

Calendar

1998-1999

Term One

August 31 – September 23

Term Two

September 28 – October 21

Term Three

October 26 – November 18

Term Four

November 23 – December 18

Term Five

January 4 – January 27

Term Six

February 1 – February 24

Term Seven

March 1 – March 24

Term Eight

March 29 – April 21

Term Nine

April 26 – May 19

Commencement

Saturday, May 22, 1999

1999-2000

Term One

August 30 – September 22

Term Two

September 27 – October 20

Term Three

October 25 – November 17

Term Four

November 22 – December 17

Term Five

January 3 – January 26

Term Six

January 31 – February 23

Term Seven

February 28 – March 22

Term Eight

March 27 – April 19

Term Nine

April 24 – May 17

Commencement

Saturday, May 20, 2000

Special Events

1998-1999

Homecoming: Friday, September 25 – Sunday, September 27

Parents/Friends Weekend: Friday, November 6 – Sunday, November 8

Thanksgiving Recess: Thursday, November 26 – Sunday, November 29

Winter Vacation: Saturday, December 19 – Sunday, January 3

1999-2000

Homecoming: Friday, October 29 – Sunday, October 31

Parents/Friends Weekend: TBA

Thanksgiving Recess: Thursday, November 25 – Sunday, November 28

Winter Vacation: Saturday, December 18 – Sunday, January 2

Contents

Calendar	Inside Front Cover
Introducing Cornell College	1
Effective Catalogue	2
Cornell College Mission Statement	2
One-Course-At-A-Time	3
Degree and Professional Programs	5
Degree Programs	6
Bachelor of Arts	7
Bachelor of Music	8
Bachelor of Special Studies	8
Bachelor of Philosophy	10
Professional Programs	11
Degree Programs in Combination with Professional Schools	11
Combined Degrees Program in Architecture	11
Combined Degrees Program in Engineering	12
Combined Degrees Program in Forestry and Environmental Management	12
Cooperative Degree Program in Nursing and Allied Health Sciences	13
Cooperative Program in Medical Technology	13
Early Acceptance Program in Dentistry	14
Preparation for a Career in a Professional Field	14
Education	14
Law	15
Medicine	16
Social Work/Human Services	16
Theology	16
Academic Information	18
Confidentiality of Student Records	19
Learning Disabilities	19
Academic Advisor	20
Registration	21
Adjunct Courses	22
Auditing Courses	23
Repeating Courses	23
Two Course Credits in One Term	24
Adding and Dropping Courses	24
Full-Time Student/Reduced Programs	26
Satisfactory Academic Progress (SAP) Policy	27
Veterans Administration	27
Declaration of Degree Candidacy, Majors and Minors	28
Student Classification and Class Rank	30
Credit By Transfer	30
Exemption, Advanced Placement, and Credit by Examination	32
Grades	33
The Dean's List	35
Graduation	35

Academic Review: Warning, Probation, and Suspension	37
Leave of Absence	39
Withdrawal from the College	40
Readmission	40
Courses of Instruction	41
General Information about Courses	42
Art (ART)	43
Biochemistry and Molecular Biology (BMB)	47
Biology (BIO)	47
Chemistry (CHE)	52
Classical and Modern Languages	54
Classical Languages	55
Classics (CLA)	55
Greek (GRE)	56
Latin (LAT)	57
Modern Languages	58
French (FRE)	58
German (GER)	60
Japanese (JPN)	62
Russian (RUS)	63
Spanish (SPA)	64
Language and Linguistics (LAL)	67
English as a Second Language (ESL)	68
Classical Studies (CLS)	68
Computer Science (CSC)	69
Economics and Business (ECB)	71
Education (EDU)	75
English (ENG)	80
Environmental Studies (ENV)	85
Ethnic Studies (EST)	86
Geology (GEO)	87
History (HIS)	90
Interdepartmental Courses (INT)	94
International Business (IBU)	95
International Relations (IRE)	96
Latin American Studies (LAS)	97
Mathematics (MAT)	98
Mediaeval and Renaissance Studies (MAR)	100
Music (MUS)	101
Origins of Behavior (ORB)	110
Philosophy (PHI)	110
Physical Education (PED)	113
Physics (PHY)	117
Politics (POL)	119
Psychology (PSY)	123
Religion (REL)	127
Russian Studies (RSS)	129
Sociology/Anthropology	131
Sociology (SOC)	131
Anthropology (ANT)	134
Sociology and Anthropology (SAN)	136

Theatre and Communications Studies	137
Theatre (THE)	137
Communications Studies (COM)	139
Theatre and Speech (THS)	140
Women's Studies (WST)	140
Additional Academic Programs	142
All-College Independent Study Courses	143
Off-Campus Programs	145
Cornell-Affiliated Programs in Foreign Countries	149
Cornell-Affiliated Domestic Off-Campus Programs	158
Chautauqua	161
Financial Information	162
Rates and Charges	163
Other Fees and Charges	164
Music Lessons (Solo Performance Courses)	164
Refunds	164
Meal Refunds for Approved Off-Campus Courses	166
Financial Assistance	166
Applying for Financial Assistance	166
Cornell Financial Assistance Programs	167
Federal Financial Assistance Programs	168
State of Iowa Financial Assistance Programs	168
Tuition Scholarship Students	168
Transfer Students	169
Continuing Education Students	169
Financial Aid for Off-Campus Programs	169
Student Life and Resources	170
Student Life	171
Residence Life and Food Service	171
Career Services	172
Computing Facilities and Services	172
Counseling Services	173
Student Health Service	173
International Student Services	174
Campus Activities and Cultural Events	175
Religious Life and Activities	175
Social Activities	175
Media	175
Student Organizations and Activities	176
National Honor Societies	177
Physical Education and Athletics	177
Athletic Eligibility	178
Philosophy of Intercollegiate Athletics	178
Admission to Cornell College	180
Admission Procedures	181
Interviews and Campus Visits	181
Early Decision Plan	182
Early Action Plan	182

Early Admission	182
Admission by Transfer	182
International Admission	183
Advanced Standing	183
Advanced Standing for Veterans	183
Non-Matriculated Student	183
Continuing Education	183
Enrollment Reservation	184
History of the College	185
The Contemporary Campus	191
The Corporation	199
Board of Trustees	200
Life Trustees	201
Honorary Trustees	202
Emeriti	202
Members of the Faculty	203
Administrative Personnel	207
Alumni Association	209
Endowments	210
Scholarships and Awards	211
Other	213
Loan Funds Available	213
Index	213
Accreditation	Inside Back Cover
National Honor Societies	Inside Back Cover
Associated Colleges of the Midwest (ACM)	Inside Back Cover
Affirmative Action	Inside Back Cover
Notice of Nondiscriminatory Policy	Inside Back Cover

**Introducing
Cornell College**

Effective Catalogue

[Note: *This Catalogue is accurate as of May 1, 1998.*]

The *Cornell College Catalogue* is published every other year. The information contained herein was accurate at the time of publication; however, circumstances may necessitate the College's withdrawing an advertised course, changing the content of a course, or substituting instructors. The College reserves the right to limit the enrollment of any course and to cancel a course for which fewer than six students have registered or for which no instructor is available.

Between editions, the College may change or revise the programs, rules, and procedures described in this *Catalogue*. Students are subject to the regulations and requirements in the *Catalogue* and its supplements, called *deTERMi-nations*, in effect at the time they begin their first course at Cornell. A Cornell student who leaves and is later readmitted returns under the *Catalogue* in effect at the time of readmission.

If, after a student has begun her or his Cornell career, one or more of the degree requirements are changed, the student may choose to be graduated under either the original or the revised requirements. Where, however, the faculty has legislated that a change shall apply to all those enrolled at the time the legislation becomes effective, the student is required to adhere to the revised requirement. Exceptions may be granted for compelling reasons by the Academic Standing Committee or by the administrator concerned. For the application of this "grandparent" principle to a student's major, see *Degree Candidacy, Majors and Minors*.

The offerings for each academic year are announced the previous winter in the TERM TABLE, which is then updated in the summer.

Cornell College Mission Statement

The following statement regarding the mission of Cornell College was ratified by the Cornell College Faculty on March 6, 1990, and adopted by the Board of Trustees on May 18, 1990.

The Aims of Cornell College

Cornell is an independent, coeducational, residential liberal arts college, established in 1853, nurtured by the United Methodist Church, and dedicated to fostering intellectual, moral, and personal growth.

The College is committed to sustaining a community devoted to liberal learning and democratic values. To this end, it seeks to provide a caring environment for living and learning, characterized by close relationships, physical and emotional well-being, appreciation of diversity, affirmation of equal opportunity and academic freedom, and respect for the dignity and worth of each individual.

Cornell College endeavors to provide opportunities for pursuing liberal education that allow Cornell students to:

- explore widely the range of human experience and investigate carefully the work of a chosen discipline;
- analyze problems and synthesize solutions;
- integrate theory and practice; and
- read critically, reason effectively, engage creatively, feel deeply, evaluate fairly, respond imaginatively, communicate clearly, and act responsibly.

Cornell College endorses liberal education as an end in itself and as a means of empowering students for leadership through productive careers and humane service in the global community.

One-Course-At-A-Time

The quality and intensity of a Cornell education is supported by the OCAAT calendar, where students take one-course-at-a-time. A general overview of Cornell's One-Course-At-A-Time program follows, with greater details provided in the *Academic Information* chapter.

1. The academic year, approximately September 1 to May 31, is divided into nine terms or blocks, each of which is three-and-one-half weeks (18 class days) in length. Each term begins at 9:00 a.m. on the first Monday and concludes at 5:00 p.m. on the fourth Wednesday with the exception of Term Four, which may be adjusted due to Thanksgiving Recess and/or Winter Vacation. A four-day break separates each term, unless there is a winter or summer vacation. (See the calendar on the inside of the front cover for exact dates.)
2. New or readmitted students may enroll at the start of any of the nine blocks but should apply at least one month before—and earlier if they desire financial aid or on-campus housing. (See *Admission*.)
3. Enrolled students register in March for all nine terms of the following academic year. After registration, students may drop and add courses throughout the year. (See *Registration* and *Adding and Dropping Courses*.)
4. Cornell offers four degree programs: Bachelor of Arts (B.A.), Bachelor of Music (B.Mus.), Bachelor of Philosophy (B.Ph.), and Bachelor of Special Studies (B.S.S.), each of which requires a minimum of 32 course credits. (See *Degree Programs*.)
5. Progress toward any of Cornell's degrees is measured in term or course credits. One *term credit* is given for the successful completion of a Cornell course taken in a block. *Course credits* include term credits and credits from adjunct courses, music lessons and ensembles, advanced placement, and transferred work. As a unit of credit, one Cornell term or "full course" credit is the equivalent of four semester or six quarter hours. (See *Student Classification* and *Credit by Transfer*.)
6. Students may take a course without charge in Term Nine if they have been enrolled for the previous eight terms. Those who prefer to attend for only eight terms may schedule a vacation in the term of their choice. Except for seniors, students may not take more than one vacation term in an academic year. (See *Registration*.) This paragraph does not apply to Continuing Education students who do not receive federal or state financial aid. (See *Continuing Education*.)
7. The maximum amount of credit that a student may earn in one block is one term (full course) credit. Conversely, students, with the exception of seniors and candidates for the degree of Bachelor of Music, are not permitted to enroll for less than a full term credit per block. Some departments offer concurrent courses, each of which is worth one-half term credit. Concurrent courses must, therefore, be taken in pairs and within the same department or in a related field. Exceptions must be approved by the Academic Standing Committee.
8. Students have many opportunities for independent research on or off campus and for internships and study in other countries or in other parts of

the United States. Such programs vary in length from one term to one year, and some may be arranged for the summer. (See *Registration*, and Paragraph 9 therein; and also *Independent Study Courses* and *Off-Campus Programs*.)

9. Adjunct courses (numbered in the 500s) and music lessons and ensembles (numbered in the 700s) may be taken along with principal and concurrent courses. (See *Adjunct Courses*.)
10. Students declare their choice of degree program and major(s) before February of their sophomore year. Students may major in one or more departments or design their own interdisciplinary majors. (See *Degree Candidacy*, *Majors and Minors*, and *Bachelor of Special Studies*.)
11. Unless otherwise noted, Continuing Education students are subject to the academic rules listed above; however, there are special exceptions that apply to them. (See *Continuing Education*.)

Degree and Professional Programs

General Requirements for Degree Programs

The College encourages the creative structuring of a student's educational experiences by offering a choice of four degree programs within the framework of a liberal education. These programs, of equal validity and in accord with the aims of the College, are intended to accommodate each student's abilities, interests, and needs. Programs range from a traditional curriculum of course requirements, designed to ensure both breadth and depth, to a non-traditional combination of courses, independent studies, and internships that meet specific goals. For the Bachelor of Arts, Bachelor of Music, and Bachelor of Philosophy degrees, the goals have been set by the faculty or by the department. The Bachelor of Special Studies permits the student to define her or his own educational objectives and to select the methods best suited to achieving them. To be eligible to receive any one of the four degrees described below, students must:

1. be admitted to degree candidacy by the Dean of Admissions¹;
2. fulfill the Education Plan. That is, prior to registration for the following academic year, each first-, second-, and third-year student shall prepare a brief (one page) narrative which addresses three questions: based on the courses you have taken, and on other experiences in and out of the classroom, how do you assess your performance at Cornell; what are your educational plans for the next academic year, and for your remaining years at the College? This essay will be submitted to the academic advisor (multiple advisors in the event of multiple majors);
3. have a conference with the Registrar in September of their senior year²;
4. complete all the requirements for their degree program prior to Commencement, and settle their financial obligations to the College before the Monday preceding Commencement³;
5. earn, at the very least, eight of their final 10 course credits in term-courses taken on the Cornell College campus from Cornell College faculty members unless granted permission by the Academic Standing Committee to participate in (1) a Combined Degrees Program, (2) an off-campus program approved by Cornell, or (3) an off-campus independent study supervised by a Cornell faculty member⁴; and

¹All students are admitted to Cornell as candidates for the degree of Bachelor of Arts and remain B.A. candidates, regardless of their intention, until they have filed for and been officially granted admission to another degree program. Students who have neglected to obtain the necessary approvals to change from the B.A. program prior to the start of their senior year will be required to complete the B.A. requirements.

²By attending this conference, students formally declare their desire to be graduated at the end of the academic year and register how they wish their names to appear on their diplomas. The Registrar informs the student and her or his faculty advisor of the requirements to be completed. No further check is made by the Registrar until after the start of Term Nine. The student, therefore, is responsible for fulfilling the conditions stated on the sheet given to her or him at the end of the conference and for consulting the Registrar before changing any of the courses for which he or she was registered at the time the check was done. Students who will be off-campus during all or part of their senior year must arrange for their conference before leaving campus and must reconfirm their status and credits with the Registrar at least one month before Commencement.

³Even though a student may, immediately following Commencement or during the succeeding summer, complete the required work, her or his degree will not be conferred, nor a diploma awarded, retroactively.

⁴Students who are admitted or readmitted with senior standing (23 or more course credits) must complete at least eight term credits at Cornell. If they intend to be graduated in fewer

6. be recommended by formal vote of the Faculty and approved by the Board of Trustees on the basis of their satisfactory academic achievement and good campus citizenship⁵.

Although it is possible for a student to satisfy the requirements for more than one degree program, the College will not grant two degrees for programs taken concurrently. A graduate who returns and completes a minimum of eight term credits beyond whatever number was accumulated for the first baccalaureate may qualify for a different Cornell degree. For information on completing an additional major after graduation, see *Declaration of Degree Candidacy*.

Bachelor of Arts

The Bachelor of Arts degree offers Cornell students the opportunity to follow a traditional, structured degree program, designed or “generated” by the whole faculty. The B.A. program is intended to give a student a well-rounded education, liberal in the inclusive sense, which will prepare a student for any career. The degree is best suited for students who want a broad education, or for those students who have not yet decided on a specific educational path. For this reason, all students are placed in the B.A. program when they enter Cornell until they choose another degree program. Also, the B.A. insists that the student not over-specialize in any one field by requiring that the student complete at least 21 courses outside of any one specific department.

The B.A. program consists of two parts. Part One contains 10-14 specific course requirements, of several types. First, the B.A. introduces students to each of the major modes of intellectual thought, the ways of thinking that are found in the natural sciences, the social sciences, and the humanities. Second, it presents students with an introduction to composition and literature. Third, it requires students to achieve a certain level of proficiency in mathematics and in foreign languages. Finally, it requires students to be exposed to and take part in the processes used in the fine arts. Part Two consists of study in depth, which requires students to complete at least one major field of study, and to take at least nine courses at an advanced level.

The specific degree requirements are:

1. A minimum of 32 course credits. No more than two 100-level courses may be taken in the senior year without the permission of the Academic Standing Committee. No more than four All-College Independent Study course credits (280/380, 289/389, 290/390, 299/399) may be counted toward satisfying the minimum credit requirement for this degree.
2. Of the minimum 32 course credits, at least 21 must be outside of any single department. Students who exceed 11 credits in one department will be required to take more than 32 credits to complete their degree in order to have at least 21 credits outside that department. In the calculation of departmental credits, the following disciplines, listed for administrative purposes as divisions of single departments, are reckoned as separate departments: Anthropology, Classics, Communications Studies, English

than 10 terms, at least six of the eight term credits must be earned in courses numbered in the 300s or 400s, exclusive of all such courses in English as a Second Language. (See also *Credit by Transfer*, Paragraph 6.)

⁵“The faculty shall, subject to the approval of the Board of Trustees, have control of all matters connected with the educational, social, moral, and religious work of the College. They shall determine the courses of study, the methods of instruction, and the standards of admission, promotion, and graduation of students.” [Article V, Section 2, of the *By-laws of Cornell College*, as amended May 23, 1986]

as a Second Language, French, German, Greek, Japanese, Language and Linguistics, Latin, Russian, Sociology, Spanish, and Theatre.

3. A cumulative grade point average of 2.0 or higher.
4. A minimum of nine course credits numbered in the 300s or 400s. No more than two All-College Independent Study course credits (380, 389, 390, 399) may be counted toward satisfying this requirement.
5. At least one departmental, interdepartmental, or interdisciplinary major.
6. The following general education requirements:

[Courses in this *Catalogue* that satisfy, wholly or partially, general education requirements are identified by a parenthesis near the end of the course description, e.g., (Humanities) or (Laboratory Science). Courses not so marked do not meet these requirements even though there may be other courses in the same department that do.]

- a. ENGLISH 111 (Composition and Literature), in the first year.
- b. FINE ARTS: One course credit (or the equivalent in half or quarter credits) chosen from the departments of Art, English, Music, and Theatre.
- c. FOREIGN LANGUAGE: One of the following: (1) French, German, Greek, Japanese, Latin, Russian, or Spanish 205; (2) placement into a 300-level course through an examination administered during New Student Orientation; or (3) by passing a proficiency examination at the 205 level. International students whose native language is other than English satisfy this requirement through completion of or exemption from the English as a Second Language program.
- d. HUMANITIES: Three appropriately marked courses from at least two of the following categories: (1) English and Foreign Language literatures; (2) History; (3) Philosophy; (4) Religion; (5) Art history, Music history or appreciation, or Theatre history; and (6) Education.
- e. MATHEMATICS: One of the following: (1) one course in Mathematics; (2) INT 201 (Statistical Methods) or INT 211 (Fundamentals of Statistics); (3) CSC 151 (Discrete Mathematics for Computer Science); (4) an SAT Mathematics score of 570 or higher; or (5) an ACT Quantitative score of 26 or higher.
- f. SCIENCE: Two courses, one of which must include laboratory work, chosen from one or two of the following departments: Biology, Chemistry, Geology, or Physics.
- g. SOCIAL SCIENCE: Two courses chosen from one or two of the following disciplines: Anthropology, Economics and Business, Education, Politics, Psychology, or Sociology.

Bachelor of Music

(See *Department of Music*.)

Bachelor of Special Studies

The Bachelor of Special Studies degree offers Cornell students the opportunity to design their own liberal arts degree program in order to meet their particular educational goals. This opportunity permits students to combine courses in individualized fashion and in general to broaden or deepen their studies beyond the traditional framework of the Bachelor of Arts. Accordingly, the B.S.S. has no general education requirements and no restrictions as to either the number of courses that may be taken in any one department or the level of such courses. Moreover, students who elect this degree are not required to

complete an academic major. Candidates for the B.S.S. degree are required, however, to submit a Prospectus; to complete a minimum of 32 course credits; and to achieve a cumulative grade point average of 2.0 or higher.

The Bachelor of Special Studies degree is defined by the Prospectus, incorporating a narrative description of the program and a chronology of courses that will be taken by the student to fulfill the goals outlined in the narrative description. There is no restriction in the number of individual projects or internships that may be included in the chronology of courses, provided that the student has met the prerequisite(s) and has departmental approval. To allow for maximum flexibility and breadth, Special Studies courses (numbered 690) may also be taken.

The Prospectus is to be written by the student, signed by the advisor, and filed with the Registrar, who verifies that it is complete and that it meets current academic regulations as set forth by the faculty. The signed Prospectus is considered an agreement between the student and the College. Significant deviations from the program outlined in the Prospectus must be justified in a letter to the Registrar written by the student and co-signed by the advisor. Significant deviations would include:

- a shift in emphasis or direction of the program of study
- a change of academic major
- a decrease in the ratio of upper-level to lower-level courses
- the substitution of independent studies or internships for scheduled courses
- the elimination of a field of study

Course changes that involve substitution of courses accomplishing the same goals as courses originally projected require only a drop/add form approved by the student's B.S.S. advisor.

Although a student pursuing a B.S.S. degree is not required to declare a major, he or she may complete one or more departmental, interdepartmental, or interdisciplinary majors. For more information regarding majors and concentrations, see *Index. Degree Candidacy, Majors and Minors*.

Instructions and General Information for Students Contemplating the Bachelor of Special Studies

1. Obtain a copy of the guidelines for the Narrative and the Chronology from the Registrar's Office.
2. By February 1 of your sophomore year, you should declare your intent to pursue the B.S.S. degree and obtain the consent of an academic advisor willing to assist you in developing a B.S.S. program.
3. In conjunction with your advisor, begin planning your B.S.S. program prior to registering for your junior year.
4. On or before May 1 of your sophomore year, file the Prospectus with the Registrar.
5. Transfer students who choose to pursue the B.S.S. should note the following:
 - students admitted with junior standing who wish to pursue the B.S.S. degree must file the Prospectus within 5 months after beginning their first term at Cornell;
 - students admitted with senior standing must file within 3 months after beginning their first term at Cornell. Students admitted with senior standing who wish to be graduated at the end of the year must complete a minimum of eight course credits at Cornell, of which at least six must be numbered in the 300s or 400s, excluding ESL 306 (Advanced English as a Second Language).

6. A student who decides to pursue the B.S.S. after the deadlines noted above may petition the Academic Standing Committee. The petition must: (a) present cogent reasons for not having filed the declaration on time; and (b) offer a coherent program of studies that cannot be completed with the student's current degree option.

Petitions received by the Committee after February 1 of the student's junior year will be considered only if the petition involves the declaration of another major or the completion of a specific program necessary for certification, employment, or admission to graduate school. As proof of necessity, the Committee may require appropriate statements from the prospective certifying official, employer, or graduate school admissions officer. Students who petition after November 1 of their senior year must demonstrate that they: (a) have been working faithfully toward the completion of either the Bachelor of Arts or Bachelor of Music degree; (b) were registered in the preceding spring or in September for the courses required to complete this degree; and (c) can cite cogent reasons for not wishing to complete the current degree program.

7. In the fall of the student's senior year, the Registrar will review each candidate's B.S.S. program to determine whether the student has registered for the same or similar courses as are listed on the Chronology of Courses included in the student's Prospectus. (This review occurs during the senior conference, described in the section on *Degree Programs*.)

Questions may be directed to the Registrar or your academic advisor.

Bachelor of Philosophy

The Bachelor of Philosophy degree is designed for students who want to study one subject and to study it well. For this reason we refer to the B.Ph. as the "department-generated degree." The B.Ph. degree requires that the candidate pass a comprehensive examination in the major with a grade of C or higher, successfully complete a second degree curriculum, and be recommended for graduation with the B.Ph. degree by the degree advisor, the chair of the major department, and the Dean of the College.

The examination is normally taken in the second semester of the senior year. Composed by faculty of Cornell College and approved by the Academic Affairs Committee, the examination will be read and evaluated by an outside scholar. An approved model examination is available as a study guide. Preparation will normally require intensive independent study and coursework in the appropriate areas, and will be determined largely by the structure and contents of the model examination and the directions of the degree advisor.

The B.Ph. is always reached by means of one of the other degree programs. A student enrolls as a candidate for the B.A., B.Mus., or B.S.S. degree and fulfills each term until graduation the requirements for the second curriculum. Upon passing the examination, the student is eligible to receive the Bachelor of Philosophy if he or she also completes the second curriculum. Should the student decline to take the examination or not pass, he or she would then receive the degree of the second curriculum upon satisfactorily completing its requirements.

Students may declare their candidacy in the Registrar's Office at any time after they enter Cornell provided that a model examination is on file and they have received the approval both of the faculty member who will serve as their B.Ph. advisor and of the chair of their major department. The declaration

should normally be made during the first year or the sophomore year in order that the candidate may have ample time to prepare for the examination.

Professional Programs

Degree Programs in Combination with Professional Schools

Students who can obtain admission to a professional school at the end of their junior year may petition the Academic Standing Committee to permit them to transfer up to eight course credits from the professional school to complete their Cornell degree. Admission to the professional school is not guaranteed by Cornell but is subject in all cases to the university's acceptance of the student. Students normally apply on their own to the professional school of their choice (subject to the approval of the program by Cornell's Academic Standing Committee) or they may select one of the programs described below with which Cornell is formally affiliated. All such programs permit students to reduce by at least one year the time required to earn their first professional degree.

Before beginning the professional program, the student must complete 24 course credits (of which at least 16 must be term credits earned at Cornell) with a cumulative Cornell grade point average of 3.0 or higher. Candidates for the B.A. degree must also complete all the B.A. general education requirements, but need not complete a major at Cornell. With departmental approval, a Cornell major may also be completed at the professional school.

Cornell permits students to receive their Cornell degree at the end of their first year in professional school if they (1) notify the Cornell Registrar by March 1 of their desire to be graduated at the end of that academic year, and (2) provide the Cornell Registrar by the Thursday before Commencement with proof that they have successfully completed the requisite number of transferable credits, satisfied the requirements for their Cornell major, and are eligible to return to the professional school for the following year. Only courses graded C or higher are transferable.

Cornell currently has arrangements in these professional fields: architecture, dentistry, engineering, environmental management, forestry, medical technology, and nursing. For specific information and forms consult the program advisor or the Registrar.

Combined Degrees Program in Architecture

This **Three-Four Program** with Washington University in St. Louis, Missouri, offers the degree of Master of Architecture from the University and a baccalaureate degree from Cornell College. It is designed for students who wish to obtain their undergraduate education in a liberal arts college but who also want an early start on their professional degree in architecture. Participants complete three years of study at Cornell and four years of graduate work at the University. Prerequisite courses for admission to the University are: MAT 141 (Calculus I); PHY 111 and 112 (General Physics I and II); ART 104 (Design), 202 (Ceramics), and two courses in drawing/painting; HIS 101 (Europe: 800-1300) or 102 (Europe: 1300-1700) or 104 (Modern Europe and Its Critics) and 201 (Origins of Western Civilization) or 202 (Rome from Vergil to St. Augustine); and the submission of a portfolio of work done in art courses. One course in art history is highly recommended. Candidates for this program must also satisfy the requirements set forth above under "Degree Programs in Combination with Professional Schools." Interested students should consult the program advisor before the end of their sophomore year. Program Advisor: Professor Hugh Lifson.

Combined Degrees Program in Engineering

Students who select this program may at the conclusion of their junior year be admitted to the Sever Institute of Technology of the School of Engineering and Applied Science of Washington University, St. Louis, Missouri. The **Three-Two Program** (three years at Cornell and two years at the University) is designed for students who wish to become professional engineers. A student who completes the five-year sequence will receive a baccalaureate degree from Cornell College and the Bachelor of Science in Engineering from Washington University.

To be recommended by Cornell College to the School of Engineering and Applied Science of Washington University a student must have satisfied the requirements set forth above under “Degree Programs in Combination with Professional Schools;” and have successfully completed the following prerequisites for admission to the University’s engineering program: MAT 141, 142, and 143 (Calculus I, II, and III), 221 (Linear Algebra), and 336 (Differential Equations); PHY 111, 112, and 114 (General Physics I, II, and Laboratory); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry); and, for those planning to specialize in chemical engineering, CHE 225, 326, and 327 (Organic Chemistry I, II, and Laboratory); CSC 140 (Foundations of Computer Science); ENG 111 (Composition and Literature); and four course credits selected from the humanities and social sciences, three credits of which must be in one subject and must include at least one course at or above the 300 level in that subject.

Engineering candidates receive information from Washington University during their first three years and then transfer to the University, where they may choose one or more of the following degree programs: (1) Computer Science, (2) Chemical Engineering, (3) Civil Engineering, (4) Electrical Engineering, (5) Mechanical Engineering, (6) Systems Science and Mathematics, or (7) Technology and Human Affairs. The Sever Institute of Technology also grants Master of Science and Doctor of Science degrees in each of the above areas and also in Biomedical Engineering, Control Systems Science and Engineering, Materials Science and Engineering, and Technology and Human Affairs. Program Advisor: Professor Edward Hill.

Combined Degrees Program in Forestry and Environmental Management

Cornell students in this **Three-Two Program** earn a baccalaureate degree from Cornell and a master’s degree from Duke University in Durham, North Carolina, in either Forestry (M.F.) or Environmental Management (M.E.M.) after completing three years of study at Cornell and a minimum of two years of graduate work at Duke. Students should select a major in the natural or social sciences, economics and business, or environmental studies, and include courses in botany, calculus, statistics, and economics. Candidates for this program must also satisfy the requirements set forth above under “Degree Programs in Combination with Professional Schools.”

The Master of Forestry degree program concentrates on forest and associated resources, including woodlands, water, wildlife, and recreation, and their management from an ecological and economic point of view. Graduates are qualified for employment as professional foresters with government agencies, forest industries, and other organizations.

The Master of Environmental Management degree program considers natural resources in a broader context. The basic objective of this degree is to develop expertise in planning and administering the management of the natural environment for maximum human benefit with minimum deterioration

of ecosystem stability. Concentrations include resource ecology, ecotoxicology and environmental chemistry, water and air resources, and resource economics and policy. Program Advisor: Robert Black

Cooperative Degree Program in Nursing and Allied Health Sciences

Rush University in Chicago has established with Cornell College and certain other liberal arts schools the nation's first network of colleges and universities affiliated in a coordinated program in nursing and medical technology, emphasizing a basic science background and creativity in caring for patients. Students spend at least two years at Cornell College for studies in the liberal arts and then transfer to the College of Nursing and Allied Health Sciences of Rush University where, after an additional two years of professional training, they will receive the University's degree of Bachelor of Science.

To be eligible for promotion to the nursing and medical technology programs at the Rush-Presbyterian-St. Luke's Medical Center, a student must complete a minimum of 15 course credits (including those described below) and earn a cumulative grade point average of 2.5 or higher. Admission to any of the Rush University programs is not automatic but is competitive and based upon grade point average, the recommendations of the chairs of Cornell's departments of Biology and Chemistry, and the approval of the Admissions Committee of Rush University.

The course requirements for nursing are: BIO 141 and 142 (Foundations I and II), 312 (Vertebrate Zoology), 324 (Comparative Animal Physiology), and 326 (Microbiology); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), and 225 (Organic Chemistry I); PSY 161 (General Psychology); EDU 215 (Educational Psychology); INT 201 (Statistical Methods) or 211 (Fundamentals of Statistics); and three courses in social science, selected from anthropology, psychology, and sociology.

The course requirements for medical technology are: three course credits in Biology, to include 326 (Microbiology); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), 202 (Analytical Chemistry), and 225, 326, and 327 (Organic Chemistry I, II, and Laboratory); and INT 201 (Statistical Methods) or 211 (Fundamentals of Statistics). Suggested electives include BIO 315 (Genetics); CHE 334 (Biochemistry); and courses in sociology, psychology, physics, and English.

Five or six courses of electives chosen from English, foreign languages, history, philosophy, religion, art, music, speech, and theatre are strongly recommended for either nursing or medical technology.

Rush University comprises Rush Medical College, Rush College of Nursing and Allied Health Sciences, and Rush Graduate College. The University offers master's and doctor's degrees in nursing and provides facilities for research which are available to Cornell students and faculty. Program Advisor: Barbara Christie-Pope

Cooperative Program in Medical Technology

In cooperation with the St. Luke's Methodist Hospital School of Medical Technology in Cedar Rapids, Iowa, Cornell offers a four-year program leading to a baccalaureate degree and to registration as a medical technologist. The first three years of this program are taken in residence at Cornell College, where candidates must complete 24 course credits with a cumulative grade point average of 2.5 or higher. The minimum requirements are four course credits in Biology at or above the 200 level, to include 205 (Cell and Molecular Biology)

and 326 (Microbiology); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), 225, 326, and 327 (Organic Chemistry I, II, and Laboratory); and at least one course credit in Mathematics. The fourth year is a full calendar year (12 months) and is spent at St. Luke's Hospital under the supervision of the staff pathologist. Admission to the St. Luke's program is not automatic but is competitive and based upon grade point average, the recommendation of the program advisor, and the approval of the Admissions Committee of St. Luke's.

The St. Luke's Hospital Medical Technology Program is approved by the Registry of Medical Technologists of the American Society of Clinical Pathologists, which is affiliated with the American Medical Association. Candidates completing the program are examined by the ASCP for registry and, if approved, may practice in most states in the United States.

The curriculum in Medical Technology consists of one hour of lecture and seven hours of practical experience per day in the following laboratory departments: urinalysis, bacteriology, mycology, virology, parasitology, histology-cytology, chemistry, isotopes, hematology, coagulation, serology, blood bank, and laboratory management. Upon the completion of these courses with a grade point average of 2.0 or higher, the candidate will be granted four course credits in biology, three course credits in chemistry, and one unassigned (inter-departmental) credit. Program Advisor: Barbara Christie-Pope

Early Acceptance Program in Dentistry

The College of Dentistry of the University of Iowa offers the opportunity to apply for early acceptance to its program leading to the degree of Doctor of Dental Surgery (D.D.S.). Students may apply at any time between the end of their first year and the second semester of their junior year at Cornell if they have achieved a grade point average of 3.2 or higher at the time of application. Those accepted must then maintain a grade point average of at least 3.2 up to the time of graduation from Cornell. Applicants must also complete the course requirements for admission to the College of Dentistry and take the *Dental Application Test* (DAT) before beginning the University's Dentistry program; however, an unsatisfactory performance on the DAT will not prevent the student from entering the program.

