covers trumpet and french horn; MUSC 17200 covers trombone, euphonium, and tuba. One class hour per week for each of two semesters. Both courses required of B.M.E. (Public School Teaching) majors; B.M.E. (Music Therapy) majors must complete MUSC 17100. *0.25 course credits each. Alternate years. Not offered 2015-2016.*

MUSC 17300, 17400. CLASS STRING INSTRUMENTS

MUSC 17300 covers violin and viola; MUSC 17400 covers cello and string bass. Limit of six in a class. One class hour per week for each of two semesters. Required of all B.M.E. majors. *0.25 course credits each. Alternate years. Fall and Spring.*

MUSC 17500, 17600. CLASS WOODWIND INSTRUMENTS

Study of the mechanics of playing and instructional materials and procedures relative to woodwind instruments of the orchestra and band. MUSC 17500 covers flute and clarinet; MUSC 17600 covers saxophone, oboe, and bassoon. One class hour per week for each of two semesters. Both required of B.M.E. (Public School Teaching) majors. B.M.E. (Music Therapy) majors must complete MUSC 17500. *0.25 course credits each. Alternate years. Fall and Spring.*

MUSC 17700. CLASS PERCUSSION INSTRUMENTS

Study of the mechanics of playing and instructional materials and procedures relative to percussion instruments of the orchestra and band. One class hour per week. Required of all B.M.E. majors. *0.25 course credits. Alternate years. Not offered 2015-2016.*

MUSC 17800. FUNCTIONAL GUITAR

A course designed for teaching Music Education and Therapy students how to use the guitar in their work. Basic strumming and finger-picking styles for song-leading and accompaniment, transposition of song material, and chording in several major and minor keys. One or two class hours per week. *0.25 course credits. Annually. Fall and Spring.*

MUSC 18000. INTRODUCTION TO THE ELECTRONIC STUDIO

Hands-on experience with keyboard synthesizers, a sampler, a drum machine, sequencers, a multitrack recorder, a digital effects processor, and other electronic instruments, culminating in a creative musical project. No musical background necessary. *0.25 course credits.*

MUSC 18100. CLASS PIANO 1

Study of the mechanics of playing the piano at the beginner level. Limit of 10 in a class. Two class hours per week. 18100 required of all students enrolled concurrently in 10100, unless student demonstrates sufficient piano ability to place out of the requirement. Students are expected to practice 45 minutes per day. *0.25 course credits. Annually. Fall.*

MUSC 18200. CLASS PIANO 2

Study of the mechanics of playing the piano at the upper-elementary levels. Limit of 10 in a class. Two class hours per week. 18200 required with concurrent enrollment in 10200, unless student demonstrates sufficient piano ability to place out of the requirement. Students are expected to practice 45 minutes per day. *0.25 course credits. Annually. Spring.*

MUSC 26400. INTRODUCTION TO JAZZ IMPROVISATION

Notation, standard forms and chord progressions, transcribing jazz solos from recordings, study of recordings, and other activities. *0.25 course credits. Prerequisite: Permission of instructor required.*

MUSC 28000. INTRODUCTION TO MUSIC TECHNOLOGY

Topics may include the MIDI electronic studio; computer applications in music including music notation, music education and music theory software, and musicological research; recording technology; and other appropriate technological developments. Assignments will be tailored insofar as possible to individual students' needs and interests. Required of all B.M. and B.M.E. majors. *0.5 course credits. Annually. Spring.*

MUSC 37000. VOCAL PEDAGOGY

Study of the anatomy and physiology of all singing voices. Examination of materials and methods relative to the vocal instrument. Required of all B.M.E. and B.M. Vocal Performance majors. *0.5 course credits. Prerequisite: MUSC 17000 or two semesters of MUSC 14000 or MUSC 24000. Alternate years. Not offered 2015-2016.*

MUSC 37100. INSTRUMENTAL PEDAGOGY

Study of the literature, instructional materials and procedures relative to the teaching of the major instrument. *0.5 course credits. Annually. Fall and Spring.*

MUSC 37200. FUNCTIONAL PIANO

A course designed to give practical experience in sight-reading, transposition, accompanying, improvisation, and aural dictation, as required for certification to teach in Ohio public schools. Two hours per week. Required of all B.M.E. majors. *0.5 course credits. Prerequisite: Completion of all parts of the Piano Proficiency Examination. Annually. Fall and Spring.*

MUSIC EDUCATION

One credit per course unless otherwise specified.

MUSC 29000. FOUNDATIONS OF MUSIC EDUCATION

This is an introductory course for all students planning to pursue teacher licensure in music. Emphasis is on historical, cultural, and social contexts for music education as well as the role of personal expression, arts criticism, and the nature and meaning of the arts in the education of children and adolescents, ages 3-21. Topics include philosophical foundations for music teaching and learning, curriculum planning and development, goals and objectives of music programs, materials, technology, and assessment strategies. Students will also examine the music education profession, its history, and the qualities, competencies, and skills required of music teachers. Clinical experiences in the classroom and field experiences in the schools are a component of the course. Required of all B.M.E. majors. *Annually. Fall.*

MUSC 34200. METHODS AND MATERIALS FOR TEACHING PRE-K AND ELEMENTARY GENERAL MUSIC

This course provides a study of specific methods of delivering standards-based instruction to children, ages 3-12, in pre-school and general music classroom settings. Included is significant use of the National Standards for Arts Education and the Ohio Academic Content Standards in Music. Emphasis is on specific teaching techniques in the implementation of curriculum, classroom procedures and materials, integration of technology, instructional strategies for special needs students, and the use of various assessment strategies. Field experiences in elementary general music and preschool settings are a major component of the course. Required of all music education and music therapy majors. *0.5 course credits. Prerequisite: MUSC 29000. Fall.*

MUSC 34300. METHODS AND MATERIALS FOR TEACHING SECONDARY CHORAL AND GENERAL MUSIC

This course addresses the role of choral and general music instruction in secondary public school education, techniques of teaching choral music, and the study of music from various cultures appropriate to students in choral ensembles. Included is significant use of the National Standards for Arts Education and the Ohio Academic Content Standards in Music. Emphasis is on literature selection, specific teaching techniques in the implementation of curriculum, classroom procedures and materials, integration of technology, instructional strategies for special needs students, and the use of various assessment plans. Field experiences in middle and high school choral and general music settings are a major component of the course. Required of all music education majors. *0.5 course credits. Prerequisite: MUSC 29000 and 34200. Spring.*

MUSC 34400. METHODS AND MATERIALS FOR TEACHING INSTRUMENTAL MUSIC

This course provides a study of specific methods of delivering instruction in instrumental music, covering band and orchestra instruments. Emphasis is on recruitment and retention of instrumental music students, appropriate teaching techniques for musical and technical concepts for instrumentalists from the beginning years through high school, integration of technology into the instrumental classroom, and differentiation of instruction for all students and especially for those with special needs. Administrative and organizational aspects are also addressed. Field experiences in grades 5-12 instrumental music settings are a major component of the course. Required of all music education majors. *0.5 course credits. Prerequisite: MUSC 29000 and 34200. Spring.*

MUSC 39500. SPECIAL TOPICS IN MUSIC EDUCATION

This course provides a study of the administrative responsibilities of music educators with a focus on projects that address the specific needs of students enrolled in the course. Topics include but are not limited to contemporary issues in education and music education; educational technology; budget and finance; facilities and equipment; music library and instrument inventory management; travel; design and purchase of uniforms; music support groups; professional development for teachers; philosophical foundations and advocacy; and relationships with parents, administrators, music dealers, and private teachers. Field experience in the student teaching setting is a strong component of the course. *0.5 course credits. Prerequisite: MUSC 29000, 34200, 34300, and 34400. Spring.*

MUSIC THERAPY

All courses listed below, with the possible exception of MUSC 41000, will normally be taught at Baldwin-Wallace University in Berea by the Music Therapist who is also the Director of the Music Therapy Consortium. One credit per course is standard unless otherwise specified. Please see the *Handbook for Music Students and Faculty* for further information about the Music Therapy major, including acceptance requirements and the entrance exam.

MUSC 19000. INTRODUCTION TO MUSIC THERAPY

Provides an overview of the profession including current terminology, history, and practical application of Music Therapy for several client populations. Assessment of personal qualities necessary to become a music therapist is an on-going process of the class. Observation of music and related-area therapists is required in addition to classwork. Required of all B.M.E. (Music Therapy) majors. *0.5 course credits. Annually. Spring.*

MUSC 19100. RECREATIONAL MUSIC – PROGRAMMING AND LEADERSHIP

The main focus of this course is students' development of a repertoire of activities which will provide a foundation for their initial fieldwork experiences. Adaptation of activities and instruments, basic assessment of client interests and needs, and evaluation by observation are addressed as part of the fieldwork that is required as part of this course. Group leadership skills, time management, and musical skills are also emphasized through student-led activities and class demonstrations. Required of all B.M.E. (Music Therapy) majors. *0.5 course credits. Prerequisite: MUSC 19000. Annually. Fall.*

MUSC 29100. MUSIC THERAPY IN PSYCHIATRY AND REHABILITATION

Clinical methods as they relate to working with psychiatric, elderly, medical, head-injured, corrections, and addiction clients. Includes a review of behavioral characteristics, treatment adaptations, current therapeutic intervention models, goals and objectives, and applicable resources. Required of all B.M.E. (Music Therapy) majors. *Prerequisite: MUSC 19100. Annually. Fall.*

MUSC 29200. MUSIC THERAPY WITH THE DEVELOPMENTALLY DISABLED

Clinical practice as it relates to working with mentally retarded, autistic, sensory impaired, physically challenged, and learning-disabled clients. Includes review of behavioral characteristics, treatment considerations,

current therapeutic intervention models, goals and objectives, and current literature. Required of all B.M.E. (Music Therapy) majors. *Prerequisite: MUSC 19100. Annually. Spring.*

MUSC 29300. PRACTICUM I IN MUSIC THERAPY

Practical experience with clients in approved institutions, including a musical and behavioral assessment of the group or individual, the development and implementation of ongoing treatment procedures, and evaluation. To be taken in conjunction with MUSC 29100, 29200, and 39400. Required of all B.M.E. (Music Therapy) majors. *0.25 course credits. Prerequisite: MUSC 19100. Annually. Spring.*

MUSC 29400. PRACTICUM II IN MUSIC THERAPY

Practical experience with clients in approved institutions. Continuation of MUSC 29300. Required of all B.M.E. (Music Therapy) majors. *0.25 course credits. Prerequisite: MUSC 29300. Annually. Fall.*

MUSC 29500. ADVANCED PRACTICUM IN MUSIC THERAPY

Practical experience with clients in approved institutions. Continuation of MUSC 29400. Required of all B.M.E. (Music Therapy) majors. *0.25 course credits. Prerequisite: MUSC 29400. Annually. Spring.*

MUSC 39200. PSYCHOLOGY OF MUSIC

Study of the basic principles of musical acoustics and the relationship between the human apparatus of hearing and actual perception of music. Research literature is reviewed for the psychology of musical abilities, emotion and meaning in music, development of musical preference, and behavior of music listeners. Required of all B.M.E. (Music Therapy) majors. *0.5 course credits. Prerequisite: MUSC 19100. Annually. Fall.*

MUSC 39300. RESEARCH SEMINAR IN MUSIC THERAPY

This course provides students with practical exposure to research methods. Students will pursue independent research projects using the critical review of literature completed by them in the preceding course and augmented by instruction in test design and the most common methods of data analysis: correlation, analysis of variance, non-parametric and parametric statistics. Also includes critique of several consumer-oriented periodicals and the benefit of these publications to public education about Music Therapy. Required of all B.M.E. (Music Therapy) majors. *0.5 course credits. Prerequisite: MUSC 39200. Annually. Spring.*

MUSC 39400. PROGRAM DEVELOPMENT AND ADMINISTRATION IN MUSIC THERAPY

Program planning, scheduling, budgeting, and public relations strategies are main topics. Documentation procedures, including current standards for various types of agencies, and legislative issues relating to Music Therapy practice are also covered. Music Therapy in the milieu approach and the Music Therapist as a member of the treatment team. Structure and function of local, state, and national Music Therapy organizations, including Standards of Practice and Code of Ethics. Required of all B.M.E. (Music Therapy) majors. *Prerequisite: MUSC 19100. Alternate years. Spring 2016.*

MUSC 41000. INTERNSHIP

A six-month, full-time (1,040 clock hours) clinical experience in an American Music Therapy Association (AMTA)-approved facility. Involves general orientation to the institution, observation of the therapist, and personal involvement in observing, describing, and providing music therapy to clients. Documentation and special research projects are included according to the clinical internship training plan. Application for internship is generally initiated late in the junior year; the internship must be completed within two years of completing coursework. Required of all B.M.E. (Music Therapy) majors. *0.25 course credits. S/NC course. Annually.*

GENERAL COURSES IN MUSIC

One credit per course unless otherwise specified.

MUSC 40000. TUTORIAL

Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

MUSC 40100. JUNIOR INDEPENDENT STUDY

A one-semester, creative, individual program of study in music performance, music history and literature, or music theory-composition, corresponding to the student's degree track. The Junior I.S. in music performance leads to the presentation of a public recital 25-30 minutes in length. The Junior I.S. in music history and literature emphasizes bibliographical and research methods, major library resources, and writing style, and results in a major paper. In music composition the Junior I.S. normally consists of at least two pieces in small forms planned for public performance by performers or ensembles available at the College. Junior I.S. projects in music theory yield written analyses of music.

MUSC 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study, in which the student engages in a creative, individual program of study in music performance, music history and literature, or music theory-composition, corresponding to the student's degree track, which will be ultimately completed in the second semester of Senior Independent Study. The Senior I.S. in music performance leads to the presentation of a public recital 45-60 minutes in length, with a supporting document of ten pages length in the case of B.A. majors. The Senior I.S. in music history and literature emphasizes bibliographical and research methods, major library resources, and writing style, and results in a major paper at least 60 pages in length. In music composition the Senior I.S normally consists of one composition on a larger scale planned for public performance by performers or ensembles available at the College. Senior I.S. projects in music theory yield written analyses of music at least 60 pages in length.

Prerequisite: MUSC 40100.

MUSC 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, in which the student engages in and completes a creative, individual program of study in music performance, music history and literature, or music theory-composition, corresponding to the student's degree track. *Prerequisite: MUSC 45100.*

GLCA ARTS PROGRAM IN NEW YORK

See *Off-Campus Study*.

MUSIC PERFORMANCE GROUPS

All music performance groups are graded S/NC.

MUSC 16000. WOOSTER SINGERS

A choir open to all without audition. This ensemble explores choral music of a wide range of styles and historic periods and develops sight-singing skills. Performances will be scheduled depending on the size and preparation of the ensemble. Two hours per week. Two semesters of enrollment required of all B.M. and B.M.E. majors (except B.M. Voice majors, who may substitute MUSC 16100 instead); these semesters must be Fall and Spring of the same year, except by permission of the instructor. *0.125 course credits. Annually. Fall and Spring.*

MUSC 16100. WOOSTER CHORUS

A performing choir dedicated to the performance of the finest sacred and secular choral works of the past five centuries. In addition to presenting several programs on campus each year, the Wooster Chorus makes a concert tour during spring vacation. Admission is by audition. Five hours per week. *0.125 course credits. Annually. Fall and Spring.*

MUSC 16200. WOOSTER SYMPHONY ORCHESTRA

A performing organization comprised of students and members of the community devoted to the study and performance of the standard orchestral repertoire from the baroque to the contemporary. Admission is by audition. Four hours per week. Four regular concerts per year. *0.125 course credits. Annually. Fall and Spring.*

MUSC 16300. SCOT BAND

A performing organization whose emphasis during the fall season is on marching, with the latest techniques and best quality of appropriate music being prepared and performed. In winter and spring the band studies and performs the best in band literature from all periods for performance on tour and for home audiences. Admission to the Symphonic Band is by audition. Membership in the Marching Band is open to any student without audition. Four hours per week. *0.125 course credits. Annually. Fall and Spring.*

MUSC 16400. WOOSTER JAZZ ENSEMBLE

A performing organization which prepares and performs suitable literature in the jazz idiom for large ensemble. Opportunity is given for composing, arranging, and improvisation. Three hours per week. *0.125 course credits. Annually. Fall and Spring.*

MUSC 16500. GOSPEL CHOIR (Africana Studies)

A performing organization, open to any student, faculty, or staff person at the College and to members of the community, offering live performance in a secular context of serious African American choral music. Two hours per week. *0.125 course credits. Annually. Fall and Spring.*

MUSC 16600. OPERA WORKSHOP

A performing organization that presents staged performances of arias, scenes, and one-acts taken from the standard and contemporary operatic and lyric theatre repertoire. *0.25 course credits. May be taken more than once. Prerequisite: Permission of instructor required. Annually. Spring.*

NEUROSCIENCE

CURRICULUM COMMITTEE:

Amy Jo Stavnezer (Psychology), Chair

Grit Herzmann (Psychology)

Seth Kelly (Biology)

Mike Peterson (Chemistry)

Neuroscience is an exceptionally diverse and interdisciplinary field that incorporates aspects of biology, psychology, chemistry, philosophy, computer science, and other disciplines in the study of the nervous system. Neuroscientists seek to understand the function of the brain, spinal cord and peripheral nervous system at multiple levels, from the complex processes that occur in single neurons to the expansive cellular networks that ultimately give rise to perception, emotion, cognition, and even social behavior. Though Neuroscience research as a whole is broad and far-reaching, each individual scientist is an expert in one, or just a few, sub-disciplines and methodologies, asking pointed questions that inform the larger picture. Our Neuroscience Program, therefore, consists of three separate tracks with a common core curriculum consisting of seven required foundational courses. Majors will understand the broad reaching questions and interdisciplinarity in the pursuit of knowledge related to the nervous system, but will focus their methodological pursuits in one particular scientific discipline. Students will then choose from a variety of upper level electives and enroll in Junior and Senior IS within the department associated with their track, Biology, BCMB or Psychology.

The goals of the Neuroscience Program are to provide students with the essential foundational knowledge, skills, confidence and research experiences that will allow them to identify and meet their intellectual and professional goals. Core areas of understanding will include, but are not limited to, neuroanatomy, neuronal physiology, the influence of development, genetics and environment on the central nervous system, the behavioral and physiological effects of pharmacological agents, the impact of stress, disease and aging on behavior and the brain, and the underlying cellular processes of learning, memory and retrieval of information. In each track, students will master methodology and experimental techniques relevant to the areas of Neuroscience they find most engaging. Students will apply critical thinking and problem solving skills on both their specific research projects and also the larger challenges facing the field of Neuroscience. In addition, it will produce liberally educated scientists who are well-versed in scientific methodology and its application, who possess a thorough knowledge of fundamental neuroscientific concepts, and who are able to express themselves with clarity, both orally and in writing.

Major in Neuroscience

Cognitive Behavioral Neuroscience – Psychology Track

Consists of sixteen courses:

- BIOL 11100
- BIOL 20100
- CHEM 11200
- NEUR 20000
- PSYC 32300 or PSYC 32400
- BIOL 38000
- NEUR 38500
- PSYC 10000

- PSYC 25000
- PSYC 23000
- Four of the following courses: PHIL 21500, PHIL 22000, PSYC 23500, PSYC 31500, PSYC 31800, PSYC 32100, PSYC 32200, PSYC 33500, BIOL 35200, BIOL 37700
- Junior Independent Study: see Special Notes below
- Senior Independent Study: PSYC 45100
- Senior Independent Study: PSYC 45200

Neurobiology – Biology Track

Consists of sixteen courses:

- BIOL 11100
- BIOL 20100
- CHEM 11200
- NEUR 20000
- PSYC 32300 or PSYC 32400
- BIOL 38000
- NEUR 38500
- BIOL 20200
- BIOL 20300
- CHEM 21100
- Three of the following courses: BIOL 30400, BIOL 30500, BIOL 30600, BIOL 30700, BIOL 34400, BIOL 35200, BIOL 37700
- Junior Independent Study: BIOL 40100
- Senior Independent Study: BIOL 45100
- Senior Independent Study: BIOL 45200

Cellular Neurophysiology – BCMB Track

Consists of sixteen courses:

- BIOL 11100
- BIOL 20100
- CHEM 11200
- NEUR 20000
- PSYC 32300 or PSYC 32400
- BIOL 38000
- NEUR 38500
- BCMB 30300
- BIOL 30500
- CHEM 21100
- CHEM 21200
- Two of the following courses: BIOL 30400, BIOL 30600, BIOL 30700, BCMB 33100
- Junior Independent Study: BCMB 40100
- Senior Independent Study: BCMB 45100
- Senior Independent Study: BCMB 45200

Special Notes

- **Junior Independent Study (Cognitive Behavioral Neuroscience):** The College requirement of a unit of Independent Study in the junior year is satisfied by PSYC 32100, 32200, 32300, 32400 or 33500 (in addition to the core requirement of 32300 or 32400) prior to Senior Independent Study.

- See Chemistry Department information on placement exams for CHEM 11100/11200.
- First year students are advised to complete all 100-level courses and at least one 200-level course by the end of the first year.
- The Core courses (not including NEUR 38500) and at least one elective specific to your track must be completed by the end of the Junior year.
- For those in the Cognitive Neuroscience track, BIOL 35200, and 37700 require BIOL 20200 as a prerequisite.
- The laboratory and classroom components are closely integrated in the upper-level Biology and Psychology courses and must therefore be taken concurrently. The course and laboratory grades will be identical and are based on performance in both components; the relative weights of the two components are stated in each course syllabus.
- Students, depending upon their track, are also encouraged to take the following courses, which are requirements for many graduate, medical and other pre-professional programs: CHEM 21100 and 21200 (Organic Chemistry sequence), CHEM 33100 and 33200 (Biochemistry sequence), PHYS 20300, and MATH 11100 (OR both MATH 10700 and 10800).
- Cognitive Behavioral track majors may not double major with Psychology or Biology; Neurobiology and Cellular Neurophysiology track majors may not double major with Biology, BCMB or Chemistry.
- Cognitive Behavioral track majors may not minor in Psychology; Neurobiology and Cellular Neurophysiology track majors may not minor in Biology or Chemistry. Any minor must consist of six courses that do not double-count with the Neuroscience major.
- No minor in Neuroscience is offered.
- Only grades of C- or better are accepted for the major, with the exception of PSYC 25000 that requires a C or better.

NEUROSCIENCE COURSES AND CROSS-LISTED COURSES ACCEPTED FOR NEUROSCIENCE CREDIT

BIOCHEMISTRY & MOLECULAR BIOLOGY

BCMB 30300. TECHNIQUES IN BIOCHEMISTRY AND MOLECULAR BIOLOGY
BCMB 33100. PRINCIPLES OF BIOCHEMISTRY

BIOLOGY

BIOL 11100. FOUNDATIONS OF BIOLOGY [MNS]
BIOL 20100. GATEWAY TO MOLECULAR AND CELLULAR BIOLOGY [Q, MNS]
BIOL 20200. GATEWAY TO ECOLOGY AND EVOLUTIONARY BIOLOGY [W, Q, MNS]
BIOL 20300. RESEARCH SKILLS FOR LIFE SCIENCES
BIOL 30400. HUMAN PHYSIOLOGY
BIOL 30500. CELL PHYSIOLOGY [W+]
BIOL 30600. GENES AND GENOMES
BIOL 30700. DEVELOPMENT
BIOL 34400. COMPARATIVE ANIMAL PHYSIOLOGY
BIOL 35200. ANIMAL BEHAVIOR
BIOL 37700. BEHAVIORAL ENDOCRINOLOGY
BIOL 38000. CELLULAR NEUROSCIENCE

CHEMISTRY

CHEM 11200. PRINCIPLES OF CHEMISTRY [Q, MNS]
CHEM 21100. ORGANIC CHEMISTRY I [MNS]
CHEM 21100. ORGANIC CHEMISTRY I [MNS]
CHEM 21200 ORGANIC CHEMISTRY II [W, MNS]

PHILOSOPHY

PHIL 21500. BIOMEDICAL ETHICS [AH]

PHIL 22200. SCIENTIFIC REVOLUTIONS AND METHODOLOGY [AH]

PSYCHOLOGY

PSYC 10000. INTRODUCTION TO PSYCHOLOGY [HSS]

PSYC 23000. HUMAN NEUROPSYCHOLOGY [HSS]

PSYC 23500. EVOLUTIONARY PSYCHOLOGY [HSS]

PSYC 25000. INTRODUCTION TO STATISTICS AND EXPERIMENTAL DESIGN [Q]

PSYC 31500. MUSIC AND SPEECH PERCEPTION

PSYC 31800. HEMISPHERIC SPECIALIZATION

PSYC 32100. LEARNING AND BEHAVIOR [W]

PSYC 32200. MEMORY AND COGNITION [W]

PSYC 32300. BEHAVIORAL NEUROSCIENCE [HSS, W]

PSYC 32400. COGNITIVE NEUROSCIENCE [HSS, W]

PSYC 33500. PERCEPTION AND ACTION [W]

NEUR 20000. INTRODUCTION TO NEUROSCIENCE

This course focuses on basic neuroanatomy, fundamental neuronal physiology and basic research methodology to provide foundational content knowledge related to neuroscience. *Recommended prerequisites: PSYC 10000 or BIOL 11100 before registration.*

NEUR 38500. INTEGRATIVE NEUROSCIENCE SEMINAR

This course is intended for senior Neuroscience majors who have completed all core Neuroscience requirements associated with their track and Junior IS. This course will provide a common experience for all neuroscience majors that will encourage you to integrate coursework across the neuroscience curriculum and approach problems in neuroscience from multiple levels of analysis. We will read, discuss, and critically evaluate primary literature in the field of neuroscience on just one or two focused areas. *Spring.*

NEUR 40100. INTRODUCTION TO INDEPENDENT STUDY

Students will attend weekly classroom meetings which focus on science writing, accessing and evaluating primary literature, and experimental design. The major paper will include a literature review and a detailed research proposal related to their I.S. thesis research. Students will also participate in the peer review process as well as present an oral research proposal presentation at the end of the semester. *Annually. Spring.*

NEUR 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: NEUR 40100.*

NEUR 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: NEUR 45100.*

PHILOSOPHY

FACULTY:

John Rudisill, Chair

Ronald E. Hustwit

Henry B. Kreuzman

Lee McBride (on leave 2015-2016)

Evan Riley

Elizabeth Schiltz

Garrett Thomson

Mark Wells

The Philosophy Department has as its fundamental mission the cultivation of skills, dispositions, and knowledge in its students that contribute to their develop-

ment as autonomous persons and as responsible and engaged members of society. These skills and dispositions are acquired and honed through studying and doing philosophy. They facilitate a student's development by enabling the critical, systematic, and philosophically informed examination of beliefs, values, and conceptions of the world. Such an individual has an independent mind: one that is open, flexible, creative, critical, and capable of making well-reasoned decisions.

Philosophy is the critical search for understanding through argumentation and the analysis of concepts. Philosophical issues arise in all areas of human inquiry, and consequently the types of questions that philosophy examines are surprisingly diverse. Does the world consist only of matter? What does it mean to be rational? What is the relationship between law and morality? Do computers think? What obligations do we have to the environment? In answering such questions, one acquires skills in critical reading, writing, discussion, conceptual analysis, argumentation, and identification of presuppositions. Thus, philosophy helps to enrich, expand, and develop one's liberal arts education.

Many students have found a minor in philosophy to be a valuable supplement to other majors in the natural and social sciences and other humanities departments.

Major in Philosophy

Consists of ten courses:

- PHIL 22000
- PHIL 25000
- PHIL 25100
- One of the following 300-level courses: PHIL 30100, 30200, 30300, or 30400
- PHIL 31100
- Two elective Philosophy courses
- Junior Independent Study: PHIL 40100
- Senior Independent Study: PHIL 45100
- Senior Independent Study: PHIL 45200

Minor in Philosophy

Consists of six courses:

- One of the following 200-level courses: PHIL 25000 or 25100
- One 300-level course: PHIL 30100, 30200, 30300, 30400, 31000, 31100, or 31200
- Four elective Philosophy courses

Special Notes

- Students are strongly encouraged to take PHIL 10000 as a first course in Philosophy.
- Majors and minors are not permitted to take any courses within the department for S/NC credit.
- Only grades of C- or better are accepted for the major or minor.

PHILOSOPHY COURSES

ETHICS, JUSTICE, AND SOCIETY

PHIL 10000. ETHICS, JUSTICE AND SOCIETY

Philosophy aims to understand and solve fundamental conceptual problems in all areas of human inquiry. Philosophical reasoning deals with such problems in a systematic and rigorous way. The aim of this course is to introduce the practice of doing philosophy. This course will focus upon questions relating to ethics and political philosophy, and will address methods of argumentation and critical reasoning. *Annually, Fall and Spring. [AH]*

PHIL 21000. JURISPRUDENCE: LAW AND SOCIETY

This course examines the nature of law, its relation to coercive power and to morality. How should one define

law? In what way should precedent determine the decisions of judges? As well as investigating these classical questions of jurisprudence, it will also study contemporary criticism of legal theory, the relationship of the law to justice, and important legal cases. *Spring. [AH]*

PHIL 21200. RACE, GENDER AND JUSTICE (Women's, Gender, and Sexuality Studies)

This course examines various historical and contemporary conceptions of race and gender and the relation these concepts have to past and present manifestations of injustice. The course critically engages: the ontological status of race and gender categories, the persistence of racial and gender groups/identities, and the psychological, corporeal, and economic effects of historical race-based and sex-based subjugation and disenfranchisement. *Alternate years. [C, AH]*

PHIL 21500. BIOMEDICAL ETHICS (Neuroscience)

This course examines the ethical problems that arise within medicine and health care. Ethical questions relating to the physician-patient relationship, reproductive rights, abortion, AIDS, physician-assisted suicide, patient autonomy, and the allocation of resources will be addressed. *Alternate years. [AH]*

PHIL 21600. ENVIRONMENTAL ETHICS (Environmental Studies)

This course is an examination of the ethical obligations that humans have toward the environment. What is the nature and source of our obligations to animals, plants, and the environment as a whole? Can non-human entities have rights? We will evaluate various approaches to these questions including anthropocentrism, ecocentrism, ecofeminism, and agrarianism. *Alternate years. [AH]*

PHILOSOPHY AND THE LIBERAL ARTS

PHIL 22000. LOGIC AND PHILOSOPHY

This course examines the development of formal logic from categorical logic to sentential and predicate logic. In addition, the course evaluates the nature of formal logical systems and the philosophical issues related to them. Such issues include puzzles about sets, conditional statements, induction, contradiction, and the nature of truth and meaning. *Annually. Fall and Spring. [AH]*

PHIL 22100. PHILOSOPHY AND THE RELIGIOUS LIFE (Religious Studies)

In one part of this course we will look at traditional issues in the philosophy of religion: the nature of religious experience, classical proofs for the existence of God, and the problem of evil. In the second part of the course we will focus on issues in religious language, "seeing God," the place of ceremony and liturgy in religious life, and religious pluralism. *Alternate years. [R, AH]*

PHIL 22200. SCIENTIFIC REVOLUTIONS AND METHODOLOGY (Neuroscience)

The traditional view of scientific method, with its emphasis on observation, prediction, falsification, and hypothesis forming, is often thought to be a model of rationality. Yet there have been several conceptual revolutions in science that seem to challenge this view. This course will critically evaluate the scientific method, including empiricist, post-modern, and feminist critiques. *Alternate years. [AH]*

PHIL 22300. PHILOSOPHY, CULTURE, AND EDUCATION (Education)

The philosophical study of education includes such issues as the formation of knowledge, curriculum rationale, conceptions of human nature, the requirements of citizenship, and the cultivation of intellectual and moral virtues. *Alternate years. [AH]*

PHIL 22400. ART, LOVE, AND BEAUTY

What is the relationship between the artist, the work of art, and the audience? In this course, we will learn to say something meaningful about different forms of art, such as dance, music, architecture, and visual arts. What is it to appreciate them? What do we see, hear, feel? What is art's relationship to culture, to perception, to judgment? How do classical theories of aesthetics interface with modern and post-modern views? *Alternate years. [AH]*

COMPARATIVE PHILOSOPHY

PHIL 23000. EAST/WEST COMPARATIVE PHILOSOPHY (East Asian Studies, South Asian Studies)

This course is an examination of fundamental issues in philosophy, focusing on the work of philosophers in the Indian, Chinese, and Western traditions. Special attention will also be given to critical reflection on the project of comparative philosophy. *Alternate years. [Wt, C, AH]*

PHIL 23100. INDIAN PHILOSOPHY AND ITS ROOTS (South Asian Studies)

This course is an examination of the unique Indian tradition of philosophy, including careful study and analysis of the Vedic and Upanishadic inheritance, "Heterodox" developments, such as the Buddhist and Jaina sys-

tems, and the “Orthodox” schools of Hindu philosophy, as well as later developments in Indian thought. Each offering of this course will focus on a distinct philosophical theme. *Alternate years. Fall. [W†, C, AH]*

PHIL 23200. CHINESE PHILOSOPHY (Chinese Studies, East Asian Studies)

An examination of traditional Chinese thought, in translation, with emphasis on philosophical problems. The topics to be covered in lectures and discussions will include Confucianism, Taoism, Buddhism, Neo-Confucianism, and Ch’ing empiricism. *Alternate years. [C, AH]*

PHIL 23400. AFRICAN PHILOSOPHY (Africana Studies)

An examination of the African tradition of philosophy, including the epistemology and metaphysics, ethics, and political philosophy. The primary focus will be the various concepts in ethics and political philosophy, particularly, as these issues arise within the political and social structures in post-colonial Africa. *[C, AH]*

HISTORICAL FOUNDATIONS

PHIL 25000. ANCIENT PHILOSOPHY: PLATO AND ARISTOTLE (Classical Studies)

This course examines the major philosophical texts of Ancient Greece and the Presocratic writings out of which they grew. The writings of these philosophers have implications for contemporary politics, education, morality, and knowledge. *Annually. Fall and Spring. [AH]*

PHIL 25100. RATIONALISM AND EMPIRICISM

During the period from about 1600 to 1800, modern science emerged, and the Medieval worldview receded. These deep changes led to a re-evaluation of our understanding of knowledge, God, and the human mind. This course focuses on the Empiricist philosophies of Locke, Berkeley, and Hume, and the Rationalism of Descartes, Spinoza, Leibniz, and Kant. Their work will be used to introduce some crucial debates in philosophy today. *Annually. Fall. [AH]*

PHIL 26100. THEMES IN CONTINENTAL PHILOSOPHY

This course is meant to give an introduction to major figures and schools of thought within continental philosophy (e.g., phenomenology, hermeneutics, critical theory, post-structuralism, and post-Marxism). The course engages the basic themes, questions, and theoretical frameworks of challenging and provocative philosophers, such as Martin Heidegger, Hans-Georg Gadamer, Herbert Marcuse, Michel Foucault, Jürgen Habermas, and Chantal Mouffe. *Alternate years. [AH]*

PHIL 26400. EXISTENTIALISM

The philosopher Jean-Paul Sartre claimed that all existentialist philosophers, whether atheistic or theistic, share the belief that “Existence precedes essence.” By this unifying principle, Sartre meant that we must begin philosophizing by acknowledging the fact of the enigma of existence. In Sartre’s view, the history of philosophy has shown us that philosophical systems attempting to provide the meaning of existence necessarily fail. What philosophy then will stand in place of failed essentialist philosophy? If life has no discoverable meaning, how should we live? In this course, we will examine primary texts of four existentialist philosophers, who wrestle with this post-modern understanding of philosophy: Martin Heidegger, Soren Kierkegaard, Albert Camus, and Walker Percy. *Alternate years. Spring. [W†, AH]*

PHIL 26600. AMERICAN PHILOSOPHY

This course offers a detailed examination of the central doctrines of two or more of the following American philosophies: transcendentalism, American idealism, pragmatism, and neo-pragmatism. Questions relating to tychism, radical empiricism, the fixation of belief, the experimental community of inquiry, individualism, democracy, meliorism, and faith will be addressed. Readings will be drawn from such writers as Ralph Waldo Emerson, Margaret Fuller, Charles Sanders Peirce, William James, Josiah Royce, Jane Addams, John Dewey, Alain Locke, Richard Rorty, and Leonard Harris. *Alternate years. [AH]*

PHIL 29908. ISLAMIC PHILOSOPHY AND THEOLOGY (Religious Studies)

This course will provide an in-depth introduction to Islamic Philosophy and Theology. Our concentration will be on the classical period (9th-12th centuries), but we will also touch on post-classical and modern Islamic philosophers. We will explore the intellectual culture of medieval Islam, the relationship between philosophy and mysticism and between philosophy and theology, epistemology, ethics, and the influence of Greek and Jewish tradition. Our focus will be on getting through the philosophers themselves with our own intellects as guides, so we will read a number of primary sources in English translation, including the works of al-Kindi, al-Farabi, Ibn Sina, al-Ghazzali, Ibn Rushd, and Ibn al-Arabi. Class structure will include brief background lectures but center on discussion of readings. Some knowledge of Greek philosophical tradition would be welcome but will not be necessary. *Alternate years. Fall. [AH]*

ADVANCED SEMINARS IN PHILOSOPHY

PHIL 30100. ONTOLOGICAL COMMITMENTS

Ontology, as part of metaphysics, investigates the general features of what there is, and takes up questions about topics as diverse and central as universals, particulars, space, time, causation, and persistence. This class undertakes a rigorous investigation of the ontological commitments we have – and works toward an understanding of which ones we should have. At the same time, it develops students' skills in critical interpretation, analysis, argumentation, and expression. *Prerequisite: A minimum of two Philosophy courses. Alternate years. [AH]*

PHIL 30200. EPISTEMOLOGY: RATIONALITY AND OBJECTIVITY

This course examines the nature and scope of human knowledge. What does it mean to be rational? What is objectivity? Can humans obtain knowledge and truth? We will critically examine answers presented by foundationalism, coherentism, reliabilism, and naturalized epistemology. *Prerequisite: A minimum of two Philosophy courses. Alternate years. Spring. [AH]*

PHIL 30300. UNDERSTANDING LANGUAGE

What is meaning? How do we understand each other? To what do words refer? Formal theories of meaning and syntax offer one kind of answer to these questions. Other answers focus on communicative behavior and speech acts. Still others focus on the metaphorical use of language and context. We will critically evaluate these different approaches. *Prerequisite: A minimum of two Philosophy courses. Alternate years. Fall. [AH]*

PHIL 30400. PHILOSOPHY OF MIND AND COGNITIVE SCIENCE

What is the relation between the mind and the brain? Is consciousness a neurological function? What are the limits of artificial intelligence? During this century, there has been a dramatic revolution in our understanding of these and other issues. We will follow and critically evaluate some of these changes. *Prerequisite: A minimum of two Philosophy courses. Alternate years. [AH]*

PHIL 31000-31010. SEMINAR IN PHILOSOPHY

A topical seminar which focuses upon a special issue or the work of a particular philosopher. *Prerequisite: A minimum of two Philosophy courses. Alternate years. [W+, AH]*

PHIL 31100. ETHICAL THEORY

In this course, we will examine and compare the main theories of ethics: utilitarianism, Kant's Ethics, virtue theory, feminist ethics, and moral cognitivism. The focus of this course will be on the foundations of moral principles. *Prerequisite: A minimum of two Philosophy courses. Annually. Fall and Spring. [AH]*

PHIL 31200. POLITICAL PHILOSOPHY

This course explores themes in political philosophy from the 19th century to the present. It addresses fundamental questions about the conditions for a political state's legitimacy, citizens' obligations, the nature of justice and rights, and the concept of fairness in respect to the distribution of resources. We will also examine questions about pluralism, the good life, and the relationship between conceptions of the good life and public/political institutions. Can and should our political institutions be neutral with respect to conceptions of the good life? *Prerequisite: A minimum of two Philosophy courses. Alternate years. Fall. [AH]*

PHIL 40000. TUTORIAL

A tutorial course on a special topic offered to an individual student under the supervision of a faculty member. (.25 – 1 course credit) *Prerequisite: The approval of both the supervising faculty member and the chairperson are required prior to registration.*

PHIL 41000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends philosophical skills and learning to a work position within an academic, community, business, governmental, or non-governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. (.25-4 course credits) *S/N/C course. Prerequisite: The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.*

PHIL 40100. JUNIOR INDEPENDENT STUDY

A seminar designed to help students further develop their ability to do independent research in philosophy and to write a philosophical thesis. In order to achieve this goal, the course will require students to examine ques-

tions about the nature and methodology of philosophy, engage in research using philosophical journals and electronic databases, deliver oral presentations, participate in peer review of others' writing, and plan and write a philosophical paper.

PHIL 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: PHIL 40100.*

PHIL 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in a thesis and an oral examination. *Prerequisite: PHIL 45100.*

PHYSICAL EDUCATION

FACULTY:

Keith Beckett, Chair

Lisa Campanell-Komara

Brenda Meese

Steve Moore

Tim Pettorini

The Department of Physical Education, Athletics, and Recreation supports the belief that participation in physical activity and sports are integral components of the culture in which we live. The values and concepts inherent in sports are parallel to those developed within the framework of a liberal arts education. Skills learned through physical activity and sport participation are valuable personal, social, and recreational tools which may be used to enrich the lives of men and women within society. The department is committed to create and develop a unique program of health, fitness, and leisure education dedicated to improving the quality of life and promoting longevity.

The discipline of Physical Education challenges us to:

- acquire and maintain a level of fitness and wellness necessary to enhance the quality of life;
- develop a coordinated body and efficient movement patterns that will be understood and utilized by us during activity;
- become more proficient in one or more activities which give personal satisfaction, enjoyment, and leisure time resources during and beyond college;
- develop through sport experiences and physical activity the values and standards of conduct inherent in participation in sport and recreational activity.

Minor in Physical Education

Consists of six courses:

- Six Physical Education courses at the 200-level or beyond

Special Notes

- Only grades of C- or better are accepted for the minor.

LIFETIME SPORT AND PERSONAL CONDITIONING COURSES

The Department of Physical Education offers courses in a variety of lifetime sports and personal conditioning activities. These courses meet for one-half semester. The focus of these courses is for students to acquire and further develop the fundamental

skills/knowledge that would allow them to participate in a selected sport or activity. Students may earn one-quarter credit for each lifetime sport course, and no more than four of these courses may count for degree completion credit. Students who participate on intercollegiate teams may earn .25 course credit (one time) for their participation by registering for PHED 13001-13002.

PHED 10001-10002. ARCHERY (.25 course credit)

PHED 10101-10102. BADMINTON, BEGINNING (.25 course credit)

PHED 10301-10302. BASIC SELF DEFENSE, BEGINNING (.25 course credit)

PHED 10401-10402. BASIC SELF DEFENSE, INTERMEDIATE (.25 course credit)

PHED 10801-10802. BOWLING, BEGINNING (.25 course credit)

PHED 10901-10902. BOWLING, INTERMEDIATE (.25 course credit)

PHED 11101-11102. GOLF, BEGINNING (.25 course credit)

PHED 11201-11202. GOLF, INTERMEDIATE (.25 course credit)

PHED 11501-11502. KARATE, BEGINNING (.25 course credit)

PHED 11601-11602. KARATE, INTERMEDIATE (.25 course credit)

PHED 11801-11802. PERSONAL CONDITIONING (.25 course credit)

PHED 11901-11902. PERSONAL CONDITIONING, ADVANCED (.25 course credit)

PHED 12001-12002. PLYOMETRICS (.25 course credit)

PHED 12201-12202. SCUBA, BEGINNING (.25 course credit)

PHED 12301-12302. SCUBA, ADVANCED (.25 course credit)

PHED 12601-12602. TABLE TENNIS (.25 course credit)

PHED 12701-12702. TENNIS, BEGINNING (.25 course credit)

PHED 12801-12802. TENNIS, INTERMEDIATE (.25 course credit)

PHED 13101-13114. FALL VARSITY SPORTS (S/NC course)

PHED 13201-13213. SPRING VARSITY SPORTS (S/NC course)

PHED 13301-13202. YOGA (.25 course credit)

PHYSICAL EDUCATION COURSES

PHED 20000. WOMEN IN SPORT (Women's, Gender, and Sexuality Studies)

Psychological, sociological, and physiological factors that contribute to an interest and ability to participate in sports, with special reference to those factors particularly significant to women. This course also reviews relevant historical and current events.

PHED 20200. ELEMENTARY PHYSICAL EDUCATION

Development of a fundamental movement foundation along with skills and knowledge necessary for sequencing educational games, rhythms, and gymnastics.

PHED 20400. EXERCISE, NUTRITION, AND STRESS MANAGEMENT

Study of the basic concepts of nutrition, the elementary principles of exercise physiology, and the physiological principles of stress as well as the relationship of these subject areas to one another.

PHED 20600. PREVENTION AND CARE OF ATHLETIC INJURIES

Personal and team conditioning methods, standard first aid techniques, methods and materials for prevention and care of injuries common in athletic activities and their appropriate rehabilitation techniques.

PHED 20700. ADMINISTRATION OF PHYSICAL EDUCATION

Professional planning of physical education programs with special reference to curriculum development, facilities, equipment, legal liability, and public relations.

PHED 30800. PRACTICUM IN COACHING/ATHLETIC TRAINING AND PHYSICAL THERAPY

Prerequisite: Approval of the department chairperson.

PHED 40000. TUTORIAL

A tutorial course on special topics offered to an individual student under the supervision of a faculty member. *Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration. Fall and Spring.*

PHYSICS

FACULTY:

Susan Lehman, Chair

Adam Fritsch

Cody Leary

John Lindner

Niklas Manz

Why is the sky blue? Why is water wet? In seeking to understand natural phenomena as simply as possible, physicists have made a remarkable discovery: whatever questions they ask the answers ultimately involve the *same* elegant principles of energy and momentum, mass and charge. Physicists seek and study rhythms and patterns among natural phenomena, including those that are readily apparent (like the orbits of planets) and those that are apparent only to deep analysis and careful observation (like the quantum fluctuations of atoms). Abetted by the power of mathematics, they ultimately comprehend and express the fundamental regularities of the physical universe in uniquely human metaphors. In this way, the universe comes to know itself in human terms.

A Physics major provides a rigorous grounding in the scientific process and a firm scientific understanding of the world. It fosters critical thinking and provides broad practical training in science and technology. It can lead to graduate study and basic research (in a variety of disciplines), to stimulating jobs in industry, or to challenging and rewarding careers in teaching. Our faculty is engaged in original research, and our students are drawn early into collaborative research projects with faculty.

Major in Physics

Consists of fifteen courses:

- MATH 11100
- MATH 11200
- MATH 21200
- PHYS 11100
- PHYS 11200
- PHYS 20100
- PHYS 20200
- One of the following courses: PHYS 22000 or 23000
- PHYS 30100
- PHYS 30200
- PHYS 30400
- One additional 300-level course
- Junior Independent Study: PHYS 40100
- Senior Independent Study: PHYS 45100
- Senior Independent Study: PHYS 45200

Minor in Physics

Consists of six courses:

- PHYS 11100
- PHYS 11200
- PHYS 20100
- Three elective Physics courses, only one of which can be PHYS 10300, 10400, or 10500

Special Notes

- The Calculus Physics sequence PHYS 11100, 11200 is a prerequisite for the selection of Physics as a major and is best taken the first year, although one can still complete the major if the sequence is taken the second year.
- The Calculus sequence MATH 11100, 11200 must be taken at least concurrently with the Calculus Physics sequence, although MATH 10700, 10800 may substitute for MATH 11100.
- Students must have completed both the Calculus sequence (MATH 11100 and MATH 11200) and the Calculus Physics sequence (PHYS 11100 and PHYS 11200) with a grade of C- or better before enrolling in PHYS 20100.
- Those students considering graduate study in physics should also take PHYS 35000, MATH 21100, CHEM 11100, 11200, and as many advanced Physics courses as can be scheduled.
- Those students considering astronomy or astrophysics as a career should major in Physics and take PHYS 10400, 10500, and 32000.
- For students interested in engineering, Physics is a natural basis for 3-2 engineering programs, which are described under *Pre-Professional and Dual Degree Programs*. However, such students must complete enough physics in three years to complete the major in the fourth year, if necessary.
- PHYS 10300, 10400, 10500, 10700, and 10800 do not count toward a Physics major (except by special permission of the department).
- No student may receive credit for both PHYS 10700 and 11100, or for both PHYS 10800 and 11200.
- **Advanced Placement:** A student may receive credit if a score of 4 or 5 is obtained on any of the following AP examinations:
 - Physics B
 - Physics C: Mechanics
 - Physics C: Electricity and Magnetism
- Students need to check with the chairperson of the department to determine whether they will receive one or two credits toward graduation and at what level they should begin their college Physics courses. The advanced placement policy of the College is explained in the section on *Admission*. Students who have taken a college level physics course (other than Advanced Level or AP Exam) and would like to place beyond the first Physics course need to take a placement exam that the chairperson administers.
- The laboratory and classroom components are closely integrated in Physics courses with a laboratory and must therefore be taken concurrently. The course grade and the laboratory grade will be identical and are based on performance in both components; the relative weight of the two components will be stated in each course syllabus.
- Physics majors cannot use S/NC grading option for the required courses, and the department recommends they not use it for any course in Physics, Mathematics, or Chemistry.
- Physics minors can use the S/NC grading option for no more than two of the required courses.
- Only grades of C- or better are accepted for the major or minor.

PHYSICS COURSES

PHYS 10300. PHYSICS REVOLUTIONS

Designed for non-science majors, this course explores how physics has revolutionized our understanding of the natural world. Revolutions include the unification of the terrestrial and the celestial in Newton's Mechanics; of

electricity, magnetism and light in Maxwell's Electromagnetism; of space and time in Einstein's Theory of Relativity; of particles and waves in Quantum Mechanics. No mathematics beyond high school algebra is assumed. Three hours per week. [Q, MNS]

PHYS 10400. ASTRONOMY OF THE SOLAR SYSTEM

In just one generation, space exploration has revolutionized our understanding of the solar system. Planets, moons, asteroids and comets have been transformed from obscure and remote objects with mythical names to remarkable and detailed real worlds. In this course, we will study the surprising new solar system that the Space Age continues to reveal. Knowledge of high school algebra and trigonometry is expected. Three hours per week. [MNS]

PHYS 10500. ASTRONOMY OF STARS AND GALAXIES

The brilliant and sometimes fuzzy objects in the night sky are dynamic, volatile stars and gigantic galaxies. We will study the general properties of stars as well as how they evolve from birth to death. We will also study the shape and composition of galaxies and the ultimate fate of our universe. Knowledge of high school algebra and trigonometry is expected. Three hours per week. Fall. [MNS]

PHYS 10700. ALGEBRA PHYSICS I (Communication)

Mechanics, heat, wave motion and sound. For students who do not intend to major in physics. Students who have completed one semester of calculus with a grade of C+ or better should take PHYS 11100. Three hours per week plus laboratory. Knowledge of algebra and trigonometry is expected. (1.25 course credits) Annually. Fall. [Q, MNS]

PHYS 10800. ALGEBRA PHYSICS II

Optics, electricity and magnetism, and atomic and nuclear physics. Three hours per week plus laboratory. (1.25 course credits) Prerequisite: PHYS 10700. Annually. Spring. [Q, MNS]

PHYS 11100. CALCULUS PHYSICS I

Quantitative development of classical mechanics and thermodynamics. For students who intend to major in physics or chemistry or attend a professional school. Three hours per week plus laboratory. (1.25 course credits.) Prerequisite: MATH 11100 (may be taken concurrently; MATH 10700-10800 may substitute for MATH 11100, but taking MATH 10700 concurrently with PHYS 11100 will defer PHYS 11200 to the next academic year). Annually. Fall. [Q, MNS]

PHYS 11200. CALCULUS PHYSICS II

Quantitative development of classical electromagnetism and optics. Three hours per week plus laboratory. (1.25 course credits) Prerequisite: PHYS 11100, and MATH 11200 must be taken at least concurrently. Annually. Spring. [Q, MNS]

PHYS 20100. MODERN PHYSICS

Space-time physics (relativity, gravitation) and quantum physics (the microworld). Three hours per week plus laboratory. (1.25 course credits) Prerequisite: PHYS 11200, or PHYS 10800 with permission of the instructor. Annually. Fall. [W, Q, MNS]

PHYS 20200. MATHEMATICAL METHODS FOR THE PHYSICAL SCIENCES

Introduces skills of differential equations, linear algebra, and Fourier analysis essential to the physical sciences and engineering. Three hours per week. Prerequisite: MATH 11200 and PHYS 11200. Annually. Spring.

PHYS 22000. ELECTRONICS FOR SCIENTISTS

An introduction to the principles and applications of circuit components, operational amplifiers, oscillators, digital logic, analog-to-digital and digital-to-analog, and an introduction to LabVIEW. Three hours per week plus laboratory. (1.25 course credits) Prerequisite: PHYS 10800 or 11200. Fall. [Q, MNS]

PHYS 23000. COMPUTATIONAL PHYSICS

A project-based introduction to computer simulation that develops increasingly sophisticated numerical models of physical systems in parallel with proficiency in either a modern computer language like C++ or in computational software like *Mathematica*. Three hours per week plus laboratory. (1.25 course credits) Prerequisite: PHYS 20100 (may be taken concurrently). Alternate years.

PHYS 30100. MECHANICS

Viscous forces, harmonic motion, rigid bodies, gravitation and small oscillations in Newtonian mechanics, Lagrange and Hamilton formulations, computer simulation and numerical methods. Three hours per week. Prerequisite: PHYS 11100 and MATH 21200, PHYS 20200. Annually. Fall.

Physics

PHYS 30200. THERMAL PHYSICS

Classical and quantum treatment of problems in thermodynamics and statistical mechanics. Three hours per week. *Prerequisite: PHYS 20100. Alternate years.*

PHYS 30400. ELECTRICITY AND MAGNETISM

Introduction to classical field theory and Maxwell's equations of electromagnetism. Three hours per week. *Prerequisite: PHYS 11200, 20200, and MATH 21200. Alternate years.*

PHYS 30500. PARTICLE PHYSICS

An introduction to the concepts and techniques of nuclear and elementary particle physics. Three hours per week. *Prerequisite: PHYS 20100. Every three years.*

PHYS 31000. GENERAL RELATIVITY

A detailed introduction to relativistic gravity, gravity as spacetime curvature, the Einstein field equations, and geodesic motion. Applications include the perihelion precession of Mercury, the deflection of starlight by the sun, black holes, gravity waves, and the Big Bang expansion of the universe. Three hours per week. *Prerequisite: PHYS 20100. Every three years.*

PHYS 31500. NONLINEAR DYNAMICS

An introduction to the study of systems described by nonlinear difference or differential equations using both qualitative and numerical techniques. Topics include stability and bifurcations, extreme sensitivity to initial conditions or chaos, strange attractors and fractals. Three hours per week. *Prerequisite: PHYS 20100. Every three years.*

PHYS 32000. ASTROPHYSICS

A quantitative introduction to astronomy and astrophysics. Topics include classical astronomy; stellar structure, stellar atmospheres, and stellar evolution; galactic structure, cosmology, and cosmogony. Emphasis will be on quantitative application of physical theory to astronomical phenomena. Three hours per week. *Prerequisite: PHYS 20100. Every three years.*

PHYS 32500. CONDENSED MATTER PHYSICS

An introduction to the physics of solid and liquid matter and the relationship between fundamental atomic interactions and observable macroscopic properties. Topics include crystal structure, lattice vibrations, electronic properties, semiconductors, and mechanical properties. Three hours per week. *Prerequisite: PHYS 20100. Every three years.*

PHYS 33000. MODERN OPTICS

An introductory course in the basic concepts, principles, and theories of modern optics, including lasers. Topics include wave optics, light and matter interactions, basic laser principles, holography, and specific optical systems. Three hours per week. *Prerequisite: PHYS 20100. Every three years.*

PHYS 35000. QUANTUM MECHANICS

A rigorous introduction to the formalism and interpretation of microworld physics. Probability amplitudes, interference and superposition, identical particles and spin, 2-state systems, Schrodinger evolution, applications. Three hours per week. *Prerequisite: PHYS 20100 and 20200, and MATH 21200. Alternate years. Spring.*

PHYS 39900. SELECTED TOPICS

Advanced Quantum Mechanics, Quantum Field Theory, and others offered when sufficient student interest is shown.