At Cornell the essential minimum preparation consists of the following courses: BIO 141 and 142 (Foundations I and II), 205 (Cell and Molecular Biology); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), 225, 326, and 327 (Organic Chemistry I, II, and Laboratory); MAT 112 (Functions) or 141 (Calculus I); and either PHY 101, 102, and 114 (Introductory Physics I, II, and Laboratory) or 111, 112, and 114 (General Physics I, II, and Laboratory). Other relevant courses are BIO 312 (Vertebrate Zoology), 313 (Developmental Biology), 315 (Genetics), 324 (Comparative Animal Physiology), 326 (Microbiology); and REL 361 (Medical Ethics). Program Advisor: Craig Tepper

Preparation for a Career in a Professional Field

Education

To prepare for a career as a teacher at the K-12 level, see the statements given under the Departments of Education, Music, or Physical Education, and consult with that department before February 1 of your sophomore year. For a career in higher education, consult the faculty members in the field of your interest about

the proper preparation, about your choice of graduate school, and about the joys and trials of earning a Ph.D. Notice also that several departments, under the description of their major, list additional courses to be taken for students interested in graduate work.

Law

According to the Law School Admission Council,

A college education should stand on its own merits as preparation for a lifetime of active involvement in a diverse and changing society. Admission committees are usually impressed by applicants who can convincingly demonstrate that they've challenged their thinking and reasoning skills in a diverse course of undergraduate study. While no single curricular path is the ideal preparation for law school, you should choose courses that sharpen analytical reasoning and writing skills. Law schools prefer students who can think, read, and write well, and who have some understanding of what shapes human experience. You can acquire these attributes in any number of college courses, whether in humanities, the social sciences, philosophy, or the natural sciences. It's not so much a matter of what you study as it is a matter of selecting courses that interest you, challenge you, and require you to use researching and writing skills. Because a lawyer's work involves most aspects of our complex society, a broad liberal arts curriculum is the preferred preparation for law school.

High academic standards are important when selecting your undergraduate courses. The range of acceptable majors is broad; the quality of the education you receive is most important. You should acquire skills that enable you to think critically, reason logically, and speak and write effectively. Undergraduate programs should reveal your capacity to perform well at an academically rigorous level. An undergraduate career that is narrow, unchallenging, or vocationally-oriented is not the best preparation for law school.

Additional information about preparation for law school may be found in the *Official Guide to U.S. Law Schools*. The pre-law advisors have copies, as does the Career Development Center.

Consistent with the best advice of law schools themselves, Cornell College has no formal "pre-law major" and no specific list of recommended courses. Rather we have pre-law advisors who can help you plan a curriculum to meet your personal needs while maximizing your chances of admission to law school. If you are considering a legal career, you should consult regularly with a pre-law advisor about your course of study.

Several departments offer courses specifically concerned with the law and legal issues. Among them are ECB 230 (Business Regulations) and 315 (Law in a Market Society); HIS 352 (Age of Washington, Jefferson, and Jackson); PHI 353 (Philosophy of Law); POL 222 (Origins of the First Amendment), 325 (Anglo-American Constitutional Thought), 364 (Congress and the Presidency), 365 (Constitutional Law: The American System), and 366 (Constitutional Law: Civil Liberties); and SOC 248 (Contemporary Native Americans), 362 (Criminal Justice), and 363 (Juvenile Justice and Delinquency).

Prospective law students are encouraged to take the Law School Admission Test (LSAT) not later than October of the year preceding their anticipated matriculation in law school. The LSAT contains sections on reading comprehension, analytical reasoning (structure of relationships), and logical reasoning

(verbal arguments). Application materials and advice on preparation are available from the pre-law advisors: Professors Craig Allin, Donald Cell, Amy Ihlán, and M. Philip Lucas.

Medicine

The requirements for admission to medical school (including osteopathy, podiatry, and veterinary medicine) and the courses which are prerequisites for the Medical College Admission Test (MCAT) are more or less the same. The MCAT is based upon a core of work in the sciences which should be completed before attempting the Test. A handbook, *Education for Careers in Medicine*, is available from the pre-med advisors, Professors Barbara Christie-Pope, Truman Jordan, and David Weddle, who can suggest the appropriate choice of core courses and electives.

At Cornell the essential minimum preparation consists of the following courses: BIO 141 and 142 (Foundations I and II), 205 (Cell and Molecular Biology); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), 225, 326, and 327 (Organic Chemistry I, II, and Laboratory); MAT 112 (Functions) or 141 (Calculus I); and either PHY 101, 102, and 114 (Introductory Physics I, II, and Laboratory) or 111, 112, and 114 (General Physics I, II, and Laboratory). Other relevant courses are BIO 312 (Vertebrate Zoology), 313 (Developmental Biology), 315 (Genetics), 324 (Comparative Animal Physiology), 326 (Microbiology); and REL 361 (Medical Ethics).

Social Work/Human Services

Although graduate programs in Social Work/Human Services generally accept any major, students preparing for direct entry into these fields should consider majoring in one or more of the following: Sociology, Psychology, or an interdisciplinary major in Social Work/Human Services. A list of suggested courses for this interdisciplinary major is available from the program advisors, Professors William Dragon and Richard Peterson.

Students preparing for either graduate training or direct employment should include in their programs these core courses: ECB 101 (Macroeconomics); PSY 161 (General Psychology); SOC 101 (Introductory Sociology); POL 262 (American Politics); and one course in recent American history.

Students are strongly urged to acquire experience in social work or human services as volunteers or interns. It is possible to earn credit for this kind of experience during the academic year through PSY or SOC 280/380, and in the summer through PSY or SOC 299/399.

Theology

Most religious groups and denominations require a graduate professional degree for entrance into the ordained ministry. The American Association of Theological Schools encourages prospective candidates to present a wide variety of courses in humanities, social sciences, language, and science which reflects a broad appreciation for the human community. There is no prescribed pre-theological curriculum, but students moving towards ordained ministry will find that courses in English, history, psychology, religion, and sociology provide solid background for graduate courses related to ministry. Some students create their own interdisciplinary majors combining work in several departments, capped by an internship. Students considering ordained ministry should contact the offices of their tradition to secure any special recommendations for their course of study.

Students are encouraged to maintain their religious life while attending Cornell and may do so by volunteer service in area congregations, campus religious programs, summer opportunities for service and/or credit internships arranged by the Chaplain and the Department of Religion. The Chaplain of the College maintains active relationships with many theological schools and arranges for students to speak with representatives who come to campus. The Chaplain is available for discussions concerning the many dimensions of ministry and to assist students seeking admission to graduate theological schools. The Department of Religion and some other faculty also support and advise students preparing for theological education.

Academic Information

Confidentiality of Student Records

Cornell complies with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended, and protects the confidentiality of student records and the individual student's right to privacy. A detailed statement of the College's policy with regard to student records is contained in the *Compass*, the student handbook, which explains the student's right to inspect her or his records and the procedures for doing so.

No information except *directory information* (defined below) will be released to persons other than members of the Cornell faculty and administration, except in compliance with a lawfully issued subpoena or judicial order, without the written authorization of the student whose records are requested. Faculty and administrators who have legitimate business requiring them to see a student's academic records may have access without first obtaining the formal consent of the student. Such use of a student's academic records may be for purposes of counseling the student; considering the student for honors, awards, special programs, or financial aid; or compiling statistics.

At the end of every term, the College sends to the student's parents a copy of the student's final grade report and, if the student has been placed or continued on Probation or Probationary Suspension or has been suspended, a copy of the letter sent to the student by the Academic Standing Committee. Students who do not wish their parents to receive these copies may withhold release by filing a written statement with the Registrar (see "Grades," item 10).

The College may release *directory information* as a matter of course without the prior consent of the student. Such information comprises the student's name, local and home addresses and telephone numbers, date and place of birth (only if the student is currently enrolled), major field of study, participation in officially recognized activities and sports, weight and height (if a member of an athletic team), dates of attendance, degrees and awards received, the name of the most recent educational institution previously attended, the student's photograph, and the names of the student's parents. Students who do not wish the College to release any or all of the above information must notify the Registrar and the Dean of Students in writing of their preference.

Learning Disabilities

Cornell College seeks to comply with federal law regarding students with learning disabilities. Section 504 of the Rehabilitation Act of 1973 states: "No otherwise qualified individual in the United States, as defined in section 706(7) of this title, shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." (29 U.S. Code, paragraph 794).

The Americans with Disabilities Act of 1990 states that a handicap shall be defined as "a physical or mental impairment that substantially limits one or more of the major life activities." (42 U.S. Code, paragraph 12102[2]).

The Office of Civil Rights, Department of Education, states that any post-secondary education program which receives Federal financial assistance (34 Code of Federal Regulations, paragraph 104.41) "shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified applicant or student" (34 Code of Federal Regulations, paragraph 104.44[a]). In addition to academic adjustments, "a recipient ... shall take such steps as are necessary to ensure that no handicapped student

is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination ... because of absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills" (34 Code of Federal Regulations, paragraph 104.44[d]).

The concept of academic adjustments is not aimed at giving students with disabilities undue special advantages in order to help them pass, nor does it require that they be graded on a different scale from their classmates; it requires educational access and opportunity, not a guarantee of success.

A student qualifies for disability services at Cornell when: (1) the student obtains documentation of the disability from a medical doctor (M.D.), educational or school psychologist (Ph.D.), or other individual licensed by the state of origin to diagnose learning or physical disabilities, and (2) the student presents such documentation to the Dean of Students Office, where it is placed on file as a confidential record. Cornell College reserves the right to determine what constitutes appropriate documentation.

For a list of examples of academic adjustments for students with learning disabilities or with physical handicaps, consult the *Compass*. For further information, consult the Dean of Students Office.

I. The following sections of Academic Information deal with signing up for academic work.

Academic Advisor

Cornell students and faculty have a long tradition of working closely together both in and out of the classroom, and this friendly and mutually beneficial association continues to be a vital part of a Cornell education. Every entering student is assigned an academic advisor on the basis of the interests he or she indicated in the admissions application and survey, but Cornell advisors are qualified, whatever their teaching disciplines, to assist new students in preparing for any of the degree programs and majors in the College. Advisors are useful sources of information about many things, including College regulations and programs, career planning, and adjusting to Cornell. Students should always feel free to discuss their thoughts and concerns with their advisors and are expected to inform their advisors as soon as they encounter a problem. Advisors are able to refer students to administrators or faculty who can provide good advice and effective assistance, especially when given sufficient time.

Students who wish to change advisors may do so at any time by conferring with the Registrar. Normally students remain with their first advisor until they declare their degree program and major(s) in their sophomore year. At this time they either select an advisor in each of their major departments or are assigned major advisors by the department chairs. If a student has more than one advisor, the student must indicate to the Registrar which of them is to be her or his principal advisor. The principal advisor is the person who will register the student, receive all academic information about the student, and endorse any petitions the student may file.

If for any reason a faculty or staff member ceases to be a student's advisor, the student, in order to remain enrolled and to receive credit for any work in progress, must secure another advisor and record the change in the Registrar's Office. Students may not register or change their registrations without the approval (signature) of their academic advisor. The Academic Standing Committee will not consider a petition unless it is endorsed by the student's academic advisor.

Much of a student's business with the College is conducted in writing by means of forms or petitions requiring the signatures of faculty and staff members. Any form or petition that is submitted without the appropriate signatures or that contains a signature that is not genuine will be deemed invalid and the benefit for which it was proffered will be denied or rescinded. In this event a student may be asked to leave the College.

Registration

1. A registration or change of registration becomes official upon being recorded by the Registrar's Office in accordance with the regulations and procedures explained below.
2. Enrolled students register in March for all nine terms of the following academic year. Students admitted or readmitted at the start of the fall semester register by mail in spring and summer for their first two courses, and in October for the remainder of the academic year. Students admitted or readmitted after Term One register either by mail or telephone unless they are able to come to campus. After registering, students may drop and add courses as described in the next section.
3. Registration in March and October is *not* on a first-come, first-served basis. Instead, students are given a certain number of points and bid for their courses. In theory, the more important a course is to a student, the more points he or she will bid for that course. Students whose bid is too low to admit them to a course or whose course is canceled or who neglect to register for any course or a vacation in a given term will be registered in "No Course." Students who have one or more "No Course" notations on their schedule must re-register during the special Accommodation Session held soon after Registration, or as otherwise directed.
4. Failure to register will be interpreted as a tacit declaration of intent to withdraw from the College, and the student will become ineligible to return to Cornell for the next academic year and to qualify for College housing or Cornell financial aid.
5. Full-time degree candidates must register for eight or nine terms and must earn at least seven term credits every academic year during their freshman, sophomore, and junior years in order to remain in good standing. Seniors need take only the number of terms required to complete their degree programs. Students who enter after Term One must register for all the terms remaining in that academic year in order to be considered as making satisfactory progress and may not take a vacation term. For an exception to this rule, see below, "Reduced Programs." This paragraph does not apply to Continuing Education students.
6. Students must register for vacation terms, off-campus programs, independent studies, and internships in the same way that they register for regular courses.
7. A few courses are taught over two consecutive terms (36 class days) under the Parallel Format, which permits students to carry two courses concurrently or to take one Parallel Course along with an independent study or a vacation term. No credit is given for completing only the first term of a Parallel Course. The regulations and procedures for registering for Parallel Courses and for changing such registrations are the same as for single-term courses with the exceptions noted below under "Adding and Dropping Courses," item 9. It is not possible to combine a Parallel Course with a single-term course.

8. Before registering for and entering any course, the student is responsible for reading the description of that course in this *Catalogue* or in its supplements. If there is a prerequisite, the student must satisfy it before the course begins or must obtain the permission of the instructor before entering. Instructors have the right to drop a registered student from their course if he or she has not satisfied the prerequisites.
9. Independent study courses and internships numbered in the 200s and 300s, whether on or off campus, are open only to students who have earned at least nine course credits, including two in the department. Off-campus programs numbered in the 900s have special prerequisites and limits. (See *Index. Independent Study Courses and Off-Campus Programs.*)
10. Students are not permitted to enroll in or to receive credit for a lower-level course if they have already passed or been given credit for a course in the same department for which the lower-level course is an expressed prerequisite, unless written permission is granted by the department and filed with the Registrar.
11. A student who is registered for a course must be present at all class meetings during the first three days of the term or risk being dropped from the class and having her or his place given to another student. Students who are unable to be present should be in touch with the instructor in advance to see whether he or she will hold their places. Instructors are not, however, required to hold places or to admit students at the door.
12. If, at the close of registration, a student is unable to gain admission to a course and the instructor and department chair are willing to extend the course's enrollment limit (cap), the student may be admitted to the closed course. Permission will be granted only in cases of genuine hardship and provided the extension of the cap does not exceed four. The student must demonstrate that the course is needed to fulfill a degree or major requirement for which there is no alternative in the same or a different department, and that the course or its alternative cannot be taken in a different term or in a later year.
13. Courses are normally capped at 25. Some courses have lower caps. A list of such courses is available from the Registrar's Office.

Adjunct Courses

Adjunct courses (numbered in the 500s) and Music Lessons and Ensembles (numbered in the 700s) may be taken along with principal and concurrent courses. These courses normally span several consecutive terms. There is no limit to the number of such courses that students may take in any one semester or during their Cornell career; however, the College insists that a student's primary responsibility be to her or his principal courses. The rules governing registration, grading, and withdrawal are:

1. Students register directly with the instructor or ensemble conductor at the beginning of the adjunct course (Terms One and Six for Music FAA courses). Admission to some of these courses may be by audition; therefore, interested students should confer with the instructor or conductor for details before the first meeting of the course.
2. Students who are accepted by the instructor or conductor and who attend for the entire length of the course and satisfactorily complete the course requirements will receive at the end of the semester a quarter of a credit and a grade of CR for a 500-numbered course or a letter grade for a 700-numbered course.

3. Adjunct courses, music lessons and music ensembles may be repeated for credit every semester, unless stated otherwise in their course descriptions.
4. Students in courses numbered in the 500s who cease to attend or do not fulfill the course requirements will automatically be dropped from the course at the end of the semester and no record of the course will be posted on their transcript. Grades of F, NC, W, WH, and WR are not assigned for these adjunct courses.
5. Students enrolled in courses numbered in the 700s who cease to attend or who do not fulfill the course requirements will receive the grade of F unless granted a W or WH. Students have one month from the start of the lessons or ensemble to drop without any record of the course or grade being posted on their transcript. (See Department of Music, "Music Lessons at Cornell" and "Ensemble Participation.")

Auditing Courses

Full-time students who wish to attend a course without receiving academic credit or a grade may, with the approval of the instructor, audit the course without charge. The student registers for a vacation term. The instructor and the student determine at the start the requirements for attendance and participation, and whether or not the audit is to be recorded on the student's transcript. If the audit is to be recorded, during the first three days of the term the student files with the Registrar the appropriate form signed by the instructor to certify that the student intends to fulfill the requirements of the audit. At the end of the term the instructor certifies that the audit has been fulfilled and the student receives the grade of AU on the transcript. If the student has not fulfilled the requirements, then the Registrar records a vacation term. Audited courses, whether recorded or unrecorded, may not be used to satisfy degree or major requirements. Students who desire to take music lessons without credit pay the special fee for private lessons. (See *Index. Music Lessons, Fees.*)

Repeating Courses

1. Any course for which a student has received a grade of F or NC may be repeated. In such cases, the second grade earned in a repeated course does not replace the previous grade of F or NC and does not erase it from the transcript. Both the first and the second grades will be calculated when computing the student's grade point average.
2. A student who has passed a course with a grade of D- or higher may wish to take the course again, especially if the course is one in a sequence, e.g., MAT 141 or GER 102, where a solid command of the material in the lower-level course is essential for success in the higher-level course. The simplest way for students to repeat course material is to retake the course as an Audit (see "Auditing Courses" above). In special cases a student may wish to repeat a course for credit and grade. Unless the course specifically states in its description that it may be repeated, e.g., ART 291 or BIO 485, the student must first petition the Academic Standing Committee. The original grade earned remains on the transcript and is not replaced by the subsequent grade, as in [1]. However, a repeated course does not gain the student an additional course credit towards graduation, unless the course description indicates that it may be repeated.
3. Adjunct courses, music lessons and music ensembles are exceptions to the above rule and may be repeated every semester unless it is stated otherwise in their descriptions.

4. Students who have received credit by examination or transfer will lose this credit if they take a course at Cornell that is the same as or similar to the examination or transferred course. In general, all introductory courses in the same academic discipline are considered to be similar even though their titles or actual contents may vary. Students who believe that their two courses are significantly different should consult the department chair for permission to receive credit for both.

Two Course Credits in One Term

Students are not permitted to earn credit for more than one full course or two half courses per term. Exceptions to this rule may be granted by the Academic Standing Committee to seniors who can demonstrate that they will have a minimum of 32 course credits without the credit for which they are petitioning, and will otherwise qualify for graduation at the end of the academic year. The additional course must be one needed to complete the student's major or professional program. No more than two term credits may be earned in this way, and neither of these credits may be used to make up course deficiencies in order to yield the minimum 32 course credits required for graduation. Students granted permission to earn two course credits in one term may not take a vacation term within that academic year. Should they do so, the second term credit will be disallowed and the course will not be recorded on their transcript.

Adding and Dropping Courses

1. *After registration but before the beginning of the term in which the course is taught*, a student may drop that course and add another course or a vacation term by (1) obtaining a Drop/Add Form from the Registrar's Office, (2) securing the signature of the academic advisor, and (3) returning the form to the Registrar's Office before noon on the Friday immediately preceding that term.
2. *During the first three days of the term in which the course is taught*, a student may drop that course and add another course (or take a vacation term) by (1) obtaining the Drop/Add Form from the Registrar's Office, (2) securing the signatures of the instructor of the course being dropped, the instructor of the course being added, and the academic advisor, and (3) returning the form to the Registrar's Office before 4:30 p.m. of the third day (normally the first Wednesday) of the term.
3. If a student does not attend or ceases to attend a course for which he or she is registered and does not add another course or a vacation in its place before the end of the third day of the term, the student will automatically be withdrawn from the course and given the grade of WR.
4. Students are considered enrolled in a course if they attend it after the third day of the term regardless of whether they were officially registered for some other course, for a vacation, or for "No Course." The option of receiving WR for the registered course or of taking a vacation is not permitted. An instructor is required to assign a final grade in such cases, and this may be F if the student ceased attending. Students who wish to audit a course must declare their intention to the instructor at the very beginning of the term. (See "Auditing Courses" above.)

5. *Withdrawal between the 4th and 14th day of the term* is possible only when recommended by the instructor. The instructor may release a student if the instructor believes that the student, when compared with the others in the class, has not had adequate preparation or is deficient in a skill essential for success in the course. The instructor must describe the student's problem in a letter to the Academic Standing Committee and also certify that the student attended faithfully and tried to do the work assigned. The student receives a grade of W.
6. *On the 15th day of the term (normally the third Friday) in which the course is taught*, a student may withdraw and receive a grade of W for a course by (1) obtaining the Drop/Add Form from the Registrar's Office, (2) securing the signatures of the instructor and the faculty advisor, and (3) returning the form to the Registrar's Office before 4:30 p.m. The instructor should agree to sign the form if and only if the student (a) has complied fully with the instructor's attendance policy, (b) has taken all the tests and turned in all the papers or projects that were due by the 15th day, and (c) has made, in the opinion of the instructor, a determined effort to learn the material, complete the work, and participate in the class.
7. Students on Probation or Probationary Suspension, however, are not permitted to withdraw from a course without permission from the Academic Standing Committee. They must file a petition with their Drop/Add Form on the 15th day, but continue in the course pending the Committee's decision. The Committee will evaluate the petition not only on the grounds listed in item 6 above for a particular course, but also on the basis of the student's entire academic record.
8. A withdrawal for health or family emergency (grade of WH) may be given by the Academic Standing Committee upon petition, or by the Registrar acting as the Committee's agent, when a student is ill or has a personal crisis or family emergency, such that completing the course by taking an Incomplete (see "Grades," item 4) would not be feasible. The student should submit a petition for a WH signed by the course instructor and the academic advisor, both of whom should submit supporting statements.
 - a. Any petition based upon medical or psychological conditions must be supported by a written statement from an appropriate health professional stating the problem; the dates when the student was examined, treated, or counseled; and the recuperative difficulties, if any.
 - b. Students who claim a personal or family emergency may be asked to provide documentation and to account for the entire time during which they say they were, or will be, unable to attend classes or to study.
 - c. Cornell counselors and health professionals will not normally issue a recommendation for a withdrawal unless the student has consulted them at or near the onset of the problem.
 - d. Such recommendations, however, do not automatically constitute grounds for a WH. The Committee will in all cases consider the instructor's evaluation of the student's work in the course before the onset of the illness or emergency as well as the circumstances on which the student has based her or his petition. The Committee reserves the right to consult with anyone whom the student offers as a recommender or corroborator. Students on Probation or Probationary Suspension do have the right to petition for a WH, and their petitions will be considered in the same way as any other student's.
9. Students may add and drop parallel courses as follows:

- a. During the first three days of the first term, a student may replace both parallel courses with one single-term course.
 - b. Between the 15th and 21st days (normally the third Friday and the fifth Wednesday) as in item 6 above, if the student retains one of the parallel courses, he or she may add in the second term of the parallel sequence only a half-credit independent study or a vacation term. If the student drops both parallel courses, the student may add one single-term course in what would have been the second term of the sequence.
 - c. On the 33rd day (the 15th day of the second term) as in item 6 above.
10. Students who register for a course that requires an additional fee, e.g., a course taught off campus or one that involves field trips or special provisions, and later decide not to enroll must notify the instructor and the Registrar before the instructor's final deadline or, if no such deadline has been announced, then at least 60 days before the course is scheduled to begin. Students who drop after this deadline are liable for payment of the full cost of the program. Instructors calculate the cost of a trip, make reservations, and order materials based on anticipated enrollments. The loss of even one student may result in higher costs for the other participants or in the College's being charged a penalty by hotels, airlines, and cooperating agencies.

Full-Time Student/Reduced Programs

Students are considered "full-time" if they are enrolled for and complete seven or more courses in one academic year. Students are considered "part-time but more than half-time" if they are enrolled for and complete four to six courses. Students are considered "part-time but less than half-time" if they are enrolled for and complete one to three courses.

Students, other than seniors and those in the Continuing Education Program, who wish to enroll for fewer than seven term credits in an academic year, must obtain the permission of the Academic Standing Committee. Permission is usually granted if the student will (1) gain additional educational or professional experience related to the major or field of concentration, or (2) resolve physical, psychological, personal, or financial problems that may otherwise prevent her or him from continuing at Cornell. The petition must also contain a description of how and where the student plans to spend the terms when he or she will not be enrolled at Cornell. Students on reduced programs surrender, during those terms when they are not taking courses, the privileges of regularly enrolled students and are, therefore, not permitted to live in College housing, to use College facilities, or to participate in any Cornell-sponsored extracurricular activities in ways that are not also open to the general public. Students on reduced programs may not transfer to Cornell any coursework taken at another school during the regular academic year (September through May). The financial aid of students on reduced programs will be affected and such students should discuss the implications with the Financial Assistance Office.

Refunds and adjustments in a student's tuition, fees, and room and board charges are not made for vacation terms except, under certain conditions, for graduating seniors who can fulfill their degree requirements in fewer than eight terms. Because the ninth term is free, no refund is given to seniors or others who do not take it.

Satisfactory Academic Progress (SAP) Policy

The Higher Education Act of 1965, as amended, requires that each student maintain satisfactory progress in the course of study the student is pursuing in order to receive Federal Title IV financial aid. The concept of satisfactory progress mandates monitoring of both grade point average and the number of credits completed. In complying with this requirement, Cornell College has developed standards for Satisfactory Academic Progress cited in this *Catalogue* under "Academic Review." At Cornell, these standards are also applied to state and institutional aid programs.

The Cornell College Satisfactory Academic Progress standards apply to all students who wish to establish or maintain financial assistance eligibility. The standards apply to each student's entire academic record at Cornell, whether or not the student received financial assistance for previous terms of enrollment. In accordance with these standards, each full-time student can be enrolled for a maximum of 12 semesters to complete a baccalaureate degree. Continuing Education students can be enrolled for a maximum of 18 semesters to complete a baccalaureate degree. Specific assistance programs may require more than these minimum standards; additionally, an individual Cornell department may require the student to earn more credit hours or maintain a higher grade point average than required by minimum standards.

If a student is ineligible for financial aid due to lack of satisfactory progress and believes that his or her case has exceptional or extenuating circumstances resulting in this ineligibility, he or she may request within 10 days a review by the Academic Standing Committee in consultation with the Director of Financial Assistance.

Veterans Administration

Students receiving VA benefits should consult with the Registrar's Office for information and assistance. VA recipients have the same rights and responsibilities as all other Cornell students and are subject to the regulations and policies described in this *Catalogue* except where the Federal Government has established laws or guidelines that are at variance with Cornell's rules. In such cases, the VA recipient is held accountable for satisfying both the College's and the Government's regulations.

Specifically, the points of difference are: (1) VA recipients will not be paid for a vacation term. (2) VA recipients will not be paid, or will be billed for overpayment, for any course from which they withdraw, i.e., receive a grade of W, WH, or WR, unless the VA approves their appeal on the ground of mitigating circumstances. (3) VA recipients who are placed on Probation by Cornell College will be given two semesters (nine terms) to remove themselves from academic review. If at the end of this probationary period the recipient fails to demonstrate satisfactory progress, the recipient may have her or his benefits discontinued. (4) VA recipients who elect to undertake certain kinds of unstructured projects or internships that have not been approved by the VA will not be paid for the month or months in which they are engaged in such studies. The VA will not pay for any course numbered in the 900s. Permission may sometimes be granted by the VA for a non-traditional educational experience upon petition in advance of the start of the project. Consult the Registrar for a list of VA-approved independent study courses, all of which, however, pay only one-half the regular amount.

Declaration of Degree Candidacy, Majors and Minors

1. On or before February 1 of their sophomore year, students must make one of the following declarations in the Registrar's Office (those admitted with senior standing must make their declarations within the first three months after entering Cornell):
 - a. declare themselves candidates for either the Bachelor of Arts or the Bachelor of Music degree by filing a Declaration of Major card;
 - b. declare themselves candidates for the Bachelor of Special Studies degree by filing a Declaration of Major card; and soon after that, but before May 1, a completed Prospectus;
 - c. declare themselves candidates for the Bachelor of Philosophy degree by filing the appropriate forms for a second curriculum; or
 - d. declare themselves unable to make a decision by filing for a Curriculum Advisor. Students may ask any faculty member to serve as their Curriculum Advisor. Under this arrangement, the advisor will work with the student to determine her or his academic and career goals and the best methods for achieving these.

Juniors and seniors who wish to change their degree candidacy must present very compelling reasons (other than wishing to be graduated with their class) to the Academic Standing Committee in order to receive permission to enter another degree program. Sophomores who neglect to file their declarations on time will be subject to the regulations governing B.A. candidates and may be denied permission to register for their junior year. (See *Index. Degree Programs.*)

2. In all degree tracks, students are limited to some combination of majors and minors totaling no more than three. Only in the B.S.S. degree can this be a combination of three minors. Each of the other degrees requires at least one major. Students may not elect both a major and a minor in the same discipline or interdisciplinary program, though a student may complete two minors in the same department.
3. Students may choose one or more of the departmental or interdepartmental majors described in the central section of this *Catalogue* (see the *Index* for particular subjects), or they may design an interdisciplinary major. Some departments offer two or more major options, one of which is a teaching major, approved by the State of Iowa and required of those intending to be licensed to teach that subject. A teaching major must always be combined with a second major in Secondary Education.
 - a. Departmental majors allow a student to study in depth a single discipline. Cornell currently offers 24 departmental majors (many of these also have teaching majors): Art, Biology, Chemistry, French, German, Russian, Spanish, Computer Science, Economics and Business, Elementary Education, Secondary Education, English, Geology, History, Mathematics, Music, Philosophy, Physical Education, Physics, Politics, Psychology, Religion, Sociology, and Theatre. (There are also three teaching majors without an accompanying departmental major. They are Latin, Anthropology, and Theatre and Speech.)
 - b. Interdepartmental majors offer the opportunity for a student to specialize in a recognized academic field by taking courses from various related disciplines. Cornell's current 12 interdepartmental majors are

Biochemistry and Molecular Biology, Classical Studies, Environmental Studies, International Business, International Relations, Latin American Studies, Mediaeval and Renaissance Studies, Origins of Behavior, Russian Studies, Sociology and Anthropology, Theatre and Speech, and Women's Studies.

- c. Interdisciplinary majors are programs that students design themselves to meet their particular needs and interests. Such a major involves at least eight courses in two or more departments, with at least four of the courses at the 300/400 level. This type of major is a contract between the student and a committee of three faculty members chosen by the student. The contract for an interdisciplinary major must be signed by the student, the members of the committee, and the Registrar, acting for the Dean of the College. Any changes in the contract must be approved in writing by all members of the committee. The contract and any changes must be filed with the Registrar. For information, consult the Registrar.

The requirements for departmental, interdepartmental, and interdisciplinary majors are the same for both B.A. and B.S.S. candidates. A student is officially classified as a major only after he or she has been approved by the department or committee concerned and has filed the appropriate declaration with the Registrar.

There is no restriction on adding majors after the sophomore year and no penalty for dropping them except that all B.A. candidates must complete at least one major and B.S.S. candidates must complete the basic contract they signed when filing their Prospectus.

Students are expected to complete the requirements that were set forth for their major(s) published in the March issue of *deTERMinations* in their first year at Cornell. Transfer students who are admitted with sophomore or higher standing satisfy the requirements in effect when they begin their first course at Cornell. Students who have withdrawn from Cornell and are later readmitted follow the requirements in effect at the time of their readmission. Exceptions may be made by the department concerned in response to the student's petition, provided that such changes are feasible for and agreeable to the department.

Cornell College alumni who wish to fulfill the requirements for an additional major after graduation must be accepted by the department (see procedure outlined above) and complete the necessary courses (there is no minimum number of credits that must be earned after graduation as long as the major requirements are met). Courses taken at another institution must be approved by the department in which the major will be granted. Financial Aid may not be available, and students are advised to consult the Office of Financial Assistance before enrolling. During the last course term of attendance, the student must meet with the Registrar to confirm that all requirements are completed. At the conference, the student will request that the additional major be recorded on his or her transcript. Upon completion, the additional major along with the date of completion will be recorded on the student's transcript.

4. A minor is a coherent collection of courses numbering at least five, with at least two of them being upper-level courses. Cornell currently offers minors in Anthropology, Art, Biology, Chemistry, Classical Studies, Computer

Science, English, French, Geology, German, German Studies, Latin American Studies, Mathematics, Music, Philosophy, Physics, Politics, Psychology, Religion, Russian, Sociology, Spanish, and Women's Studies.

When there is an overlap between courses required or accepted for a major in one department or program and a minor in another, at least two courses must be completed beyond the courses counted toward the major in order to earn the minor in the other department or program.

5. Some departments also offer suggestions under the heading "Concentration" for students who may not wish or have time to complete the faculty-approved major but who are interested in a particular area or career relevant to the departmental discipline. Unlike majors and minors, concentrations are informal combinations of courses and are not recognized officially by the College or named on a student's transcript. Candidates for the B.S.S. degree who do not choose to have an official major may call their individually designed program of specialization a concentration.

II. The next sections deal with what happens after academic work is completed.

Student Classification and Class Rank

1. All degree candidates are promoted at the end of each academic year according to the following scale:

Number of Course Credits Earned	Class Standing
0 – 6.75	Freshman
7 – 13.75	Sophomore
14 – 22.75	Junior
23 –	Senior

2. At the end of each semester, the Registrar's Office ranks students within their class according to their cumulative grade point average, e.g., a senior ranked "10/200" would be the 10th highest in a class of 200 seniors. A student's class rank is available upon request and is officially recorded on the student's transcript at the time of graduation. Students who are graduated with fewer than 16 credits earned in courses taken for grade point credit at Cornell will not be ranked. Also, students who "walk" at Commencement and later graduate will not be ranked.

The student's final cumulative grade point average and class ranking (if applicable) is determined at graduation and will not be affected by any grades subsequently earned should the student return to Cornell.

Credit By Transfer

Academic course credit earned prior to enrollment in Cornell or earned thereafter in summer sessions or in correspondence programs will be accepted if the work (1) is relevant to the curricular program at Cornell, (2) received a grade of C (*not C-*) or higher, (3) is not a repetition of a course taken at Cornell, and (4) was taken at institutions accredited by one of the following: Middle States, New England, North Central, Northwest, Southern, or Western Association of Schools and Colleges, or at an international university of comparable accreditation. Transfer credit is always evaluated on a course by course basis.

No more than 64 semester or 96 quarter hours of credit (equal to 16 Cornell course credits) from a junior or community college may be transferred. Four semester hours or six quarter hours equal one Cornell course credit. No more than one and one-half course credits (six semester or 10 quarter hours) from an extension or correspondence program may be applied toward graduation. The Registrar is responsible for evaluating credit by transfer. Courses accepted by transfer are posted on a student's Cornell transcript without grades, i.e., only as course credits. Grades earned at other institutions are never included in calculating a student's Cornell grade point average.

Courses accepted by transfer do not necessarily satisfy the requirements for a major unless they are approved by the Cornell department concerned. Transfer students should confer with the chair of their major department as soon after admission to Cornell as possible to determine which of their transferred courses may be applied toward their major. Only transfer courses of three or more semester hours or four or more quarter hours may be used to satisfy a major or a general education requirement for the B.A. or B.Mus. degree.

A student who receives credit by transfer for a course and then takes a similar course at Cornell will have the transfer credit subtracted. In general, all introductory courses in the same academic discipline are considered to be similar even though their titles or actual contents may vary. A student who receives credit by transfer for a course and then takes a lower-level course that is a prerequisite for that course will have the transfer credit subtracted. Students who believe that their two courses are significantly different should consult the department chair for permission to receive credit for both. If granted, the chair must notify the Registrar in writing.

After a student has enrolled at Cornell, he or she should consult with the relevant academic department in advance, in order to ensure that the credit for work taken either in summer school or in a correspondence program will be accepted as a course counting towards graduation, towards a major, or towards fulfillment of a B.A. requirement. This advance approval, secured on a form available from the Registrar, is to protect the student from taking a course which will not transfer.

A student is not permitted to receive credit for evening, weekend, television, distance learning, or any other courses taken at another institution between September and May while the student is also enrolled at Cornell. Exceptions may be granted by the Academic Standing Committee to juniors and seniors with a grade point average of at least 3.0 if recommended by the Cornell department concerned and approved by the student's academic advisor, provided that the course (1) is part of a sequence already begun and not available at Cornell either as a regular course or an independent study or (2) is required for a major or for a professional program but cannot be fitted into a student's schedule without the student's postponing graduation or forgoing completion of another major or professional program. In the latter case, the transferred work cannot be counted toward the minimum 32 course credits required for a Cornell degree.

Students who at the end of their senior year have earned at least 16 term credits at Cornell may transfer up to two course credits (eight semester or 12 quarter hours) from another school to complete their Cornell degree. Seniors with fewer than 16 Cornell term credits are not permitted to complete their degree by transferring courses. The senior year is defined as the nine terms preceding the student's completion of her or his final course at Cornell College.

Exemption, Advanced Placement, and Credit by Examination

In all cases, the final decision as to exemption or advanced placement, with or without credit, rests with the Cornell departments concerned and the Dean of the College.

Exemption without credit from a prerequisite for any course listed in this *Catalogue* may be granted by the instructor.

Exemption without credit from one or more of the general education requirements for the B.A. or B.Mus. degree is granted by some departments for superior achievement on certain examinations. (See *Index. Bachelor of Arts*, Paragraph 6.)

Cornell accepts the following examinations. The exemption, placement, or credit involved must be requested by the end of the student's ninth term at Cornell.

1. All College Entrance Examination Board's Advanced Placement (AP) Examinations except those in Studio Art, Art History, and Music Listening and Literature. For a score of 4 or 5 the student will receive course credit and exemption and advanced placement (except that in foreign languages a score of 5 is required for credit); for a score of 3, only exemption and/or advanced placement (except that a score of 3 in English does not grant exemption from ENG 111). A complete list is available from the Registrar.
2. CLEP subject examinations in the following disciplines only (the minimum passing score and other criteria for granting exemption or credit are given in parentheses): American Government (55); either American Literature or English Literature, but not both (50 and departmental pass on essay); General Chemistry (60 and departmental pass on problems); Introductory Economics (48); Geology (49 and departmental pass on problems); and General Psychology (45 for exemption, 55 for exemption with credit). Please note that Cornell does not grant exemption, advanced placement, or credit for any of the CLEP general examinations.
3. The Oxford and Cambridge A-Level Examinations or their equivalents. One or two course credits, depending upon whether the exemption is for one or two courses, are granted for scores of E or higher.
4. The International Baccalaureate. Two course credits are granted for each score of 5 or above on a Higher Level examination, and one course credit for each score of 5 or above on a Subsidiary Level examination, for a maximum of nine course credits.
5. Examinations prepared and administered by Cornell departments at their option are an additional means of earning credit or exemption, subject to the following conditions:
 - a. Exemption or credit by examination may be given only for courses listed in this *Catalogue*.
 - b. Credit by examination may not be given for any independent study, internship, group or individual project, tutorial, seminar, special topic, or research course.
 - c. A student who audits a Cornell course or who is tutored by a Cornell faculty member is not eligible to receive credit by examination for such work. A Cornell independent study course (see *Index. Courses 290/390* and b. above) is the appropriate vehicle for such work.
 - d. Credit by examination is an option offered to students who have mastered Cornell's course material through study by themselves, in high

school or elsewhere (but not for a course for which the student also receives transfer credit), or through some life experience.

- e. Students desiring credit by examination must first receive permission from the department concerned. A student may receive credit by examination for a maximum of seven courses (no more than two such credits may be in any one department). The examinations must be completed by the end of the student's ninth term at Cornell.
- f. Credit will not be granted twice for passing two relatively similar topics. Students who believe that the two are significantly different should consult the department chair for permission to receive credit for both. If granted, the chair(s) must notify the Registrar in writing.

Credit by examination granted by another institution will not automatically transfer to Cornell; but where the examination is one that is used by Cornell, credit will be given if the student's performance meets Cornell's standards.

A student who receives credit for a course by examination and repeats that course at Cornell will have the examination credit subtracted. Also, students are not eligible to receive credit by examination for a lower-level course after they have completed or begun a course for which the other is a prerequisite.

Grades

1. Passing grades are A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, and CR. Failure is denoted by F and NC.
2. W, WH, or WR are recorded when a student withdraws from a course. (See above, "Adding and Dropping Courses".)
3. P indicates satisfactory performance and is given to indicate completion (complete or partial) of fine arts participation activities that carry no course credits, e.g., MUS 701 (Music Performance Seminar).
4. The notation I is given only for work of satisfactory quality that is incomplete because of illness or emergency (supported in the same way as requests for withdrawals for reasons of health; see above, "Adding and Dropping Courses," 8). Permission to receive an Incomplete in any course for any reason must be secured from the Registrar before the instructor may record it on the final grade sheet. The petition for requesting an Incomplete is available from the Registrar's Office. Students are required to indicate the length of time they and their instructor need to complete the course. The Registrar will normally approve any reasonable contract. An Incomplete which has not been removed by the end of the period specified in the contract will automatically be converted to an F if the student is still enrolled or will remain an I if the student has withdrawn from Cornell.
5. AU indicates a course audited for no credit (see above, "Auditing Courses").
6. IP indicates a course in progress or one for which a final grade has not been submitted by the instructor.
7. Only courses taken for grade point credit at Cornell College, exclusive of those graded CR, P, I, IP, AU, NC, W, WH, and WR, are used to compute the student's cumulative grade point average. For the student's convenience, this average is printed on the grade report issued at the end of every term. Grade points are assigned according to the following scale:

A	4.0	B	3.0	C	2.0	D	1.0
A-	3.7	B-	2.7	C-	1.7	D-	0.7
B+	3.3	C+	2.3	D+	1.3	F	0.0

The cumulative grade point average is calculated by dividing the total number of grade points earned by the total number of courses taken for grade point credit (including courses graded F). The student's final cumulative grade point average is determined at graduation, and will not be affected by grades subsequently earned, should the student return to Cornell.

8. Cornell does not have a Pass/Fail option; however, certain courses of the type listed below are graded either as Credit (CR) if the instructor certifies that the student has done work of "C" quality or better, or as No Credit (NC) if the student fails to achieve the minimum standard. All work transferred from other institutions, all credits earned by examinations or advanced placement, all courses numbered in the 900s, and certain other courses identified in this *Catalogue* by the notation (CR) at the end of their description are automatically recorded as Credit/No Credit. A few courses offer the student, with the approval of the instructor, the choice of a regular grade or Credit/No Credit, and these are marked with (OP) at the end of their description.
9. The grades earned in off-campus courses numbered in the 900s are recorded on the student's transcript as CR/NC, but are never computed into the student's Cornell grade point average.
10. Grades are reported by the Registrar (unless the student requests otherwise in writing) to the student, the academic advisor, and the student's parents or guardian. At the end of each term, the student's grade report is mailed to the address listed for the student in the *College Directory*, i.e., either to the student's campus mailbox or home, depending upon whether or not the College is in session and the student in residence. Students who wish these reports to be sent to them at some other address must make this request of the Registrar in writing before the end of the term. If the parents have different addresses, the parent's copy of the grade report will be sent to the parent whose address the student lists as "home." A duplicate copy will be sent without charge to the other parent at the student's request. (See above, "Confidentiality of Student Records.")
11. Students who believe that there is an error in the information reported on their grade report or that an injustice has been done them in the grading process should consult the Registrar immediately. After a lapse of one term from the issuance of the report, the information becomes a permanent part of the student's official transcript. A student who disputes a final grade should appeal first to the instructor. If not satisfied, the student should consult the department chair and then, if need be, the Dean of the College. Although the department chair and the Dean may act as mediators, the decision of the instructor is final.
12. If an instructor consents to change a grade, the instructor must submit a request to the Academic Standing Committee and explain the circumstances prompting the change, e.g., that he or she miscalculated or has re-evaluated the student's academic performance up through the close of the term. The Committee does not permit an instructor to change a final grade because of work submitted or revised after the instructor reported the original final grade to the Registrar.
13. An instructor must report final grades to the Registrar by noon on the Monday following the close of the term in which the course was taught. Although a term technically ends at 5:00 p.m. on the 18th day of the course

(normally a Wednesday), an instructor may, but is not required to, grant a student an extension of one or more days. In such cases, students are responsible for turning in their work early enough to allow the instructor to grade it and submit the grade to the Registrar by the Monday noon deadline. If the assignments are not finished and graded by this deadline, the instructor must issue a final grade based upon the work that the student has actually completed. No subsequent change of grade is permitted unless the student has been granted an Incomplete by the Registrar.

14. Credits and grades are posted on the student's transcript at the end of each term. To request a transcript, contact the Registrar's Office.

The Dean's List

Twice each year—at the end of January and the end of May—the Dean of the College recognizes those students who have earned superior grades during the previous semester and enrolls them on the *Dean's List* based upon their semester grade point average.

Highest Honors	4.00
High Honors	3.80 - 3.99
Honors	3.60 - 3.79

To be considered for the *Dean's List*, students must earn grade point credit in at least four terms during the semester (Terms One through Four for the first semester, Terms Five through Nine for the second semester) and must not earn any grades of F, NC, W, or WR, nor have an unresolved Incomplete on their record. Grades earned in music lessons and ensembles are also calculated. The final grade earned in Term Five will be used for the purpose of computing the first semester average of a student who either takes a vacation or receives a WH or CR in Terms One, Two, Three, or Four; and when so used will not be included again in calculating the second semester average.

Graduation

The College confers degrees in May, August, and January; Commencement exercises, however, are held only in May. All candidates for graduation are required to attend the May Commencement unless granted permission by the Dean of the College to be graduated in absentia.

Students must apply for graduation, and do so by having a conference with the Registrar in September of their senior year (see "General Requirements for Degree Programs," Paragraph 3 and Note to 3). Transcripts of work taken at other schools before September of a student's senior year and statements of confirmation or exemption requested during the senior conference must be received by the Registrar before December 31 if they are to be credited toward the student's graduation during that academic year.

Candidates who are not enrolled in the year in which they expect to receive their degree must notify the Registrar's Office before March 1 of their intention to be graduated. If there are any transcripts or other kinds of documentation needed to complete their degree requirements, the Registrar will specify the deadline. Seniors on off-campus programs that do not issue final grades before Cornell's deadline must necessarily postpone their graduation until August. Even though a student may complete her or his requirements immediately after

Commencement, the degree will not be conferred, nor the diploma awarded, retroactively.

Students who, at the end of Term Nine of their senior year, are within two courses of completing their degree requirements, have earned at least 30 course credits, have a grade point average of 2.0 or higher, and have paid in full the balance on their Cornell accounts may participate in the Commencement exercises with their Class. In such cases the student receives a blank diploma-jacket and is not considered a graduate. The student's diploma will be conferred at the next degree conferral date depending upon the date the student completes her or his degree requirements. Students who participate in the Commencement exercises as non-graduates may not participate again when their diploma is actually conferred. To apply for permission from the Academic Standing Committee to participate as a non-graduate and to be graduated in August, January, or the following May, consult the Registrar before March 1.

Students who elect to participate in Commencement as non-graduates do so with the understanding that they will not be ranked within the graduating class of that or any other year and may not be eligible for certain honors or for election to honorary societies that elect members from those seniors scheduled to be graduated in May. A student who believes that he or she may qualify for such honors should postpone graduation until the following May and thereby retain her or his eligibility.

Students who during their academic career at Cornell have distinguished themselves by their outstanding scholarship may be eligible for either or both of the following categories of Commencement honors:

All-College Honors, based upon a cumulative grade point average for all courses taken for grade point credit at Cornell College, provided that such courses total 20 or more (16 or more for transfer students), are indicated on the diploma as follows if the student's average is within the indicated range:

<i>summa cum laude</i>	3.90 - 4.00
<i>magna cum laude</i>	3.70 - 3.89
<i>cum laude</i>	3.50 - 3.69

Departmental Honors, with the words "with distinction in [name of major]" printed on the diploma, may be awarded by a department to seniors who have successfully completed (1) a major with a grade point average of 3.5 or higher in all courses taken within that department (for a definition of department, see *Index. Bachelor of Arts*, Paragraph 2); (2) a project or paper judged to be of honors quality by the faculty of the major department; and (3) a public oral examination on the project or paper (conducted by the department and a faculty member within the same division of the curriculum and selected by the major department) or a public exhibition or recital of artistic merit. Each department may specify further requirements and establish its own procedures for evaluating the project or paper. Students interested in earning Departmental Honors should confer with their department chair at the beginning of their senior year.

III. The last sections deal, as we must, with what happens when things go badly.

Academic Review: Warning, Probation, and Suspension

The Academic Standing Committee reviews the academic record of all students enrolled in the College. Students are expected (a) to maintain a cumulative grade point average (gpa) of 2.00 or higher, and (b) to earn one course credit (or term credit) every term except for an occasional vacation term, so that they will graduate in four years. That is, students are expected to earn eight term credits during their first year, should have 16 by the end of their sophomore year, and 24 after their junior year. Transfer students and students who withdraw from Cornell and then reenter are expected to keep up with their class, so a student who enters or reenters with sophomore standing should have earned at least 16 credits by the end of the sophomore year.

The gradations of academic review issued by the Committee are: Warning, Probation (Probationary Suspension), Suspension, and Dismissal. These citations are arranged in order of seriousness and reflect the likelihood of the student's graduation from the College.

Students who are in academic difficulty are expected to work with their instructors, their academic advisors, members of the counseling staff, the Writing Resource Center and other tutors, the Registrar, other professionals, and especially their parents to identify and resolve the problems that are causing their academic difficulties. Students in academic difficulty should give serious thought to revising their registrations to ensure their taking courses in which they have a greater chance of success. Failure to heed these citations and to seek appropriate help may result in suspension and dismissal.

1. Students are given an ACADEMIC WARNING
 - a. if at the end of a semester (Term Four or Term Nine) their cumulative grade point average is above 2.00, but their semester gpa is below 2.00; or
 - b. if after any term their gpa falls below 2.00 (*note—first-term students are allowed one C- before this category applies to them*); or
 - c. if they will be unlikely to be graduated in four years (36 terms). For the purposes of this citation, students must earn at least seven term credits in their first year (or equivalent for students who enter after Term One, or who take a leave of absence, or who withdraw and then reenter), 14 credits by the end of their second year, and 23 credits by the end of their third year. Students who fail to achieve these numbers will be issued a Warning. This citation may last until a student has earned 27 term credits. Students will be notified when issued a Warning, and at the end of every semester thereafter as long as this condition applies.

Academic Warning is an indicator that the student may be liable for one of the following academic sanctions if grades do not improve. A student on Warning may be suspended at the end of a semester for an extremely poor academic performance (see 5.a. below). Therefore, the Committee may require a student on either academic citation, Warning or Probation, to draw up, sign, and fulfill a Learning Contract. The Contract will bind the student to additional conditions in order to continue as a student at Cornell.

2. Students are placed on ACADEMIC PROBATION at the end of a semester for the entire following semester

- a. if their cumulative gpa is below 2.00 and their semester gpa is 1.25 or higher; or
- students are placed on PROBATION after any term for at least the next three terms
- b. if they have received a grade of F or NC, and their cumulative gpa has fallen below 2.00; or
 - c. if they will be unlikely to be graduated in four-and-one-half years (40 terms). For the purposes of this citation, students must earn at least five term credits in their first year (or equivalent), 13 credits by the end of their second year, and 21 term credits by the end of their third year. Students who fail to achieve these numbers will be placed on probation. This citation may last until a student has earned 27 term credits. Students will be notified when placed on Probation, and at the end of every semester thereafter as long as this condition applies; and
 - d. the Committee may also, at its discretion, place any student on Probation who has lost two term credits in the course of that semester (*note—the first vacation term taken in any academic year is not counted as a lost term credit*).

Students are considered to have lost a term credit if they (a) take more than one vacation term per year; (b) receive a grade of F or NC; or (c) withdraw from a course with a grade of W, WH, or WR.

Once on Probation, a student is not allowed to withdraw from a course, or take more than one vacation term per year, without the permission of the Academic Standing Committee. Students who do either without permission will be subject to Suspension.

The words “withdraw” and “withdrawal,” as used here, refer to those situations in which students receive on their transcript the notation W, WH, or WR. Students, however, are always permitted to drop one course and add another in its place either before a term begins or during the first three days of a term.

3. Students continue on PROBATION

- a. if their cumulative gpa is below 2.00, but their semester gpa is 2.00 or higher; or
 - b. if they continue to have a deficiency in term credits, as listed in 2.c.
4. Students are removed from PROBATION if their cumulative gpa at the end of the semester is above 2.00, and if they achieve the minimum number of term credits for their year, as listed in 2.c.

Students on Probation have no restrictions on their right to take courses and participate in all the activities of the College. However, they need to monitor their activities to see that they do not fall into even greater difficulty. Students on Probation should seriously reconsider their commitment to any extracurricular activity: social life, participation in organizations, employment on or off campus, or athletics. Finally, students on Probation are not permitted to withdraw from a course without permission of the Academic Standing Committee (see *Index. Adding and Dropping Courses*, item 7).

5. Students are subject to ACADEMIC SUSPENSION

- a. if at the end of the semester their cumulative gpa is below 2.00, and their gpa for the semester is below 1.25; or
- b. if they had been on Probation, and their semester gpa is below 2.00. Students are also subject to SUSPENSION after any term
- c. if they have been placed on Probation and they receive a grade of F or NC; or

- d. if while on Probation they withdraw from a course without the permission of the Academic Standing Committee.

The phrase “subject to Suspension” means that the Academic Standing Committee places students on Suspension or leaves them on Probationary Suspension at its own discretion. Always the criterion is whether the student has a reasonable chance to graduate from Cornell if that student continues at Cornell, or whether the student would benefit from time spent away from the College.

Students whose academic record is such that they may be subject to Suspension at the end of a term or semester ought to present any pertinent information concerning mitigating circumstances to the Committee prior to the time the Committee meets to review student records for that term (usually the Monday following the end of a term). The actions of the Committee are not subject to appeal.

A student who is suspended for unsatisfactory scholarship, disciplinary, or financial reasons is denied permission to continue to attend classes, to enroll in subsequent terms, to reside in College housing, to receive Cornell-funded financial aid, and to participate in Cornell-sponsored extracurricular activities in ways that are not also open to the general public. The student must leave the campus within three days after notification unless granted an extension by the Dean of Students. Failure to leave in a timely and orderly manner may jeopardize a student’s readmission.

6. The Committee uses the term PROBATIONARY SUSPENSION to describe those students who, although subject to suspension, have been granted a reprieve. This term is merely a different designation, and not a separate category. These students actually continue on Probation and have the same obligations and restrictions as any other student on Probation.

In deciding whether to Suspend or place on Probationary Suspension, the Committee may (but need not) choose to use Cornell’s minimum gpa scale for class standing.

The minimum for a student’s class standing is defined as the number of terms in which they have been enrolled at Cornell, whether or not they earned term credits for these, plus any other credits earned from adjunct courses, by examination, or by transfer, according to the following sliding scale:

Terms/Credits	Minimum GPA
4 – 6	1.5
7 – 10	1.6
11 – 18	1.7
19 – 26	1.8
27 –	1.9

7. Students are given ACADEMIC DISMISSAL if they had been suspended once before in their career at Cornell, had been readmitted, and are now being suspended for a second time. Such students may not return to the College.

Leave of Absence

A leave may be granted by the Dean of Students because of medical, financial, personal, family, or other problems that are best treated away from Cornell. A student who takes an approved leave of absence is not considered to have withdrawn from Cornell. A leave of absence is approved if

- the student has made a written request to the Dean of Students;
- the Dean of Students has granted written approval;
- the leave of absence does not exceed 60 calendar days; and
- Cornell has granted only one leave of absence to the student in any 12-month period (defined as 12 months from the first day of the approved leave of absence).

If a student's leave is not approved, the student is considered to have withdrawn from the institution, and Cornell's refund policy applies. Also, a student who does not return to Cornell within 60 calendar days after beginning her or his approved leave will be automatically withdrawn from the College.

Students currently receiving financial aid who plan to request a leave of absence should consult the Office of Financial Assistance before making any decisions.

Withdrawal from the College

To withdraw from Cornell College, a student must apply to the Dean of Students. Should a student leave without official permission, he or she will have the grade of F recorded for each course in progress. Students who have not attended classes for 60 calendar days and have not filed for a Reduced Program or a Withdrawal will be dropped from the College.

Students who are recipients of financial aid or who hold Cornell scholarships or campus employment should, before withdrawing, discuss with the Office of Financial Assistance the consequences if they later wish to return to Cornell and need aid.

Readmission

A student who withdraws voluntarily, who is dropped for non-attendance, or who is suspended for academic, disciplinary, or financial reasons is not guaranteed readmission. Such persons may, however, apply for readmission to the Academic Standing Committee by sending their request to the Registrar at least one month before the start of the term in which they wish to re-enroll. In the case of a student who was suspended, the appropriate conditions, as stated in the letter of suspension, must have been satisfied before the Committee will act upon the request. Students, regardless of the type of withdrawal or suspension, will be evaluated for readmission on their academic achievement, good citizenship, and satisfactory discharging of their financial obligations to the College while at Cornell and subsequently.

Students who withdraw only to study off-campus and who intend to return to Cornell may apply for readmission at the same time as they are applying for withdrawal. If they do not, however, return at the time they indicated that they would, then they must apply for readmission as in the paragraph above.

Upon readmission to the college, a student will be awarded financial assistance based on financial need as determined by the U.S. Department of Education. If a student was a scholarship recipient prior to withdrawal, the scholarship will remain in effect after readmission if the student has a least a 3.0 cumulative grade point average. A student who has been classified by the College as a "readmitted student" is not eligible to receive transfer scholarships offered by Cornell. Consult the Office of Financial Assistance with any questions or concerns.

Courses of Instruction

General Information about Courses

1. Numbering

The first of the three digits which designate the courses of this *Catalogue* generally indicates the following level or type of course:

- 1—introductory courses, primarily for first year students—if they have no prerequisites, they are asterisked on the Term Table;
- 2—courses for sophomores or advanced first year students—if they have no prerequisites, they are usually asterisked;
- 3—courses for juniors, seniors, and advanced sophomores, almost all with prerequisites and not generally open to first year students;
- 4—seminar, research, and thesis courses, almost all for seniors and/or departmental majors;
- 5—adjunct courses, almost all for $\frac{1}{4}$ course credit;
- 6—Special Studies, open only to B.S.S. degree candidates;
- 7—music performance lessons and ensembles, designated FAA;
- 8—graduate courses;
- 9—Cornell-affiliated off-campus programs.

2. Punctuation

When one course number is printed next to another, the following marks are used to indicate their relation to each other:

- comma—the two courses are independent of each other, and may be taken separately or in any order [FRE 341, 342].
- hyphen—the first course is a prerequisite for admission to the second, [MAT 327-328], or the second to the third [RUS 101-102-103].
- semicolon—the first course is designed for first year students and sophomores or non-majors, the second course for majors or other advanced students in the department [ART 231; 331].

3. Credit

Courses carrying one full course credit (the equivalent of four semester or six quarter hours) have no notation after their titles. Exceptions are indicated: ($\frac{1}{4}$) one quarter of a course credit; ($\frac{1}{2}$) one half of a course credit; ($\frac{1}{2}$ -1) one half or one course credit, as the student chooses and if the instructor concurs. (See *Index. One-Course-At-A-Time*, item 5.)

4. Prerequisites

If a prior course or courses must be taken before another course can be taken, that information is listed after the course description as “Prerequisite(s).” However, a student who has taken or learned the equivalent of the prerequisite elsewhere may take the course. Hence the phrase “or equivalent” is not generally used in this *Catalogue*. Similarly, since any instructor may with sufficient cause waive the prerequisite(s) for a course upon request, the phrase “or with permission of the instructor” is not generally used either. Hence, when the phrase “permission of the instructor” does appear as the sole prerequisite, it means that permission must be obtained before a student may register for the course.

Finally, for brevity, the phrase “junior standing” is considered to apply here to both juniors and seniors, and the phrase “sophomore standing” applies to all three upper classes.

5. Chronology

Courses that are described on the following pages without a chronological reference are normally offered every year. The notation “alternate years” indicates that the course is usually offered every other year. A few courses are “offered

every third year." Others are not offered on a regular basis and are designated as "not offered every year," "offered upon request," or "offered subject to the availability of staff."

When planning beyond the current year, students must take into account the fact that some of their courses may not be offered every year and must therefore schedule such courses in the years when they are offered. The actual offerings for any academic year are published the preceding spring in the TERM TABLE. For the scheduling of courses not offered annually or not advertised on the TERM TABLE, students should consult the department chair or the instructor.

6. Abbreviations

The following notations are used: (CR)—a course graded only Credit/No Credit; (CTBA)—credit to be arranged; (OP)—a course where the student with the consent of the instructor may elect to receive either a regular grade or Credit/No Credit; however, students who desire a regular grade must inform the Registrar of this fact before the end of the third day of the term in which the course is undertaken.

The Catalogue of Courses, arranged alphabetically by Department.

Art (ART)

Douglas Hanson, Hugh Lifson, Anthony Plaut (chair)
Adjunct Faculty/Academic Staff: Ursula McCarty, Christine McOmber

The offerings in Art are designed for the major who is involved in the production of art, for the major intending to teach art, and for the non-art major who wishes to develop insight into the fields of studio art and art history.

Major: A minimum of 10 course credits in Art, which include the following eight required courses: [1] three course credits in art history, one of which must be either 260 or 271; [2] one of the following: 103, 104, 231, 232; [3] any two 300- or 400-level courses in addition to [4] 483 (to be taken in the junior or senior year), and 487 (to be taken in the senior year before the ninth term). A minimum of six art courses, including 483 and 487, must be taken from the Cornell College Art Department.

Teaching Major: The same as above, but to include one course credit in painting and one course credit in ceramics or sculpture. Teaching majors are advised to take courses which provide experience in a variety of media. In addition to the foregoing requirements for the subject major, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minors: Two minors are available. *No courses, except ART 103 and ART 104, may be counted toward more than one minor under the supervision of the Department of Art.*

Art History: A minimum of six course credits which include at least four Art History courses (ART 251-271) and two Studio courses (ART 103-238 and ART 307-335), one of which must be ART 103 or ART 104. Individual projects and

tutorials (ART 290/390, 291/391, 292/392) in Art History or Studio Art will *not* be counted toward fulfillment of the minor.

Studio Art: A minimum of six course credits which include at least four Studio courses (ART 103-238 and ART 307-335), one of which must be ART 103 or ART 104, and two Art History courses (ART 251-271), one of which must be ART 260 or ART 271. Individual projects and tutorials (ART 290/390, 291/391, 292/392) in Art History or Studio Art will *not* be counted toward fulfillment of the minor.

103; 203. Drawing I & II

Interaction with art elements, line, form, space, value, texture, and color; using limited media. ART 203 must be taken with a different instructor than the student had in 103. Registration, when the course is taught in Mexico, entails additional costs. (Fine Arts)

104. Design

Introductory-level studio course exploring art elements, concepts, and history. (Fine Arts)

202; 302. Ceramics I & II

Complete process from preparation of clay to glaze firing, using a variety of techniques. Registration, when the course is taught in Mexico, entails additional costs. (Fine Arts) HANSON

207. Photography I

Introduction to camera use, black and white film, and darkroom techniques. Emphasis on photography within an art context. Students must provide their own camera. Prerequisite: either ART 103, 104, 231, or 232. (Fine Arts) PLAUT

231; 331. Landscape Drawing/Painting I & II

Variety of techniques and concepts explored in painting and drawing with emphasis on landscape as a motif. May be repeated for credit. (Fine Arts) LIFSON

232; 332. Life Drawing/Painting I & II

Variety of techniques and concepts explored in painting and drawing with emphasis on the human nude figure as a motif. May be repeated for credit. (Fine Arts) LIFSON

235. Weaving

Intensive exploration of the use of weaving and dyeing techniques to create two- and three-dimensional art. (Fine Arts)

237. Surface Design

Experimentation and exploration of hand printing and resist-dyeing techniques on fabric. Emphasis on surface design within a fine arts context. Techniques include shibori, plangi, paste resist, burn-out, bleach-out, the direct application of dyes, batik, surface embellishment, and collage. Often includes group projects. (Fine Arts)

238. Papermaking

Includes the making of Western and Eastern style papers and the making of two- and three-dimensional art from these papers and other related materials. Prerequisite: either ART 103, 104, 231, 232, 235, or 237. Alternate years. (Fine Arts)

251. Greek and Ancient Art

View of the visual arts of the Paleolithic, Neolithic, Egyptian, and Mesopotamian periods and the arts of the Aegean from the Helladic times to the Hellenistic hegemony. Alternate years. (Humanities) LIFSON

252. Hellenistic and Roman Art

Hellenistic era through the end of the Roman Empire, including the visual arts of the Punic, Etruscan, Nabatean, Parthian, and Sassanian peoples. Recommended prerequisite: ART 251. Alternate years. (Humanities) LIFSON

254. Mediaeval Art

Visual arts of the early Christian, Byzantine, Merovingian, Carolingian, Ottonian, Romanesque, Islamic, and Gothic eras. Alternate years. (Humanities) LIFSON

256. Renaissance Art

Visual arts of Western Europe (primarily Italian) from the late thirteenth century through the end of the sixteenth century. Alternate years. (Humanities) LIFSON

257. Baroque and Rococo Art

Visual arts of Western Europe, the American colonies, and the United States in the seventeenth and eighteenth centuries. Alternate years. (Humanities) LIFSON

259. Nineteenth Century Art

Investigation of four European movements (Neoclassicism, Romanticism, Realism, and Impressionism) from the mid-eighteenth century through the nineteenth century. Alternate years. (Humanities)

260. Twentieth Century Art

Investigation of European and North American art during the twentieth century. Alternate years. (Humanities)

261. Topics: Non-Western Art

Selected areas of non-Western art. Topics vary yearly. Recent topics: African Art 1997-98; Native American Art 1998-99. (Humanities)

267. American Art and Pluralism

Investigation of the evolving concept of "American" art in the United States from seventeenth century colonialism to the present. Alternate years. (Humanities)

269. Urban and Rural Architecture

Evolution and configurations of towns and cities. Survey of significant buildings and types of buildings found in the Midwest between 1870 and 1930. Primary emphasis on Chicago for urban data and key towns in Iowa for rural data. Field trips. Registration entails additional costs. May be counted toward a major in Art or in History. Alternate years. (Humanities) LIFSON

271. Feminist Art

A historical survey of women artists is used to provide groundwork for an investigation of the Feminist art movement of the 1970's as well as of contemporary artwork by women artists. Readings and lectures focus on the feminist approach to the "craft/art" issue (as well as exploring more traditional fine art areas) and the questioning of traditional "Modernist" art ideas. May include a group service-oriented project. Alternate years. (Humanities)

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*
[No half credit projects are permitted.]

291; 391. Studio Tutorial (1/2 or 1)

Sustained projects in particular idioms, media, or areas of studio art. Prerequisites: a minimum of three college-level art courses, experience in the medium of the tutorial (except computer graphics), and permission of the instructor at least two terms in advance. May be taken on the Parallel Format. May be repeated for credit. May be taken for full or half credit.

292; 392. Art History Tutorial (1/2 or 1)

Study of one or more areas of art history not included in the regular offerings, or expanded research of a topic introduced in an art history course previously studied. Prerequisites: a minimum of two college-level art history courses, appropriate experience in the area of proposed study, and permission of the instructor at least two terms in advance. May be taken on the Parallel Format. May be repeated for credit. May be taken for full or half credit.

307. Photography II

Advanced work in black and white photography, with opportunity for maximum creative activity. Prerequisite: ART 207. Alternate years. (Fine Arts) PLAUT

310. Collage and Assemblage

Studio course centered on the making, presenting, and analysis of two- and three-dimensional art made from “found” materials. Students are responsible for acquiring suitable materials. Prerequisite: either ART 103, 104, 231, 232, or 237. Alternate years. (Fine Arts) PLAUT

311. Sculpture

The making of three-dimensional forms using a variety of techniques, primarily with clay, plaster, and some mixed media. Prerequisite: either ART 103, 104, 231, or 232. (Fine Arts) HANSON

312. Sculpture—Casting

The making of three-dimensional forms using mold-making techniques. Includes bronze and aluminum foundry work. Prerequisite: either ART 103, 104, 231, or 232. Alternate years. (Fine Arts) HANSON

335. Advanced Textiles

Advanced instruction in textile techniques; concentrating primarily on silk-screening and other advanced surface design techniques, but with time for individual projects using weaving and papermaking techniques. Prerequisite: either ART 235, 237, or 238. ART 237 is strongly recommended. (Fine Arts)

483. Art Seminar

Readings and discussions about contemporary art in conjunction with a studio practicum. Prerequisites: restricted to junior and senior Art majors who have had either ART 260 or 271. PLAUT

487. Senior Thesis

A substantial culminating project for the Art major during the senior year. Usually consists of an exhibition, and/or a thesis paper, and an oral defense. Students should have a substantial background (a minimum of four courses) in Art History before writing an Art History research paper. Prerequisite: ART 483.

514. Life Drawing (1/4)

Drawing of the human figure. Emphasis on haptic and visual means of expression. (CR) LIFSON

964. Chicago Semester in the Arts: see *Index. Chicago Arts Program (ACM)*.

Biochemistry and Molecular Biology (BMB)

Advisors: Jeffrey Cardon, Craig Tepper

This interdepartmental major is designed to prepare students for graduate school or a technical career in biochemistry/molecular biology. It is also a suitable preparation for most of the schools in the health professions. The curriculum is drawn from the Departments of Biology and Chemistry, with emphasis on cellular biology, genetics, and biochemistry, and laboratory techniques in these areas.

Major: A minimum of 13 course credits in Biology and Chemistry, which include these 12 required courses: BIO 141 and 142 (Foundations I and II), BIO 205 (Cell and Molecular Biology), BIO 315 (Genetics); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry), CHE 202 (Analytical Chemistry), CHE 225, 326, and 327 (Organic Chemistry I, II, and Laboratory), CHE 334 (Biochemistry); BMB 485 (Problems); and one course selected from BIO 305 (Advanced Topics in Molecular Biology), BIO 313 (Developmental Biology), BIO 326 (Microbiology), BIO 327 (Immunology), BIO 328 (Neurobiology), or CHE 323 (Physical Chemistry I).