PHYS 40000. TUTORIAL

Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.

PHYS 40100. INDEPENDENT STUDY

Laboratory investigations in Mechanics, Thermal Physics, Optics, Quantum, Electricity and Magnetism. Techniques of statistics and data analysis, library utilization, computer interfacing and simulation are explored. One hour per week plus two laboratories. *Prerequisite: PHYS 20200 and one of the following: PHYS 30100, 30200, or 30400. Annually. Spring.*

PHYS 41000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the

joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. (0.25-4 course credits) S/NC course. Prerequisite: The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.

PHYS 45100. INDEPENDENT STUDY THESIS – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. Prerequisite: PHYS 40100.

PHYS 45200. INDEPENDENT STUDY THESIS – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. Prerequisite: PHYS 45100.

POLITICAL SCIENCE

FACULTY:

Angela Bos, Chair

Kent Kille

Matthew Krain

Jeffrey Lantis

Michele Leiby

Eric Moskowitz

Boubacar N'Diaye

Bas van Doorn (on leave Spring 2016)

Mark Weaver

Political Science is concerned with the study of power, government, and the state. Power relationships among individuals, groups, nations, and their governmental and policy results are examined using a variety of political science methods, including case studies, textual analysis, field research, interviews, and statistical analysis of quantitative data.

The discipline is divided into four major fields, listed below. Students of United States national politics examine the interactions among citizens, political parties, interest groups, social movements, and government institutions in the United States. Comparative politics provides students with a broader view of their own society by putting their experience into the context of how other societies in different parts of the world have attempted to solve problems of governance, justice, economic development, and political stability. International relations is concerned with patterns of conflict and cooperation among nations, countries, international organizations, and non-governmental actors such as human rights organizations, terrorist groups, and multinational corporations. Political theorists question the philosophical underpinnings of our understanding of the political world and implications for justice and the common good.

A major in Political Science provides the diverse analytical and critical skills appropriate to a liberal arts education at The College of Wooster. Political Science majors often continue their education by attending graduate school or law school. Many of our majors are employed by interest groups, government officials, research organizations, campaigns, and law and business firms.

Major in Political Science, Field I: United States National Politics

Consists of eleven courses:

- Two 100-level courses: PSCI 11000, 12000, 13000, or 14000
- Three courses in Field I, one of which is PSCI 11000
- Three electives, one from each of the other fields
- Two elective Political Science courses
- Junior Independent Study Equivalent: PSCI 35000
- Senior Independent Study: PSCI 45100
- Senior Independent Study: PSCI 45200

Major in Political Science, Field II: International Relations

Consists of eleven courses:

- Two 100-level courses: PSCI 11000, 12000, 13000, or 14000
- Three courses in Field II, one of which is PSCI 12000
- Three electives, one from each of the other fields
- Two elective Political Science courses
- Junior Independent Study Equivalent: PSCI 35000
- Senior Independent Study: PSCI 45100
- Senior Independent Study: PSCI 45200

Major in Political Science, Field III: Political Theory

Consists of eleven courses:

- Two 100-level courses: PSCI 11000, 12000, 13000, or 14000
- Three courses in Field III, one of which is PSCI 13000
- Three electives, one from each of the other fields
- Two elective Political Science courses
- Junior Independent Study Equivalent: PSCI 33000
- Senior Independent Study: PSCI 45100
- Senior Independent Study: PSCI 45200

Major in Political Science, Field IV: Comparative Politics

Consists of eleven courses:

- Two 100-level courses: PSCI 11000, 12000, 13000, or 14000
- Three courses in Field IV, one of which is PSCI 14000
- Three electives, one from each of the other fields
- Two elective Political Science courses
- Junior Independent Study Equivalent: PSCI 35000
- Senior Independent Study: PSCI 45100
- Senior Independent Study: PSCI 45200

Minor in Political Science

Consists of six courses:

- One 100-level Course: PSCI 11000, 12000, 13000, or 14000
- Five elective Political Science courses, with at least one course in each of two additional fields

Special Notes

- The two 100-level courses should be completed by the end of the sophomore year.
- Students will be asked to confirm their concentration field when they declare their major.

- Students who declare a concentration in Field I, II, or IV are required to take PSCI 35000, usually in the junior year. Students who declare a concentration in Field III are required to take PSCI 33000, usually in the junior year.
- Students should consult their adviser or the chair of the department concerning which courses might best complement their chosen concentration and interests.
- Senior Independent Study is completed in the field of concentration.
- Students may count towards graduation as many as three additional elective courses in Political Science. Indeed, students are strongly encouraged to take additional upper-division political science courses in order to acquire depth of understanding in preparation for internships and Senior Independent Study.
- **Teaching Licensure:** Interested students should consult with the chairs of Political Science and Education during their first year of study.
- **Advanced Placement:** A student may receive advanced placement credit in Political Science if a score of 4 or 5 is obtained on the following AP tests:
 - United States Government and Politics Test: credit for PSCI 11000
 - Comparative Government and Politics Test: credit for PSCI 14000
- Qualifying students must see the chair of Political Science. The advanced placement policy of the College is explained in the section on *Academic Policies*.
- Only grades of C- or better are accepted for the major or minor.

POLITICAL SCIENCE COURSES

Field I: UNITED STATES NATIONAL POLITICS

PSCI 11000. INTRODUCTION TO UNITED STATES NATIONAL POLITICS

An introduction to the major governmental institutions and processes in the United States, and the political forces that continue to shape them. *Annually. Fall and Spring. [HSS]*

PSCI 20200. ENVIRONMENTAL POLICY (Environmental Studies)

Examines the theories and politics of the U.S. environmental movement and analyzes the process through which environmental policy is made. The first part of the course focuses on the contemporary environmental movement, the environmental critique of present policies, and their proposals for changing the way we think about and interact with the environment. The second part of the course focuses on the political process through which environmental policy is made and on the policy alternatives regarding such topics as air pollution and hazardous waste. *Alternate years. [HSS]*

PSCI 20300. POLICY, POLITICS, AND SOCIAL CHANGE

Analyzes the nature of the policy-making process with an emphasis on the political interactions among the various individual and institutional actors involved at all levels in the U.S. federal system. It examines both the processes through which public policies evolve over time and the various social, economic, and political factors that influence the content of public policy. Both case studies of policy making and general models of the determinants of public policies are discussed. *Alternate years. [HSS]*

PSCI 20500. URBAN POLITICS (Urban Studies)

An exploration of urban politics in the context of a federalist governmental structure and a private economic system. Special emphasis is given to the distribution of community power, racial and ethnic conflict, urban public policies, community development, and the economic development of cities. *Annually. [C, HSS]*

PSCI 20600. POLITICAL PARTIES AND ELECTIONS

A systematic examination of elections and political parties focused on how well elections perform their representative function in the United States. *Alternate years. [HSS]*

PSCI 20700-20712. ISSUES IN UNITED STATES NATIONAL POLITICS

A course focusing on a selected topic concerning U.S. national politics. *May be taken more than once.*

PSCI 20800. RACE AND POWER (Africana Studies)

The course will explore the role of race in the development of the American political system. The course will evaluate a number of competing theoretical explanations for racial dynamics of contemporary American politics and public policy. While primarily focusing on the United States, there will also be a comparative dimension to the course. *Alternate years. [C, HSS]*

PSCI 21000. WOMEN, POWER, AND POLITICS (Women's, Gender, and Sexuality Studies)

A comprehensive examination of women as political actors, as candidates for political office, and as elected or appointed governmental officials in the United States. *Alternate years. [C, HSS]*

PSCI 21100. CONGRESS

Examines the U.S. Congress as a representative and policy-making institution. Among topics included are the recruitment and selection process, the organization of Congress, Congressional procedures, the interaction of Congress with other American political institutions, and the impact of these aspects of Congress on public policies. *Alternate years. [HSS]*

PSCI 21200. PRESIDENTIAL LEADERSHIP IN AMERICAN POLITICS

The course considers the question of whether the contemporary presidency can provide the necessary leadership appropriate for effective national decision-making while preserving constitutional democratic accountability. Examines the various political factors that influence the quality of the decision-making process within the modern presidency. *Alternate years. [HSS]*

PSCI 21400. CONSTITUTIONAL INTERPRETATION AND CIVIL LIBERTIES

Examines important political and theoretical questions regarding the rule of law, the nature of constitutional law, and the role of the Supreme Court in the U.S. system of government. The course focuses on these issues in the context of the interpretation and development of civil liberties, such as freedom of expression, freedom of religion, and the right to privacy. *Alternate years. [HSS]*

PSCI 21500-21501. ISSUES IN CONSTITUTIONAL LAW AND APPELLATE ADVOCACY

Each year this course will focus on detailed analysis of two related constitutional questions that are presented in a hypothetical case problem. The selected constitutional questions will reflect important public policy issues that are currently being litigated in the lower courts, but have not yet reached the Supreme Court. Students will research the relevant authorities cited in the case problem, argue the case before a moot court, and learn to write analytical briefs, legal memoranda, and persuasive briefs. *Annually. [W] May be taken more than once.*

PSCI 21600. THE IMPERIAL PRESIDENCY AND THE CONSTITUTION

Examines the historical growth of presidential authority in the U.S. through an investigation of presidential prerogative powers and emergency presidential powers delegated by Congress. The course seeks to answer the question of whether the contemporary U.S. constitutional system (including the courts, Congress, and the public) is capable of limiting the powers of the presidency. Among the issues to be considered are: the use of executive orders, presidential war making authority, executive detention of enemies of the state, warrantless wire-tapping, and the use of state secrecy. *Alternate years. [HSS]*

PSCI 21700. MEDIA AND POLITICS

A comprehensive analysis of the ways in which the mass media influence politics in the United States. Special attention is paid to the interaction between the media, citizens, and political campaigns. *Alternate years. [W, HSS]*

PSCI 21800. POLITICAL PSYCHOLOGY OF MASS BEHAVIOR

An introduction to the field of political psychology, an interdisciplinary field that employs cognitive and social psychological theories to examine mass political behavior. The course focuses on United States politics and, specifically, on how ordinary citizens makes sense of their political world. *Alternate years. [HSS]*

PSCI 21900. THE VOICE OF THE PEOPLE? PUBLIC OPINION AND VOTING BEHAVIOR

This course focuses on two ways in which ordinary citizens can have their voices heard in the political process: through public opinion and by casting their vote. We assess different explanations for (changes in) public opinion and electoral behavior and consider the extent to which these expressions of the public voice affect politics and policy. *Alternate years. [HSS]*

Field II: INTERNATIONAL RELATIONS

PSCI 12000. INTRODUCTION TO INTERNATIONAL RELATIONS (Global & International Studies)

An introductory level course that focuses on key actors, issues, theories, and political dynamics that shape world politics. The course explores opposing trends toward integration (globalization) and disintegration (conflict) in international politics. Theories are tested in case studies of particular regions, problems, and historical moments. *Annually. Fall and Spring. [C, HSS]*

PSCI 22100. INTERNATIONAL SECURITY (Global & International Studies)

An examination of the changing realities of security in the 21st century. Topics include the defense policies of various states and their implications for international stability; the proliferation of nuclear weapons; interna-

tional terrorism; theories of war; and the prospects for security through negotiation, cooperation, and international organization. *Alternate years. [HSS]*

PSCI 22200. PROBLEMS OF THE GLOBAL COMMUNITY (Global & International Studies)

A critical analysis of problems confronting the global community — such as population expansion, economic development, environmental degradation, and anarchy — and individual and collective efforts to cope with them. *Alternate years. [C, HSS]*

PSCI 22300. UNITED STATES FOREIGN POLICY (Global & International Studies)

A critical assessment of the development of United States foreign policy from World War II to the present; examines the key actors and institutions involved in the foreign policy-making process (the President, Congress, interest groups, bureaucracy, public opinion, etc.); and surveys contemporary foreign policy challenges. *Annually. [HSS]*

PSCI 22400. COMPARATIVE FOREIGN POLICY (Global & International Studies)

This course analyzes foreign policy development in comparative perspective. It examines prominent theoretical perspectives and explores the behavior of different countries in Asia, Europe, Latin America, Africa, and the Middle East; and in different issue areas, including national security policy, foreign economic policy, and environmental policy. *Alternate years. [C, HSS]*

PSCI 22500. THE UNITED NATIONS SYSTEM (Global & International Studies)

An in-depth examination of the United Nations System, including historical background, organizational structure, procedures, and global problems handled. An extended Model United Nations simulation provides a detailed feel for the decision-making process involved in addressing issues through the United Nations. *Alternate years. [C, HSS]*

PSCI 22600. INTERNATIONAL POLITICAL ECONOMY (Global & International Studies)

This course explores mutual relationships between politics and economics in the relations of states; political effects of economic disparities; foreign economic policies of states in trade, aid, investment, and debt management; the roles of international institutions in the global economy; policy implications. *Annually. [C, HSS]*

PSCI 22700. THEORIES OF INTERNATIONAL RELATIONS (Global & International Studies)

This course examines the assumptions and implications of the major theories of international relations. Students will explore, compare, and debate the merits of contending theoretical explanations of international interactions, and explore how they might be applied to research and policymaking. Recommended for juniors. *Annually. [HSS]*

PSCI 22800. NATIONALISM AND INTERDEPENDENCE (Global & International Studies)

This course explores the contrasting trends of fragmentation and integration in international relations by examining challenges to the predominance of sovereign states; including nations, regional and universal governmental organizations, nongovernmental organizations, and cultural interdependence. *Alternate years. [HSS]*

PSCI 22900-22909. ISSUES IN INTERNATIONAL RELATIONS (Global & International Studies)

A course focusing on a selected topic concerning International Relations. *May be taken more than once. [C, HSS]*

Field III: POLITICAL THEORY

PSCI 13000. INTRODUCTION TO CONTEMPORARY POLITICAL IDEOLOGIES

An introductory level course that focuses on the comparative analysis of competing ideologies that have dominated Western politics in the twentieth century: liberalism, libertarianism, conservatism, democratic socialism, communism, anarchism, and fascism. The second part of the course analyzes several of the newer ideologies that are transforming politics in the twenty-first century: minority liberation, liberation theology, gay liberation, feminism, environmentalism, animal liberation, and religious fundamentalism. *Annually. [HSS]*

PSCI 23100. MODERN WESTERN POLITICAL THEORY

A critical examination of the works of selected major theorists in the “modern” period which begins with Machiavelli and includes Hobbes, Locke, Rousseau, Burke, Hegel, John Stuart Mill, Harriet Taylor Mill, and Marx, among others. *Alternate years. [HSS]*

PSCI 23200. KNOWLEDGE AND POWER

A critical analysis of the philosophical underpinnings of the study of politics and of the complex connections between knowledge and power in contemporary political life. *Alternate years. [HSS]*

PSCI 23400. CONTEMPORARY WESTERN POLITICAL THEORY

A survey of major political and social theorists who have shaped twentieth century Western thought, such as Nietzsche, Weber, Freud, Woolf, Gadamer, Habermas, and Foucault, among others. *Alternate years. [HSS]*

PSCI 23500. CONTEMPORARY FEMINIST POLITICAL THEORY (Women's, Gender, and Sexuality Studies)

A critical analysis of selected contemporary feminist political theorists, including Davis, Eisenstein, Elshain, Flax, Haraway, Hartstock, MacKinnon, O'Brien, and Watkins, among others. *Alternate years. [HSS]*

PSCI 23900-23907. ISSUES IN POLITICAL THEORY

A course focusing on a selected topic concerning Political Theory. *May be taken more than once. [HSS]*

Field IV: COMPARATIVE POLITICS

PSCI 14000. INTRODUCTION TO COMPARATIVE POLITICS

This course introduces students to the basic concepts, tools, and theories of comparative politics. The main focus is on the emergence and development of major types of political systems and political institutions. Different political systems and institutions are systematically compared and analyzed in terms of how they respond to developmental tasks at different stages in the historical process. *Annually. [C, HSS]*

PSCI 24400. POLITICS IN DEVELOPING COUNTRIES (Global & International Studies)

This course examines the main problems confronting developing countries, the political tools and strategies used for addressing them, and their relative success and failure given the constraints of the international economic and political order. The problems of developing countries are examined in the light of modernization, dependency, world system, political-cultural, and institutional theories and approaches, and cases from all the main parts of the developing world. *Alternate years. [C, HSS]*

PSCI 24600. PEACE STUDIES (Global & International Studies)

An exploration of the numerous dimensions of violence present in the world and the variety of peace tools available to address this violence. Understanding of ways to build both negative and positive peace are bolstered through review of cases of violence. *Annually. [C, HSS]*

PSCI 24700-24726. ISSUES IN COMPARATIVE POLITICS (Global & International Studies)

A course focusing on a selected topic concerning Comparative Politics. *May be taken more than once. [W†, C, HSS]*

PSCI 24800. CONTEMPORARY LATIN AMERICAN POLITICS (Global & International Studies, Latin American Studies)

This course will study the political, economic and social changes that have taken place in the region since the 1980s. Particular attention will be paid to theories and processes of democratization and economic growth, poverty and social welfare in the region, and citizen demands for inclusion and political representation. Students will leave the class with a greater appreciation of the region and the ability to make informed and reasoned arguments about a wide variety of political and social issues facing contemporary Latin America. *Alternate years. [C, HSS]*

PSCI 24900. THE GOVERNMENT AND POLITICS OF AFRICA (Africana Studies, Global & International Studies)

A general overview of Africa's encounter with Europe and its after-effects. The course will also be concerned with the various ways in which African countries have attempted to build viable political and economic systems. *Alternate years. [C, HSS]*

RESEARCH AND METHODS COURSES

PSCI 33000. RESEARCH IN POLITICAL THEORY

This tutorial surveys the major contemporary approaches to political theory, including textual analysis, hermeneutics, critical theory and conceptual analysis, and focuses on research design and writing in political theory. Course requirements include the design and completion of a substantial research paper in political theory. This course is a prerequisite to enrolling in PSCI 45100 in Field III, Political Theory. *By arrangement with the instructor and the chair of the department. Annually.*

PSCI 35000. RESEARCH METHODS AND DESIGN (Global & International Studies)

This course is a survey of various methodologies employed in the study of political science as a foundation for Senior Independent Study. It emphasizes research design, hypothesis construction, data collection, and a variety of forms of empirical political analysis. PSCI 35000 is a prerequisite for enrolling in PSCI 45100. Political sci-

ence majors normally take PSCI 350 in their junior year. In the rare case of a student spending their entire junior year off-campus, they must notify the Chair of the Department of Political Science no later than fall semester of their sophomore year so arrangements can be made for the student to take the course in spring semester of their sophomore year. The department recommends that students have at least one introductory course and one 200-level course in their concentration field prior to enrolling in PSCI 35000. Students with a field specialization in Political Theory are exempt from this requirement but are required to take PSCI 33000 instead. *Annually, Fall and Spring.*

PSCI 39100, 39200, 39300. WASHINGTON SEMESTER PROGRAM

The Washington Semester's two credit seminar is accredited as PSCI 39100 and 39200, and the research project can be accredited as PSCI 39300. Since the prerequisites differ for the different seminars, the student should consult the Washington Seminar adviser within the Political Science Department. *S/NC course.*

PSCI 40000. TUTORIAL

A tutorial course on a special topic may be offered to an individual student under the supervision of a faculty member. *Prerequisite: The approval of both the supervising faculty member and the chairperson are required prior to registration.*

PSCI 41000. INTERNSHIPS

For a detailed discussion of the various internships available through the Washington Semester Program, see the description under *Off-Campus Study and Internships*. For internships with a focus in Political Science, the Washington Semester's part-time internship is accredited as PSCI 41000. Since the prerequisites differ for the different internships, the student should consult the Washington Seminar adviser within the Political Science Department. *S/NC course.*

PSCI 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: PSCI 35000 or 33000 (depending on concentration field).*

PSCI 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: PSCI 45100.*

PSYCHOLOGY

FACULTY:

Amber Garcia, Chair

Michael Casey

Susan Clayton

Gary Gillund

Grit Herzmann

Brian Karazsia (on leave Fall 2015)

John Neuhoff

Amy Jo Stavnezer

Barbara Thelamour

Claudia Thompson

Psychology combines perspectives from both the natural and social sciences to gain an understanding of the processes underlying human and animal behavior by examining influences ranging from the neurological to the sociocultural. The Psychology curriculum prepares students for diverse professional experiences. Over two thirds of its graduates enter professional programs at either the M.S. or Ph.D. level in psychology or related areas (e.g., education, law, social work, medicine). Other students enter the job market in a variety of settings immediately after graduation (e.g., technology, sales, finance, and social services).

The Psychology major stresses an empirical scientific approach to the broad range of psychological and behavioral issues and problems. As such, the curriculum is intended to expose students to both scientific and applied aspects of the discipline. As part of its facilities, the Department of Psychology maintains a statistical/computer facility and well-equipped animal, developmental, cognition, sensory/perception, and social/personality laboratories. Students also have access to the College's nursery school for observational studies.

Major in Psychology

Consists of ten courses:

- PSYC 10000
- PSYC 25000
- One elective 200-level Psychology course
- One of the following 300-level lab courses: PSYC 32100, 32200, 32300, 32400, or 33500
- One of the following 300-level lab courses: PSYC 32500, 32700, or 33000
- Three elective 300-level Psychology courses
- Junior Independent Study: see Special Notes below
- Senior Independent Study: PSYC 45100
- Senior Independent Study: PSYC 45200

Minor in Psychology

Consists of six courses:

- PSYC 10000
- PSYC 25000
- One elective 200-level Psychology course
- One of the following 300-level courses: PSYC 32100, 32200, 33500, or NEUR 32300
- One of the following 300-level courses: PSYC 32500, 32700, or 33000
- One elective 200- or 300-level Psychology course

Special Notes

- **Junior Independent Study:** The College requirement of a unit of Independent Study in the junior year is satisfied by PSYC 32100, 32200, 32300, 32400, 32500, 32700, 33000 or 33500 prior to Senior Independent Study.
- Majors are encouraged to take a two-semester sequence of a laboratory course in either Biology or Chemistry and at least one course in Mathematics and Computer Science.
- **Advanced Placement:** A student who has received a 4 or 5 on the Advanced Placement examination in Psychology may receive credit for PSYC 10000 and does not need to take that course as a prerequisite for advanced courses. The advanced placement policy of the College is explained in the section on *Admission*.
- A student who has earned a D or F in the same course two times may not repeat that course or count it within the major or minor.
- A minimum grade of C is required in PSYC 25000 to advance in the major or minor.
- Majors and minors are not permitted to take any courses within the department for S/NC credit, except for internships.
- A student must earn a grade of C- or higher for a course to count toward the major or minor, or to count as a prerequisite for any Psychology course.
- Students must complete two laboratory courses in Psychology before their senior year.

PSYCHOLOGY COURSES

PSYC 10000. INTRODUCTION TO PSYCHOLOGY (Neuroscience)

An introduction to psychological theory, research, and methods. Coverage includes basic neurological processes, principles of learning and cognition, individual differences in personality, developmental processes, sensation and perception, mental health, and social influences on behavior. Students may take the course only once for course credit. *Annually. Fall and Spring. [HSS]*

PSYC 11000. CHILD AND ADOLESCENT DEVELOPMENT (Communication, Education)

A study of the processes that contribute to the development of the individual as a person. The emphasis is typically on the child from conception to early adolescence. This course is intended primarily for students seeking licensure in Education. Psychology majors and minors are strongly encouraged to enroll in PSYC 10000. A 2-hour per week field placement at the College of Wooster Nursery School is required of all students. The field placement satisfies licensure requirements for Education minor students. Precludes enrollment in PSYC 32700. *Annually. [HSS]*

PSYC 21100. MATURITY AND OLD AGE (Communication)

A course exploring the individual's needs and developmental tasks to be accomplished by people as they progress from young adulthood to retirement and beyond. The impact of biological, sociological, and psychological factors on the aging process will be examined in an attempt to separate myth from reality about aging. The emphasis will be on middle aged people to senior citizens. *Prerequisite: PSYC 10000. Alternate years. [HSS]*

PSYC 21200. ABNORMAL PSYCHOLOGY (Neuroscience)

Examines the origin, development, and classification of abnormal behavior and human psychopathology. Topics will include mood and anxiety disorders, psychosis, substance-related disorders, and disorders usually diagnosed in childhood. *Prerequisite: PSYC 10000. Alternate years. [HSS]*

PSYC 21500. PSYCHOLOGY OF WOMEN AND GENDER (Women's, Gender, and Sexuality Studies)

This course focuses on the societal construction and significance of gender, as well as the psychological implications of events unique to women. We will engage in a critical examination of theories and evidence concerning differences between women and men. *Prerequisite: PSYC 10000. Alternate years. [HSS]*

PSYC 21800. ANIMAL COGNITION

Animal cognition is designed to attract students from a variety of disciplines (especially psychology, biology, anthropology and neuroscience), to explore the comparative science of cognitive processes in a wide range of animals, including humans. We examine research from a number of different fields and perspectives, including experimental psychology, ethology, neuroscience, physical anthropology, biology, evolutionary psychology, and developmental psychology. The course covers a wide range of animal abilities (in a remarkable range of species), including associate learning, navigational abilities, perceptual and memory processes, concept and rule acquisition, quantitative abilities, cognitive models of timing abilities, observational learning and imitation, self-recognition and self-awareness, cooperation, language and the capacity to teach others. *[HSS]*

PSYC 22000. STEREOTYPES AND PREJUDICE

This is a course on stereotyping and prejudice from a social psychological perspective. The course will familiarize students with both basic and advanced concepts in areas such as the origins and development of stereotypes and prejudice, social identity theory, affective and motivational processes, automatic and controlled processes, and prejudice reduction. Emphasis is placed upon empirical research. *Prerequisite: PSYC 100. Alternate years, staffing permitted. [HSS, C]*

PSYC 22500. ENVIRONMENTAL PSYCHOLOGY (Environmental Studies)

The field of environmental psychology explores the interrelationships between people and their physical environments, including both built and natural environments. This course covers the major areas of research in environmental psychology, including effects of the environment on humans, human perception of the environment, the relationship between humans and the natural world, and psychological factors affecting human care for the natural environment. We will also consider how this information can be applied to promote a healthier relationship between humans and their environment. *Prerequisite: PSYC 10000, or permission of the instructor. Alternate years. [HSS]*

PSYC 23000. HUMAN NEUROPSYCHOLOGY (Communication, Neuroscience)

This course will explore the functioning of the fascinating human brain by discussing how we make decisions, how we rationalize choices, how we consider emotions and how we learn, to name a few. The course empha-

sizes the various methodologies used to assess the functions of brain regions and behavior through case studies as well as empirical research. *Prerequisite: PSYC 10000. Annually. [HSS]*

PSYC 23500. EVOLUTIONARY PSYCHOLOGY (Neuroscience)

This course provides an integrated approach to studying human behavior based on an evolutionary model. Using Darwin's theory of natural and sexual selection we will investigate adaptive problems such as predator avoidance, inter-group aggression, mate selection, child rearing, and negotiating social relationships. Other topics include: "human nature," the origins and functions of various behavioral sex differences, the evolutionary basis of nepotism, gene-behavior relations, reproductive behavior, and how culture and social learning interface with Darwinian evolution. *Prerequisite: PSYC 10000. Alternate years. [HSS]*

PSYC 24500. HUMAN SEXUALITY

A survey course examining the evolutionary, comparative, biological, developmental, social, and historical-cultural aspects of human reproductive behavior. Additional topics include: sexually transmitted disease, sex in the context of human relationships, and issues of sexual orientation. *Prerequisite: PSYC 10000. Alternate years. [HSS]*

PSYC 25000. INTRODUCTION TO STATISTICS AND EXPERIMENTAL DESIGN (Neuroscience)

Introduction to the basic principles of descriptive statistics, inferential statistics, and experimental design. Includes SPSS instruction and a one-hour laboratory. Minimum grade of C is required to advance in the major or minor. *Prerequisite: PSYC 10000. Annually. Fall and Spring. [Q]*

PSYC 29900. SPECIAL TOPICS IN PSYCHOLOGY

A seminar that explores current theory and research in selected topics in psychology. Topics selected yearly and announced in advance by the faculty member responsible for the course. *Prerequisite: PSYC 10000. Annually. Fall and Spring. [HSS]*

PSYC 31500. MUSIC AND SPEECH PERCEPTION (Neuroscience)

Music and speech have long been proposed to have common evolutionary roots. Both have a hierarchical structure and complex rhythm. Both convey emotion and share many other communicative properties. In this class we will examine theory, methodology and phenomena surrounding the perception and production of music and speech with a particular focus on the overlap between these two domains. One goal of this course is to provide a strong foundation for conducting a research project in this area, either as an I.S. project or in another capacity. *Prerequisite: PSYC 25000.*

PSYC 31800. HEMISPHERIC SPECIALIZATION (Neuroscience)

We begin with research by the leading researcher in the world on split-brain studies, Michael Gazzaniga, who has examined not only hemispheric specialization but also a number of questions about the intricacies of the anatomy and functions of the human brain, and how it is both evolutionarily similar to, but also intriguingly different from, the brains of other animals. We will also examine some of the primary literature on hemispheric specialization and the behaviors related to a lateralized brain. We then examine topics related to hemispheric specialization and brain "modules." The course culminates in a term paper on a topic in hemispheric specialization. *Prerequisite: Psychology 25000 and at least one advanced laboratory course in psychology or biology. Some background in Neuroscience highly recommended.*

PSYC 32100. LEARNING AND BEHAVIOR (Neuroscience)

Detailed critical examination of theory, research and applications of learning processes, from simple associative processes (classical and operant conditioning) to complex processes (conceptual abstraction and reasoning). Scientific writing is emphasized. Three-hour weekly laboratory with additional outside hours for animal testing. Class and laboratory components are closely integrated and must be taken concurrently. *(1.25 course credits) Prerequisite: PSYC 25000. Annually. [W]*

PSYC 32200. MEMORY AND COGNITION (Communication, Neuroscience)

Analysis of complex human behavior, including learning, memory, perception, and cognition. Scientific writing is emphasized in this course. Includes a 3-hour laboratory in addition to class. The laboratory and classroom components are closely integrated and must be taken concurrently. *(1.25 course credits) Prerequisite: PSYC 25000. Annually. [W]*

PSYC 32300. BEHAVIORAL NEUROSCIENCE (Communication, Neuroscience)

An introduction to the anatomical and physiological basis of animal and human behavior. Content areas include basic neuronal physiology and brain anatomy, neural/endocrine interactions, methods in neuroscience,

control of movement, sexual development and behavior, sleep, learning and memory and physiological correlates of psychopathology. Includes a 3-hour laboratory in addition to class. The laboratory and classroom components are closely integrated and must be taken concurrently. Precludes enrollment in PSYC 32400. (1.25 course credits) *Prerequisite: PSYC 25000 or BIOL 20300 , suggested prerequisite: NEUR 20000. Annually. Fall. [W]*

PSYC 32400. COGNITIVE NEUROSCIENCE (Neuroscience)

This course examines how the human brain gives rise to cognitive abilities like perception, attention, language, emotion, memory, problem solving, and creative thinking. Topics include the cognitive theories proposed for these human abilities, the neural structures responsible for these abilities, and the methods employed to measure brain-behavior relationships. Includes a 3-hour laboratory in addition to class. The laboratory and classroom components are closely integrated and must be taken concurrently. Precludes enrollment in PSYC 32300. (1.25 course credits) *Prerequisite: PSYC 25000 or BIOL 20300 . Annually. Spring. [W , HSS]*

PSYC 32500. PERSONALITY: THEORY AND RESEARCH

This course emphasizes theories of human personality and research generated from the theories. Scientific writing is emphasized in this course, which includes a 3-hour laboratory in addition to class. The laboratory and classroom components are closely integrated and must be taken concurrently. (1.25 course credits) *Prerequisite: PSYC 25000. Annually. [W]*

PSYC 32700. DEVELOPMENTAL PSYCHOLOGY: THEORY AND RESEARCH (Education)

A survey of methods, research topics, and theory in developmental psychology. Scientific writing is emphasized in this course. Includes a 3-hour laboratory in addition to class. The laboratory and classroom components are closely integrated and must be taken concurrently. A 2-hour per week field placement at The College of Wooster Nursery School is required of all students. The field placement satisfies licensure requirements for Education minor students. (1.25 course credits) *Prerequisite: PSYC 25000. Annually. [W]*

PSYC 33000. SOCIAL PSYCHOLOGY: THEORY AND RESEARCH

This course surveys theory and research on human social cognition and behavior, addressing the ways in which human beings are affected by others and covering topics such as social influence, prosocial and antisocial interactions, and relationships. Scientific writing is emphasized in this course. Includes a 3-hour laboratory in addition to class. The laboratory and classroom components are closely integrated and must be taken concurrently. (1.25 course credits) *Prerequisite: PSYC 25000. Annually. [W]*

PSYC 33100. CLINICAL PSYCHOLOGY

This course is designed to develop clinically-oriented critical thinking (e.g., How do clinicians approach cases, challenges, research?). It covers professional issues, ethics, research methodologies, clinical assessment and therapeutic modalities.. *Prerequisite: PSYC 21200 and 25000. Alternate years.*

PSYC 33500. PERCEPTION AND ACTION (Communication, Neuroscience)

This course reviews principles of perception and models of how perceptual information is acquired, represented cognitively, and used to interact with the environment. Primary topic areas will include vision and hearing with a particular focus on how these systems interact with the motor system. Evolutionary, psychophysical, and physiological perspectives are emphasized. Scientific writing is also emphasized in this course. Includes a 3-hour laboratory in addition to class. The laboratory and classroom components are closely integrated and must be taken concurrently. (1.25 course credits) *Prerequisite: PSYC 25000. Annually. [W]*

PSYC 38500. ATTACHMENT

This course explores the theories and research regarding the phenomena of attachment in humans and non-human species. We examine research from a number of different fields and perspectives, including developmental psychology, ethology, psychobiology, and evolutionary psychology. The course covers a range of topics related to attachment, including physical and cognitive development, motor abilities, personality and emotional development, adult attachment, attachments to animals, and attachment in non-human species. *Prerequisite: Psysc 25000 or permission of instructor. Alternate years, staffing permitted.*

PSYC 39500. HISTORY AND SYSTEMS OF PSYCHOLOGY

A study of changing views of psychology from Aristotle to the present, with emphasis on the influences of ideas and methodologies of the evolution of systems and theories of psychological thought over the past hundred years. The course offers an integrative perspective on the varied courses of the Psychology major. *Prerequisite: Psychology major, a 300-level Psychology lab course. Annually.*

PSYC 39900. ADVANCED TOPICS IN PSYCHOLOGY

A seminar for junior and senior majors and minors that explores current theory and research in selected topics in psychology. Topics selected yearly and announced in advance by the faculty member responsible for the sem-

inar. *Prerequisite:* PSYC 25000, junior or senior standing with advanced background in Psychology. Annually. Fall and Spring.

PSYC 40000. TUTORIAL

A tutorial course on special topics offered to an individual student under the supervision of a faculty member. *Prerequisite:* The approval of both the supervising faculty member and the chairperson is required prior to registration. Annually. Fall and Spring.

PSYC 41000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. (.25-4 course credits) S/NC course. *Prerequisite:* The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.

PSYC 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. The Independent Study Thesis must be a data-gathering research project. Students should develop their projects from literature they have examined in their course work. *Prerequisite:* Senior standing and completion of two 300-level laboratory courses.

PSYC 45200. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite:* PSYC 45100.

RELIGIOUS STUDIES

FACULTY:

Ron Hustwit, Chair

Joan Friedman

Mark Graham

Charles Kammer

Brett Krutzsch

Sarah Mirza

Linda Morgan-Clement

Chan Sok Park

Jeremy Rapport

Religious Studies is the academic study of religion through multiple modes of critical inquiry. It does not endorse a particular creed, tradition, or religious position; rather, it creates a context for collaborative exploration of academic and personal questions about religion, ethics and society. The department provides a broad, yet nuanced, understanding of the place of religion in human experience and practice. While for many students the study of religion involves a personal journey, Religious Studies cultivates an analytical stance that enables students to encounter global religious complexity fairly and equitably.

Major in Religious Studies

Consists of ten courses:

- Three courses in Area I

- Three courses in Area II
- One elective Religious Studies course
- Junior Independent Study: RELS 40100
- Senior Independent Study: RELS 45100
- Senior Independent Study: RELS 45200

Minor in Religious Studies

Consists of six courses:

- Two courses in Area I
- Two courses in Area II
- Two elective Religious Studies courses

Special Notes

- No more than two 100-level courses may count toward the major or minor.
- Only grades of C- or better are accepted for the major or minor.

HEBREW LANGUAGE COURSES

Students may take one or both semesters of Hebrew, offered through the Religious Studies Department, to fulfill the College's foreign language requirement. Those with prior Hebrew who wish to continue it at the College must meet with the instructor to determine proper placement, which may require a placement test. Interested students should contact the Religious Studies Department.

HEBR 10100. HEBREW I

An introduction to understanding, reading, writing, and speaking modern Hebrew. Students learn the alphabet, acquire basic grammar essential for all forms of Hebrew, practice conversation, and read and write short passages. Video and audio materials all feature native speakers. While the emphasis is on acquiring the lived language of contemporary Israel, students are also introduced to the Hebrew language and Jewish civilization as it has evolved over three millennia through level appropriate words and phrases from Biblical and rabbinic texts. Students should understand that, while this class emphasizes the lived language of contemporary Israel, at this most basic level the reading, writing, and grammar skills are equally essential for learning Biblical Hebrew. Four hours per week. *Every third year. Fall.*

HEBR 10200. HEBREW II

Continuation of Hebrew 10100. Four hours per week. Prerequisite: successful completion of HEBR 10100 or equivalent placement test. *Every third year. Spring.*

RELIGIOUS STUDIES COURSES

Area I: RELIGIOUS TRADITIONS AND HISTORIES

RELS 11000. Comparative Religious Traditions: East and West

An introduction to studying religion and religions in a modern global perspective, through comparative examination in historical context of selected examples of practice and belief, and the place of religious traditions in cultures, historically and in the modern world. *[C or R, AH]*

RELS 11001. Comparative Religious Traditions: Near East

An introduction to studying religion and religions through comparative and historical examination of selected traditions (such as Judaism, Christianity, Islam, Manicheism, and Baháism) and their interactions in the broader cultures of the Near East. *[C or R, AH]*

RELS 11002. Comparative Religious Traditions: South Asia (South Asian Studies)

An introduction to studying religion and religions through comparative and historical examination of selected traditions (such as Hinduism, Jainism, Islam, Sikhism) and their interactions in the broader cultures of South Asia. *[C or R, AH]*

RELS 11003. Comparative Religious Traditions: East Asia (East Asian Studies)

An introduction to studying religion and religions through comparative and historical examination of selected traditions (such as Confucian, Daoist, Buddhist, Shinto, and popular religions) and their interactions in the broader cultures of East Asia. *[C or R, AH]*

RELS 12000. INTRODUCTION TO BIBLICAL STUDIES: INTERPRETATION AND CULTURE (Classical Studies)

Introduces the examination of basic issues of reading the Bible in an academic setting. Special attention will be given to the biblical texts as resources for understanding political, social, and religious discourses in the ancient world. The student will encounter introductions to historical, literary and feminist methodologies. [C, R, AH]

RELS 13000. AMERICAN RELIGIOUS COMMUNITIES

An examination of the tension between religious power and religious pluralism in American history. *Fall and Spring.* [C, R, AH]

RELS 21600. CHINESE RELIGIONS (Chinese, East Asian Studies)

This course primarily examines Chinese “popular religions,” and the three formalized traditions of Confucianism, Daoism, and Buddhism, as practiced both historically and in contemporary life in China, Taiwan, and Chinese Diaspora communities in Asia and the West. This course also examines the presence of other non-indigenous Chinese religions (e.g., Islam and Christianity) in China. *Annually.* [C, R, AH]

RELS 21700. AFRICAN RELIGIONS

This course explores African religious thought and practice. While the focus is on traditional African religions, it also investigates the impact of African thought and culture on Christianity and Islam on the African continent. The course includes the study of the role of religion in contemporary African culture and politics. *Alternate years.* [C, R, AH]

RELS 21800. HINDUISM (South Asian Studies)

Hindu concepts and practices as reflected in texts such as the Vedas, Upanishads, and Bhagavad-Gita and in religious practice in Indian cultures through the centuries, with attention to sects and modern reform movements. *Alternate years.* [C, R, AH]

RELS 22000. BUDDHISM (East Asian Studies, South Asian Studies)

Buddhist concepts and practices, including karma, rebirth, and devotion, as found in religious writings and as practiced through history, across Asian cultures. *Alternate years.* [C, R, AH]

RELS 22200. ISLAM IN ITS VARIATIONS

This course provides a critical study of the classical Islamic intellectual tradition, including questions about the origins of Islam and the impact of medieval developments on modern lived Islam. Course material on modern Muslim communities will focus on women’s and gender issues, the politics of “Islamic law,” reform movements, religious minorities and popular practice. *Alternate years.* [C, R, AH]

RELS 22400. HEBREW PROPHECY AS RELIGIOUS IMAGINATION (Classical Studies)

An exploration into the historical, political, and religious traditions of the Hebrew prophets within both Jewish and Christian scholarship. The prophetic books of the canon will be examined from historical, literary and feminist viewpoints. *Prerequisite:* RELS 12000 or permission of the instructor. *Alternate years.* [R, AH]

RELS 22500. THE LIFE AND TEACHINGS OF JESUS (Classical Studies)

An examination of the views, problems, and hypotheses about the identities of Jesus in the first few centuries C.E. Historical issues and religious-cultural implications of the “afterlife” of Jesus will be investigated. Attention will be given to Gnostic and Rabbinic references to Jesus. The course encourages students to develop a critical awareness about the complexities involved when we talk about Jesus in today’s world. *Prerequisite:* RELS 12000 or permission of instructor. *Alternate years.* [W, C, R, AH]

RELS 23000. THE LIFE AND THOUGHT OF MAHATMA GANDHI (South Asian Studies)

A study of the life and thought of Mahatma Gandhi and his philosophy of non-violence as reflected in his ideas about religion, politics, economics, social work, etc., in comparison with such movements as Sarvodaya, Civil Rights, Liberation Theology, and the Women’s Movement. Also includes discussion of contemporary Gandhians and their application of Gandhian thought to their personal lives and social movements. *Prerequisite:* RELS 10000 or 11000 or permission of the instructor. *Alternate years.* [W†, C]

RELS 23300. JUDAISM

Presents the Jewish religious tradition and its historical evolution, its sacred texts, practices and beliefs, and modern movements within Judaism, with particular attention to central concepts of covenant, divine authority, and the interdependence of religion and people hood. *Alternate years.* [C, R, AH]

RELS 23900. GLOBAL CHRISTIANITY

Focuses on the history, theology and practice of Christianity as an international religion, especially the global zones of Asia, Africa, Europe, and Latin America. *Alternate years. [R]*

RELS 24700. NATIVE AMERICAN RELIGIONS AND CULTURES

A study of tradition and change within the historical and modern religions of various regional Native American tribal groups, including Pan-Indian activism and revitalization. *Alternate years. [C, R, AH]*

RELS 25200. THIRD WORLD FEMINIST THEOLOGY (Women's, Gender, and Sexuality Studies)

To be human is to think about questions of meaning, transcendence, purpose and relationship. This course on Third World Feminist Theology will explore ways that women of Asian heritage are asking these questions. The course will begin with an experience of dislocation through an immersion experience in Thailand. This will provide the students with a taste of the context and experience from which Asian and Asian-American feminist theology emerges. Students' direct engagement with the lived realities of several Thai communities forms the core of a course that will use a case-study approach. The second part of the course will take place at The College of Wooster during the regular semester. We will use the lens of sacred writing, theological discussion, and the immersion experience to better comprehend and appreciate the voice and perspectives that Asian and Asian-American feminists bring to the larger liberation conversation.

RELS 25400. THE REFORMATION: PAST AND PRESENT TRADITIONS

A study of the theological, cultural, and political issues that prompted a variety of 16th Century Protestant movements. The course connects these new traditions to their modern-day instantiations around the globe. *Alternate years. [R]*

RELS 26100. BLACK RELIGIOUS EXPERIENCE IN AMERICA (Africana Studies)

An interdisciplinary study of Black religious experience, institutions, leadership, thought, and social movements in American society, with emphasis on the work of King, Malcolm X, and the Womanist tradition. *Alternate years. [C, R]*

RELS 26700-26729. ISSUES IN RELIGIOUS TRADITIONS AND HISTORIES (some sections cross-listed with: Classical Studies, South Asian Studies, Women's, Gender, and Sexuality Studies)

An in-depth study of central issues in the history of religious traditions, such as Global Catholicism in America, Asian Religions in America, Modern Jewish Identities. *[R]*

Area II: ISSUES AND THEORIES IN THE STUDY OF RELIGION

RELS 10000. RELIGIOUS THOUGHT AND ACTION

Approaches to selected religious ideas, themes, and problems in the thought of diverse traditions, religious issues, or major thinkers of the past and the present. *Annually. Fall and Spring. [C, R, AH]*

RELS 20600. SOCIOLOGY OF RELIGION

An analysis of the nature of religion, religious movements and institutions, belief and ethics in religion today from the dual perspectives of sociology and religious studies. A focus on the interaction of religion, politics, and culture. *Alternate years. [R]*

RELS 20700. RELIGION AND THE ENVIRONMENT

This course explores the relationship between religious worldviews, narratives and stories and the human interaction with natural world. It involves cross-cultural comparison of the world's major religious traditions. Included is a discussion of contemporary environmental problems and the role religion can play in creating a sustainable environmental future. *[C, R, AH]*

RELS 21900. ETHICS IN A SOCIAL PERSPECTIVE

A comparison of the ethical insights of a variety of Eastern and Western religious traditions as they relate to current social problems, such as war and peace, social justice, death and dying, and bioethics. *Alternate years. [C, R]*

PHIL 22100. PHILOSOPHY AND THE RELIGIOUS LIFE

In one part of this course we will look at traditional issues in the philosophy of religion, the nature of religious experience, classical proofs for the existence of God and the problem of evil. In the second part of the course we will focus on issues in religious language, seeing God, the place of ceremony and liturgy in religious life and religious pluralism. *Alternate years. [R, AH]*

RELS 22900. WOMEN AND RELIGION (Women's, Gender, and Sexuality Studies)

An investigation into the roles of women as depicted in sacred texts of the Jewish, Christian, Muslim, and Goddess traditions. This course will use feminist narrative skills as the primary methodology. Using leading feminists' work from all four traditions, students will investigate what texts may have to say about women's roles in both ancient and modern religious traditions, in world religions, the lives and thoughts of prominent women in religious history, and central issues in feminist theology. *Alternate years. [C, R]*

RELS 24100. NEW RELIGIOUS MOVEMENTS

An examination of America's marginal but influential religious movements. 19th Century groups include Mormons, Spiritualism, Jehovah's Witnesses, Christian Scientists, 20th Century practices and traditions include Hare Krishnas, the Unification Church, New Age spiritualities, Scientology, Branch Davidians, and Wicca. *Alternate years. [C, R, AH]*

RELS 24300. RELIGIOUS AND SPIRITUAL AUTOBIOGRAPHY

This course studies the many religious purposes (e.g. the understanding of religious experience, formation of religious identity, presentation of a moral or religious ideal, social criticism) that religious autobiographies serve. Such writings also provide readers a window into individual religious lives, experiences, and cultures. Writings selected may include classic Western religious autobiographies such as Augustine's *Confessions* as well as other writings, both historical and contemporary, from a variety of religious traditions. Recommended: one 100-level Religious Studies course. *Alternate years. [Wt, R, AH]*

RELS 24500. CHRISTIAN ETHICS

Historical overview of the structure of Christian ethics with the focus on its biblical and theological foundations and its application to important personal and social issues. *Alternate years. [R]*

RELS 25100. MODERN RELIGIOUS THINKERS (Latin American Studies)

An introduction to selected religious thinkers of the 20th Century. Attention will be given to figures representative of major movements, such as neo-orthodoxy, existentialism, process theology, and third world theologies. *[W, R]*

RELS 26300. RELIGION AND LITERATURE

This course examines the ways in which modern and contemporary writers represent religious traditions and experiences, make use of religious narratives and themes and confront religious questions in their novels, short stories, and poetry. Recommended: one 100-level Religious Studies course. *Alternate years. [R, AH]*

RELS 26400. RELIGION AND FILM (Film Studies)

This course examines the interactions of religions and religious life with the electronic media technologies of film and video. Through such a course, students can arrive at better understandings of the place of religions in contemporary cultures, the aesthetics of film and video, and the place of these media as communicators of cultural phenomena such as religion. *Alternate years. [C, R, AH]*

RELS 26900-26937. THEORIES AND ISSUES IN THE STUDY OF RELIGION (some sections cross-listed with: **Classical Studies, Environmental Studies, South Asian Studies, Women's, Gender, and Sexuality Studies**)

An examination of one major issue involving the interface of sociological, ethical, and theoretical factors, such as Religion, Violence and Peacemaking; Interfaith Dialogue; Religion and the Environment; and Third World Feminist Theology. *Annually. Fall and Spring. [R]*

RELS 41000. ETHICS AND SOCIETY INTERN PROGRAM

Students will be placed for one semester in an agency, organization, or other context where the academic study of religion can be joined with a practical experience in dealing with ethical and religious issues in American society. Three credits, with the possibility of a fourth. (1-3 course credits) S/N/C course. *Prerequisite: Permission of instructor is required, and previously taken appropriate courses in the department are desirable. Annually.*

RELS 40000. TUTORIAL

Individual readings and reports may be required by the instructor. The course may be given an Area I or II designation with departmental approval. (.5 - 1 course credit) *Prerequisite: The approval of both the supervising faculty member and the chairperson is required prior to registration.*

RELS 40100. JUNIOR INDEPENDENT STUDY

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study. Combines tutorial-seminar format. *Spring (unless the student is studying off-campus Spring semester).*

RELS 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: RELS 40100.*

RELS 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: RELS 45100.*

RUSSIAN STUDIES

FACULTY:

Beth Ann Muellner, Chair (German Studies)

Tatiana Filimonova

Ekaterina Ilina (Language Assistant)

Russian Studies is an interdisciplinary area focused on Russia and Eastern Europe in cultural, literary, historical, philosophical, and political contexts. It is one of several programs at the College that provides students with the opportunity to develop proficiency in a foreign language in connection with their other academic and professional interests. The department offers courses in three areas: 1) Russian language, 2) Russian culture, and 3) Russian literature. These, together with courses in history and comparative literature, give students a strong background in Russia and Eastern Europe.

Recent graduates in Russian Studies have embarked on employment in government service, non-governmental organizations, and private companies, both in the United States and abroad. Some have gone on to graduate school, pursuing careers in such areas as law, education, library science, and academia. Recent graduates have also served in the Peace Corps in the former Soviet Union.

Major in Russian Studies

Consists of twelve courses:

- RUSS 20100
- RUSS 20200
- RUSS 21000
- RUSS 22000
- One of the following courses: HIST 10100-10176 (when topic focuses on Russian history), 23000, 23300, or 30100-30142 (when topic focuses on Russian history)
- Three of the following courses: RUSS 23000, 25000, 26000, CMLT 24800, HIST 10100-10176 (when topic focuses on Russian history), 23000, 23300, or 30100-30142 (when topic focuses on Russian history)
- RUSS 40000
- Junior Independent Study: RUSS 40100
- Senior Independent Study: RUSS 45100
- Senior Independent Study: RUSS 45200

Minor in Russian Studies

Consists of six courses:

- RUSS 20100
- Five of the following courses: RUSS 20200, 21000, 22000, 23000, 25000, 26000, CMLT 24800, HIST 10100-10176, 23000, 23300, or 30100-30142

Special Notes

- The College language requirement may be satisfied in Russian by completing a 102-level course or receiving a score equivalent to the 102-level on the placement examination administered during registration week. If a student registers for and completes a course in language below the level at which the language department's placement exam placed him or her, that student will not receive credit toward graduation for that course, unless he or she has obtained the permission of the instructor of the course into which the student placed and permission of the department chair.
- **Study Abroad:** Students will be encouraged to enhance their educational experience (or fulfill requirements for a major in International Relations) by studying in Russia or East Central Europe, and are advised to consult with the chairperson of the department in the first term of their first year of study at the College. Early planning is essential for the CIEE program in St. Petersburg, as well as for other programs such as American Councils Study Abroad in Vladimir. Approved courses taken in an off-campus semester will provide additional variety in the courses offered for the major.
- **Russian House:** Students have the opportunity to apply for residence in Russian House, a suite in Luce Hall that houses students along with a native Russian assistant and serves as the focal point for most campus Russian language and cultural activities. Applications for residency in the Russian House can be obtained from the chair and are usually due early in the spring semester.
- **Related Interdepartmental Programs:** Students interested in Russian and East Central European literature and culture should be aware of several interdepartmental programs in which the Department of Russian Studies cooperates: Comparative Literature, Film Studies, and International Relations.
- S/NC courses are not permitted in the major or minor.
- Only grades of C- or better are accepted for the major or minor.