Recommended courses are MAT 141 and 142 (Calculus I and II).

280/380. Internship: see *Index. Courses 280/380*.

290/390. Individual Project: see *Index. Courses 290/390*.

485. Problems

Investigation of a problem in biochemistry and/or molecular biology, including a review of the literature, collection and interpretation of data, and writing of a research report. For seniors and advanced juniors. Arrangements must be made with the instructor before registering. CARDON, CHRISTIE-POPE or TEPPER

Biology (BIO)

Robert Black, Jeffrey Cardon, Barbara Christie-Pope, Martha Condon,
S. Andy McCollum, Craig Tepper (chair)

Adjunct Faculty/Academic Staff: Jennifer Hurley O'Hara, Laura Krouse,
Donald Wick

Major: A minimum of 13 courses, including at least 10 courses in Biology, eight of which must be at or above the 200 level; also CHE 121-122 (or 161), and 225 (Chemical Principles I, II, or Accelerated General Chemistry, and Organic Chemistry I).

The courses in Biology must include the seven core courses listed below and at least one course from each of the other three groupings:

Core Courses

BIO 141 Introductory Biology: Foundations I
BIO 142 Introductory Biology: Foundations II
BIO 205 Cell and Molecular Biology
BIO 315 Genetics
BIO 321 Ecology
BIO 411 Seminar in Evolution
BIO 485 Biological Problems

Cell Grouping

BIO 305 Advanced Molecular Biology
BIO 313 Developmental Biology
BIO 326 Microbiology
BIO 327 Immunology
BIO 328 Neurobiology

Plant Grouping

BIO 209 Plant Morphology
BIO 303 Plant Physiology
BIO 320 Iowa Plant Communities
BIO 332 Plant Taxonomy

Animal Grouping

BIO 254 Ornithology
BIO 308 Invertebrate Zoology
BIO 312 Vertebrate Zoology
BIO 324 Comparative Animal Physiology
BIO 334 Animal Behavior

Appropriate supporting work in chemistry, physics, and mathematics is also strongly recommended.

Teaching Major: Identical to the general major except BIO 485 is not required. If the student's program permits, however, BIO 485 is strongly recommended. In addition to the foregoing requirements for the subject major, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minor: A minimum of seven course credits which include BIO 141, 142 and CHE 121-122. Students may elect either of the following two ways to complete the minor: (1) CHE 225, BIO 205 and BIO 315; or (2) BIO 321 plus two additional upper-level elective courses in Biology. Environmental Studies majors may receive a minor in Biology by completing the first track, or by completing the second track only if the two upper-level biology courses completed are courses *not* counted toward the Environmental Studies major.

Concentration: Students should consult with the Department concerning programs leading to graduate work in zoology, botany, or the health sciences; to high school teaching; to admission to schools of medicine and dentistry; and to various careers in the biological sciences.

Note: Students intending to take advanced work in biology and all preprofessional students (medicine, dentistry, etc.) should take BIO 141 and 142.

103. Investigations

Investigative approach to the solution of biological problems, emphasizing

designing, executing, and interpreting research. Specific research areas are confined to the interests of each instructor. Recommended for non-science majors. (Laboratory Science)

106. Biology for the Schools

Basic biology, emphasizing the investigative approach to solve biological problems. Students will design, execute, and interpret research. Class projects will be designed to be used in elementary or secondary classrooms. Research topics will vary with each instructor. Recommended for education majors. (Laboratory Science)

108. Topics

Selected areas of biology, emphasizing the application of biological concepts and theory to humans and their environment. Topics vary each term. Recommended for non-science majors. (Science)

111. Human Anatomy and Physiology

The anatomy and physiology of the human, including an examination of tissues, anatomy, and function of the cardiovascular, respiratory, digestive, excretory, skeletal/muscle, and nervous systems. *Not open to Biology or Biochemistry/Molecular Biology majors.* Students who have completed BIO 141 must obtain permission of the instructor. Alternate years. (Laboratory Science) CHRISTIE-POPE

141. Foundations I

Study of living organisms, designed to introduce the principles of cell structure, cell function, energy production, information transfer, development, and physiology. This course is a prerequisite for most upper-level Biology courses. (Laboratory Science) CHRISTIE-POPE or TEPPER

142. Foundations II

The topics of genetics, evolution, speciation, classification, the diversity of life, ecology, biological communities, and animal behavior. This course is a prerequisite for all upper-level Biology courses. (Laboratory Science) BLACK, CONDON or McCOLLUM

205. Cell and Molecular Biology

Basic metabolism and organization of cells and intracellular organelles. Introduction to the structure and synthesis of biological macromolecules. Prerequisites: BIO 141, 142 and CHE 225. Same course as CHE 234. (Laboratory Science) CARDON, CHRISTIE-POPE or TEPPER

209. Plant Morphology

Emphasis on structure, reproduction, and evolution. Prerequisites: BIO 141 and 142. (Laboratory Science) CONDON

230. Conservation Biology

Ecological, evolutionary, and other biological principles and their application to the maintenance of global and local biodiversity. Prerequisite: BIO 142. Alternate years. (Science)

254. Ornithology

Basic biology of birds, emphasizing taxonomy, structure, ecology, behavior, distribution, and natural history. Prerequisite: BIO 142 or adequate high school preparation. May include an extended field trip. (Laboratory Science)

280/380. Internship: see *Index. Courses 280/380.*

281-285. Topics in Biology

Study of a selected topic of current interest or concern in biology.

290/390. Individual Project: see *Index. Courses 290/390.*

303. Plant Physiology

Life processes of plants, emphasizing water relations, metabolism, photosynthesis, mineral nutrition, and growth. Alternate years. Prerequisite: BIO 205. (Laboratory Science) CONDON

305. Advanced Molecular Biology

A continuation of BIO 205, with coverage of a range of topics of interest in molecular biology such as aging, cytoskeleton, gene regulation, hormones, and oncology. Prerequisite: BIO 205. (Laboratory Science) CARDON or TEPPER

308. Invertebrate Zoology

Structure, classification, physiology, reproduction, life history, natural history, ecology, and evolution of invertebrates. Prerequisites: BIO 141 and 142. Alternate years. (Laboratory Science) BLACK

312. Vertebrate Zoology

Survey of the biology of vertebrates, emphasizing structure, classification, physiology, reproductive biology, ecology, natural history, and evolution. Prerequisites: BIO 141 and 142. (Laboratory Science) BLACK

313. Developmental Biology

Principles of animal and plant development with an emphasis on early developmental changes. Cellular and molecular changes associated with gene expression, induction, and morphology. Prerequisite: BIO 205. (Laboratory Science) TEPPER

315. Genetics

Principles of inheritance in plants and animals. Emphasis on the laws of heredity, molecular genetics, and population genetics. Laboratory research in molecular genetics. Recommended for juniors and seniors. Prerequisite: BIO 205. (Laboratory Science) TEPPER

320. Iowa Plant Communities

Primarily a field course designed to gain familiarity with the variety of plant communities in Iowa. Topics include species identification, vegetation measurement and comparison, relationship to soil and other environmental factors. One or more multi-day field trips. Prerequisites: BIO 141 and 142. (Laboratory Science) CHRISTIANSEN

321. Ecology

Ecological theory. Why do individuals and species live the way they do, in the numbers they do, in the areas they do; and what environmental influences guided their evolution? Prerequisites: BIO 141 and 142. (Laboratory Science) BLACK

324. Comparative Animal Physiology

Survey of animals and the mechanisms involved in circulation, gas exchange, excretion, digestion, temperature regulation, and the nervous and endocrine control of these processes. Prerequisite: BIO 205. (Laboratory Science) CHRISTIE-POPE

326. Microbiology

Survey of microbial world with emphasis on bacterial culture and identification,

and the role of microbial activities in the environment. Prerequisite: BIO 205. (Laboratory Science) CARDON

327. Immunology

A study of the human immune system including the basic principles involved in host defense mechanisms and methods of immunology. Prerequisite: BIO 205. Alternate years. (Laboratory Science) CHRISTIE-POPE

328. Neurobiology

The molecular, cellular, and physiological aspects of the nervous system. Emphasis is placed on basic properties of nerve cells, neural circuits, and organization and function of the mammalian nervous system. Prerequisite: BIO 205. Alternate years. (Laboratory Science) CHRISTIE-POPE

332. Plant Taxonomy

Evolution of vascular plants, treated from two points of view: (1) the mechanisms of evolution and techniques used to study these mechanisms; (2) the relationships between various groups, especially the families of flowering plants. Prerequisites: BIO 141 and 142. (Laboratory Science) CONDON

334. Animal Behavior

Evolution, development, causation, and function of behavior with emphasis on the origins and adaptive function of behaviors of vertebrates and invertebrates. Prerequisites: BIO 141 and 142. (Laboratory Science) McCOLLUM

381-385. Advanced Topics in Biology

Advanced examination of a selected topic of current interest or concern in biology.

399. Preservation Ecology Summer Internship

Field experience during the summer under the auspices of the Iowa Nature Conservancy in preservation ecology techniques, including biological resource assessment, monitoring animal and plant populations, landowner contacts, mapping, preparing reports, and designated preserve management tasks. Prerequisites: (1) at least two of the following – BIO 209, 321, or 332, (2) at least two of the following – BIO 254, 308, 312, or 334, (3) junior standing, and (4) acceptance by the Nature Conservancy. See *Index. Courses 299/399*.

411. Seminar in Evolution

Readings and discussion in the biological, historical, and philosophical aspects of evolution. Prerequisite: Biology major with senior standing. Recommended prerequisite: BIO 315. CONDON or McCOLLUM

485. Biological Problems

Investigation of a biological problem, including a review of the literature, collection and interpretation of data, and writing of a research report. May be repeated once for credit. Intended for seniors or advanced juniors. Arrangements must be made with the instructor before registering.

511. Extended Research in Biology (1/4)

Reading in depth on a topic of current interest and the pursuit of an experimental or theoretical problem related to the topic. This adjunct course must be taken over four successive terms. Prerequisite: permission of instructor.

963. Oak Ridge Science Semester: see *Index. Oak Ridge Science Semester (ACM)*.

969. Wilderness Field Station: see *Index. Wilderness Field Station (ACM)*.

Chemistry (CHE)

Addison Ault, Jeffrey Cardon, Truman Jordan, Charles Liberko, Cynthia Strong (chair)

Adjunct Faculty/Academic Staff: Andrea Pionek

The Department of Chemistry has been approved by the American Chemical Society (ACS) for the professional training of chemists at the undergraduate level.

Major: 14 or 15 course credits. At least 10 courses in Chemistry, which must include CHE 121, 122, 202, 225, 323, 324, 326, 327, plus two additional courses at the 300 level; CHE 161 may be substituted for CHE 121 and 122. Also required are MAT 141 and 142 (Calculus I and II); and either PHY 111, 112, and 114 (General Physics I, II, and Laboratory) or, with permission of the Department, PHY 101, 102, and 114 (Introductory Physics I, II, and Laboratory).

ACS Certified Major: 18 or 19 courses, to include CHE 121, 122, 202, 225, 323, 324, 326, 327, 333 or 334, 335, two additional courses at the 300 level, and a major research experience; CHE 161 may be substituted for CHE 121 and 122. Also required are PHY 111, 112, and 114; and MAT 143 (Calculus III). Students selecting this major should confer with the Department chair to make certain that they will satisfy all the requirements.

Teaching Major: The same program as specified for the non-teaching major. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minor: A minimum of five course credits in Chemistry which include CHE 202 and at least three additional courses numbered 200 or higher.

Concentration: Students should consult with the Department concerning major programs which lead to graduate work in chemistry, chemical physics, biochemistry, and medicine, or to industrial employment.

Note: The Summer Research Program of the Department of Chemistry provides an opportunity to spend a summer at Cornell College working on a research project with a member of the Chemistry faculty. Interested students should consult a faculty member in the Department.

111. Chemistry in the Natural World

Basic concepts of chemistry and their implications for a technological society. Emphasis on the qualitative rather than the quantitative (mathematical) aspects of chemistry. Intended for non-science majors. No previous study of chemistry required. (Laboratory Science)

121. Chemical Principles I

Fundamental concepts of chemistry, mole concept, theories of the atom and the chemical bond, and chemical equilibria. (Laboratory Science)

122. Chemical Principles II

Rates of chemical reactions, acids and bases, electrochemistry, and an introduction to thermodynamics. Reactions and properties of selected elements and their compounds. Prerequisite: CHE 121. (Laboratory Science)

161. Accelerated General Chemistry

Fundamental concepts of chemistry: atomic theory, quantum theory, bonding,

states of matter, thermodynamics, equilibrium, and kinetics. The course is designed for students who have a good understanding of atoms, molecules, and mole calculations. Students who take the course should have already satisfied the B.A. requirement in Mathematics. This course is the equivalent of CHE 121 and 122. (Laboratory Science)

202. Analytical Chemistry

Concepts of analysis, volumetric techniques, and an introduction to instrumental techniques. Prerequisite: CHE 122 or 161. (Laboratory Science) JORDAN and STRONG

225. Organic Chemistry I Lecture

Chemistry of carbon compounds. Determination of molecular structure and geometry and the chemistry of common functional groups. Prerequisite: CHE 122 or 161. AULT, CARDON or LIBERKO

234. Biological Chemistry

Same course as BIO 205 (see for course description). Prerequisites: BIO 141, 142, and CHE 225. (Laboratory Science) CARDON, CHRISTIE-POPE or TEPPER

280/380. Internship. (OP): see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

323. Physical Chemistry I

Concepts of physical chemistry, including the kinetic-molecular theory of gases, atomic and molecular structure and energetics, and an introduction to thermodynamics. The laboratory emphasizes the use of the computer to calculate thermodynamic quantities from molecular properties. Prerequisites: CHE 122 or 161, and MAT 141. Recommended prerequisite: PHY 111. (Laboratory Science) JORDAN

324. Physical Chemistry II

Thermodynamics, descriptions of systems of equilibria, molecular spectroscopy, x-ray diffraction, quantum mechanics, and rates and mechanisms of chemical reactions. Prerequisites: CHE 323, MAT 142, and PHY 114. (Laboratory Science) JORDAN

326. Organic Chemistry II Lecture

Continuation of CHE 225. Methods of synthesis and the reactions of organic compounds. Prerequisite: CHE 225. AULT, CARDON or LIBERKO

327. Organic Chemistry Laboratory

Practical laboratory aspects of organic chemistry. Isolation and purification of substances; one-step transformations of substances; synthetic sequences; and, possibly, synthesis projects. Prerequisite: CHE 326. AULT, CARDON or LIBERKO

328. Advanced Organic Chemistry

Selected advanced topics of reaction mechanisms or syntheses of organic compounds. Prerequisites: CHE 326 and 327. (Laboratory Science) AULT or LIBERKO

333. Advanced Analytical Chemistry

Theory of analytical chemistry with an emphasis on instrumental methods. Prerequisites: CHE 202, 323, and 327. (Laboratory Science) STRONG

334. Biochemistry

Cellular metabolism, including the oxidative degradation and biosynthesis of proteins, carbohydrates, lipids, and nucleic acids. The approach is primarily mechanistic with a quantitative discussion of kinetics, free-energy changes, and the electrochemistry of electron transport chain. Prerequisites: CHE 202, 234 (or BIO 205) and CHE 327. (Laboratory Science) CARDON

335. Advanced Inorganic Chemistry

Properties of inorganic compounds with emphasis on theories of bonding and the chemistry of coordination compounds. Prerequisite: CHE 323. (Laboratory Science) STRONG

339. Advanced Physical Chemistry

Quantum mechanics, symmetry and group theory, and selected topics. Prerequisite: CHE 324. (Science) JORDAN

485. Chemical Research

Individual research in selected areas of chemistry. Prerequisite: a 300-level course in Chemistry or permission of instructor.

511. Extended Research in Chemistry (1/4)

Reading coupled with research on a specialized topic. This adjunct course must be taken over four successive terms. Prerequisites: departmental GPA of 3.0 or higher; prior completion of one course in the Department at or above the 200 level, and permission of instructor.

512. Reading and Conversation in Chemistry (1/4)

963. Oak Ridge Science Semester: see *Index. Oak Ridge Science Semester (ACM)*.

Classical and Modern Languages

Jan Boney, Charles Connell, Diane Crowder, Sally Farrington-Clute, John Gruber-Miller (chair), Lynne Ikach, Carol Lacy-Salazar, Renato Martinez
Adjunct Faculty/Academic Staff: Ann Gruber-Miller, Hernan Salazar

Foreign Study: All students are strongly urged to develop their language skills through a semester or year of studying abroad. The College offers opportunities to study the following languages abroad: Afrikaans (in Cape Town), Arabic (in Morocco), Czech (in Olomuoc or Prague), Dutch (in Amsterdam), French (in Geneva, Toulouse, or several African countries), Modern Greek (on Lesbos), Hindi or Marathi (in India), Indonesian (in Bali), Italian (in Florence or Treviso), Japanese (in Tokyo), Mandarin or Cantonese (in Kunming or Hong Kong), Nepali (in Kathmandu), Portuguese (in Brazil), Russian (in Saint Petersburg or Krasnodar), Shona (in Zimbabwe), Spanish (in Central and South America or Spain), Swahili (in Kenya or Tanzania), Setswana (in Botswana), Thai (in Thailand), Tibetan (in India or Nepal), Twi (in Ghana), Vietnamese (in Ho Chi Minh City), Xhosa (in Cape Town), and Zulu (in Durban). See *Off-Campus Programs*, especially SIT and ACM programs. Also described there is the Department's *Foreign Language Abroad Program (FLAP)*, which covers programs abroad run by other institutions in modern languages taught at Cornell.

Cornell students also have the opportunity to study some less-widely taught languages during the summer at Beloit College.

In addition, the Department offers one-term courses taught by Cornell faculty in Germany (GER 281), Greece (CLA 381), Italy (CLA 382), Mexico (SPA 206, 302, and 303), Quebec (FRE 206 and 302), Russia (RUS 384), and Spain (SPA 303 and 381).

Concentration: A flexible program leading to the B.S.S. or B.Ph. degree or to an interdisciplinary major may involve work in other departments as well as in languages. Suggested concentrations include comparative literature, history, philosophy, religion, period studies, contemporary culture, area studies, international relations, and international business.

Courses in Translation: In order to introduce other cultures and literatures to students who have not had the opportunity to study the particular foreign languages, the Department offers the following courses in English translation. Such courses require no knowledge of the foreign language. A full description of each course is given under the appropriate language.

CLA 216 Classical Mythology
 CLA 264 Women in Antiquity
 CLA 364 Masterpieces of Greek and Roman Theatre
 CLA 372 Epic Tradition
 CLA 373 Love and Romance in Greece and Rome
 FRE 254 French Women Writers
 GER 281 Contemporary Central Europe
 RUS 281 Introduction to Russian Culture and Civilization
 RUS 341 Russian Literature, 1800-1880
 RUS 351 Russian Literature, 1880-1932
 RUS 355 Russian Literature, 1932-present

Classical Languages

Classics (CLA)

Classics courses are taught in English and require no knowledge of the ancient languages.

216. Classical Mythology

Development of the myth, legend, and folklore of the ancient world, especially their place in ancient Greek and Roman culture, and their survival in the modern world. (Humanities) J. GRUBER-MILLER

264. Women in Antiquity

Exploration of women's lives in classical Greece and Rome; women's role in culture, society, and the economy; their experience of childbearing, marriage, and death; ancient social constructs of the female. Sources include literature, history, medical texts, inscriptions, art and architecture. Alternate years. (Humanities) J. GRUBER-MILLER

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

364. Masterpieces of Greek and Roman Theatre

Origins and rise of drama in ancient Greece and Rome; discussion of ritual, historical, and modern performance contexts of various plays; their influence on modern drama; ancient and modern interpretations of comedy and tragedy.

Topics may vary from year to year. Course may be repeated with permission of the instructor. Prerequisites: ENG 111 and sophomore standing. Offered every third year. (Humanities) J. GRUBER-MILLER

372. Epic Tradition

Examination in depth of Homer's *Iliad* or *Odyssey*, Vergil's *Aeneid*, or Ovid's *Metamorphoses* against the background of their time, and their influence on Milton, Joyce, Kazantzakis, or other examples of modern narrative. Prerequisites: ENG 111 and sophomore standing. Offered every third year. (Humanities) J. GRUBER-MILLER

373. Love and Romance in Greece and Rome

The theme of love from Sappho and Plato to Catullus and Ovid; women's place within the ancient tradition; its influence on the courtly love tradition in the Middle Ages and on modern attempts at understanding love. Prerequisites: ENG 111 and sophomore standing. Offered every third year. (Humanities) J. GRUBER-MILLER

381. Greek Archaeology

Introduction to excavating techniques in Greek lands; study of the material culture of ancient Greece in order to understand the society, religion, and customs of Bronze Age and Classical Greece. Registration entails additional costs when the course is taught in Greece. Offered every four years. Prerequisite: a course from Classical Studies or Anthropology. (Humanities) J. GRUBER-MILLER

382. Roman Archaeology

Introduction to excavating techniques in Roman lands; study of the material culture of the ancient Romans in order to understand their history and civilization from the monarchy to the republic to the empire. Registration entails additional costs when the course is taught in Italy. Offered every four years. Prerequisite: a course from Classical Studies or Anthropology. (Humanities) J. GRUBER-MILLER

485. Advanced Classical Studies

An independent project undertaken in the senior year. Prerequisite: permission of the Classical Studies Committee.

Greek (GRE)

101-102. Beginning Classical Greek I & II

Introduction to Ancient Greek based upon grammatical analysis and readings from the New Testament and Classical authors. No previous foreign language experience required. Offered every third year. J. GRUBER-MILLER

205. Introduction to Classical Greek Literature

Readings from one or more authors such as Plato, Herodotus, Euripides, Menander, Plutarch, or Lucian. Prerequisite: GRE 102. Offered every third year. J. GRUBER-MILLER

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

291. Intermediate Tutorial

Topic selected by the student in consultation with the instructor. Prerequisite: GRE 102. Offered on request, subject to availability of staff.

327. The Greek Hero

Consideration of the Greek concept of heroism with attention to how performance, genre, gender, and social and cultural values shape the Greek view of the hero. Readings from Homer or the Attic dramatists in the original Greek. Prerequisite: GRE 205. Offered every third year. (Humanities) J. GRUBER-MILLER

334. Ancient Greek Politics, Society, and Culture

Readings and discussion of original Greek texts that cast light on the history, politics, society, and culture of Greece and the ancient Mediterranean. Authors may include Arrian, Herodotus, Lysias, Plato, Thucydides, Xenophon, or the Greek New Testament. Prerequisite: GRE 205. Offered every third year. (Humanities) J. GRUBER-MILLER

391. Advanced Tutorial

Topic selected by the student in consultation with the instructor. Prerequisite: GRE 291. Offered on request, subject to availability of staff.

Latin (LAT)

A major in Latin is currently available only as a teaching major.

Teaching Major: A minimum of nine course credits, which include six course credits in Latin beyond LAT 101; two additional course credits in Classical Studies selected with the approval of the Department; ENG 311 (Grammar and the Politics of English) or LAL 352 (Linguistics); and LAL 308 (Language Teaching Methodology). In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

101-102. Beginning Latin I & II

Introduction to Classical Latin based upon grammatical analysis and reading. Latin prefixes found in English words. Techniques of etymology to increase recognition and comprehension of English vocabulary. Offered two out of every three years. J. GRUBER-MILLER

205. Introduction to Latin Literature

Readings from one or more authors such as Plautus, Catullus, Cicero, Caesar, Horace, Ovid, Petronius, Pliny, or Martial. Prerequisite: LAT 102. Offered two out of every three years. J. GRUBER-MILLER

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

291. Intermediate Tutorial

Topic selected by the student in consultation with the instructor. Prerequisite: LAT 102. Offered on request, subject to availability of staff.

312. Age of Cicero

Fall of the Roman Republic, as seen through the eyes of Cicero and his contemporaries, Catullus, Lucretius, and Sallust. Prerequisite: LAT 205. Offered every third year. (Humanities) J. GRUBER-MILLER

313. Age of Augustus

Golden Age of Latin literature. Readings from Vergil, Horace, Ovid, or the Roman love elegists. Prerequisite: LAT 205. Offered every third year. (Humanities) J. GRUBER-MILLER

368. Roman Historians

Readings from Tacitus, Livy, or Caesar in order to assess the Romans' contribution to and influence upon the writing of history. Prerequisite: LAT 205. Offered every third year. (Humanities) J. GRUBER-MILLER

391. Advanced Tutorial

Topic selected by the student in consultation with the instructor. Prerequisite: LAT 291. Offered on request, subject to availability of staff.

511. Latin Reading Group (1/4)

Maintenance of Latin language skills through reading a variety of Roman authors. Texts selected in consultation with the students participating. Course meets once a week for a semester. Prerequisite: LAT 102 or permission of instructor. (CR) J. GRUBER-MILLER

Modern Languages

French (FRE)

Major: A minimum of eight course credits in French at or above the 300 level, which include FRE 301, 303, 311, and 411. A maximum of two elective upper-level courses in other areas, approved beforehand by the Department as relevant to the major, may be substituted for two of the elective French courses.

Teaching Major: A minimum of nine course credits, to include FRE 301, 303, 311, at least four additional 300-level courses in French, and two additional courses at the 300 level, one of which may be in another field if approved by the Department as relevant to the major; and LAL 308 (Language Teaching Methodology). In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minor: A minimum of five course credits in French at or above the 300 level, which include FRE 301, 303, and 311.

Study Abroad: French majors are strongly encouraged to study abroad, and up to four course credits taken on approved programs may be substituted for required major courses.

Note: Lectures and discussions in all 300- and 400-level courses are in French.

101-102-103. Beginning French I, II, & III

Pronunciation and grammar, with stress on facility in reading, writing, and speaking French.

205. Intermediate French

Special emphasis on conversation skills and communication strategies. Integration of grammar and vocabulary into discourse. Advanced grammar review. Contemporary materials for reading practice. Prerequisite: FRE 103.

206. Intermediate French in Montréal

Same as FRE 205 but taught in Montréal, Canada. The final course in the B.A. language requirement offered off-campus. Activities include tours, plays, and a weekend trip. Registration entails additional costs. Prerequisites: FRE 103 and permission of instructor. Alternate years. CROWDER or BONEY

254. French Women Writers in Translation

Survey of fiction, poetry, and essays by major women writers. Works by representative writers such as Sand, Colette, de Beauvoir, Saurraute, Wittig, and others will be examined in light of contemporary views of feminism, femininity, and “female writing.” All work in English. No knowledge of French required. May be counted as a 300-level course for French majors with permission of instructor. Alternate years. (Humanities) CROWDER or BONEY

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

301. Composition and Conversation

Intensive practice in speaking and writing. A variety of readings — short fiction, poetry, contemporary magazines, essays — to develop vocabulary and reading skills in formal and informal genres. Oral presentations and class discussions. Introduction to research in French, using library and Internet resources. Prerequisite: FRE 205. CROWDER

302. Advanced Conversation in Montréal

For students who wish to achieve greater fluency and an understanding of life in Montréal, Canada. Extensive work on oral comprehension and speaking. Activities include tours, plays, and a weekend trip. Registration entails additional costs. Prerequisite: FRE 205 or 206 *and* permission of instructor. Alternate years. CROWDER or BONEY

303. French and Francophone Cultures

Twentieth century French and Francophone culture from the perspectives of media, politics, intellectual life, and popular culture. Through an exploration of the role of the French language in Africa, students consider the relationship of language to culture. Prerequisite: FRE 205. Alternate years. (Humanities) BONEY

311. Introduction to Literature

Introduction to the genres and major literary movements in French literature. Course centers on a theme, showing its treatment by authors in different periods. Development of reading strategies and skills, with attention to the advanced grammar needed for literary texts. Intensive writing to teach students the methods of analyzing and researching literatures. Prerequisite: FRE 301. (Humanities) BONEY

315. Mediaeval Literature

Epic, courtly, and allegorical literature, chivalric romance, ribald tale, and comic theatre of the French Middle Ages. Prerequisite: FRE 311. Offered every third year. (Humanities) BONEY

321. The French Renaissance: Sixteenth Century Literature

Works by Rabelais, Montaigne, and the poets of the Lyon and Pleiade schools. The emergence of a national literature and the development of the Humanist tradition in France. Prerequisite: FRE 311. Alternate years. (Humanities) BONEY

327. Baroque and Neoclassicism: Seventeenth Century French Literature

Classical tragedy and comedy of Racine, Corneille, and Moliere. The origins of the modern novel. Prerequisite: FRE 311. Offered every third year. (Humanities) BONEY

331. Enlightenment: Eighteenth Century French Literature

The intellectual quest of the *philosophes* and the *Encyclopedistes*, with selected readings from Voltaire, Rousseau, Diderot, and Montesquieu. Development of the drama, the novel, and pre-Romanticism. Prerequisite: FRE 311. Offered every third year. (Humanities) CROWDER

341. Nineteenth Century I: 1800–1850

The rise of Romanticism in post-Revolutionary France, examined through poetry, novels, and essays. The Napoleonic era, the return of the monarchy, and the writers who sparked a new French Revolution. The beginnings of realism. Prerequisite: FRE 311. Offered every third year. (Humanities) BONEY

342. Nineteenth Century II: 1850–1900

The Realist reaction against Romanticism—*Madame Bovary* and Baudelaire's poetry on trial for "indecenty." The impact of industrialism on the middle and working classes as seen by Zola. The scandal of Rimbaud and Valéry, the new poetry of Mallarmé, and the ribald play *Ubu roi* to close the century. Prerequisite: FRE 311. Offered every third year. (Humanities) CROWDER

351. Twentieth Century I: Writing as Political Action

The Surrealist movement grows out of WWI. The Négritude movement unites colonized people in Francophone Africa and the Caribbean. Camus rewrites WWII as *The Plague*. Wittig and the rise of feminism after the student "revolution" of 1968. The new postcolonial Francophone literature. Prerequisite: FRE 311. Alternate years. (Humanities) CROWDER

352. Twentieth Century II: Writing as Psychological Analysis

Proust and Robbe-Grillet portray obsessive love and jealousy. The theater of the absurd shows the breakdown of communication and language. Québécois literature reflects upon tormented sexualities in isolated towns. Prerequisite: FRE 311. Offered every third year. (Humanities) CROWDER

411. Seminar

In-depth study of a literary movement, area, or author. Required of all French majors. Prerequisite: permission of instructor. Alternate years.

988. There are currently eight programs in France or Francophone countries run by the School for International Training. There are language and culture semesters in Cameroon, France, Madagascar, Mali, and Morocco. There is a language immersion semester in France, a semester with an emphasis on the environment in Madagascar, and a semester with an emphasis on international studies in Switzerland. See *Index. School for International Training*.

German (GER)

Major: A minimum of eight course credits in German at or above the 300 level, which include GER 301 and either 302 or 304. A maximum of two upper-level courses in other areas, approved beforehand by the Department as relevant to the major, may be substituted for two of the elective German courses.

Teaching Major: A minimum of nine course credits, to include six course credits in German at or above the 300 level, including both GER 301 and 302; ENG 311 (Grammar and the Politics of English) or LAL 352 (Linguistics); LAL 308 (Language Teaching Methodology); and either GER 281, HIS 315 (Diplomacy of War and Revolution), or HIS 324 (Modern Germany). In addition to the foregoing requirements, prospective teachers must also apply for admission

to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minor in German: A minimum of five course credits in German at or above the 300 level, including GER 301.

Minor in German Studies: GER 205 and at least five additional course credits chosen from the following list, or another course or courses approved beforehand by the Department as relevant to German culture and civilization: GER 281, 301, 302, 304, HIS 304 (Europe: the Sixteenth and Seventeenth Centuries), 315 (Diplomacy of War and Revolution), 324 (Modern Germany), MUS 323 (History of Western Music III), 352 (The Ring Cycle of Wagner), PHI 306 (Modern Philosophy: Nineteenth Century), 307 (Marx and Marxism), or REL 373 (Post-Holocaust Religious Thought). *Note: A student may not minor in both German and German Studies.*

Note: Lectures and discussions in all 300- and 400-level courses are in German.

101-102-103. Beginning German I, II, & III

Pronunciation and a survey of grammar. Facility in speaking and understanding spoken German is stressed. Readings emphasize literature and contemporary life in the German-speaking countries.

205. Intermediate German

Review of grammar, with a greater emphasis on reading and writing. Continued readings in simple literary texts. Prerequisite: GER 103.

281. Contemporary Central Europe

Contemporary life in Germany, Austria, and Switzerland. Social institutions and their historical development. Political, economic, and intellectual life of the area. Influence of and the reaction to America. Readings and discussions in English. Registration, when the course is taught in Europe, entails additional costs. Alternate years. CONNELL

301. Composition and Conversation I

Intensive written work designed to develop ability to write German clearly; practice in speaking to develop ability to converse fluently. Brief introduction to the history of German literature. Required of all German majors. Prerequisite: GER 205. CONNELL

302. Composition and Conversation II

Continued practice in developing ability to write and speak German clearly. Intensive work in reading German in various fields. Brief introduction to the history of the German language. Required of all German teaching majors. Prerequisite: GER 301. Alternate years. CONNELL

304. Business German

Introduction to the language used in German businesses as well as an introduction to the German economy. Prerequisites: GER 301 and ECB 101. Alternate years. CONNELL

332. Enlightenment

Development of German literature in the second half of the eighteenth century, concentrating on Lessing and Schiller. Supplementary readings in history and philosophy. Offered every third year. Prerequisite: GER 301. (Humanities) CONNELL

333. Goethe

Introduction to the man and his works, concentrating on Faust. Offered every third year. Prerequisite: GER 301. (Humanities) CONNELL

341. Romanticism

Survey of the German Romantic period, concentrating on Novalis and Kleist. Supplementary readings in Romantic Criticism and the philosophy of German idealism. Offered every third year. Prerequisite: GER 301. (Humanities) CONNELL

342. Realism and Naturalism

Development of German literature in the nineteenth century, especially Heine, Keller, and Hauptmann. Offered every third year. Prerequisite: GER 301. (Humanities) CONNELL

351. Modernism

Survey of major authors of the early twentieth century, especially Rilke, Thomas Mann, and Kafka, and their reactions to the modern world. Offered every third year. Prerequisite: GER 301. (Humanities) CONNELL

352. Post-War Literature

Selections from the works of authors who became prominent between 1945-1990, as well as from Brecht. Various genres. Offered every third year. Prerequisite: GER 301. (Humanities) CONNELL

380. Internship: see *Index. Courses 280/380.*

390. Individual Project: see *Index. Courses 290/390.*

485. Senior Tutorial

Similar to an Oxbridge tutorial, in which one paper per week on an assigned topic is prepared, then read aloud, criticized, and discussed. Prerequisites: four 300-level German courses. CONNELL

511. German Reading and Conversation Group (1/4)

Maintenance of German language skills through reading and conversation. Six meetings per term, with all student work done during the meetings. Prerequisite: GER 102. (CR) CONNELL

990. Term, Semester, or Year in Germany: see *Index. Foreign Language Abroad Program.*

Japanese (JPN)**101-102-103. Beginning Japanese I, II, & III**

Essentials of grammar emphasizing skills in reading, writing, speaking, and understanding Japanese. Classroom activities promote conversational skills.