RUSSIAN STUDIES COURSES

RUSS 10100. BEGINNING RUSSIAN (LEVEL I)

An introduction to understanding, speaking, reading, and writing Russian; acquisition of basic grammar; conversational practice and short readings. Cultural content. Five hours per week. *Annually, Fall.*

RUSS 10200. BEGINNING RUSSIAN (LEVEL II)

Continuation of RUSS 10100, with increased emphasis on conversational, reading, and writing skills. Cultural content. *Prerequisite: RUSS 10100 or placement. Annually, Spring.*

HIST 10100-10136. INTRODUCTION TO HISTORICAL INVESTIGATION (when topic focuses on Russian history) [*W, some sections count toward C, HSS*]

RUSS 20100. INTERMEDIATE RUSSIAN (LEVEL III)

Review and enhancement of basic grammar; practice through speaking, listening, reading, and writing. Attention to reading strategies. Exposure to cultural material. Four hours per week. *Prerequisite: RUSS 10200 or placement. Annually, Fall.*

RUSS 20200. INTERMEDIATE RUSSIAN (LEVEL IV)

Continuation of RUSS 20100, with still greater emphasis on speaking, reading, and writing. Cultural content. *Prerequisite: RUSS 20100. Annually, Spring.*

RUSS 21000. RUSSIAN CIVILIZATION: FROM FOLKLORE TO PHILOSOPHY (Comparative Literature)

An introductory and interdisciplinary study of fundamental aspects of Russian culture from medieval Russia through the post-Soviet era, with emphasis on the changing and evolving concept of Russian identity over the centuries. A broad range of texts will include folktales, memoirs, fiction, painting, poetry, philosophy, music and film. *Every three years. [W, C, AH]*

RUSS 22000. RUSSIAN CULTURE THROUGH FILM (Comparative Literature, Film Studies)

An introduction to twentieth-century Russian society and culture through the medium of cinema, covering the immediate pre- and post-revolutionary periods, Stalinism, the post-Stalin “thaw,” stagnation under Brezhnev, Gorbachev’s “perestroika” and “glasnost,” and the post-communist era. Weekly screenings of films will be supplemented with readings in Russian film theory and criticism. *Every three years. [C, AH]*

RUSS 23000. RUSSIAN DRAMA PRACTICUM (Comparative Literature)

This course has two components. The first is an in-depth study of the works of one major Russian playwright. The course will address figures such as Nikolai Gogol, Anton Chekhov, and Mikhail Bulgakov. Since these artists were prose writers to the same extent as they were playwrights, we will read a wide selection of both their prose and their dramatic works in order to understand the significance of their artistic innovations. The second part of the course will be to produce one of our author’s major plays as a class and to present it to the public at the end of the semester. No acting experience required. *Every three years. [C, AH]*

RUSS 25000-25001. RUSSIAN LITERATURE IN THE AGE OF DOSTOEVSKY AND TOLSTOY (Comparative Literature)

In the nineteenth century, Russia witnessed an unprecedented explosion of literary and intellectual activity, a renaissance which yielded some of the greatest masterpieces world literature has seen. Our course will examine the seven most prominent authors of this period, with special emphasis on Russia’s unique handling of the sudden influx of European philosophy and culture (Rationalism, Idealism, Romanticism, Atheism, Socialism). Through its literary canon, we will explore how Russia envisioned the problems of modern individualism in a culture divided between European and Slavic roots. *Every three years. [C, AH]*

RUSS 26000. THE ARTIST AND THE TYRANT: TWENTIETH-CENTURY RUSSIAN LITERATURE (Comparative Literature)

Russian literature developed side by side with the myths and horrors of a cataclysmic twentieth century. In this course, we will read some of the most powerful artistic meditations on the collapse of imperial Russia, on the dream and nightmare of the Soviet experiment, and on the search for dignity and meaning in the post-Soviet contemporary world. Authors include Nobel laureates Pasternak, Bunin, Solzhenitsyn and Brodsky. We will also read novels by Bulgakov and Nabokov, short stories from a host of writers from Babel to Petrushevskaya, and some of the major poetry of the era in translation. *Every three years. Spring. [C, AH]*

CMLT 24800: THE PERILS OF ROMANTICISM: NINETEENTH-CENTURY EUROPEAN LITERATURE [C, AH]

HIST 10161. RUSSIA'S WORLD WAR II: HISTORY AND FILM [C, HSS]

HIST 23000. RUSSIA TO 1900 [C, HSS]

HIST 23300. RUSSIA SINCE 1900 [C, HSS]

HIST 30100-30142. PROBLEMS IN HISTORY (when topic focuses on Russian history) [C, R, HSS]

RUSS 40000. TUTORIAL

Individually supervised advanced language learning. By prior arrangement with the department only. *Prerequisite: RUSS 20200 or equivalent; the approval of both the supervising faculty member and the chairperson is required prior to registration.*

RUSS 40100. INDEPENDENT STUDY

Bibliographical and research methods in Russian Studies, including the preparation of one longer research paper. Normally taken Semester II of the junior year.

RUSS 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research of a specific topic in Russian Studies guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: RUSS 40100.*

RUSS 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: RUSS 45100.*

SOCIOLOGY AND ANTHROPOLOGY

FACULTY:

Thomas Tierney (Sociology), Chair, Fall semester

Anne Nurse (Sociology), Chair, Spring semester

David Biagas (Sociology)

Christa Craven (Anthropology, WGSS)

Lisa Fisher (Sociology)

Heather Fitz Gibbon (Sociology)

Pamela Frese (Anthropology)

P. Nick Kardulias (Anthropology, Archaeology) (on leave 2015-2016)

Setsuko Matsuzawa (Sociology)

David McConnell (Anthropology)

Olivia Navarro-Farr (Anthropology, Archaeology)

The Department of Sociology and Anthropology offers a diverse curriculum exploring the institutions and processes that maintain and change human societies. Our program places special emphasis on the development of students' ability to analyze contemporary social and cultural issues, and their problem-solving and research skills. Students choose a major in either Sociology or Anthropology, but all majors are introduced to the concepts, methods and theories appropriate to research in both disciplines.

SOCIOLOGY

The basic challenge in sociology is to understand ourselves and others more fully. The discipline asks us to probe beneath the surface and to question why people behave as they do, especially in group situations. The sociological perspective asks us to question what we often take for granted, why our society operates as it does, and how our social arrangements could be different.

Major in Sociology

Consists of twelve courses:

- SOCI 10000
- ANTH 11000
- One of the following courses: SOCI 20700, 20900, 21400, 21500, or 21700
- SOAN 34000
- SOAN 34100
- SOCI 35000
- SOCI 35100
- Two elective Sociology courses (see Special Notes below)
- One elective Sociology, Anthropology, or Sociology / Anthropology (SOAN) course (see note below)
- Junior Independent Study: (see Special Notes below)
- Senior Independent Study: SOCI 45100
- Senior Independent Study: SOCI 45200

Minor in Sociology

Consists of six courses:

- SOCI 10000
- One of the following courses: SOCI 20700, 20900, 21400, 21500, or 21700
- One of the following courses: SOAN 34000 or SOAN 34100

- One of the following courses: SOCI 35000 or 35100
- Two elective Sociology courses (see Special Notes below)

Special Notes

- A second or third course from SOCI 20700, 20900, 21400, 21500, or 21700 may count as electives for the requirements for the major. A second methods course (SOCI 34200 or ANTH 34100) may count as electives for the requirements for the minor.
- **Junior Independent Study:** The College requirement of a unit of Independent Study in the junior year is satisfied by completing SOCI 35000 or SOCI 35100 prior to Senior Independent Study.
- Sociology majors who elect to participate in the 3-2 program in Social Work at Case Western Reserve University (see *Pre-Professional and Dual Degree Programs*) must complete all requirements in the major except Senior Independent Study. Students should see the department chairperson for more details about this arrangement.
- **Teaching Licensure:** Students should consult with the chairpersons of Sociology and Anthropology and of Education.
- Only grades of C- or better are accepted for the major or minor.
- Students may not major in Sociology and minor in Anthropology, nor are they allowed to double major in the two disciplines. Additionally, sociology majors may not double major with Archaeology.

ANTHROPOLOGY

Anthropology explores the variety of human groups and cultures that have developed across the globe and throughout time. Anthropologists hope that by seeing ourselves in the mirror of alternative cultural and historical possibilities, we can come to a better understanding of our own assumptions, values and patterns of behavior.

Major in Anthropology

Consists of twelve courses:

- ANTH 11000
- SOCI 10000
- One of the following courses: ANTH 21000, 22000, or ARCH 10300
- ANTH 23100
- SOAN 34000
- SOAN 34100
- Two elective Anthropology courses (see Special Notes below)
- One elective Anthropology, Sociology, or Sociology/Anthropology course (see Special Notes below)
- Junior Independent Study Equivalent: ANTH 35200
- Senior Independent Study: ANTH 45100
- Senior Independent Study: ANTH 45200

Minor in Anthropology

Consists of six courses:

- ANTH 11000
- One of the following courses: ANTH 21000, 22000, or ARCH 10300
- One of the following courses: SOAN 34000 or SOAN 34100
- ANTH 23100
- Two elective Anthropology courses (see Special Notes below)

Special Notes

- A second or third course from ANTH 21000, 22000, or ARCH 10300 may count as electives for the requirements for the major. A second methods course (SOCI 34200 or ANTH 34100) may count as electives for the requirements for the minor.
- Anthropology majors who elect to participate in the 3-2 program in Social Work at Case Western Reserve University (see *Pre-Professional and Dual Degree Programs*) must complete all requirements in the major except Senior Independent Study. Students should see the department chairperson for more details about this arrangement.
- Only grades of C- or better are accepted for the major or minor.
- Students may not major in Anthropology and minor in Sociology, nor are they allowed to double major in the two disciplines. Additionally, anthropology majors may not double major with Archaeology.

SOCIOLOGY COURSES

SOCI 10000. INTRODUCTION TO SOCIOLOGY

An examination of sociological principles and methods of investigation, and their relationship to the major issues in society, such as social change, social class, urbanization, and intergroup relations. Attention will also focus upon the major social institutions and the relationship between the individual and society. Class sessions will utilize lectures, seminar discussions, data analysis, and audio-visuals. *Annually. Fall and Spring. [HSS]*

SOCI 19900. TOPICS IN SOCIOLOGY

A seminar focused on a special topic in sociology. Topics are chosen by the instructor and announced in advance. *[HSS]*

SOAN 20100. EDUCATION IN SOCIOCULTURAL CONTEXT (Education)

An acquaintance with selected anthropological and sociological approaches to the study of education. It seeks to communicate a cross-cultural perspective on the educative process through case studies of education and socialization in diverse societies. Theories and research on the social effects of schooling will also be covered. Special attention will be given to the situation of minorities in the schooling process and to understanding educational policy debates in American society. *Alternate years. [C, HSS]*

SOAN 20201. GLOBALIZING HEALTH

An examination of public health issues from a global perspective. The twenty-first century has presented numerous public health challenges, such as the AIDS crisis, the rise of multidrug-resistant tuberculosis, and trafficking in human organs and tissues. Such problems can only be addressed by a combination of local and global responses. This course applies contemporary globalization theories to such public health challenges, and critically examines the ways in which Western medical techniques and attitudes toward health are disseminated throughout the world, and the tensions generated in local cultures by this globalization of health. *Every third year. [C, HSS]*

SOCI 20300. ENVIRONMENTAL SOCIOLOGY (Environmental Studies)

An investigation of the dynamic relation between society and the environment. Sociology points us beyond mere technical and scientific problems to the social roots of contemporary ecological issues, as well as the justice issues these circumstances entail. We explore the many ways in which environmental issues are, in fact, social issues. The topics we cover include: causes of environmental degradation, environmental movements, environmental activism and organizations, corporate social responsibility, social construction of the environment, collective behavior, Genetically Modified Organisms (GMO), and locavorism. *Prerequisite: SOCI 10000 or permission of instructor. Alternate years. [HSS]*

SOCI 20400. SELF AND SOCIETY

An examination of social psychological perspectives on the interrelationships among the individual, the small group, and the larger culture. Topics emphasized include socialization, the development of self, deviance, the individual and social change, and attitude formation. *Prerequisite: SOCI 10000 or ANTH 11000 or permission of instructor. Alternate years. [W, HSS]*

SOCI 20500. SOCIOLOGY OF LAW

In this course we will read some influential legal cases, but our task will not be the technical application of the law (such as in a law school course). The social science field of law and society is designed to show both the impacts of the broader social context on law-making and judicial decision-making and the impacts of the law and the courts on society. Students will also be introduced to some classic law and society research. The topics we cover include: courts and social science, courts and economic interests, courts and social expectations, law and citizenship, the death penalty, law and culture, the limits of justice, litigation crisis, and legal globalization. *Prerequisite: SOCI 10000 or permission of instructor. Alternate years. [HSS]*

SOCI 20600. URBAN SOCIOLOGY (Urban Studies)

An analysis of contemporary urban problems with an emphasis on race, class and gender. The course examines the historical roots of urban areas; global urban development; and present spatial, economic and political trends in cities. *Prerequisite: SOCI 10000 or permission of instructor. [HSS]*

SOCI 20700. SOCIOLOGY OF GENDER (Women's, Gender, and Sexuality Studies)

An examination of the role of gender in society, exploring how gender intersects with race, ethnicity, social class, sexuality, and nationality. The course examines biological, psychological, and social structural explanations of gender roles, with emphasis on the experiences of women and men within social institutions such as family, work, and education. *Prerequisite: SOCI 10000 or permission of instructor. Alternate years. [HSS]*

SOCI 20900. INEQUALITY IN AMERICA (Africana Studies, Education)

An examination of the structure and process of inequality in the United States. Included will be an analysis and explanation of the extent of lifestyle as well as economic, occupational, and political inequality among groups, including gender and race as dimensions of inequality. Policies aimed at dealing with inequality will also be addressed. *Prerequisite: SOCI 10000 or permission of instructor. Alternate years. [HSS]*

SOCI 29900. ADVANCED TOPICS IN SOCIOLOGY (some sections cross-listed with: **Chinese Studies, Women's, Gender, and Sexuality Studies**) A seminar focusing on a specialized area of sociology. Topics are chosen by the instructor and announced in advance. *Prerequisite: SOCI 10000. [HSS]*

SOCI 21300. DEVIANCE AND CRIMINOLOGY

An analysis of deviant and criminal behavior. The focus is on definitions and measurement of deviant and criminal behavior. The major types of criminal behavior that occur in the United States are discussed, followed by a review of several sociological theories that explain criminal behavior. The course concludes with a general overview and assessment of major agencies that comprise the Criminal Justice System. *Prerequisite: SOCI 10000 or permission of instructor. Annually. [W+, HSS]*

SOCI 21400. RACIAL AND ETHNIC GROUPS IN AMERICAN SOCIETY (Africana Studies, Education)

An analysis of racial and ethnic groups in the United States. Emphasis is placed on investigating discrimination based on race, gender, and culture; how discrimination develops; and the solutions proposed for solving the problems associated with it. *Prerequisite: SOCI 10000 or permission of instructor. Annually. [C, HSS]*

SOCI 21500. AMERICAN MASCULINITIES

An introduction to the sociological study of masculinity in its various guises in the contemporary United States. The theoretical perspective of the course is based on three fundamental premises: there is no single *masculinity*, but rather multiple *masculinities*; individuals in society are best understood as *doing* gender rather than as *being* gender; and masculinities are not static identities, but are fluid, fragile, negotiated, and always subject to contestation. The course explores the complex world of American masculinities through a series of overlapping themes that students will reflect on and analyze as the class progresses through a variety of writing assignments. The course material is presented through readings and visual images. *Prerequisite: SOCI 10000 or permission of instructor. Alternate years. [W, C, HSS]*

SOCI 21700. BLACKS IN CONTEMPORARY AMERICAN SOCIETY (Africana Studies)

A sociological study of the life experiences of African Americans, including a focus upon a critical analysis of race relations as it impacts intra- and intergroup dynamics. The primary focus of the course may vary (i.e., family, community, development, leadership). *Prerequisite: SOCI 10000 or permission of instructor. Alternate years. [C, HSS]*

SOCI 21900: GLOBALIZATION AND CONTEMPORARY CHINA (East Asian Studies)

An exploration of the social causes, including globalization, and consequences of the economic, cultural, and social changes that China is undergoing today. Following a roughly chronological order, we will focus mainly on events and trends of the past twenty years: from the social movements of 1989 and the economic expansion of the early 1990s to the consequent changes in a consumer-driven popular culture, as well as renewed quests

Sociology and Anthropology

for moral and religious meaning and emerging social activism (e.g., the environment, women's rights, etc.).

Prerequisite: SOCI 10000 or permission of instructor. Alternate years. [C, HSS]

SOAN 34000. ETHNOGRAPHIC RESEARCH (Archaeology, Urban Studies)

This course explores a variety of methods that are essential components of ethnographic research design. The readings for this course include a selection of ethnographies that illustrate the many ways in which ethnographic research can be conducted. Students learn how to design their own ethnographic projects, and gain exposure to content analysis, participant-observation, interviewing, surveying, and research ethics.

Prerequisites: SOCI 100 or ANTH 110, and one other 200- or 300-level Sociology, Anthropology, or SOAN course; or permission of instructor. Annually. Spring and Fall. [HSS]

SOAN 34100. SOCIAL STATISTICS (Archaeology, Urban Studies)

An examination of the statistical analysis of social science data. Students will be trained to use statistical techniques, including chi square, t-tests, and regression in the context of research design. Emphasis will be placed on understanding the logic behind the numbers. The course will enable students to think critically about statistics in social research and in the popular media. *Prerequisites: SOCI 100 or ANTH 110, and one other 200- or 300-level Sociology, Anthropology, or SOAN course; or permission of instructor. Annually, Spring and Fall. [Q, HSS]*

SOCI 35000. CLASSICAL SOCIAL THEORY (Archaeology)

An examination of classical social theories of the nature of society and of human behavior. Included are the works of Marx, Durkheim, Weber, and Simmel. Emphasis will be placed on understanding these theories and their relevance in contemporary society. *Prerequisite: SOCI 10000 or permission of instructor. Annually. Fall. [HSS]*

SOCI 35100. CONTEMPORARY SOCIAL THEORY

An examination of the wide range of contemporary social theories that developed out of the classical tradition. Among the theories examined in this course are: functionalism, conflict theory, feminist theory, critical race theory, queer theory, globalization theory, and various forms of late- or post-modern theory. Students will be expected to develop an understanding of the relevance of these theories for the critical analysis of contemporary social issues and structures. Over the course of the semester all students will use one or more of these contemporary social theories to develop a theoretical perspective on a research question or topic that the students will examine in their Senior Independent Study thesis. This course, or SOCI 35000, is a prerequisite for enrolling in SOCI 45100. *Prerequisite: SOCI 10000, or permission of instructor. Annually.*

SOCI 40000. TUTORIAL

A tutorial course on a special topic(s) offered to an individual student under the supervision of a faculty member. *Prerequisite: SOCI 10000 or permission of instructor; the approval of both the supervising faculty member and the chairperson is required prior to registration.*

SOCI 41000. INTERNSHIPS

In close consultation with a faculty member in the department, students may arrange for a supervised work situation that relates to their major course of study. It is expected that in addition to the work experience itself, this course will include both regular discussion of a set of readings chosen by the faculty member and written assignments that allow the students to reflect critically on their work experiences. Internship credit will be approved by the chairperson of the department on a case-by-case basis. *S/NC course. Prerequisite: SOCI 10000, ANTH 11000, or permission of instructor.*

SOCI 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. The student will normally do the thesis during the Fall and Spring semesters of the senior year. The suggested fields include papers or projects in any of the standard subcategories of sociology, such as family, community, race, urban, mental health, or social work. The student is assigned to an appropriate adviser by the chairperson following submission of a proposal. *Prerequisite: SOCI 35000 or 35100.*

SOCI 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: SOCI 45100.*

ANTHROPOLOGY COURSES

ANTH 11000. INTRODUCTION TO ANTHROPOLOGY (Archaeology)

An introduction to the five fields used by anthropologists to explore broadly the variety of human groups that

have developed across the globe and throughout time. The five fields include biological, cultural, linguistic, applied anthropology, and archaeology. The course will prepare students to take a holistic perspective on contemporary human cultures. It will also foster an appreciation of cultural relativity in the sense of understanding other cultures in their own terms as coherent and meaningful designs for living. *Annually, Fall and Spring. [C, HSS]*

ANTH 19900. TOPICS IN ANTHROPOLOGY

A seminar focused on a special topic in anthropology. Topics are chosen by the instructor and announced in advance. *[HSS]*

SOAN 20100. EDUCATION IN SOCIOCULTURAL CONTEXT (Education)

An acquaintance with selected anthropological and sociological approaches to the study of education. It seeks to communicate a cross-cultural perspective on the educative process through case studies of education and socialization in diverse societies. Theories and research on the social effects of schooling will also be covered. Special attention will be given to the situation of minorities in the schooling process and to understanding educational policy debates in American society. *Alternate years. [C, HSS]*

SOAN 20201. GLOBALIZING HEALTH

The twenty-first century has presented numerous public health challenges, such as the AIDS crisis, the rise of multidrug-resistant tuberculosis, and trafficking in human organs and tissues. Such problems can only be addressed by a combination of local and global responses. This course applies contemporary globalization theories to such public health challenges, and critically examines the ways in which Western medical techniques and attitudes toward health are disseminated throughout the world, and the tensions generated in local cultures by this globalization of health. *Every third year. [C, HSS]*

ANTH 20500. POLITICAL ANTHROPOLOGY (Archaeology)

A comparative analysis of politics as the cultural process through which people make binding decisions for groups. The course examines this process in western and non-western cultures at all stages of complexity from bands to stages within an evolutionary model. *Prerequisite: ANTH 11000 or permission of instructor. Alternate years. [Wt, C, HSS]*

ANTH 21000. PHYSICAL ANTHROPOLOGY (Archaeology)

An introduction to the role of physical anthropology in defining humans as biological and cultural entities. This course examines a variety of topics, including the genetic basis for evolution, primate behavior, the process of primate and human development, and contemporary variation among human populations. *Prerequisite: ANTH 11000 or permission of instructor. Alternate years. [C, HSS, MNS]*

ANTH 29900. ADVANCED TOPICS IN ANTHROPOLOGY

A seminar focusing on a specialized area of anthropology. Topics are chosen by the instructor and announced in advance. *Prerequisite: ANTH 11000. [HSS]*

ANTH 22000. LINGUISTIC ANTHROPOLOGY (Archaeology, Communication)

A critical analysis of language and all other forms of human communication within the context of culture and society, human thought, and behavior. Special attention is paid to the relationships between culture and language, the social uses of language, language as a model for interpreting culture, language and all forms of non-verbal communication within speech interactions. *Prerequisite: ANTH 11000 or permission of instructor. Alternate years. [C, HSS]*

ANTH 22500. GENDER IN WORLD CULTURES (Women's, Gender, and Sexuality Studies)

An examination of the ways in which the boundaries of gender construct, reflect, and influence cultural ideology and social interaction from a cross-cultural perspective. This course also examines the development of gender studies within the discipline of anthropology. *Prerequisite: ANTH 11000 or permission of instructor. Every third year. [C, HSS]*

ANTH 23000. MAGIC, WITCHCRAFT, AND RELIGION

Focuses on anthropological approaches to the study of cultural beliefs in the sacred: analysis of what is "religious" in many cultures; covers a variety of anthropological topics related to these practices, including myth, ritual, totemism, magic, and shamanism. Examination of the role that the study of religion, magic, and witchcraft has played in the theoretical development of anthropology. *Prerequisite: ANTH 11000 or permission of instructor. Alternate years. [C, R, HSS]*

ANTH 23100-23112. PEOPLES AND CULTURES (some sections cross-listed with: **Archaeology, East Asian Studies, Latin American Studies**)

An exploration of the richness and diversity of a particular world culture. Readings and lectures provide the historical background for each culture area and an examination of the contemporary cultures. Generally focused on religious beliefs, economics, politics, kinship relationships, gender roles, and medical practices. Consideration of this culture area in the world economic system. *Prerequisite: ANTH 11000 or permission of instructor. Annually. Fall and Spring. [C, HSS]*

SOAN 34000. ETHNOGRAPHIC RESEARCH (Archaeology)

This course explores a variety of methods that are essential components of ethnographic research design. The readings for this course include a selection of ethnographies that illustrate the many ways in which ethnographic research can be conducted. Students learn how to design their own ethnographic projects, and gain exposure to content analysis, participant-observation, interviewing, surveying, and research ethics. *Prerequisites: SOCI 100 or ANTH 110, and one other 200- or 300-level Sociology, Anthropology, or SOAN course; or permission of instructor. Annually. Spring and Fall. [HSS]*

SOAN 34100. SOCIAL STATISTICS (Urban Studies)

An examination of the statistical analysis of social science data. Students will be trained to use statistical techniques, including chi square, t-tests, and regression in the context of research design. Emphasis will be placed on understanding the logic behind the numbers. The course will enable students to think critically about statistics in social research and in the popular media. *Prerequisites: SOCI 100 or ANTH 110, and one other 200- or 300-level Sociology, Anthropology, or SOAN course; or permission of instructor. Annually. Spring and Fall. [Q, HSS]*

ANTH 35200. CONTEMPORARY ANTHROPOLOGICAL THEORY

An examination of key theoretical perspectives in anthropology from the mid-1900s to the present day. Among the perspectives examined in this course are: evolutionary theory, historical particularism, functionalism, culture and personality, cultural and ecological materialism, ethnohistory, symbolic anthropology, feminist anthropology, practice theory, and postmodernism. Students will be expected to develop an understanding of the relevance of these theories for the critical analysis of contemporary social and cultural issues. Over the course of the semester all students will use relevant concepts and theorists to develop a theoretical perspective on a research question or topic that they will examine in their Senior Independent Study thesis. This course is a prerequisite for enrolling in ANTH 45100. *Prerequisite: ANTH 11000 or permission of instructor. Annually.*

ANTH 40000. TUTORIAL

A tutorial course on a special topic(s) offered to an individual student under the supervision of a faculty member. *Prerequisite: ANTH 11000 or permission of instructor; the approval of both the supervising faculty member and the chairperson is required prior to registration.*

ANTH 41000. INTERNSHIPS

In close consultation with a faculty member in the department, students may arrange for credit for a supervised work situation that relates to their major course of study. It is expected that in addition to the work experience itself, this course will include both regular discussion of a set of readings chosen by the faculty member and written assignments that allow the students to reflect critically on their work experiences. Internship credit will be approved by the chairperson of the department on a case-by-case basis. *S/NC course. Prerequisite: SOCI 10000, ANTH 11000, or permission of instructor.*

ANTH 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research guided by a faculty mentor and which culminates in a thesis and an oral examination in the second semester. The student will normally do the thesis during the Fall and Spring semesters of the senior year. Suggested fields include papers or projects in any of the standard subcategories of anthropology, such as kinship, politics, economics, religion, education, media, gender, or ethnicity. The student is assigned to an appropriate adviser by the chairperson following submission of a proposal. *Prerequisite: ANTH 35200.*

ANTH 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: ANTH 45100.*

SOUTH ASIAN STUDIES

CURRICULUM COMMITTEE:

Mark Graham (*Religious Studies*), Chair

Sarah Mirza (*History*)

Elizabeth Schiltz (*Philosophy*)

The interdepartmental minor in South Asian Studies focuses on developing an understanding of the diverse but related historical and cultural traditions of South Asia (a region that is comprised primarily of, but not necessarily limited to, the nations of India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka, Afghanistan, and Myanmar), both in their “home” locations and in their global and diasporic situations. The South Asian Studies minor recognizes the diversity of cultural and national traditions that exist across this region, but at the same time helps foster an understanding of the common cultural and historical concerns that make “South Asia” a coherent focus of study. Given the complexity of histories and traditions in this region of the world, the minor requires multidisciplinary study, and the integration of off-campus study in a South Asian country as part of the curriculum.

Minor in South Asian Studies

Consists of six courses:

- Six elective South Asian Studies courses from at least two departments

Special Notes

- **Off-Campus Study:** The minor in South Asian Studies requires the completion of an approved off-campus study program in a South Asian country. Acceptable programs can be either Wooster-endorsed semester-long programs in a South Asian country (e.g., India or Nepal), or South Asia-focused “Wooster In” programs led by Wooster faculty members (e.g., *Exploring India at Home and Abroad Through the Arts*; *Global Social Entrepreneurship*, focused on India).
- A maximum of three courses completed for transfer credit during an approved off-campus study program in South Asia may, with the South Asian Studies curriculum committee’s approval, be counted toward completion of the minor.
- College of Wooster courses not listed below (e.g., new interdepartmental or special topics courses) may also be approved for the minor, if such courses are focused on South Asia. For example, in 2012-2013, the following course was offered: Multicultural India (IDPT 19907). Though not listed below as part of the regular course offerings, such courses with South Asia-related focus could be applied to the minor.
- Only grades of C- or better are accepted for the minor.

SOUTH ASIAN STUDIES COURSES

PHILOSOPHY

PHIL 23000. EAST/WEST COMPARATIVE PHILOSOPHY [W+, C, AH]

PHIL 23100. INDIAN PHILOSOPHY AND ITS ROOTS [W+, C, AH]

RELIGIOUS STUDIES

RELS 11002. COMPARATIVE RELIGIOUS TRADITIONS: SOUTH ASIA [C, R, AH]

RELS 21800. HINDUISM [C, R, AH]

RELS 22000. BUDDHISM [C, R, AH]

RELS 22200. ISLAM [C, R, AH]

RELS 23000. THE LIFE AND THOUGHT OF MAHATMA GANDHI [W, C, R]

RELS 26700-26729. TOPICS IN RELIGIOUS TRADITIONS AND HISTORIES

(approved when topic is South Asia-related) [R]

RELS 26900-26937. TOPICS IN THEORIES AND ISSUES IN THE STUDY OF RELIGION

(approved when topic is South Asia-related) [R]

THEATRE AND DANCE

THTD 24300. EXPLORING INDIA AT HOME AND ABROAD THROUGH THE ARTS [C, AH]

SPANISH

FACULTY:

Brian Cope, Chair

Mary Addis

Kathleen DiDomenico

John Gabriele

Cynthia Palmer

Diane Uber

Priscila Hernández López (Language Assistant)

The Department of Spanish offers a program of study designed to meet four principal objectives: (1) to facilitate the acquisition of advanced proficiency in the Spanish language; (2) to foster interdisciplinary knowledge and critical understanding of the histories, literatures, cultures, and linguistic practices of Spanish-speaking countries; (3) to develop critical thinking and analytical skills in Spanish; (4) to gain meaningful practice and general competence in the research methodologies specific to Spanish Linguistics and Hispanic Studies through guided one-on-one mentorship by a faculty member. Broadly speaking, the Department of Spanish aspires to lead its students to become confident communicators and lifelong learners who respect, examine, and understand the plurality and complexity of cultural expression and cultural identity across our globally interconnected but socioeconomically divided world.

A degree in Spanish from The College of Wooster can lead to careers in research, education, publishing, translation, international business, travel and tourism, and government; it can also serve as a preparation for professional school. Students interested in Spanish as a prelude to a career in international business or finance should consider the Interdisciplinary Minor in International Business Economics. Students interested in the history, cultures, and languages of Latin America may also consider the multidisciplinary Minor in Latin American Studies.

Major in Spanish

Consists of eleven courses:

- Five Spanish courses at the 200-level or above in addition to the following required courses:
- SPAN 22300 or 22400
- SPAN 27000 or 31000
- Two of the following literature courses: SPAN 30100, 30200, 30500, 30900, or 31100
- Senior Independent Study: SPAN 45100 and SPAN 45200

Minor in Spanish

Consists of six courses:

- Four Spanish courses at the 200-level or above in addition to the following required courses:
- SPAN 22300 or 22400
- SPAN 27000 or 31000

Special Notes: majors and minors

- **Junior Independent Study:** At least one 300-level course that is not 31900 must be completed before Senior Independent Study in order for the student to acquire practice with the research methodologies required for the successful completion of Senior Independent Study. The College requirement of a unit of Independent Study in the junior year is therefore satisfied by completing one 300-level course that is not 31900 prior to Senior Independent Study. Students may take SPAN 31000 in lieu of one of the required 300-level literature courses if they have fulfilled, or are planning to fulfill, the Spanish Linguistics requirement by taking SPAN 27000.
- **Senior Independent Study:** Spanish majors are encouraged to discuss their ideas for Senior I.S. with the department chairperson during their junior year. While students are given significant latitude in designing their project and are encouraged to exercise intellectual creativity, all projects must adhere to the methodological conventions and practices specific to Hispanic Studies or Spanish Linguistics. This includes combined projects for double majors. More information on disciplinary methodologies can be found in the Majors' Handbook, which can be downloaded from the department website.
- SPAN 22300, 22400, 27000, 30100, 30200, 30500, 30900, 31000 and 31100 may not be completed through transfer credit.
- No more than one Spanish course taught in English may count toward the major; on a similar note, one Spanish course taught in English may count toward the minor with permission of the Chair.
- Only grades of C- or better are accepted for the major or minor.
- Courses taken S/NC are not permitted in either the major or the minor.
- It is strongly recommended that one 300-level literature course be taken as one of the six required courses for the minor. Whenever possible, the department strongly encourages students to take more than the required minimum number of courses for the major or minor.
- **Double majors:** The department supports double majors and will work closely with students to design an appropriate program of study and I.S. project. Students in recent years have combined their Spanish major with majors Comparative Literature, English, French, German, Theatre, Psychology, History, Neuroscience, International Relations, Political Science, Sociology, and Archaeology.

Special Notes: general

- **Study Abroad:** All majors and minors are strongly encouraged to spend at least one semester in a Spanish-speaking country. Up to three courses may be transferred from an OCS-endorsed study abroad program in a Spanish-speaking country toward fulfillment of the major or minor in Spanish. Spanish majors should plan to consult with the chairperson regularly during the process of selecting an appropriate program.
- **Spanish House:** Students with a strong interest in Spanish are encouraged to apply to live in the Spanish Suite, located in Luce Hall. The Spanish Suite offers

a convivial, stimulating atmosphere with weekly cultural and social events that allow students to improve their Spanish and broaden their knowledge of the Spanish-speaking world. A language assistant from a Spanish-speaking country lives in the Spanish Suite and helps organize the student-led activities. Applications are normally due in late February.

- **Advanced Placement:** Students who receive a score of 4 or 5 on the Advanced Placement Exam may count this credit toward a major or minor in Spanish. Students who have taken the Advanced Placement Exam are still required, regardless of the score received, to take the placement exam at the College to determine the next appropriate course.

Special Notes: the foreign language requirement

- Successful completion of SPAN 10100 and 10200 satisfies the College's Foreign Language Graduation Requirement.
- The Spanish Placement Exam is administered each year to incoming students during ARCH. Every student who has taken Spanish previously and who wishes to enroll in a Spanish course must first take the placement exam. Students can only enroll in courses that correspond to their level of proficiency as determined by the Placement Exam. Any student who registers and completes a Spanish course that is below his or her level of proficiency as determined by the Placement Exam will not receive credit toward graduation for that course, unless permission was granted by the Department Chair, which is highly unusual. Permission to enroll in a course below the student's placement for the purpose of review will not be granted.
- By placing into SPAN 20100 or above, a student automatically fulfills the College's Foreign Language Graduation Requirement.
- In order to fulfill the College's Foreign Language Graduation Requirement through transfer credits for courses equivalent to SPAN 10100 (Beginning Spanish I) and/or SPAN 10200 (Beginning Spanish II), the following requirements must be met: (1) The course must be taken at an accredited institution (consult with the Office of the Registrar for this information); (2) A minimum of sixty contact hours is required for the transfer of credit; (3) If the institution is on a semester system, the course must be worth at least four semester-hours credit; (4) If the institution is on a quarter system, the course must be worth at least six quarter-hours credit; (5) The student must receive a grade of C or higher in the course. Students who wish to meet the College's foreign language requirement in Spanish through transfer credit for courses that do not meet the minimum requirements above must consult with the chairperson prior to such study, and will be required to take the departmental placement exam to demonstrate proficiency through the SPAN 10200 level. The Department of Spanish does not accept transfer credit from dual enrollment programs to fulfill the graduation requirement or requirements in the major or the minor. A student who seeks to fulfill the College's foreign language requirement for graduation based on work completed through a dual enrollment program must take the Spanish Placement Exam. The College does not accept transfer credit for online or distance learning courses.

SPANISH COURSES

SPAN 10100. BEGINNING SPANISH LEVEL I

Oral-aural instruction and practice with grammar, reading, and some writing. Emphasis on practical everyday language for direct communication. Instruction focuses on the cultural meaning of language. *Annually. Fall.*

SPAN 10200. BEGINNING SPANISH LEVEL II

Additional oral-aural instruction and continued practice with grammar, reading, and writing. Further emphasis on practical everyday language for communication. Instruction focuses on the cultural meaning of language. *Prerequisite: SPAN 10100 or placement. Annually. Spring.*

SPAN 20100. INTERMEDIATE SPANISH FOR GRAMMAR, CONVERSATION, AND COMPOSITION I

Extensive practice in conversation and composition with comprehensive grammar review. Reading and discussion of short texts. Structured to improve oral and written proficiency and to develop reading ability by way of vocabulary building, recognition of grammatical structures, and determining meaning from context. *Prerequisite: SPAN 10200, equivalent, or permission of the instructor. Annually. Fall and Spring.*

SPAN 20200. INTERMEDIATE SPANISH FOR GRAMMAR, CONVERSATION, AND COMPOSITION II

A continuation of Spanish 201. Extensive practice in conversation and composition with comprehensive grammar review. Reading and discussion of short texts. Structured to improve oral and written proficiency and to develop reading ability by way of vocabulary building, recognition of grammatical structures, and determining meaning from context. *Prerequisite: SPAN 20100, equivalent, or permission of the instructor. Annually. Fall and Spring.*

SPAN 21300. U.S. LATINO LITERATURES AND CULTURES (Comparative Literature, English, Latin American Studies)

Taught in English. A study of U. S. Latino literature, culture, and film that focuses on questions and issues of ethnic identity as presented in works by Puerto Rican, Chicano, Mexican, Cuban, and Dominican authors who live and write in the United States. Topics will include self-representation, "ethnic" autobiographical discourse, the concept of language literacy and legacy, border theory, and the notions of (be)longing and displacement. [C, AH]

SPAN 22300. READINGS IN SPANISH PENINSULAR CULTURES

The study of selected, key issues in the cultures of Spain through the close reading and analysis of appropriate texts. The focus is on the nature of cultural values, political and gender ideologies, social norms, institutions, and cultural practices as manifested in the literature and the visual arts of Spain. *Prerequisite: SPAN 20200, equivalent, or permission of the instructor. Annually. Fall. [W, C]*

SPAN 22400. READINGS IN LATIN AMERICAN CULTURES (Latin American Studies)

The study of selected, key issues in the cultures of Latin America through the close reading and analysis of appropriate texts. The focus is on the nature of cultural values, political and gender ideologies, social norms, institutions, and cultural practices as manifested in the literature and the visual arts of Latin America. *Prerequisite: SPAN 20200, equivalent, or permission of the instructor. Annually. Spring. [W, C]*

SPAN 25000. COMMERCIAL LANGUAGE AND CULTURE IN THE HISPANIC WORLD (Latin American Studies)

The study of the general linguistic, geographic, and cultural proficiency essential to conducting business in Spanish successfully, both in the United States and abroad. The focus is on vocabulary building, written and spoken business communications, and role plays. *Recommended: ECON 10100. Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Every three years. [C]*

SPAN 27000. SPANISH PHONOLOGY (Latin American Studies)

Introduction to Spanish Phonology and its historical development from Latin. The focus is on the principles of phonetics and diction. Attention is given to speech characteristics and to dialectal differences in Peninsular and Spanish American phonology. Oral drill to improve pronunciation and diction. *Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Alternate years. Fall. [AH]*

SPAN 27500-27502. INTERMEDIATE SEMINAR: SPECIAL TOPICS IN HISPANIC LANGUAGE, LITERATURE, AND CULTURE (Comparative Literature, some sections cross-listed with Latin American Studies)

Studies in Hispanic language, literature, and culture varying in topic from year to year. Topics will be chosen for their significance and impact on the Hispanic cultures and may include, but are not limited to, religion, politics, philosophy, feminism, minority groups, linguistics. May be taken more than once. *Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. [C, AH]*

SPAN 28000. HISPANIC FILM (Comparative Literature, Film Studies, Latin American Studies)

Taught in English. A study of the history and evolution of cinema in Spain and Latin America with special attention paid to the documentaries and avant-garde films of the silent era, the neo-realist trends of the 40s, 50s, and

60s, the national cinemas of the 70s, 80s, and 90s, and the new directions of the contemporary period. The course focuses on the continuity of the auteur tradition in an industry dominated by Hollywood. Topics for discussion include: film as a means of exposing or confronting social injustice, nation-building, (de)constructing identity, problematizing modernity, subverting social codification/codifying subversion. *Requirements: two evening film screenings per week and pre-assigned readings on film criticism, history and theory. Every three years. [C, AH]*

SPAN 30100. CERVANTES: DON QUIXOTE (Comparative Literature)

An in-depth study of Don Quixote as the beginning of the modern novel in the western world. Discussion of the inherent national values of Cervantes's masterpiece and its intrinsic universal appeal. Study of the structure, motives, and motifs of the novel, Cervantes's narrative technique, point of view in the novel, the themes of self-conscious literature and metafiction, Don Quixote's heroism and folly, and the 'quixotic principle' and its impact on the evolution of western narrative tradition. Introduction to the research methods for the study of Hispanic literature and culture. *Prerequisite: SPAN 202 and either 223 or 224, or permission of the instructor. [C, AH]*

SPAN 30200. GOLDEN AGE LITERATURE (Comparative Literature)

A study of the principal trends and themes in Golden Age literature. Reading, analysis, and discussion of selected literary works of the Renaissance and Baroque periods that most clearly reflect the cultural, social, and psychological temperament of sixteenth and seventeenth century Spain. Readings include the poetry of Góngora and Quevedo, and the plays of Alarcón, Lope de Vega, Tirso de Molina, Calderón de la Barca, and Rojas Zorrilla. Introduction to the research methods for the study of Hispanic literature and culture. *Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. [C, AH]*

SPAN 30500. THE CONTEMPORARY LATIN AMERICAN NOVEL (Comparative Literature, Latin American Studies)

The study of selected Latin American novels of the Boom and post-Boom. Consideration of technical innovation, gender difference, literature and history. Novelists studied include Rulfo, Vargas Llosa, García Márquez, Traba, Puig, and Skármeta. Introduction to the research methods for the study of Hispanic literature and culture. *Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Alternate years. Fall. [C, AH]*

SPAN 30900. TRENDS IN SPANISH AMERICAN LITERATURE (some sections cross-listed with Comparative Literature, Latin American Studies, Women's, Gender, and Sexuality Studies)

The study of major literary currents of Spanish America from the nineteenth century to the present through the readings, discussion, and criticism of key literary works that have most clearly contributed to the development of Spanish American literature. Emphasis on the realist and regionalist novel, the essay, and late nineteenth century and twentieth century theater. Introduction to the research methods for the study of Hispanic literature and culture. May be taken more than once. *Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Every three years. Fall. [C, AH]*

SPAN 31000. THE STRUCTURE OF MODERN SPANISH (Latin American Studies)

A contrastive study of morphological, syntactic, and semantic structures of Spanish and English. This course is designed to help advanced students and prospective teachers of either language to gain knowledge of the particular areas of difficulty and correct problems. Introduction to the research methods for the study of Hispanic language and linguistics. *Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. Alternate years. [AH]*

SPAN 31100-31102. ADVANCED SEMINAR IN HISPANIC LANGUAGE, LITERATURE, AND CULTURE (some sections cross-listed with Latin American Studies)

An advanced seminar exploring a specific author or a limited number of authors, a literary period or genre, or a specific linguistic, literary, cultural topics or methodological approach. Topics will be chosen for their significance in Hispanic language, linguistics, literature, or culture. Introduction to the research methods for Hispanic Studies. May be taken more than once. *Prerequisite: SPAN 20200 and either 22300 or 22400, or permission of the instructor. [C, AH]*

SPAN 31900. APPLIED LINGUISTICS

Taught in English. Linguistic theory and its application in the teaching of foreign languages. Offered jointly by the departments of French, German, and Spanish. Individual practice for the students of each language. Required for licensure of prospective teachers of Spanish. This course does not fulfill the Junior Seminar requirement. *Prerequisite: SPAN 20100 or equivalent.*

SPAN 40000. TUTORIAL

Individual study of a topic developed in consultation with the faculty member of the department supervising

the project. *Prerequisite:* The approval of both the supervising faculty member and the chairperson are required prior to registration.

SPAN 410000. INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or governmental organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance through the appropriate department or program. No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. The form for registering for an internship and the Internship Learning Plan are available in the office of the Registrar. (0.25-4 course credits) S/NC course. *Prerequisite:* The approval of a College of Wooster mentor, department chair, the faculty adviser, and the Associate Dean for Experiential Learning is required. Annually.

SPAN 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student engages in creative and independent research of a specific topic in Hispanic linguistics, literature, cinema or culture under the direction of a faculty member of the department, and which culminates in a thesis and an oral examination in the second semester. *Prerequisite:* one 300-level Spanish course that is not SPAN 31900.

SPAN 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite:* SPAN 45100.

THEATRE AND DANCE

FACULTY:

Shirley Huston-Findley, Chair

Jimmy A. Noriega

Dale Seeds

Kim Tritt (on leave Spring 2016)

Theatre and Dance, as studied at The College of Wooster, emphasizes the relationship between scholarship and artistry, investigating both the range and depth of the human experience. The Theatre and Dance Major and Minor curricula offer a broad range of knowledge designed to examine acting, directing, dance, design and technology, history, literature, playwriting, and theory, focusing in each area on the importance of analyzing texts in their various modes: the written text, the visual text, and the physical text. While the Theatre and Dance student may choose to specialize in one of these particular areas of the discipline for their Senior Independent Study, the departmental philosophy remains dedicated to the liberal arts belief in developing, through its interdisciplinary curricular structure, a combination of historical and critical analysis in relationship to the study of various performance texts, resulting in the creation of the artist/scholar.

The Theatre and Dance major consists of a minimum of 12 course credits: three 100-level foundational courses focusing on the understanding of text from a variety of perspectives, three 200-level history/literature/theory/criticism courses, three 300-level Topics courses, Junior Independent Study and Senior Independent Study allow students to establish an area of emphasis in Theatre and Dance, including directing, design, technology, acting, choreography, playwriting, history and theory.

Major in Theatre and Dance

Consists of twelve courses:

- THPT 10100
- THPT 10200

- THTD 10300
- Two of the following courses: THTD 20100, 20200, 24400, or 24600
- Students focusing their Senior Independent Study research in Theatre must take THTD 24400 and 24600.
- Students focusing their Senior Independent Study research in Dance must take THTD 20100 and 20200.
- One of the following courses: THTD 24100, 24300, 24500, 24700 or 24800
- Three of the following 300-level courses: THTD 30100, 30200, or 30300
- Junior Independent Study: THTD 40100
- Senior Independent Study: THTD 45100
- Senior Independent Study: THTD 45200

Minor in Theatre and Dance

Consists of six courses:

- THTD 10100
- THTD 10200
- THTD 10300
- One of the following courses: THTD 20100, 20200, 24100, 24300, 24400, 24500, 24600, 24700 or 24800
- Two of the following 300-level courses: THTD 30100, 30200, or 30300

Special Notes

- Students choosing to include a Production component in their Senior IS must also take three sections of either THTD 12101 *Performance Practicum* (.25 credit each) or THTD 12102 *Production Practicum* (.25 credit), or THTD 12103 *Design Practicum* (.25 credit each), and one section of THTD 12104 *Stage Management Practicum* (.25 credit each).
- Only grades of C- or better are accepted for the major or minor.

THEATRE AND DANCE COURSES

FOUNDATION COURSES

THTD 10100. THE WRITTEN TEXT

The Theatre and Dance program at Wooster emphasizes the importance of analyzing texts in their various modes: the written text, the visual text and the physical text of the performer's body. These modes interact simultaneously with each other in the process of performance. This course specifically poses fundamental questions about the nature of written texts, and how they become transformed in the performance process. This understanding of texts is fundamental to both the enlightened theatre and dance audience member and to the work we do as actors, dancers, directors, choreographers, dramaturges, designers, technical personnel, and support staff. *Annually. [W, AH]*

THTD 10200. THE VISUAL TEXT

The visual text, which includes the images created by the body, scenery, lighting, costumes, properties, film, and digital imagery, forms the ways in which the written text is performed. Students will focus on the following: how visual elements narrate the story; the basic tools and principles of design and the visual arts which communicate space, meaning, mood and emotion; and how visual communication in a performance context is culturally based and informed by historical and stylistic insight. The student is expected to develop a visual literacy and to apply this knowledge to both the understanding of how these elements create meaning and the development of creative visual representations of a text. *Annually. [AH]*

THTD 10300. THE PHYSICAL TEXT

An introductory level course intended to engage students in the study of movement as a primary text necessary for developing the art and craft of performance. Students will be introduced to the diversity of physical tools that shape movement of the performative body and how to analyze physical text with critical literary and cultural theory of Western and non-western performance systems. *Annually. [AH]*

THTD 12101. PERFORMANCE PRACTICUM

Performing in a faculty-directed theatre or dance production. Rehearsal and performance time must total a minimum of 40 hours. Only those students who are cast in faculty-directed productions should register for the Performance Practicum. Students cast in non-faculty directed productions may receive credit pending faculty approval through a student petition. (.25 course credit) *Annually. Fall and Spring.*

THTD 12102. PRODUCTION PRACTICUM

Practical experience in the production of a faculty directed play, or dance concert, including scene, costume or props design or construction; lighting design or execution; or serving on a stage or wardrobe crew. Non-faculty directed productions may receive credit pending faculty approval through a student petition. A minimum of 40 hours during the semester is required. *Prerequisite: Permission and arrangements are made through the instructor and the Department's Technical Director. (.25 course credit) Annually. Fall and Spring.*

THTD 12103. DESIGN PRACTICUM

Practical experience as a design assistant to a faculty designer of a faculty directed play, or dance concert, including scene, costume, sound or properties design. Non-faculty directed productions may receive credit pending faculty approval through a student petition. A minimum of 40 hours during the semester is required. *Prerequisite: Permission and arrangements are made through the instructor and the appropriate faculty designer. (.25 course credit) Annually. Fall and Spring.*

THTD 12104. STAGE MANAGEMENT PRACTICUM

Practical experience in stage management of a faculty directed play, musical or dance concert, including serving as an assistant stage manager or assistant director. Non-faculty directed productions may receive credit pending faculty approval through a student petition. A minimum of 40 hours during the semester is required. *Prerequisite: Permission and arrangements are made through the instructor and the Department's Technical Director. (.25 course credit). Annually. Fall and Spring.*

HISTORY, LITERATURE, THEORY & CRITICISM

THTD 20100. CONTEMPORARY DANCE HISTORY

This course explores the development of contemporary dance as an art form. Rich in diversity, the modern dance is world-conscious, concerned with social, cultural, and personal issues. Beginning with an introduction to late-nineteenth-century theatrical dance, this class will examine twentieth-century concert dance choreographers and their work as evidence of identity and change through dance literature, critical essays, and film. *Alternate years. [C, AH]*

THTD 20200. DANCE IN WORLD CULTURES

An introductory overview to selected dance traditions of the world. The course will examine such issues as the role of the physical text in dance, influences from other cultures, and culture-specific choices of the physical body. Students will gain understanding of how dance is embedded in the belief systems of the people who created it, how dance forms have changed and why, and develop skills in communicating about dance orally and in written form. *Alternate years. [C, AH]*

THTD 24100. LATINA/O DRAMA AND PERFORMANCE (Latin American Studies)

This course is an introduction to the history of Latina/o theatre and performance in the United States. By dismantling borders and opening up the public space of performance, students will explore topics related to identity and representation within the various Latina/o communities in the U.S. Analyzing a variety of performance genres and styles, the course examines how creative forms challenge dominant ideology and culture. Topics of emphasis include: immigration and diaspora, family and heritage, gender and sexuality, assimilation and resistance, violence, politics, and class struggle. Students will engage in historical, social, political, and cultural analyses of the theatre being created by Latinas/os and the ways that their works bridge the gap between Latin America and the United States. *Offered every third year. [C, AH]*

THTD 24400. ORIGINS OF DRAMA

This course introduces students to the origins of eastern and western dramas, focusing primarily on Europe, the U.S, and India, emphasizing the relationships between history, dramatic literature, and theory. *Alternate years. [AH]*

THTD 24500. FEMINISM AND THEATRE (Women's, Gender, and Sexuality Studies)

This course is designed to explore theories of feminism and gender issues in relation to dramatic literature from a wide range of time periods and perspectives. Emphasis will be placed on developing student appreciation of

and critical responses to traditional and non-traditional forms of drama as they relate to women as bodies in performance; the relationship of the male gaze (in film and on stage) to both canonical and non-canonical works; and marginalized voices (e.g.; women of color). *Offered every third year. [C, AH]*

THTD 24600. DRAMATIC THEORY AND CRITICISM

This course traces the various theoretical movements found in the development of world theatre from the introduction of Realism to Grotowski's ritual theatre, emphasizing the relationships between history, theory, criticism, and dramatic literature. *Alternate years. [AH]*

THTD 24700. LATIN AMERICAN THEATRE AND PERFORMANCE (Latin American Studies and Comparative Literature)

This course is an introduction to the theatrical histories of Latin America. Students will examine the histories of Latin America. Students will examine the historical development of diverse performance traditions and read texts from some of the most influential Latin American theatre practitioners. Additionally, the course will focus on performances created from within "marginal" communities of the Americas, allowing for a comparative study of theatre across the hemisphere. Although each Latin American nation possesses its own history and identity, it is violence—from the conquest of Columbus to the twentieth-century dictatorships—that has been a common link between the people of the Americas. By focusing on texts that explore issues associated with violence and conflict, we will examine the ways Latin Americans use performance as forms of nation and community building. *Offered every third year. [C, AH]*

THTD 24800. NATIVE AMERICAN PERFORMANCE (Film Studies)

The performance traditions within Native American cultures are extremely rich and diverse, embracing ritual, myth, spirituality, oral literature, art, music, dance, film, and, more recently, improvised and written scripts and digital performance. A survey of this tremendous diversity would be impossible; accordingly, the course intends to indicate and suggest the diversity of recent Native performance in two ways: first, by focusing specifically on the range of recent performance practices of specific Alaskan Native and Native American peoples, and second, by the study of recent texts and performances by Native theatre groups and performance artists. *Offered every third year. [C, AH]*

THTD 24900. INDIGENOUS FILM (Film Studies)

Indigenous cultures throughout the world have combined ritual, myth, oral literature, art, music, and dance with contemporary film. The course will focus primarily on the films that have recently emerged from indigenous cultures of North, Central, and South America, Northern Europe, Australia, New Zealand and Oceania and how they have created a culturally specific indigenous film genre, free from colonial domination. *As available. [C, AH]*

TOPICS

Intended to create a natural extension from 100-level foundation courses, THTD 30100-30104 *Topics in the Written Text*, THTD 30200-30210 *Topics in the Visual Text*, and THTD 30300-30309 *Topics in the Physical Text* educate students in a variety of areas pertaining to the many possible foci available in the performing arts: acting, dance, directing, design, writing, and/or history, as well as practical application to Film Studies when possible. Four 300-level Topics courses will be provided each year, two per semester, rotating emphasis upon the Written Text, the Visual Text, and the Physical Text as appropriate. *Annually.*

THTD 30100-30104. TOPICS IN THE WRITTEN TEXT (some sections cross-listed with Film Studies)

Prerequisite: THTD 10100 or permission of the instructor. [AH]

THTD 30103. PLAYWRITING

Playwriting is intended to provide beginning playwrights an opportunity to explore the craft through various writing exercises involving structure, character and idea development, setting, dialogue and more. Writing assignments include the creation of a ten-minute play and a one-act. In addition, students will be exposed to several dramatic texts, the process of writing, and the ins and outs of the professional world. *[W]*

THTD 30200-30211. TOPICS IN THE VISUAL TEXT (some sections cross-listed with Film Studies)

Prerequisite: THTD 10200 or permission of the instructor. [AH]

THTD 30201. LIGHTING DESIGN

This course focuses on the concept development, planning and execution of a lighting design as part of an integrated, collaborative expression of performance. These performances may include but not be limited to theatre,

dance, ballet, and opera. Students will consider the aesthetic and interpretative elements of design, director/choreographer communication and the technical knowledge, skills and tools used to execute the design. Students will apply this knowledge directly to the design and execution of the Department's productions of theatre and dance during the semester. *Prerequisite: THTD 10200 AND permission of the instructor.*

THTD 30202. SCENIC DESIGN

This course explores the development of the scenic design as part of the collaborative performance of theater and dance. To this end, students will develop skills in textual interpretation, designer director/choreographer communication, concept development and the communication of the design to the production staff and crew through sketches, drafting, rendering and model making skills. *Prerequisite: THTD 10200 AND permission of the instructor.*

THTD 30203. COSTUME DESIGN

This course provides core skills for the beginning costume designer. Students will explore aspects of costuming including character analysis, research, rendering, swatching, and professional presentation skills. Students will apply these tools to the creation and implementation of 2D designs based on assigned scripts.

THTD 30204. SCENIC PAINTING

This course intends to introduce the more advanced theatre and dance student interested in design to the art of scenic painting. This course will employ practical projects as a means to focus on color theory, basic painting methods, lay out, highlight and shadow work and *trompe l'oeil* techniques. The course will also include the painting and preparation of decorative properties.