205. Intermediate Japanese

Review of basic grammar. Continued development of skills in reading, writing, and speaking Japanese. Prerequisite: JPN 103.

923. Japan Study

An ACM program which offers a year at Waseda University in Tokyo. See *Index. Japan Study (ACM).*

There are also opportunities for students from ACM colleges to study Japanese during the summer at Beloit College.

Russian (RUS)

Major: A minimum of eight course credits, which include:

- I. RUS 103, 205, 301, 311;
- II. Four courses (at least two of which must be courses in Russian literature in translation) selected from courses in Russian at or above the 300 level, HIS 321 (Muscovite and Imperial Russia), HIS 322 (Revolutionary and Soviet Russia), and HIS 323 (Russia from 1941).

Teaching Major: A minimum of nine course credits, to include the requirements for the Russian major listed above and LAL 308 (Language Teaching Methodology). In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Note: *A major in Russian Studies is also offered; however, students may not combine a major in Russian with the interdepartmental major in Russian Studies.*

Minor: A minimum of five course credits in Russian which include RUS 103, 205, 301, 311, and one course selected from Russian at or above the 300 level, HIS 321, HIS 322, or HIS 323.

Note: *The Russian minor is not available to students with a Russian Studies major.*

Courses taught in Russia: see RUS 384, 955, and 988 below.

101-102-103. Beginning Russian I, II, & III

Essentials of grammar, with practice in speaking, reading, listening, and writing Russian. IKACH

205. Intermediate Russian

Review of basic grammatical forms and continued development of speaking, listening, reading, and writing skills. Prerequisite: RUS 103. IKACH

280/380. Internship: see *Index. Courses 280/380.*

281. Introduction to Russian Culture and Civilization

Same as RSS 281 (see for full course description). Readings and discussions in English. Offered subject to availability of staff. IKACH

290/390. Individual Project: see *Index. Courses 290/390.*

301. Composition and Conversation

Intensive practice in writing and speaking and introduction to complex grammatical structures through readings of advanced-level texts. Compositions and discussions on a variety of topics. Prerequisite: RUS 205. IKACH

311. Introduction to Russian Literature

Survey of Russian literature and of its main currents, with readings of representative works. Lectures, readings, and discussions in Russian. Prerequisite: RUS 301. (Humanities) IKACH

341. Russian Literature in Translation, 1800-1880

Examination of major works by Russian Romantic and Realist writers. Readings and discussions in English. Usually offered every third year. Prerequisite: ENG 111. (Humanities) IKACH

351. Russian Literature in Translation, 1880-1932

Examination of major works of pre- and post-revolutionary Russian fiction,

poetry, and drama. Readings and discussions in English. Usually offered every third year. Prerequisite: ENG 111. (Humanities) IKACH

355. Russian Literature in Translation, 1932-Present

A survey of works by major writers of the Soviet and post-Soviet periods. Readings and discussions in English. Usually offered every third year. Prerequisite: ENG 111. (Humanities) IKACH

384. Russia Today

The current scene in the Russian Republic. Registration, when the course is taught in Russia, entails additional costs. Offered subject to availability of staff. Same course as RSS 384. (CR) GIVENS

391. Tutorial in Russian

Supervised reading in Russian literature and/or civilization, and discussions and compositions based on the reading. All work to be done in Russian. Prerequisites: RUS 205 *and* permission of instructor.

485. Advanced Russian Studies (1/2-1)

Reading or research in Russian. Prerequisite: permission of instructor. Same course as RSS 485.

501. Theatre in Russian (1/4)

Group reading, discussion, and preparation of one or more Russian plays. Rehearsals and performances in Russian. Prerequisites: knowledge of Russian and permission of instructor. Same course as RSS 501. (CR) IKACH

511. Russian Reading and Conversation Group (1/4)

Maintenance of Russian language skills through reading and conversation. Same course as RSS 511. (CR) IKACH

955. Semester in Russia (Krasnodar): see *Index. Russia (ACM)*.

988-RSS-L. Semester in Russia–Language Immersion (St. Petersburg): see *Index. Russia (SIT)*.

988-RSS-A. Semester in Russia–St. Petersburg: see *Index. Russia (SIT)*.

Spanish (SPA)

Major: A minimum of eight course credits in Spanish at or above the 300 level, which include SPA 301 and 411. A maximum of two elective upper-level courses in other areas approved by the Department beforehand as relevant to the Spanish major may be substituted for two of the elective Spanish courses.

Teaching Major: A minimum of nine course credits, to include six course credits in Spanish at or above the 300 level, including SPA 301, 411, and either 381 or 385; ENG 311 (Grammar and the Politics of English) or LAL 352 (Linguistics); LAL 308 (Language Teaching Methodology); and one additional course approved by the Department beforehand as relevant to the major. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Latin American Studies Major: see *Index. Latin American Studies*.

Minor: A minimum of five course credits in Spanish at or above the 300 level. One elective upper-division course relevant to Spanish studies in another area, approved by the Department, may be substituted for a Spanish course.

Courses taught in Latin America and Spain: see 201, 206, 302, 303, and 381 below.

Note: Lectures and discussions in all 300- and 400-level courses are in Spanish.

101-102-103. Beginning Spanish I, II, & III

Essentials of grammar stressing skills in understanding, speaking, reading, and writing with classroom activities promoting conversational skills. Short readings for cultural awareness and vocabulary development.

201. Basic Spanish

When taught on campus, this course is intended as a review of grammar for students with one or more years of high school Spanish and stresses skills in reading, writing, speaking, and understanding Spanish. When offered off-campus, this number is used to register students for instruction in Spanish at any level. Students take a placement test before beginning the off-campus course and are retested upon their return. The Department then assigns credit at the appropriate level. Registration entails additional costs when the course is taught off-campus.

205. Intermediate Spanish

Review of basic grammar with a special emphasis on writing, speaking, and reading. Literary selections and cultural material from Spain and Latin America. Prerequisite: SPA 103.

206. Intermediate Spanish in Mexico

Same as SPA 205 but taught in Mexico. The final course in the B.A. language requirement offered off-campus. Includes a homestay with a Mexican family. Registration entails additional costs. Prerequisites: SPA 103 *and* permission of instructor. Alternate years.

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

301. Composition and Conversation

Intensive practice in speaking Spanish designed to improve pronunciation and develop fluency. Systematic analysis of grammar and style through readings and intensive written work. Required of all Spanish majors. Prerequisite: SPA 205 or 206.

302. Advanced Conversation in Mexico

Taught in Mexico and designed for students who wish to achieve a higher level of fluency and a comprehensive understanding of life in Mexico. Includes a homestay with a Mexican family. Registration entails additional costs. Prerequisites: SPA 205 or 206 *and* permission of instructor. Alternate years.

303. Advanced Spanish Abroad

Alternative to 302 for advanced students who wish to study Spanish on their own in an approved language school in Latin America or Spain. Intended for students interested in achieving a high level of fluency and a comprehensive understanding of life in a Hispanic country. Includes a homestay. Registration entails additional costs. Prerequisites: SPA 205 or 206 *and* permission of the Department.

305. Advanced Spanish Grammar

Intensive study of Spanish grammar with an emphasis on those aspects of the language which are problematic for the advanced student. Prerequisite: SPA 205 or 206. Alternate years. FARRINGTON-CLUTE

311. Topics in Hispanic Literature

In-depth studies in the literature of Spain and Latin America or linguistic or historical studies of the Spanish language. Taken in the same term as, and in conjunction with, 411 but with a reduced workload suited to a 300-level course. Prerequisite: SPA 301. FARRINGTON-CLUTE or LACY-SALAZAR

321. Golden Age: Romancero and the Comedia

Heroes, legends, and history in popular ballads. The national theatre as an expression of Spanish ideals and aspirations: Lope de Vega, Tirso de Molina, Ruiz de Alarcon, and Calderon de la Barca. Prerequisite: SPA 301. Offered every third year. (Humanities) LACY-SALAZAR

322. Golden Age: Don Quijote

Don Quijote in the context of the literature of the age. Readings from *Amadis de Gaula*, *Lazarillo de Tormes*, *La Diana*, *El abencerraje* y *la hermosa Jarifa*. Renaissance and Baroque elements, contribution to the modern novel, critical approaches and interpretations. Prerequisite: SPA 301. Offered every third year. (Humanities) LACY-SALAZAR

351. Twentieth Century Peninsular Novel and Poetry

Spanish novel and poetry from the "Generation of 1898" to the present, with emphasis on representations of the human condition in Unamuno, Baroja, A. Machado, and Garcia Lorca. Prerequisite: SPA 301. Offered every third year. (Humanities) FARRINGTON-CLUTE

352. Modern Hispanic Theatre

Theatre of Spain and Latin America in the twentieth century, including Valle-Inclan's *esperpento*, Garcia Lorca's lyric tragedy, and the experiment with magical realism in Latin America. Prerequisite: SPA 301. Offered every third year. (Humanities) FARRINGTON-CLUTE

355. Latin American Short Story and Novel

Representative modern fiction: novel of protest, magical realism, and fantasy in the short story and novel of the "Boom." Authors include Asturias, Bombal, Borges, Cortazar, Rulfo, Fuentes, and Garcia Marquez. Prerequisite: SPA 301. Offered every third year. (Humanities) LACY-SALAZAR

356. Latin American Poetry

Poetry from Modernism to the present, with emphasis on the encounter between reality and the poet and the creation of a new poetic world. Poets include Ruben Dario, women of 1910-20, Cesar Vallejo, and Pablo Neruda. Prerequisite: SPA 301. Offered every third year. (Humanities) FARRINGTON-CLUTE

362. Text and Theory

Analysis of selected Spanish texts from a variety of perspectives. Modern critical theories such as Structuralism, Semiotics, Psychoanalysis, Marxism, Reception Theory, and Deconstructionism will be used to decipher these texts. Prerequisite: SPA 301. Alternate years. (Humanities) MARTINEZ

381. Peninsular Culture and Civilization

Origins, development, and significance of various aspects of Spanish civilization, with special emphasis on how these influence contemporary economic,

political, sociological, and artistic forces within Spain. Taught in Spain. Registration entails additional costs. Prerequisite: SPA 301. Offered every third year. MARTINEZ

385. Latin American Culture and Civilization

Study of the most important cultural and political issues in Latin American civilization from Columbus to the present day. Chronicles, essays, and public speeches provide the main texts and sources of information for discussions. Prerequisite: SPA 301. Alternate years. MARTINEZ

411. Seminar

In-depth studies in the literature of Spain and Latin America; or linguistic or historical studies of the Spanish language. Required of all Spanish majors. Prerequisites: at least two 300-level Spanish courses. FARRINGTON-CLUTE or LACY-SALAZAR

501. Theatre in Spanish—Workshop (1/4)

Group reading, discussion, and preparation of one or more Latin American or Spanish plays, with attention to meaning, interpretation, staging, and costuming. Rehearsals and performances in Spanish. Prerequisites: knowledge of Spanish *and* permission of instructor. (CR) LACY-SALAZAR

511. Spanish Reading and Conversation Group (1/4)

Maintenance of Spanish language skills through reading and conversation. (CR)

941. Latin American Society and Culture in Costa Rica: see *Index. Latin American Culture (ACM)*.

942. Tropical Field Research in Costa Rica: see *Index. Tropical Field Research (ACM)*.

988. There are currently 11 semester programs in Spain, Central and South America run by the School for International Training. There are language and culture semesters in Bolivia, Brazil, Chile, Ecuador, Mexico, Nicaragua, and Spain. There are semesters with an emphasis on the environment in Brazil, Ecuador, and Venezuela, and a language immersion semester in Spain. See *Index. School for International Training*.

Language and Linguistics (LAL)

280/380. Internship: see *Index. Courses 280/380*.

290/390. Individual Project: see *Index. Courses 290/390*.

308. Language Teaching Methodology

Theoretical and practical issues involved in teaching foreign languages, including human learning, first language acquisition, cognitive variations in language learning, personality and sociocultural factors, linguistic aspects of language learning and testing. Observation and practice in teaching foreign language. Required of all foreign language and ESL teaching majors. Prerequisite: 205 course in a foreign language. Alternate years. Same course as EDU 308. MARTINEZ

352. Linguistics

A scientific view of languages, their characteristics and variations. Introduction to the fields of linguistics: syntax, phonology, phonetics, sociolinguistics, semantics, historical linguistics, psycholinguistics, and applied linguistics. Illustrations from English and other languages. Relationships between linguistics

and other social sciences, showing research methods, and conveying the view that language permeates both thought and culture. Alternate years.

For each of the following programs, see *Index. Urban Education (ACM)*.

970. Dimensions of Multiculture and Global Awareness (January)

971. Theoretical Foundations of Teaching ESL (summer)

972. Foundations of Bilingual Education (summer)

973. Methods and Materials for Teaching ESL (summer)

974. Assessment: Oral and Literacy Skills Development (summer)

English as a Second Language (ESL)

All students from nations in which English is not the native language are required to take written tests in English at Cornell College prior to their first registration. These tests will be used for placement in the courses in English as a Second Language. The Coordinator of the ESL program, in consultation with the instructors and the student, will determine when the student may be permitted to register for courses in other departments. Coordinator: CONNELL

103. Elementary English as a Second Language

Rapid survey of English grammar. Intensive drills designed to improve practical skills in reading, writing, listening comprehension, and speaking. Continued practice in writing paragraphs. Discussions about American culture and history.

204. Intermediate English as a Second Language I

For students with an intermediate proficiency in English. Continued acquisition of language skills. Review of English grammar. Readings emphasize American culture. Daily short writing assignments. Introduction to the library, note taking, and paraphrasing. Prerequisite: ESL 103.

205. Intermediate English as a Second Language II

Continued grammar review. Greater emphasis on extensive reading. Practice in expository writing, paraphrasing, and summaries. Introduction to annotated writing. Prerequisite: ESL 204.

290/390. Individual Project: see *Index. Courses 290/390*.

306. Advanced English as a Second Language

For students with a minimal or a partial academic proficiency in English. Instruction in writing expository and argumentative prose. Practice in writing a short research paper. Readings in academic subjects. Possibly visits to other courses. Prerequisite: ESL 205.

Classical Studies (CLS)

Advisor: John Gruber-Miller

This interdepartmental major is based on the study of language, literature, and civilization and allows for a creative and flexible program that will touch all aspects of the ancient world—its art, history, religion, philosophy, literature, society, and culture.

Major: A minimum of eight course credits, which include:

- I. Three course credits in either Latin or Greek at or above the 200 level;

- II. Two course credits in Greek and Roman literature in English translation selected from CLA 216, 364, 372, and 373;
- III. Three course credits in related areas selected from ART 251 (Greek Art), 252 (Hellenistic and Roman Art); CLA 264 (Women in Antiquity), 381 (Greek Archaeology), 382 (Roman Archaeology); HIS 201 (Origins of Western Civilization), 202 (Rome from Vergil to St. Augustine), 311 (Aristotle and the Origins of Western Science); PHI 302 (Ancient Philosophy); REL 251 (Jesus in the Gospels), and 252 (Epistles of Paul).

A term of independent research is highly recommended. With the permission of the major advisor, relevant courses from other departments may be counted toward the major.

Minor: A minimum of five course credits which include two courses in either Latin or Greek at or above the 200 level; one course credit in Greek and Roman literature in English translation; and two other courses approved for the Classical Studies major.

Computer Science (CSC)

Tony deLaubenfels (chair), Leon Tabak

The technology of computing has developed with unprecedented speed and offers the prospect of continued rapid advance. Few technologies have so quickly become so pervasive. Few have so profoundly changed science, business and industry, and government. Some understanding of the potential and limitations of computing is essential to anyone who wishes to understand modern society.

Design, experiment, and analysis: these skills make the computer scientist part engineer, part scientist, and part mathematician. The student of computer science learns how to effectively communicate with teammates and clients to define problems and their solutions. Students learn how to divide a complex problem into pieces of manageable size, to organize and relate the pieces of information that describe the problem, and to order the steps of the solution. The study of computer science serves to increase a student's awareness of the necessity of constructing a hierarchy of abstractions as a means of building and understanding complex machines, the designer's need to give balanced consideration to competing goals (e.g., minimizing cost while maximizing computational speed), and the relationship between software and hardware.

Major: A minimum of nine course credits, including eight in Computer Science; also MAT 141 (Calculus I). The courses in Computer Science must include CSC 140, 151, 216, 218, and at least four 300-level courses, excluding Internships, Individual Projects, and Group Projects. The faculty strongly recommends additional study of mathematics and statistics, to include INT 211 (Fundamentals of Statistics) and MAT 221 (Linear Algebra), for those students who intend to pursue software engineering careers or continue their study of computer science at the graduate level.

Minor: A minimum of six course credits in Computer Science which include CSC 140, 151, 216, 218, and at least two 300-level courses, excluding Internships, Individual Projects, and Group Projects; also MAT 141.

131. Computing Practice and Perspectives

Discussions of responsible uses of software. Readings about the expanding variety of applications for computers, the technology's complexity, the industry's

unique rate of innovation, and projections of the likely future of computing. Experience with a variety of software tools, with an emphasis on group work and learning how to learn software. Experience locating, retrieving, and publishing information on the World Wide Web.

140. Foundations of Computer Science

Theory and practice of computing. Problem-solving methods. Program design, coding, debugging, testing, and documentation using an object-oriented language. Evolution of computer hardware and software technology.

151. Discrete Mathematics for Computer Science

Logic, algorithms, combinatorics, trees, graphs, and other topics from discrete mathematics used in computer science. Prerequisite: MAT 112 or three-and-one-half years of high school mathematics. (Mathematics)

216. Software Design

Disciplined approach to designing, testing, and coding of programs written in an object-oriented language; composition and inheritance of classes. Searching and sorting algorithms, and their analysis. Prerequisites: MAT 141 and CSC 140 and 151.

218. Computer Organization

A view of the layers in the design of modern computers that begins at the level of individual logic gates, and progresses upward through elementary circuits, microprogramming, and assembly languages. An examination of costs and advantages gained by shifting functions from hardware to software, or vice versa. Prerequisites: CSC 140 and 151. TABAK

255 through 260. Topics in Computer Science

A focus on some part of the social context in which computer scientists work: professional ethics, leadership, and creativity in the technical professions; the software engineer's opportunities and responsibilities for helping to solve pressing social problems; or how innovations in the technology of computing are changing the way ordinary people live, work, and learn.

280/380. Internship in Computer Science

Participation in a computer-related area such as working with a business, government, or other appropriate institution under the direction of the organization's leaders and a faculty supervisor. Prerequisites: junior or senior standing; at least two 300-level Computer Science courses; approval by the faculty supervisor, the participating institution, and the Computer Science staff. The maximum credit that may be earned in a Computer Science internship is two term credits. See *Index. Courses 280/380*. (CR)

290/390. Individual Project: see *Index. Courses 290/390*.

302. Electronic Instrumentation for Scientific Research

Same course as PHY 302 (see for course description). Prerequisites: PHY 102 or 112 and CSC 140 or a knowledge of a programming language. Alternate years. (Laboratory Science) LICHTY

306. Numerical Analysis

Same course as MAT 306 (see for course description). Prerequisites: MAT 143, 221, and CSC 140 or equivalent. Alternate years. deLAUBENFELS

311. Systems Software

Process scheduling and synchronization, interprocess communication, allocation of memory and disk space. Creation and use of software, libraries, tools

and methods for the production of efficient, reliable software. Prerequisite: CSC 216. Alternate years. TABAK

313. Data Structures

Data structures (including arrays, strings, stacks, queues, lists, and trees) and programming techniques, emphasizing the development and analysis of effective computer implementations. Prerequisites: CSC 216 and 218. Alternate years. deLAUBENFELS or TABAK

314. Data Management Systems

Concepts and structures necessary to design and implement a database management system. Relational and object database models. Prerequisite: CSC 216. Alternate years. deLAUBENFELS

315. Programming Language Concepts

Principles of design and implementation of high-level programming languages. Language definition structure, run-time behavior. Alternative programming paradigms, including functional languages. Programming examples from selected languages. Prerequisites: CSC 216 and 218. Alternate years. deLAUBENFELS or TABAK

321. Computer Graphics

Introduction to the concepts and algorithms of computer graphics. Architecture of display systems, 2D and 3D geometry and algorithms, viewing transformations, interactive techniques, color concepts. Prerequisites: CSC 216, 218, and MAT 221. Alternate years. TABAK

355 through 360. Advanced Topics in Computer Science

A study in greater depth of a topic covered in the core curriculum, an introduction to an area of specialization within computer science, or readings in the research literature. Intended to broaden students' perspectives on the range of opportunities that will be available to them in professional practice and graduate-level study. Recent topics have included Parallel Programming, Artificial Intelligence, Computer Networks, and Models of Computation. Prerequisites: CSC 140 and 151.

511. Extended Research in Computer Science (1/4)

Reading coupled with research on a specialized topic. This adjunct course must be taken over four successive terms. Prerequisites: departmental gpa of 3.0 or higher; prior completion of one course in the Department at or above the 200 level, and permission of instructor.

Economics and Business (ECB)

Donald Cell, A'amer Farooqi, Todd Knoop, Jerome Savitsky (chair),
James Stout, Gordon Urquhart

Major: A minimum of 10 course credits, including nine in Economics and Business; also one course in statistics (INT 201, 211 or MAT 347). The courses in ECB must include 101, 102, 151, 301, 302, and two courses selected from 320, 321, 323, 325, 352, or 361.

Note: *A student may not major both in Economics and Business and International Business.*

Teaching Major: The same as above. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Second Teaching Area in Economics: The following program in conjunction with a *teaching major* in Anthropology (interdisciplinary major), History, Psychology, or Sociology will enable the student to apply for licensure to teach both the major subject and Economics: ECB 101, 102, and any two of the following: 223, 245, 301, 302, or 315.

Concentrations: A combination of courses from several disciplines may be used as a basis for advanced training in law, government service, and a number of other professional programs. The Department will assist students in selecting interdepartmental programs for special purposes: e.g., with the other social sciences and natural sciences for environmental studies, and with history and politics for international studies. Students interested in business may design a curriculum to develop (1) the broadly transferable skills needed in management, especially analysis, writing, and quantitative methods; and (2) an understanding of the government policies which affect business. In addition to ECB 151, 352, and 361, which meet requirements for the major, students may select courses from among ECB 230, 240, 243, 245, 253, 315, 320, 341, 345, 351, 357, and 380. Related courses in other departments are PSY 384 (Industrial and Organizational Psychology) and SOC 337 (Work and Organizations).

Quantitative Skills: For basic skills, majors should take CSC 131 (Computing Practice and Perspectives) and MAT 141 (Calculus I). For strong graduate school preparation in either economics or business, students should take CSC 140 (Foundations of Computer Science), INT 211 (Fundamentals of Statistics), and MAT 141-142 (Calculus I and II), 221 (Linear Algebra), and possibly 347 and 348 (Mathematical Statistics I & II).

101. Macroeconomics

Basic macroeconomic theory. Analytical evaluation of the determinants of national output, inflation, and unemployment. Examination of fiscal and monetary policies, and issues in international trade and payments. Introduction of tools necessary to analyze economic models. (Social Science)

102. Microeconomics

Basic microeconomic analysis of consumer choice, the business firm, and resource markets in labor, capital, and land. Analysis and critique of government policy in problem areas such as monopoly power and government regulations and expenditures. Prerequisite: MAT 112 or two years of algebra in high school. (Social Science)

151. Financial Accounting

Accounting concepts and principles. Asset and liability valuation, income determination, financial statement presentation and analysis, and the use of accounting information for business decision-making. Objectives of accounting rather than bookkeeping techniques.

213. Economic Development

Economic development problems and policies of Third World countries. Profiles and historical records of developing countries. General theories of development, and the role of agricultural strategy, international trade and finance, population growth, income distribution, and savings and capital formation. Prerequisite: ECB 101. Alternate years. (Social Science) FAROOQI

223. International Economics

Survey of international trade and finance with a theoretical emphasis. Why nations trade, the theory of protection, and commercial policy. Balance of payments, theories of exchange rate determination, and international macro-economic theory and policy. Prerequisites: ECB 101 and 102. (Social Science) FAROOQI

230. Business Regulations

Economics of business regulations and political forces that shape these regulations. The regulatory reform movement that has led to deregulation of such industries as airlines and telecommunications. Countervailing growth of social regulations concerning job safety, health, and consumer protection. Prerequisite: ECB 102. Alternate years. (Social Science) CELL

240. Econometrics

Introduction to the use of statistics in economics and business, employing economic theory and real-world data in order to predict future demand for a product and to forecast levels of inflation and unemployment. Statistical methods include cross-section and time series analysis, and single and multivariate regression. Prerequisites: ECB 101, 102, and one course in statistics (INT 201, 211, or MAT 347-348). Alternate years. KNOOP

243. Investments

Investment alternatives from the investor's perspective. Stock market indices, trading procedures, evaluation techniques, and investment strategies. Dow, valuation, portfolio, and efficient stock theories. Government regulation of securities markets. Prerequisites: ECB 102 and 151. Alternate years. (Social Science) STOUT

245. Introduction to Marketing

Investigation of the modern marketing orientation towards business management. Study of the basic theories, tools and methods of marketing. Exploration of the contribution of the social sciences to the development of marketing practices. Prerequisite: ECB 102. (Social Science) URQUHART

253. Managerial Accounting

Continuation of ECB 151. Application of accounting data to management decisions. Prerequisites: ECB 102 and 151. STOUT

263. Multinational Corporation in Central America

The effects of interaction between large-scale business organizations from industrial countries and Third World economies, particularly those of Central America. Appropriate case studies, historical materials, and other readings will be widely used. Prerequisite: ECB 101. Alternate years. (Social Science) URQUHART

290/390. Individual Project: see *Index. Courses 290/390.*

301. Intermediate Price Theory

Economic theory of choice in a price system. The forces that determine price and production decisions of business firms in competitive and monopolistic markets, and the allocation of resources through these markets. Economic analysis applied to decision-making in government and business firms, and to clarify social issues. Prerequisite: ECB 102. (Social Science) SAVITSKY

302. Income, Employment, and the Price Level

Factors influencing the level of national income and employment, movement

of prices, and behavior of other macroeconomic variables. Postwar economic developments and contemporary monetary and fiscal policy problems. Problems of economic growth and international trade. Prerequisites: ECB 101 and 102. (Social Science) FAROOQI or KNOOP

311. Industrial Organization

Theories of market structure: perfect competition, perfect monopoly, oligopoly, cartels. Theories of strategic behavior, emphasizing game theoretic approaches to the study of market structures. The economics of information. Prerequisite: ECB 301. Alternate years. (Social Science) SAVITSKY

315. Law in a Market Society

Social issues in the law of property, contracts, negligence, and product liability from the perspective of economics. Fields of law with which business managers must cope. Readings of court cases. Prerequisite: ECB 102. Alternate years. (Social Science) CELL

320. Labor Economics Seminar

Investigation of selected topics in the economics of labor markets. Topics may include labor market discrimination and anti-discrimination laws, the economics of women and the family, investment in human capital, the economics of labor unions, and government regulation of labor markets. Prerequisite: ECB 301. (Social Science) SAVITSKY

321. Macroeconomics Seminar

The role of money in the economy. Connections between the investment decisions of the firm, the financial milieu in which these decisions are made, and the impact of these decisions on the macroeconomy. The impact of monetary and fiscal policies on the financial sector. Financial crises and business cycles. Prerequisite: ECB 302. (Social Science) KNOOP

323. International Economics Seminar

Theory of international specialization and world trade, the institutions and mechanisms of world trade and payments, and major policy issues of concern to both industrial and developing economies. Prerequisites: ECB 223 and 302. (Social Science) FAROOQI

325. Economics of Environment and Conservation Seminar

Economics of environmental protection and natural resource conservation. Comparison of the conservation capabilities and limitations of markets and government. Relevant economic concepts of collective goods, property rights, and conservation pricing. Case studies of pollution and depletion problems such as acid rain, city smog, solid waste, and wildlife species. Prerequisites: ECB 102 and junior standing. (Social Science) CELL

335. Money and Banking

The role of financial institutions and financial assets in macroeconomic activity. The stock market, money markets, monetary policy, money supply and demand, interest rates, inflation, international financial markets, and the International Monetary Fund. Prerequisite: ECB 302. (Social Science) KNOOP

341. Mathematical Economics

Application of mathematical techniques to economic analysis, with emphasis on the theory of demand and the theory of the firm. Constrained and unconstrained optimization. Decision-making under uncertainty. Linear programming. Prerequisites: ECB 102, MAT 141, and one course in statistics (INT 201, 211, or MAT 347-348). Alternate years. (Social Science) SAVITSKY

345. Marketing Management

Application of quantitative and other advanced tools to market decision-making. Extensive use of case studies. Opportunity to participate in term-long class group projects, providing marketing assistance to small businesses, non-profit organizations, and community groups. Prerequisite: ECB 245. Alternate years. (Social Science) URQUHART

351. Financial Management

Analytic tools of economics and accounting applied to financial decisions. Financial theory, cash flow, asset and liability management. Economics of the securities and financial markets in which firms obtain capital. Prerequisite: ECB 253. (Social Science) STOUT

352. Financial Management Seminar

Long-term financial planning, capital markets analysis, economics of investment decision-making, mergers and acquisitions, and current financial problems. Prerequisite: ECB 351. (Social Science) STOUT

357. Business Policy

Case studies. Application of analytical tools in the areas of economics, accounting, financial management, and organizational theory. Prerequisite: ECB 351. (Social Science) STOUT

361. International Business Seminar

Problems and opportunities peculiar to multinational firms and those engaging in international trade. Marketing, financial, ethical, cultural, and political issues facing such firms and their host countries. Prerequisites: ECB 245 and 253. (Social Science) URQUHART

380. Internship in Economics and Business

Observation of and participation in activities related to Economics and Business courses and to the career goals of the student. The student works with a business, government, or other appropriate institution under the direction of the organization's leaders and a faculty representative. Prerequisites: junior standing; courses that adequately prepare the student for the internship; and approval by the faculty supervisor. Internships are normally for two terms. The maximum credit that may be earned in an Economics and Business internship is three term credits. A maximum of two course credits may be counted toward satisfying the requirement of nine course credits numbered in the 300s or 400s for the Bachelor of Arts degree. (CR) See *Index. Courses 280/380*.

Education (EDU)

Gayle Luck, Richard Peters (chair)

Adjunct Faculty/Academic Staff: Helen Damon-Moore, Charles Silliman

Admission to the Teacher Education Program and to Student Teaching

Cornell offers majors in both Elementary and Secondary Education. Students desiring to be licensed to teach in the public and private K-12 schools should apply before February 1 of their sophomore year to the Education Department for admission to the Teacher Education Program, using the forms available from the Education Office in Room 103 of College Hall. Those seeking admission to the Teacher Education Program after February 1 of their sophomore year must have special permission from the chair of the Education Department to apply.

Three additional conditions must be met before the Department will consider the application: the student must (1) have filed with the Registrar a Declaration of Degree Program and Major(s), (2) have completed two 200-level Education courses, and (3) have a Cornell cumulative grade point average of 2.5 or higher. The final decision on admission rests with the Education Department and will be made after evaluating a completed application, a writing examination, and student performance in the classroom. When admitted to the Teacher Education Program, each student should obtain a copy of the Teacher Education Handbook and study it carefully.

In order to be admitted to student teaching, all students must have an all-college cumulative grade point average of 2.7 or higher, complete a Student Teacher Assignment form by February 15 of the junior year, complete all the required 200-level Education courses with a 2.7 grade point average and all 300-level Education courses with a 2.7 grade point average, be recommended by the chair of the Education Department, and be accepted by a local mentor classroom teacher. Before being admitted to student teaching, a student seeking a license in Secondary Education must have completed six course credits in the teaching subject matter major. Student teaching must be done during three consecutive terms: normally Terms One, Two, and Three of the senior year or a fifth year, unless unusual circumstances certified by the student's advisor and the chair of the Education Department demand otherwise. Students desiring to student teach in Chicago must apply to the Registrar by February 1 of their junior year. See *Index. Off-Campus Programs*.

Recommendation for Licensure

After a student has successfully completed three consecutive terms of student teaching, the senior seminar, and has received a baccalaureate degree, the Education Department, in consultation with the student's cooperating mentor teacher, will make the final decision on Cornell College's recommendation for licensure. Completion of student teaching and the Education major does NOT guarantee recommendation for a teaching license.

Teacher Education Program

Whether a candidate for the B.A., B.Mus., or B.S.S. degree, every teacher education major must complete the following requirements. B.A. candidates should note that not all the options for satisfying the B.A. requirements will satisfy the State of Iowa's General Education requirements for licensure, which are:

1. One course in the humanities selected from (1) English and Foreign Language literatures, (2) History, (3) Philosophy, (4) Religion, or (5) Art history, Music history or appreciation, or Theatre history.
2. A college-level course in mathematics or statistics. Even though a student may have been exempted by Cornell from its B.A. Mathematics requirement on the basis of having the requisite ACT or SAT mathematics score, the candidate for licensure must still complete a college-level mathematics or statistics course. However, students who earned a score of 4 or 5 on either the College Entrance Examination Board's Advanced Placement (AP) Calculus examinations or exemption on the Cornell Calculus Advanced Placement test are not required to complete additional courses in mathematics. This requirement may also be satisfied by taking a summer school mathematics course approved in advance by the Cornell Department of Mathematics.

3. One course in Biology.
4. One course in a physical science selected from Chemistry, Geology, or Physics.
5. One course in a behavioral science selected from Anthropology, Psychology, or Sociology.
6. One course in a social science selected from Economics and Business, Politics, or, if not taken to satisfy the behavioral requirement, Anthropology or Sociology.
7. One of the following major programs:

Elementary Education Major: A minimum of 12 course credits in Education, which include EDU 205, 215, 230, 240, 314, 317, 318, 319, 410, 420, 430, and 483; two of the following courses: ART 104 (Design), MUS 301 (Elementary School Music), or PED 324 (Elementary Physical Education Methods); and three courses, to be approved by the Education Department, in a department other than Education or in a recognized interdepartmental major. A second major or the completion of a six-course license area in one of the following teaching subjects: history, science, language arts, or social studies is strongly recommended. When recommended by the Education Department, the completion of the Elementary Education major qualifies the student for a K-6 teaching license in the State of Iowa.

Secondary Education Major: A minimum of 9.25 course credits in Education, which include EDU 205, 215, 230, 240, 322 or 324, 511, 410, 420, 430, and 483; and an approved teaching major in the area of licensure. A list of approved teaching majors is available from the Education Office. The requirements for these are set forth in the departmental listings under the rubric "Teaching Major." Students seeking teacher preparation in music, physical education, French, German, Latin, Russian, or Spanish must consult the appropriate department for the special requirements pertaining to courses in methods of instruction. When recommended by the Education Department, the completion of the Secondary Education major and an approved teaching major qualify the student for a 7-12 teaching license in the State of Iowa.