THTD 30205. STAGECRAFT

Theatre production relies heavily on the traditional arts of stagecraft, including theatre production organization models, theatre safety, tool and material use, sustainable construction strategies, rigging, basic scenic painting and elementary lighting technology. These will be approached through text readings, small group problem-solving exercises and practical laboratory activities. *Alternate years.*

THTD 30300-30312. TOPICS IN THE PHYSICAL TEXT (some sections cross-listed with Film Studies)

Prerequisite: THTD 10300 or permission of the instructor. [AH]

THTD 30302. STYLES OF MODERN DANCE

A comprehensive introduction to the principles of modern dance the art form will be investigated through movement explorations, movement patterning and technique, movement compositions, short essay readings and visual texts, discussion, and critical analysis of modern dance. This course will introduce foundational traditions of modern dance and examine how contemporary styles of modern dance are influenced by them. Emphasis will be placed on activities that investigate the creative, technical, and critical aspects of the art form.

THTD 30304. ACTING METHODS

This course is a comprehensive study of different styles and methods of acting. The students will gain skills in acting, voice, movement, script and character analysis, improvisation, visualization, and artistic creation, as well as a working vocabulary of theatre terms. Additionally, this course will include an overview of different acting genres and techniques from around the globe. Students will direct, watch, and evaluate performances of scenes in class.

THTD 30305. CLASSIC PILATES

The primary focus of Pilates mat work encourages strength and flexibility of the spine and hips, and the development of a neutral spine alignment through the deep core muscles of the abdomen and back in support of this posture. Sophistication of the technique emphasizes mind/body theories of control, breath techniques, and fluidity of motion.

THTD 30306. CHOREOGRAPHY

Choreography is a course that investigates principles and theories of motion in the making of dances. Through a sequential growth of movement improvisations out of a motivating idea, each student will explore motion with its many permutations and various compositional structures in the organization of movement. Critical skills necessary to dance composition will also be explored.

THTD 30307. DIRECTING

This course is a comprehensive study of the various skills necessary to be a stage director, including: play selection, script analysis, creating a director's concept and vision, casting, production administration, communication with designers, director-actor relationships, the rehearsal process, technical and dress rehearsals, opening

night, and receiving feedback. Students will direct, watch, and evaluate performances of scenes in class. This course will expand the students' knowledge of acting and directing, in addition to further developing the fundamental directorial and analytical processes necessary to present a play to the public. *Prerequisite: THTD 10300 AND permission of the instructor.*

THTD 30308. ACTING FOR THE STAGE

In this course students will gain a theoretical and practical understanding of the basic skills necessary to act for the stage: self awareness, relaxation, concentration, use of voice, body movement, sense memory, spontaneity, self awareness, privacy in public, imagination, visualization, truthful actions, objectives, tactics, script analysis, and living the reality of the given circumstances. Students will explore these concepts through practical work inside and outside of the classroom, including: physical and vocal warm ups, improvisations, theatre exercises, object exercises, scene work, monologue work, audition work, class discussions, self-evaluations, and written analysis.

THTD 30309. BALLET

Designed for the student with little or no training in ballet, the course introduces the study and theories of ballet with an emphasis on increasing physical competence and the understanding of underlying theory. Historical traditions of ballet and its relationship to society from the 16th century to the present and other non-western Royal Court dances will be examined. The course will also contain a unit on critical analysis as it applies to the art form of dance.

THTD 30313. THEATRE FOR SOCIAL CHANGE

According to Brazilian director and theatre scholar Augusto Boal, "Theatre is a weapon. A very efficient weapon." If he is correct, then in what ways has theatre historically been used as a tool for change? Who yields that power? And how can people use theatre as a means to envision and create a better world? This class will examine the different ways performers have used theatre as a form of resistance and public critique. Students will read some of the most important works that speak to theatre's capacity to transform society and will also create and devise their own performances for social change. In this way, students will become artist/scholars as they explore the critical interventions that theatre and performance can make locally and globally.

THTD 30314. DEVISED PERFORMANCE

A collective of playwrights, actors, directors and designers will combine collaborative creation with an exploration of the history and theories of devising performance, culminating in a public performance(s). *Prerequisite: THTD 10100 The Written Text and/or 103 The Physical Text.*

OFF-CAMPUS STUDY

THTD 39100, 39200. INDIVIDUAL SUMMER STUDY

This course is intended to provide the advanced theatre student an opportunity to develop professionally by accepting a Summer Internship or Apprenticeship with a recognized theatre or dance company. Students will submit a detailed course proposal to the departmental faculty at the beginning of the second semester prior to commencing summer study. The reputation and operational procedures of each theatre organization will be closely scrutinized by the faculty in order to assure a significant experience for the student. Special attention will be paid to the supervision and evaluation of the summer experience by a Theatre and Dance faculty member. Students must turn in a journal to the supervising faculty member at the conclusion of the course. (1 – 2 course credits) *Prerequisite: Permission of the department.*

THTD 41000. PROFESSIONAL THEATRE INTERNSHIPS

Internships with established professional theatres are included under this classification. Interns are assigned responsibilities by the host theatre, which they are expected to fulfill, and the theatre will make available other opportunities for observation and participation. The student's choice of theatre and its intern program must be approved by the department. Students choosing to study off-campus for a full semester are strongly encouraged to do so in either the Spring of their sophomore year or the Fall of their junior year to avoid conflict with the Junior Independent Study offered in the Spring only. *S/NC course.*

GLCA NEW YORK ARTS PROGRAM

A semester of study and work in New York with professionals in various aspects of theatre and dance according to individual interest. Students live in a dormitory-type environment where they also attend a number of seminars. The major portion of time is spent on-the-job as an intern with a well-known artist or artists and companies. *Prerequisite: Recommendations by the department chairperson and adviser, and acceptance by the administrators of the program in New York. (4 credits)*

THTD 40100. JUNIOR INDEPENDENT STUDY

An application of methods of research (historical, theoretical, analytical) pertinent to the performing arts, with emphasis on developing a research agenda and writing process, including the formation of a critical question, sentence outline, and annotated bibliography. Requirements include a 25-30-page research paper. *Prerequisites:* THTD 101, 102, 103, the completion of a writing-intensive (W) course, at least one 300-level Topics course, and at least one of the three required history courses. Annually, Spring.

THTD 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student produces a thesis and/or a project. The project can be in stage management, directing, acting, play writing, design, dance, or a devised production and must include a companion research paper that articulates and explores a critical question posed by the project. *Prerequisite:* THTD 40100.

THTD 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and/or project. *Prerequisite:* THTD 45100.

URBAN STUDIES

CURRICULUM COMMITTEE:

James Burnell (Economics), Chair

Heather Fitz Gibbon (Sociology)

Eric Moskowitz (Political Science)

The Urban Studies program provides both an interdisciplinary major and an off-campus urban experience for non-majors. Urban Studies is sponsored by the departments of Economics, Political Science, and Sociology and administered by a faculty committee.

The Urban Studies major allows students to gain a perspective on the different urban phenomena that crucially affect the quality of life of most Americans, and to relate their liberal education to specific and real human concerns. The Urban Studies major provides a social-scientific core from which students may elect to branch out into various curricular tracks that either broaden the disciplinary bases of urban understanding or deepen competence within a particular discipline.

Major in Urban Studies

Consists of fourteen courses:

- URBN 10100
- ECON 10100
- One of the following courses: ECON 11000 or SOAN 34000
- URBN 20100
- PSCI 20500
- SOCI 20600
- One of the following courses: ECON 21000 or SOCI 34100
- ECON 26100
- URBN 29100
- URBN 29200
- URBN 29300
- Junior Independent Study: URBN 40100
- Senior Independent Study: URBN 45100
- Senior Independent Study: URBN 45200

Minor in Urban Studies

Consists of six courses:

- URBN 10100
- ECON 10100
- One of the following courses: ECON 11000, SOCI 34100, or Urban Semester
- PSCI 20500
- SOCI 20600
- ECON 26100

Special Notes

- **Off-Campus Study:** The Urban Studies Program requires off-campus study – the Urban Semester. The off-campus program should consist of a city seminar and an urban related internship. Contact the chairperson of Urban Studies about the opportunities and arrangements for the Urban Semester.
- To be eligible for the Urban Semester, the major must complete either URBN 10100 or one of the following: ECON 26100, PSCI 20500, or SOCI 20600.
- For the Urban Semester, the students enroll in URBN 29100-29200 *Urban Field Study*. This is the field placement for which the students receive two course credits. In addition, they enroll in URBN 29300 *Urban Field Seminar*, a course designed to familiarize the student with the particular problems of the host city. URBN 29100, 29200, and 29300 are graded S/NC.
- Participation in the Urban Semester is also available to non-majors. The pre-requisites for Urban Semester for the non-major are either URBN 10100 or two of the following courses: ECON 10100, 26100, PSCI 20500, SOCI 20600, or URBN 20100. The Urban Semester for the non-major consists of URBN 29100-29200 *Urban Field Study* and the additional options as provided for majors.
- S/NC evaluation is not permitted for courses in the major, except for URBN 29100, 29200, and 29300.
- Only grades of C- or better are accepted for the major or minor.

URBAN STUDIES COURSES

URBN 10100. CONTEMPORARY URBAN ISSUES

An interdisciplinary approach to issues and institutions present in American cities. Contemporary urban problems related to growth, housing, poverty, race, social relations, etc., and public policies designed to alleviate them are analyzed from a social science perspective. Alternative ideological perspectives are presented. *Annually. Fall. [HSS]*

URBN 20100-20103. ISSUES IN URBAN STUDIES

A seminar exploring the current theories and research regarding selected issues facing urban areas. Topics will be announced in advance by the faculty member teaching the course. *Prerequisite: URBN 10100 or any course in Economics, Political Science, or Sociology. Annually. Spring. [HSS]*

URBN 29100, 29200. URBAN FIELD STUDY

The city itself is the laboratory in which this learning experience takes place. The student becomes engaged in the activity of that “laboratory” through participation in a program that immerses the student in an urban experience. The particular experience is based on the off-campus program chosen by the student. *(2 course credits)*

URBN 29300. URBAN FIELD SEMINAR

The cross-disciplinary analysis of the city as a political, social, and economic entity will draw upon and help interpret the student’s experience in urban field study. Utilizing various resources, including local citizens and leaders, attention will focus on acquisition and analysis of information about the host city. Seminar directed by staff on location in the city.

URBN 40100. JUNIOR INDEPENDENT STUDY

This course will introduce Urban Studies majors to the process of conducting social scientific research in an

urban context. Students will be exposed to the practical techniques for accomplishing an urban research project. This includes providing the appropriate theoretical framework and specification of methodology that will be used to test hypotheses on urban phenomena.

URBN 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which each student undertakes a significant, independent, interdisciplinary analysis of an urban-related topic, and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: URBN 40100.*

URBN 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: URBN 45100.*

WOMEN'S, GENDER, AND SEXUALITY STUDIES

CURRICULUM COMMITTEE:

Christa Craven (Anthropology and WGSS), Chair (Fall Semester)

Ahmet Atay (Communications)

Kabria Baumgartner (History)

Jeremy Rapport (Religious Studies)

Emily Hrovat (WGSS-Economics Student '15)

M. Alexander Kaufmann (WGSS Student '17)

The WGSS curriculum is based in feminist scholarship—both within traditional disciplines across the academic divisions and in response to questions that cannot be answered within the framework of a single discipline. To foster this interdisciplinary inquiry, the Women's Studies Program was established in 1978 and has been built upon the feminist teaching, scholarship, and activism of faculty and students with a wide variety of disciplinary and cross-disciplinary perspectives. In the past few decades, the program has grown and evolved, changing its name to the Women's, Gender, and Sexuality Studies Program in 2008 to recognize important changes within feminist scholarship.

Acknowledging this important history, WGSS courses retain Women's Studies' focus on examining previously unavailable information about the lives and contributions of women and analyzing the effects of cultural attitudes, power and inequality, and social structures on the experiences of women. In addition, feminist scholarship has recognized and explored commonalities between women's oppression and the oppression of lesbian, gay, bisexual, transgender, and other sexual minorities worldwide, as well as the varied experiences of masculinity throughout the globe. In this vein, WGSS courses explore the cultural construction of sex, gender, and sexuality in the context of their relationship between theoretical and experiential knowledge, and privileging historically marginalized voices, WGSS encourages scholarship and teaching that is committed to the feminist principle of creating a more just world for all.

Major in Women's, Gender, and Sexuality Studies

Consists of eleven courses:

- WGSS 12000
- Three courses from the following: WGSS 20200, 20400, 20600, or Core Courses (see below).

- Three electives from cross-listed courses (see below) accepted for WGSS credit or additional core courses.

At least two core or cross-listed courses must be from a different division than the others

- Junior Independent Study: WGSS 33000/40100
- WGSS 35000
- Senior Independent Study: WGSS 45100
- Senior Independent Study: WGSS 45200

Minor in Women's, Gender, and Sexuality Studies

Consists of six courses:

- WGSS 12000
- Two of the following courses: WGSS 20200, 20400, 20600, or Core Courses (see below).
- One elective from cross-listed courses (see below) accepted for WGSS credit or additional core course.

At least one core or cross-listed course must be from a different division than the others.

- WGSS 33000
- WGSS 35000

Special Notes

- Majors and minors may substitute one WGSS 40000 or WGSS 40500 for one of the cross-listed courses.
- WGSS 40500 is strongly recommended.
- Only grades of C- or better are accepted for the major or minor.

WOMEN'S, GENDER, AND SEXUALITY STUDIES COURSES

WGSS 12000. INTRODUCTION TO WOMEN'S, GENDER, AND SEXUALITY STUDIES

This course is an overview of WGSS as a discipline and an interdisciplinary field of inquiry, introducing the many issues, theories, and feminist approaches that constitute it. We will examine how gender intersects with nation, religion, race, class and sexuality in order to produce systematic structures of power. Course materials include theoretical, analytical and creative texts. Students will gain the critical tools to analyze a range of historical, political, social and cultural issues from a WGSS perspective, across local and global contexts. *Annually, Fall and Spring. [W+, AH or HSS]*

WGSS 20200. HISTORIES OF FEMINIST THOUGHT

This course is a broad introduction to the histories of feminist thought, including major influences in Indigenous and women of color (WoC) feminist thought, as well as Euro-American feminist thought with its roots in early modern Europe, the women's suffrage movement (often characterized as the First Wave) through the Second and Third Waves of the women's movement and beyond. This course rejects a singular Eurocentric, Global North "history of feminism" in favor of addressing the intersections and controversies that have emerged among Euro-American feminists, WoC and postcolonial feminist critiques, and within queer studies and queer theory. *Prerequisite: WGSS 12000 or permission of instructor. Every three years; alternates with WGSS 20400 and 20600. [W+, AH or HSS]*

WGSS 20400. TRANSNATIONAL FEMINISMS (Latin American Studies)

This course explores how feminism is understood throughout the world and examines struggles for women's equality in both a historical and transnational perspective. It examines the relationship between feminisms in the Global North and the Global South, especially as efforts to empower women are impacted by nationalism, race, class and caste, religion, sexuality, and immigration. It also interrogates the complex process of globalization to understand why it is experienced differently based on gender as well as geographical location. Theoretical developments in transnational feminist and postcolonial theory and case studies of transnational feminist activism allow students to critically explore political movements to address intersecting inequities throughout the world. *Prerequisite: WGSS 12000. Every three years; alternates with WGSS 20200 and 20600. [C, HSS]*

WGSS 20600. QUEER LIVES

This course addresses a broad range of “queer” issues and the lived experiences of sexual minorities throughout the world. It explores major events in the history of lesbian, gay, bisexual, transgender, transsexual, and queer political movements in the United States and transnationally to understand the social construction of identities and movements and how they have changed in different times and places—often as a result of race-, class-, and gender-based inequities. The course also considers the categories used to describe same-sex desire. How do the Western terms used above help (or hinder) our understandings of the experiences of Indian hijras, Thai “Toms” & “Dees,” Native American two-spirit people, drag queens and kings, and others who do not fit “neatly” within single categories of gender, sex, and sexuality? *Prerequisite:* WGSS 12000. *Every three years; alternates with WGSS 20200 and 20400. Spring. [C, HSS]*

WGSS 33000. DOING FEMINIST RESEARCH: THEORY & PRACTICE

This course addresses the question of what makes a research methodology feminist. Through advanced interdisciplinary readings and short writing assignments, students are introduced to feminist research methods as well as distinctive feminist critical approaches to issues in the social sciences, natural sciences, and the humanities. This course is the equivalent of WGSS 401 and is required of Women's, Gender, and Sexuality Studies majors and minors, but it is designed for other students planning to incorporate feminist perspectives into their senior research. *Prerequisite:* WGSS 12000 and one 200-level WGSS course, or permission of instructor. *Annually. Spring.*

WGSS 35000. SENIOR SEMINAR: FEMINIST PEDAGOGY IN ACTION

This course is a rethinking of students' previous work in Women's, Gender, and Sexuality Studies through an in-depth immersion in advanced theoretical readings, literature, and personal writings pertaining to women, gender, and sexuality. The course is taught through feminist pedagogy and collaborative learning. The seminar is required of majors and minors but open to other interested students. *S/NC course. Prerequisite:* WGSS 12000, one 200-level WGSS course, and WGSS 33000, or permission of instructor. *Annually. Fall.*

WGSS 39900. SPECIAL TOPICS IN WGSS

This course is an advanced seminar exploring current theory and research on selected interdisciplinary issues in Women's, Gender, and Sexuality Studies. Topics will be announced in advance by the chair of the WGSS Program and the faculty member teaching the course. *Prerequisite:* WGSS 12000 or permission of instructor. *[W+]*

WGSS 40000. TUTORIAL IN WGSS

This course is independent research on a topic in consultation with a supervising faculty member. *Prerequisite:* WGSS 12000 and at least one other course from Women's, Gender, and Sexuality Studies courses or cross-listings; the approval of both the supervising faculty member and the chairperson is required prior to registration.

WGSS 40500. WGSS PRACTICUM

This course involves mentored participation a student-defined project in feminist praxis. The student will engage in practical efforts toward understanding and/or working for gender justice, and the course will culminate in written analysis of the practicum experience in relation to coursework in WGSS. Practicum could include: organizing events on campus around feminist issues, publishing a feminist newsletter, or staging a theatre production, in conjunction with academic work on the topic. Students interested in a practicum experience are also urged to explore the Antioch Women's Students Semester in Europe (Fall), the GLCA Philadelphia Center Urban Program, and make prior arrangements with a Women's, Gender, and Sexuality Studies faculty member to count their off-campus work as a practicum upon submission of a reflective paper or journal entries. *Prerequisite:* WGSS 12000 and at least one other WGSS course; permission of the chairperson is required before registration. *Annually. Fall and Spring.*

WGSS 41000. WGSS INTERNSHIP

A structured, usually off-campus experience, in which a student extends classroom knowledge to a work position within a community, business, or government organization. Student interns work and learn under the joint guidance of a host organization supervisor and a College of Wooster mentor. The student must arrange the internship in advance and develop an Internship Learning Plan (forms available through the Registrar) in consultation with a WGSS-affiliated faculty member. (.25-4 course credits) *S/NC Course. Prerequisite:* WGSS 12000 and at least one other WGSS course; permission of the mentor, department chair, faculty advisor, and the Associate Dean for Experiential Learning is required. *Annually. Fall and Spring.*

WGSS 45100. SENIOR INDEPENDENT STUDY – SEMESTER ONE

The first semester of the Senior Independent Study project, in which students use the methods and perspectives of feminist interdisciplinary scholarship to pursue questions of their own design, developed within the context

of their prior course work and their interests within the major, and which culminates in a thesis and an oral examination in the second semester. *Prerequisite: WGSS 33000.*

WGSS 45200. SENIOR INDEPENDENT STUDY – SEMESTER TWO

The second semester of the Senior Independent Study project, which culminates in the thesis and an oral examination. *Prerequisite: WGSS 45100.*

**CORE COURSES ACCEPTED FOR
WOMEN'S, GENDER, AND SEXUALITY STUDIES CREDIT**

COMMUNICATION

COMM 23300. MEDIATED GENDER, RACE & SEXUALITY [HSS]

ENGLISH

ENGL 21002. BLACK WOMEN WRITERS [AH]

ENGL 23036. HEARTBREAK & MASCULINITY [AH]

HISTORY

HIST 24700. HISTORIES OF FEMINISMS [HSS]

**CROSS-LISTED COURSES ACCEPTED FOR
WOMEN'S, GENDER, AND SEXUALITY STUDIES CREDIT**

AFRICANA STUDIES

AFST 24000. AFRICANA WOMEN IN NORTH AMERICA: EARLIEST TIMES THROUGH THE CIVIL RIGHTS MOVEMENT [C, HSS]

AFST 24100. AFRICANA WOMEN IN CONTEMPORARY SOCIETY [C, HSS]

ART AND ART HISTORY

ARTH 21600. GENDER IN TWENTIETH-CENTURY ART [AH]

ARTH 31018. THE VISUAL CULTURE OF CHILDHOOD IN EUROPE, 1300-1800 [AH]

CHINESE STUDIES

CHIN 22200. WOMEN IN CHINESE LITERATURE [C, AH]

CLASSICAL STUDIES

AMST 22300. GENDER AND SEXUALITY IN CLASSICAL ANTIQUITY [AH]

COMPARATIVE LITERATURE

CMLT 23000. COMPARATIVE SEXUAL POETICS [W, AH]

ECONOMICS

ECON 24500. ECONOMICS OF GENDER [HSS]

ENGLISH

ENGL 21004. EMPIRE BOYS [AH]

ENGL 21008. GENDER, SEX, AND TEXTS, 350-1500 [AH]

ENGL 21018. SEX AND GENDER IN RESTORATION AND 18TH-CENTURY LITERATURE [AH]

ENGL 22001. SHAKESPEARE: RACE, GENDER, SEXUALITY AND CLASS ON SHAKESPEARE'S STAGE [AH]

ENGL 22011. JAMES BALDWIN AND TONI MORRISON [AH]

ENGL 24010. POST/COLONIAL LITERATURE AND FILM [AH]

GERMAN STUDIES

GRMN 22700. GERMAN LITERATURE IN TRANSLATION: GENDER, POWER, TEXT

HISTORY

HIST 10183. INTRODUCTION TO HISTORY: THE FAMILY IN CHINESE HISTORY [C, HSS]

HIST 20115. CRAFT OF HISTORY: THE BODY IN CHINESE TRADITION [W, HSS]

HIST 27502. STUDIES IN HISTORY: HISTORY OF BRAZIL [HSS]

HIST 30126. RACE AND GENDER IN LATIN AMERICA [C, R, HSS]

HIST 30142. SOCIAL HISTORY OF AFRICAN AMERICAN WOMEN [HSS]

HIST 30148. NARRATIVES OF FREEDOM [HSS]

PHILOSOPHY

PHIL 21200. RACE, GENDER, AND JUSTICE [C, AH]

PHYSICAL EDUCATION

PHED 20000. WOMEN IN SPORT

POLITICAL SCIENCE

PSCI 21000. WOMEN, POWER, AND POLITICS [C, HSS]

PSCI 23500. CONTEMPORARY FEMINIST POLITICAL THEORY [HSS]

PSYCHOLOGY

PSYC 21500. PSYCHOLOGY OF WOMEN AND GENDER [HSS]

RELIGIOUS STUDIES

RELS 22200. ISLAM [C, R, AH]

RELS 22900. WOMEN AND RELIGION [C, R, AH]

RELS 25200. ASIAN AND ASIAN AMERICAN FEMINIST THEOLOGY [C, R, AH]

RELS 26900. RELIGION, RACE, GENDER AND CLASS IN AMERICA [R, AH]

SOCIOLOGY AND ANTHROPOLOGY

ANTH 21100. GLOBAL POLITICS OF REPRODUCTION [HSS]

ANTH 22500. GENDER IN WORLD CULTURES [C, HSS]

SOCI 20700. SOCIOLOGY OF GENDER [HSS]

SOCI 21102. AMERICAN MASCULINITIES [HSS]

SPANISH

SPAN 30900. SPANISH-AMERICAN WOMEN WRITERS AND THE FEMALE LITERARY TRADITION [C, AH]

THEATRE

THTD 24100. LATINA/O DRAMA AND PERFORMANCE [AH]

THTD 24500. FEMINISM AND THEATRE [C, AH]

SPECIAL PROGRAMS AND EDUCATIONAL OPPORTUNITIES

ENTREPRENEURSHIP

Entrepreneurship at Wooster is open to students from all majors and encourages broad participation across the student body. The Center for Entrepreneurship combines classes, workshops, guest speakers, and experiential learning opportunities for students interested in learning about entrepreneurship or starting their own venture. Introductory and advanced courses provide students with a solid foundation on the theory and practice of entrepreneurship from the local level to global impact. The student entrepreneurship club called Launch hosts guest speakers and holds events on campus including the TEDxWooster conference each year. Students are encouraged to develop business ideas and actually start their businesses as a form of experiential learning. Student entrepreneurs are provided with mentors and other resources so they can learn by building an actual business or new venture. The Center also supports internship opportunities around the world with start-up companies, finance organizations, and public offices that support entrepreneurship.

EXPERIENTIAL LEARNING AND INTERNSHIPS

Experiential Learning at the College of Wooster includes a wide variety of activities and opportunities. The list of experiential opportunities includes, among many other activities, volunteer service, leadership, internships and research. Below is a description of Wooster's experiential learning philosophy followed by a description of internships for credit.

EXPERIENTIAL LEARNING

The Experiential Learning Program engages students in a variety of learning environments beyond the classroom, is grounded in "learning by doing," and requires both active engagement with what is being studied and critical reflection upon the entire experience. Wooster expresses experiential learning in a three-tiered model (Exploration, Investigation, and Immersion) which incorporates a range of activities including volunteering, job shadowing, field experiences, internships, collaborative research, and mentored team consulting. These opportunities provide students with a situation in which they can employ knowledge, creativity, and judgment to solve real-world problems. Students are expected to link prior knowledge and academic experience to practical situations in a manner which exhibits a high degree of autonomy and responsibility. In addition, effective integration of theory and practice also requires students to utilize a variety of concepts, skills, and problem-solving techniques in an intentional and self-reflective manner. For more information about experiential learning opportunities, please contact *John Ramsay, Associate Dean for Experiential Learning* (jramsay@wooster.edu), at 330-287-1919.

INTERNSHIPS

Internships provide students an opportunity to extend their educational experience by applying their academic work to a context outside of the classroom, such as a community organization, non-profit organization, business, or government organization. Students work and learn under the joint oversight of a site supervisor and a College of Wooster mentor. In consultation with a College of Wooster staff or faculty mentor, the student constructs an Internship Learning Plan, consisting of assignments such as a reading list, a reflective writing/discussion exercise, and a summative project. The Internship Learning Plan and the form for registering for an internship are available in the *Office of the Registrar*.

The following policies apply to departmental, interdisciplinary, and multidisciplinary internship; there may be additional specific departmental requirements.

- The student must arrange the internship in advance through the appropriate department or program.
- The student must obtain approval in advance from a College of Wooster mentor, department chairperson (if seeking credit within a department), the faculty adviser, and the Associate Dean for Experiential Learning.
- No more than six internships, and a maximum of four Wooster course credits, will count toward graduation. (Internships receive variable course credit, 0.25 – 4.00).
- All internship courses are graded S/NC.
- During an **internship**, it is permissible for a student to receive both academic credit from the College and payment from the employer or organization.
- In order to earn academic credit for a summer internship, the student must register and pay tuition for the internship.

DOMESTIC OFF-CAMPUS STUDY: PROGRAMS AND INTERNSHIPS

For some students, off-campus study provides an opportunity to apply their academic work in a domestic context outside of Wooster. Many domestic opportunities exist in the United States including a number of internship and hands-on research experiences. Often these experiences are combined with academic components as part of an off-campus program. Interested students should consult the Director of Off-Campus Studies. A complete list of domestic programs and credit-bearing semester-long internship opportunities is available on the OCS website.

Many internship experiences are available to majors in particular departments and programs. Often they are combined with academic components as part of an off-campus program.

OFF-CAMPUS STUDY

Off-campus study (OCS) is an integral part of Wooster's liberal arts education, providing students opportunities for developing and strengthening their global and diverse perspectives. Participating on global and domestic programs offers students the opportunity to engage within a new cultural context outside Wooster; academically, professionally, and personally. The OCS office promotes global events on campus; advises students on off-campus opportunities; facilitates both domestic as well as study abroad programs; helps students prepare for going abroad as well as adjusting back to life on campus. **Please consult the OCS website (www.wooster.edu/Academics/Off-Campus-Study) for more information**

Application deadlines occur once a year. The internal application deadlines to study off-campus for the 2016-2017 academic year (fall or spring semester, or full year) are:

December 1, 2015 — Declaration of Intent to Study Off-Campus

February 1, 2016 — Off-Campus Study Application.

Students may search programs, declare their intent, and apply directly online through the OCS website. To be eligible for off-campus study, students must:

- Attend an OCS 101 informational session and meet with an OCS staff member and academic adviser prior to submitting an application;
- Meet with her/his academic adviser prior to submitting an application;
- Have sophomore or junior standing while participating in the program;
- Be enrolled at Wooster the semester preceding off-campus study;
- Maintain a minimum cumulative grade point average of 2.75 (some programs require a higher GPA);
- Maintain good standing under The College of Wooster's Codes of Academic Integrity and Social Responsibility;
- Submit all Off-Campus Study Proposal forms by the College deadline;
- Attend the mandatory pre-departure orientation;
- Create an e-portfolio where application essays and a resume will be uploaded.

Following OCS approval of their application to study off-campus, students must also apply for admission to their program of choice. Many programs have requirements such as specific course or language prerequisites. Students should review the literature on the program and consult with the Director of Off-Campus Studies to determine program requirements. Upon completing the off-campus study program, the student is responsible for arranging to have an official transcript sent to the Office of the Registrar at Wooster. It is the responsibility of the student to know the credit system for the off-campus institution they are attending and how the earned credit from other institutions will be converted to the course credit system at Wooster. The grade for each course must be a C or higher, and course credits only—not grades—are entered on the Wooster transcript. Each course credit (1.000) at Wooster is valued at 4-semester hours or 6-quarter hours. Therefore, a 3-semester hour course transfers to Wooster as .750 course credit; and a 5-quarter hour course transfers to Wooster as .833 course credit.

In addition to its own, faculty-led "Wooster in" programs, the College also endorses a number of off-campus study programs provided by other organizations. A complete list of all programs endorsed by the College is available on the OCS website. Many off-campus programs are available through Wooster's membership in various organizations and academic consortia, such as the Great Lakes Colleges Association (GLCA) or Associated Colleges of the Midwest (ACM). Such programs of third-party providers typically involve an academic council or an advisory committee. As an institutional affiliate, the College offers direct input to the administration of these programs and shares in their assessment and evaluation.

Endorsement of an off-campus program by the College signifies the College's approval of the academic merit of the program. This formal endorsement along with acceptance of a student's OCS application permits the transfer of financial aid and scholarships to ONE endorsed off-campus study program (semester- or year-long) during the student's time at Wooster. Because the costs of off-campus study programs vary, students should consult the Director of Financial Aid on the applicability of financial aid and scholarships to the costs of specific programs. Students are expected to apply to programs provided by the College's endorsed list of programs. Only in exceptional circumstances may other programs be endorsed through a petition to

the Director of Off-Campus Studies, due with the application. All petitions are reviewed by the Director of OCS and the OCS Advisory Committee. Students must also petition for any exceptions to OCS policy. More information about petition policy for off-campus study is available on the OCS website.

STUDY ABROAD PROGRAMS

Study abroad provides opportunities for intensive academic, experiential and cultural experiences in over 60 countries where endorsed programs are located. Wooster encourages students to incorporate an off-campus program into their educational experience, and 35-40% of each graduating class has participated in off-campus study. A number of the international programs endorsed by Wooster offer internships, field research or service learning for which students can receive academic credit. For further information, consult the OCS website.

“Wooster in...” Programs

“Wooster in...” programs are Wooster faculty-led programs for which students receive academic credit. They tend to be short-term programs offered during winter or spring breaks or over the summer. Examples of programs include *Wooster in Thailand*, a winter break program in Thailand followed by a Feminist Theology course during the spring semester; *Wooster in Kenya*, a two-week spring break trip as part of a spring semester course on culture, history, politics, economics, and social life of Kenya, with a special focus on development and the environment. For further information, please consult the OCS website.

DUAL DEGREE AND PRE-PROFESSIONAL PROGRAMS

The College of Wooster provides **pre-professional advising programs** to support and assist students who want to combine the study of the liberal arts with preparation for a specific profession. Professional schools in a variety of fields, from architecture and business to law and medicine, recognize the value of the range of skills that a liberal arts background provides. Wooster students have excellent success in pursuing advanced degrees in architecture, business, engineering, forestry and environmental studies, health care (e.g., dentistry, medicine, nursing, and veterinary medicine), law, seminary studies, and social work.

The pre-professional advising programs at Wooster provide students with advice on the development of an appropriate academic program, co-curricular and volunteer experiences that expand a student’s understanding of a given profession, guidance on summer research opportunities, lectures by leaders in the various professions, and information regarding the process of applying to graduate/professional schools. In addition to the pre-professional advising programs, the College also has established formal cooperative relationships with a number of leading universities to offer **dual degree programs**.

DUAL DEGREE PROGRAMS

The College provides students with the opportunity to pursue a liberal arts degree from Wooster in conjunction with a graduate/professional degree from a number of leading universities. Graduate or professional programs in medicine, dentistry, nursing, physical therapy, engineering, polymer engineering, architecture, law, and forestry and environmental studies are examples of eligible programs that may be

approved. Specific requirements for some of these programs are provided below. The Dean for Curriculum and Academic Engagement will exercise judgment as to which graduate and professional programs are consistent with a baccalaureate degree and will set conditions for awarding the degree.

Students who intend to pursue dual degrees may complete the senior year *in absentia* and upon the completion of a specified portion of the graduate/professional program receive the baccalaureate degree. A candidate for the *in absentia* privilege should apply in writing to the Dean for Curriculum and Academic Engagement **by the end of the second semester of the sophomore year** and must receive the recommendation of the major department. **Wooster does not offer financial aid for the senior year *in absentia*.**

The general conditions under which approval of participation in a combined program is granted are as follow:

- The student must have completed at least 24 semester courses of which not fewer than 16 courses have been completed at Wooster. No more than two transfer courses may be offered, if approved, in fulfillment of degree requirements for participation in a Combined Professional Program.
- All other requirements of the College for the degree of Bachelor of Arts must have been met, except in the major and in Independent Study. In the major, the student must have successfully completed a sufficient number of courses in the first three years so as to complete the major in a fourth year, if necessary, without a course overload. Students enrolled in the 3-2, 3-3, or 3-4 programs may declare a major in only one department.

PRE-ARCHITECTURE

An undergraduate B.A. degree from a liberal arts college such as Wooster can provide an excellent foundation for graduate training as a professional architect. Since the built environment both shapes and is shaped by society, an architect needs not only the technical training in design and engineering that would be provided by an advanced degree in architecture but also the broader understanding of history and culture that is best attained within the context of a liberal arts education. Moreover, an architect must think and write critically and be able to articulate his or her vision—another reason why a liberal arts B.A. is good career preparation. Two options are available to students interested in graduate study in architecture.

Pre-Architecture Program

Students considering a career in architecture can major in any discipline while completing a four-year B.A. at The College of Wooster. While fulfilling their major and general education requirements, they should plan to take the following recommended courses as preparation for graduate study:

- one semester of Calculus
- one or two semesters of Physics
- introduction to Psychology
- two semesters of History of Western Civilization
- four semesters of Studio Art (drawing, design, photography, painting, sculpture, and ceramics particularly recommended—either four introductory classes in different studio areas, or three introductory studio classes and one upper-level class)
- one or both of the Architectural History courses (ARTD 22300 and 22400) are highly recommended.

While this pre-architecture curriculum can be undertaken in conjunction with the

requirements of any major, many students interested in architecture major in Studio Art, given the emphasis on that area in this recommended program.

Cooperative Program in Architecture (also referred to as 3+4 Cooperative Program)

Under agreement with Washington University's School of Architecture in St. Louis, students may complete three years at The College of Wooster before applying to transfer to Washington University for a senior year of accelerated architectural study, leading to a B.A. from Wooster. Upon acceptance into the graduate program at Washington University, three additional years of study then lead to a Master of Architecture degree.

Washington University recommends that students include the coursework outlined above in the program of their first three undergraduate years, although it does not include introduction to psychology and art history courses in its suggested preparation.

The co-advisers for the pre-architecture program are *John Siewert and Walter Zurko, Department of Art.*

PRE-BUSINESS

The liberal arts provide excellent preparation for a career in business and for graduate study in business-related areas. The communication, decision-making, and analytical skills required at higher levels of corporate management and in small businesses are well served by Wooster's emphasis on a broad education from a variety of areas. In addition to the specific business courses offered as part of the Business Economics major (Finance, Accounting, Marketing, Management), students are encouraged to consider courses in the languages, mathematics, English, computer science, speech, psychology, and sociology.

For students interested in International Business, there is an integrated course of study that includes language, culture, and business economics components. Students should consult with the pre-business adviser or with the chairpersons of French, German, or Spanish for additional information.

Students who are interested in graduate study in business (M.B.A., D.B.A., or Ph.D.) can select any undergraduate major but are encouraged to include courses in mathematics (calculus or above), statistics (ECON 11000), accounting, and several Business Economics courses at the 200-level in their plan of study.

The pre-business adviser is *John Sell, Department of Economics.*

PRE-ENGINEERING

Bachelor Degrees

The College of Wooster has established formal 3-2 cooperative engineering programs with two universities: Case Western Reserve University in Cleveland, Ohio, and Washington University in St. Louis, Missouri. Under these cooperative programs, the student is eligible to apply for admission to the engineering school upon satisfactory completion of a specific set of courses taken in the first three years at Wooster. The student transfers to the engineering school after the junior year to complete the last two years of the undergraduate engineering program. Upon completing the program, the student has earned a B.A. from Wooster and a B.S. from the engineering school.

The bachelor degree programs in engineering available at one or more of the cooperating universities include aerospace, biomedical, chemical, civil, computer science, electrical, environmental science, materials science, mechanical, polymer, and systems engineering.

Students who are considering this program should consult with the pre-engineering advisor and the chairpersons of the departments of Biology, Chemistry, Mathematics, or Physics before arranging their schedules.

Bachelor/Master of Science

B.A. in Physics/Chemical Physics and M.S. in Polymer Engineering (with the University of Akron)

A special 3-2 program has been approved for strong science students who can complete the required set of courses in three years at The College of Wooster and be admitted by special arrangement to the M.S. program in polymer engineering at the University of Akron. The College of Wooster will award a B.A. degree to these students after successful completion of the fourth year of coursework at the University of Akron. In the fifth year at Akron, students will complete a master's thesis and may have the opportunity to be co-advised by a Wooster faculty member. Students who are considering this program should consult with the pre-engineering advisor at the earliest opportunity to arrange their course schedules.

The adviser for all the pre-engineering programs is *Susan Lehman, Department of Physics*.

FORESTRY AND ENVIRONMENTAL STUDIES

Qualified students may participate in a **joint program with the Nicholas School of the Environment and Earth Sciences at Duke University**. The program leads to a B.A. from The College of Wooster and either a Master's of Environmental Management (M.E.M.) or a Master's of Forestry (M.F.) from Duke University. The Wooster degree will be awarded upon the successful completion of the first year of the two-year professional curriculum. The purpose of the program is to educate students to apply knowledge from the natural, social, and management sciences in the analysis of problems in natural resources and environment. Students may major in any area at The College of Wooster, and may enroll in one of nine specialty areas at the Nicholas School. In addition to the Master's of Forestry, the Master's of Environmental Management programs are: Coastal Environmental Management; Environmental Toxicology, Chemistry, and Risk Assessment; Conservation Science and Policy; Ecosystem Science and Management; Water and Air Resources; Global Environmental Change; Environmental Health and Security; and Forest Resource Management.

In addition to satisfying the requirements for a combined professional training program at Wooster, students should have taken at least one semester of college calculus, a statistics course, and some courses in the natural or social sciences related to their area of specialty. Graduate Record Examination scores (verbal, quantitative, and analytical) must accompany the application to the program in the third year.

The adviser for this program is *Susan Clayton, Department of Psychology*.

HEALTH PROFESSIONS (DENTISTRY, MEDICINE, NURSING, AND VETERINARY MEDICINE)

A liberal arts education is designed to address the complex scientific, societal, and practical challenges facing modern health care practitioners. Correspondingly, The College of Wooster offers its pre-health students a range of opportunities including: 1) a strong curriculum in the sciences that emphasizes undergraduate research; 2) courses in the social sciences and humanities that address ethical, economic, and social issues in health care; 3) practical programs that focus on themes such as how to plan for a career in health care and how to apply to medical and other profession-

al schools; 4) job shadowing at local facilities; and 5) lectures by physicians and other health care professionals.

The Pre-Health Advising Committee is composed of faculty from multiple disciplines in addition to staff from the APEX Advising Center. This integrated approach to advising reflects the multifaceted nature of health care as well as the recommendation of the American Association of Medical Colleges that undergraduates take a balanced distribution of courses across many different disciplines. Wooster offers several courses in the social sciences and humanities that address current issues in health care. Research and clinical experience are strongly encouraged for students pursuing a career in medicine, and Wooster students are provided with excellent opportunities for undergraduate research through the College's Independent Study and summer research programs. The Pre-Health Advising Committee assists students in choosing the most appropriate courses, informs them about the range of health career options, and conducts workshops on preparing for the application process. Students can also gain firsthand experience through the Health Coach program through Wooster Community Hospital in addition to several other volunteer and job shadowing opportunities.

While most students enter professional school after completing four years of undergraduate education, some have taken advantage of Wooster's dual degree programs. In medicine and dentistry, the **dual degree option** applies to any accredited medical or dental school that admits students with three years of pre-medical preparation. With approval of the *in absentia* privilege, the Bachelor of Arts degree is granted upon the successful completion of the first year of the professional program. The College has established a **Seven-Year Pre-Dental/Dental Program** in which students spend three years of undergraduate work followed by four years at Case Western Reserve University School of Dental Medicine. Students who have been accepted to Wooster but have not yet started their first year may apply to this program if they notify the Office of Admissions of their intent. Provided that they meet certain guidelines, participants in this program will have guaranteed placement in the School of Dental Medicine upon completion of their junior year. The College also has a cooperative **3-4 program with the Frances Payne Bolton School of Nursing at Case Western Reserve University**, which requires the completion of three years at Wooster and four years at Case Western Reserve. Students in this program follow a prescribed set of courses in the physical sciences, social sciences, and humanities at Wooster. The graduate entry program at Case progresses from licensure as a Registered Nurse (RN) to a Master of Nursing (MN) degree and ultimately to the Doctor of Nursing Practice (DNP) degree. Students have the option of entering the workforce or continuing their training at any of these stages.

Further information is available from *Paul Bonvallet and Stephanie Strand, Chairpersons of the Pre-Health Advising Committee.*

PEACE CORPS PREP

Peace Corps Prep is a unique partnership between The College of Wooster and the Peace Corps, the international service organization for the United States. Peace Corps Prep operates as an advising and mentoring program that lasts at least two years here on campus and is an opportunity for students to work with skilled faculty and staff advisors as they reflect on educational and career goals. The program aims to provide interested students with access to supplemental advising as they seek out formative out-of-the-classroom experiences, and to sponsor a community on campus which has an inclination towards service, international issues, and the desire to bridge understanding between cultural groups internationally and domestically. The Peace Corps Prep is not just for students considering the Peace Corps, but for anyone who may

want to pursue global issues, peace-building, and service-oriented programs post-Wooster. Additionally, Peace Corps Prep is open to all students of all majors, including international students. *Advisor: Prof. Harry Gamble.*

PRE-LAW

The College of Wooster has a network of Pre-Law advisers committed to assisting students in constructing an appropriate academic program, selecting and applying to law schools, and examining career opportunities in law. The Pre-Law Advising Committee includes both faculty members with interest and experience in law and attorneys in private practice, as well as community and staff members with legal backgrounds. In addition to a network of advisers, Wooster offers a diversified, demanding, and traditional liberal arts curriculum which is most effective in developing the necessary skills to be successful in law school and the legal profession.

Law schools and the American Bar Association point out that there is no correlation between academic major and success in law school. Extremely successful legal careers have been launched by Wooster graduates from a wide variety of academic majors, ranging from history, philosophy, and political science to communication, biology, and economics. Wooster graduates have pursued law degrees at a wide variety of institutions, including Harvard University, Columbia University, Georgetown University, the University of Virginia, Ohio State University, Case Western Reserve University, University of Michigan, University of Chicago, Northwestern University, and Stanford University. Wooster graduates have gone on to distinguished and successful careers in the judiciary, private practice, corporate counsel, government, academic administration, and public interest work.

The Pre-Law Advising Program provides various sessions that focus upon practical advice for students preparing for law school and a legal career, including such themes as "Considering Law School," "Applying to Law School," and "Choosing a Legal Career." The Program also aids students in their preparation for the LSAT by offering a Mock LSAT on campus.

In addition, the Pre-Law Advising Program sponsors co-curricular programs that expand students' understanding of law and provide exposure to the legal profession. Wooster has an active Moot Court Program. One of the unique features of the College's Moot Court Program is that students are guided in their preparation not only by Wooster faculty but also by local attorneys and judges. The Pre-Law Advising Program sponsors "The Bell Lectureship in Law," an annual lectureship endowed by Jennie M. Bell and Federal Judge Samuel H. Bell ('47). The purpose of the Bell Lectureship is to engage students, faculty, members of the legal profession, and members of the community in a legal issue that has broad implications for society.

The College of Wooster participates in the **Accelerated Interdisciplinary Legal Education (AILE) Program with Columbia University**, whereby two Wooster students may be admitted to Columbia School of Law after their junior year. The students are selected jointly by the College and Columbia School of Law. Applications are made through the Pre-Law Committee chairperson at the College. Students accepted into this 3-3 program receive their B.A. from Wooster after completing their first year at Columbia. In addition, this program requires that students incorporate twelve hours of interdisciplinary study into their law school program after the first year.

For further information, contact *John Rudisill, Chairperson of the Pre-Law Advising Committee* or *Mark Weaver, Coach of the Moot Court Team.*

PRE-SEMINARY STUDIES

The curricular program at The College of Wooster provides for a course of study that serves the educational needs of those students interested in seminary or graduate study in religion as preparation for religious vocations or other service-oriented professions related to religion and religious vocations. The Association of Theological Schools recommends a broad liberal arts program that includes courses across the liberal arts, with a particular focus in the humanities and social sciences. Courses in religious studies, which may result in a major or minor, are strongly urged for those interested in exposure to religious studies prior to seminary or graduate school. The Department of Religious Studies and the Department of Classical Studies, in addition to regular offerings, provide courses in the languages (Classical Greek, Latin, Biblical Hebrew) crucial for seminary education. Off-campus credit programs wherein students can gain experience in religious and religion-related fields are among the offerings of the Department of Religious Studies. Representatives from seminary and graduate schools of religion visit the campus frequently.

Those interested in structuring a course of study that will lead to advanced study and vocational alternatives in the field of religious studies are urged to consult *Charles Kammer, Department of Religious Studies*.

PRE-SOCIAL WORK

Students who wish to combine a liberal arts education with a social work professional degree have an opportunity to participate in a 3-2 program that leads to a graduate degree in an accredited school of social work. The College of Wooster is one of a select group of schools cooperating with the **Mandel School of Applied Social Sciences at Case Western Reserve University**. Under this program, a student would complete three years of liberal arts education at Wooster and then transfer into a two-year social work program at Case Western Reserve University. The Bachelor's Degree will be granted by The College of Wooster when the student has earned 30 semester hours of credit through the Mandel School of Applied Social Sciences.

Admission to the social work phase of the program is determined by the admissions office of the Mandel School of Applied Social Sciences of Case Western Reserve University. Students are not recommended to apply for the 3-2 program with Case Western Reserve University if their cumulative grade point average is below 3.2.

Students interested in the details of the program and the specific course requirements for the 3-2 option should discuss their program with *Thomas Tierney, Department of Sociology and Anthropology*.

SUMMER ACADEMIC PROGRAMS

In 2016, the academic calendar for Summer Session is from May 23 to July 1. During the Summer Session, students may arrange for additional courses, such as tutorials, internships, off-campus programs, or Independent Study, with the approval of the Dean for Curriculum and Academic Engagement. The College also provides special summer off-campus opportunities including "Wooster In . . ." programs at international locations. For further information about "Wooster In . . ." programs, please contact *Kate Patch, Director of Off-Campus Studies* at 330-263-2221.

STUDENT RESOURCES

ACADEMIC RESOURCES

APEX (ADVISING, PLANNING, EXPERIENTIAL LEARNING)

APEX integrates and coordinates the resources and activities that help students develop intentional educational plans and thoughtful career paths. APEX complements our one-on-one faculty advising system by providing a centralized location for programs and resources. By combining the offices of Academic Advising, the Learning Center, the Registrar, Experiential Learning, Entrepreneurship, Career Planning, and Off-Campus Studies, APEX fosters the cultivation of self-reflective and intentional learning throughout students' four years at Wooster and prepares them to be lifelong learners and responsible global citizens. One of the goals of APEX is to enable students to translate their liberal arts education at Wooster to life after college through experiential learning programs that foster the integration of theory and practice.

ACADEMIC ADVISING

The Advising Center and the Associate Dean for Academic Advising complement our faculty advising program and provide an additional resource to students to help them develop intentional and comprehensive educational plans. The staff is available for individual meetings and provides programming to meet the challenges of College Life. For more information, please contact *Alison Schmidt, Associate Dean for Academic Advising – Fall Semester* (aschmidt@wooster.edu); *Bryan Karaszia, Associate Dean for Academic Advising – Spring Semester* (bkaraszia@wooster.edu); or *Cathy McConnell, Associate Director of Advising and Experiential Learning* (cmccConnell@wooster.edu), at 330-287-1919.

LEARNING CENTER

Located in the APEX, the Learning Center offers **academic support** to any student on campus. The Learning Center is staffed by adult consultants who work with individual students in scheduled sessions. The sessions focus on time management, organizational skills, and effective study strategies tailored to meet students' academic needs in specific courses. Students may also take advantage of quiet space for study and computer use at the Learning Center.

The Learning Center is also the office of support for **students with disabilities**. The College recognizes that students with physical or learning disabilities may have certain needs that require specific accommodations. To ensure equal access to all courses and programs at the College, students are encouraged to submit professional documentation of the disability to the Learning Center. Reasonable and appropriate accommodations will be arranged after students meet with Learning Center staff to review their documentation.

The Learning Center is open from 8:00 a.m. - 4:00 p.m. Monday through Friday. There is no fee for this service and students are encouraged to schedule appointments with the Center early in the semester. For more information, please contact *Pam Rose, Director of the Learning Center* (prose@wooster.edu), or *Amber Larson, Assistant Director* (alarson@wooster.edu), at 330-263-2595.

REGISTRAR

The Registrar's Office maintains the academic records of current and former students. The office plays an integral part in academic advising, registering and working with students toward the goal of degree completion. A complete list of provided services is available on the website.

Office hours are M-F 9:00 a.m. - 4:00 p.m. For additional information, please contact *Suzanne Bates, Registrar* (sbates@wooster.edu) or *Kristine Jamieson, Associate Registrar* (kjamiesonwooster.edu) at 330-263-2366.

EXPERIENTIAL LEARNING

The Experiential Learning Program engages students in a variety of learning environments beyond the classroom, is grounded in "learning by doing," and requires both active engagement with what is being studied and critical reflection upon the entire experience. Wooster expresses experiential learning in a three-tiered model (Exploration, Investigation, and Immersion) which incorporates a range of activities including volunteering, job shadowing, field experiences, internships, collaborative research, and mentored team consulting. These opportunities provide students with a situation in which they can employ knowledge, creativity, and judgment to solve real-world problems. Students are expected to link prior knowledge and academic experience to practical situations in a manner which exhibits a high degree of autonomy and responsibility. In addition, effective integration of theory and practice also requires students to utilize a variety of concepts, skills, and problem-solving techniques in an intentional and self-reflective manner. For more information about experiential learning opportunities, please contact *John Ramsay, Associate Dean for Experiential Learning* (jramsay@wooster.edu), at 330-287-1919.

CENTER FOR ENTREPRENEURSHIP

The Center for Entrepreneurship strives to empower students to pursue their passion (regardless of academic discipline) by learning about and creating entrepreneurial ventures that generate economic (for-profit) and/or social (non-profit) value. The Center for Entrepreneurship wants students to value and understand how important e-ship is to this culture, government, and country. The Center offers workshops, programs, and summer opportunities for entrepreneurial education.

The Center has offices in two locations on campus: Morgan Hall, Entrepreneurship Collaboration Space (first floor), and APEX, lower-level of Gault Library. Students are welcome to drop in and meet with the *Director Peter Abramo*, or for more information call 330-263-2224.

CAREER PLANNING

Career Planning helps students bridge their liberal arts education with their career journey. We offer a comprehensive range of programs, including individual advising and special group forums that assist students in understanding their skills, interests, and values while linking this knowledge with various career options. Career Planning helps students from their first year through graduation, whether that means learning about internships, seeking employment, or applying to graduate school.

The above services are complemented by a library and website of career exploration and occupational information. Students may browse through summer job listings, internship opportunities, graduate school and employment materials throughout the library. Students are encouraged to use our website to learn about

various career fields, specific job search strategies, posting their resume on-line, and upcoming programs and news available through our office.

For more information, please contact *Lisa Kastor, Director*, or *Lucinda Sigrist, Administrative Coordinator*, at 330-263-2496.

OFF-CAMPUS STUDIES

Off-Campus Studies (OCS) promotes global events on campus, advises students on off-campus opportunities, and facilitates both domestic and international off-campus study. For more information, contact *Kate Patch*, at 330-263-2221 or see *Off-Campus Study*.

MATH CENTER

The Math Center in Taylor Hall, Room 301, supports students in introductory level math courses. Staffed by a math professional and/or peer tutors, the Math Center provides walk-in tutoring (no appointment required). Math Center users typically ask for assistance understanding concepts and examples from the text and/or class lectures, preparing for exams, or completing homework assignments. Some students choose to complete all of their math homework at the Center to have immediate access to the Center's resources, while others bring in problems after attempting an assignment. While the Math Center cannot explain economics, physics, astronomy, chemistry, etc., it can help students from non-math courses solve an equation or complete an integral.

For more information, please contact *Ronda Kirsch, Director of the Math Center*, at 330-263-2490.

WRITING CENTER

Two ideals figure prominently in a Wooster education: successful writing and independent students. The Writing Center is essential to both. From First-Year Seminar to Senior Independent Study, from receiving a writing assignment to final editing of a paper, from constructing an argument to documenting sources, from process to product, the College Writing Center provides one-on-one guidance, resources, and support for student writers as they work through their academic careers. We strive to enable student writers to make informed, successful, and independent decisions about their writing. The staff includes experienced student writers, knowledgeable professional staff, and professionals in the field of writing. Regular appointments for many Sr. I.S. students and most students working repeatedly with the Writing Center are the best indicators of its importance. Monday evenings in the fall semester include FYS-focused support; other arrangements can be made as well. There is no charge for working in the Writing Center.