Second Teaching Areas for Secondary Education Majors: Students who have a teaching major in Economics and Business, History, Politics, Psychology, or Sociology, or an interdisciplinary major in Anthropology must add one or more of the following areas as a second teaching license area: American Government, Anthropology, Economics, Psychology, Sociology, United States History, or World History. The requirements for these second teaching areas are described under the respective departmental listings and are also available from the Education Office. Students with teaching majors in Biology, Physics, Chemistry, or Geology should consider an additional license in the fields of general or physical science. Details on the requirements for these licenses are found in the Education Office.

205. Foundations of Education

The history of American education and the study of prominent educational philosophies. A careful examination of the school as an institution and the teacher's ethical, pedagogical, and legal responsibilities. (Humanities) PETERS

215. Educational Psychology

The factors that influence the nature and quality of growth, development, and

learning during the educational process. Examination through the use of recent research and illustrative examples of important psychological characteristics of children and adolescents as learners, and of teachers and the teaching process in the elementary and secondary schools. Six hours of observation-practicum in the schools. (Social Science)

230. Exceptional Learner

An introduction to the basic characteristics of persons with special needs and how they can best be educated in the K-12 schools. All categories of students served under IDEA and Sec. 504 will be considered. Topics include legal mandates, inclusion, mental retardation, learning disabilities, emotional and behavioral disorders, speech and language disorders, hearing impairment, visual impairment, physical disabilities, and giftedness. Fifteen hours of observation-practicum in the schools. (Social Science) LUCK

240. Human Relations

The study of prejudice and discrimination in race, ethnicity, gender, religion, age, and sexuality. Topics include the ways of life, history, cultural contributions, and educational experiences of Americans with African, Hispanic, Asian, and Native American Indian ancestry. A careful study of individual and group values, lifestyles, cultural and sexual diversity, and persons with handicapping conditions. Six hours of observation-practicum. (Social Science) PETERS

255. Gender in American Education

Ideas about men and women have influenced both access to and the content of American education since its beginnings. Philosophical and social perspectives of gender issues in schooling, from preschool through post-secondary education. Offered subject to availability of staff. (Humanities)

290/390. Individual Project: see *Index. Courses 290/390.*

308. Language Teaching Methodology

Same course as LAL 308 (see for course description). Required of all foreign language and ESL teaching majors. Prerequisite: 205 course in a foreign language. Alternate years. MARTINEZ

314. Elementary Mathematics

Current elementary school methods, materials of instruction, lesson planning, computer applications, student assessment, and classroom management. Development of a mathematics curriculum unit. Thirty hours of observation-practicum in the schools. Prerequisites: EDU 205, 215, 230, 240, admission to the Teacher Education Program, and junior standing.

317. Elementary Science and Social Studies

Current elementary school methods in the teaching of natural science and social studies. Special emphasis on the development of interdisciplinary methods, the development of curricular units, lesson design, computer applications, student assessment, and classroom management. Thirty hours of observation-practicum in the schools. Prerequisite: EDU 314.

318. Elementary Language Arts and Reading

Current elementary school methods in the teaching of reading, instructional planning, language acquisition, student assessment, and teaching materials in the field of elementary language arts and reading. Development of a curriculum unit in both subject areas. Thirty hours of observation-practicum in the schools. Prerequisite: EDU 317. LUCK

319. Children's Literature

Comparative study of literary texts for children, including instructional planning, the teaching of reading, the use of literature with elementary students, and student assessment. Thirty hours of observation-practicum in the schools. Prerequisite: EDU 318. LUCK

322. Secondary Arts, Languages, and Adolescent Literature

Current secondary school issues in pedagogy and classroom management, including subject matter and instructional planning in the methods of teaching art, English/language arts, reading, theatre and speech, adolescent literature, and foreign languages. Development of lesson plans, curriculum units, the study of computer applications, and student assessment. Thirty hours of observation-practicum in the schools. Prerequisites: EDU 205, 215, 230, 240, admission to the Teacher Education Program, and junior standing. LUCK

324. Secondary Mathematics, Science, and Social Studies

Current secondary school issues in pedagogy and classroom management, including instructional planning and methods of teaching mathematics, natural sciences, social sciences, and history. Development of lesson plans, curriculum units, reading in the content areas, student assessment, and the study of computer applications. Thirty hours of observation-practicum in the schools. Prerequisites: EDU 205, 215, 230, 240, admission to the Teacher Education Program, and junior standing. PETERS

380. Environmental Outdoor Education Internship

Topics relating to outdoor education. Methods of teaching and the creation of lessons and materials for children of elementary-school age. Supervision of children in outdoor education projects. The course is taught at the Lake Geneva, Wisconsin Campus of George Williams College and under the direction of the George Williams faculty. Participation may entail a small additional cost. Prerequisites: a minimum of nine course credits and approval of the Education Department chair. See *Index. Courses 280/380*. (CR)

410-420-430. Student Teaching I, II, & III

A 12-week clinical teaching experience under the direction of Cornell faculty and licensed K-12 school teachers in approved elementary or secondary schools. Weekly on-campus evening seminar. These three courses must be scheduled in consecutive terms during the senior year or during a fifth year. Required for a teaching license. Prerequisites: either EDU 319, 322, 324, or PED 331 (Physical Education Methods for Secondary Schools), EDU 511 for Secondary Education majors, senior standing, and approval of the Education Department. (CR) LUCK or PETERS

440. Student Teaching IV

An additional four-week term of student teaching required of those students seeking unrelated licenses or licenses at both the K-6 and 7-12 levels. Prerequisite: EDU 430. (CR) LUCK or PETERS

450-460-470. Music Student Teaching I, II, & III

A 12-week clinical teaching experience under the direction of Cornell faculty and licensed K-12 school teachers in approved elementary or secondary schools. On-campus seminar. These three courses must be scheduled in consecutive terms during the senior year or during a fifth year. Required for a teaching license. Prerequisites: MUS 331 (Music Education Seminar), 431 (Methods and Materials for Music Education), senior standing, and approval of the Music Department. (CR) HEARNE

483. Senior Seminar

Critical examination of current educational controversies, reform ideas, ethical considerations, legal questions, and administrative problems facing modern American education. Students will compile a detailed professional portfolio, a five-year professional development plan, and receive evaluation and assessment feedback from faculty on their strengths, weaknesses, accomplishments, and future plans. Prerequisite: successful completion of EDU 430 or ACM 966 (Urban Education). LUCK or PETERS

511. K-12 Tutoring (1/4)

Tutoring students in the license areas of the Cornell student. Direct involvement of the future teacher in the educational activity and studies of a specific K-12 student. Observation, tutoring, and assisting licensed teachers. Thirty hours of student contact required as a minimum. Required of all Secondary Education majors and available to all Elementary Education majors. Prerequisites: admission to the Teacher Education Program and permission of the Education Department chair. (CR) PETERS

966. Urban Education

Three terms of student teaching in Chicago – fall or spring. Students must apply to the Registrar by February 1 of their junior year. This is a competitive application and all students may not be accepted. Prerequisites: EDU 319, 322, 324, or PED 331 (Physical Education Methods for Secondary Schools) and permission of the Education Department. See *Index. Urban Education (ACM)*.

For the following programs, see under *Urban Education (ACM)*. Check with the Registrar and the Education Department the year before, during registration, for current application deadlines and procedures. Prerequisite: admission to the Teacher Education Program or permission of the Program Advisor.

970. Dimensions of Multiculture and Global Awareness (January)**971. Theoretical Foundations of Teaching English as a Second Language (summer)****972. Foundations of Bilingual Education (summer)****973. Methods and Materials for Teaching ESL (summer)****974. Assessment: Oral and Literacy Skills Development (summer)**

During the summer in Chicago, a student takes 973 and 974, and either 971 or 972 to qualify for teaching K-12 ESL or Bilingual Education.

English (ENG)

David Evans (chair), Leslie Hankins, Angela Jones, Stephen Lacey, Richard Martin

Adjunct Faculty/Academic Staff: Ann Reckling

Major: A minimum of nine course credits in English beyond 111, which include ENG 210, 211, 212, 411, and one course selected from each of the following groups: ENG 321-326, 328-336, 343-351, and 361-372.

Teaching Major: The same as above, to include 311 and either 323 or 324; EDU 322 (Secondary Arts, Languages, and Adolescent Literature); and COM 121 (Speech Communication). In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minor: A minimum of six course credits which include two courses selected from among ENG 210, 211, and 212; and four courses selected from at least two of the following groups: ENG 321-326, 328-336, 343-351, and 361-372.

111. Composition and Literature

Seminar, recommended for all first year students, designed to cultivate through intensive study of a limited body of subject matter, the ability to understand and write about literature. A variety of subjects is offered each year. Students should complete ENG 111 in their first year.

210. American Survey

Development of American literature from its beginnings to the twentieth century. Emphasis is both textual and historical. Prerequisite: ENG 111. (Humanities) MARTIN

211. English Survey I

Development of English literature from Chaucer to Johnson. Prerequisite: ENG 111. (Humanities) EVANS or LACEY

212. English Survey II

Development of English literature from the Romantics to the present. Prerequisite: ENG 111. (Humanities) HANKINS or JONES

213. Writing Fiction I

Beginning course in the art of fiction, emphasizing form and language in the work of specific writers, along with some writing of fiction and criticism of student work. Prerequisite: ENG 111. Alternate years. (Fine Arts)

214. Writing Poetry I

Beginning course in the art of poetry, emphasizing form and language in the work of specific poets, along with some writing of poetry and criticism of student work. Prerequisite: ENG 111. Alternate years. (Fine Arts)

217. Writing for Television

Techniques of, and practice in, writing spec scripts. Produced scripts of current productions provide the context for students' own writing. Additional topics include the collaborative nature of television, freelancing vs. staff writing, exigencies of structure and time frame, the roles of the agent and the Writer's Guild. Prerequisite: ENG 111. Offered subject to availability of staff. (Fine Arts) RECKLING

240. Theatre, Music, and the Arts in England

English art and culture, particularly theatre and music, through visiting sites and regions significant in English history, and attending a number of theatrical and musical events. Team-taught in England. Registration entails additional costs. Alternate years. Same as MUS 240. (Humanities) LACEY and EVANS

290/390. Individual Project: see *Index. Courses 290/390.*

311. Grammar and the Politics of English

An examination of the structures and forms which currently govern standard usage of the English language. Encompasses a broad view of grammar as a subject by a wide-ranging investigation of the history and development of the language, considering everything from the Indo-European roots of English to current debates over Ebonics and other nonstandard uses of English. Prerequisite: ENG 111. Alternate years. (Humanities) JONES

316. Advanced Writing Workshop

Advanced course in the art of poetry and prose. Wide and current reading

knowledge of contemporary writers assumed. Emphasis on writing poetry and/or prose as well as criticism of student work. Poetry and prose will be workshopped on separate days (students may attend either or both). Manuscript of passable fiction or poetry, 10 pages in length, is requisite to admission and should be submitted to the English department secretary, during the week of registration. May be repeated once for credit. Prerequisites: ENG 213 or 214 and permission of instructor. Alternate years. (Fine Arts)

321. Mediaeval English Literature

Chaucer's *Canterbury Tales* and other works of mediaeval literature, studied from a textual and historical perspective. Prerequisite: ENG 111. Alternate years. (Humanities) EVANS

322. Mediaeval and Renaissance Drama (Excluding Shakespeare)

Rise of English drama from its roots in the liturgy, to its emergence as religious restatement for the high Middle Ages, to its flowering as the secular, humanistic theatre of Marlowe, Kyd, Jonson, Tourneur, Webster, and Ford. Prerequisite: ENG 111. Offered every third year. (Humanities) LACEY

323. Shakespeare I: Poems and Comedies

Critical and dramatic approach to Shakespeare. Discussion of selected plays and poems from Shakespeare's early period. Prerequisite: ENG 111. (Humanities) LACEY

324. Shakespeare II: Tragedies and Romances

Critical analysis of the development of Shakespeare's tragedies and romances, with attention paid to their religious, ritual, and historical contexts. Prerequisite: ENG 111. (Humanities) LACEY

325. Renaissance Non-Dramatic Literature

English and Continental literature of the period 1500-1660. Topics may include the sonnet sequence, metaphysical poetry, intellectual prose, or an intensive examination of a particular theme across generic boundaries. Prerequisite: ENG 111. Alternate years. (Humanities) EVANS or LACEY

326. Milton

The works of John Milton. Intensive reading of *Paradise Lost* in the context of the political, social, and religious conflict of seventeenth century England. Prerequisite: ENG 111. Alternate years. (Humanities) EVANS

328. Eighteenth Century English Literature

Works of major and minor authors of the period 1660-1798. Topics may include satire, the drama, gender and literature, or a selected theme. Prerequisite: ENG 111. Alternate years. (Humanities) EVANS

329. Eighteenth Century Fiction

A study of the "rise of the novel," including such authors as Behn, Defoe, the Fieldings, Richardson, Burney, Sterne, Edgeworth, and Austen, in the context of the social changes that promoted this generic innovation. Prerequisite: ENG 111. Alternate years. (Humanities) EVANS

331. English Literature: The Romantics

An examination of the intellectual, political, and aesthetic movements of the English Romantic period 1789-1832. First and second generation canonical writers and lesser known writers of the period. Prerequisite: ENG 111. Alternate years. (Humanities) JONES

333. Victorian English Literature

Poetry, novels, essays, and plays written between 1837 and 1901. Emphasis on visual art and literary criticism. Prerequisite: ENG 111. Alternate years. (Humanities) JONES

334. Nineteenth Century English Novel

A study of forms: the domestic novel, epistolary novel, novel of social critique. Authors may include Shelley, the Brontës, Gaskell, Dickens, Eliot. Emphasis on literary criticism. Prerequisite: ENG 111. Alternate years. (Humanities) JONES

335. Virginia Woolf

Various works, such as *A Room of One's Own*, *To the Lighthouse*, *Mrs. Dalloway*, *The Waves*, *Orlando*, *Between the Acts*, and excerpts from essays, letters, and diaries. Prerequisite: ENG 111. Alternate years. (Humanities) HANKINS

336. Twentieth Century Fiction

Modern fiction in English chosen from Woolf, Joyce, Lawrence, Richardson, H.D., Kincaid, and/or others. May focus on a topic such as the Gender of Modernism or the *Künstlerroman*. Prerequisite: ENG 111. (Humanities) HANKINS

343. The American Renaissance

Literary and cultural trends in the early nineteenth century, a formative period of American literature, concentrating on the works of two or three major authors – such as Emerson, Thoreau, Hawthorne, Melville. Prerequisite: ENG 111. Alternate years. (Humanities) MARTIN

345. Late Nineteenth Century American Literature

Literary and cultural trends which followed the Civil War and gave birth to the modern age, concentrating on the works of several major authors – such as Twain, Jewett, James, Wharton, Dickinson, Whitman, Crane, and Chopin. Prerequisite: ENG 111. Alternate years. (Humanities) MARTIN

347. Modern American Literature

Literary and cultural trends following the First World War, concentrating on two or three of the writers whose work defined modern literature – such as Hemingway, Faulkner, and Fitzgerald. Prerequisite: ENG 111. Alternate years. (Humanities) MARTIN

349. Jazz: Fact, Film, and Fiction

Jazz, the unique American art form, has posed a problem and a challenge for artists in other media. This course studies the ways other artistic media have tried to deal with, incorporate, or imitate this music and its environment. Course focuses on jazz itself and explores several jazz-based or jazz-influenced novels and short stories and various kinds of jazz-based or jazz-influenced films. Prerequisite: ENG 111. Alternate years. (Humanities) MARTIN

350. American Nature Writers

Study of writers concerned with our relation to nature and our environment; such authors as John Muir, Aldo Leopold, Annie Dillard, Rachel Carson, and Edward Abbey. Prerequisite: ENG 111. (Humanities) MARTIN

351. African-American Literature

Focus on major African-American writers. Emphasis on period may vary; films may be represented. Prerequisite: ENG 111. (Humanities) HANKINS

361. Modern Poetry

Modern poetry in English: Eliot, Pound, Stevens, Williams, Crane, Moore, and H.D. Prerequisite: ENG 111. Alternate years. (Humanities)

362. Modern Theatre

Works in translation from traditions worldwide, ranging from the early twentieth century to the present. Prerequisite: ENG 111. Offered subject to availability of staff. (Humanities)

363. Contemporary Fiction

Intensive look at recent and experimental developments in fiction as represented by writers like Raymond Carver, Lydia Davis, and Barry Hannah. Prerequisite: ENG 111. Alternate years. (Humanities)

364. Contemporary Poetry

Poets whose work has come to prominence since 1950 and an overview of poetic trends in America. Prerequisite: ENG 111. Alternate years. (Humanities)

365. Comparative Literature and Cinema

Studies of international literature and film, such as European *avant-garde* film and Modernist literature of the 1920s and 1930s, or women writers, directors, and film theorists of the 1920s and 1930s. Prerequisite: ENG 111. (Humanities) HANKINS

367. Multicultural Literature

Major authors across cultures. Critical analysis of texts by national and international writers of “minority” status. May include groups marginalized by ethnicity (non-Anglo-American), sexual orientation, and socioeconomic class. Prerequisite: ENG 111. Alternate years. (Humanities)

371. Critical Theory

Survey of critical theories or an in-depth focus on one theory. Possibilities include Narratology, feminist theories, Reader-Response Theory, New Historicism, or Cultural Studies. Prerequisite: ENG 111. (Humanities) HANKINS or JONES

372. Film and Film Criticism

Critical analysis of films as artistic and cultural texts. Focus may be on an individual director, such as Hitchcock, or a topic, such as Women Directors. (This is not a film production course.) May be repeated for credit, with permission of instructor, when course content is different. Prerequisite: ENG 111. (Humanities) HANKINS

374. Topics in Literature

A topic that integrates literature and material from other disciplines. Prerequisite: ENG 111. (Humanities)

380. Internship

Diverse internship options may include writing and editing in the commercial world, such as working for a newspaper, a magazine, a publishing house, or another communications medium. Prerequisites: ENG 111, junior standing, acceptance by a sponsoring agency, and Departmental approval. No more than four terms of Internship may be counted toward the minimum 32 course credits required for graduation; no more than two credits toward an English major; and no more than two credits toward the B.A. requirement of nine course credits at the 300 or 400 level. See *Index. Courses 280/380*. (CR)

399. Summer Internship

Diverse internship options may include writing and editing in the commercial world, such as working for a newspaper, a magazine, a publishing house, or another communications medium. Prerequisites: ENG 111, junior standing,

acceptance by a sponsoring agency or individual, and Departmental approval. No more than four terms of Internship may be counted toward the minimum 32 course credits required for graduation; no more than two credits toward an English major; and no more than two credits toward the B.A. requirement of nine course credits at the 300 or 400 level. See *Index. Courses 299/399*. (CR)

411. Senior Seminar

Various critical approaches to literature and of general literary problems. *Open only to senior English majors*. (Humanities)

Environmental Studies (ENV)

Advisor: Peter Thompson

The environment is the domain of many disciplines; therefore, the student interested in environmental studies will best be served within the broad context of liberal education. However, to assure depth in at least one discipline, it is recommended that the environmental studies major be pursued in conjunction with a second major.

Major: A total of 12 courses, to include the following:

- I. GEO 111 (Physical Geology) or 114 (Investigations in Geology), and 331 (Environmental Geology);
- II. BIO 141, 142 (Foundations I and II), and 321 (Ecology);
- III. POL 262 (American Politics) and 368 (Environmental Politics), *or* ECB 102 (Microeconomics) and 325 (Economics of Environment and Conservation Seminar);
- IV. ENG 350 (American Nature Writers) *or* PHI 224 (Environmental Ethics);
- V. Four additional courses numbered 200 or above, selected by the student and approved by the program advisor.

A course in Statistics is recommended for all majors. CHE 121-122 (Chemical Principles I and II) are strongly recommended for those interested in environmental science.

Electives suggested for students interested in environmental science include the following: BIO 209 (Plant Morphology), 230 (Conservation Biology), 254 (Ornithology), 308 (Invertebrate Zoology), 320 (Iowa Plant Communities), 334 (Animal Behavior); GEO 215 (Structural Geology I), 220 (Resources and Land Use), 255 (Modern and Ancient Carbonate Systems of the Bahamas), 324 (Sedimentology and Stratigraphy), 332 (Hydrogeology); CHE 202 (Analytical Chemistry), 225 (Organic Chemistry I); PHY 228 (Energy Alternatives).

Electives suggested for students interested in environmental policy and values include the following: ANT 314 (Contact, Change, and Cultural Survival: Anthropology of Colonialism); EDU 380 (Environmental Outdoor Education Internship); ECB 213 (Economic Development), 223 (International Economics), 263 (Multinational Corporation in Central America); PHI 202 (Ethics), 221 (Moral Problems); POL 346 (Political Economy of Developing Countries), 349 (International Political Economy), 367 (Urban Politics); REL 202 (Religions of the World); SOC 313 (Urban Community).

290/390. Individual Project: see *Index. Courses 290/390*.

380. Internship in Environmental Studies

Working with a business, government agency, or other institution under the direction of the organization's leaders and a faculty supervisor. Prerequisites: junior standing; at least one of the three required 300-level courses; approval by the participating institution, the faculty supervisor, and one environmental studies advisor. See *Index. Courses 280/380*. (CR)

912. Tanzania Program: see *Index. Tanzania (ACM)*.

942. Tropical Field Research in Costa Rica: see *Index. Tropical Field Research (ACM)*.

988. There are currently 12 semester-long programs run by the School for International Training which have an emphasis on environmental and ecological issues. They are located in Australia, Belize, Botswana, Brazil (2), Ecuador, Kenya, Madagascar, New Zealand, Tanzania (2), and Venezuela. Some require previous training in a foreign language or coursework in environmental studies. See *Index. School for International Training*.

Ethnic Studies (EST)

Advisor: Mary Olson

The Ethnic Studies Program and the courses that make up its offerings address questions of ethnic identity and relations among ethnic groups and is supervised by a faculty committee composed of the course instructors. Courses include comparison of specific ethnic groups in their cultural contexts. Students may develop an interdisciplinary major in Ethnic Studies by following the recommendations given below, and filing with the Registrar a *Contract for an Interdisciplinary Major*. See *Index. Interdisciplinary Major*.

- I. EST 123. This course should be taken as early as possible.
- II. Four core courses: ANT 101 (Cultural Anthropology), EDU 240 (Human Relations), REL 202 (Religions of the World), and SOC 348 (Race and Ethnic Relations).
- III. At least four courses chosen from the following: ANT 202 (Indigenous Peoples and Cultures of North America), 203 (Amazonia: People, Culture, and Nature), 204 (Cultures of Mesoamerica and the Andes), 206 (Africans in the New World), 208 (Interethnic Family and Kinship), 314 (Contact, Change, and Cultural Survival); ART 202 (Ceramics, when taught in Mexico), 261 (Topics in Non-Western Art); ENG 351 (African-American Literature), 367 (Multicultural Literature); HIS 251 (Federal Indian Policy), 255 (American Lives, when the topic is "African-Americans"), 350 (Colonial America), 356 (African-Americans in U.S. History), 357 (Seminar in American History, when the topic is "Japanese Americans"); MUS 225 (World Music); PHI 301 (Asian Philosophy); POL 361 (Race, Sex, and the Constitution), 367 (Urban Politics); PSY 276 (Multicultural Psychology); REL 321 (Judaism); RUS 281 (Introduction to Russian Culture and Civilization); SOC 248 (Contemporary Native Americans), 376 (Civil Rights and Western Racism); and SPA 385 (Latin American Culture and Civilization).

Similar courses, if approved beforehand by the Ethnic Studies Advisor, may also be included in category III. Students are encouraged to develop individual projects in Ethnic Studies and to participate in relevant study-abroad

programs (see for example course number 988 below). To count such projects or programs toward an interdisciplinary major in Ethnic Studies, students must obtain in advance the approval of the Ethnic Studies Advisor.

123. Introduction to Ethnic Studies

Examination of the meaning of ethnicity, race, and minority status. The relationship between race, class, and ethnicity. The psychology of prejudice. Structural discrimination. The evolution of ethnic interactions. The course is interdisciplinary in method and cross-cultural in perspective.

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

988. There are six semester-long programs run by the School for International Training which have an emphasis on ethnicity. They are located in Australia, China, Ghana (2), India (Tibetan Studies), and British Columbia (Northwest Coast First Nations). See *Index. School for International Training.*

Geology (GEO)

Paul Garvin, Benjamin Greenstein, Peter Thompson (chair)
Adjunct Faculty/Academic Staff: Thelma Thompson

Major: A minimum of 11 courses, including GEO 111, 112, 212, 215, 217, 316, 319, 324; plus three elective courses at or above the 200 level, one of which must be taught in the field, as GEO 255, 321, 329, or an accredited summer field camp.

Supporting coursework in chemistry, physics, and mathematics is strongly recommended. Students planning to pursue geology at the graduate level should also take GEO 312, 315, an accredited summer field camp; CHE 121-122 (Chemical Principles I and II); MAT 141-142 (Calculus I and II); and PHY 111-112 (General Physics I and II), or 101-102 (Introductory Physics I and II); also an intermediate-level course in a foreign language.

Teaching Major: GEO 111, 112, 212, 215, 217, and three additional Geology courses at or above the 200 level; and PHY 221 (Astronomy) or 228 (Energy Alternatives). Supporting work in the other sciences and mathematics is strongly recommended. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education, as described under *Education.*

Minor: A minimum of seven course credits in Geology which include GEO 111, 112, 212, 215, 217, and two electives which must be at or above the 200 level. Supporting coursework in other sciences and mathematics is recommended. Environmental Studies majors may receive a minor in Geology only if the two elective Geology courses are not counted toward the Environmental Studies major.

101. Earth Science

Phenomena and processes within, upon, and above the earth. The exploration of a dynamic planet with an immense history. Includes an examination of the

world ocean. Not open to students previously enrolled in GEO 111. (Science) GREENSTEIN

103. Geology of Volcanoes

Global pattern of volcanic activity, eruption types, volcanic products, form and structure of volcanoes, and interaction with humankind, including effects on climate and agriculture, relation to ore deposits, eruption prediction, and hazard mitigation. (Science) THOMPSON

105. Marine Science

An introduction to the global marine environment, with emphasis on sea floor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, coastal processes, marine biologic productivity, coral reefs and pollution, and exploitation of the oceans by humans. One field trip to the Shedd Aquarium, Chicago. (Science) GREENSTEIN

111. Physical Geology

The earth as a dynamic body whose materials and structures are continually being modified by the interactions of the geological processes, emphasizing interrelationships between geological processes and human activity. Field trips. (Laboratory Science) GARVIN or THOMPSON

112. Historical Geology

Origin and evolution of the solid earth, atmosphere, and ocean; the origin of life; and the succession of life through geologic time. Prerequisite: either GEO 101, 111, or 114. (Laboratory Science) GREENSTEIN

114. Investigations in Geology

Elementary-level field- and laboratory-based investigations of rocks, minerals, and fossils. The information obtained will be used to interpret their histories. Not open to students previously enrolled in GEO 111. (Laboratory Science) GARVIN

212. Mineralogy I: Principles

Principles and processes of mineral growth; mineral chemistry and structure; physico-chemical stabilities of minerals; the foregoing leading to an understanding of the origins of minerals. Laboratory problems and mineral identification. Prerequisites: CHE 121 and GEO 111. (Laboratory Science) GARVIN

215. Structural Geology I

Descriptive analysis of rock structures: faults, joints, folds, unconformities, and intrusive igneous contacts. Trigonometric solutions to three-dimensional problems. Use of the Brunton compass. Prerequisites: GEO 111 and 112. (Laboratory Science) THOMPSON

217. Paleontology

Principles of paleontology, paleoecology, and taxonomy, with an introduction to major fossil invertebrate groups. Prerequisite: GEO 112. (Laboratory Science) GREENSTEIN

220. Resources and Land Use

Mineral resource acquisition and utilization in relation to land use. Competing land use issues, such as: mining vs. wilderness preservation; soils and agriculture vs. urban encroachment; coastal resources vs. urban encroachment. The role of geology in comprehensive land use planning. Prerequisite: either GEO 101, 111, or 114. Alternate years. (Science) GARVIN

255. Modern and Ancient Carbonate Systems of the Bahamas

Field course on the geologic and biologic processes occurring in a modern carbonate system and the responses preserved in Pleistocene limestones. Days spent in the field investigating modern shallow marine environments (coral reefs, tidal flats, lagoons, beaches, dunes) and ancient analogs preserved in rock outcrops, caves and sink-holes. Follow-up lectures and laboratory sessions in the evening. Snorkeling experience desirable but not essential, SCUBA diving opportunities will be made available. Taught at the Bahamian Field Station, San Salvador Island, Bahamas. May entail additional costs. (Laboratory Science) GREENSTEIN

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

312. Mineralogy II: Applications

Methods of mineral analysis. Applications of principles of mineralogy to an understanding of mineral properties, minerals as gems, mineral resources, and minerals and human health. Practical exercises in x-ray powder diffraction. Field- and-laboratory-based comparative study of mineral deposits in eastern Iowa. Prerequisite: GEO 212. Alternate years. (Laboratory Science) GARVIN

315. Structural Geology II

Descriptive, kinematic, and dynamic analysis of faults, joints, folds, foliation, and lineation. Mechanics of rock deformation. Geologic map interpretation and cross-section construction. Four-day field trip to Wisconsin or Missouri. May entail additional costs. Prerequisite: GEO 215. Alternate years. (Laboratory Science) THOMPSON

316. Optical Mineralogy

Petrographic microscope and its use in the study and identification of minerals. Wave theory of light, principles of refraction, polarization and interference, optical indicatrix, and optical classification of solids. Prerequisite: GEO 212. (Laboratory Science) GARVIN

319. Igneous and Metamorphic Petrology

Origins and evolution of magmas. Compositions, structures, regional settings, and origins of resultant igneous rocks. Processes and controlling influences in metamorphic change. Compositions, fabrics, regional settings, and origins of metamorphic rocks. Hand specimen and microscopic study of igneous and metamorphic rocks. Prerequisite: GEO 316. (Laboratory Science) GARVIN

324. Sedimentology and Stratigraphy

Sedimentary processes and the stratigraphic record. Basics of particle transport, facies models, and methods of stratigraphic analysis. Hand specimen and microscopic study of sedimentary rocks. Prerequisite: GEO 111. Alternate years. (Laboratory Science) GREENSTEIN

329. Geology of a Region

Application of geologic principles in the field to explore the geology of a region: stratigraphy, structure, geomorphology, and geologic history. Interpretation of geologic maps. May entail additional costs. Prerequisites: GEO 111, 112, and either GEO 212, 215, or 217. Alternate years. (Laboratory Science) THOMPSON

331. Environmental Geology

Human interaction with the geological environment. Topics include ground-water, floods, soil and water contamination, landslides, subsidence, volcanic

activity, and earthquakes. Field studies: water quality and quantity related to land use in a watershed basin. Prerequisite: either GEO 111 or 114. (Laboratory Science) THOMPSON

332. Hydrogeology

The occurrence, sources, properties, and movement of streams and groundwater. Problems related to use and pollution of aquifers. Field study of surface water quantity and quality. Prerequisites: GEO 111 and MAT 112. Alternate years. (Laboratory Science) THOMPSON

485. Geological Literature (1/2-1)

Research on a subject or problem selected by the student and approved by the instructor, involving library and field or laboratory study. Comprehensive term paper and oral report.

511. Extended Research in Geology (1/4)

Reading on a specialized topic and a research project related to the topic. Must be taken over four successive terms. Prerequisites: grade point average of 3.0 or higher in the Department, prior completion of one course at the 200 level or higher in the Department, and permission of instructor.

History (HIS)

William Carroll, Robert Givens (chair), M. Philip Lucas

Major: A minimum of nine course credits in History, at least five of which must be at or above the 300 level, to include three courses at or above the 300 level in one of the following fields: Europe to 1700 (courses numbered 301 to 312, and 370), Europe since 1700 (courses numbered 313 to 330), American and Latin American history (courses numbered 340 to 369, and 394); and any two courses in History outside the primary field.

Interdepartmental Majors and Programs: The Department of History cooperates in offering several interdepartmental majors and programs: Ethnic Studies, International Relations, Latin American Studies, Mediaeval and Renaissance Studies, and Russian Studies.

Teaching Certification: For information about teaching history at the secondary level and about a second teaching area in United States or World History, consult the chair of the Department of Education.

Note: *History courses at the 100 level are not open to juniors and seniors except with permission of the course instructor.*

101. Europe: 800-1300

An introduction to the principal cultural and intellectual developments in Western Europe and the Mediterranean world from Charlemagne to mediaeval and scholastic culture. (Humanities) CARROLL

102. Europe: 1300-1700

An introduction to the principal cultural and intellectual developments in Western Europe and the Mediterranean world from the Italian Renaissance to the Scientific Revolution. (Humanities) CARROLL

104. Modern Europe and Its Critics

Social and intellectual development of Europe since 1700. (Humanities)
GIVENS

111 through 120. Introductory Seminars in History

Reading of both primary and secondary sources as the basis for class discussion and papers. (Humanities)

141. Latin American History

Introduction to Latin American studies, with special attention to major themes and selected countries. Same course as LAS 141. (Humanities)

153. Origins of the American Nation

From colonial origins through Reconstruction, with emphasis on the formation of local, sectional, and national communities. (Humanities) LUCAS

154. Making of Modern America

From the mid-nineteenth century to the present. Analyzes the “mass” nature of modern America by focussing on mass production, mass consumption, mass culture (movies and television), and mass movements (including civil rights and women’s rights). (Humanities)

201. Origins of Western Civilization

Readings in texts from ancient Greece (Herodotus and Aeschylus) and Israel (Genesis and Job). Alternate years. (Humanities) CARROLL

202. Rome from Vergil to St. Augustine

Readings in Livy, Vergil’s *Aeneid*, Marcus Aurelius, Cicero, and St. Augustine’s *Confessions*, with attention to the transition from pagan to Christian Rome. (Humanities) CARROLL

210. Warfare and Society in Modern Times

Changes in military conflict from the eighteenth century to the present. Interaction of warfare and social values. (Humanities) GIVENS

251. Federal Indian Policy

Relations between Native American nations and the federal government. Central theme is the clash of cultures in the westward movement. Treaties, removal, land allotment, federal recognition in the twentieth century, and a review of the current scene. Offered subject to availability of staff. (Humanities)

255. American Lives

American history through autobiographies, memoirs, and biographies. (Humanities) LUCAS

290/390. Individual Project: see *Index. Courses 290/390.*

302. Aquinas and Dante

A study of mediaeval culture through a reading of two of its principal representatives. The primary text is Dante’s *Divine Comedy*. Prerequisite: HIS 202. Alternate years. (Humanities) CARROLL

304. Europe: the Sixteenth and Seventeenth Centuries

Western Europe in the Reformation and early modern eras. Prerequisite: either HIS 102 or 202. Alternate years. (Humanities) CARROLL

305. Science and Religion in the Seventeenth Century

A study of the relationship between developments in science and religion in Western Europe in the seventeenth century, through a reading of primary texts.

The course meets at the Newberry Library in Chicago. Each student undertakes a research project using the resources of the Library. Prerequisite: HIS 102 or 202. Alternate years. (Humanities) CARROLL

311. Aristotle and the Origins of Western Science

Context and development of Aristotle's science of nature. Texts include: *Physics*, and selections from the *Posterior Analytics* and *On the Generation of Animals*. Prerequisite: junior standing. Alternate years. (Humanities) CARROLL

312. Scientific Revolution of the Seventeenth Century

Origins and nature of the scientific thought of Galileo, Newton, and their contemporaries. Special emphasis on theories of motion, the role of mathematics in understanding nature, inertia, and the various historical interpretations of seventeenth century science. Prerequisite: junior standing. Alternate years. (Humanities) CARROLL

313. God and Physics from Aquinas to Quantum Mechanics

A history of the relationship between physics and theology since the thirteenth century, with special attention to the ways in which changing understandings of motion, elementary particles, and cosmology have informed theological reflection. Prerequisite: junior standing. Offered every third year. (Humanities) CARROLL

315. Diplomacy of War and Revolution

The Twentieth Century Crisis: the rise of Fascism, World War II, and the origins of the Cold War. Prerequisite: either HIS 104 or junior standing. (Humanities) GIVENS

316. Enlightenment and the French Revolution

Intellectual, social, and political history of Europe, 1715-1815. Emphasis on France. Prerequisite: HIS 104 or junior standing. Offered subject to availability of staff. (Humanities) GIVENS

318. Growth of Industrial Society

Economic history of Western Europe from the beginnings of the Industrial Revolution to the end of World War II. Change from a traditional to an industrial society, effect of industrialization on the working class, and impact of the Great Depression. Prerequisites: HIS 104, ECB 101, and junior standing. (Humanities) GIVENS

321. Muscovite and Imperial Russia

Russia from its beginnings to 1917. Prerequisite: either HIS 104 or junior standing. Offered every third year. (Humanities) GIVENS

322. Revolutionary and Soviet Russia

The 1917 Revolution and the resulting Soviet state to the beginning of World War II. Prerequisite: either HIS 104 or junior standing. Offered every third year. (Humanities) GIVENS

323. Russia from 1941

From the beginning of World War II to the present. Particular attention to successive attempts to reinterpret the revolutionary legacy in the light of contemporary problems. Prerequisite: either HIS 104 or junior standing. Offered every third year. (Humanities) GIVENS

324. Modern Germany

German history between 1740 and 1945, with an emphasis on important events,

such as the rise of Prussia, the Napoleonic Period, Bismarck and German unification, Hitler and the Third Reich. Prerequisite: either HIS 104 or junior standing. Offered subject to availability of staff. (Humanities) CONNELL

331 through 336. Topics in European History

Topics vary according to specialization or interest of instructor. (Humanities) GIVENS

349. Topics in Latin American History

Same as LAS 349 (see *Latin American Studies* for a complete course description). Prerequisite: HIS/LAS 141. Offered subject to availability of staff. (Humanities)

350. Colonial America

The English colonies in North America to 1760. Prerequisite: junior standing or permission of instructor. (Humanities) LUCAS

351. The Age of Revolution in America

The causes of the American Revolution, the writing and the implementation of the Constitution, and the War of 1812. Prerequisite: junior standing or permission of instructor. (Humanities) LUCAS

352. The United States in the Middle Period

America from 1815 to 1850, with emphasis on the growth and consequences of political and economic stability. Prerequisite: junior standing or permission of instructor. (Humanities) LUCAS

353. Civil War and Reconstruction

America at war with itself. The causes of the war and the attempt to rebuild the Union. Prerequisite: junior standing or permission of instructor. (Humanities) LUCAS

354. United States Since 1940

World War II as a turning point in civil rights, gender issues, class, foreign policy, and the consumer revolution. Prerequisite: junior standing. Offered subject to availability of staff. (Humanities)

356. African-Americans in U.S. History

Selected topics on the nature of the Black experience in America. Prerequisite: junior standing or permission of instructor. Alternate years. (Humanities) LUCAS

357. Seminar in American History

Examination of a particular theme or set of themes in American history. Topics vary from year to year. Not offered every year. May be repeated for credit. (Humanities)

370. Creation and Science in the Middle Ages

A study of the encounter between mediaeval Islam, Judaism, and Christianity, and Aristotelian science as each religious tradition forged an understanding of creation. Prerequisite: HIS 101, 102, or 202. Alternate years. (Humanities) CARROLL

375. Historiography

The nature of history. Reading of selected historians. (Humanities)

380. Internship in Public History

Application of historical concepts to an agency in the public sector (a museum,

historical society, historic preservation program), a government agency, or a corporation with a history program. Prerequisites: junior standing and three courses in American history, at least two of which must be at the 300 level. A maximum of two course credits may be earned in 380 courses; however, only one course credit of 380 may be applied to a History major. See *Index. Courses 280/380*.

394. History and Theory

Survey of the influences in the field of history of Marxism, feminist theories, and theories of race and ethnicity. Prerequisites: one course in history and junior standing. Offered subject to availability of staff. (Humanities)

485. Research Tutorial

A project, taken after any 300-level History course, enabling a student to engage in additional research on a theme related to that course. Prerequisites: a 300-level History course and permission of instructor. (Humanities)

Interdepartmental Courses (INT)

201. Statistical Methods

Elementary study of describing data. Descriptive statistics, probability and sampling, estimation, and hypothesis testing as applied to one- and two-variable problems. Prerequisite: two years of high school algebra. *Not open to first year students. Students may not receive credit for both INT 201 and INT 211.* (Mathematics)

211. Fundamentals of Statistics

Basics of statistical theory and practice. Topics include data collection, descriptive statistics, probability, estimation, hypothesis testing, and linear regression. Additional topics may include an introduction to multiple regression, statistical techniques for categorical data and an introduction to analysis of variance (ANOVA). Prerequisite: MAT 141. *Not open to first year students. Students may not receive credit for both INT 201 and INT 211.* (Mathematics) CANNON

283. Seminar on Community Service

Exploration of the dynamics of human community and individual responsibility within community, as well as the moral issues raised in contemplation of social responsibility. Students participate in a community service position for the duration of the course. This course integrates learning and community service through reading, writing, reflection, and discussion. Prerequisite: sophomore standing. Not offered every year. (CR) GARNER and H. DAMON-MOORE

501. Practice in Writing (1/4)

Two-term individualized adjunct course to improve basic writing skills. Six class meetings and six individual tutorials on the writing for the student's principal course (or on additional essays if necessary). Topics include preparation to write; organization; grammar and punctuation tips; writing introductory, body, and concluding paragraphs; and revising. Prerequisite: permission of instructor. (CR) A. GRUBER-MILLER

International Business (IBU)

Advisors: Charles Connell and Gordon Urquhart

This interdepartmental major has been designed to prepare students for graduate study in international business or for employment in business or government. The curriculum consists of a four-year program of courses in economics and business, history, politics, comparative culture, and at least one modern language.

Students may not major both in International Business and Economics and Business.

Major: A minimum of 14 course credits distributed as follows:

I. Economics and Business (eight courses)

101 (Macroeconomics), 102 (Microeconomics), 151 (Financial Accounting), 223 (International Economics), 245 (Introduction to Marketing), 253 (Managerial Accounting), 302 (Income, Employment, and the Price Level), and 361 (International Business Seminar).

II. Modern Languages (zero - four courses)

FRE, GER, JPN, RUS, SPA 205 or equivalent. A student with previous language experience may be exempted from some or all of this requirement by examination.

III. Basic Courses (three courses)

HIS 318 (Growth of Industrial Society); POL 242 (International Politics), 349 (International Political Economy).

IV. Electives (three courses, at least two of which shall be Non-Western courses).

The courses shall be taken from this list or be approved by the IBU Committee as equivalent.

1. Non-Western courses (at least two)

All ANT courses except 105 (Human Origins), ART 261 (Topics in Non-Western Art); ECB 263 (Multinational Corporations in Central America); HIS 141 (Latin American History), 349 (Topics in Latin American History); MUS 225 (World Music); PHI 301 (Asian Philosophy); POL 345 (Political Economy of Brazil), 346 (Political Economy of Developing Countries); REL 202 (Religions of the World), 326 (Islam), 331 (Mysticism: East and West), 355 (Religions of Ancient Mexico); SPA 355 (Latin American Short Story and Novel), 356 (Latin American Poetry), 385 (Latin American Culture and Civilization).

2. General Courses

EST 123 (Introduction to Ethnic Studies); ENG 367 (Multicultural Literature); HIS 315 (The Diplomacy of War and Revolution); PHI 223 (Business Ethics); POL 243 (Comparative Politics), 348 (U.S. Foreign Policy).

3. Specific Western Area Courses

FRE 303 (French and Francophone Cultures); GER 281 (Contemporary Central Europe), 304 (Business German); HIS 104 (Modern Europe and Its Critics), 323 (Russia from 1941); RUS 281 (Introduction to Russian Culture and Civilization), 384 (Russia Today); SPA 381 (Peninsular Culture and Civilization).

V. The following courses are recommended as being relevant, though not required, for an International Business major:

ECB 213 (Economic Development), 323 (International Economics Seminar); FRE, GER, RUS, or SPA 301 (Composition and Conversation); FRE 302, GER 302, SPA 302/303 (Composition and Conversation II); FRE

352 (Twentieth Century II: Writing as Psychological Analysis); GER 352 (Post-War Literature); INT 201 (Statistical Methods), 211 (Fundamentals of Statistics), or MAT 347 (Mathematical Statistics I), MAT 141 and 142 (Calculus I and II); POL 111 (Politics); RUS 355 (Russian Literature in Translation, 1932-Present); the International Business courses listed below.

380. International Business Internship

Business internship with an international firm, taken for one or two months (one or two course credits) in the junior or senior year. Prerequisites: proficiency at the 301 level in a modern foreign language and permission of the International Business Committee. See *Index. Courses 280/380*. (CR)

390. Individual Project: see *Index. Courses 290/390*.

399. International Business Summer Internship

Business internship with an international firm, taken for at least two months (two course credits) during the summer between the junior and senior years. Prerequisites: proficiency at the 301 level in a modern foreign language and permission of the International Business Committee. See *Index. Courses 299/399*. (CR)

990. Semester in Germany (Hamburg or Mannheim): see *Index. Foreign Language Abroad Program*.

International Relations (IRE)

Advisor: Robert Givens

This interdepartmental major has been designed to prepare students either for further study in the relations between nations or for future employment in government or business. The curriculum consists of a four-year program in history, politics, and at least one modern foreign language.

Major: A minimum of 11 course credits, distributed as follows: (Because of the need to schedule a number of courses in different departments, majors must elect as their principal advisor one of the members of the International Relations Committee.)

- I. HIS 104 (Modern Europe and Its Critics), 210 (Warfare and Society in Modern Times), 315 (Diplomacy of War and Revolution), and 318 (Growth of Industrial Society);
- II. ECB 101 (Macroeconomics) or equivalent;
- III. POL 242 (International Politics), 345 (Political Economy of Brazil) or 346 (Political Economy of Developing Countries), 348 (U.S. Foreign Policy), and 349 (International Political Economy);
- IV. One course selected from the following: ECB 213 (Economic Development), 223 (International Economics), 263 (Multinational Corporations in Central America); FRE 303 (French and Francophone Cultures); GER 281 (Contemporary Central Europe); HIS 323 (Russia from 1941); REL 202 (Religions of the World); RUS 281 (Introduction to Russian Culture and Civilization), 384 (Russia Today); SPA 381 (Peninsular Culture and Civilization), or 385 (Latin American Culture and Civilization);
- V. FRE, GER, JPN, RUS, SPA 205 or equivalent; and

VI. Either one course for college credit taught outside the United States (to be approved in advance by the International Relations Committee) or the 301 (Composition and Conversation) course or its equivalent in a modern language. Students whose native language is not English or who have lived for at least one year outside the United States in a non-English speaking country will be considered to have fulfilled the language/travel requirement.

380. Internship: see *Index. Courses 280/380.*

390. Individual Project: see *Index. Courses 290/390.*

988-IRL. Semester in Ireland: Peace and Conflict Studies: see *Index. School for International Training.*

988-MID. Semester in the Middle East: Peace and Conflict Studies: see *Index. School for International Training.*

988-SWZ. Semester in Switzerland: International Studies: see *Index. School for International Training.*

Latin American Studies (LAS)

Advisor: Renato Martinez

The Latin American Studies major encompasses courses in the Spanish language and culture and offerings from at least four of the following areas: anthropology, art, economics and business, history, Latin American literature and culture, politics, and religion. Portuguese, if transferred from another institution, may be substituted for the courses in Spanish language and culture. The Latin American Studies program is administered by a committee made up of faculty members who teach courses on the approved list given below.

Major: A minimum of nine course credits from at least four departments participating in the Latin American Studies program; no more than three such courses may be in any one department. A study experience in a Latin American country is strongly recommended. The requirements are:

- I. SPA 301 (Composition and Conversation), or equivalent in Portuguese, or 302 (Advanced Conversation in Mexico);
- II. LAS/HIS 141;
- III. Six courses selected from the following (not more than two asterisked courses may be counted):
ANT 203 (Amazonia: People, Culture, and Nature), 204 (Cultures of Mesoamerica and the Andes), *314 (Contact, Change, and Cultural Survival: Anthropology of Colonialism); ART 202 or 302 (Ceramics I & II) when taught in Mexico; ECB *213 (Economic Development), 263 (Multinational Corporation in Central America); HIS/LAS 349; POL 345 (Political Economy of Brazil), 346 (Political Economy of Developing Countries), *348 (U.S. Foreign Policy); REL 355 (Religions of Ancient Mexico); when the subject matter deals specifically with Latin America, SPA 311 (Topics in Hispanic Literature), 411 (Seminar), *352 (Modern Hispanic Theatre), 355 (Latin American Short Story and Novel), 356 (Latin American Poetry), 385 (Latin American Culture and Civilization); a maximum of two

appropriate independent studies; relevant courses taken as part of an off-campus program and approved by the LAS Committee; with the approval of the LAS Committee, other courses not listed here but deemed relevant to Latin American Studies;

IV. LAS 487.

Minor: A minimum of five course credits and language proficiency to include:

- I. 205-level proficiency in Spanish or Portuguese;
- II. LAS/HIS 141;
- III. Four courses in at least two different departments, selected from ANT 203, 204; ART 202 or 302 (when taught in Mexico); ECB 263; HIS/LAS 349; POL 345, 346; REL 355; SPA 311/411 (when the subject matter deals specifically with Latin America), 355, 356; a maximum of one appropriate independent study; relevant courses taken as part of an off-campus program and approved by the LAS Committee.

141. Latin American History

Introduction to Latin American studies, with special attention to major themes and selected countries. Not open to juniors and seniors except with permission of instructor. Same course as HIS 141. (Humanities)

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

349. Topics in Latin American History

Examination of a theme or set of themes. Topics vary from year to year. Prerequisite: LAS 141. Same course as HIS 349. (Humanities)

487. Senior Thesis

Individual research on an interdisciplinary topic approved and supervised by two faculty members from two different departments participating in the Latin American Studies program. Prerequisite: senior standing as a Latin American Studies major.

941. Latin American Culture and Society in Costa Rica: see *Index. Latin American Culture (ACM).*

942. Tropical Field Research in Costa Rica: see *Index. Tropical Field Research (ACM).*

988. There are currently 10 programs in Central and South America run by the School for International Training. See *Index. School for International Training.*

Mathematics (MAT)

Ann Cannon, Tony deLaubenfels, James Freeman, Edward Hill (chair)
Adjunct Faculty/Academic Staff: Margaret Wogahn

Major: A minimum of 10 course credits, nine of which are in Mathematics, including MAT 221 and 223; at least four additional 300-level courses, which include either 327 or 337 and exclude Individual Projects, Group Projects, and Internships; and also knowledge of a programming language (CSC 140 or equivalent), which the Department recommends be acquired by the end of the sophomore year.

Teaching Major: A minimum of 10 course credits, nine of which are in Mathematics, including MAT 221 and 223; at least four additional 300-level courses which include MAT 327 and 331 and exclude Individual Projects, Group Projects, and Internships; and also knowledge of a programming language (CSC 140 or equivalent), and a grade point average in all Mathematics courses of at least 2.5. Students with other majors who intend to ask for certification in Mathematics as a second field must take MAT 327 and 331, and have a grade point average in all Mathematics courses of at least 2.5. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minor: A minimum of five course credits in Mathematics which include MAT 221, 223, and at least two 300-level Mathematics courses.

112. Functions

Logarithmic, exponential, and trigonometric functions, and related topics. Prerequisite: three years of high school mathematics. (Mathematics)

141. Calculus I

Calculus of functions of one real variable and analytic geometry of two variables. Prerequisite: MAT 112 or three-and-one-half years of high school mathematics, including trigonometry. (Mathematics)

142. Calculus II

Continuation of Calculus I, including further techniques of integration, transcendental functions, and applications. Prerequisite: MAT 141.

143. Calculus III

Infinite series and vector analysis. Prerequisite: MAT 142.

221. Linear Algebra

Linear algebra, vector spaces, and linear transformations. Prerequisite: MAT 142.

223. Calculus IV

Calculus of functions of several variables. Prerequisite: MAT 143.

306. Numerical Analysis

Function approximation, error analysis, data fitting, iteration, and symbolic computation. Applications to the approximate solution of problems, including root-finding in non-linear equations, differentiation, integration, linear systems, and differential equations. Prerequisites: MAT 143 and 221, and CSC 140 or equivalent. Alternate years. Same course as CSC 306. deLAUBENFELS

327-328. Modern Algebra I & II

Formal systems of algebra (groups, rings, integral domains and fields) and their relations to other disciplines. Prerequisite: MAT 221. Alternate years. HILL

331. Fundamentals of Geometries

Various geometries and their evolution. Prerequisite: MAT 221. Alternate years. HILL

336. Differential Equations

Differential equations, existence theorems for solutions of differential equations, solution of systems of equations, and an introduction to stability theory. Prerequisites: MAT 143 and 221. Alternate years. deLAUBENFELS

337-338. Analysis I & II

Topics from the theory of functions of a real variable, including the implicit function theorem, the Riemann-Stieltjes integral, and convergence properties of functions. Prerequisites: MAT 143 and 221. Alternate years. FREEMAN

347-348. Mathematical Statistics I & II

Probability, random variables, sampling distributions, theory of estimation and hypothesis testing, linear and multiple regression, analysis of variance, and techniques for categorical data. Prerequisites: MAT 221 and 223. Alternate years. CANNON

380. Internship: see *Index. Courses 280/380.*

390. Individual Project: see *Index. Courses 290/390.*

Mediaeval and Renaissance Studies (MAR)

Advisor: William Carroll

This interdepartmental study of the culture and society of Mediaeval and Renaissance Europe includes courses pertinent to the periods, an independent project, and the opportunity for study in Europe (see below).

Major: A minimum of nine course credits, distributed as follows:

- I. Two courses in one of the following languages: Ancient Greek, French, German, or Latin (or Italian, if transferred from another institution);
- II. Two courses selected from: HIS 101 (Europe: 800-1300) or 102 (Europe: 1300-1700), 302 (Aquinas and Dante); and ENG 321 (Mediaeval English Literature);
- III. Either ENG 323 or 324 (Shakespeare I or II);
- IV. Three courses selected from ART 254 (Mediaeval Art), 256 (Renaissance Art); FRE 315 (Mediaeval Literature); HIS 305 (Science and Religion in the Seventeenth Century), 311 (Aristotle and the Origins of Western Science), 312 (Scientific Revolution of the Seventeenth Century), 370 (Creation and Science in the Middle Ages); MUS 321 (History of Western Music I); PHI 303 (Mediaeval Philosophy); or, with the approval of the Mediaeval and Renaissance Studies Committee, from offerings relevant to the period in other departments; and
- V. MAR 485.

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

485. Mediaeval and Renaissance Studies Senior Project

Independent project, required of all majors during their senior year. Prerequisite: permission of the Mediaeval and Renaissance Committee.

951. Semester in the Arts of London and Florence: see *Index. London and Florence (ACM).*

952. Semester in Florence: see *Index. Florence (ACM).*

Music (MUS)

Donald Chamberlain, Martin Hearne (chair), James Martin,
Marian Wilson Kimber
Adjunct Faculty/Academic Staff: Lisa Hearne

Cornell College is an accredited institutional member of the National Association of Schools of Music. In addition to majors in Music within the framework of the Bachelor of Arts and Bachelor of Special Studies degrees, the Department of Music oversees the Bachelor of Music degree, with majors either in Performance or in Music Education. The degree options, majors, and regulations governing lessons and ensembles are given below.

Music Lessons at Cornell: Students may register for Solo Performance courses (music lessons) for credit at the beginning of Term One and Term Six. These courses are taught over four consecutive terms. Registration entails additional costs (see *Index. Music Lessons, Fees*). Students may withdraw from these courses only during the first of the four terms. If a student withdraws from a Solo Performance course during the drop period, he or she will be charged only for the lessons scheduled between the beginning of the course and the date when the course is officially dropped, and no entry concerning the course will appear on the student's transcript. After the drop period has expired, if a student ceases to attend, a grade of F will appear on the student's transcript and the student will be billed for the full semester charge.

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

The Bachelor of Arts allows the student with a strong interest in music the opportunity to explore various musical pursuits within the general liberal arts program of the College. Through this type of broadly-based music curriculum, a student may be drawn to further studies or discover career opportunities in such fields as music publishing, manufacturing, arts management, instrument design and restoration, library work, recording, or radio and television. Instruction in a performing medium and participation in solo performance and in ensembles are important components of the B.A. Music major. In addition to fulfilling the general requirements for the B.A. degree (see *Index. Degree Programs*), B.A. Music majors must complete the following:

Major:

- I. A minimum of 11 course credits in Music, which include:
 1. MUS 110, 210, 310, 343, 346, 321, 322, and 323;
 2. One-and-one-half course credits in Solo Performance courses (selected from 731-793), of which one course credit must be in one medium; and
 3. One-and-one-half course credits in Music Ensembles (711-720), of which one course credit must be earned in one ensemble;
- II. Passing the Piano Proficiency Requirement (see below); and
- III. Completion of a senior project (see below).

At least half of the Solo Performance and half of the Ensemble credits must be earned in the junior and senior years. FAA 701 must be taken along with every Solo Performance course. After a student has earned more than one course credit in the continuing study of the same instrument, he or she may count the additional credits toward the fulfillment of the general B.A. requirement for a minimum of nine courses numbered in the 300s or 400s.

All senior Music majors must complete a senior project. There are three categories from which to choose: recital (MUS 798 or 799); student teaching (EDU 450-460-470); paper/project (MUS 485). Students may choose more than one of these options if they wish.

Minor: A minimum of six course credits in Music which include MUS 110, 210, 310, and at least three additional courses in Music at the 200 level or above, selected in consultation with and approval by the Department.

BACHELOR OF MUSIC (B.Mus.)

Cornell offers two majors leading to the degree of Bachelor of Music: a major in Performance and a major in Music Education. The first is designed to emphasize the study of music performance within the framework of the liberal arts and is the first step in the extensive professional preparation in performance that leads to a concert career or to teaching applied music in a college, university, conservatory, or private studio. The second generally leads to the profession of pre-collegiate school music teaching. For students interested in fields such as music therapy, music ministry, or community music, a major in Music Education is strongly recommended by some graduate schools and required by others.

General Requirements for the B.Mus. Degree

1. A minimum of 32 course credits. No more than two 100-level courses may be taken in the senior year without the permission of the Academic Standing Committee. No more than four All-College Independent Study course credits (280/380, 289/389, 290/390, 299/399) may be counted toward satisfying the minimum credit requirement for this degree.
2. A cumulative grade point average of 2.0 or above.
3. A minimum of nine courses numbered in the 300s or 400s. No more than two All-College Independent Study course credits (380, 389, 390, 399) may be counted toward satisfying this requirement. After a student has earned more than one course credit in the continuing study of the same instrument, he or she may count the additional credits toward the fulfillment of this requirement.
4. A minimum of 10 courses, including ENG 111, selected from outside the Department of Music, of which at least three must be selected from those courses in this *Catalogue* or its supplements whose descriptions end with a parenthesis containing the word "Humanities."
5. Music Theory: MUS 110, 210, 310, 343, 346.
6. Music History: MUS 321, 322, 323.
7. One elective course credit in music history or theory, selected from MUS 213-275, 315, 348-366.
8. MUS 701 in all semesters of residence.
9. A grade of "Pass" on all parts of the Piano Proficiency Requirement (see below, "Piano Proficiency Requirement").
10. At least one music ensemble each semester for eight semesters, as arranged by the student, the faculty advisor, and the ensemble conductor (see below, "Ensemble Participation").
11. Satisfaction of the requirement for attendance at music events (see below, "Music Performance Seminar").
12. Completion of a senior project (see paragraph above under "Bachelor of Arts").

13. One of the following programs of concentration:

Major in Music Performance (separate three-letter code for each instrument)

- a. Six course credits in a primary performance medium, either voice or a keyboard, string, or wind instrument (one course credit in both the first and sophomore years and two course credits in each succeeding year).
- b. One course credit in a secondary performance medium.
- c. MUS 306.
- d. MUS 302 or 304.
- e. MUS 107 and 308 for voice majors; MUS 303 for organ majors; or MUS 307 for piano majors.
- f. MUS 798 (junior year) and 799 (senior year).
- g. FRE, GER, GRE, LAT, RUS, SPA 205 or equivalent.
- h. Entering students who intend to major in performance must audition before the Department of Music during their first semester in residence. Recipients of the Horace Alden Miller Music Scholarships may be excused from this audition.

Major in Music Education (MUE)

- a. Four course credits in a primary performance medium, either voice or a keyboard, string, or wind instrument (one course credit per year).
- b. The following courses, according to emphasis within the degree:
 - (1) General Music Education: MUS 107 and 308; and one-and-one-half course credits in secondary performance media, to include MUS 703, 704, 705, 706, and 774.
 - (2) Instrumental Music Education: one-and-one-half course credits in secondary performance media, to include MUS 703, 704, 705, 706, and 774; and either MUS 722 or at least one semester of MUS 712.
 - (3) Vocal Music Education: MUS 107 and 308; and one-and-one-half course credits in secondary performance media, to include MUS 708 or 774, and 707.
- c. Demonstrate the ability to accompany a singer or instrumentalist (part of the Piano Proficiency Requirement).
- d. MUS 306.
- e. MUS 331 and 431.
- f. Admission to the Teacher Education Program not later than February 1 of the sophomore year and satisfaction of all its requirements by the time of graduation (see *Education* for complete prerequisite information).

Piano Proficiency Requirement: All Music majors, regardless of degree or program, must pass the Piano Proficiency Requirement by the end of the sophomore year. If this requirement is not passed, the student must take applied piano (MUS 761 or 762) until the requirement has been passed. The requirement consists of six components: performance of three prepared works; scales; arpeggios; sight reading; melody harmonization. Also, as part of the requirement, Music Education majors must demonstrate their ability to perform an accompaniment with a singer or instrumentalist. A student may pass the requirement in segments.

Ensemble Participation: Participation in music ensembles (MUS 711-720) is required of all Music majors, regardless of degree or program. Requirements

vary, depending on the degree program and are detailed in the preceding curricula information. Regulations governing adding and dropping ensembles are the same as for Music Lessons (above), with the exception of MUS 718.

Music Performance Seminar: The Music Performance Seminar (MUS 701) is a semester-long program that consists entirely of attendance at music events. The purpose of this Seminar is to help nurture an understanding of diverse musical styles and musical ensembles and to provide opportunities for student performances. Attendance at recitals and concerts is required of all Music majors as well as of all students who are not majors but who are enrolled in music lessons. A student who has not declared a Music major, but who is considering doing so, is strongly encouraged to participate. Music majors are required to attend approximately 10 scheduled music events per semester, depending upon the total number of music events scheduled during the semester. Three of the required events must be Music Performance Seminar Student Recitals, which occur on Friday afternoons at 3:15. Music majors must receive a passing grade in Music Performance Seminar each semester in order to complete the major. Students who are not Music majors but are enrolled in music lessons for credit are required to attend two of the Friday afternoon Student Recitals and two other musical events each semester. Failure to meet this attendance requirement will result in the student's receiving an F for Music Performance Seminar. No course credit is given for this Seminar. It is offered on a Pass/Fail basis.

101. Fundamentals of Music

Basic music reading skills for all interested students, while learning to listen to and recognize the structural and aesthetic elements of music. Preparation for MUS 110. This course satisfies the music requirement for Elementary Education majors to teach music in the elementary schools. (Fine Arts)

107. Vocal Diction (1/2)

Italian, French, German, and English diction as related to the art song and to choral music. Required of all students whose major performance medium is voice; also required of General Music Education majors. Alternate years.

110. Music Theory I

Fundamentals of music: harmony, melody, rhythm, scales, and forms; with a concentration on the common-practice period, 1600-1900 (with some twentieth century music). Application of these topics to analysis, writing, listening, sight-singing, and an introduction to music literature. (Fine Arts) MARTIN

210. Music Theory II

Continuation of MUS 110, with the addition of keyboard techniques. Prerequisite: MUS 110. (Fine Arts) MARTIN

212. Music Listening and Understanding

Learning to understand Western art music through historical study and perceptive listening. *Not open to Music majors.* (Humanities) WILSON KIMBER

213. American Music

Music in the American colonies and the United States from the seventeenth century *Bay Psalm Book* to the twentieth century. Open to all students. Offered subject to availability of staff. (Humanities)

214. Arts in New York

Ten days in New York City, the center of cultural activities in America, preceded by a week on campus studying the plays, operas, musicals, and other events

to be seen and heard in New York. Open to all students. Registration entails additional costs. Offered subject to availability of staff.

215. Jazz Improvisation

Improvisation in American jazz, including daily performing experiences in these styles. Prerequisite: MUS 310. Alternate years. (Fine Arts) CHAMBERLAIN

217. Opera

An introduction to opera as a genre and a study of selected masterpieces. The course will involve both traditional investigations and newer scholarly approaches from areas such as “queer studies” and feminist scholarship. Themes of the course will be those of the operas studied: politics, gender, class, love, death, sexuality, the individual within society, and religion, and, of course, the union of music and drama. Ability to read music *not* required. Offered subject to availability of staff. (Humanities) MARTIN

218. Rock Music

Rock music from its origins in African-American blues to the present. The music’s interaction with racism, capitalism, sexism, and politics. Open to all students. Offered subject to availability of staff. (Humanities) MARTIN

219. Revolutionary Music of the Twentieth Century

Avant-garde music of the twentieth century and the ways it has challenged previously held musical and aesthetic values. Ives, Satie, Futurism, Dadaism, Duchamp, Varèse, Cage, and beyond. Experimental works and ideas in arts other than music. Open to all students. Offered subject to availability of staff. (Humanities) MARTIN

220. Jazz History

Jazz in America from its roots in Africa and Western Europe to present-day styles and practices. Open to all students. Offered subject to availability of staff. (Humanities) CHAMBERLAIN

225. World Music

Study of the relationship between music and culture with emphasis on music of the Non-Western world. Open to all students. Offered subject to availability of staff. (Humanities)

240. Theatre, Music, and the Arts in England

English art and culture, particularly theatre and music, through visiting sites and regions significant in English history, and attending a number of theatrical and musical events. Registration entails additional costs. Alternate years. Same course as ENG 240. (Humanities)

263. Women and Music

The roles of women in the history of Western music with special emphasis on the music of women composers. Exploration of issues surrounding gender and musical style. Prerequisite: ENG 111. (Humanities) WILSON KIMBER

270 through 275. Topics in Music

Study of a selected topic. May be repeated for credit if content is different.

280/380. Internship: see *Index*. Courses 280/380.

290/390. Individual Project: see *Index*. Courses 290/390.

301. Elementary School Music

Children’s vocal development. Learning skills of rhythmic response, reading,

and listening. Study of basic texts and materials. Recommended prerequisite: MUS 101. M. HEARNE

302. Song Literature

Investigation of the solo repertoire for the voice. Required of all majors in voice performance. Open to others with permission of instructor. Offered upon request.

303. Service Playing and Arranging

Selecting music for the church service, the playing of the service, and study of chanting. Required of all students majoring in performance in organ. Prerequisite: permission of instructor. Offered upon request.

304. Literature of the Major Instrument

Study of the repertoire available for the primary instrument. Required of all majors in instrumental performance. Prerequisite: permission of instructor.

305. Orchestration (1/2)

Scoring for wind ensemble, orchestra, chamber groups. Characteristics of modern instruments. Prerequisite: MUS 310. Offered upon request. CHAMBERLAIN

306. Conducting I (1/2)

Basic conducting skills for both vocal and instrumental ensembles. Baton technique, musical styles and interpretations, rehearsal techniques, and score reading. Prerequisite: MUS 310. M. HEARNE

307. Piano Pedagogy (1/2)

Examination and discussion of current ideas and methods of teaching piano to children and adults, including lectures, observation of individual and class piano lessons, and supervised practice teaching. Required of all piano performance majors. Open to other pianists with the permission of instructor. Not open to first year students. Offered upon request, subject to availability of staff. MARTIN

308. Vocal Pedagogy (1/2)

Historical and pedagogical development of the art of singing and a study of the physiology of the singing process. Emphasis on teaching techniques and care of the voice. Required of all students majoring in voice. Open to other vocalists with the permission of instructor. Prerequisite: junior standing. Alternate years.

310. Music Theory III

Continuation of MUS 210. Prerequisite: MUS 210. MARTIN

315. Jazz Arranging

Scoring for the jazz ensemble. Study of contemporary practices for writing and arranging in the jazz idiom. Projects include arrangements for the conventional big band as well as for small jazz ensembles. Prerequisite: MUS 346. Offered upon request, subject to availability of staff. CHAMBERLAIN

321. History of Western Music I

Chronological development of Western music from ancient times through the late Renaissance. Emphasis on critical, aesthetic, historical, and structural examination of musical examples. Prerequisites: ENG 111 and the ability to read music. (Humanities) WILSON KIMBER

322. History of Western Music II

Continuation of MUS 321. Chronological development of Western music from

the Baroque and Classic. Emphasis on critical, aesthetic, historical, and structural examination of musical examples. Prerequisites: ENG 111 and MUS 110. (Humanities) WILSON KIMBER

323. History of Western Music III

Continuation of MUS 322. Chronological development of Western music from the Romantics through the contemporary period. Emphasis on critical, aesthetic, historical, and structural examination of musical examples. Prerequisites: ENG 111 and MUS 110. (Humanities) WILSON KIMBER

331. Music Education Seminar (1/2)

Introduction to the music teaching profession, with an emphasis on student evaluation, planning, classroom management, teaching strategies, and audio-visual and computer applications. Twenty-five hours of observation/practicum in music in the schools. Prerequisite: MUS 310. M. HEARNE

343-346. Music Theory IV and V

Continuation of MUS 310, with emphasis on aural skills, structural analysis, and formal designs of music from the common-practice period. Prerequisite: MUS 310. CHAMBERLAIN

348. Counterpoint

Fundamental contrapuntal principles that occur in polyphonic music. Prerequisite: MUS 346. Offered upon request. CHAMBERLAIN

349. Form and Analysis

Overview of the standard forms and genres found in the common-practice and twentieth century periods. Study of techniques for uncovering the structure of a specific work. Prerequisite: MUS 346. Offered upon request. CHAMBERLAIN

350. Mozart and Beethoven

Historical and analytical study of selected works. Relationships, structures, and meanings within the works selected. Prerequisites: ENG 111 and the ability to read music (treble and bass clefs). Offered subject to availability of staff. (Humanities) MARTIN

352. The Ring Cycle of Wagner

Wagner's four-opera epic cycle *Der Ring des Nibelungen*, consisting of *Das Rheingold*, *Die Walküre*, *Siegfried*, and *Götterdämmerung*. Viewing of a videotape of the *Ring*. Wagner's use of leitmotif, his operatic ideals, and his influence on others. Other areas include Marxist and Jungian interpretations, mythology, and philosophical background. Prerequisite: ENG 111. Offered subject to availability of staff. (Humanities) MARTIN

361 through 366. Topics in Music History and Theory

Topics vary from year to year according to the interests of the instructor or students. Prerequisites: two courses in music theory and one course in music history.