Writing is a process that moves from generating ideas for writing to proofreading, and the Writing Center can help at any stage of that process. Many writers rely on Consultants and Tutors for these latter stages of the writing process, and the Writing Center strives to provide educated readers who ask common-sense questions and point out issues focus, organization, and tone, as well as mechanics. The staff works from the ideal that repairing one paper is productive, but helping writers to better understand and take control of successful writing provides much greater benefit. Our goal is to help students learn to look at their writing more critically through their identifying writing strengths and our guiding their improvement elsewhere. The Writing Center is located on the first floor of Andrews Library adjacent to CoRE. Appointments are not required, but they are recommended.

Students are encouraged to call *Alicia Brazeau, Director of the Writing Center*, at 330-263-2205.

CoRE (COLLABORATIVE RESEARCH ENVIRONMENT)

The CoRE, or Collaborative Research Environment, located on the first floor of Andrews Library, is a vibrant and creative environment geared toward collaborative work by students and faculty. CoRE is a place to brainstorm ideas, develop collaborative projects using digital and traditional media, sketch out a new concept, or practice a presentation. Students can consult with a research librarian on their topic, work with consultants at the Writing Center on the text, then move to the digital media bar and get help from the tech tutors on creating a blog. Students are encouraged to bring group projects to the CoRE, as it is equipped with multiple flat screen monitors for sharing work, along with individual collaboration rooms for a more private collaboration setting. The Cube, a multipurpose room in the center of CoRE, provides a space where students and faculty discuss proposals, present research, and explore new teaching techniques.

For more information about CoRE, call 330-263-2292.

CENTER FOR DIVERSITY AND INCLUSION

The Center for Diversity and Inclusion (CDI) is a nexus of programs and offices coordinated to encourage and foster development of intercultural competency among all campus community members. Merging student life and curricular development with programming and outreach, the Center reflects the College's ongoing commitment to building an institution which truly reflects our social, cultural, and political heterogeneity. Liberal arts education demands a global perspective, an understanding of the local situated in a broader world context. The CDGE aims to foster such perspectives across a range of fields on campus and beyond. For more information, contact *Nancy Grace* at 330-263-2472. The Center is housed in Babcock Hall and includes the following programs and offices:

Ambassadors Program, located in Babcock Hall, annually selects five geographically diverse international students or global nomads to serve as Ambassadors for their homeland. The Ambassadors investigate selected topics pertinent to their home countries in order to become "student experts" in these subjects. Ambassadors receive training and funding, and create presentations covering their countries, cultures and current events that are available to the local community at no cost. These presentations occur on campus, in local primary and secondary schools, and at community events. The Ambassadors Program also provides campus-wide programming aimed at bringing the world to Wooster. For more information, please contact *Nicola Kille, Assistant Director for Global Engagement*, at 330-263-2074.

Interfaith Campus Ministries (OICM) seeks to challenge and nurture the spiritual and religious life of the campus. For more information, see *Student Life - Religious and Spiritual Life on Campus*.

Office of International Student Affairs (OISA), located in Babcock Hall, supports international and exchange students, global nomads, and language assistants as they adjust to a new culture. OISA also encourages and celebrates their unique contribution to the campus community and beyond. OISA's goals include: supporting the academic and social success of international students; advocating on behalf of their unique needs and interests; educating international students about their legal rights and obligations; and encouraging intellectual growth campus-wide, with a particular focus on global perspectives and competence. For more information, please contact *Yorgun Marcel, Director*, at 330-263-4530.

Office of Multi-Ethnic Student Affairs (OMSA), located in Babcock Hall, provides support services and programs for students of color. These services include

on-going individual advising as students encounter academic, financial, personal, and social concerns. OMSA also assists multi-ethnic student organizations in an advisory role. OMSA works to promote dialogue and positive inter-cultural experiences for all members of the College community. For more information, please call 330-263-4530.

For more information about The Center for Diversity and Inclusion, please contact *Yorgun Marcel* at 330-263-4530.

THE COLLEGE OF WOOSTER ART MUSEUM IN EBERT ART CENTER

The College of Wooster Art Museum has been located in the Ebert Art Center since 1998, and presents six to eight exhibitions each academic year in two galleries—the Sussel Gallery and the Burton D. Morgan Gallery. The museum’s permanent collections are comprised of over 8,500 objects, and although the facility operates much like a *kunsthalle* (art hall) by mounting temporary exhibitions, at least one exhibition each year is dedicated to presenting collection materials. Additionally, collection materials are available for study, classroom, and other teaching and research purposes.

The art museum supports and enhances the College’s goals of teaching, research, and service through exhibitions, scholarship, collection preservation, and public engagement. Because artists play a crucial role in all aspects of culture and society, direct experiences with original works of art actively supports the teaching of critical thinking and visual literacy through engagement with art forms—from ancient to contemporary—presented within a social and historical context. The museum program also promotes campus-wide collaborations and interdisciplinary dialogue, and acts a catalyst for creative engagement both on campus and between the College and regional and national audiences.

For more information about The College of Wooster Art Museum and its program visit: artmuseum.wooster.edu or contact *Kitty Zurko*, Director, or *Rose Seling*, Administrative Coordinator at 330-263-2388.

INFORMATION TECHNOLOGY

Information Technology (IT) at Wooster facilitates access to and use of information, communication, and collaboration technologies. IT strives to provide technology resources that are appropriate in the context of Wooster’s liberal arts tradition, its mission, and its core values. The use of information technology resources is integral to students’ development in each of Wooster’s Graduate Qualities.

Students, faculty, and staff have access to information resources, communications and multimedia tools, software applications, and specialized computing environments. They are supported in their endeavors by a team of professional staff and a team of Student Technology Assistants.

Wooster’s campus network provides access to campus technology and Internet resources. Pervasive wired and wireless networks make it possible for students to use their notebook computers anywhere on campus for research, study, work, communications, and entertainment.

For additional information about Information Technology at Wooster, please visit the Information Technology section of the College’s website.

LIBRARIES

The College of Wooster Libraries consist of the Andrews Library (1962), made possible largely through a gift from the late Mabel Shields (Mrs. Matthew) Andrews of Cleveland; the Flo K. Gault Library for Independent Study (1995), made possible by a major gift from Stanley and Flo K. Gault of Wooster; and the Timken Science

Library in Frick Hall, the original University of Wooster Library (1900-62), the gift of Henry Clay Frick of Pittsburgh, and renovated in 1998 largely through the gift of the Timken Foundation of Canton, Ohio. The libraries provide seating for nearly 800 library users, including over 350 carrels for seniors engaged in Independent Study. Eight group study rooms allow small groups of students to work collaboratively. All libraries have secure wireless access to the Internet.

The libraries contain approximately one million items including books, periodicals, microforms, recorded materials, newspapers, and government publications. The libraries are a selective depository for United States government publications. There are several special collections. Most notable is the Wallace Notestein Library of English History; others include the McGregor Collection of Americana, the Homer E. McMaster Lincoln Collection, the Paul O. Peters Collection on rightist American politics, the Gregg D. Wolfe Memorial Library of the Theatre, and the Josephine Long Wishart Collection of women's advice literature, "Mother, Home, and Heaven." The extensive microtext collections include the Atlanta University-Bell & Howell Black Culture Collection, the Library of American Civilization, Herstory, and the Greenwood Science Fiction Collection.

Wooster's library catalog is part of CONSORT, an electronic catalog shared with Denison University, Kenyon College, and Ohio Wesleyan University. CONSORT, in turn, is part of OhioLINK, a network of 88 academic and public libraries throughout the state. Wooster faculty and students may order any of over 48 million books and other materials directly from any CONSORT or OhioLINK library via the online catalog and receive them within 2-3 working days. Interlibrary loan of books from out-of-state libraries or periodical articles is also available.

The CONSORT and OhioLINK catalogs, as well as more than 200 other electronic reference databases and more than 60,000 electronic journals, are available in residence halls and faculty offices via the campus computer network. The campus' Virtual Private Network provides Wooster faculty, staff, and students with worldwide access to electronic library resources.

The libraries also include classrooms, computer labs, and the Media Library, which houses the libraries' collection of recorded materials and listening and viewing stations.

Librarians are available to assist users in locating information. Aid is given at the reference desk, in course-related presentations, or in individual consultations. An active information fluency program equips students at all levels for independent research.

For more information, please contact *Mark Christel, Director*, or *Sharon Bodle, Administrative Coordinator*, at 330-263-2152.

STUDENT LIFE

ART

The College of Wooster Art Museum, located in the Ebert Art Center, presents rotating exhibitions in the Sussel Gallery and the Burton D. Morgan Gallery. In any given year, exhibitions might include historical and contemporary art, a group Senior Studio Art Independent Study exhibition, the Five College of Ohio Juried Student Biennial (initiated by Wooster in 2001), faculty shows, and other exhibitions and events that support classes and interdisciplinary dialogue. For more information, please contact *Kitty Zurko, Director*, or the Administrative Coordinator at 330-263-2388.

CAMPUS COUNCIL

In the spring of 1969, a Campus Council was created, which joined in its membership students, faculty, staff, and administration to legislate in the areas of student life and extracurricular affairs and to issue advisory opinions and make recommendations to the President of the College, the Board of Trustees, and other organizations. One of the Council's responsibilities is to charter all student organizations and allocate their budgets.

Since its creation, the Council has become an increasingly effective forum in which ideas are heard, exchanged, and coordinated into action. A contribution of major significance was the Council's sponsorship of the drafting and its continued oversight of the *Code of Academic Integrity* and the *Code of Social Responsibility*.

INTERCOLLEGIATE ATHLETICS AND INTRAMURAL SPORTS

The College of Wooster believes that all phases of physical education (instructional classes, intramural sports, and intercollegiate athletics) are integral parts of the total educational program. All intercollegiate athletics are under the direction of the Department of Physical Education and Athletics.

The College is a member of the National Collegiate Athletic Association and the North Coast Athletic Conference; its conduct of men's and women's intercollegiate athletics is governed by the policies of these organizations. The men's program includes eleven sports: baseball, basketball, cross-country, football, golf, lacrosse, soccer, swimming, tennis, indoor and outdoor track. The women's varsity program includes twelve sports: basketball, cross-country, field hockey, golf, lacrosse, soccer, softball, swimming, tennis, indoor and outdoor track, and volleyball.

Tuition includes free admission for students to all regularly-scheduled intercollegiate contests held in Wooster (excludes tournaments and post-season).

A varied intramural program is offered for both men and women. Activities include flag football, bowling, volleyball, golf, soccer, basketball, ultimate frisbee, floor hockey, billiards, swimming, tennis, and softball, among others. The intramural department encourages individual students as well as student groups to suggest new activities.

A student group desiring to use one of the College's intercollegiate practice or game fields or facilities must obtain prior permission from the chairperson of the Department of Physical Education and Athletics. For more information, please contact *Keith Beckett, Director*, or *Andrea Jeffers, Administrative Coordinator*, at 330-263-2499.

MUSIC

The Scot Band is an organization of about 170 musicians which plays at all home football games, one away game, and one invitational band festival. The Scot Symphonic Band (about 80 members) gives three home concerts each season and tours during a portion of the spring vacation. The Scot Pipers and Dancers perform with the Marching Band during football season, make appearances around the state during the school year, and tour with the Symphonic Band in the spring. Membership in the Marching Band is open to all students. Symphonic Band membership requires an audition.

Wooster Chorus is a group of approximately 50 mixed voices which appears on campus and in nearby communities and tours during the spring vacation. Membership is open to all students upon audition.

Gospel Choir is a performing organization open to any student, faculty, staff, or community person. The choir gives at least one performance each semester of African-American choral music. Auditions are held immediately prior to the beginning of the fall semester.

Wooster Singers is a choir open to all without audition. This ensemble explores choral music of a wide range of styles and historic periods and develops sight-singing skills. Performances will be scheduled depending on the size and preparation of the ensemble.

Wooster Symphony Orchestra is a college/community ensemble of over 60 musicians, made up of students, faculty, and local citizens, which plays three subscription concerts each season. Wooster Symphony membership requires an audition.

Wooster Symphony Chamber Orchestra is an advanced orchestra; participants are selected each fall from the membership of the larger orchestra.

Jazz Ensemble is an organization of 18-20 players which performs three home concerts per year in addition to occasional outside appearances. A variety of musical styles is included, and there is opportunity for members to contribute original compositions and arrangements. Jazz Ensemble membership requires an audition.

Jazz Combo is a performing ensemble comprised of six to ten instrumentalists devoted to the study and performance of small-group jazz (hot, swing, bebop, cool, progressive, and fusion).

Ensembles are smaller groups, such as string, woodwind, brass, and percussion ensembles, which function in addition to the above groups as there is a demand or requirement.

For more information on student music groups, please contact *Peter Mowrey, Department Chair*, or *Donna Reed, Administrative Coordinator*, at 330-263-2419.

RADIO

WCWS (FM 90.9, 850 watts) is operated by the College with student management as a non-commercial, educational broadcast station serving Wooster and ten surrounding counties. Programming on WCWS includes a wide range of music formats, from classical to jazz to rock, as well as sports, news, and public affairs. The station also airs special programs, including a weekly showcase about Wooster's nationally acclaimed Senior Independent Study project. Any student interested in the various fields of broadcasting — engineering, programming, news, or sports — is invited to participate.

RELIGIOUS AND SPIRITUAL LIFE ON CAMPUS

The religious community at The College of Wooster is diverse. A variety of groups, programs, and services are provided for religious expression and spiritual growth seeking to deepen conversations about life's big questions. Interfaith Campus Ministries (OICM) strives to increase religious literacy, provide opportunities for inter-group dialogue, and develop deep communities. Student organizations offer a variety of ways for students to integrate their spiritual and religious development with their intellectual, social, and personal growth.

The Chaplain coordinates religious and spiritual life for the campus. The Chaplain and OICM seek to challenge and nurture the spiritual and religious life of the campus. Campus-wide programs include, Interfaith Scholars, Worthy Questions, Sacred Spaces, Queer Spirit, as well as a range of volunteer service and social justice opportunities including Soup & Bread, Living Wage, and the Wooster Volunteer Network. The Chaplain and Director of Interfaith Campus Ministry, the Assistant Chaplain, and other OICM staff are available for individual conversations with students, for programs dealing with questions of faith and meaning, and as a resource for religious life and observances. A newsletter is offered regularly, and a web page is available on the college's website under the Student Life section. The offices are in the Center for Diversity and Inclusion.

Worthy Questions invites students to meet weekly to explore with others the 'quest' for purpose and meaning that serves to integrate diverse aspects of one's life. Mentors from the community join the students in the process of learning to "ask questions worthy of the person they may become." The program accepts applications annually.

Interfaith Scholars is a group of twelve freshman and sophomore students who meet six times a semester to learn about each other's faith traditions and to improve their skills at interfaith dialogue. The group also takes field trips to various local places of worship. Students apply to the program at the beginning of their freshman year and commit to it for two years.

Soup & Bread, is a weekly meal program run in conjunction with the College's Dining Services Department. Each week students "eat simply that others may simply eat." Through this program students are able to donate more than \$10,000 to hunger organizations each year.

Living Wage is a group of students dedicated to building relationships with low-wage employees of the campus and to working with the campus community to advocate for a Living Wage policy at the College.

Newman Catholic Community offers services, activities, retreats, social justice programs, and speakers. All are open to all students at the College.

UKirk is the *University Church*, community co-sponsored by Westminster Presbyterian Church. Monthly dinners, weekly "Agape Latte" coffee conversations, and an annual winter break trip are part of this group.

Wooster Christian Fellowship is affiliated nationally with InterVarsity Christian Fellowship, whose main purpose is to know Christ and to make Him known. The group meets weekly for worship, teaching, and fellowship as well as offering occasional retreats, conferences, and camps.

Wooster Quakers meet for Quaker worship and fellowship.

Jewish life on campus centers around the **Hillel** group. It works to increase the appreciation and observance of Judaism, welcoming non-Jewish students who are interested. The group sponsors activities for the entire campus, including traditional Jewish religious celebrations, guest lectures, movies, and discussions. It maintains a Hillel library and keeps its members informed of Jewish activities in the area. The activities of the Hillel community are supported, in part, by the Lottie Kornfeld Endowment.

Muslim life on campus centers on **Noor**. Noor exists to inform the campus community about the rich Islamic tradition and heritage; as such, its membership is open to all members of campus. It also provides a community for Muslim students and arranges periodic trips to the area mosque, special meal arrangements for Ramadan, and observances of major religious holidays.

Unitarian Universalist life is supported by the Wooster Unitarian Universalist group. This group meets weekly for dinner and discussion and participates regularly in social justice activities.

Westminster Presbyterian Church is the congregation-in-residence at The College of Wooster. The congregation meets for worship on Sundays at 10:45 a.m. in The Westminster Church House. Students are invited to be active in the congregation as full or associate members. Westminster sponsors various campus programs in conjunction with the Office of Interfaith Campus Ministries and other religious groups on campus.

Congregations in the Wooster area welcome students to their services and to their community life. A number of congregations welcome student participation in their choirs or offer employment opportunities. A directory is available from OICM.

For more information, please contact *Linda Morgan-Clement, Campus Chaplain*, at 330-263-2558 or ministries@wooster.edu.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is the formal assembly of the student body that is an advocate for student concerns and provides various campus services, transportation to/from Cleveland-Hopkins and Canton-Akron airports at College breaks, and summer storage. The officers each have specific responsibilities and participate in Senate meetings and weekly Cabinet meetings. For more information, please contact *Sayantana Mitra*, Student President, smitra16@wooster.edu.

STUDENT ORGANIZATIONS

Approximately 120 student organizations are chartered by Campus Council. These organizations are open to any interested students and provide a variety of activities for students to participate in outside the classroom. They include academic, art and culture, club sports, faith based, fraternities and sororities, honorary, media, multi-ethnic, performance, special interest, and volunteer/service organizations. If a student wants to start a new group, that is also an option! For more information, please visit the Student Activities Office in Lowry Center or call 330-263-2062.

STUDENT PUBLICATIONS

The College of Wooster supports a variety of student publications. These publications enrich the cultural life at Wooster and provide students with a range of avenues to engage in the creative and thoughtful expression of ideas. They also offer students hands-on experience in managing, editing, and publishing.

Black & Gold is an undergraduate, multidisciplinary journal committed to showcasing outstanding research and writing of faculty-mentored College of Wooster students.

The Goliard is the College literary and art journal. It is published annually and is staffed by students from all classes.

The Index is the College yearbook, published annually and staffed by students from all classes.

Sapere Aude is the Wooster Journal of Philosophical Inquiry and is in its third year.

The Voice is the College weekly newspaper, staffed by students from all classes.

Year One Journal is the annual publication of the First-Year Seminar Program. It features prose, fiction, and visual art produced by first-year students. It is staffed by upper-class students under the guidance of the Director of the Writing Center.

For more information regarding student publications, please contact *Claudia Thompson* or *Jacob Koehler*, co-chairs of the Publications Committee.

THEATRE

Auditions for plays are open to all students. A balanced selection of plays is presented each season under the direction of the Department of Theatre and Dance. Musicals are presented every other year in conjunction with the Department of Music. Programs include student-directed productions, workshop productions, and off-campus professional theatre internships. During the summer, the Ohio Light Opera Company plays its festival season in Freedlander Theatre. For more information, please contact *Shirley Huston-Findley*, Department Chair, or *Patrice Smith*, Administrative Coordinator, at 330-263-2541.

WOMEN'S CLUBS AND MEN'S SECTIONS (Greek Life)

There are six local social clubs for women and four local social sections for men on campus. In a variety of ways, these groups function similarly to local sororities and

fraternities. Any student in good academic and social standing is eligible for membership. The general functioning of the sections and clubs, including rushing, bidding, and new member education, is under the jurisdiction of the Inter-Greek Council and the Committee on Selective Organizations. The latter holds the final authority for the policy affecting these organizations. Approximately twelve percent of the student body is involved in sections and clubs. Sections and clubs may apply for College housing each year. Currently, nine groups are housed as units in College housing. For more information, please contact *Joe Kirk, Director*, at 330-263-2342.

WOOSTER ACTIVITIES CREW (W.A.C.)

The Wooster Activities Crew (W.A.C.) is the campus programming board, run by students for the Wooster community. The group's purpose is to plan, promote, and produce entertaining and socially engaging events that both provide academic relief and unite the student body. W.A.C. brings innovative and novelty events to the College, as well as plans annual events such as Party on the Green, Gala, and Springfest.

WOOSTER DANCE COMPANY

The College of Wooster Dance Company is a fully-chartered College organization for all students on campus interested in dance. The approximately fifty members in the Company present two concerts each year — one during the first semester and one in the second. Auditions during first and second semesters are open to all students. The Company is associated with the Department of Theatre and Dance, which includes a dance track within the major and a minor in Theatre and Dance. Additionally, the Dance Concert is presented as one of the Theatre and Dance Department's main stage productions. Opportunities for students to dance, choreograph, and coordinate for the Company provide excellent experiences and college credit. For more information, please contact *Shirley Huston-Findley, Department Chair*, or *Patrice Smith, Administrative Coordinator*, at 330-263-2541.

WOOSTER VOLUNTEER NETWORK

Wooster Volunteer Network is one of the communities within the Interfaith Campus Ministries community. Students of any or no faith tradition are welcomed and encouraged to participate. The WVN is run by a student board and advised by the Chaplain. It serves as an umbrella organization to coordinate and encourage service to the Wooster community and beyond. Opportunities include monthly information and networking meetings for campus, regular service activities coordinated by the WVN executive board, annual off-campus break trips, and program house living and serving communities. Students who are interested in creating projects or getting involved in community service are encouraged to come to the monthly meetings, visit the website found through the College's home page, or contact the chairperson of the executive board.

STUDENT SERVICES

CAMPUS DINING AND CONFERENCE SERVICES

Food is provided to College of Wooster students on a meal plan by the College owned-and-operated Campus Dining and Conference Services department. Students may select the meal plan that best suits their lifestyle and their dining habits. The

meal plan choices incorporate a mix of traditional, all-you-care-to-eat meals in Lowry dining hall and Flex Dollars that can be spent like cash to purchase food and drinks at campus food locations.

Meal counts are expressed in number of meals per semester, and are not limited to number of times per day or week they can be used. Neither the unused dining hall meals nor the unused Flex Dollars will roll over from semester to semester or year to year. Students must present their College I.D. card in order to utilize their meal plan. Students approved to live off-campus are welcome to subscribe separately to the meal plan contract. Students may also utilize any balances they may have in their COW Card Debit account for food purchases at Lowry, MacLeod's, Mom's, Old Main Café, Pop's, Scot Dogs, and vending machines.

Lowry Center Dining Hall is located on the top floor of Lowry Center and features an all-you-care-to-eat food-court style meal contract service for breakfast, lunch, and dinner daily. Dining hours and menus can be viewed online at www.wooster.edu/Student-Life.

MacLeod's Coffee Bar and Convenience Store is located in the Lowry Center main lounge and offers freshly brewed Starbucks drip coffee, Starbucks espresso-based favorite drinks, and a host of convenience store products. Hours of operation can be viewed online.

Mom's is located on the ground floor of Lowry Center and features ala carte grill foods, cold salads, coffee, fruit smoothies, sandwiches, soups, fountain drinks, and milkshakes. Mom's accepts cash, COW Card Debit, and meal plan Flex Dollars. Hours of operation can be viewed online.

Old Main Café, located on the "Garden Level" of Kauke Hall, provides students, faculty and staff with a relaxing oasis, whether they are seeking a break between classes or a comfortable coffee-house atmosphere in the evening. The Old Main Café offers an extensive menu of coffee, featuring Starbucks espresso-based drinks as well as Starbucks drip coffee, teas, hot chocolate and bottled beverages, as well as muffins, dessert bars and cheesecakes. Freshly-prepared salads and sandwiches are available daily and include vegan and vegetarian specialties. Cash, COW card, personal/department charges and meal plan Flex dollars are accepted as forms of payment. Sorry, we do not accept credit cards or meal plan swipes.

Pop's Sub-Stop is located on the ground floor of Lowry Center and offers quick, grab-n-go convenience for lunch, Monday through Friday. Cash, COW card, personal/department charges and meal plan Flex dollars and meal plan swipes are accepted as forms of payment. Sorry, we do not accept credit cards. Hours of operation can be viewed online.

Scot Dogs is a mobile sandwich cart that offers high quality, locally produced, hot sandwiches, chips, and drinks. It will be positioned at an easily accessible location on-campus most weekdays for Lunch (weather permitting). Cash, COW card, personal/department charges and Flex dollars on meal plan are accepted as forms of payment. Sorry, we do not accept credit cards or meal plan swipes.

Campus Dining and Conference Services can provide **Catering** services and on-location catering in any campus building or on the campus grounds at a reasonable cost. The Campus Dining Services Customer Service Office processes all catering requests, orders for student Birthday Cakes and Exam Care Packages, and administers all meal plans. The Customer Service Office can answer questions and resolve problems with regards to the meal plan. More information about catering can be viewed online. The Campus Dining Services Customer Service is located on the lower level of Lowry and may be reached by calling *Chuck Wagers, Director*, or *Donna Yonker, General Manager*, at 330-263-2358.

HOUSING AND RESIDENCE LIFE

The College of Wooster is a residential college; all students live on campus for their entire College career. Students must be enrolled full-time (three full course credits or more) to reside in College housing. When a student's course registration drops to fewer than three full course credits or a student's status is changed to "Leave of Absence" or "Withdrawn," then he/she must immediately vacate the College's residence hall or program house. Written exceptions to this requirement may be granted by the Dean of Students or his designee. Exceptions will be granted only for compelling reasons. The College reserves the right to remove or relocate students living in College housing when circumstances warrant such action. Students must live in College housing unless they are granted off-campus living permission by the Dean of Students or his designee. A variety of housing options for individuals and groups are available, including coeducational and single-gender halls, and program-oriented halls. Housing options include the International Program, the Residential Senior Program, and Club and Section Housing among many others. All College residence halls and program houses have access to the computer network.

Residence hall rooms vary in size, configuration, and styles of the furnishings. Rooms have a study desk, chair, bed, mattress, dresser, and window shades. Bedding, pillows, rugs, curtains, and other equipment are provided by the resident(s). Students provide and care for their own bed linen. Washers and dryers are provided for all College housing. Students must provide their own telephones while on-campus and local service is available to all students. The College is not responsible for loss or damage to clothing and personal effects in student rooms. Consequently, students are encouraged to carry their own insurance on personal property and to lock their room doors when out of the room.

In addition to living in traditional residence halls, a number of students are housed in program houses located throughout campus. These houses accommodate groups of four to thirty people. Students are required to complete a special application to be considered for residence in these units. Groups living in program houses participate in volunteer activities that serve the campus and local community. All housing options are administered by the Office of Residence Life.

In each residence hall and cluster of program houses, Resident Assistants are available for the support of the students in these communities. RAs are sophomores, juniors, or seniors who are trained to provide guidance, peer advising, and referral to campus services for students. Professional staff also live within the residential community to provide assistance to the residents.

For new students, a room reservation is made when an applicant has been accepted for admission, paid the enrollment and security deposit, and submitted the appropriate housing materials. New students must maintain a residence in College housing unless they apply for an exception to live at home with a parent or guardian. Housing assignments for new students will be completed and mailed in late July/early August by the Residence Life staff.

College residential facilities are open to students only when classes are in session. Students who do not have special permission to engage in a special College activity (graduation, sporting events, etc.) are asked to vacate their rooms at the close of a semester, no later than twenty-four hours after their last examination. During the second semester, those who are graduating may remain on campus until commencement ceremonies have concluded.

Information on fees may be found in the Catalogue section entitled *Expenses*. Information on housing may be acquired by calling the *Office of Residence Life* at 330-263-2498.

LOWRY CENTER

Lowry Center, the College's student union, opened in the fall of 1968 as a memorial to Howard Lowry, President of Wooster from 1944 to 1967. In the "Role of the College Union", the Association of College Unions International states the following:

The union is an integral part of the educational mission of the College. As the center of the college community life, the union complements the academic experience through an extensive variety of cultural, educational, social, and recreational programs. These programs provide the opportunity to balance course work and free time as cooperative factors in education.

Lowry Center provides students with a range of services and contains a variety of multi-purpose areas including the bookstore, post office, information desk, MacLeod's convenience store, Scot Lanes bowling and billiards facility, main lounge, art exhibit area, meeting rooms, the gallery of international flags, faculty lounge, dining facilities, 24-hour printing center, and Mom's Truckstop snack bar. Also located in the building are offices for the College newspaper, Student Government Association, and Wooster Activities Crew.

For more information, please call 330-263-2062.

SECURITY AND PROTECTIVE SERVICES

The Security and Protective Services Department provides law enforcement response, crime prevention education, and security services to the campus community 24 hours a day, 7 days a week, 365 days a year. The department also works closely with the Wooster Police Department, Wooster Fire Department and other College and City offices to provide such services and resources to the Wooster community. Primary duties include the safety and security of students, grounds and facilities. The department also monitors the College's 911 system, fire safety systems, and campus access system. The SPS department is responsible for upholding the College policies found within *The Scot's Key* as well as local, state and federal laws.

The office is located on Wayne Ave., just east of the Longbrake Student Wellness Center, and is staffed 24 hours a day. The Department seeks to promote and preserve the security and safety of the College community. Our philosophy is based on the concept that officers and members of the College community work together in creative ways to help solve problems related to crime and fear of crime. Our goal is to have a positive presence here on campus based on mutual understanding and respect. Foot patrols inside buildings and bike patrols around campus are opportunities to become closer to our community. Establishing and maintaining a mutual trust within the College community is used to improve our ability to prevent crime and solve problems. Policy enforcement and intervention activities will be conducted in such a way as to provide a positive learning experience when possible.

The Security Department also provides numerous services to the campus community including: safety escorts, property engraving, residential education programs, fire safety programs, vehicle and bicycle registration, student security patrols, CPR/First-Aid, a rental car program (Hertz-On-Demand), and other programs. The Security and Protective Services Department is also responsible for the enforcement of parking regulations on campus. All vehicles parked on the College of Wooster campus must display a valid permit. Permits can be obtained at the Security office 24 hours a day, 7 days a week. For information on parking, visit <http://www.wooster.edu/students/security>. Requests for services can be made by contacting the Security and Protective Services Department at 330-263-2590.

STUDENT WELLNESS CENTER

The Longbrake Student Wellness Center (LSWC) provides comprehensive health services for College of Wooster students enrolled on a full-time basis. The staff consists of physicians from the Cleveland Clinic Wooster, professional psychological counselors, certified athletic trainers, an office administrator, and registered nursing staff to maintain 24-hour service during the academic year. Services include physician appointments, GYN appointments, nurse evaluations, blood draws, medications, EKGs, allergy injections, hydration IVs, counseling appointments, cold care and first aid center, and overnight student beds. Programs offered comprise of Students Helping Students (student peer education), First Responder training and service, Sexuality Support Network, Depression Support Group, Paws to Pet (dog therapy), and massage therapy.

The Medical Director for the LSWC is a Cleveland Clinic physician. All services are administered under his/her supervision. Physicians are available to students by appointment Monday through Friday at no charge. Confidential counseling services are available at the Wellness Center (no fee for the first ten counseling sessions – five free per semester). The athletic trainer evaluates non-varsity student athletes at the Wellness Center by appointment. The Cold Care Center is an educational, self-treatment module for evaluation and treatment of respiratory infections. A First Aid Center is available for treatment of minor injuries. Both the Cold Care Center and the First Aid Center are accessible 24/7 on a walk in basis. The cost associated with most of these services is included in the comprehensive fee.

The student is required to purchase the **Student Accident and Sickness Medical Plan** or furnish a waiver indicating they have health insurance coverage through a parent or individual plan. Insurance will be used if the student needs to be seen at a medical facility outside of the LSWC. Details of the plan are provided in the brochure mailed to all students by the Business Office.

For more information, please contact the Longbrake Student Wellness Center at 330-263-2319.

DEGREE REQUIREMENTS

Three Baccalaureate degrees are offered: **Bachelor of Arts (B.A.)**, **Bachelor of Music (B.M.)**, and **Bachelor of Music Education (B.M.E.)**. The requirements for each of these degrees are listed below. *Although each student has a faculty adviser, the student is responsible for understanding the requirements for the degree and for meeting these requirements.* Students should review their progress toward meeting graduation requirements with their faculty adviser each semester.

BACHELOR OF ARTS

32 course credits are required for graduation, subject to restrictions on residency, fractional credit, transfer credit, and course load. *Except where noted, individual courses may be counted toward multiple requirements.*

First-Year Seminar in Critical Inquiry (1 course)

Students will complete the *First-Year Seminar in Critical Inquiry* in their first semester.

Writing

In coordination with the First-Year Seminar Program and the Program in Writing:

Writing Proficiency (0-1 courses)

Students will demonstrate **basic writing proficiency** in their first year, through placement examination or completion of the *College Writing* course.

Writing Intensive Course (1 course)

Students will complete a **course designated as *Writing Intensive (W)*** in any semester between the completion of the First-Year Seminar and the beginning of Junior Independent Study.

Global and Cultural Perspectives

Foreign Language (0-2 course)

Students will demonstrate proficiency in a foreign language through the second-level course in a given language sequence, through placement examination or course work.

Studies in Cultural Difference (1 course)

Students will complete a course (**C**) that examines either a culture outside the United States or the culture of an American minority group (e.g., African American, Asian American, Hispanic or Latino American, Native American). Courses may be taught in English or in a foreign language.

Religious Perspectives (1 course)

Students will complete a course (**R**) from any department or program that examines the religious dimension of humankind in relation to issues of cultural, social, historical, or ethical significance.

Note: *A student may not use the same course in fulfillment of both the Studies in Cultural Difference requirement and the Religious Perspectives requirement.*

Quantitative Reasoning (1 course)

Students will demonstrate **basic quantitative proficiency** through completion of a course (**Q**) that involves a substantial element of quantitative reasoning.

Learning Across the Disciplines (6 courses)

Students will complete no fewer than two approved courses in each of three academic areas: Arts and Humanities (**AH**), History and Social Sciences (**HSS**), Mathematical and Natural Sciences (**MNS**). [An individual course may be counted toward only one of these three areas.]

Learning in the Major (10-16 courses)

Students will complete a *major* in a department or program. The number of courses required in the major shall be no less than ten and no more than sixteen, including the Independent Study Sequence. The major shall contain no more than twelve courses in the same discipline, including the Independent Study Sequence. (In addition, a maximum of fifteen credits in any one discipline may be counted toward graduation.)

Independent Study Sequence:

Junior Independent Study (Research, Methodology, and Theory) (1 course)

A one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study. The structure of this course depends upon the discipline and includes a variety of pedagogical formats, such as one-on-one mentoring experiences, small seminars, and labs.

Senior Independent Study (2 courses)

A two-semester one-on-one mentoring experience in which each student engages in independent research and creates an original scholarly work.

BACHELOR OF MUSIC

Three majors are offered under the B.M. degree: **Performance**, **Theory/Composition**, and **Music History and Literature**. 32 courses are required for graduation, subject to restrictions on residency, fractional credit, transfer credit, and course load. *Except where noted, individual courses may be counted toward multiple requirements.*

First-Year Seminar in Critical Inquiry (1 course)

Students will complete the *First-Year Seminar in Critical Inquiry* in their first semester.

Writing

In coordination with the First-Year Seminar Program and the Program in Writing:

Writing Proficiency (0-1 courses)

Students will demonstrate **basic writing proficiency** in their first year, through placement examination or completion of the *College Writing* course.

Writing Intensive Course (1 course)

Students will complete a **course designated as Writing Intensive (W)** in any semester between the completion of the First-Year Seminar and the beginning of Junior Independent Study.

Global and Cultural Perspectives

Foreign Language (0-2 courses)

Students will demonstrate proficiency in a foreign language through the second-level course in a given language sequence, through placement examination or course work.

Studies in Cultural Difference (1 course)

Students will complete a course (C) that examines either a culture outside the United States or the culture of an American minority group (*e.g.*, African American, Asian American, Hispanic or Latino American, Native American). Courses may be taught in English or in a foreign language.

Religious Perspectives (1 course)

Students will complete a course (R) from any department or program that examines the religious dimension of humankind in relation to issues of cultural, social, historical, or ethical significance.

Note: *A student may not use the same course in fulfillment of both the Studies in Cultural Difference requirement and the Religious Perspectives requirement.*

Quantitative Reasoning (1 course)

Students will demonstrate **basic quantitative proficiency** through completion of a course (Q) that involves a substantial element of quantitative reasoning.

Non-Music Electives (0-5 courses)

Independent Study (3 courses)—see below

Learning in the Major (24 courses, including Independent Study)

A. BACHELOR OF MUSIC (PERFORMANCE MAJOR)

1. Applied Music (6-8 course credits, including Independent Study)

This requirement includes a half recital of 25-30 minutes of music in the junior year (MUSC 40100) and a full recital of 45-60 minutes of music in the senior year (MUSC 45100-45200), each to be performed after a successful jury exami-

nation covering preparation and competence. These recitals constitute I.S. for the performance major. In the junior year, performance majors must enroll in one semester of one-hour lessons (200-level) and one semester of MUSC 40100.

2. Music Theory (8 courses)

MUSC 10100 (Theory I), 10200 (Theory II), 20100 (Theory III), 20200 (Theory IV), 30100 (Theory of Music Since 1900), 30200 (Form and Analysis), 30300 (Basic Conducting), and 30400 (Counterpoint)

3. Music History (4 courses)

MUSC 21200 (History I) and 21300 (History II), plus one period course (typically 19900 or 31100) and one additional course in Music History and Literature (19900, 21400-21900, 31100)

4. Group Music (1.25 courses)

Ten semesters (.125 course credit per semester per group) of participation in the following: MUSC 15000-15700 (Small Ensemble), 16000 (Wooster Singers), 16100 (Wooster Chorus), 16200 (Wooster Symphony Orchestra), 16300 (Scot Band), 16400 (Wooster Jazz Ensemble), or 16500 (Gospel Choir), with at least two semesters of participation in Wooster Singers or Wooster Chorus and at least four semesters of participation—in the major instrument or voice—in the most appropriate of the following major ensembles: Band, Orchestra, Chorus, or Wooster Singers.

5. Pedagogy (.5 course)

MUSC 37100 (Instrumental Pedagogy) for instrumental majors or MUSC 37000 (Vocal Pedagogy) for voice majors (.5 course credit)

6. Music Technology (.5 course)

MUSC 28000 (Introduction to Music Technology)

7. Music Electives (1.75-3.75 courses)

To be chosen by the student and the adviser; may include additional I.S. Keyboard skills must be sufficient to satisfy the Piano Proficiency requirement. *Please note:* Music Theory 10100 and 10200 require concurrent enrollment in a quarter-credit Class Piano course (MUSC 18100/18200) unless the student places out of this requirement; therefore, for many students, one half-credit of "Music Electives" will be in Class Piano.

B. BACHELOR OF MUSIC (THEORY/COMPOSITION MAJOR)

1. Music Theory (9 courses)

MUSC 10100 (Theory I), 10200 (Theory II), 20100 (Theory III), 20200 (Theory IV), 30100 (Theory of Music Since 1900), 30200 (Form and Analysis), 30300 (Basic Conducting), 30400 (Counterpoint), and 30500 (Orchestration)

2. Composition (1 course credit)

1 credit from among MUSC 20800/30800 (Acoustic Composition) and 20900/30900 (Electronic Composition)

3. Independent Study (3 courses)

MUSC 40100 (Junior I.S.) and 45100-45200 (Senior I.S.); for a student concentrating in Composition, the Independent Study will be a continuation of the composition study begun in 20800/20900/30800/30900; for a student concentrating in Music Theory, the Independent Study will be a written research project.

4. Music History (5 courses)

MUSC 21200 (History I), 21300 (History II), and 31100 (Seminar in Music Literature); one period course (typically 19900 or another 31100); and one additional course in Music History and Literature (19900, 21400-21900, or another 31100)

5. Applied Music (2 courses)

Two total course credits on the same instrument (MUSC 12000-14000, 22000-24000).

6. Group Music (1.25 courses)

Ten semesters (.125 course credit per semester per group) of participation in the following: MUSC 15000-15700 (Small Ensemble), 16000 (Wooster Singers), 16100 (Wooster Chorus), 16200 (Wooster Symphony Orchestra), 16300 (Scot Band), 16400 (Wooster Jazz Ensemble), or 16500 (Gospel Choir), with at least two semesters of participation in Wooster Singers or Wooster Chorus and at least four semesters of participation—in the major instrument or voice—in the most appropriate of the following major ensembles: Band, Orchestra, Chorus, or Wooster Singers.

7. Music Technology (.5 course)

MUSC 28000 (Introduction to Music Technology)

8. Music Electives (2.25 courses)

To be chosen by the student and the adviser; may include additional I.S. Keyboard skills must be sufficient to satisfy the Piano Proficiency requirement. *Please note:* Music Theory 10100 and 10200 require concurrent enrollment in a quarter-credit Class Piano course (MUSC 18100/18200) unless the student places out of this requirement; therefore, for many students, one half-credit of “Music Electives” will be in Class Piano.

C. BACHELOR OF MUSIC (MUSIC HISTORY/LITERATURE MAJOR)

1. Music History/Literature (10 courses, including Independent Study)

MUSC 21200 (History I), 21300 (History II), 40100 (Junior I.S.), 45100-45200 (Senior I.S.), one period course (typically 19900 or 31100), and four further courses in Music History and Literature from among AFST 21200 (African American Folklore), MUSC 21400 (History of African American Music), 21600 (The Art of Rock Music), 21700 (Survey of Jazz), or an additional 31100 (Seminar in Music Literature)

2. Music Theory (9 courses)

MUSC 10100 (Theory I), 10200 (Theory II), 20100 (Theory III), 20200 (Theory IV), 30100 (Theory of Music Since 1900), 30200 (Form and Analysis), 30300 (Conducting), 30400 (Counterpoint), and 30500 (Orchestration)

3. Applied Music (2 courses)

Two total course credits on the same instrument (MUSC 12000-14000, 22000-24000).

4. Group Music (1.25 courses)

Ten semesters (.125 course credit per semester per group) of participation in the following: MUSC 15000-15700 (Small Ensemble), 16000 (Wooster Singers), 16100 (Wooster Chorus), 16200 (Wooster Symphony Orchestra), 16300 (Scot Band), 16400 (Wooster Jazz Ensemble), or 16500 (Gospel Choir), with at least two semesters of participation in Wooster Singers or Wooster Chorus and at least four semesters of participation — in the major instrument or voice — in the most appropriate of the following major ensembles: Band, Orchestra, Chorus, or Wooster Singers.

5. Music Technology (.5 course)

MUSC 28000 (Introduction to Music Technology)

6. Music Electives (1.25 courses)

To be chosen by the student and the adviser; may include additional I.S. Keyboard skills must be sufficient to satisfy the Piano Proficiency requirement. *Please note:* Music Theory 10100 and 10200 require concurrent enrollment in a

quarter-credit Class Piano course (MUSC 18100/18200) unless the student places out of this requirement; therefore, for many students, one half-credit of "Music Electives" will be in Class Piano.

BACHELOR OF MUSIC EDUCATION

Two majors are offered under the B.M.E. degree: **Public School Teaching** and **Music Therapy**. Because of the heavy requirements for these degrees, it is likely that the student will need to carry overloads or extend the time required to complete the degree program.

Note: *Completion of the degree may require more than eight semesters of full-time academic work.*

A. BACHELOR OF MUSIC EDUCATION (PUBLIC SCHOOL TEACHING MAJOR)

36.00 to 38.25 courses are required for graduation, subject to current restrictions on residency, fractional credit, transfer credit, and course load. *Except where noted, individual courses may be counted toward multiple requirements.* Students will complete 13.5 to 15.75 courses outside music.

First-Year Seminar in Critical Inquiry (1 course)

Students will complete the *First-Year Seminar in Critical Inquiry* in their first semester.

Writing

In coordination with the First-Year Seminar Program and the Program in Writing:

Writing Proficiency (0-1 courses)

Students will demonstrate **basic writing proficiency** in their first year, through placement examination or completion of the *College Writing* course.

Writing Intensive Course (1 course)

Students will complete a **course designated as Writing Intensive (W)** in any semester between the completion of the First-Year Seminar and the beginning of senior year.

Studies in Cultural Difference (1 course)

Students will complete a course (**C**) that examines either a culture outside the United States or the culture of an American minority group (*e.g.*, African American, Asian American, Hispanic or Latino American, Native American). Courses may be taught in English or in a foreign language.

Religious Perspectives (1 course)

Students will complete a course (**R**) from any department or program that examines the religious dimension of humankind in relation to issues of cultural, social, historical, or ethical significance.

Note: *A student may not use the same course in fulfillment of both the Studies in Cultural Difference requirement and the Religious Perspectives requirement.*

Quantitative Reasoning (1 course)

Students will demonstrate **basic quantitative proficiency** through completion of a course (**Q**) in the Mathematical or Natural Sciences that involves a substantial element of quantitative reasoning.

Mathematical and Natural Sciences (1-1.25 courses)

Students will complete one to one and one-quarter courses in the Mathematical or Natural Sciences (**MNS**). [A student may not use this course in fulfillment of the *Quantitative Reasoning* requirement.]

History and Social Sciences (1 course)

Students will complete one course in History or the Social Sciences (**HSS**). [A student may not use this course in fulfillment of the *Studies in Cultural Difference* requirement or the *Religious Perspectives* requirement.]

Psychology (1 course)

Students will complete PSYC 11000. [This course may not count toward the *History and Social Sciences* requirement.]

Education (2.75 courses)

Students will complete EDUC 10000, 12000, and 30000.

Non-Music Elective (1 course)

Student Teaching (3 courses)

The student teaching sequence satisfies the College requirement of three courses of Independent Study. Students will complete EDUC 49600-49800. All degree requirements except MUSC 39500 (Special Topics in Music Education) and the final semester of recital attendance must be completed prior to the semester in which the student registers for student teaching. Concurrent registration for MUSC 39500 and student teaching is expected; however, when student teaching is completed in the fall semester, MUSC 39500 must be completed prior to that semester. The recital attendance requirement continues through the student teaching semester.

Learning in the Major (22.25-22.75 courses)

1. MUSIC THEORY (7.5 courses)

MUSC 10100 (Theory I), 10200 (Theory II), 20100 (Theory III), 20200 (Theory IV), 30100 (Theory of Music Since 1900), 30300 (Basic Conducting), 30500 (Orchestration), and 30600 (Choral Conducting)

2. MUSIC HISTORY/LITERATURE (3 courses)

MUSC 21200 (History I), 21300 (History II), and one period course (typically 19900 or 31100)

3. PERFORMANCE (7.75 courses)

a. Group Music (1.25 courses)

Ten semesters (.125 course credit per semester per group) of participation in group music, including at least two semesters of participation in Wooster Singers, and at least four semesters of participation—in the major instrument or voice—in the most appropriate of the following major ensembles: Band, Orchestra, Chorus, or Wooster Singers.

b. Class Instruments and Voice (2.5 courses) MUSC 17000 (Class Voice), 17100 (Brass I), 17200 (Brass II), 17300 (Strings I), 17400 (Strings II), 17500 (Woodwinds I), 17600 (Woodwinds II), 17700 (Percussion), and 37200 (Functional Piano)

c. The remainder (4 course credits) is to be taken in performance areas (MUSC 12000-14000, 22000-24000) depending upon the pre-college preparation of the student. Keyboard skills must be sufficient to satisfy the Piano Proficiency requirements. Each student is required to give a half recital of 25-30 minutes of music in either the junior or senior year (prior to the semester in which student teaching is scheduled). The recital is to be performed after a successful jury examination covering preparation and competence.

4. MUSIC TECHNOLOGY (.5 course)

MUSC 28000 (Introduction to Music Technology)

5. MUSIC EDUCATION (3.5 courses)

MUSC 29000 (Foundations of Music Education), 34200 (Methods and Materials for Teaching Pre-K and Elementary General Music), 34300 (Methods and Materials for Teaching Secondary Choral and General Music), 34400 (Methods and Materials for Teaching Instrumental Music), 37000 (Vocal Pedagogy), and 39500 (Special Topics in Music Education)

6. CLASS PIANO (.50 course credit)

Please note: Music Theory 10100 and 10200 require concurrent enrollment in a quarter-credit Class Piano course (MUSC 18100/18200) unless the student places out of this requirement; therefore, Music Education majors who test out of Class Piano will not have this 0.50 course credit required.

B. BACHELOR OF MUSIC EDUCATION (MUSIC THERAPY MAJOR)

38.75–39.25 courses are required for graduation, subject to current restrictions on residency, fractional credit, transfer credit, and course load. *Except where noted, individual courses may be counted toward multiple requirements.* Students will complete 14.25 courses outside music.

First-Year Seminar in Critical Inquiry (1 course)

Students will complete the *First-Year Seminar in Critical Inquiry* in their first semester.

Writing

In coordination with the First-Year Seminar Program and the Program in Writing:

Writing Proficiency (0-1 courses)

Students will demonstrate **basic writing proficiency** in their first year, through placement examination or completion of the *College Writing* course.

Writing Intensive Course (1 course)

Students will complete a **course designated as *Writing Intensive (W)*** in any semester between the completion of the First-Year Seminar and the beginning of senior year.

Studies in Cultural Difference (1 course)

Students will complete a course (**C**) that examines either a culture outside the United States or the culture of an American minority group (*e.g.*, African American, Asian American, Hispanic or Latino American, Native American). Courses may be taught in English or in a foreign language.

Religious Perspectives (1 course)

Students will complete a course (**R**) from any department or program that examines the religious dimension of humankind in relation to issues of cultural, social, historical, or ethical significance.

Note: *A student may not use the same course in fulfillment of both the Studies in Cultural Difference requirement and the Religious Perspectives requirement.*

Quantitative Reasoning (1 course)

Students will demonstrate **basic quantitative proficiency** through completion of a course (**Q**) that involves a substantial element of quantitative reasoning.

History and Social Sciences (2 courses)

Students will complete two approved courses (HSS) in Political Science, History, or Economics. [A student may not use these courses in fulfillment of the *Studies in Cultural Difference* requirement or the *Religious Perspectives* requirement.]

Psychology (3 courses)

Students will complete PSYC 10000, 21200, and 25000.

Mathematical Sciences (1 course)

Students will complete one course in the Mathematical Sciences.

Natural Sciences (1 course)

Students will complete a course dealing with human anatomy.

Sociology (2 courses)

Students will complete SOCI 10000 and either SOCI 20400 or SOCI 21300. [A student may not use these courses in fulfillment of the *Religious Perspectives* requirement.]

Education (1 course)

Students will complete EDUC 20000.

Non-Music Electives (1-2 courses to complete 14.25 courses outside the major)

Learning in the Major (25.00 courses)

1. MUSIC THEORY (7 courses)

MUSC 10100 (Theory I), 10200 (Theory II), 20100 (Theory III), 20200 (Theory IV), 30100 (Theory of Music Since 1900), 30300 (Basic Conducting), and 30500 (Orchestration)

2. MUSIC HISTORY/LITERATURE (2 courses)

MUSC 21200 (History I) and 21300 (History II)

3. MUSIC THERAPY (6 courses)

MUSC 19000 (Introduction to Music Therapy) and 19100 (Recreational Music—Programming and Leadership), each for .5 course credit; 29100 (Music Therapy in Psychiatry and Rehabilitation); 29200 (Music Therapy with the Developmentally Disabled); 29300 (Practicum I in Music Therapy), 29400 (Practicum II in Music Therapy), and 29500 (Advanced Practicum in Music Therapy), each for .25 course credit; 39200 (Psychology of Music) and 39300 (Research Seminar in Music Therapy), each for .5 course credit; and 39400 (Program Development and Administration in Music Therapy) and 41000 (Internship, .25 course credit), a six-month, full-time clinical experience at a facility approved by the American Music Therapy Association.

4. MUSIC EDUCATION (2 courses)

MUSC 29000 (Foundations of Music Education), 34200 (Methods and Materials for Teaching Pre-K and Elementary General Music), and the most appropriate course from either 34300 (Methods and Materials for Teaching Secondary Choral and General Music) or 34400 (Methods and Materials for Teaching Instrumental Music)

5. MUSIC TECHNOLOGY (.5 course)

MUSC 28000 (Introduction to Music Technology)

6. PERFORMANCE (7 courses)

a. Group Music (1 course)

Eight semesters (.125 course credit per semester per group) of participation in group music, including at least two semesters of participation in Wooster Singers, and at least four semesters of participation—in the major instrument or voice—in the most appropriate of the following major ensembles: Band, Orchestra, Chorus, or Wooster Singers.

b. Class Instruments and Voice (2.5 courses)

MUSC 17000 (Class Voice), 17100 (Brass I), 17300 (Strings I), 17400 (Strings II), 17500 (Woodwinds I), 17700 (Percussion), 37000 (Vocal Pedagogy), and 37200 (Functional Piano)

c. Applied Music (3.5 courses)

The remainder is to be taken in performance areas (MUSC 12000-14000, 22000-24000) depending upon the pre-college preparation of the student. Keyboard skills must be sufficient to satisfy the Piano Proficiency requirement. Each student is required to give a half recital of 25-30 minutes of music in either the junior or senior year. The recital is to be performed after a successful jury examination covering preparation and competence.

7. MUSIC ELECTIVES (.50 course credit)

Please note: Music Theory 10100 and 10200 require concurrent enrollment in a quarter-credit Class Piano course (MUSC 18100/18200) unless the student places out of this requirement; therefore, Music Therapy majors who test out of Class Piano will not have this 0.50 course credit required.

MUSIC DOUBLE DEGREE

DOUBLE DEGREE: BACHELOR OF MUSIC OR MUSIC EDUCATION AND BACHELOR OF ARTS

A double degree enables students to make connections among fields that can enrich the study of each and expand career opportunities. Full double-counting of requirements for the two degrees is allowed. Upon graduation, the student will receive two diplomas and will participate in one Commencement ceremony. In most cases, completion of a double degree will require five years. Interested students should confer with the chairperson of the Department of Music and must have written approval from the Dean for Curriculum and Academic Engagement. Students who wish to pursue a double degree must declare their intention to do so no later than October 1 of the junior year.

GRADUATE AND PROFESSIONAL DUAL DEGREE

The College has established formal programs with a number of leading universities to provide students with the opportunity to pursue a liberal arts degree from Wooster in conjunction with a graduate/professional degree from the other institution. These programs provide students with a rich liberal arts experience that focuses upon a dynamic understanding of multiple disciplines, independent and collaborative inquiry, global engagement, and social responsibilities and also facilitate their progress towards a graduate or professional degree.

Graduate or professional programs in medicine, dentistry, law, physical therapy, engineering, nursing, architecture, and forestry and environmental studies are examples of eligible programs that may be approved. The Dean for Curriculum and Academic Engagement determines which graduate and professional programs are consistent with a Wooster baccalaureate degree and will set conditions for awarding the degree. The conditions for participation in a dual degree program are provided in the Catalogue under *Pre-Professional and Dual Degree Programs*.

ACADEMIC POLICIES

Academic policies have been legislated by the faculty and apply consistently to all students. *Exceptions are approved only in truly extraordinary and extenuating circumstances, and primarily for documented health and medical reasons.* Petitions for exceptions to Academic Policies are submitted to the Dean for Curriculum and Academic Engagement. **Appeals of the following academic policies are not normally accepted:**

- re-appeal of a previous petition,
- overload credit for first semester first-year students,
- overload credit in any semester for any student beyond 5.500 credits,
- change in S/NC status after the established deadline,
- change in audit status after the established deadline,
- off-campus study application deadlines,
- changes to course registration beyond one semester,
- changes to academic transcript after graduation,
- “walking at Commencement” (GPA and credit requirements).

ACADEMIC STANDING, WITHDRAWAL, AND READMISSION

CLASS STANDING

Class standing is determined by the Registrar at the beginning of the fall semester of each academic year. The minimum number of credits which must be satisfactorily completed for class standing are as follows: Sophomore — 7 credits, Junior — 15 credits, Senior — 24 credits. Entering students (other than transfer students) who by reason of approved Advanced Placement work or other credits have completed seven or more credits will be given sophomore class standing. The same rules apply to transfer students, and the minimum number of courses needed for sophomore standing at the start of the spring semester is 11 credits.

SATISFACTORY ACADEMIC PROGRESS AND ACADEMIC PROBATION

Satisfactory Academic Progress Policy and Need-Based Financial Aid

The Committee on Academic Standards reviews the progress of each student toward graduation at the end of each semester and places a student on academic probation or asks a student to withdraw if he or she is not making minimal progress toward graduation. To receive or continue to receive need-based financial aid, students must be making minimum satisfactory progress toward their degrees. Provisions for students to receive or continue to receive non-need based merit awards are described in the student’s merit award letter, a separate College policy statement, or both.

Need-based financial aid programs affected by this policy include all Federal grant, loan, and work-study programs, state financial aid awards, and College of Wooster institutional need-based financial aid awards.

Minimum Satisfactory Academic Progress

To meet the number of courses necessary for graduation, the normal expectation is that a student will complete credits at the rate of four per semester for eight semesters. Similarly, students are expected to demonstrate progress towards sustaining a semester and cumulative grade point average of 2.0, which is required for graduation and the student's major area.

Satisfactory Academic Progress Guide	
Semester Completed	Minimum Course Credits Completed Expected
1	3
2	7
3	11
4	15
5	20
6	24
7	28
8*	32

*For financial-aid purposes only, a maximum of six (6) academic years will be permitted to complete a baccalaureate program.

Transfer courses accepted at The College of Wooster are counted toward the total number of courses completed. Credit for repeated courses is granted only once.

Good Academic Standing and Academic Probation

In order to maintain good academic standing, a student regularly enrolled as a degree candidate must meet the following criteria:

- earn at least three full course credits in any semester;
- meet the conditions for courses completed as stated in the "Satisfactory Academic Progress Guide"; and
- maintain both a semester and a cumulative grade point average of 2.000.

Financial Aid Standing

A student's need-based financial aid standing follows his or her academic standing as determined by the College's Satisfactory Academic Progress Policy. Students who are placed on academic probation by the Committee on Academic Standards will be placed on financial aid warning for the following semester but will remain eligible for federal, state and College need-based student aid. The Financial Aid Office, in coordination with the Dean of Students' Office, notifies students by e-mail and/or letter that they must re-establish satisfactory academic progress by the end of this following semester in order to maintain their need-based aid awards. Students who do not re-establish satisfactory academic progress, as determined by the Committee on Academic Standards, by the end of this following semester will lose their need-based financial aid eligibility.

Mitigating Circumstances

The Satisfactory Academic Progress policy can be set aside for individual students—except as regards their federal student aid eligibility—under certain mitigating circumstances as determined by the Committee on Academic Standards.

Appeal

Students who have lost their need-based financial aid eligibility by failing to maintain satisfactory academic progress may appeal, in writing, to the Committee on

Academic Standards through the Dean of Students' Office.

The appeal must explain the special circumstances why the student failed to meet satisfactory academic progress standards—illness or injury, for instance, or the death of a close relative—and provide an academic plan showing how the student will reestablish satisfactory academic progress by a pre-determined specific point in time. If the Committee on Academic Standards accepts the student's appeal, the student is placed on financial aid probation and remains eligible for federal, state, and College need-based financial aid during that semester and subsequent semesters if the student meets the requirements specified in the academic plan. If a student wishes to appeal the Committee on Academic Standards' decision on his or her appeal request, the student should submit the appeal, in writing, to either the Dean of Students or Dean for Curriculum and Academic Engagement.

Re-Establishing Student Aid Eligibility

Students will be considered in good standing in regard to need-based financial aid and non-need based merit award eligibility when they again meet the minimum satisfactory academic progress and good academic standing standards as described in this policy statement, or upon acceptance of their appeal by the Committee on Academic Standards. Withdrawal or hiatus from the College for any period of time will not affect a student's satisfactory academic progress standing. Students who apply for re-admission are required to submit an appeal in order to determine financial-aid eligibility.

WITHDRAWAL AND LEAVE OF ABSENCE

See *Expenses – Withdrawal*. Also see *Admission – Implications of Admission and Registration*.

READMISSION

A student who has voluntarily withdrawn or has been required to withdraw from the College is eligible to apply for readmission upon completion of a formal application for readmission; the form for this may be obtained from the Office of the Dean of Students. The completed application, including any necessary transcripts, references, and/or medical/counseling recommendations, and application fee must be received by the Office of the Dean of Students prior to the semester in which the student is eligible to resume studying here. The application fee for readmission is \$350. This fee will be forfeited if the student is readmitted and subsequently decides **not** to re-enroll at Wooster. However, if the student is readmitted, enrolls, and returns to the College, the fee will be credited as the enrollment deposit. *The deadlines for readmission applications are April 15 for readmission in Semester I and November 15 for readmission in Semester II.*

AUDITS

AUDITING COURSES

- Full-time students are permitted to audit one course without charge in any semester.
- In the case of majors in the Music Department, this course could be a regular course carrying 1.000 credit or a combination of partial credit courses adding up to 1.000 credit, with the exception that a student may not audit any more than one half-hour applied lesson in a given semester.
- The deadline for adding a course for audit is the end of the second week of classes in any semester. Once the audit status is declared for a particular course, it cannot be changed to the credit option.

- The deadline for changing registration in a course from credit to audit is the end of the sixth week of classes.

COMMUNITY AUDIT PROGRAM

The College of Wooster provides the opportunity for local residents to audit one course each semester at no cost. The purpose of this program is to provide the opportunity for the continued growth and development of community members, strengthen the relationship between the community and the College, and enrich the learning environment at the College.

To be eligible to audit classes an individual must complete a brief application and be accepted as an auditor at the College, there must be room in the class after all current students have registered, the professor's continued approval is required, and the Dean for Curriculum and Academic Engagement's continued approval is required. The costs of all materials and textbooks are the responsibility of the auditor. No college credit will be awarded for audited courses.

Individuals are responsible for knowing and abiding by all policies and procedures outlined in *The College of Wooster Catalogue*, the *Code of Social Responsibility*, and the policies in *The Scot's Key*.

COMMENCEMENT

To graduate from The College of Wooster, a student must meet all College requirements, including the following:

- The student has completed all requirements in the major.
- The student has a minimum of 32 course credits.
- The student has a cumulative GPA of 2.000 or higher.
- The student has a major GPA of 2.000 or higher.
- The student is in good standing under the *Codes of Academic Integrity and Social Responsibility* as administered through the judicial system of the College.

Students who have failed to meet the requirements to graduate will be permitted to participate in Commencement ("**walk at Commencement**") only if the following conditions are met:

- The student has successfully completed 31 of the 32 required course credits.
- All other requirements and electives, except one course, have been completed.
- The student has a cumulative GPA of 2.000 or higher.
- The student has a major GPA of 2.000 or higher.
- The student arranges through the Office of the Registrar to complete the outstanding course credit, whether at the College or at another institution.
- The student has no outstanding obligations under the *Codes of Academic Integrity and Social Responsibility*.
- The Commencement program will include a notation that the student has not yet completed the degree.

Students who have completed eight semesters of college-level coursework, including at least 16 College of Wooster course credits, and who have met all of the College's degree requirements will be awarded the appropriate degree at the next scheduled Commencement. (See *Admission – Transfer Credit and Graduation Requirements*.) Students who finish degree requirements mid-year or *in absentia* must confirm their status for graduation and intentions for the May Commencement in writing with the *Registrar* by *February 1*. Students may participate in only one Commencement ceremony.

Grade point averages at the time of graduation will be recorded on the permanent transcript. Records of any courses taken at Wooster subsequent to graduation will appear on the transcript, but grades will not affect the grade point average at the time of graduation.

HONORS

ACADEMIC HONORS

The **Dean's List** includes students meeting the following criteria during a semester: enrollment for at least four credits in letter-graded courses, a semester GPA of 3.650 or higher, and no final grade of I (Incomplete) or NC (No Credit). Students who demonstrate satisfactory progress in I.S. 451 or completion of I.S. 452 are eligible for the Dean's List with three courses that are letter-graded. Students enrolled in a course other than an internship that is required to be graded by policy solely on an S/NC basis are eligible for the Dean's List with three courses that are letter-graded, or two letter-graded courses and satisfactory progress in I.S. 451 or completion of I.S. 452.

Departmental Honors are awarded at graduation to students who meet the following standards: (1) a grade of "H" on the Senior I.S. Thesis or unanimous vote of the department; (2) a major GPA of 3.500 for all courses taken in the major department even if a specific course is not counted toward the major; (3) a cumulative GPA of 3.200 for four years at Wooster.

Latin Honors, first awarded in 1998, are awarded at graduation based on overall grade point average in Wooster-graded courses: *summa cum laude* for 3.900 to 4.000; *magna cum laude* for 3.750 to 3.899; and *cum laude* for 3.500 to 3.749. To graduate *summa cum laude*, a student must receive a grade of "H" on the Senior I.S. Thesis. Latin Honors are not a substitute for Departmental Honors.

HONOR SOCIETIES

Phi Beta Kappa, the oldest national society for the recognition of high scholarship, has a chapter, the Kappa of Ohio, at Wooster. The student membership is made up of those seniors who are first in academic rank, a few being elected at the beginning of the senior year on junior standing, and others at the end of the year.

Other national honorary societies that have chapters at Wooster are *Alpha Kappa Delta* (Sociology); *Alpha Psi Omega* (Theatre and Dance); *Beta Beta Beta* (Biology); *Delta Phi Alpha* (German); *Eta Sigma Phi* (Classics); *Lambda Alpha* (Anthropology); *Lambda Pi Eta* (Communication); *Omicron Delta Epsilon* (Economics); *Phi Alpha Theta* (History); *Phi Sigma Iota* (Foreign Languages); *Phi Sigma Tau* (Philosophy); *Pi Kappa Lambda* (Music); *Pi Sigma Alpha* (Political Science); *Psi Chi* (Psychology); *Sigma Delta Pi* (Spanish); *Sigma Tau Delta* (English).

MAJORS AND MINORS

MAJORS

A liberal arts education should help students to appreciate the nature of the academic disciplines—as intellectual tools that enable us to think in structured and systematic ways, and for the depth of inquiry they allow. Students will come to understand a particular field of inquiry in depth, and develop a basis of knowledge and methodological ability that will enable them to participate actively and significantly in a disciplinary community. By coming to know at least one discipline in depth, students will equip themselves to become scholars engaged in the creation

of knowledge. *A student must declare a major in February of the sophomore year prior to registration for the junior year.*

DOUBLE MAJORS

With the approval of the chairpersons of the two relevant departments and the Dean for Curriculum and Academic Engagement, students are permitted to declare double majors. Requirements for each major in a double major are the same as those for a single major with the exception that, subject to the approval of both departments, a joint Senior I.S. project may be done on a topic that incorporates materials and approaches from both disciplines and fulfills the requirements of both departments. Each major in a double major must include at least six courses (except Senior Independent Study 45100 and 45200) that do not count in the second major. Students who declare double majors must complete two separate Junior I.S. courses (40100) — one in each major department. Students who declare double majors must register for Senior Independent Study in one major during fall semester and in the second major in spring semester. *Students who wish to pursue a double major must declare their intention to do so no later than October 1 of the junior year. Students may not declare a double major in any of the following combinations of closely related disciplines: Sociology/Anthropology, Sociology/Archaeology and Anthropology/Archaeology.*

Students enrolled in dual degree or pre-professional programs may not double major. Double majors are not permitted in: **International Relations** and its participating departments (Economics, History, Political Science), **Urban Studies** and its participating departments (Economics, Political Science, Sociology), **Biochemistry and Molecular Biology** and its participating departments (Biology, Chemistry, Neuroscience), **Chemical Physics** and its participating departments (Chemistry, Mathematics, Physics), and **Neuroscience** and the following programs (Biochemistry and Molecular Biology, Biology, Chemistry, Psychology).

A **Student-Designed Major** may declare a double major (subject to approval by the Dean for Curriculum and Academic Engagement), as long as (1) there is no course overlap between any of the courses in the two majors; (2) the second major is an existing major in one of the established academic departments; and (3) Junior Independent Study is completed in each major. Senior Independent Study may be combined between the majors, if the proposal clearly demonstrates that it can be done. All other requirements and deadlines for declaration are the same as any other double major.

Independent Study is completed in each major. Senior Independent Study may be combined between the majors, if the proposal clearly demonstrates that it can be done. All other requirements and deadline for declaration are the same as any other double major.

STUDENT-DESIGNED MAJOR

Some students may find their educational objectives best served in a curricular pattern other than the normal one. In such cases, after consultation with the appropriate faculty members, the student may submit a plan for a Student-Designed Major to the Dean for Curriculum and Academic Engagement. *This plan must be submitted no later than March 1 of the sophomore year.* The student will be expected to outline precise aims, the courses that will be taken, and the procedure for meeting degree requirements in accordance with established guidelines. In considering applications for student designed majors, the Dean shall make decisions based on the intellectual content and rigor of the proposed program, and its integrity as a major in the liberal arts. The Dean may also take into consideration preparation for graduate education, certification, or licensing, but these shall not be the determining factors. Once a major has

been approved, any subsequent changes to the major must be submitted to the Dean for Curriculum and Academic Engagement in advance for approval.

MINOR

A student may declare one or two minors, consisting of six courses in a department or program. Each minor must include at least four courses that are distinct from any other minor. These four courses cannot be used in fulfillment of the major(s). *A student must declare a minor by March 1 of the senior year.* Some major and minor combinations are not permitted or allow less overlap. These restrictions are listed under *Special Notes* for each department or program.

MINIMUM GRADES ACCEPTABLE IN THE MAJOR AND MINOR

Only grades of C- or higher are accepted for the major or minor. In addition, a student must have a major(s) GPA of 2.000 or higher at the time of graduation. All courses taken in the major(s) are counted towards the major(s) GPA. Thus, this includes not only courses that are taken to fulfill the minimum requirements of the major(s) but also any additional elective courses in the major(s). (Courses that are repeated cannot be counted twice when computing the 32 courses required for graduation.)

REGISTRATION, COURSES, AND GRADES

REGISTRATION AND CHANGES IN COURSE REGISTRATION

The Office of the Registrar is the principal source of information about registration procedures. Each student is assigned a faculty adviser to supervise his or her academic program at the College. However, it is each student's responsibility to make final decisions about his or her education. In addition, *each student is responsible for understanding and meeting all registration and graduation requirements.*

The faculty has established the following policies concerning registration:

1. It is the student's responsibility to pre-register for at least 3.000 course credits, and to maintain the normal course load each semester – see *Degree Requirements*. Failure to do so can result in: (i) loss of on-campus housing; (ii) loss of financial aid; and (iii) failure to be certified as a full-time student for insurance, financial aid, immigration, or other purposes.
2. A student is officially registered only after the student's name appears on class lists and the student has confirmed his/her registration with the Office of the Registrar on return to campus each semester.
3. Students are expected to be on campus when classes begin. Students who do not attend the first meeting of a class may be dropped from the class by the instructor. In this event the Registrar will drop the student from the class, notify the student, the instructor, and the academic adviser. The add/drop form is not necessary for this single transaction.
4. A student may **add course credits** before the end of the second week of the semester, and only with the permission of the faculty member teaching the course and the approval of the faculty adviser.
5. A student may **drop a course** before the end of the sixth week of the semester after consulting with the faculty member teaching the course and with the approval of the faculty adviser. A course dropped before the end of the sixth week will be removed without record of registration.

6. A student must **declare the S/NC grading option** with the acknowledgement of the academic adviser and course instructor no later than the end of the sixth week of the semester. Once the S/NC option is elected, it cannot be changed back to the letter-grade option.
7. A student may **add course credits for audit** before the end of the second week of classes. A student may **change registration status in a course from credit to audit** before the end of the sixth week of classes. Once the audit status is declared for a particular course, it cannot be changed back to the credit option.
8. To make changes in their course schedules after the stated deadlines, students must petition the Dean for Curriculum and Academic Engagement. If the petition is granted, changes are subject to a late registration fee of \$100 for each course change.

COURSE LOAD

- 4.000 course credits per semester is the normal course load.
- A minimum of 3.000 course credits is needed to maintain full-time status.
- A maximum of 4.630 course credits is permitted without the approval of the Dean for Curriculum and Academic Engagement.
- Students may register for up to .125 course credit in music performance groups beyond the maximum specified.
- For students in the Bachelor of Music Education program (Majors: Music Therapy or Public School Teaching) the maximum course load is 4.875.

THE GRADING SYSTEMS

A. There are **four grading systems**:

1. A **letter system** using the marks and grade points:

A = 4.000—a grade in the A range indicates outstanding performance in which there has been distinguished achievement in all phases of the course

A- = 3.667

B + = 3.333

B = 3.000—a grade in the B range indicates good performance in which there has been a high level of achievement in some phases of the course

B- = 2.667

C + = 2.333

C = 2.000—a grade in the C range indicates an adequate performance in which a basic understanding of the subject has been demonstrated.

C- = 1.667

D = 1.000—a grade of D indicates a minimal performance in which despite recognizable deficiencies there is enough merit to warrant credit.

F = 0.000—a grade of F or NC indicates unsatisfactory performance.

L = satisfactory performance in an audit course. An unsatisfactory audit performance does not appear on the transcript.

2. A **two-level system** using the marks:

S = Satisfactory Performance

NC (no credit) = Unsatisfactory Performance

3. A **two-level system for Senior Independent Study 45100** (see *Departmental/Program Independent Study Handbook* for details) using the marks:
 - SP = Satisfactory Progress
 - NC = No Credit
 4. A **four-level system for Senior Independent Study 45200** (see *Departmental/Program Independent Study Handbook* for details) using the marks:
 - H = Honors
 - G = Good
 - S = Satisfactory
 - NC = No Credit
- B. **Each course earns one course credit** toward graduation except where otherwise indicated. A course equates to four semester hours of credit or six quarter hours of credit.
- C. The **Cumulative GPA (grade point average)** includes all A-F grades, and the transcript will carry the notation that these grades are averaged in the cumulative GPA. The cumulative GPA is calculated by totaling the number of grade points acquired for all courses that are letter graded (A-F) and dividing that total by the number of course credits. The F grade is calculated into the cumulative GPA. The marks H, G, S, and NC are not calculated into the cumulative GPA. In addition, only grades received in courses taught by Wooster faculty are included in the cumulative GPA. Grades received during off-campus study at another institution are recorded as received from the other institution but are not counted in the Wooster cumulative GPA. For transfer students, only academic work completed at Wooster is included in the Wooster cumulative GPA.
- D. Students are permitted to elect the equivalent of **four courses (in addition to Senior Independent Study) graded S/NC** out of 32 courses required for graduation. The minimum equivalent grade to earn S in courses graded S/NC is C-. *First-Year Seminar in Critical Inquiry* and the *College Writing* course will not be graded S/NC. Transfer students are permitted to have one-eighth of the courses remaining to be taken at Wooster graded S/NC. Courses taken S/NC are not permitted in the major department/program, in the minor department/program, nor in courses exceeding the number in the major or minor unless specific exceptions to this regulation are stated by individual departments/programs.
- E. Courses for which credit is not received are designated F or NC, except in those cases for which the designation **“W” (Withdrawn)** is approved. Such withdrawals require a written petition to the Dean for Curriculum and Academic Engagement and are approved only in exceptional circumstances.
- F. Requests for a **medical withdrawal** from a course (also designated “W” on the transcripts) must be submitted in writing to the Dean for Curriculum and Academic Engagement no later than the last day of classes of the semester in which the course was taken. In unusual circumstances, such requests may be submitted by the last day of classes of the semester following that for which the medical withdrawal is requested. Withdrawal for medical reasons is approved by the Dean for Curriculum and Academic Engagement after consultation with counseling and medical staff.
- G. An **Incomplete** (designated “I”) is only appropriate if a student has attended and participated in the classroom activities throughout the semester and a small portion of the work of a course is unavoidably unfinished. This work must be completed before the end of the first week of the following semester (including work for Semester II that must be completed before the end of the first week of the Summer Session). If the work is not completed by the time specified, the I

automatically becomes an F or NC. Credit for a course completed at the College will not normally be awarded after the deadline for changing incomplete grades. Exceptions to this policy require a written petition to the Dean for Curriculum and Academic Engagement and are approved only in exceptional circumstances.

- H. Students may **repeat a course** one time for credit if the original grade was a D or lower. In order to repeat a course the student must first obtain approval from the academic adviser and the appropriate department. The repeated course must be taken according to the same grading system as the original course (e.g., graded A-F or S/NC). Credit for the class will be granted only one time. The original grade remains on the student's transcript, although the credit for the original course becomes 0.0. Only the grade in the second course counts toward the cumulative GPA. A course may be repeated off-campus only with pre-approval by the appropriate department chair; the course will count as credit but the grade will not count in the student's GPA.
- I. Each faculty member has the obligation to inform students at the beginning of each course of the **means of evaluation** for the course and the factors to be considered in the evaluation process (e.g., mastery of course material, use of evidence, ability to generalize, writing ability, verbal ability, mathematical ability, logical ability, ability to meet deadlines, class presence). Faculty are asked to inform students throughout the term as to how they are performing with regard to the criteria of evaluation. Each student must receive a grade in one major course assignment in each course prior to the end of the sixth week of class (i.e., before the last day to "drop" a course). Grades are due at times to be announced by the Office of the Registrar.
- J. **Final examinations or other integrating assignments** are mandatory in all courses, except in Independent Study and fractional courses (i.e., courses earning less than one full credit). No more than one-half of the final grade may come from a single assignment, including the final examination. *Final examinations are to be given only at those times scheduled for each particular class by the Registrar.* No examinations are to be given on reading days. Exceptions to the above must be approved by the Dean for Curriculum and Academic Engagement.
- K. The **criteria for evaluating Independent Study** are contained in the *Departmental/Program Independent Study Handbook*.
- L. A **change of grade** in a course taken at the College will not normally be permitted more than one semester after the date of completion of the course.
- M. Grade reports are released online at the end of each term to students and to academic advisers. The **Family Educational Rights and Privacy Act (FERPA)** provides for student control over release of confidential academic information, including grades. Requests for grade information from sources other than the student must comply with FERPA guidelines for disclosure and release of academic record information. It is the student's responsibility to share grade information. In the event that a parent requests academic information, it must first be established that the student is a dependent as defined by IRS standards.

Student waiver of FERPA rights and parental verification of dependency is documented by completing the FERPA Release form posted on the web page of the Dean of Students. Prior to processing requests for grades by outside sources, including parents, the Registrar will verify authorized consent to receive confidential information and student consent to waive FERPA rights of protection.

MAXIMUM COURSE CREDITS IN PHYSICAL EDUCATION

- A maximum of one (1.00) course credit in Physical Education activities may be counted toward the minimum of 32 course credits required for graduation. Students who participate on intercollegiate athletic teams may count only .250 varsity sports credit, PHED 131xx or PHED 132xx, toward the four allowable physical education activities courses.

RESIDENCE REQUIREMENTS

- Two years of residence at Wooster are required for the B.A. degree, with one of them the senior year.
- Students are required to be in residence for the two semesters preceding the fulfillment of their degree requirements and are permitted to take no more than 4.250 (including .125 course credit in music performance groups) course credits per semester in the two semesters in which they undertake the Independent Study Thesis.
- The last six courses (including the two-course Senior Independent Study) counting toward graduation must be completed in the College's curricular program.
- For transfer students, at least seven of the courses in the major, including the Senior Independent Study, must be taken at Wooster.

SCHEDULING OF CLASSES

The normal times at which courses are offered are:

Monday/Wednesday/Friday	8:00 - 8:50	12:00 - 12:50
	9:00 - 9:50	1:00 - 1:50
	10:00 - 10:50	2:00 - 2:50
	11:00 - 11:50	3:00 - 3:50
Monday/Wednesday	2:00 - 3:20	
Tuesday/Thursday	8:00 - 9:20	1:00 - 2:20
	9:30 - 10:50	2:30 - 3:50

A number of courses meet four or five times a week, combining the time slots above. Laboratory sections are traditionally held in the afternoons from 1:00 to 3:50 p.m. A few courses may be offered in the evening hours on weekdays (TWTh), normally one evening a week (7:00 - 9:40 p.m.) or two evenings a week (7:00 - 8:20 p.m.) Some performance courses in Music and Theatre meet after 4:00 p.m. and/or in the evening.

By faculty legislation, no classes are scheduled in the Tuesday, 11:00 - 11:50 a.m., time slot during the regular academic year. This time is reserved for departmental seminars, departmental Independent Study programs, and college-wide academic events.

Specific information about course offerings and class hours is given in the *Course Schedule* available at the time of registration. The College reserves the right to withdraw courses for insufficient registration or to meet changing conditions.

There will be fifteen weeks in each semester with at least fourteen weeks of classes, at least a two-day study period between the end of classes and final examinations, and a final examination or another integrating assignment in all courses except for Independent Study and fractional courses; final examinations may not be scheduled prior to the examination period except by permission of the Dean for Curriculum and Academic Engagement.

TRANSFER CREDIT

Transfer Credit Policy: The College of Wooster recognizes the value of transfer work, advanced placement, and proficiency tests, and will grant a maximum of eight course credits for first-year students who have satisfactorily completed acceptable transfer credits. Students who transfer to Wooster after studying full-time at another institution are classified as transfer students.

Upon receipt of the official transcript or credit document, the Registrar will determine, with the assistance of appropriate departments, how the credit will be awarded. Transfer credit appears on the student's academic record as credit without letter grade, and it is not used in the determination of academic grade point average. Transfer work that has no established Wooster equivalent must be approved by an appropriate chairperson before credit is granted. Transfer credit approval forms are available in the Office of the Registrar.

Credit will not be granted for transfer courses or proficiency scores that are submitted for subjects that appear to be equivalent. Credits granted for transfer work, if repeated, count only once toward the minimum 32 course credits required for graduation. All transfer course work should be submitted for earned credit within one semester of enrollment at Wooster. Beyond this semester, re-testing or other means of certification may be required.

Wooster does not grant credit for online, distance learning courses, and credit based on performance on the College Level Examination Program (CLEP). Nor is credit granted for participation in programs sponsored by the National Outdoor Leadership Schools (NOLS) or Semester at Sea programs.

Transfer Credit and Graduation Requirements: Transfer credit submitted by a first-year student may apply to a maximum of four general education requirements. *The First-Year Seminar in Critical Inquiry*, the writing-intensive and the quantitative reasoning requirements must be completed at Wooster. An exception to the residence requirement on quantitative reasoning is made for students receiving credit for scores on the AP Calculus and AP Statistics tests (see table).

Transfer credit for any of the following types may meet requirements in the major with the stipulation that seven course credits in the major must be completed at Wooster. Departments reserve the right to determine how transfer credit is equated to equivalent courses at Wooster. Placement tests may be used to determine levels of competency for any of the following types of transfer credit:

College-level courses taken while a high school student: Credits earned by enrolling in college courses while pursuing the high school diploma are usually acceptable toward a degree at Wooster. Credit earned for college-level courses that are taught by college instructors in the high school or dual credit program will not be accepted at Wooster. Only college classes taught on a college campus with other college students earn credit as long as the grade is C or higher.

British Advanced-Level Examinations: Students who complete the British Advanced-Level Examinations with marks of A or B will receive one elective credit for each subject that is included in the Wooster curriculum. Credit will not be granted for advanced subsidiary and ordinary level scores.

International Baccalaureate (IB): Students who submit scores of 6 or 7 for the International Baccalaureate Higher-Level Examinations will receive one course credit toward graduation in the subjects included in the Wooster curriculum.

Caribbean Advanced Proficiency Examinations (CAPE): Students who pass the Caribbean Advanced Proficiency Examinations with scores of I, II, and III for each passed Unit will automatically receive credit for one Wooster course for subjects that are included in the Wooster curriculum.

Summer School Credits: Students who attend summer school in other accredited institutions should review their curricular needs with academic advisers prior to attending summer school. All summer school transfer credit must receive prior approval by chairs of appropriate departments and the Registrar.

Advanced Placement Program of the College Entrance Examination Board: Wooster participates in the Advanced Placement Program (AP) sponsored by the College Entrance Examination Board (CEEB). Students with scores of 4 or 5 on the Advanced Placement test may receive academic credit for their scores. On some tests a score of 3 will be granted credit. Information for requesting official AP grade reports is found at the following address on the College Board AP website: www.collegeboard.com/ap/students/index.html. Wooster's CEEB code is 1134.

The following table shows the AP test, the required score for credit, and how credit may count when applied toward Wooster General Education (Gen Ed) and Learning Across the Disciplines (LAD) requirements.

Test	Score	Credit	Wooster Equivalents	Gen Ed & LAD
Art History	4,5	1	ARTD 10100 or 10200	AH
Art Design 2-D	4,5	1	Placement-see Chair	AH
Art Design 3-D	4,5	1	Placement-see Chair	AH
Art Drawing	4,5	1	Placement-see Chair	AH
Test	Score	Credit	Wooster Equivalents	Gen Ed & LAD
Biology	4	1	BIOL 10000 placement-see Chair	MNS
	5	1	BIOL 11100 placement-see Chair	MNS
Chemistry	4,5	1	Elective or placement-see Chair	MNS
	3	0	Placement-see Chair	
Computer Science A Exam	3,4,5	1	CSCI 11000	MNS
Economics				
Micro	4,5	1	Placement-see Chair	HSS
Macro	4,5	1	Placement-see Chair	HSS
English Language	4,5	1	Elective, may waive IDPT 11000	
English Literature	4,5	1	Elective, may waive IDPT 11000	
Environmental Science	4,5	1	GEOL 11000	MNS
			ENVS Elective course	MNS
French Language	4,5	1	FREN Elective, major, minor	
French Literature	4,5	1	FREN Elective, major, minor	
German Language	4,5	1	Placement-see Chair	
History (max = 2)				
United States	4, 5	1	HIST Elective, major, minor	HSS
European	4, 5	1	HIST Elective, major, minor	HSS
World	4, 5	1	HIST Elective, major, minor	HSS
Human Geography	4,5	1	ANTH Elective	HSS

Latin - Vergil	4,5	1	CLST Elective	
Latin Literature	4,5	1	CLST Elective	
Vergil & Latin Literature	4,5	2	1 in CLST major or minor-see Chair	
Mathematics				
Calculus AB	3,4,5	1	MATH 11100	Q, MNS
Calculus BC	3	1	MATH 11100	Q, MNS
	4,5	2	MATH 11100, 11200	Q, MNS
AB Subscore	3,4,5	1	MATH 11100	Q, MNS
Statistics	3,4,5	1	MATH 10200	Q, MNS
Music Theory	4,5	1	MUSC Elective; Placement-see Chair	AH
Physics				
C: Mechanics	4,5	1	PHYS 11100 placement-see Chair	Q, MNS
C: Electr. & Magnetism	4,5	1	PHYS 20000 placement-see Chair	Q, MNS
Physics B	4,5	1	Placement-see Chair	Q, MNS
Political Science				
United States	4,5	1	PSCI 11000	HSS
Comparative	4,5	1	PSCI 14000	HSS
Psychology	4,5	1	PSYC 10000	HSS
Spanish				
Language	4,5	1	SPAN Elective, major, minor	
Literature	4,5	1	SPAN Elective, major, minor	

VETERAN'S EDUCATION

The College is fully accredited under the laws that provide educational benefits for veterans. Specialized military courses are considered for credit on the basis of the recommendations of the American Council on Education as contained in *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Such credit is allowed only for courses which fit into the curriculum offered by the College. The Registrar is the College's certifying official.

ADMISSIONS, EXPENSES, AND FINANCIAL AID

ADMISSION

Admission to The College of Wooster is open to qualified students regardless of age, sex, color, race, creed, religion, national origin, disability, veteran status, sexual orientation, or political affiliation. In determining admission, due consideration is given to many different expressions of a student's qualities and abilities: scholastic achievements, performance on standardized tests, extracurricular activities, and promise to benefit from and contribute to the intellectual life of the community.

APPLICATION TIMETABLE

	Application Due	Decisions Announced	Candidates' Reply Date
First Year Candidates			
Early Decision I	November 1	November 15	December 1
Early Action	November 15	December 31	May 1
Early Decision II	January 15	February 1	February 15
Regular Decision	February 15*	April 1	May 1
Transfer Candidates	June 1 for Fall Term Dec. 1 for Spring Term	Decisions released on a rolling basis.	

* Candidates may apply after this date, but they should understand that priority will be given to those who meet the application deadline.

APPLICATION PROCEDURE

- 1. Application:** The College of Wooster accepts the Common Application (commonapp.org) or the Wooster Web Application (wooster.edu). Applicants can submit their materials online by the appropriate deadlines. A fee waiver is applied for online applicants.
- 2. High School Transcript:** A transcript should be furnished by the secondary school at the time the student submits an application. A final transcript will be required at the end of the senior year, and an interim transcript may be requested earlier in the senior year to monitor progress.
- 3. School Report:** The school report form must be submitted by the applicant to his or her secondary school counselor, who should send the completed form to The College of Wooster before the application deadline.
- 4. Teacher Evaluation:** The teacher evaluation form should be given to a teacher who has taught the applicant in a core academic subject within the last two years. The completed form should be returned by the teacher to The College of Wooster before the application deadline.

5. **Application Fee:** A non-refundable application fee of \$45 must be sent to the Office of Admissions by the stated deadline for all applicants who submit an application by mail. This fee is waived for those who apply online. *Checks or money orders should be made payable to The College of Wooster.* If this fee represents a financial hardship, a guidance counselor may submit a College Board fee waiver, or a letter requesting a fee waiver, on the student's behalf.
6. **Entrance Tests:** Scores from the Scholastic Aptitude Test (SAT I) of the College Entrance Examination Board or scores from the American College Testing Program (ACT) are required of all applicants. *It is recommended that all applicants take one of these tests no later than November of the senior year.* Information about the SAT may be obtained through www.collegeboard.com. Information about the ACT may be obtained through www.act.org.
7. **Financial Aid:** Over three-fourths of all students at The College of Wooster receive some form of financial aid. Applicants for financial aid based on need should file the Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible at www.fafsa.ed.gov. Additional information on need-based financial aid and merit scholarships may be obtained from the Office of Admissions. Please also consult the section on *Financial Aid* in this *Catalogue*.

Students are strongly encouraged to visit the campus and to talk with an admissions counselor before making a final college choice. Although not required, a visit permits the candidate to attend an information session, have an admissions interview, tour the campus, visit classes, and meet faculty and students. Visit arrangements should be made at least one week in advance (two weeks for an overnight visit) of the desired date through the Office of Admissions by calling 800-877-9905 or www.wooster.edu/admissions/visit.

Admission to the first-year class or to advanced standing is under the direction of the Office of Admissions. The Admissions Committee suggests, as a minimum, the following distribution of entrance units:

English	4
Foreign Language	2
History and Social Science	3
Mathematics	3
Natural Science	3

plus at least one elective from the above categories for a total of sixteen academic units.

EARLY DECISION and EARLY ACTION

Early Decision applicants will be asked to sign a statement declaring their intention to enroll at The College of Wooster if admitted. Students applying in the Early Decision process may submit Early Action or Regular Decision applications to other colleges or universities, but those students offered admission to Wooster will be expected to withdraw their applications from other institutions and are not to initiate any new ones.

Early Decision I candidates who wish to apply for financial aid should complete the CSS PROFILE available at www.collegeboard.com. Early Decision II candidates interested in learning their financial aid eligibility should complete the FAFSA. All aid awards are tentative pending submission of the official aid application (FAFSA) and other required documentation.

Students who decide that Wooster is their first choice college are encouraged to apply under the College's Early Decision option.

Early Decision: Candidates must submit all of the application credentials (Early Decision Agreement, the Common Application or Wooster Web Application, school

report, transcript, recommendations, and standardized test results) no later than November 1 for ED I and January 15 for ED II. Early Decision candidates will receive one of three responses from the Office of Admissions: an offer of admission, postponement to the Regular Decision pool, or a denial of admission. Admitted students will have until December 1 (ED I) or February 15 (ED II) to pay a *non-refundable* enrollment and security deposit of \$400.

Early Action: Candidates must submit all of the application credentials (Common Application or Wooster Web Application), school report, transcript, recommendations, and standardized test results) no later than November 15. The College will mail an admissions decision letter by December 31 to those candidates with completed applications by the for-mentioned deadline. Early Action is a non-binding application, meaning applicants can consider other institutions until the May 1 National Candidates Reply Deadline.

HOME-SCHOOLED STUDENTS

In addition to the standard application requirements, home-schooled students are required to interview with a Wooster admissions officer. Home-schooled students should also submit detailed course descriptions and/or syllabi for academic work completed through the home-schooling program and two letters of recommendation, including one from a person who has provided academic instruction to the student and at least one from someone outside the student's home.

DEFERRED ADMISSION

For a variety of reasons, some students decide to delay their plans to attend Wooster for one year after their secondary school graduation. In such instances it is recommended that these students file their application papers during their senior year in order to insure an admission decision at that time. Should the student decide to defer admission, a deferment until the following year must be requested in writing to the Dean of Admissions no later than May 1. To secure a place in the class, the *non-refundable* enrollment deposit of \$400 must be submitted at the time the student requests to be deferred.

INTERNATIONAL STUDENT ADMISSION

The College of Wooster has made a commitment to serving the needs of the international student. These students comprise approximately ten percent of Wooster's student body.

International students should begin application procedures early in their senior year. They should clearly indicate their nationality in their initial correspondence with the Office of Admissions.

Foreign Diplomas: The College of Wooster recognizes that successful completion of some foreign diplomas represents academic work beyond the level of the American high school diploma. In accordance with the placement recommendations approved by the NAFFSA: Association of International Educators and the American Association of Collegiate Registrars and Admissions Officers (AACRAO), students presenting these diplomas may receive up to one year of college credit. The exact number and nature of course credits granted will be determined through conferences with the Registrar and appropriate academic departments after matriculation.

International Advanced Placement Credit: Students who successfully pass Advanced-Level examinations with marks of A or B will automatically receive credit for one elective for subjects that are included in the Wooster curriculum. The credits will be recorded on the transcript and included as part of the elective credit required for a Wooster degree. If the student requests that the credit apply toward major, minor, or distribution requirements, a meeting must be scheduled with appro-

priate department chairpersons for the purpose of determining placement and competency levels. Placement tests may be used to determine levels of competency. Departments will determine Wooster equivalent courses for credits that are granted for acceptable proficiency scores. Courses that are granted for proficiency scores, if repeated, count only once toward the minimum 32 course credits required for graduation. When necessary, departmental chairpersons will determine which courses in the Wooster curriculum will be entered on the transcript as applicable toward major, minor, or distribution credits.

Students who successfully pass the International Baccalaureate Higher-Level Examinations with grades of 6 or 7 will receive one course credit toward graduation in the subjects included in the Wooster curriculum. Students submitting the International Baccalaureate examination results are subject to the same procedures that govern granting of credit for A-Level results.

International Student Transfer Procedures: When possible, students should submit official transfer documents before they arrive on campus. The process of evaluating documents for transfer credit should begin with the Registrar. Where there is doubt about the accreditation status of an institution granting a particular credential, the Registrar will consult with the Director of International Admissions and assist faculty in making the evaluation.

Financial Aid: Financial assistance for American students living overseas is determined on the basis of the results of the Free Application for Federal Student Aid (FAFSA), just as it is for American students living in the United States.

The College of Wooster has limited funds for international students and is able to offer students only partial financial assistance. International candidates should be able to contribute at least 50% of their annual expenses, not including travel, while studying at The College of Wooster. The College offers a few scholarships that exceed 50% of expenses and awards them based upon academic achievement and financial need. According to United States Immigration law, non-U.S. citizens who are not permanent residents must submit a Certificate of Finances whether or not they are applying for financial aid.

English Language Proficiency: All foreign candidates must prove competency in the English language. Students may prove their proficiency in English by taking either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Students must score a minimum of 550 on the paper-based TOEFL, or an 80 on the internet-based TOEFL (IBT) with no sub-score below 15 to be considered for admission. The minimum score on the IELTS is a 6.5 band. Students participating in the English Engagement Seminar prior to the beginning of the academic term may be admitted with a TOEFL (IBT) score above 75, or equivalent. The Office of Admissions may waive these requirements for students who are native English speakers or have done their schooling at an English medium school for the past four years. Applicants must contact the Admission Office to ask for such a waiver. No application will be processed or evaluated without official TOEFL or IELST results, or a waiver for the tests.

International Students and the Foreign Language Requirement: International students whose primary language is not English may satisfy the College's foreign language requirement by achieving an appropriate TOEFL score (80 on the internet-based test) or by meeting the College requirement in Writing by placement examination or course work.

International students whose primary language is English but who are proficient in a second language must demonstrate that proficiency either by taking the College's language placement exam (in the case of languages taught at Wooster) or providing evidence by examination or other manner to the Dean for Curriculum and Academic Engagement. The same conditions apply for American students who have studied or lived in a non-English speaking environment for an extended period.

TRANSFER STUDENT ADMISSION

Transfer students are welcome to apply for transfer admission at any time before the end of their sophomore year. Students who wish to apply as a transfer student should submit the Common Application (commonapp.org), high school transcript, transcript from each college or university attended, ACT and /or SAT I scores, and the Final College Official's Report. If a student was previously admitted to Wooster but attended another institution as a full time student, they must reapply as a transfer student.

Applicants are required to have test scores and official transcripts of record from each institution at which they have studied sent to the Office of Admissions. Courses completed at another accredited institution will be accepted if the grade is C or better, if the cumulative GPA is a 2.500 or better, and if the courses are equivalent to those offered at Wooster. See *Transfer Credit Policy* (below) for additional information on types of transfer credit and evaluation criteria. The College will accept up to a maximum of 16 Wooster course credit equivalents completed elsewhere and transfer students must complete at least 16 course credits at Wooster to graduate, including four course credits for general education requirements (foreign language, studies in cultural difference, religious perspective, learning across the disciplines), and seven course credits in the major, including Senior Independent Study. Because of the emphasis on writing at Wooster, the writing-intensive requirement must be completed in Wooster's program. Normally the quantitative reasoning requirement will also be completed in Wooster's program. Exceptions will be approved by the Dean for Curriculum and Academic Engagement for both the writing requirement and the quantitative reasoning requirement. The *First-Year Seminar in Critical Inquiry* (see *Interdepartmental Courses*) is a requirement for graduation for transfer students who enter with fewer than seven course credits.

APPEAL OF AN ADMISSIONS DECISION

Any applicant who is denied admission may appeal that decision by filing a written request for review with the Dean of Admissions within thirty days of the decision. A committee review of the original credentials and any additional supporting information the applicant wishes to submit will occur, and the applicant will be informed of the results of the review in a timely manner.

THE IMPLICATIONS OF ADMISSION AND REGISTRATION

The community on the College campus consists of several constituencies: the students, faculty, administration, and staff employees. Of all of these, the student spends the briefest time on campus. It is helpful, therefore, to have some clarification of the nature of the relationship between the student and the College.

It is understood that in applying for admission to The College of Wooster, each prospective student thereby requests the privilege of pursuing an education here in the type of academic program and social atmosphere offered by the College. By accepting a student for admission, the College agrees that the student should attend for that purpose. This is a contractual relationship between the student and the Board of Trustees.

It is the policy of the College to admit as students only those for whom graduation is a reasonable expectation and who are expected to contribute positively to the College community. However, admission and registration constitute a commitment by the College only for the term for which registration is accepted. It should be emphasized that students are on the campus because they meet qualifications which indicate that there is every expectation that they will graduate. Over the years this expectation has been achieved by a significantly high percentage of students.

Realistically, it is also true that for a wide variety of reasons, some students do not continue at Wooster until they are graduated. The terms under which progress toward a degree may be interrupted should be clear:

1. The **student may withdraw** from the College at any time for personal reasons. If withdrawal occurs during a semester, a pro rata rebate may be made in accordance with the policy outlined in the section on *Expenses*. If a student withdraws from the College without completing the full withdrawal process, he or she will forfeit the enrollment deposit.
2. It should be noted that the commitment of the College in accepting a student's registration is for one semester only. The **College may refuse subsequent registration** on the basis of (a) the student's failure to make significant progress in course work in a satisfactory manner which continues to lead to the expectation that the student will achieve graduation (for further details see *Academic Policies – Academic Standing, Withdrawal, and Readmission*); (b) residency may be terminated for health reasons, which in the determination of the College physician or a member of the College's professional counseling staff are sufficient to indicate that the student should not be on campus; (c) registration for a subsequent term may be denied by the Provost upon the recommendation of faculty members or deans for sufficient reasons.
3. Students may be asked by the Provost to **terminate registration for financial reasons** upon the recommendation of the Vice President for Finance and Business and Treasurer after consultation with the Dean for Curriculum and Academic Engagement and the Dean of Students.
4. Students may be asked to **terminate their enrollment at any time for disciplinary reasons**. It should be noted that students may participate as members of agencies which may recommend suspension or dismissal from the College. There is a Judicial System which adjudicates violations of the Code of Academic Integrity and the Code of Social Responsibility. These decisions may also be made by the Deans. It is assumed that entering students and those reregistering are familiar with the various agencies which make decisions involving their stay at The College of Wooster.
5. A student may be **suspended or dismissed** at any time from The College of Wooster for reasons which the College deems sufficient. During the course of the semester, each student must demonstrate a good faith effort to attend class and participate in his or her own education. Failure to attend class, disruptive or threatening behavior, and other acts which undermine the educational process or pose a direct threat to the health and safety of self or other members of the campus community can result in dismissal from the College. "Disruptive behavior" is behavior which, in the judgment of the faculty or administrative staff, (i) impedes other students' opportunity to learn, (ii) directly and significantly interferes with the mission of the College, and/or (iii) violates the Wooster Ethic, Code of Academic Integrity, and/or Code of Social Responsibility. Such action may be administered by the Dean of Students, Dean for Curriculum and Academic Engagement, or their designee. Academic and financial ramifications of not completing a semester, as detailed in the *Catalogue*, will apply in such cases.
6. In any of these matters relating to the termination of registration, the student may appeal the decision to the President of the College, whose decision shall be final.

Certain other provisions of the student's relationship to the campus community that may be unique to The College of Wooster are noted:

1. Although the provision has rarely been applied, it should be noted that if a student who is enrolled in any off-campus program and while in residence at some other place is asked to withdraw from that program by those in charge there, application for readmission to The College of Wooster is required.
2. It should be noted also that the trustees reserve the right to determine the regulations concerning residency in the residence halls and other facets of the social life of the campus, though the administration of these regulations is delegated to various student, faculty, and administrative agencies, primarily the Campus Council, all of which cooperate in their achievement.
3. The College reserves the right to enter student rooms at any time, with or without notice, for purposes of inspection, maintenance, repair, and investigation of violations of College rules or regulations.

Students are required to enter into a room and dining service agreement which involves obligations as to payments and adherence to regulations. Exceptions to these contracts are made only with the knowledge and consent of the Deans.

The College of Wooster reserves the right to inform parents of any violation of the College's alcohol policies. Causes for parental notification include, but are not limited to, excessive intoxication, alcohol poisoning, and receiving more than three alcohol violation notifications within one academic year.

The Scot's Key is the students' handbook that sets forth regulations applying to campus life, and it is part of the student-trustee contract, as is this *Catalogue*. However, the College *Catalogue* is the official document of academic requirements and regulations.

The student who chooses to attend Wooster indicates by being present and by the signature on the application form, acceptance of personal responsibilities under the Code of Academic Integrity and the Code of Social Responsibility and agrees to abide by and conform to the rules and regulations of The College of Wooster and the obligations imposed by the Codes.

The enrollment and security deposit of \$400 is payable on or before May 1 (with the exception of Early Decision candidates). One hundred dollars of the enrollment deposit will be used to cover orientation expenses. The balance will be held until graduation or withdrawal from the College in accordance with the policy outlined in the section on *Expenses*.

For additional information on the admissions process, please contact:

Office of Admissions
The College of Wooster
Wooster, Ohio 44691-2363
1-800-877-9905
E-mail: admissions@wooster.edu
www.wooster.edu

EXPENSES

SUMMARY OF EXPENSES FOR THE YEAR 2015-16 (Fall and Spring Semesters)

Comprehensive Fee	\$ 55,600
Tuition and Fees	\$ 44,950
Room	\$ 5,140
Meals	\$ 5,510

The Comprehensive Fee includes tuition, room (double occupancy), and meals. Additional fees may be assessed to students with course overloads. A detailed list of semester fees may be obtained from the *Business Office*.

Books, supplies, and other incidental and personal expenses are not included in the comprehensive fee and are estimated to be approximately \$2,000 per year. With respect to private music lessons, a fee of \$565 is charged for fourteen weekly one-half hour lessons per semester, regardless of whether the lessons are taken for credit or audit. This fee is reduced to \$25, however, for: (a) lessons in the primary instrument or voice required of declared music majors in all music degree programs, or (b) lessons required of Music Performance Scholarship winners regardless of class year or major, or (c) lessons covered by a (lesson) scholarship given to the student by the Scot Band or Wooster Symphony Orchestra.

Students participating in off-campus study programs will be assessed an administrative charge of \$556. The tuition and other fees for students participating in endorsed off-campus study programs will be equal to the relative components of the Comprehensive Fee, unless the actual program fees are greater.

The Comprehensive Fee includes out-patient and in-patient care in the Longbrake Student Wellness Center, the College student health facility. Provided services are described in the section *Student Services – Student Wellness Center*. Domestic students will be required to carry their own personal health insurance coverage. International students will be automatically enrolled in a health insurance plan and a fee of \$545 per semester will be charged to the student account. If the student has their own medical coverage they may seek a waiver through the Longbrake Student Wellness Center.

Students are admitted free of charge to most College athletic contests.

Full-time students are permitted to audit one course without charge in any semester. In the case of majors in the Music Department, this course could be a regular course carrying 1.000 credit or a combination of partial credit courses adding up to 1.000 credit, with the exception that a student may not audit any more than one half-hour applied lesson in any given semester.

The Comprehensive Fee may be reduced for a course-load reduction finalized during the first two weeks of a semester. No refunds will be made for a course load reduction finalized after this period. Contact the Business Office for specific details.

Please note that all rates shown are for the academic year 2015-16. The Board of Trustees reserves the right to make changes in the fees and in other charges at any time.

An *non-refundable* enrollment and security deposit of \$400 is required of all incoming students by May 1. One hundred dollars of the enrollment deposit will be used to cover orientation expenses. The balance will be held until graduation or withdrawal from the College, following payment of all student account and other fees.

BILLING PROCESS AND PAYMENT OPTIONS

A billing statement for each semester will be mailed about 25 days prior to the August 10th and January 10th semester due dates. For international students, a copy of the bill will be e-mailed to the student's College of Wooster account.

Any merit scholarship awarded will automatically appear on the semester bill. Students anticipating need-based financial aid must submit all required financial aid documentation to the Financial Aid Office by June 25 in order to assure the aid will be credited on the fall semester bill. If Financial Aid appears to be missing from your bill, please contact the Financial Aid Office.

Students or their parents can make payment of their College bills to the Business Office by check, money order, credit card, and wire transfer. In addition, a monthly payment plan is available.

To make a payment by check, the check should be made payable to The College of Wooster and may be made in person in the Business Office or by mail to:

Business Office
The College of Wooster
1189 Beall Avenue
Wooster, OH 44691

The College of Wooster accepts credit card, E-Check payments and international wire transfer payments online. There is a 2.5% service fee applied to credit card payments. Anyone wishing to make a domestic wire transfer payment should contact the Business Office directly for our wire transfer instructions.

The Monthly Payment Plan (administered by Tuition Management Systems [TMS]) allows families to pay fees for the entire academic year in ten interest-free monthly installments beginning June 1. Total academic year expenses should be estimated (and may be later revised) if uncertain at the time of application. Applications received by TMS after June 1 must include the payment of any missed monthly installments. For applications received by July 31, a \$70 non-refundable application fee applies; the fee increases to \$125 for applications received by TMS after July. If the above payment requirements are not satisfied by the payment due date, a 5% late payment fee, up to \$300 maximum, may be assessed once per semester.

FINANCIAL HOLDS

Accounts that are not paid in full by the due date will be subject to a Business Office financial hold being placed onto the account. An account with a financial hold may be subject to the following actions:

1. Prevent release of transcripts;
2. Withhold diploma upon graduation;
3. Prevent registration for the next semester classes;
4. Suspend college services and privileges (including access to dining halls);
5. Assign account to a collection agency; and/or,
6. Report student as delinquent to a credit bureau.

The College has the option to take any or all of these actions.

In addition, students who have not paid their account in full by the first day of classes may have their course registration cancelled, and a \$200 re-registration fee may be assessed.

WITHDRAWAL

Students who are not returning to the College for the subsequent semester are required to contact the Dean of Students Office and make an appointment to meet with the Dean. A student wishing to contemplate future plans or deal with a medical or family situation has the option of requesting a leave of absence for one semester. If a student wishes to take a leave of absence for a semester already in progress, he or she may do so up to the sixth week of the semester without academic penalty. No reduction or remission of fees is allowed by the College for absence, withdrawal, or dismissal unless an official notice of withdrawal is received by the end of the seventh week of a semester, in which case charges will be prorated in accordance with the schedule below.

A student wishing to withdraw from the College, for personal or medical reasons, or to transfer to another academic institution, must meet with a Dean of Students staff member to begin the withdrawal process. In either case, stipulations may be attached to the student's return to campus if deemed appropriate by the Dean. The withdrawal process contains several steps that must be completed by the student prior to his or her departure from campus. This process will be clearly explained during the aforementioned appointment.

Schedule of Charges for Withdrawal

1st week of a semester	10% of the full semester's charge
2nd week of a semester	20% of the full semester's charge
3rd week of a semester	30% of the full semester's charge
4th week of a semester	40% of the full semester's charge
5th week of a semester	50% of the full semester's charge
6th week of a semester	60% of the full semester's charge
7th week of a semester	80% of the full semester's charge

Students receiving financial assistance under Title IV of the Higher Education Act of 1965, as amended, who withdraw during the first sixty percent of the semester (measured in calendar days); will be subject to a "Return of Title IV Funds" calculation to determine the portion of their federal student aid that must be returned to the federal government. Students who withdraw after the sixty percent point are considered to have "earned" all of their federal student aid. The College has adopted this same policy with respect to College-funded aid. State aid reductions may also be required in accordance with each state's regulations. Consequently, no adjustment to a student's account will be made until all appropriate financial aid reductions are calculated. Please contact the Office of Financial Aid for additional information about possible loss of aid and for examples of typical calculations.

An optional Comprehensive Fee refund insurance plan is available for insuring the full refund of fees in the event of a student's early withdrawal from Wooster because of illness. Information concerning this plan is mailed to all parents prior to the beginning of the academic year.

FINANCIAL AID

GENERAL INFORMATION

The College of Wooster has a long-standing tradition of providing financial assistance to students who might not otherwise be able to afford college and has a broad program of financial aid to assist those who demonstrate a need for such help. Analyzing each aid applicant's specific circumstances, Wooster will, to the extent permitted by its own financial resources, assist him or her in meeting college costs. The College offers scholarships, grants, loans, and work opportunities to supplement the resources of students and their families. Wooster assumes that education has a high priority in family affairs and that our students will share in implementing this priority.

Endowed scholarship funds were established by generous alumni, parents and friends of the College to provide much-needed financial support to Wooster students. Unless there are specific donor stipulations to the contrary, endowed scholarships awarded to a qualified student replace an equal amount of the institutional merit award or need-based grant the student is already receiving. Without the endowed scholarships, the College would be unable to sustain its generous program of financial aid for eligible Wooster students. They are described in the section of the catalogue entitled **Endowed Scholarships**.

NEED-BASED FINANCIAL AID

The Office of Financial Aid awards "need-based" aid to help meet demonstrated need. Financial aid awards to students with demonstrated need may include:

College of Wooster Need-Based Grants

Students demonstrating financial need may be offered institutional grant aid in addition to grants from other sources. The major portion of grant-aid received by Wooster students comes from the College itself.

Federal Pell Grants

Federal Pell Grants are awarded to undergraduate students according to a federal eligibility formula. The Free Application for Federal Student Aid (FAFSA) is the Pell Grant application.

Other Federal Programs

Wooster receives and awards Federal Supplemental Educational Opportunity Grants to those who qualify on the basis of extreme need, and the College participates in the Federal Work-Study Program (including community service positions).

Student Employment

Priority for part-time student employment on campus is determined by the Office of Financial Aid. Students seeking part-time jobs should visit the Student Employment Office, located in the Human Resources Center on Wayne Avenue. This office maintains a listing of available work opportunities and coordinates employment on campus. Jobs are usually available in the library and departmental and administrative offices.

Loans

Several federal and private loan programs enable students and their parents to borrow money for educational expenses on favorable terms.

TO APPLY FOR NEED-BASED FINANCIAL AID

Applicants for financial aid should complete the Free Application for Federal Student Aid (FAFSA), to determine federal financial aid eligibility, and the supplementary institutional aid application, to determine institutional aid eligibility, as early as possible after January 1 each year. The FAFSA is completed at www.fafsa.ed.gov. Wooster's institutional aid application may be obtained online and from the Office of Financial Aid. We recommend that prospective students file them by February 15 and continuing students by mid-April. International applicants file a special form, available from the Office of Admissions. Prospective students will receive notification of their awards by early April of the senior year. Review of continuing students' applications begins in May. Financial assistance is awarded for one year at a time (typically for a maximum of eight semesters) and must be applied for each year. All requests to reconsider financial aid should be made in writing to the Office of Financial Aid.

The policy limiting financial aid to eight semesters may be waived for students completing teacher certification requirements in a ninth semester on campus, for participants in a Wooster off-campus study program outside the regular semesters which has received special grant funding apart from the College operating budget, upon special appeal to the Dean for Curriculum and Academic Engagement.

Assistance received at any time from sources other than The College of Wooster must be reported to the Office of Financial Aid as part of a student's financial resources.

As a member of National Collegiate Athletic Association (NCAA) Division III, Wooster does not grant athletic scholarships. Financial aid is available to student athletes on the basis of financial need and academic achievement. The amount of aid awarded is not related to athletic performance or degree of participation.

Students who accept a College of Wooster scholarship or grant agree to room and board in College facilities, unless they live at home or have special permission from the Dean of Students to live or board elsewhere. The College reserves the right to revoke any grant or scholarship in the case of a student who violates the rules of the College.

For further information please contact:

Office of Financial Aid
The College of Wooster
Wooster, Ohio 44691-2363
Telephone: 330-263-2317
Toll free: 1-800-877-3688
FAX: 330-263-2634
E-Mail: financialaid@wooster.edu
Internet: www.wooster.edu/admissions/aid/

PRESBYTERIAN CHURCH GRANTS

National Presbyterian College Scholarships

To be eligible, a student must be a high school senior planning to enter one of the colleges related to the Presbyterian Church (USA) and must be a communicant member of the Presbyterian Church (USA). Awards are made by the national office of the Presbyterian Church (USA). The criteria for the award include academic achievement, as evidenced by the student's secondary school record; academic aptitude, as determined by the Scholastic Aptitude Test (SAT); personal qualities—leadership in church, school and community; promise of usefulness; character and personality. Scholarship amounts range up to \$ 1,500 where need is demonstrated. More information is available from local church offices or from: Presbyterian Church (USA),

Office of Financial Aid for Studies, 100 Witherspoon, Louisville, KY 40202-1396.
www.presbyterianmission.org/ministries/financialaid/

MERIT SCHOLARSHIPS AWARDED TO FIRST-YEAR STUDENTS

Merit scholarships are administered by the Office of Admissions and awarded through the Office of Financial Aid. They can be applied only to tuition charges, either at the College or an approved off-campus program. Merit scholarships are renewable for up to four years of study at Wooster and subject to review by the Committee on Academic Standards. Typically a student may hold only one academic merit scholarship from the College (Performing Arts Scholarships and Covenant Scholarships can be awarded in addition to an academic merit scholarship), and may not receive more than \$30,000 in merit awards.

The following information regarding scholarships is relevant for the 2015-2016 application cycle. Specific details such as scholarship application deadlines, dollar amounts, and minimum criteria are subject to change annually. For up-to-date information, including scholarship deadlines, please contact the Office of Admissions at 1-800-877-9905.

College Scholar Awards

College Scholar Awards recognize exceptionally promising students who typically fall among the top 5% of the applicant pool. Students must complete the application for admission, the online College Scholar application, and interview with an admissions representative by January 15.

Clarence Beecher Allen Scholarships

Honors the first African American graduate of the College, a member of the class of 1892. Awarded to entering African-American students with a demonstrated record of academic achievement and promise of continued success in college. Students who would like to be considered for Clarence Beecher Allen Scholarships must submit their application for admission and scholarship essay, postmarked by January 15. Finalists are invited to campus for group interviews and opportunities to interact with the campus community.

National Merit Scholarships

Wooster participates in the National Merit Scholarship Program. Students named National Merit Finalists by the National Merit Scholarship Corporation are eligible for awards of \$2,000 annually. Detailed information regarding application procedures and selection criteria is available from secondary school counselors.

Performing Arts Scholarships

Music Scholarships

Music scholarships are awarded on the basis of academic achievement and an audition with the Music Department. These scholarships are renewable for four years based on the recommendation of the Music Department. Students must submit their completed application for admission along with the music scholarship application, postmarked by January 15.

Theatre and Dance Scholarships

Students with demonstrated interest and experience in theatre and/or dance may audition for scholarships in performance and technical areas. These scholarships are awarded based upon academic achievement and the audition. Awards are renewed on the basis of continued participation in College theatre and dance productions. Students must submit their completed application for admission along with the theater/dance scholarship application, postmarked by January 15.

Scottish Arts Scholarships

Pipers, dancers, and drummers are eligible to audition for these scholarships which are awarded on the basis of academic achievement and an audition. Awards are renewed on the basis of participation in Scot Band activities. Students must submit their completed application for admission along with the Scottish arts application, postmarked by January 15.

Covenant Scholarships

Wooster applicants who are members of the Presbyterian Church (USA) are eligible for this scholarship. Awards are made on the basis of a recommendation by the student's minister or youth minister and academic achievement. Students must submit their completed application for admission along with the letter of recommendation, postmarked by January 15.

Dean's Scholarships

Scholarships are awarded based on overall academic achievement, recommendations, writing ability, and extracurricular activities. Students are automatically considered upon completion of their application for admission.

Alice Powers Scholarships

Students from Trumbull and Mahoning Counties in Ohio may be eligible for scholarships of \$5,000 per year, which are awarded on the basis of academic achievement and extracurricular activities.

*All merit scholarships have a postmarked deadline of February 15 unless otherwise noted.

BUILDINGS AND FACILITIES

Campus planning has been followed at Wooster since 1900; all buildings now in use have been constructed since that time. Forty-three buildings, many of the English collegiate Gothic type of architecture, are located on approximately 240 acres. They are constructed principally of cream-colored brick and buff brick; two are of stone. Most buildings are trimmed with Indiana limestone or Ohio sandstone.

Quinby Quadrangle, the square about which the College grew, was formally named at the 75th Anniversary in honor of the donor, Ephraim Quinby, of Wooster. The Quadrangle is a part of the 21-acre tract that constituted the original campus.

ACADEMIC BUILDINGS

The Andrews Library (1962), 1140 Beall Avenue, was made possible largely through the gift of the late Mabel Shields (Mrs. Matthew) Andrews of Cleveland, Ohio. Along with the adjoining **Flo K. Gault Library for Independent Study** and the nearby **Timken Science Library in Frick Hall**, its five floors are air-conditioned and house a collection of about one million items, including books, periodicals, microforms, recorded materials, newspapers, and government publications. The libraries provide seating for nearly 800 library users, including over 350 carrels for seniors

engaged in Independent Study. All libraries have secure wireless access to the Internet and are a selective depository for United States government publications. There are also several special collections, including the Wallace Notestein Library of English History, and extensive microtext collections. Wooster's library catalog is part of CONSORT, an electronic catalog shared with Denison University, Kenyon College, and Ohio Wesleyan University. CONSORT, in turn, is part of OhioLINK, a network of 88 academic and public libraries throughout the state. Interlibrary loan of periodical articles or books from out-of-state libraries is also available. Wooster's **Collaborative Research Environment (CoRE)** was established in 2012 and is located on the first floor of Andrews Library. CoRE contains a large, multipurpose room (the Cube), two collaboration rooms, a digital media bar, and other spaces for students and faculty to engage in creative and collaborative research. **The Writing Center** is also housed on the first floor of Andrews Library and is within easy access of CoRE. **APEX (Advising, Planning, Experiential Learning)**, which was completed in the fall of 2012, is located in the lower level of the Gault Library for Independent Study. APEX houses the following offices: Academic Advising, the Learning Center, Career Planning, Entrepreneurship, the Registrar, Experiential Learning, and Off-Campus Studies.

The Armington Physical Education Center (1968, 1973), 1267 Beall Avenue, houses the Timken Gymnasium, which provides intercollegiate basketball seating for 3,420 and serves as a multi-station area for classes, intramural sports, and recreational activities. The Swigart Fitness Center of approximately 3,700 square feet was modernized and expanded in 1998 and reconditioned in 2011 as a varsity weight training facility. Armington also contains a 75' by 45', six-lane swimming pool, with seating for 450, a multi-purpose gymnasium, an exercise physiology laboratory, a coeducational training room, and equipment and laundry rooms.

Herman Freedlander Theatre (1975), 329 East University Street, honors the memory of a long-time resident and friend of the Wooster community. This thrust-proscenium theatre seats 400. A stage lift and costume and dressing rooms are included in the facility. The Effie Shoolroy Arena Theatre was given in her memory by Ross K. Shoolroy. The Arena Theatre is designed for experimental productions and seats up to 135 patrons.

The Flo K. Gault Library for Independent Study (1995) is named for Flo Kurtz Gault, '48, who, with her husband, Stanley C. Gault, '48, contributed the principal gift for the building. The 32,000-square-foot structure is connected to **Andrews Library** and serves as a focus for the College's commitment to the Independent Study program. Gault Library is also the home of the **Office of the Registrar and APEX (Advising, Planning, Experiential Learning)**. APEX encompasses the following programs: Academic Advising, the Learning Center, Career Planning, Entrepreneurship, and Experiential Learning. (See **The Andrews Library** for resources and services available in the two buildings.)

Kauke Hall (1902; remodeled in 1961-1962 and 2005-2006), 400 East University Street, the central building of the Quadrangle, was a gift of the citizens of Wooster and Wayne County and was named in honor of Captain John H. Kauke, long-time College trustee and benefactor. It houses the following departments and programs: Africana Studies, Archaeology, Chinese, Classical Studies, Comparative Literature, Cultural Area Studies, English, French, German, History, International Relations, Political Science, Religious Studies, Russian Studies, Sociology and Anthropology, Spanish, Urban Studies, and Women's, Gender, and Sexuality Studies. Facilities for sociology laboratory studies, computing for the humanities and social sciences, and offices for faculty are here as well. During the renovation of 1961-1962, the Delmar Archway (named after its donor, Charles Delmar) was added to the center of the

building. In 2005-2006, Kauke underwent an extensive renovation to recapture its distinctive architectural character and to bring it up to modern technological standards. New additions included a student commons and a ground floor café and courtyard, featuring a brick "Donor Wall." Hundreds of alumni, parents, and friends, as well as members of Wooster's corporate community, made this \$18 million renovation possible. Principal gifts were received from The Walton Family Foundation, The Timken Foundation of Canton, Stanley C. and Flo K. Gault, Edward J. and Edith G. Andrew, and the Donald and Alice Noble Foundation.

John Gaston Mateer Hall (1968), 931 College Mall, is a building dedicated to the study of biology and its related fields. It was made possible primarily through the help of Mr. and Mrs. Ward Canaday, and is named in honor of the late Dr. John G. Mateer, alumnus and trustee of the College. The air-conditioned facilities include classrooms, laboratories, the biology library, departmental offices, individual independent study labs, a greenhouse, and a 250-seat lecture hall. A passageway connects Mateer to Severance Hall (Chemistry).

Burton D. Morgan Hall (2002), 930 College Mall, bears the name of Burton D. Morgan, founder of The Burton D. Morgan Foundation of Hudson, Ohio. The building was a gift from the Foundation and houses the Departments of Economics (including Business Economics), Education, and Psychology. The office of the Chief Information and Planning Officer is here as well as the Center for Entrepreneurship and the College's Office of Information Technology.

The Scheide Music Center (1987), 525 East University Street, bears the name of William H. Scheide, Princeton, New Jersey. It houses the Department of Music. Among its facilities are the Gault Recital Hall and the Timken Rehearsal Hall. The Noble Atrium contains a commissioned bronze relief sculpture, "The Four Seasons" by Michelle Stuart of New York City, and "The Guitar Player" by Harry Marinsky.

The Scot Center (2012), which is connected to Armington Physical Education Center, opened in January 2012. Named spaces within the Scot Center include the Ruth W. and A. Morris Williams, Jr. Fitness Center, which contains a full array of circuit training stations, traditional as well as elliptical running machines, and free weights, and the Gault Recreation Center, which includes four intramural courts and an NCAA regulation 200-meter running track. Additional spaces include the Richard J. Bell Lobby, the Gunning Family Tower, the men's locker room and the Foster Family Women's Locker Suite, the Andrew Family Studios, athletic department offices, and the James R. Wilson Governance Room.

Scovel Hall (1902), 944 College Mall, was renovated in 1983-1984. The building bears the name of Dr. Sylvester F. Scovel, the third President of the College, and houses the Departments of Geology and Philosophy. Among its facilities are the Charles B. Moke Lecture Hall, the Ross K. Shoolroy Lecture Hall, and the Julia Shoolroy Halloran Humanities Seminar Room.

Severance Art Building (1973), formerly Severance Gymnasium (1912), 1220 Beall Avenue, was given to the College by Louis H. Severance, one of the leading benefactors of the College. It housed the Department of Physical Education until 1973. From 1973-1996, it housed the studio program of the Department of Art. In 1979, additional renovation provided space for the Office of Publications. The **Ebert Art Center** (1997) represents a major renovation and expansion of this facility, which now accommodates the art studio, art history, and art museum programs. The College of Wooster Art Museum, which is located in an addition to the original gymnasium building, includes the Charlene Derge Sussel Art Gallery, the Burton D. Morgan Gallery, a storage area for the College's Permanent Art Collection, and museum preparatory areas in addition to lecture and seminar rooms. The Office of Publications is located in the Severance portion of the renovation, along with the art studios, slide library, and art department faculty offices. The principal gift for this

project came from the Horatio B. Ebert Foundation and honors Horatio and Lyda Ebert, Robert O. Ebert, and Adrienne and Cecile Ebert.

The garden area south of the Ebert Art Center was given by members of the Board of Trustees and other friends in honor of Laura (Lolly) Harper Copeland and in recognition of her exceptional contributions to the College, especially her interest in its buildings and grounds. The garden sculpture, "Girl with Doves" by Richard Hallier, was the gift of the Robert O. Ebert family.

Severance Hall (1902; remodeled in 1960, 1999), 943 College Mall, a companion building to Scovel Hall, houses the Department of Chemistry. It was named in honor of its donor, Louis H. Severance. Gifts from Trustees, alumni, and friends made possible the \$11.2 million renovation and expansion of laboratories, classrooms, and offices completed in 1999, the largest capital project of Wooster's Campaign for the 1990s.

Taylor Hall (1902; renovated in 1985), 308 East University Street, bears the name of Dr. A.A.E. Taylor, the second President of the College. It houses the departments of Mathematics and Computer Science and Physics. Facilities in Taylor Hall include the Timken Computer Center, the Rubbermaid Mathematics Center, and the Andrew Lecture Room.

The Timken Science Library in Frick Hall (1900, 1998), 410 East University Street, was the original University of Wooster Library (1900-1915) and The College of Wooster Library (1915-1962), after which time the library collections in the humanities and social sciences were moved into **Andrews Library**. Its construction and expansion were made possible by gifts from Henry Clay Frick of Pittsburgh, Pennsylvania, in memory of his parents. In 1998-1999, following more than three decades as the College Art Museum, its grand neo-classical reading room was lovingly restored, its three floors of book stacks were completely rebuilt, and the building was reopened as the Timken Science Library in Frick Hall, consolidating four branch libraries. The principal gift for the renovation was made by The Timken Foundation of Canton, Ohio. The building includes study carrels, two group study rooms, and a computer laboratory, in which science majors learn to search the major professional scientific databases online.

Wishart Hall (1966), 303 East University Street, was designed for the Department of Communication (formerly Speech) and contains the Freedlander Speech and Hearing Clinic, dance studio, general classrooms and faculty offices for the Departments of Communication and Theatre and Dance, the Delbert G. Lean Lecture Room (remodeled in 2008), and the Craig Theatre Library, which houses the collection of the late Professor William Craig. This building, a gift of the citizens of Wayne County, was named in honor of Charles Frederick Wishart, sixth President of the College.

ADMINISTRATIVE BUILDINGS

Gault Admissions Center (2002), 847 College Mall, was a gift to the College from Stanley C. '48 and Flo K. Gault '48 and their children, Stephen Gault '73, Christopher Gault, and Jennifer Gault Marsh. The building is dedicated to the memory of Mr. Gault's sister, Donna Jean Gault Bauman, a member of the Class of 1941. The Gault Center houses the Office of Admissions.

Gault Alumni Center (1941; completely remodeled in 1993), 1012 Beall Avenue, was designed and constructed by H.C. Frick and is the former Overholt residence. The building housed the Department of Music from 1941 until 1987 and bore the name of Karl Merz, the first director of Wooster's Conservatory of Music (1882-1890). From 1987 until 1992, it served as a residence for students. Generous gifts from alum-

ni in the 50-year reunion classes of 1936, 1938, 1940, and 1941, as well as a major gift from Mr. and Mrs. Gault, made it possible to renovate the building completely during the 1992-1993 academic year to serve as a home for the Alumni Association and for use by the Alumni and Development Offices.

Galpin Memorial Building (1931), 1101 North Bever Street, given by William A. Galpin and named in honor of his father, is the headquarters of the College's administrative staff. On the lower level is the Business Office. On the first floor are the offices of the Provost, Dean for Curriculum and Academic Engagement, Dean for Faculty Development, and Dean of Students. The offices of the President, Secretary of the College, Vice President for Finance and Business and Treasurer, the Controller, and the Director of Administrative Services are located on the second floor. On the third floor are the offices for the Vice President for Development and Alumni Relations.

RESIDENCE HALLS AND HOUSES

Alley House (built in 1920), 442 Pearl Street.

Matthew Andrews Hall (1953), 1307 N. Bever Street, is the gift of Mrs. Matthew Andrews in memory of her husband. The accommodations include double and triple rooms, comfortable public areas, laundry facilities, kitchen area with stove and refrigerator, and a lounge.

Armington Hall (1966; renovated 2002), 345 East Wayne Avenue, is an all single-room facility. The residence hall was made possible through a gift from Mr. and Mrs. George Armington of Austinburg, Ohio. The accommodations include laundry facilities, kitchen area with stove and refrigerator, and formal and informal lounges.

Arn House (2013), 430 Pearl Street, is the former home of Edward and Patricia Arn and their family. Ed was Wooster's Director of Alumni Relations from 1963-1974 and a member of the class of 1931.

Aultz House (1987), 575 and 575½ East University Street.

Avery House (1990, built in 1924), 558 Stibbs Street.

Babcock Hall (1935, renovated in 2009), 1315 Beall Avenue, is the gift of Birt E. Babcock, of the class of 1894, accommodates approximately 90 students involved in the Cross-Cultural Living and Experiences Program. Accommodations include laundry facilities, kitchen area with stove, microwave, and refrigerator, lounge, and a dining/study room. On the first floor are the offices of The Center for Diversity and Global Engagement, including the Office of International Student Affairs (OISA), the offices of Interfaith Campus Ministries (ICM), the Ambassadors Program, and International Scholar Services.

Bissman Hall (1966; renovated in 2002), 1330 Beall Avenue, is a residence hall for 138 students. This residence hall was made possible through the principal gift of the late Elizabeth Bissman Martin, of the class of 1897, in memory of her mother and father, Anna and Peter Bissman. The accommodations include laundry facilities, kitchen areas with a stove and refrigerator, and formal and informal lounges.

Bornhuetter Hall (2004), 1405 Beall Avenue, accommodates 184 students. The residence hall was made possible by a principal gift from Ronald L. Bornhuetter '53, his wife, Carol, and their children, as well as substantial gifts from members of the Board of Trustees and the classes of 1952 and 1953. The building's facilities include a multi-purpose room with kitchen facilities, study lounges on each floor, and a central courtyard.

Bryan House (1987, built in 1962), 1439 Beall Avenue.

Calcie House (1971, built in 1924), 823 College Avenue.

Colonial House (2001, built in 1920), 809 Beall Avenue.

Otelia Compton Hall (1955), 1327 Beall Avenue, is a residence hall housing 113 students. Built in honor of Mrs. Elias Compton through funds in a large measure

given by citizens of Wooster and Wayne County, the building has a formal lounge, two social rooms, and a kitchen. In 1995, the Compton Hall Guest Room was refurbished and renewed by the Women's Advisory Board of the College and dedicated in honor of Laura (Lolly) Copeland, wife of Wooster's ninth President, in appreciation of her contributions to the College and the community. The accommodations also include laundry and kitchen facilities, a formal and informal lounge, and two large multipurpose rooms.

Compton House (built in 1920), 816 College Avenue.

Corner House (2001, built in 1920), 819 Beall Avenue.

Crandall Apartments (1963, built in 1920), 326 and 326½ Pearl Street.

Douglass Hall (1929), 475 East Wayne Avenue, is the gift of E. P. Douglass of the class of 1877, houses 114 students. Douglass Hall is centrally located to most residential and academic buildings. The facilities include laundry and kitchen facilities, multipurpose room, and an informal and large formal lounge.

East End Apartments (2008, built in 1967), 723-725 East University Avenue.

Fairlawn Apartments (2003, built in 1968), 1015-1025 East Wayne Avenue.

Frye House (built in 1957), 966 Spink Street.

Gable House (1959, built in 1907), 836 College Avenue.

Gault Manor (2008), 475 East Wayne Avenue, is located on the northeast corner of Beall and Wayne Avenue and contains 35 double rooms with private bathrooms and 3 single rooms to accommodate 75 students. The residence hall was fully funded by a major gift from Stanley C. and Flo K. Gault, both members of the class of 1948. There are large common rooms on the first and second floors, as well as four smaller lounges distributed throughout the building. Gault Manor also has a recreational space on the ground floor that is equipped with state-of-the-art audio-visual equipment for programs and activities. Other accommodations include laundry facilities and convenience areas with sinks and microwaves.

Gault Schoolhouse (2013), 716 Beall Avenue, was a gift to the College from the Gault Family Learning Center Board of Trustees, chaired by Stanley C. Gault, a member of the class of 1948. Purchased from the Wooster City Schools in 2000, the Gault Family Learning Center was in operation from 2002 – 2013. Before that time, the building was the home of the Beall Avenue Elementary School (1900 – 1996). The Gault Schoolhouse houses approximately 73 upper-class students in suites that include a private bathroom, common space, and kitchenette.

Grosjean House (1976, built in 1920), 657 East University Street.

Helmes Duplex (1989, built in 1957), 330 and 332 Pearl Street.

Henderson Apartments (built 1939), 1462-1464 Beall Ave. & 433-455 Bloomington Ave.

Hider Apartments (1985, built in 1976), 561 & 561½ East University Street.

Hider House (1985, built in 1920), 567 East University Street.

Holden Hall (1907), 1101 Beall Avenue, is Wooster's largest residence hall, accommodates 310 students. Named for Dr. Louis E. Holden, fourth President of the College, it has several common and recreation areas. Holden Wing was added to the main building in 1961 and was renovated in the summer of 2004. The ground and first floor Holden "L" were renovated in the summer of 2005. **The Holden Hall Annex** (1921) houses 50 students. The accommodations include laundry and kitchen facilities, and formal and informal lounges.

Howell House (built in 1912), 958 Spink Street.

Iceman House (1987, built in 1930), 1455 Beall Avenue.

Johnson House (1972, built in 1925), 1419 Beall Avenue.

Kate House (1968, built in 1926), 1440 Beall Avenue.

Kenarden Lodge (1911; completely remodeled in 1991-92), 1209 North Bever Street, is a residence hall built and named by Mrs. John S. Kennedy. It accommodates

141 students. The accommodations include laundry and kitchen facilities, convenience areas with sinks, a workout room and informal lounge, and a formal lounge with fireplace and spiral staircase.

Kennedy Apartments (1987; built in 1963), 1433 Beall Avenue.

Kieffer House (1965; built in 1924), 829 College Avenue.

Lewis House (1965; built in 1907), 828 College Avenue.

Henry Luce III Hall (1990), 977 Beall Avenue, was made possible through the principal gift of The Henry Luce Foundation of New York City. Students live in suites which accommodate six to twelve residents. Six Language Suites (Chinese, Classics, French, German, Spanish & Russian) provide students with a living/learning environment focusing on developing foreign language skills. The building's facilities include a formal lounge with fireplace, recreation and meeting rooms, a fitness room, kitchen area, and an informal lounge. The Security and Protective Services Department is located in Luce's multi-purpose room.

McDavitt House (built in 1920), 924 Spink Street.

Miller Manor (1872), 909 Beall Avenue, was a gift of Mrs. Alice Miller Eberbach of Ann Arbor, Michigan. For many years this building was the President's Home.

Morris House (built in 1950), 930 Spink Street.

Rea House (2010; built in 1924), 438 Pearl Street.

Reed House (1930), 1447 Beall Avenue.

Richardson House (built in 1925), 329 East Pine Street.

Richett House (built in 1920), 942 Spink Street.

Schlabach House (2001, built in 1920), 936 Spink Street.

Scot Cottage (1941, built in 1930), 902 Beall Avenue.

Shearer House (1929), 835 College Avenue.

Stadium House (2001, built in 1994), 629-629½ East University Avenue.

Stevenson Hall (1966; renovated in 2005), 415 East Wayne Avenue, is the gift of the late Miss M. Maude Stevenson of Lancaster, Ohio, as a memorial to her mother and father, Helen and Robert E. Stevenson. Accommodations include laundry facilities, kitchen areas, formal and informal lounges, and a discussion/study lounge.

Troyer House (built in 1904), 822 Beall Avenue.

Wagner Hall (1957; renovated in 1991), 565 East Wayne Avenue, was the gift of alumni Dr. Gary Richard Wagner and Mrs. Elizabeth Sidwell Wagner in honor of their mothers: Ella Blue Wagner and Margaret Sutton Sidwell. In 1991, Ruth Frost Parker ('45) generously funded the addition of a gabled roof and new windows and lights. Accommodations include laundry and kitchen facilities, and an informal and formal lounge.

Weber House (1999; built in 1900), 574 Stibbs Street.

Westminster Cottage (1944, built in 1900), 904 Beall Avenue.

Yost House (1971; built in 1929), 817 College Avenue.

OTHER BUILDINGS

Culbertson/Slater House (1965), 602 East Wayne Avenue, houses the offices of Security and Protective Services and Campus Access (formerly Keys and IDs).

Kittredge Hall (1966), 535 East Wayne Avenue, adjoins Otelia Compton Hall. This air-conditioned dining hall, which seats 320 people, was made possible by the principal gift of Mrs. Thomas J. Watson, Sr. (Jeanette Kittredge Watson), formerly a student at The College of Wooster, and was given her family name. Another substantial gift for the building was made by Mr. and Mrs. George Armington. Its entry way was renovated in 2012-2013.

Lilly House (2002; built in 1910; renovated in 2003), 1452 Beall Avenue.

Longbrake Student Wellness Center (2002), 570 East Wayne Avenue, was made possible through the principal gift of William '65 and Martha Longbrake of Seattle, Washington. The facilities include six treatment rooms, seven offices, eight in-patient beds, a pharmacy, lounge, and medium-sized conference room.

Lowry Center (1968), 1189 Beall Avenue, is named in honor of Howard Lowry, Wooster's seventh President, and is the community center of the College. It contains The Florence O. Wilson Bookstore, campus information desk, facilities scheduling office, a full-service post office, a recreation center with bowling lanes, billiard tables and video games, a main dining room, snack bar and private dining rooms, meeting rooms, public lounge, ballroom, an art exhibit area, and a mini computer lab. The Student Government Association, Campus Council, the Index, the Voice, WCWS, and the Wooster Activities Crew have offices on the lower level.

McGaw Chapel (1971; renovated 2008), 340 East University Street, is the gift of Mr. and Mrs. Foster G. McGaw in memory of his parents, Francis A. McGaw, class of 1885, and Alice S. Millar McGaw. The seating capacity is 1,600. The Holtkamp organ, built in 1953, is the gift of the Davis family and other friends of the College as a memorial to David D. Davis. Extensive renovation and refurbishing of the instrument, funded by the Davis family, was completed in 1993.

Olderman House (1998), 807 College Avenue, built in 1887 and last renovated in 2008, it houses the Departments of College Relations and Public Information.

Overholt House (2001), 1473 Beall Avenue, built in 1880, it provides space for the Office of Interfaith Campus Ministries and the Wooster Volunteer Network.

Papp Stadium at Severance Field (1915; renovated 2009), 626 East University Street, includes the football field and the Carl Munson All-Weather Track. Originally erected in 1915, the stadium was restored in 1991 with a substantial gift from Dr. John P. Papp '60 and gifts from other alumni and friends. The football stands seat 5,000. The Stadium also houses the grounds maintenance equipment. The track was completely rebuilt in 1993 through gifts of alumni and friends of the College, including the family of Grant E. Rose '39. In the summer of 2009, the College replaced the natural grass surface of Severance Field with a synthetic multi-use turf field. The renovation also included the installation of lights and the resurfacing of the track. The renovation was made possible by a naming gift from Edith G. and Edward J. Andrew '61.

All-weather facilities for tennis are provided by the **General Dudley J. Hard Memorial Tennis Courts** (1965) near Bissman Hall. The courts were rebuilt in 1993, with an endowment established for their maintenance through the generosity of Donald and Alice Noble. Practice and playing fields are also provided at other locations on the campus for touch football, softball, soccer, lacrosse, baseball, field hockey, and archery. These include the **Art Murray Baseball Diamond**, the **Carl W. Dale Soccer-Lacrosse Field**, the **Cindy Barr Hockey-Lacrosse Field**, and the **Rick Mueller Practice Field**. The **L.C. Boles Memorial Golf Course** is located on campus east of Papp Stadium. A synthetic infield for the Art Murray Baseball Diamond was completed in 2012 with gifts received from a small group of alumni and parents.

Pearl House (built in 1904; renovated in 2002), 804 Beall Avenue, is the home of the Financial Aid Office.

The President's Home (1928), 433 East University Street, was completely remodeled in 1969 and significantly refurbished in 1996. Additional renovations were made in 2007.

The Service Center (1960), 580 East Wayne Avenue, is a gift of Mr. and Mrs. George E. Armington and houses the offices of Human Resources (Payroll and Student Employment), the Director of Physical Plant Services, Administrative Purchasing, Custodial Services, the building maintenance craft shops, the transportation department, and equipment.

The Grace E. Smith Memorial Walk (1955) is the gift of an alumna '08 of Toledo, Ohio. The walk extends from Galpin Memorial Building to Beall Avenue.

Westminster Church House (1965; renovated 1985), 353 East Pine Street, was built largely through funds provided by members of the congregation of Westminster Presbyterian Church and is used by the church for its offices, meetings, Church School, and worship services. It also houses the College nursery school for preschool children, which provides in-service teaching experience for college students, and the administrative offices of the Ohio Light Opera.

The Wooster Inn (1959; renovated 2009), 801 East Wayne Avenue, was a gift from the late Robert E. Wilson, class of 1914, and provides overnight accommodations for thirty-three guests. Additional facilities include the main dining room, pub, alumni room, library, and tented patio.

THE DIRECTORIES

PRESIDENTS

Willis Lord, D.D.	1870-1873
Archibald Alexander Edward Taylor, D.D., LL.D.	1873-1883
Sylvester Fithian Scovel, D.D., LL.D.	1883-1899
Louis Edward Holden, D.D., LL.D.	1899-1915
John Campbell White, LL.D.	1915-1919
Charles Frederick Wishart, D.D., LL.D., Litt.D., L.H.D.	1919-1944
Howard Foster Lowry, Ph.D., Litt.D., LL.D., D.C.L., L.H.D.	1944-1967
J. Garber Drushal, Ph.D., LL.D., L.H.D.	1967-1977
Henry Jefferson Copeland, Ph.D., LL.D.	1977-1995
Raleigh Stanton Hales, Jr., Ph.D., Sc.D.	1995-2007
Grant H. Cornwell, Jr., Ph.D.	2007-2015
S. Georgia Nugent, A.B., Ph.D.	2015-

Emeritus

- Henry Jefferson Copeland, Ph.D., LL.D., *President of the College*. 1966. *President Emeritus* since 1995.
- Raleigh Stanton Hales, Jr., Ph.D., Sc.D., *President of the College*. 1990. *President Emeritus* since 2007.

BOARD OF TRUSTEES

The Board of Trustees shall consist of not more than forty-three members, one-third of whom are elected annually for a three-year term. Six members of the Board are nominated to membership by the alumni of the College. The President of the College is a trustee *ex-officio*.

Emeritus/a Life Trustees are those who have been elected after serving three or more terms on the Board or whose service terminated after seventy years of age. *Honorary Life Trustees* are those named whose great service to the College clearly merits exceptional recognition, whether or not they have been members of the Board.

Officers

William A. Longbrake	Chair
Mary A. Neagoy	Vice Chair
Stanley C. Gault	Chair Emeritus
James R. Wilson	Chair Emeritus
David H. Gunning	Chair Emeritus

Members

The year of first election to the Board is shown after the name. Trustees nominated by alumni are indicated by an asterisk. (*)

- William V. Andrew, B.A., M.S., Ph.D., *Phoenix, Arizona*. 2014.
Richard A. Bowers, B.A., M.D., *Sewickley, Pennsylvania*. 2011.
Douglas F. Brush, B.A., *Pittsford, New York*. 2000.
Joan P. Carter, B.A., *Haddonfield, New Jersey*. 1986.
Jayne H. Chambers, M.B.A., *McLean, Virginia*. 1996-02; 2006.
* Benjamin K. Christensen, B.A., *Richmond, Virginia*. 2015.
James DeRose, Jr., B.A., *Pleasanton, California*. 2012.
Doon A. Foster, B.A., *Wilton, Connecticut*. 2007.
Donald R. Frederico, B.A., J.D., *Sherborn, Massachusetts*. 2007-2013; 2014.
Stephen C. Gault, B.A., M.B.A., *Louisville, Kentucky*. 2002.
Thomas R. Gibian, B.A., M.B.A., *Washington, DC*. 2014.
Diane L. Hamburger, B.A., *Hinsdale, Illinois*. 1992-98; 2000.
Jennifer A. Haverkamp, B.A., M.A., J.D., *Silver Spring, Maryland*. 1997.
Leslie S. Hudson, Ph.D., *Oklahoma City, Oklahoma*. 2012.
Jeffrey L. Keefer, B.A., M.B.A., *West Chester, Pennsylvania*. 2012.
Julia Klein, B.A., M.A., *Fleetwood, Pennsylvania*. 2013
John W. Kneen, B.A., M.B.A., *Chicago, Illinois*. 2013.
Donald L. Kohn, B.A., Ph.D., *Takoma Park, Maryland*. 2011.
* Michael R. Lauber, B.A., M.B.A., *Dover*. 2014.
* Lee E. Limbird, B.A., Ph.D., *Nashville, Tennessee*. 2010.
* Karen M. Lockwood, B.A., J.D., *Louisville, Colorado*. 2011.
Gregory A. Long, B.B.A., *Wooster*. 2006.
William A. Longbrake, B.A., M.A., M.B.A., D.B.A., *Seattle, Washington*. 1988-94; 1995.
Lynne D. McCreight, B.A., M.A.T., *Moscow, Idaho*. 1990-96; 1998.
E. Blake Moore, Jr., B.A., J.D., *New York, New York*. 2008.
Mary A. Neagoy, B.A., *Shaker Heights*. 1997-2003; 2009.
S. Georgia Nugent, A.B., Ph.D., *Wooster*. 2015.
Solomon Oliver, Jr., B.A., J.D., M.A., *Cleveland Heights*. 1991-97; 2000.
* Erika C. Poethig, B.A., M.P.P., *Arlington, Virginia*. 2015.
Charles S. Ryan, B.A., Ph.D., J.D., *Laurel Hollow, New York*. 2008-2011; 2013.
* Jennifer E. Saliere, B.A., *Atlanta, Georgia*. 2013.
Mikael Salovaara, A.B., B.A., J.D., M.B.A., *Bernardsville, New Jersey*. 1994.
Robert L. Savitt, B.A., *Greenwich, Connecticut*. 2007.
Richard N. Seaman, B.S., M.B.A., *Wooster*. 1994.
Marianne M. Sprague, B.A., M.A., *Santa Barbara, California*. 2006.
Sally J. Staley, B.A., M.I.A., *Rocky River*. 2006.
Peter E. Sundman, B.A., *Madison, New Jersey*. 2003.
Robert M. Tull, B.A. M.B.A., *Bentleyville*. 2014.

Emeritus and Emerita Life Members

The first date indicates the year of first election to the Board; the second, the year of election to Emeritus or Emerita Life membership or to Honorary Life membership.

- Paul R. Abbey, B.A., M.B.A., *Kirtland*. 2003; 2012.
Eugene C. Bay, B.A., B.D., D.Min., *Lake Pleasant, New York*. 1988; 2009.
Richard J. Bell, B.A., M.B.A., *Alexandria, Virginia*. 2008; 2014.
Joan Blanchard, B.A., *Scituate, Massachusetts*. 2004; 2014.
Marjorie M. Carlson, B.A., M.A., *Bratenahl*. 1974; 2014.
James T. Clarke, B.A., M.B.A., *Park City, Utah*. 1977-83; 1985; 2011.
T. William Evans, B.A., M.Sc., D.D.S., M.D., *Columbus*. 1989, 2010.
David D. Fleming, B.A., M.B.A., *Dover, Massachusetts*. 1999; 2008.
Jerrold K. Footlick, B.A., J.D., *Durham, North Carolina*. 1978-84; 1988; 2006.
Stanley C. Gault, B.A., LL.D., *Wooster*. 1972; 2000.
David H. Gunning, B.A., J.D., *Beachwood*. 1989-1992; 1994, 2015.
J. C. Johnston III, B.A., J.D., *Wooster*. 2003, 2012.
Stewart R. Massey, B.A., *Bernardsville, New Jersey*. 1987-89; 1993; 2011; 2014.
James A. McClung, B.A., M.A., Ph.D., *Winnetka, Illinois*. 1997; 2011.
Steven A. Minter, B.A., M.S., *Shaker Heights*. 1978-80; 1981; 2004.
John P. Papp, B.A., M.D., *East Grand Rapids, Michigan*. 1994; 2012.
Dale C. Perry, B.A., Ph.D., *Welch, Minnesota*. 1984; 2013.
Timothy P. Smucker, B.A., M.A., *North Lawrence*. 1970; 1985.
William F. Thompson, B.A., M.B.A., *Boston, Massachusetts*. 1987; 1996.
Robert L. Tignor, B.A., M.A., Ph. D., *Princeton, New Jersey*. 1998; 2006.
S. Robson Walton, B.S., J.D., *Scottsdale, Arizona*. 1986; 2001.
Earl Wade Wendell, B.A., *Nashville, Tennessee*. 1997; 2002.
Clarence R. Williams, B.A., M.Ed., *San Antonio, Texas*. 1997-03; 2004; 2014.
Ruth W. Williams, B.A., *Gladwyne, Pennsylvania*. 1994; 2014.
James R. Wilson, B.A., M.B.A., *Park City, Utah*. 1980; 2014.

Honorary Life Members

- Edith G. Andrew, B.A., *Orland Park, Illinois*. 2014.
Elizabeth S. Pocock (Mrs. J.W.), B.A., *Lake Forest, Illinois*. 1993.

ADMINISTRATION

PRESIDENT'S CABINET

- S. Georgia Nugent, Ph.D., *Interim President*, 2015.
Marcia A. Beasley, B.A., SPHR Certification, *Associate Vice President for Human Resources*, 2013.
Ellen F. Falduto, Ed.D., *Chief Information and Planning Officer*, 2008; 2010.
Heather M. Fitz Gibbon, Ph.D., *Dean for Faculty Development*, 1990; 2009.
W. Scott Friedhoff, Ph.D., *Vice President for Enrollment and College Relations*, 2010.
John L. Hopkins, B.A., *Associate Vice President for College Relations and Marketing*, 2002.
Laurie K. Houck, B.A., *Vice President for Development*, 2011.
Angela K. Johnston, B.S., *Chief of Staff and Secretary of the College*, 2010. Title IX Coordinator, 2013. *Administrative Director – Division of Student Life*, 2015.
Henry B. Kreuzman, Ph.D., *Dean for Curriculum and Academic Engagement*, 1990; 2009.
Deanna S. McCormick, M.B.A., *Vice President for Finance and Business and Treasurer*, 2014.
Carolyn R. Newton, Ph.D., *Provost*, 2010.

ADMINISTRATIVE STAFF

OFFICE OF THE PRESIDENT

- S. Georgia Nugent, Ph.D., *Interim President*, 2015.
Angela K. Johnston, B.S., *Chief of Staff and Secretary of the College*, 2010. *Title IX Coordinator*, 2013. *Administrative Director – Division of Student Life*, 2015.
Lynette M. Arner, *Administrative Assistant*, 2008; 2012.
Sally A. Whitman, B.A., *Executive Assistant for Presidential Events*, 1985; 1998; 2012.

ACADEMIC AFFAIRS

- Carolyn R. Newton, Ph.D., *Provost*, 2010.
Dottie S. Sines, A.S., *Executive Assistant to the Provost*, 2005; 2010.
Lisa A. Crawford, *Academic Budget and Data Analyst*, 2002; 2011.
Heather M. Fitz Gibbon, Ph.D., *Dean for Faculty Development*, 1990; 2009.
Darlene G. Berresford, *Academic Affairs Coordinator and Assistant to the Dean for Faculty Development*, 2004; 2010; 2012.
Henry B. Kreuzman, Ph.D., *Dean for Curriculum and Academic Engagement*, 1990; 2009.
Karen J.S. Parthemore, B.S., *Assistant to the Dean for Curriculum and Academic Engagement*, 2008; 2015.

Academic Advising

- Alison H. Schmidt, M.Ed., *Associate Dean for Academic Advising*, (Fall 2015), 1989; 2011.
Bryan T. Karazsia, Ph.D., *Associate Dean for Academic Advising*, (Spring 2016), 2009; 2015.
Cathy McConnell, M.A., *Associate Director of Advising and Experiential Learning*, 2009; 2012.

Art Museum

- Kathleen McManus Zurko, M.A., *Director and Curator of The College of Wooster Art Museum*, 1989; 2000.
Douglas McGlumphy, M.F.A., *Preparator and Collections Manager*, 1999; 2015.

Athletics

- Keith Beckett, Ph.D., *Director of Physical Education, Athletics, and Recreation*, 1984.
Brenda Meese, M.S., *Assistant Director of Athletics*, 1989.
Jeff Bricker, B.A., *Physical Education Center Equipment Room Manager/Equipment Purchasing Manager*, 2012.
Meghan E. Horn, M.S., *Assistant Athletic Director*, 2009.
Russell Houser, M.S., *Assistant Athletic Director, Facilities and Operations*, 2010; 2012.
Thomas Love, B.S., *Head Athletic Trainer*, 1982.
Ashley Reid, M.S., *Assistant to the Athletic Director for Diversity and Inclusion*, 2006; 2015.

Career Planning

- Lisa Kastor, M.Ed., *Director of Career Planning*, 1996.
Ashleigh Musyt Best, M.A., *Associate Director of Career Planning*, 2015.
Marylou E. LaLonde, B.Ed., *Assistant Director of Career Planning*, 2007.

Center for Diversity and Inclusion

- Yorgun Marcel, M.S., *Assistant Dean of Students; Director of International Student Affairs; Managing Director of the Center for Diversity and Inclusion*, 2012; 2015.
Melissa Chesanko, Ed.D., *Director of Sexuality and Gender Diversity*, 2015.
Nicola Kille, M.A., *Assistant Director of the Center for Diversity and Inclusion*, 2010; 2013.

Linda Morgan-Clement, D.Min., *Henry Jefferson Copeland Campus Chaplain and Director of Interfaith Campus Ministry*, 1996.

Jill A. Munro, M.A., *Director of International Student and Scholar Services*, 2008; 2009; 2011; 2012.

Shadra Smith, M.S., *Assistant Dean of Students; Director of Multicultural Student Affairs*, 2015.

Center for Entrepreneurship

Peter M. Abramo, Ph.D., *Director of the Center for Entrepreneurship*, 2012.

Brett Woodard, M.A., *Associate Director of Entrepreneurship and Experiential Learning*, 2015.

Experiential Learning

John R. Ramsay, Ph.D., *Executive Director of APEX and Associate Dean for Experiential Learning*, 1987; 2012; 2015.

Cathy McConnell, M.A., *Associate Director of Advising and Experiential Learning*, 2009; 2012.

Ryan H. Ozar, M.A., *Associate Director for Internships*, 2012.

Brett Woodard, M.A., *Associate Director of Entrepreneurship and Experiential Learning*, 2015.

Learning Center

Pamela Rose, B.A., *Director of the Learning Center*, 1987.

Kate Gullatta, M.A., *Learning Consultant*, 2013.

Amber Larson, M.A., *Associate Director of the Learning Center*, 2008; 2015.

Carla Cain, M.A., *ELL Coordinator*, 2015.

Libraries

Mark A. Christel, M.L.I.S., *Director of Libraries*, 2008.

Sharon Bodle, *Administrative Coordinator*, 1989.

Michael Buttrey, B.A., *Circulation and Media Services Evening Supervisor*, 2012.

Erin Christine, B.A., *Acquisitions Associate*, 2008.

Sue Dunlap, B.S., *Preservation Associate*, 1987.

Lorna Flynn, M.L.I., *Interlibrary Loan Associate*, 2012.

Stephen Flynn, M.S.I., *Emerging Technologies Librarian*, 2011.

Kathleen Garvey, M.L.I.S., *Cataloging Associate*, 2010.

Mark Gooch, M.L.S., *Research and Access Services Librarian*, 2001.

Julia Gustafson, M.S., *Research and Outreach Librarian*, 1982.

Jacob Koehler, M.L.I.S., *Collection Management and Discovery Services Librarian*, 2005.

Elys Kettling Law, M.L.I.S., *Research and Information Services Librarian*, 2003.

Day Logan, B.A., *Serials Associate*, 1986.

Patricia McVay Gorrell, *Head of Curriculum and Media Services*, 1984.

Denise Monbarren, M.L.S., *Special Collections Librarian*, 1985.

Catherine Newton, M.L.I.S., *Digital Scholarship and Preservation Librarian*, 2015.

Gwen Short, B.S., *Science Library Associate*, Timken Science Library, 2007.

Zachary Sharrow, M.L.I.S., *Science Librarian*, 2014.

Tammy Troup, M.L.I.S., *Digital Services Associate*, 2013.

Off-Campus Studies

Kate Patch, Ph.D. (ABD), *Director of Off-Campus Studies*, 2013.

Jamie Adler, M.A., *Program Coordinator of Off-Campus Studies*, 2014.

Registrar

Suzanne Bates, M.Ed., *Registrar*, 2007.

Kristine M. Kleptach Jamieson, M.L.I.S., M.A., *Associate Registrar*, 2009.

Writing Center

- Alicia Brazeau, Ph.D., *Director of Writing Center*, 2012.
Tessa Hall, M.A., *Writing Associate*, 2012.
Gillian Trownson Lee, M.F.A., *Writing Associate*, 2012.
Lynette Mattson, M.A., *Assistant Director of Writing Center*, 2012; 2014.

STUDENT LIFE

- Carolyn L. Buxton, Ed.M., *Senior Associate Dean of Students*, 1993. *Interim Dean of Students*, 2015.
Angela K. Johnston, B.S., *Administrative Director – Division of Student Life*, 2015.
Paula J. Akins, *Executive Assistant to the Dean*, 2005.
Robyn Laditka, M.A., *Associate Dean of Students for Retention and Academic Engagement*, 2002; 2007; 2012.
Yorgun Marcel, M.S., *Assistant Dean of Students, Director of International Student Affairs, Managing Director of the Center for Diversity and Inclusion*, 2012; 2015.
Bethany Ream, M.A., *Assistant Dean of Students*, 2015.
Shadra Smith, M.S., *Assistant Dean of Students, Director of Multicultural Student Affairs*, 2015.

Interfaith Campus Ministries

- Linda Morgan-Clement, D.Min., *Henry Jefferson Copeland Campus Chaplain and Director of Interfaith Campus Ministry*, 1996.
Jillian Yoder, M.A., *Assistant Chaplain*, 2011; 2013.

Health Services and Counseling

- Ray R. Tucker, M.A., *Counselor, Director*, 2000; 2014.
Emily Harstine, LISW, *Counselor*, 2015.
Esther B. Horst, B.S.N., *Nurse, Head Nurse*, 1993; 2000.
Anne Ober, Ph.D., *Counselor, Coordinating Counselor*, 2012; 2015.

Security and Protective Services

- Steven D. Glick, B.A., *Director of Security and Protective Services*, 2011.
Joe Louis Kirk, B.A., *Associate Director of Residence Life and Director of Greek Life*, 1996; 2009.

Student Activities

- Michael Gorrell, *Manager, Post Office*, 1986.
Rachel Messenger, M.S., *Assistant Director of Campus Life*, 2008; 2011.
Julia C. Zimmer, *Assistant Director of Student Activities*, 2008.

ENROLLMENT AND COLLEGE RELATIONS

- W. Scott Friedhoff, Ph.D., *Vice President for Enrollment and College Relations*, 2010.
Sandi Kiser, *Executive Assistant to the Vice President for Enrollment and College Relations*, 1993; 1998.

Admissions

- Jennifer D. Winge, B.A., *Dean of Admissions*, 2011.
Reon Sines-Sheaff, M.A., *Director of International Admissions*, 2014.
Catherine Finks, B.S., *Senior Associate Director of Admissions*, 2002.
David Newberry-Yokley, B.A., *Senior Associate Director of Admissions*, 2012.
Mollie Conley, B.S., *Associate Director of Admissions Operations*, 2008.
Scott Jones, B.A., *Associate Director of Admissions and Systems and Communications Analyst*, 2005.
Tracy Karr, B.A., *Associate Director of Admissions*, 2012.

- Charles N. Laube, M.Ed., *Associate Director of Admissions*, 2007.
Terra Roane, B.A., *Associate Director of Admissions*, 2012.
Sarah Ozar, B.A., *Senior Assistant Director of Admissions*, 2015.
Valerie Smith, B.A., *Assistant Director of Admissions*, 2013.
Jonathan Rothman, B.A., *Assistant Director of Admissions*, 2014.

College Relations

- John L. Hopkins, B.A., *Associate Vice President for College Relations and Marketing*, 2002.
Cally Gottlieb-King, *Director of Publications and Design*, 2011.
Matthew P. Dilyard, *College Photographer*, 1987.
John Finn, M.A., *Director of Public Information*, 1984.
Karol J. Crosbie, M.S., *Senior Editor, Wooster Magazine*, 2005.
Elise Fry, B.S., *Web Support Manager*, 2010.
Hugh Howard, M.B.A., *Director of Sports Information*, 1999.
Dwight J. Nagy, B.S., *Assistant Director of Web Communication*, 2010.
Melissa Y. Schultz, B.S., *Director of Web Communication*, 2008.
Kevin Smith, *Assistant Director of Sports Information*
Robin A. Welty, B.A., *Assistant Director of Publications and Design*, 2002; 2012.

Financial Aid

- Joseph Winge, B.A., *Director of Financial Aid*, 2011.
Nancy Porter, *Associate Director of Financial Aid*, 1990.
Katie Davis, *Assistant Director of Financial Aid*, 2005.

DEVELOPMENT AND ALUMNI RELATIONS

- Laurie K. Houck, B.A., *Vice President for Development and Alumni Relations*, 2011.
Jessica E. Armstrong, A.A.S., *Executive Assistant to the Vice President*, 1998; 2010.

Alumni Relations

- Heidi McCormick, B.A., *Director of Alumni Relations*, 2010; 2014
Landre Kiser McCloud, B.A., *Assistant Director of Alumni Volunteers*, 2008.
Sharon Rice, M.Ed., *Assistant Director of Alumni Relations*, 1995.

Development

- Sabra A. Aaron, B.M., *Director of Annual Giving*, 2014.
Margaret A. Armstrong, B.A., *Annual Giving Officer*, 2013.
Carolyn Ciriegio, B.A., *Major Gifts Officer*, 2008; 2010; 2013.
Bradley L. Cors, M.B.A., *Director of Development*, 2004.
Keith B. DiDonato, B.S., *Associate Vice President for Development*, 2014.
Ali Lombardo, B.A., J.D., *Director of Sponsored Research and Foundation Relations*, 2012.
Sandra E. Nichols, B.A., *Director of Development*, 2002; 2010.
Brian S. Nielson, J.D., *Director of Planned Giving*, 2013.
Laura V. Purdy, B.A., M.A., *Annual Giving Officer*, 2014.
Katherine Varney Ritchie, B.A., *Assistant Director of Reunion Giving*, 2013.
Rebecca R. Schmidt, M.A.T., *Director of Donor Communications and Stewardship*, 1992.
Pamela Stanley, B.S., *Director of Advancement Systems*, 1998.
Zoë Zwegat, B.A., *Assistant Director of Annual Giving*, 2014.

FINANCE AND BUSINESS

- Deanna McCormick, M.B.A., *Vice President for Finance and Business*, 2014.
Sháqūez Dickens, *Procurement Specialist and Executive Assistant to the Vice President for Finance and Business*, 2008; 2012; 2015.

Auxiliaries, Procurement and Contracts

- Sheila T. Wilson, M.S., *Executive Director for Auxiliary Operations, Procurement and Contracts Management*, 1991; 2006; 2010; 2015.

Bookstore

Michael Hicks, *Director of The Florence O. Wilson Bookstore*, 2012.

Loren Tooley, *General Merchandise Manager*, 2001; 2015.

Shane Dinsmore, *Curriculum Services Manager*, 2015.

Lynn Catlos, *Accounting Manager*, 1976.

Joyce Heitger, *Copy Center Supervisor*, 1978.

Campus Dining and Conference Services

Charles E. Wagers, *Director of Campus Dining and Conference Services*, 1982.

Marjorie Shamp, B.A., *Assistant Director*, 2000.

Peter Wallin, *Executive Chef*, 2013.

Molly E. Roth, *General Manager of Campus Dining Student Services*, 2006.

Donna Yonker, *General Manager of Campus Dining Support Services*, 1980.

Procurement

Tracy A. Holtz, *Manager of Procurement*, 2010; 2015.

Sháquēz Dickens, *Procurement Specialist and Executive Assistant to the Vice President for Finance and Business*, 2008; 2012; 2015.

Business Office

Eileen M. Walker, *Associate Vice President / Controller*, 2014.

Terri Brigham, *Accounts Receivable Coordinator*, 2007.

Marlene Kanipe, C.P.A., *Assistant Controller*, 2009; 2014.

Desiree Lutsch, *Interim Senior Accountant*, 2009; 2014.

Jessica Martin, B.A., *Staff Accountant*, 2015.

Lynne Miller, *Administrative Coordinator*, 2013.

Julie Smith, *Accounts Payable Coordinator*, 2015.

Krista Way, *Accounts Receivable Manager*, 2006; 2011.

College Investment

John W. Sell, Ph.D., *Director of College Investment*, 1981; 2009.

Facilities Management

Douglas Laditka, B.A., *Associate Vice President for Facilities Management & Development*, 2004; 2009; 2010; 2015.

James Davis, *Manager of Structural Trades*, 2000; 2010.

Robert Henery, *Manager of Mechanical, Electrical and Plumbing*, 2012.

Stanley Starr, B.S.B.A., *Facilities Project Manager*, 2013.

Lanny Whitaker, *Supervisor, Power Plant*, 1993.

Carol Kobylanski, *Manager of Custodial Services*, 1982; 2014.

Facilities Projects

Jacqueline S. Middleton, *Senior Project Director*, 1995; 2010; 2015.

Grounds

Beau B. Mastrine, CGM, *Director of Campus Grounds*, 1996.

Human Resources

Marcia A. Beasley, B.A., SPHR Certification, *Associate Vice President for Human Resources*, 2013.

Emily Benzle, *H.R. Benefits Administrator*, 2013.

Anthony Boughner, *H.R. Manager*, 2014.

Kelli Caponero, *H.R. Analyst*, 2015.

Brenda Feikert, *Assistant Payroll Manager*, 2001.

Natalie Richardson, B.S., *Payroll Manager*, 1989; 2007; 2015.

Erin Smith, *H.R. Administrative Assistant*, 2015.

Pam Tegmeier, *Wellness Program Manager*, 2005; 2015.

INFORMATION AND PLANNING

- Emily W. Armour, M.A., *Educational Technologist: Learning & Pedagogy Specialist*, 2015.
- Matthew Baker, B.S., *Senior Programmer/Analyst*, 2008; 2014.
- Michael Benchoff, B.S., *Educational Technologist: Applications and Systems Specialist*, 2003; 2013.
- Joel Bosler-Kilmer, B.A., *Technology Services Field Service Coordinator*, 2007; 2011; 2015.
- Jon W. Breitenbucher, Ph.D., *Director of Educational Technology*, 2001; 2005; 2013.
- Marlene Brown, A.A.B., *Computer Systems Administrator*, 2003.
- Tabitha Conwell, A.A., *Director of Applications Development*, 1996; 2006.
- Robin Croft, A.A.B., *Technology Services Service & STA Coordinator*, 2011; 2013; 2015.
- Roger Dills, B.S., *Senior Systems Administrator*, 2002; 2006.
- Vincent T. DiScipio, B.S., *Director of Technology Services*, 1996; 2002; 2015.
- Ellen F. Falduto, Ed.D., *Chief Information and Planning Officer*, 2008; 2010.
- Gina Holmes, B.S., *Associate Director for Research and Planning*, 2012; 2014.
- Deborah Kilbane, *Senior Programmer/Analyst*, 2005.
- Daniel J. Krites, A.A., *Assistant Director for Media Services*, 2008; 2014.
- Connie J. McCarty, A.A.B., *Senior Programmer/Analyst*, 2005.
- Michael V. Naylor, B.A., *Associate Director of Technology Services*, 2006; 2008; 2014.
- Ari M. Pompas, B.A., *Media Services Technician*, 2015.
- John Shatzer, B.A., *Technology Services Hardware Services Technician*, 2000; 2011; 2015.
- Robert Shipley, *Telecommunications and Networking Systems Technician*, 2001
- Michael J. Thompson, B.S., *Senior Programmer/Analyst*, 2002; 2010.

OHIO LIGHT OPERA

- Laura M. Neill, B.A., *Executive Director*, 1993.

FACULTY

As of July 1, 2015

In the groups below, the names following that of the President are arranged alphabetically, with the date of first appointment. A second or third date indicates a reappointment. Graduate training is indicated by the names of the institutions where such training was received and the dates.

- S. Georgia Nugent**, *Interim President and Professor of Classical Studies*. 2015. B.A. Princeton 1973; Ph.D. Cornell 1978.

EMERITUS

- William M. Baird**, *Professor of Economics*. 1968. *Emeritus* since 1997. B.A. Wittenberg 1957; M.A., Ph.D. Ohio State 1959, 1968.
- Donald Gene Beane**, *Professor of Mathematical Sciences*. 1962. *Emeritus* since 1994. B.A. Iowa Wesleyan 1951; M.A., Ph.D. Illinois 1958, 1962; M.S. Ohio State 1966.
- Barbara L. Bell**, *Government Information Librarian*. 1980. *Emerita* since 2004. B.S., M.S. Florida State 1963, 1965.
- Richard H. Bell**, *Frank Halliday Ferris Professor of Philosophy*. 1969. *Emeritus* since 2004. B.A. Vanderbilt 1960; B.D., M.A., Ph.D. Yale 1964, 1966, 1968.

- Robert B. Blair**, *Professor of Sociology*. 1971. Emeritus since 1999. Registrar 2002-2007. Emeritus since 2007. B.A. Juniata 1960; B.D. Bethany Theological Seminary 1964; M.A., Ph.D. Northwestern 1967, 1974.
- Charles Lamonte Borders, Jr.**, *Professor of Chemistry*. 1968. Emeritus since 2002. B.A. Bellarmine College 1964; Ph.D. California Institute of Technology 1968.
- Richard Hayden Bromund**, *Professor of Chemistry*. 1967. Emeritus since 2006. A.B. Oberlin 1962; Ph.D. Pennsylvania State 1968.
- Dale Allen Brown**, *Professor of Mathematical and Computer Sciences*. 1987. Emeritus since 2008. B.A. Hiram 1967; M.S., Ph.D. Syracuse 1969, 1973.
- Daniel Fairchild Calhoun**, *Aileen Dunham Professor of History*. 1956. Emeritus since 1994. B.A. Williams 1950; M.A., Ph.D. Chicago 1951, 1959.
- Clayton Paul Christianson**, *Mildred Foss Thompson Professor of English Language and Literature*. 1963. Emeritus since 1997. B.A. St. Olaf 1955; M.A. State University of Iowa 1956; Ph.D. Washington University 1964.
- Gordon Dixon Collins**, *Whitmore-Williams Professor of Psychology*. 1963. Emeritus since 2000. B.A. Tarkio 1957; M.A., Ph.D. Ohio State 1960, 1965.
- Henry J. Copeland**, *Professor of History*. 1966. Emeritus since 1999. President 1977-1995. Emeritus since 1995. A.B. Baylor 1958; Ph.D. Cornell 1966.
- Frederick William Cropp III**, *Professor of Geology*. 1964. Emeritus since 1998. B.A. Wooster 1954; M.S., Ph.D. Illinois 1956, 1958.
- Margaret W. Curl**, *Collection Services Librarian*. 1988. Emerita since 2011. B.A. Central Washington 1971; M.A. Oregon 1974; M.L.I.S. California, Berkeley 1984.
- Floyd Leslie Downs**, *Professor of Biology*. 1963. Emeritus since 1998. A.B. Cornell 1958; M.S., Ph.D. Michigan 1960, 1965.
- Carolyn A. Durham**, *Inez K. Gaylord Professor of French Language and Literature*. 1976. Emerita since 2014. B.A. Wellesley 1969; M.A., Ph.D. Chicago 1972, 1976.
- Brian James Dykstra**, *Neille O. and Gertrude M. Rowe Professor of Music*. 1969. Emeritus since 2007. B.S. Juilliard 1964; M.M. Eastman 1965; D.M.A. Eastman 1969.
- Theodor Duda**, *Professor of Music*. 1990. B. Mus. Baldwin-Wallace 1973; M.M. Michigan State 1975; A.Mus.D. Illinois, Urbana-Champaign 1995.
- Richard C. Figge**, *Gingrich Professor of German*. 1974. Emeritus since 2004. B.A. Carleton College 1964; M.A., Ph.D. Stanford 1966, 1970.
- Susan G. Figge**, *Professor of German*. 1977. Emerita since 2004. B.A. California, Santa Barbara 1964; M.A., Ph.D. Stanford 1966, 1974.
- Joanne S. Frye**, *Professor of English*. 1976. Emerita since 2009. B.A. Bluffton 1966; Ph.D. Indiana 1974.
- Shila Garg**, *William F. Harn Professor of Physics*. 1987. Emerita since 2014. B.S. Madras (India) 1970; M.S. Sussex (U.K.) 1972; Ph.D. Kent (U.K.) 1975.
- John Morgan Gates**, *Aileen Dunham Professor of History*. 1967. Emeritus since 2002. A.B., M.A. Stanford 1959, 1960; Ph.D. Duke 1967.
- Paul L. Gaus**, *Benjamin S. Brown Professor of Chemistry*. 1977. Emeritus since 2008. B.S. Miami, Ohio 1971; Ph.D. Duke 1975.
- David Gedalecia**, *Michael O. Fisher Professor of History*. 1971. B.A. CUNY, Queens 1965; M.A., Ph.D. Harvard 1967, 1971.
- Raleigh Stanton Hales, Jr.**, *Professor of Mathematical Sciences*. 1990. President 1995-2007. Emeritus since 2007. B.A. Pomona 1964; M.A., Ph.D. Harvard 1965, 1970.

- Charles R. Hampton**, *Johnson Professor of Mathematical Sciences*. 1972. Emeritus since 2008. B.S. Michigan 1967; M.A., Ph.D. Wisconsin 1968, 1972.
- Ishwar C. Harris**, *Synod Professor of Religious Studies*. 1981. Emeritus since 2009. B.A. Lucknow (India) 1961; M.Div. Howard 1967; S.T.M. Pacific, Berkeley 1969; Ph.D. Claremont 1974.
- Peter L. Havholm**, *Professor of English*. 1971. Emeritus since 2009. B.A. Shimer 1962; M.S., Ph.D. Connecticut 1970, 1972.
- LeRoy Wilbur Haynes**, *Professor of Chemistry*. 1961. Emeritus since 1999. B.A. Drew 1956; Ph.D. Illinois 1961.
- Henry Dunham Herring**, *Professor of English*. 1969. Emeritus since 2007. B.A., M.A. South Carolina 1961, 1964; Ph.D. Duke 1968.
- Damon D. Hickey**, *Director of Libraries*. 1991. Emeritus since 2008. B.A. Rice 1965; M.Div. Princeton Theological Seminary 1968; M.L.S. North Carolina, Chapel Hill 1975; M.A. North Carolina, Greensboro 1982; Ph.D. South Carolina 1989.
- Claude W. Hinton**, *Horace N. Mateer Professor of Biology*. 1968. Emeritus since 1990. A.B., M.A. North Carolina 1948, 1950; Ph.D. California Institute of Technology 1954.
- James Andrew Hodges**, *Michael O. Fisher Professor of History*. 1962. Emeritus since 1998. B.S. North Alabama 1955; M.A., Ph.D. Vanderbilt 1959, 1963.
- Vivian Loyrea Holliday**, *Aylesworth Professor of Classical Studies*. 1961. Emerita since 1999. A.B. Winthrop 1957; M.A. Missouri 1959; Ph.D. North Carolina 1961.
- John Louis Hondros**, *Henry J. and Laura H. Copeland Professor of European History*. 1969. Emeritus since 2001. A.B. North Carolina, Chapel Hill 1959; M.A., Ph.D. Vanderbilt 1963, 1969.
- Linda C. Hults**, *Professor of Art*. 1987. Emerita since 2011. B.A. Indiana 1971; Ph.D. North Carolina, Chapel Hill 1978.
- Charles E. Hurst**, *Professor of Sociology*. 1970. Emeritus since 2008. B.S., M.S. Wisconsin, Milwaukee 1963, 1965; Ph.D. Connecticut 1972.
- Donald Thomas Jacobs**, *Victor J. Andrew Professor of Physics*. 1976. B.A., M.A. South Florida 1971, 1972; Ph.D. Colorado 1976.
- Donna K. Jacobs**, *Science Librarian*. 1989. Emerita since 2009. B.A. South Florida 1969; M.L.S. Kent State 1989.
- Michael D. Kern**, *Horace N. Mateer Professor of Biology*. 1976. Emeritus since 2003. B.A. Whittier 1962; M.S., Ph.D. Washington State 1965, 1970.
- William Franklin Kieffer**, *Robert E. Wilson Professor of Chemistry*. 1940, 1946. Emeritus since 1980. B.A. Wooster 1936; M.Sc. Ohio State 1938; Ph.D. Brown 1940.
- Rodney J. Korba**, *Associate Professor of Communication*. 1987. Emeritus since 2010. B.F.A. Denison 1972; M.A. Denver 1973; M.A. Arizona State 1974; M.A. Southern California 1982; Ph.D. Denver 1986.
- Dudley Arnold Lewis**, *Professor of Art*. 1964. Emeritus since 1996. B.A. Allegheny 1952; M.A., Ph.D. Wisconsin 1954, 1962.
- Henry Bernard Loess**, *Professor of Psychology*. 1958. Emeritus since 1988. B.S., M.S. Northwestern 1949, 1950; Ph.D. Iowa 1952.
- Marilyn D. Loveless**, *Horace N. Mateer Professor of Biology*. 1987. B.A. Albion 1971; Ph.D. Kansas 1984.
- David Franklyn Moldstad**, *Professor of English*. 1957. Emeritus since 1991. A.B. Hiram 1947; M.A. Brown 1949; Ph.D. Wisconsin 1954.

- Robert E. Nye**, *Professor of Physical Education*. 1964. Emeritus since 1995. B.S., M.S. Springfield 1958, 1959.
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- Rujie Wang**, *Professor of Chinese*. 1995. B.A. Wabash 1983; M.A., Ph.D. Rutgers 1986, 1993.
- Shu-Ling Wang**, *Walter D. Foss Visiting Lectureship in Economics*. 2014. B.A., M.A. National Chengchi 2006, 2008; M.A., Ph.D. Indiana 2015.
- Mark R. Weaver**, *Professor of Political Science*. 1978. B.A. Ohio 1970; M.A., Ph.D. Massachusetts 1973, 1979.
- Mark Wells**, *Visiting Assistant Professor of Philosophy*. 2014. B.A. Wooster 2006; M.A., Ph.D. Bowling Green 2011.
- Megan Wereley**, *Associate Professor of Education*. 2002. B.A. Wooster 1994; M.A., Ed.D. Teachers College, Columbia 1996, 2005.
- James D. West**, *Associate Professor of Biochemistry and Molecular Biology*. 2008. B.S. Campbell 1999; Ph.D. Vanderbilt 2005.
- Gregory C. Wiles**, *Ross K. Shoolroy Chair of Natural Resources*. 1998. B.S. Beloit 1984; M.S. SUNY, Binghamton 1987; Ph.D. SUNY, Buffalo 1992.
- Benjamin Williamson**, *Visiting Assistant Professor of Chemistry*. 2015. B.S. LaGrange 2009; Ph.D. Iowa 2015.
- Mark A. Wilson**, *Lewis M. and Marian Senter Nixon Professor of Natural Sciences and Geology*. 1981. B.A. Wooster 1978; Ph.D. California, Berkeley 1982.
- Leslie E. Wingard**, *Associate Professor of English*. 2008. B.A. Spelman 1999; M.A., Ph.D. UCLA 2002, 2006.
- Lisa Wong**, *Associate Professor of Music*. 2009. B.S. West Chester 1991; M.Mus. D.M. Indiana 1997, 2010.

- Thomas G. Wood**, *Professor of Music*. 1991. B.M., M.M. Cincinnati 1980, 1985; D.M.A. Wisconsin 1992.
- Robert D. Wooster**, *Assistant Professor of Mathematics*. 2012. B.S., M.S. Ph.D. Connecticut 1999, 2004, 2009.
- Josephine R. B. Wright**, *Professor of Music and Josephine Lincoln Morris Professor of Black Studies*. 1981. B.M. Missouri 1963; M.M. Pius XII Academy (Italy) 1964; M.A. Missouri 1967; Ph.D. New York 1975.
- Ziying You**, *Visiting Assistant Professor of Chinese Studies*. 2015. B.A. Henan Normal 2002; M.A. Peking 2005; M.A. Oregon 2009; Ph.D. Ohio State 2015.
- Walter Zurko**, *Professor of Art*. 1981. B.A. Wisconsin 1977; M.F.A. Southern Illinois, Edwardsville 1980.

ADJUNCT TEACHING STAFF

- Carol M. Bucher**, *Education*. 1998. B.A. Ashland 1967; M.A. Connecticut 1985.
- Jeffrey R. Corney**, *Environmental Studies*. 2015. B.S. Hope 1987; M.A. Colorado State 1995; M.S., Ph.D. Ohio State 2001, 2001.
- Caitlin L. Current**, *Geology*. 2014. B.S. North Carolina 1998; M.S. Clemson 2001.
- Ioana Galu**, *Music*. 2014. B.M., M.M. Gheorghe Dima Music Academy 1998, 1999; M.M., D.M.A. Bowling Green 2003, 2012.
- Michael Furman**, *Russian Studies*. 2015. B.A. Louisiana State 2008; M.A. Ohio State 2011; Ph.D. Toronto (expected).
- Charlene A. Gross**, *Theatre and Dance*. 2007. B.A. Ashland 1997; M.F.A. New York 2000.
- Manon Grugel-Watson**, *Physics*. 2009. B.A. Wooster 1999; M.S. Case Western Reserve University 2001.
- Amber Kempthorn**, *Art and Art History*. 2012. B.A. Hiram 2000; M.F.A. Cranbrook Academy of Art 2008.
- Tom D. Love**, *Physical Education*. 1982. M.Ed. Cincinnati 1979.
- Carol A. Mapes**, *Economics*. 2005. B.S. Ashland 1986.
- Greg Pellam**, *Classical Studies*. 2015. B.A. New York 2005; M.A., Ph.D. Ohio State 2008, 2012.
- John Phippen**, *Music*. 2015. B.M. Tennessee Technological 2006; M.M. Tennessee 2009; Ph.D. Western Ontario 2015.
- David Risser**, *Mathematics*. 2014. B.S. Eastern Mennonite 1975; M.A. Malone 1994.
- Kara Skora**, *Sociology and Anthropology and Women's, Gender, and Sexuality Studies*. 2010. B.A. Harvard 1985; Ph.D. Virginia 2007.
- Kyle Terakedis**, *Mathematics*. 2012. B.S. Mount Union, 2003; M.S. Akron 2008.

COMMITTEES OF THE FACULTY 2015-2016

The President is a member of all faculty committees except the Committee on Conference with Trustees and the Committee on Teaching Staff and Tenure.

ELECTED COMMITTEES

Teaching Staff and Tenure: Provost, Shirley Huston-Findley (3), Peter Mowrey (3), Sarah Sobek (3), Katie Holt (2), Mark Wilson (2)

Faculty Grievance: Dan Bourne (2), Pam Pierce (2), Stephanie Strand (2), David McConnell (1), Tom Tierney (1)

Educational Policy: Dean for Curriculum and Academic Engagement, Provost, Madonna Hettinger (3), Beth Muellner (3), Jeremy Rapport (3), James West (3), Walt Zurko (3), Gary Gillund (1)

Conference with Trustees: Harry Gamble (3), Ibra Sene (3), Laura Sirot (3), Denise Bostdorff (2), Amber Garcia (2), Shelley Judge (1)

Strategic Planning & Priorities Advisory: Laura Burch (AH, 3), Susan Clayton (HSS, 3), Susan Lehman MNS, 3), Monica Florence (At-Large, 3), John Rudisill (At-Large, 3), Bob Wooster (At-Large, 3)

Committee on Committees: Dean for Faculty Development, Ahmet Atay (2), Karl Feierabend (2), Michele Leiby (2), Margaret Ng (2)

APPOINTED COMMITTEES

Academic Standards: Dean for Curriculum and Academic Engagement, Dean of Students, two other Dean of Students office staff, Registrar, Vice President for Enrollment and College Relations, Associate Dean for Academic Advising, Mark Graham, Garrett Thomson, Thomas Tierney

Alumni Council: Mark Gooch, Mark Weaver

Assessment: Denise Byrnes, Phil Mellizo, Sarah Mirza

Campus Council: Provost, Vice President for Finance and Business, Dean of Students, Mark Christel, Jim Hartman, Megan Wereley

Campus Sustainability: John Barnard, Susan Clayton

Classroom Stewards: Ebert: John Siewert, Kauke G: TBD, Kauke 1: Shannon King, Kauke 2: Brian Cope, Mateer: TBD, Morgan: Harry Michael, Scheide: Carrie Culver, Scovel: Ron Hustwit, Severance: TBD, Taylor: Sofia Visa, Wishart: Dale Seeds

Henry J. Copeland Fund for Independent Study: Christa Craven, Don Goldberg, Cody Leary, Bridget Milligan, Lisa Wong

Cultural Events: Kabria Baumgartner, Marina Mangubi, Chan Sok Park

Faculty Research and Development: Matthew Broda, Rikki Palmer, Greg Wiles

GLCA: Maria Teresa Prendergast, Dale Seeds

Honorary Degrees: Julie Heck, Elys Kettling Law, Claudia Thompson, Leslie Wingard

HSRC: Joan Furey, Grit Herzmann, Seiko Matsuzawa, Barbara Thelamour

IUCUC: Seth Kelly, Zach Sharrow, Amy Jo Stavnezer

Judicial Board: Pamela Frese, Joan Friedman, Chuck Kammer, Matt Moynihan, Boubacar N'Diaye, Evan Riley

Library, Information Resources, and Technology: Provost, Dean for Faculty Development, Chief Information Technology Officer, Director of Instructional Technology, Director of User Services, Director of the Libraries, Stephen Flynn, John Neuhoff, Tom Prendergast

Off-Campus Study Advisory: Brian Cope, Amyaz Moledina, John Lindner, Elizabeth Schiltz

Publications: Marion Duval, Eric Moskowitz

Research and Study Leaves: Provost, Dean for Faculty Development, Paul Edmiston, Jennifer Hayward, Jeff Lantis, Thomas Wood

APPOINTMENTS TO GREAT LAKES COLLEGES ASSOCIATION COMMITTEES AND COUNCILS

Academic Council: Maria Teresa Prendergast, Dale Seeds

Committee for Institutional Commitment to Educational Equity (ICEE):
Yorgun Marcel

Women's Studies Committee: Christa Craven

ACM/GLCA Chinese Studies: Rujie Wang

ACM/GLCA Japan Study: Setsuko Matsuzawa

ACM/GLCA Newberry Library Program: Monica Florence

GLCA New York Arts Program: Kimberly Tritt (on leave Spring 2016)

ACM/GLCA Oak Ridge Science Semester (Natural): Karl Feierabend

GLCA Philadelphia Center: James Burnell

GLCA Borders Program: Pamela Frese

CURRICULUM COMMITTEES

Interdepartmental Curriculum Committees:

Archaeology: Olivia Navarro-Farr, Chair; Margaret Ng, Gregory Wiles

Biochemistry and Molecular Biology: Dean Fraga, Chair; Paul Edmiston,
Erzsébet Regan, Mark Snider, Stephanie Strand, James West

Comparative Literature: Tom Prendergast, Chair; Mary Addis, Laura Burch,
Monica Florence, Beth Ann Muellner

East Asian Studies: Setsuko Matsuzawa Chair; Mark Graham, David McConnell,
Margaret Ng, Rujie Wang

Environmental Studies: Susan Clayton, Chair; Jennifer Hayward, Setsuko
Matsuzawa, Gregory Wiles

Film Studies: Debra Shostak, Chair; Ahmet Atay, Bridget Milligan, Dale Seeds

Global and International Studies: Amyaz Moledina, Chair; Harry Gamble,
Katherine Holt, Kent Kille, Matthew Krain, Michele Leiby, Philip Mellizo,
Margaret Ng, Peter Pozefsky, Ibra Sene, Greg Shaya

Latin American Studies: Cynthia Palmer, Chair; Katherine Holt, Michele Leiby,
Olivia Navarro-Farr, Jimmy Noriega

Middle Eastern & North African Studies: Joan Friedman, Chair; Monica
Florence, Sarah Mirza, Garrett Thomson

Neuroscience: Amy Jo Stavnezer, Chair; Grit Herzmann, Seth Kelly, Michael
Peterson

South Asian Studies: Mark Graham, Chair; Sarah Mirza, Elizabeth Schiltz

Urban Studies: James Burnell, Chair; Heather Fitz Gibbon; Eric Moskowitz

Women's, Gender, and Sexuality Studies: Christa Craven, Chair; Ahmet Atay,
Kabria Baumgartner, Jennifer Hayward, Jeremy Rapport

Pre-Health Committee: Stephanie Strand, Chair; Grit Herzmann, Lisa Kastor,
Seth Kelly, Carol Sedgwick

Pre-Law Committee: John Rudisill, Chair; Madonna Hettinger, Lisa Kastor,
Marylou Lalonde, Mark Weaver, Karin Wiest, Beverly Wiree

THE CALENDAR

2015-2016

SEMESTER I

August	26	Wed.	— Classes begin at 8:00 a.m.
	27	Thurs.	— 146th Convocation at 11:05 a.m.
October	9	Fri.	— Fall break begins at 4:00 p.m.*
	19	Mon.	— Classes resume at 8:00 a.m.
November	24	Tues.	— Thanksgiving recess begins at 4:00 p.m.*
	30	Mon.	— Classes resume at 8:00 a.m.
December	11	Fri.	— Classes end at 4:00 p.m.
	12 - 13	Sat.-Sun.	— Reading Days
	14 - 17	Mon.- Thurs.	— Examinations*

SEMESTER II

January	18	Mon.	— Classes begin at 8:00 a.m.
	18	Mon.	— MLK Day Teach-In
March	11	Fri.	— Spring break begins at 4:00 p.m.*
	28	Mon.	— Classes resume at 8:00 a.m.
	28	Mon.	— Senior Independent Study Thesis due at 5:00 p.m.
April	29	Fri.	— Senior Research Symposium
May	6	Fri.	— Classes end at 4:00 p.m.
	7 - 8	Sat.-Sun.	— Reading Days
	9 - 12	Mon.-Thurs.	— Examinations*
	15	Sun.	— Baccalaureate
	16	Mon.	— Commencement

SUMMER SESSION

May	23	Mon.	— Classes begin at 8:00 a.m.
July	1	Fri.	— Classes end at 4:00 p.m.
July	15	Fri.	— Summer I.S. Thesis Due

*Classes/examinations must be held at scheduled times. Plan travel arrangements accordingly.

THREE-YEAR CALENDAR

	2016-2017	2017-2018	2018-2019
SEMESTER I			
Fall Classes Begin 8:00 a.m.	— 8/24 (Wed)	8/23 (Wed)	8/22 (Wed)
Fall Break Begins 4:00 p.m.*	— 10/7 (Fri)	10/6 (Fri)	10/5 (Fri)
Classes Resume 8:00 a.m.	— 10/17 (Mon)	10/16 (Mon)	10/15 (Mon)
Thanksgiving Recess Begins 4:00 p.m.*	— 11/22 (Tues)	11/21 (Tues)	11/20 (Tues)
Classes Resume 8:00 a.m.	— 11/28 (Mon)	11/27 (Mon)	11/26 (Mon)
Fall Classes End 4:00 p.m.	— 12/9 (Fri)	12/8 (Fri)	12/7 (Fri)
Fall Reading Days Begin	— 12/10 (Sat)	12/9 (Sat)	12/8 (Sat)
Fall Reading Days End	— 12/11 (Sun)	12/10 (Sun)	12/9 (Sun)
Examination Days Begin*	— 12/12 (Mon)	12/11 (Mon)	12/10 (Mon)
Examination Days End	— 12/15 (Thurs)	12/14 (Thurs)	12/13 (Thurs)
Winter Break	4 weeks	4 weeks	4 weeks
SEMESTER II			
Spring Classes Begin 8:00 a.m.	— 1/16 (Mon)	1/15 (Mon)	1/14 (Mon)
MLK Day Teach-In	— 1/16 (Mon)	1/15 (Mon)	1/21 (Mon)
Spring Break Begins 4:00 p.m.*	— 3/10 (Fri)	3/9 (Fri)	3/8 (Fri)
Classes Resume 8:00 a.m.	— 3/27 (Mon)	3/26 (Mon)	3/25 (Mon)
Senior I.S. Due 5:00 p.m.	— 3/27 (Mon)	3/26 (Mon)	3/25 (Mon)
I.S. Symposium	— 4/28 (Fri)	4/27 (Fri)	4/26 (Fri)
Spring Classes End 4:00 p.m.	— 5/5 (Fri)	5/4 (Fri)	5/3 (Fri)
Spring Reading Days Begin	— 5/6 (Sat)	5/5 (Sat)	5/4 (Sat)
Spring Reading Days End	— 5/7 (Sun)	5/6 (Sun)	5/5 (Sun)
Examination Days Begin*	— 5/8 (Mon)	5/7 (Mon)	5/6 (Mon)
Examination Days End	— 5/11 (Thurs)	5/10 (Thurs)	5/9 (Thurs)
Baccalaureate	— 5/14 (Sun)	5/13 (Sun)	5/12 (Sun)
Commencement	— 5/15 (Mon)	5/14 (Mon)	5/13 (Mon)
Summer Session Begins	— 5/22 (Mon)	5/21 (Mon)	5/20 (Mon)
Summer Session Ends	— 6/30 (Fri)	6/29 (Fri)	6/28 (Fri)
Summer I.S. Thesis Due	— 7/14 (Fri)	7/13 (Fri)	7/12 (Fri)

*Classes/examinations must be held at scheduled times. Plan travel arrangements accordingly.

TRAVEL DIRECTIONS

BY CAR:

From Canton:

- Rte 30 W for 30 miles into Wooster
- Exit onto Madison Ave.
- Turn right off exit and proceed into Wooster on Bever St. (Campus is on the right)

From Akron:

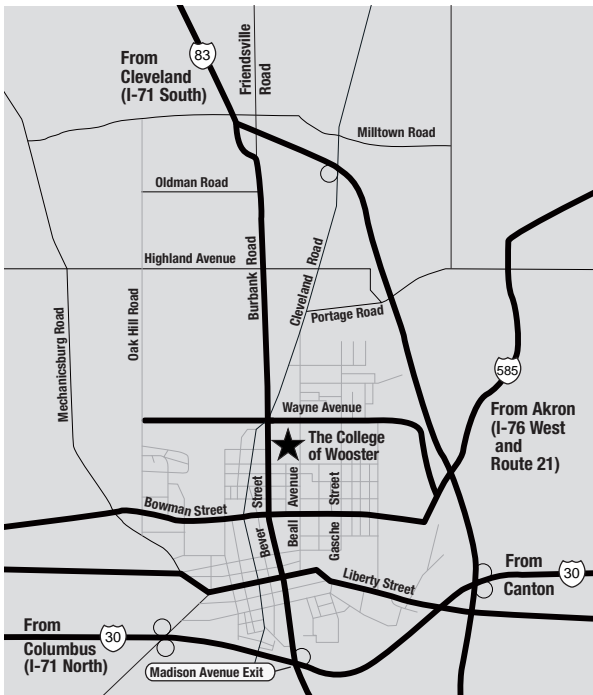
- I-76 W to Rte 21 S
- Rte 21 S to Rte 585
- Rte 585 W for 21 miles into Wooster to Wayne Ave.
- Right on Wayne Ave. to stop sign at Bever St.
- Left on Bever St. (Campus is on the left)

From Cleveland:

- I-71 S to Rte 83 (Wooster Exit)
- South on Rte 83 for 14 miles to Wooster
- Once you enter Wooster, turn right at Friendsville Road
- Go through 4 stoplights until Burbank becomes Bever St. (Campus is on the left)

From Columbus:

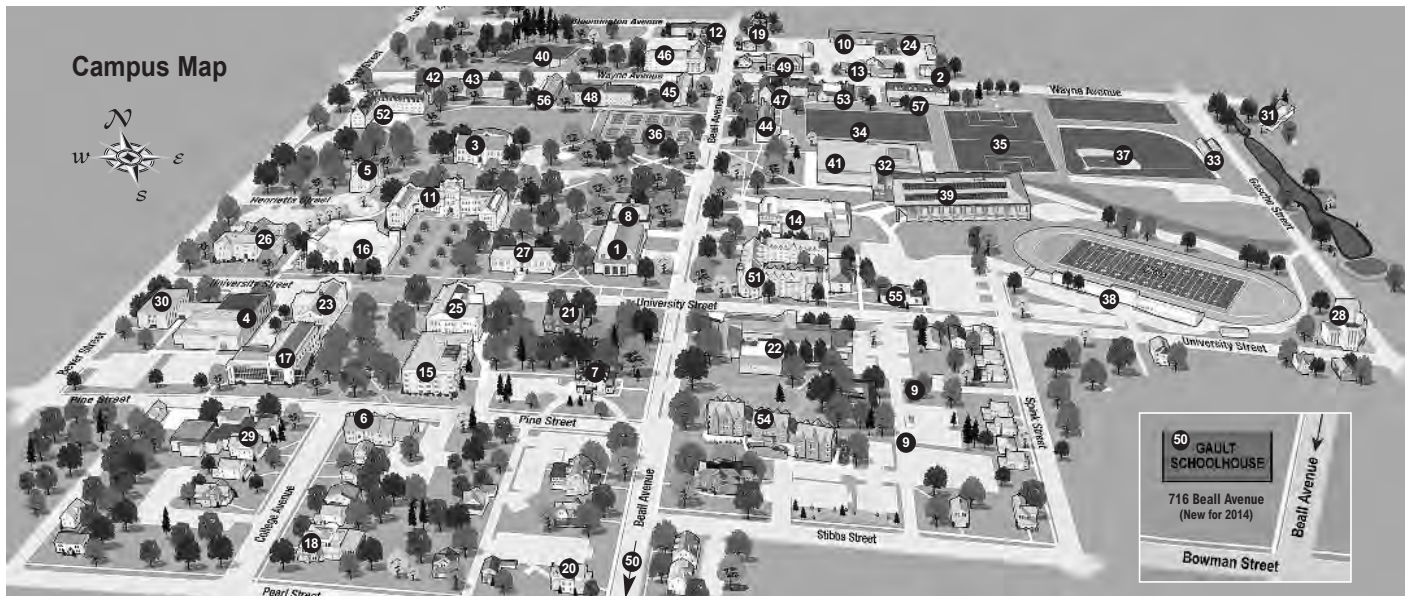
- I-71 N to Rte 30 E
- Rte 30 E for 28 miles into Wooster
- Exit onto Madison Ave.
- Turn right off exit and proceed into Wooster on Bever St. (Campus is on the right)



BY AIR:

Wooster is served by Cleveland Hopkins International Airport and Akron-Canton Airport. A shuttle service is available from the College of Wooster to and from the airport.

Campus Map



ACADEMIC AND ADMINISTRATIVE BUILDINGS

- 1** Andrews Library*
- 2** Culbertson/Slater*
Keys and IDs
Security
- 3** Ebert Art Center*
Art History
Studio Art
Art Museum
Publications
- 4** Freedlander Theatre*
- 5** Galpin Hall
Academic Affairs
Business Office
Deans' Offices
Finance and Business
President's Office
Development Offices
- 6** Gault Admissions Center*
- 7** Gault Alumni Center*
Alumni Relations
Development Offices
- 8** Gault Library for Independent Study*
APEX
Advising, Career Planning, Registrar,
Entrepreneurship, Learning Center,
Experiential Learning, Off-Campus Study
- 9** Grounds Crew Garages
- 10** Human Resources*
- 11** Kauke Hall*
Humanities
Social Sciences
- 12** Lilly House*
- 13** Longbrake Student Wellness Center*

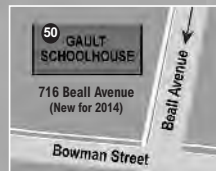
- 14** Lowry Student Center*
Dining Hall
Mom's (restaurant)
Post Office
Residence Life
Scot Lanes
WCWS-FM
Wilson Bookstore
- 15** Mateer Hall*
Biology
- 16** McGaw Chapel*
- 17** Burton D. Morgan Hall*
Business Economics
Economics
Education
Information Technology
Psychology

- 18** Olderman House
College Relations
- 19** Overholt House
- 20** Pearl House
Financial Aid
- 21** President's Home
- 22** Scheide Music Center*
- 23** Scovel Hall*
Geology
Philosophy
- 24** Service Center*
- 25** Severance Hall*
Chemistry
- 26** Taylor Hall*
Computer Science
Mathematical Science
Physics

- 27** Timken Library *
Science Library
 - 28** Memorial Power Plant
 - 29** Westminster Church House
 - 30** Wishart Hall*
Communication
Freedlander Speech and
Hearing Clinic
Theatre and Dance
 - 31** The Wooster Inn*
- ATHLETIC FACILITIES**
- 32** Armington Physical Education Center*
 - 33** L.C. Boles Golf Course
 - 34** Cindy Barr Field

- 35** Carl W. Dale Soccer Field
 - 36** D.J. Hard Tennis Courts
 - 37** Murray Baseball Field
 - 38** Papp Stadium*
 - 39** Scot Center*
 - 40** Softball Diamond
 - 41** Timken Gymnasium*
- RESIDENCE HALLS**
- 42** Andrews Hall*
 - 43** Armington Hall
 - 44** Babcock Hall
Ambassadors Program
Campus Ministries
Center for Diversity and
Inclusion

- 45** Bissman Hall
- 46** Bornhueter Hall*
- 47** Compton Hall
- 48** Douglass Hall
- 49** Gault Manor*
- 50** Gault Schoolhouse*
- 51** Holden Hall*
- 52** Kenarden Lodge*
- 53** Kittredge Hall*
- 54** Luce Hall*
- 55** Rubbermaid Center*
- 56** Stevenson Hall
- 57** Wagner Hall



* accessible

INDEX

A

AH (arts and humanities) course, 243
abbreviations, 19
about the College, 5-15
academic honors, 256
Academic Integrity, Code of, 9
Academic Policies, 252-265
academic probation, 252
academic standing, 253
accreditation and memberships, 14
adding a course, 258 (sec. 4)
 audit, 254 (sec. 7), 259
 late registration fee, 259 (sec. 8)
administration, 289-295
admission, 266-272
 appeal, 270
 application procedure, 266-267
 application timetable, 266
 deferred, 268
 implications of, 270-272
 international students, 268-269
 readmission, 254
 transfer students, 270
advanced placement, 264-265
 class standing and, 252
 international, 268-269
 See also individual departments
advising, academic, 228
 pre-professional, 221
Africana Studies, 20-23
alcohol policies, 272
Ambassadors Program, 231
Ancient Mediterranean Studies
 See Classical Studies
Anthropology. *See* Sociology and
 Anthropology
APEX, 228
appeal of policies, 252
Archaeology, 24-26
architecture, pre-professional program
 in, 222-223
Art and Art History, 27-35
Art Museum, 232, 233
arts program in New York, 210
athletic facilities, 280, 281

athletics, intercollegiate and intramural,
 234
auditing courses, 254-255
 appeal, 253-254
 deadline, 259 (sec. 7), 254-255
 grading, 259

B

Bachelor of Arts, 242-244, 251
Bachelor of Music, 244-246
Bachelor of Music Education, 247-251
 double degree, 251
 music therapy, 249-251
 public school teaching, 247-249
Besançon, Wooster in, 117
Biochemistry and Molecular Biology,
 36-38
Biology, 39-46
Board of Trustees, 287-289
British Advanced-Level Examination,
 263
buildings and facilities
 academic, 279-282
 administrative, 282-283
 athletic, 280, 281
 other, 285-287
 residence halls and houses, 283-285
business, pre-professional program in,
 223
Business Economics, 46-49

C

C (studies in cultural difference) course,
 243, 244, 247
calendar, academic, 310-311
Campus Council, 234
campus activities, 233-238
Campus Dining and Conference Services,
 238-239
campus map, 313
Career Planning, 229-230
Caribbean Advance Proficiency
 Examinations (CAPE), 263
Center for Diversity and Inclusion,
 231-232
Center for Entrepreneurship, 218, 229
Chemical Physics, 49-50

Chemistry, 50-55
Chinese Studies, 56-59
Christian groups on campus, 235-236
civility statement, 10
class attendance, 258 (sec. 3)
class hours, 262
class standing, 252
Classical Studies, 59-65
clubs and sections, 237
codes. *See* academic integrity;
social responsibility
College Writing course, 260 (sec. D)
commencement, 255-256
double degrees and, 251
See also graduation
Communication, 65-74
Community Audit Program, 255
Comparative Literature, 74-77
comprehensive fee. *See* fees
Computer Science, 77-81
CONSORT, 233
contact information, *inside back cover*
CoRE, 231
core values, 6-7
counseling
career, 229-230
health and personal, 242
course abbreviations, 19
course load, 259
course numbering, 18-19
credits, 259
advanced placement, 264-265
international, 268-269
amount per course, 273
Bachelor of Arts, 242-244
Bachelor of Music, 244-246
Bachelor of Music Education
music therapy, 249-251
public school teaching, 247-249
fractional. *See* fractional credits
international, 268-269
internships, 219
maximum, in major or department,
243
maximum, per semester, 259
military courses, 265
minimum, 258
music instruction, 154-155
music performance, 153
off-campus study, 219-221

physical education, 167-168, 262
transfer, 263-264
cultural difference. *See* C (studies in
cultural difference) course
cultural life, 233-238
curriculum, 17-18

D

dance. *See* Theatre and Dance
deadlines
adding a course, 258 (sec. 4)
admissions applications, 266
audit, 259 (sec. 7)
deferred admission, 268
double degree, 251
double major, 257
dropping a course, 258 (sec. 5)
grade change, 261 (sec. L)
in absentia graduation, 222, 255
incomplete, grade of, 260-261 (sec. G)
major, declaration of, 257
medical withdrawal, 260 (sec. F)
minor, declaration of, 258
off-campus study, 219
payment of fees, 273-274
readmission applications, 254
S/NC declaration, 259 (sec. 6)
student-designed major, 257-258
transfer credits, 262-264
Dean's List, 256
deferred admission, 268
degree requirements, 242-251
Bachelor of Arts, 242-244
Bachelor of Music, 244-246
Bachelor of Music Education,
247-251
double degree, 251
repeated courses and, 261 (sec. H)
transfer credit and, 263
degrees offered, 242
departmental honors, 256
dining and conference services, 238-239
agreement, 272
directions to the College, 312
directories, 287-309
disability services, 228
distribution requirements, 242-251,
See also degree requirements
Diversity and Inclusion,
Center for, 231-232

- double counting
 - Bachelor of Arts, 242
 - Bachelor of Music, 244
 - Bachelor of Music Education
 - music therapy, 249
 - public school teaching, 247
 - double majors, 257
 - minor, 258
 - repeated courses, 261 (sec. H)
- double degree, 251
- double major, 257
- dropping a course, 258 (sec. 5)
- dual degree programs, 221, 251

E

- early decision and early action, 267-268
- East Asian Studies, 81-83
- Ebert Art Center, 233
- Economics, 84-87
- Education, 87-93
- educational assessment, 15
- employment, student, 276
- engineering, pre-professional program
 - in, 223-224
- English, 93-106
- English language proficiency, 269
- enrollment and security deposit, 266-272
- Entrepreneurship, Center for, 218, 229
- Environmental Studies, 107-110
- Experiential Learning, 218, 229
- expulsion, 271
- extracurricular activities, 233-238

F

- faculty, 13
 - active, 299-307
 - adjunct, 307
 - committees, 307-309
 - emeritus, 295-298
- Family Educational Rights and Privacy Act (FERPA), 261
- fees, 270-273
 - application, 266
 - billing and payment, 271-272
 - comprehensive fee, 271
 - course change, late, 259 (sec. 8)
 - late payment fee, 273
 - medical, 273
 - Monthly Payment Plan, 274
 - music lessons, 273
 - off-campus study, 273

- overload, 273
- refund insurance plan, 275
- registration
 - late, 259 (sec. 8)
 - withdrawal from College, 272-273

- Film Studies, 110-112
- final examinations, 261 (sec. J)
- financial aid, 273-277
 - application, 277
 - international students, 270
 - standing, 253
 - withdrawal from College, 275
- First-Year Seminar, 112
 - degree requirement, 242, 244, 247
 - grading, 260 (sec. D)
 - transfer students, 263
- food services. *See* dining
- foreign language requirement
 - Bachelor of Arts, 243
 - Bachelor of Music, 244
 - international students, 267
- forestry and environmental studies,
 - pre-professional program in, 224
- fractional credits, 259
 - final examinations and, 261
 - music, 150
 - physical education, 167-168, 262
- fraternities. *See* clubs and sections
- French and Francophone Studies, 112-117
- full-time status, 259
 - academic probation and, 252-253

G

- G, grade of, 260 (sec. A)
- general education requirements
 - abbreviations, 19
 - Bachelor of Arts, 242-244
 - Bachelor of Music, 244-246
 - Bachelor of Music Education, 247-251
 - music therapy, 249-251
 - public school teaching, 247-249
 - transfer credits and, 263
- gender studies. *See* Women's, Gender, and Sexuality Studies
- Geology, 117-120
- German Studies, 120-125
- Global and International Studies, 125-127
- GLCA. *See* Great Lakes Colleges Association
- Goliard, The*, 237
- Gospel Choir, 234

grade point average, 260 (sec. C)
academic standing and, 253
Dean's List and, 256
departmental honors and, 256
graduation requirement, 255
Latin Honors and, 256
off-campus study and, 216, 260
(sec. C)
repeating a course, 261 (sec. H)
transfer credit and, 263

grades, 259-261
A-F, grades of, 259 (secs. A, C)
changing, 261 (sec. L)
faculty obligations, 261 (sec. I)
final, 261 (sec. J)
G, grade of, 259, 260 (secs. A, C)
H, grade of, 259, 260 (secs. A, C)
I (incomplete), grade of, 260 (sec. G)
Independent Study, 260 (sec. A),
260 (sec. D), 261 (sec. K)
L, grade of, 259 (sec. A)
pass/fail. *See* S/NC grade
release of, 261 (sec. M)
W, grade of, 260 (sec. E)
See also grade point average;
S/NC grade

graduate qualities, 7-8

graduation, 255-256
double degrees and, 251
honors, 256
in absentia, 222, 251
See also degree requirements

grants, 16-17, 218, 273

Great Lakes Colleges Association
(GLCA), 14, 220

Greek. *See* Classical Studies

Greek life, 237-238

H

H, grade of, 260 (secs. A, C)

HSS (history and social sciences) course,
243, 248, 249

health, pre-professional programs in,
224-225

health services and counseling, 242

Hebrew. *See* Religious Studies

Hillel group, 236

History, 128-135

history of the College, 10-13

home-schooled students, 266

honor societies, 256

honors, academic, 256

housing, 240
agreement, 240

I

I (incomplete), grade of, 260-261 (sec. G)

Independent Study, 16-17
Bachelor of Arts, 243-244
Bachelor of Music, 244
Bachelor of Music Education
music therapy, 249-251
public school teaching, 247-249
course load, 259
double major, 257
evaluation of, 261 (sec. K)
final examinations and, 261 (sec. J)
grades, 259-260 (secs. A, D), 261
(sec. K)
residency, 262

Index yearbook, 237

Information Technology, 232

Institute for the International Education
of Students (IES)
French offerings, 117
German offerings, 124-125

interdepartmental courses, 135-137

interdisciplinary studies, 135-137

Interfaith Campus Ministries, 231

International Baccalaureate (IB), 261

international students
admission, 268-269
advanced placement, 264-265
Office of International Student
Affairs, 231
organizations, 233-238

internships, 219
See also individual departments

intramural sports, 234

J

Jazz Combo, 235

Jazz Ensemble, 235

Jewish life on campus, 236

junior class standing, 252

L

L, grade of, 259 (sec. A.1)

Latin. *See* Classical Studies

Latin American Studies, 137-138

Latin honors, 256

law, pre-professional program in, 226

Learning Across the Disciplines (LAD),
243

Learning Center, 228
leave of absence, 240, 275
libraries, 232-233
loans, 276
Longbrake Student Wellness Center, 242
Lowry Center, 241

M

MNS (mathematical and natural sciences) course, 243, 247
major
 credits, maximum in, 243
 declaration of, 257
 double, 257
 grades, minimum, 258
 pass/fail (S/NC), 260 (sec. D)
 student-designed, 257-258
 transfer credits, 263-264
map of campus, 313
Math Center, 230
Mathematics, 139-144
meal plan, 238-239
medical plan, student accident and sickness, 242
merit scholarships, 278-279
Middle Eastern and North African Studies, 144-145
military course credit, 265
minor, declaration of, 258
 pass/fail (S/NC), 260 (sec. D)
mission statement, 6, inside front cover
molecular biology. *See* Biochemistry and Molecular Biology
Monthly Payment Plan, 269-274
Multi-Ethnic Student Affairs, 231-232
music
 Department of, 146-158, 234-235
 lesson fee, 273
 minor, 150
 performance credits, 153
 performance groups, 234-235
 private instruction, 154, 273
 scholarships, 277-279
 See also degree requirements
music therapy, 249-251
 See also music
Muslim life on campus, 236

N

NC, grade of, 260 (secs. E, G)
 grade point average, 260 (sec. C)

network, campus, 232
Neuroscience, 159-162
New York Arts Program, 210
Noor, 236

O

off-campus living, 240
Off-Campus Studies (OCS), 219-221
 230
off-campus study, 219-221
 appeal after deadline, 252
 art, 27
 biology, 42
 Chinese Studies, 56
 domestic programs, 220
 East Asian Studies, 82
 endorsed programs, 220
 fee, administrative, 273
 French, 117
 German, 121
 grade point average, 260 (sec. C)
 Latin American Studies, 137
 Mathematics, 140
 prerequisites, 220
 Russian, 190
 South Asian Studies, 199
 study abroad programs, 221
 Theatre and Dance, 210
 tuition and fees, 273
 Urban Studies, 212
 withdrawal, 275
OhioLINK, 233
organizations and clubs, student, 237-238
overload, 259
 appeal, 252
 music education, 247

P

pass/fail. *See* S/NC grade
payment plans, 274
Peace Corps Prep, 225-226
petitions for exceptions to academic policies, 252
Phi Beta Kappa, 256
Philosophy, 162-167
physical disabilities services, 228
Physical Education, 167-168
 maximum credits, 262
Physics, 169-173
placement tests, 263, 264
 See also individual departments

Political Science, 173-179
 pre-professional and dual degree programs, 221-227
 forestry and environmental studies, 224
 health professions, 224-225
 music, 146. *See also* Bachelor of Music; Bachelor of Music Education
 pre-architecture, 222-223
 pre-business, 223
 pre-engineering, 223-224
 pre-law, 226
 pre-seminary studies, 227
 pre-social work, 227
 Presidents of the College, 287
 probation. *See* academic probation
 Psychology, 179-184
 public school teaching (music), 150
 See also music
 publications, student, 237

Q

Q (quantitative reasoning) course
 advanced placement and, 264-265
 degree requirement, 243, 244, 247
 residence requirement, 262

R

R (religious perspectives) course, 243, 244, 247, 249
 radio, 235
 readmission, 254
 refunds, 275
 Registrar, 229
 registration, 258-259
 religious life on campus, 235-236
 religious perspectives. *See* R (religious perspectives) course
 Religious Studies, 184-189
 repeated courses, 261 (sec. H)
 requirements for graduation.
 See degree requirements
 residence halls and houses, 283-285
 policies, 240
 residence requirements, 262
 resident assistants, 240
 Russian Studies, 189-191

S

S/NC grade, 259, 260 (sec. D)

appeal regarding status, 253-254
 College Writing course, 260 (sec. D)
 deadline to declare, 259 (sec. 6)
 First-Year Seminar, 260 (sec. D)
 limit, 260 (sec. D)
 major and the, 260 (sec. D)
 minor and the, 260 (sec. D)
 NC, grade of, 260-261 (secs. E, G)
 grade point average, 260 (sec. C)
 S, minimum equivalent grade, 260 (sec. D)
 transfer students, 260 (sec. D)
Sapere Aude, 237
 satisfactory academic progress, 253
 scholarships, 277-279
 Scot Band, 234
Scot's Key, 272
 security deposit, 266-267
 security and protective services, 241
 senior class standing, 252
 Social Responsibility, Code of, 9-10
 social work, pre-professional program in, 227
 Sociology and Anthropology, 192-198
 sophomore class standing, 252
 sororities. *See* clubs and sections
 South Asian Studies, 199-200
 Spanish, 200-205
 sports. *See* athletics
 Student Accident and Sickness Medical Plan, 242
 student-designed major, 257-258
 Student Government Association (SGA), 237
 student life, 233-238
 student services, 238-242
 student teaching. *See* teaching
 studio art. *See* Art and Art History
 study abroad. *See* off-campus study
 summer session, 227
 international Wooster programs, 221
 theatre and dance summer study, 210
 transfer credits, 263

T

teacher licensure, 88-89
 French, 113-114
 German, 122

- mathematics, 140-141
 - political science, 175
 - sociology, 193
 - teaching apprenticeship, 136
 - teaching, student, 92
 - termination of enrollment, 260
 - Thailand, Wooster in, 221
 - Theatre and Dance, 205-201
 - campus opportunities, 237
 - times, of classes, 262
 - TOEFL (Test of English as a Foreign Language), 269
 - transcript, 259, 260 (secs. A, C)
 - transfer credits, 263-265
 - advanced placement (AP), 264-265
 - deadline to submit, 263
 - equivalence, 263
 - French, 114
 - maximum, 262
 - repeated courses, 256 (sec. H), 261
 - Spanish, 200
 - summer school, 227
 - transfer students
 - admission, 270
 - class standing, 252
 - First-Year Seminar, 112
 - grade point average, 260 (sec. C)
 - S/NC credits, 260 (sec. D)
 - Trustees, Board of, 287-289
 - tuition. *See* fees
 - Tuition Management Systems Monthly Payment Plan, 274
-
- U**
- Urban Studies, 211-213
-
- V**
- veterans' education, 265
 - Voice, The*, 237
-
- W**
- W, grade of, 260 (sec. E)
 - W (writing intensive) course, 243, 244, 247
 - W† (not all sections writing intensive) course, 19
 - warning, academic, 252
 - WCWS radio station, 235
 - withdrawal from the College, 271-272, 275; fees, 273
 - medical, 260 (sec. F)
 - readmission, 254
 - Women's, Gender, and Sexuality Studies, 213-217
 - Wooster Activities Crew (WAC), 238
 - Wooster Chorus, 234
 - Wooster Dance Company, 238
 - Wooster Ethic, 8
 - Wooster in* programs, 221
 - Wooster Inn, 287
 - Wooster Jazz Ensemble, 235
 - Wooster Presbyterian Church, 236
 - Wooster Singers, 235
 - Wooster Symphony Orchestra, 235
 - Wooster Symphony Chamber Orchestra, 235
 - Wooster Volunteer Network, 238
 - Worthy Questions, 236
 - writing
 - College Writing course (studio), 135, 260 (sec. D)
 - Writing Center, 230
 - writing intensive. *See* W (writing intensive) course

Y

- Year One Journal*, 237
- yearbook, 237