406. Conducting II: Band (1/2)

407. Conducting II: Choral (1/2)

408. Conducting II: Orchestral (1/2)

Continuation of MUS 306. Advanced score analysis, advanced rehearsal and performance techniques. Course requirements include attendance at all rehearsals and performances of the ensemble involved and private instruction in analysis and conducting techniques. Taught by the regular conductors of the College ensembles. Prerequisite: MUS 306. Offered upon request, subject to availability of staff.

431. Methods and Materials for Music Education

Preparation for teaching music in the elementary and secondary schools. Educational philosophies, conducting and arranging skills, the teaching of vocal and instrumental music, and teaching strategies for various ages. Prerequisites: MUS 331 and fulfillment of the Piano Proficiency Requirement. M. HEARNE

432. Marching Band Techniques

Charting, arranging for, organizing, and directing a marching band, with particular emphasis on high school marching bands. Prerequisite: MUS 346. Offered upon request, subject to availability of staff. M. HEARNE

485. Independent Study in Music (1/2-1)

A project in an area of performance practices or some phase of music history, theory, or education. Prerequisite: permission of the instructor.

Note: *All Music courses numbered in the 700s are listed in the annual Term Table as FAA courses, except 718 and 728.*

701. Music Performance Seminar (Zero Course Credit)

Opportunity for students to perform in recital and studio workshop situations. A forum for guest artists to perform and for lectures and discussions by students, faculty, and visiting musicians. (See "Music Performance Seminar" on page 104.)

702. Composition (1/2-1)

Original composition for various media, beginning with smaller forms. May be repeated for credit. Prerequisite: permission of instructor. (Fine Arts) CHAMBERLAIN

703-706; 708 Instrumental Techniques (1/4)

Development of basic performing techniques. Study and evaluation of procedures and materials for elementary and intermediate instrumental teaching.

703. Brass**704. Percussion****705. Strings****706. Woodwinds****708. Guitar****707. Instrumental Techniques for Singers (1/4)**

Basic techniques of woodwind, string, and percussion instruments. Required of vocal music education majors.

Ensemble and Solo Performance Courses

Music courses numbered 711-793 are open to all qualified students upon audition, may be repeated for credit, and may be counted toward the fulfillment of the Fine Arts Participation Requirement. Any combination of these courses that totals a full course credit will satisfy this requirement. These courses normally encompass four terms and are taken along with principal and concurrent courses. MUS 718/728 (Opera Workshop) is an exception.

The regulations governing the adding and dropping of Solo Performance (music lessons) and Ensemble courses are given at the front of this section under "Music Lessons at Cornell" and "Ensemble Participation." These regulations apply to all students taking these courses whether or not they are Music majors. To enroll, students register directly and in advance with the Department secretary in Term One or Term Six.

Only juniors and seniors who are candidates for the B.Mus. degree with a major in Performance are permitted to register for a full course credit in a Solo Performance course. Performance majors must register each semester of their first and sophomore years for a half-credit lesson in their primary performance medium and for a full course credit each semester during their last two years. Other music students take lessons for a quarter-course credit each semester or, with the permission of the Department, for a half-course credit.

All students enrolled in a Solo Performance course must also enroll concurrently in MUS 701.

Ensemble Courses

711 (1/4) Chamber Ensembles

712 (1/4) Choir

713 (1/4) Jazz Ensemble

714 (1/4) Women's Choir

715 (1/4) Orchestra

716 (1/4) Concert Band

717 (1/4) Chamber Singers

718 (1/4) or 728 (1) Opera Workshop

719 (1/4) Accompanying

720 (1/4) Steel Drum Ensemble

722. Class Voice (1/4)

Group instruction in the fundamentals of voice production. Emphasis on various aspects of vocal technique such as posture, breath management, diction, and ease of production. Repertoire includes folk and classical songs in English. Open to all students except Voice majors. Required of Instrumental Music Education majors who do not participate in Concert Choir for at least one semester. *May not be used by Music majors to satisfy the Ensemble requirement.* Offered Terms One through Four only.

Solo Performance Courses

At the end of each solo performance course, every student taking the course for credit must pass an examination before a jury of the faculty of the Department. The fees for music lessons are given in the section on *Financial Information*.

731 (1/4), 732 (1/2), 733 (1)	Brass Instruments
741 (1/4), 742 (1/2), 743 (1)	Organ
751 (1/4), 752 (1/2), 753 (1)	Percussion Instruments
761 (1/4), 762 (1/2), 763 (1)	Piano
771 (1/4), 772 (1/2), 773 (1)	String Instruments
774 (1/4), 775 (1/2), 776 (1)	Guitar
781 (1/4), 782 (1/2), 783 (1)	Voice
791 (1/4), 792 (1/2), 793 (1)	Woodwind Instruments

798. Half Recital (1/2)

Usually performed in the junior year. Required of Music Performance majors. Available to any student with approval of the Department.

799. Full Recital

Usually performed in the senior year. Required of Music Performance majors. Available to any student with approval of the Department.

964. Chicago Semester in the Arts: see *Index. Chicago Arts Program (ACM)*.

Origins of Behavior (ORB)

Advisor: Robert Black

The Departments of Biology and Psychology offer a joint major focusing on the origins of behavior.

Major: A minimum of nine course credits, which include:

- I. BIO 321 (Ecology), 334 (Animal Behavior), 411 (Seminar in Evolution);
- II. PSY 273 (Learning and Behavior), 394 (Research Methods);
- III. ORB 485 (Behavior) or PSY 483 (Senior Seminar); and
- IV. Any three selected from the following: BIO 254 (Ornithology), 312 (Vertebrate Zoology), 315 (Genetics), 324 (Comparative Animal Physiology); PSY 272 (Cognitive Psychology) or 376 (Biopsychology).

290/390. Individual Project: see *Index. Courses 290/390.*

485. Behavior

Individual research into the origins and determinants of behavior. Open only to senior majors in Origins of Behavior. Prerequisite: permission of instructor.

Philosophy (PHI)

Geoffrey Gorham, Paul Gray, Amy Ihlán, James White (chair)

Essential to a liberal education is the ability to think, to detect bad arguments and evidence, to see more than one side of a matter and to decide which is best, to construct a coherent case, and to make words perform their tasks with clarity and precision. These principles, along with a concern for representing the principal areas of philosophical inquiry, and an emphasis on the careful, creative, and critical reading of important philosophical texts, guide the Department in planning its curriculum.

Major: A minimum of nine course credits, which include PHI 111 and 202; either 203 or 204; two courses selected from 302, 304, 305, and 306; and four additional courses in Philosophy, at least three of which must be at the 300 level.

Minor: A minimum of six course credits in Philosophy which include PHI 111 and 202; either 203 or 204; either 302 or 304 or 305 or 306; and two additional 300-level courses in Philosophy.

Note: PHI 204 and 310 are strongly recommended for students intending to do graduate work in Philosophy.

111. Introduction to Philosophy

Problems of philosophy as they are discussed in the writings of major philosophers. Designed for first year students and sophomores. (Humanities)

201. Aesthetics

The nature of art, beauty, criticism, and the relation of art to science, religion, and society. Study of a number of classics in this area by philosophers such as Plato, Aristotle, Hume, Kant, Tolstoy, and Ortega. Offered subject to availability of staff. (Humanities)

202. Ethics

The nature of moral experience, moral judgments, and moral principles, and the relation of each to the other. Readings from some major ancient, modern, and contemporary moral philosophers. (Humanities) GRAY or IHLAN

203. Logic and Critical Thinking

Principles and techniques useful for evaluating arguments and avoiding fallacious reasoning in ordinary life. (Humanities) GORHAM, IHLAN, or WHITE

204. Symbolic Logic

An introduction to formal argument analysis, including first order predicate logic and mathematical logic. Alternate years. GORHAM or WHITE

221. Moral Problems

Considers contemporary moral issues, selected from areas such as medical ethics, sexual ethics, business ethics, environmental ethics, and political theory. Topics may include sexual morality, world hunger, capital punishment, genetic engineering, animal rights, suicide, euthanasia, racism, violence, affirmative action, just war theory. Offered subject to availability of staff. (Humanities) IHLAN

223. Business Ethics

Moral issues associated with business. Accounts of economic justice, the nature of corporations and corporate responsibility, employee rights, affirmative action, advertising, and multinational business. Offered subject to availability of staff. (Humanities)

224. Environmental Ethics

Moral dilemmas associated with human populations, industrial productivity, a deteriorating environment, and generally, our treatment of the natural world. Team-taught by a philosopher and a biologist, the course will critically analyze the conceptual framework within which questions about the environment are raised and debated, and provide biological information relevant to those questions. Alternate years. (Humanities) WHITE and BLACK

225. Utopia

Philosophical study of selected works in Utopian literature: Plato's *Republic*, More's *Utopia*, and more recent utopian visions. (Humanities) GRAY

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

301. Asian Philosophy

Major traditions in Asian philosophy including Taoism, Buddhism, Confucianism, and Hinduism. Alternate years. (Humanities) IHLAN

302. Ancient Philosophy

Advanced study of philosophers from the ancient period, such as the Presocratics, Plato, and Aristotle. Alternate years. (Humanities) GORHAM or IHLAN

303. Mediaeval Philosophy

Study of philosophers of the mediaeval period such as Augustine, Aquinas, Duns Scotus, and Ockham. Offered every third year. (Humanities) GORHAM

304. Modern Philosophy: Seventeenth Century

Study of the philosophers of the early modern era such as Descartes, Locke, Spinoza, and Leibniz. Alternate years. (Humanities) GORHAM

305. Modern Philosophy: Eighteenth Century

European philosophy from 1700 to 1800. Study of the philosophers of the middle of the modern era such as Hume, Voltaire, Rousseau, and Kant. Alternate years. (Humanities) GRAY

306. Modern Philosophy: Nineteenth Century

European philosophy from 1800 to 1900. Study of the philosophers of the late modern era such as Hegel, Schopenhauer, Kierkegaard, Mill, Marx, and Nietzsche. Alternate years. (Humanities) GRAY

307. Marx and Marxism

Primary emphasis on reading a comprehensive and balanced selection of the writings of Karl Marx. Reading will include some leading Marxists such as Lenin, Mao Zedong, and Marcuse. Alternate years. (Humanities) GRAY

308. American Philosophy

Intensive study of two major American philosophers such as William James and John Dewey. Offered every third year. (Humanities) GRAY

309. Existentialism

Reflections on death, the meaning of life, absurdity, alienation, despair, freedom, and the self. Intensive study of the works of two major European existentialists such as Albert Camus and Jean Paul Sartre. Alternate years. (Humanities) GRAY

310. Analytic Philosophy

Introduction to the philosophical movement that dominated twentieth century Anglo-American philosophy. Study of selected philosophers and an examination of their distinctive approach to philosophical problems. Intended primarily for advanced majors. Prerequisites: PHI 203 or 204 and either 304 or 305. Alternate years. (Humanities) WHITE

352. Philosophy of Feminism

Explores feminist critiques of Western philosophy and issues in feminist ethics, epistemology, and political theory. Alternate years. (Humanities) IHLAN

353. Philosophy of Law

Inquiry into the nature of a legal system, legal reasoning, relation of morality to law, the role of law in society, and topics in constitutional interpretation. Students will read judicial opinions and other material that they are likely to encounter in law school. Prerequisite: junior standing. Alternate years. (Humanities) IHLAN

354. Political Philosophy

Intensive study of the work of a major political philosopher, compared with other important contributions to moral and political philosophy. Offered every third year. (Humanities) GRAY

355. Philosophy of Religion

Philosophical examination of the major concepts and claims of the Western religious tradition. Topics to be discussed include the nature and existence of God, the problem of evil, the nature of religious language, the relation between faith and reason, the possibility of religious knowledge. Alternate years. (Humanities) WHITE

356. Philosophy of Science

Examination of science as a source of information about the world. The structure of scientific confirmation and explanation. The nature of scientific

knowledge and progress. The difference between science and pseudo-science. The role of gender and social values in science. Alternate years. (Humanities) GORHAM

357. Philosophy in Literature

Philosophical study of selected works of world literature. Alternate years. (Humanities) GRAY

358. Philosophy of Mind

Theories about the mind and mental phenomena: the relationship between minds and brains; consciousness; free will; artificial intelligence; and the philosophy of psychology. Alternate years. (Humanities) WHITE

359. Postmodern Philosophy

Introduction to a very recent post-Analytic movement in twentieth century philosophy. Study of the views of philosophers such as Lyotard, Foucault, and Rorty. Alternate years. (Humanities) GRAY

360. Evolution and Philosophy

An examination of the theory of evolution—what it says, what support it has, what it can (and cannot) explain—in order to see what (if any) implications it has for religion, morality, philosophy, and the understanding we have of ourselves and our world. Alternate years. (Humanities) WHITE

361 through 366. Topics in Philosophy

Study of one major philosopher, one major problem, or one major philosophical movement. Offered subject to availability of staff. (Humanities)

Physical Education (PED)

Steven DeVries (chair), Stephen Miller (athletics director), Ed Timm, Ellen Whale

Adjunct Faculty/Academic Staff: Mark Dutro, Curt Heideman, Jon Herbrechtsmeyer, Ray Reasland, Dick Simmons

Emphasis is given to preparation for teaching physical education and coaching competitive sports, for a career as a physical fitness and wellness professional, and for specialized graduate studies. Within the major options and electives in the Department, there is ample opportunity for selection of courses to meet the special interests and needs of individual students.

Fitness Major: A minimum of nine course credits in Physical Education, which include PED 111, 213, 214, 237, 308, 334, 362, 380, and at least one course credit selected from 365–369.

Teaching Major: A minimum of nine course credits in Physical Education, to include PED 111, 213, 214, 237, 308, 312, 318, 327, 328, 334, and either 324 or 331. PED 324 is required for students seeking K-6 certification. PED 331 is required for those seeking 7-12 certification. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in either Elementary or Secondary Education described under *Education*. Students who do not complete PED 324 or 331 and the requirements of the Education Program may complete a major in Physical Education by completing the other course requirements as specified in this paragraph.

Coaching Endorsement or Authorization: To obtain a *Coaching Endorsement* the individual must complete a major in either Elementary or Secondary Education and be granted an Iowa Teaching License. The *Coaching Authorization* is available to those who do not major in Elementary or Secondary Education or who do not hold an Iowa Teaching License. Both the *Endorsement* and the *Authorization* qualify an individual to be a head coach or an assistant coach in any sport offered in the Iowa public schools. Students who complete one of the following programs may apply for the *Endorsement* or the *Authorization* through the Office of Teacher Education.

Coaching Endorsement: PED 205 and completion of a major in Elementary or Secondary Education.*

Coaching Authorization: PED 205 and EDU 215 (Educational Psychology).*

*In place of PED 205, Physical Education majors satisfy the requirement for the *Coaching Authorization* by taking PED 213, 214, 237, 308, 340, and EDU 215. These same courses combined with a major in either Elementary or Secondary Education will also satisfy the requirements for a *Coaching Endorsement*.

101. Lifetime Physical Fitness and Activities

Instruction in the major components of fitness, the physiological bases of fitness, evaluation of personal fitness, and individual fitness programming. Instruction and participation in lifetime physical activities selected from badminton, bicycling, bowling, camping and canoeing, golf, hiking, racquetball, sailing, skiing, tennis, volleyball, and weight training.

111. Foundations of Physical Education

Historical and philosophical foundation of physical education. Current issues in research and literature. Biological, physiological, and sociological aspects of sport and exercise. TIMM

205. Coaching Endorsement or Authorization

Structure and function of the human body during physical activity. Athletic conditioning, care and prevention of injuries and first aid, and theory of coaching interscholastic athletics. Combined with EDU 215 (Educational Psychology), this course meets the requirement for an Iowa Coaching Endorsement for Education majors and Coaching Authorization for all other students. Open to Physical Education majors with the permission of the instructor. (See "Coaching Endorsement or Authorization" above.) DeVRIES

212. Sports and American Society

Discussion of the impact of amateur and professional sports on the American way of life. Sample topics include women in sports, sports and the African-American community, sports as big business, and recruiting and the college education. Readings, pro and con sports, will be selected from contemporary literature. Alternate years. DeVRIES

213. Human Anatomy (1/2)

The human musculoskeletal system as it relates to physical activity.

214. Exercise Physiology (1/2)

Fundamental concepts describing the response of human organ systems to exercise. Energy production, conditioning for sport, and nutrition and physical performance.

215. Psychology of Sport

Theory and issues related to the psychological aspects of competitive sport.

Personality and sport, attentional control, anxiety and performance, motivation and attributions, aggression in sport, and team cohesion. Intervention strategies for performance enhancement. Alternate years. DeVRIES

237. Care and Prevention of Athletic Injuries

Prevention and treatment of athletic injuries, taping experience, understanding the principles of athletic training, and first aid and emergency care. SIMMONS

290/390. Individual Project: see *Index. Courses 290/390.*

308. Kinesiology (1/2)

Structures producing movement in the human body. Systematic study of the bones, joints, and muscles; their interdependence; and movement fundamentals. Prerequisites: PED 213, 214, and junior standing. TIMM

312. Organization and Administration of Physical Education

Physical Education programs in elementary and secondary schools and in colleges. Topics include required Physical Education programs; intramural and interschool athletic programs; facility design and maintenance; legal aspects of sport; personnel management; and budget preparation and management. Alternate years. MILLER

318. Techniques of Team, Dual, and Individual Sports

Emphasis on teaching progressions, analysis of skills, and strategies of selected sports and games. Alternate years. MILLER

324. Elementary Physical Education Methods

Methods for teaching physical education to elementary school pupils. Rhythms, low and high organization games, elementary gymnastics, classroom management, and audiovisual and computer applications. Emphasis on movement education and curriculum development. Alternate years. WHALE

327. Adaptive Physical Education

Philosophy and applications of physical education for persons with special needs and disabilities. Emphasis on designing appropriate programs and activities and teaching methodology. Prerequisite: PED 111. Alternate years. REASLAND

328. Measurement and Evaluation (1/2)

Development of cognitive and psychomotor testing programs as well as evaluation of various tests and statistical procedures. Prerequisite: junior standing. Alternate years. DeVRIES

331. Physical Education Methods for Secondary Schools

Preparation for the teaching of physical education activities in the secondary grades. Current trends in curriculum, planning for lessons, selection of appropriate teaching and evaluation methods, classroom management, and audiovisual and computer applications. Alternate years. WHALE

334. Motor Learning (1/2)

Process and factors related to the acquisition and performance of motor skills. General learning theories applied to motor learning and performance. Other topics include physical abilities and capabilities, psychological and mental factors influencing performance, training procedures, environmental and social factors. Prerequisites: PED 213 and 214. TIMM

338. Advanced Athletic Training

Advanced care and prevention of athletic injuries. The course deals with specific physical conditions, disorders, and injuries common to the athletic setting.

Preventative measures, evaluation, treatment, and rehabilitation of athletic injuries are covered in depth. Prerequisite: PED 237. Open only to juniors and seniors, except with permission of instructor. Alternate years. SIMMONS

340. Principles of Coaching (1/2)

Athletic team management and leadership, administrative techniques for coaching. Psychological and social aspects of involvement in competitive sport. Coaching philosophy and goals, motivation, and team dynamics. DeVRIES

341. Methods of Coaching Baseball (1/2)

Alternate years. REASLAND

342. Methods of Coaching Basketball (1/2)

Alternate years. TIMM

343. Methods of Coaching Football (1/2)

Alternate years. MILLER

345. Methods of Coaching Track (1/2)

Alternate years.

347. Methods of Coaching Volleyball (1/2)

Alternate years. WHALE

348. Methods of Coaching Wrestling (1/2)

Alternate years. DeVRIES

350. Methods of Coaching Softball (1/2)

Alternate years.

352. Sport Marketing, Finance, and Sport Law

Examination of sport marketing practices, and the financial implications of interscholastic, intercollegiate, and professional sport and recreation organizations. Budgeting, fundraising, contract law, licensing, advertising and promotion, ticket pricing and marketing, and facility construction at each level will be examined. Prerequisite: PED 312. Alternate years. MILLER

362. Fitness Assessment and Prescription

Physiology as it directly relates to exercise, including energy production, the cardiorespiratory system, and muscular structure and function. Assessment techniques of health-related components of fitness, including body composition, cardiorespiratory fitness, strength, and flexibility. Interpretation of results and personalized fitness prescriptions. Proper exercise techniques, including aerobics, running, biking, rowing, strength training, and flexibility training. Prerequisites: PED 213, 214, and 308. Alternate years. WHALE

365 through 369. Wellness Seminars

Seminars consisting of readings and research in selected topics relevant to health, fitness, and wellness. Topic combinations may include nutrition, stress management, exercise and aging, cardiovascular disease, and eating disorders. Study in these areas will include reading of related research, physiological implications, and application of fitness/wellness and educational programs. Prerequisites: PED 213 and 214. Alternate years. WHALE

380. Internship in Physical Education

A two-term internship, working under the guidance of the directors of Mercy Hospital's Wellness Program in Cedar Rapids and a Cornell faculty member. The terms must be taken consecutively (for a total of two course credits). Observation and participation in various aspects of the Wellness Program, including

fitness testing, counseling, and instructing fitness classes. Prerequisites: junior or senior standing, at least three Physical Education courses numbered in the 300s or 400s, and approval of the Department. Recommended prerequisites: PED 101, 213, 214, and 308. See *Index. Courses 280/380*. (CR)

485. Advanced Studies (1/2-1)

An independent project. Prerequisite: permission of instructor.

Physics (PHY)

Harlan Graber, Richard Jacob, Lyle Lichty (chair)

Major: MAT 141, 142 (Calculus I and II); PHY 111, 112, 114, 302, 303, 312; and either (A) four additional course credits in Physics at or above the 200 level, for a minimum of 12 courses; or (B) MAT 143 (Calculus III), 221 (Linear Algebra), 223 (Calculus IV), and three additional course credits in Physics at or above the 300 level, for a minimum of 14 courses. Persons planning to do graduate work in Physics should elect option (B) and include PHY 321, 322, and 334.

Teaching Major: Option (A) and suggested work in biology, chemistry, and geology. Students with other majors who intend to ask for certification in Physics as a second field are required to complete only MAT 141 and 142 (Calculus I and II) and PHY 111, 112, 114, 302, 303, and 312. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Minor: A minimum of five course credits in Physics which include PHY 111, 112, 114, 303, and at least one other course in Physics at or above the 300 level.

The Physics curriculum facilitates a wide range of interests from professional to cultural; graduate work in physics, astronomy, geophysics, medicine, meteorology, environmental engineering, business administration, law, health physics, and computer science. B.S.S. candidates and students contemplating an interdisciplinary major in the physical sciences are invited to discuss possible curricula with the Department.

Note: PHY 120, 221, 223, and 228 have no formal prerequisites; 101 and 102 ask only reasonable facility in algebra.

101. Introductory Physics I

Non-calculus treatment of elementary physics covering the topics of mechanics, relativity, and thermodynamics. Prerequisite: reasonable proficiency in algebra. (Science)

102. Introductory Physics II

Continuation of PHY 101 covering electricity, magnetism, waves, and modern physics. Prerequisite: PHY 101. (Science)

111. General Physics I

Introduction to physics intended for physical science majors. Topics include Newton's laws of motion, concepts of work and energy, rotational motion, and thermodynamics. Prerequisite: MAT 141. (Science)

112. General Physics II

Continuation of PHY 111. Topics include wave motion, optics, electricity and magnetism, and early quantum ideas. Prerequisite: PHY 111. (Science)

114. Laboratory Physics

A laboratory experience designed to complement either of the introductory physics sequences. Techniques of experimental measurement and analysis, with experiments drawn from all areas of introductory physics. Prerequisite: either PHY 102 or 112. (Laboratory Science)

120. Revolutionary Concepts in Physics

Conceptual revolutions in physics which have changed our view of the world. Newton's theory of motion, Einstein's conception of space and time, the probabilistic ideas of quantum theory, and the discovery and classification of elementary particles. Emphasis on the logical structure of these theories rather than their mathematical content. Intended for non-majors. (Science) JACOB

221. Astronomy

Development of the current understanding of the origin, evolution, and structure of the universe. Physical principles upon which this understanding is based. Intended for non-science majors. (Science) JACOB or GRABER

223. Acoustics, Music, and Audio Systems

Application of elementary physics principles to sound waves and vibrations, including the physics of musical instruments, room acoustics, hearing, noise measurements, harmonic analysis, and electronic production of sound. Intended for non-science majors. Alternate years. (Science) LICHTY

228. Energy Alternatives

Survey of the problems and prospects of the major energy alternatives likely to be available by the end of the century: fossil-fuel, fission, fusion, solar, and geothermal. Emphasis on the physical mechanisms and technologies involved. Intended for non-majors. Alternate years. (Science) LICHTY

255 through 259. Topics in Physics

Study of a selected topic in physics, such as: cosmology, special relativity, light and color, physics of sports. (Science)

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

302. Electronic Instrumentation for Scientific Research

Principles of electronics, microprocessors, and signal processing needed to understand, configure, and troubleshoot modern electronic and computer-based research equipment used in various scientific disciplines. Transducers, operational amplifiers, test equipment, integrated circuits, data transmission, computerized data acquisition, noise, and analog to digital conversion. Prerequisites: PHY 102 or 112, and CSC 140 or knowledge of a programming language. Same course as CSC 302. (Laboratory Science) LICHTY

303. Modern Physics

Topics include special relativity, photons, deBroglie waves, Heisenberg's uncertainty principle, the Schrödinger equation, atomic and nuclear physics, high-energy particles, and quarks. Prerequisites: PHY 112 and 114. Alternate years. LICHTY

305. Optics

Study of electromagnetic waves in the visible spectrum. Topics include superposition, reflection, refraction, dispersion, interference, diffraction, and polarization phenomena. Prerequisites: PHY 112 and 114. Alternate years. GRABER

312. Experimental Physics

Selection of experiments from modern physics. Students are expected to complete a minimum of 15 experiments from a list prepared by the instructor. Prerequisite: PHY 303. Alternate years. GRABER

321. Mechanics

Newtonian mechanics covering the motion of single particles, rigid bodies, and particle systems. Prerequisites: MAT 142; PHY 112 and 114. Alternate years. GRABER or JACOB

322. Electricity and Magnetism

Electric and magnetic fields and their sources, magnetic and dielectric materials, and Maxwell's equations. Prerequisites: MAT 142; PHY 112 and 114. Alternate years. JACOB

334. Introduction to Quantum Mechanics

Development on the Schrödinger wave equation and its solution for the harmonic oscillator and Coulomb potentials. Orbital and spin angular momentum, and applications to simple atomic and molecular systems. Prerequisites: MAT 221 and PHY 303. Alternate years. JACOB

355 through 359. Advanced Topics in Physics

Study of a selected topic in advanced physics, such as: general relativity, thermodynamics, advanced mechanics, chaos, particle physics, condensed matter.

501. Advanced Laboratory (1/4)

Experiments of an advanced character, permitting the student to work relatively independently. Must be taken over four successive terms. Prerequisite: permission of instructor.

511. Extended Research in Physics (1/4)

Reading in depth on a topic of current interest and the pursuit of an experimental or theoretical problem related to the topic. Must be taken over four successive terms. Prerequisite: permission of instructor.

963. Oak Ridge Science Semester: see *Index. Oak Ridge (ACM)*.

Politics (POL)

Craig Allin, David Loeb sack (chair), Robert Sutherland

Major: A minimum of eight course credits in Politics, including at least four courses at the 300 level and at least two courses in each of the three subfields: (1) *Political Thought*, (2) *International Relations and Comparative Politics*, and (3) *American Politics*. POL 111 may be counted towards the eight required courses. INT 201 (Statistical Methods) or INT 211 (Fundamentals of Statistics) may be substituted for one course in *International Relations and Comparative Politics* or one course in *American Politics*. The Department also encourages majors to participate in a political affairs internship or comparable off-campus program while at Cornell.

Teaching Major: A minimum of eight course credits in Politics, to include POL 111, 222, either 242 or 243, 262, and four course credits selected from POL 325, 348, 361, or 363-368. Teaching majors are also urged to take courses in the related fields of economics, history, psychology, and sociology. In addition to the foregoing requirements, prospective teachers must also apply for admission

to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Second Teaching Area in American Government: The following program in conjunction with a *teaching major* in Anthropology (interdisciplinary major), Economics and Business, History, Psychology, or Sociology will enable the student to apply for licensure to teach both the major subject and American Government: POL 262, 364, and two course credits selected from POL 325, 348, 361, 363, 365, 366, 367, or 368.

Note: Majors who intend to pursue graduate study in politics should take INT 201 (Statistical Methods) or 211 (Fundamentals of Statistics) and a course in Computer Science. Majors who have a special interest in legislative and electoral politics should take POL 262, 280/380, 325, 363, and 364. Politics courses of particular value to pre-law students include POL 222, 262, 325, 361, 364, 365, and 366. Law schools will accept majors in any academic discipline.

Minors: Three minors, corresponding to the three subfields in the Department, are available. *No course may be counted toward more than one minor under the supervision of the Department of Politics.*

Political Thought: A minimum of five course credits in Political Thought, at least three of which must be at the 300 level. The Constitutional Law courses (POL 361, 365, and 366) may be counted toward the minor in Political Thought.

International Relations and Comparative Government: A minimum of five course credits in International Relations and Comparative Government, at least three of which must be at the 300 level. An appropriate internship may be substituted for one of the five courses. *Not available to students with an International Relations major.*

American Politics: A minimum of five course credits in American Politics, at least three of which must be at the 300 level. An appropriate internship may be substituted for one of the five courses.

GENERAL

111. Politics

Introduction to the three major subfields in the study of politics: political thought, politics among nations, and American politics. (Social Science)

280/380. Political Affairs Internship

Field experience in applied politics. Prerequisites: acceptance by a sponsoring agency or individual and approval of a formal prospectus by the faculty sponsor. No more than four terms of Internship and/or Summer Study may be counted toward the minimum 32 course credits required for graduation; no more than two terms toward a Politics major; and, if taken as 380, no more than two credits toward the B.A. requirement of nine course credits at the 300 or 400 level. See *Index. Courses 280/380.* (CR)

290/390. Individual Project: see *Index. Courses 290/390.*

299/399. Summer Internship in Political Science

Field experience in applied politics. Prerequisites: junior or senior standing, acceptance by a sponsoring agency or individual, and approval of a formal prospectus by the faculty sponsor. May be repeated once for credit. No more

than four terms of Internship and/or Summer Study may be counted toward the minimum 32 course credits required for graduation; no more than two terms toward a Politics major; and, if taken as 399, no more than two credits toward the B.A. requirement of nine course credits at the 300 or 400 level. See *Index. Courses 299/399*. (CR)

POLITICAL THOUGHT

222. Foundations of the First Amendment

Political thought from political practice to political philosophy. Recent U.S. Supreme Court rulings on the freedom of expression, the Constitutional background for the Court's ruling, and the arguments for freedom of expression. Readings include works by J. S. Mill and John Milton. (Social Science) SUTHERLAND

225. Ethics and Public Policy

Contemporary studies in the standards that apply to national legislative and executive leaders and how they are explained, interpreted, and enforced. (Social Science) SUTHERLAND

315-319. Seminar in Political Thought

Examination of a particular topic or issue in political thought. Content varies from year to year. Prerequisite: either POL 222, 225, or 327. Offered subject to availability of staff. (Social Science)

325. Anglo-American Constitutional Thought

Richard Hooker, Thomas Hobbes, John Locke, Benjamin Franklin and other Americans considered as guides to the much admired and imitated American experiment in writing a constitution. Prerequisite: either POL 222, 225, or 327. (Social Science) SUTHERLAND

327. Revolutionary Political Thought

Modern writings for and against revolution, including Rousseau's *Discourses*, Burke's *Reflections*, and Marx' *Manifesto*. (Social Science) SUTHERLAND

INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS

242. International Politics

Post-World War II international political system. Discussion of changes in the international power structure with emphasis upon the increasing importance of Non-Western nation-states and non-nation-state actors. (Social Science) LOEBSACK

243. Comparative Politics

Various types of political systems, including liberal democracies, current and former communist systems, and mixed systems of the developing world. (Social Science) LOEBSACK

335-339. Seminar in International Relations and Comparative Government

Examination of a particular topic or issue in international relations or in comparative government. Content varies from year to year. Prerequisite: either POL 242 or 243. Offered subject to availability of staff. (Social Science)

345. Political Economy of Brazil

In-country study of Brazil, a newly industrializing country that is attempting to

make the transition from authoritarian military rule to constitutional democracy. Often taught in Brazil, and registration entails additional costs when it is. Prerequisite: POL 243. Alternate years. (Social Science) LOEBSACK

346. Political Economy of Developing Countries

Political-economic systems of selected developing countries of Africa, Asia, and Latin America. Normally the course will focus on Latin America. Discussions of independence movements, post-independence experiences of civilian rule, civil-military relations, and the evolving relationships between politics and economics in these countries. Prerequisite: POL 243. Alternate years. (Social Science) LOEBSACK

348. U.S. Foreign Policy

Process by which U.S. foreign policy is made and implemented, focusing on contemporary cases. Emphasis on how the political process and distribution of authority affect policy. Prerequisite: POL 242. (Social Science) LOEBSACK

349. International Political Economy

Analysis of the interrelationships between the international political and economic systems since 1945. Emphasis upon U.S.-Western European-Japanese and Western industrialized-Third World political-economic relations. Prerequisites: POL 242, ECB 101, and junior standing. (Social Science) LOEBSACK

AMERICAN POLITICS

262. American Politics

Survey of the theory and practice of constitutional government in the United States. (Social Science) ALLIN

355-359. Seminar in American Politics

Examination of a particular topic or issue in American politics. Content varies from year to year. Prerequisite: POL 262. Offered subject to availability of staff. (Social Science)

361. Race, Sex, and the Constitution: Public Law in the Age of Multiculturalism

Exploration of Constitutional principles including equal protection of the laws, privacy, and freedom of speech as they apply to issues of race, gender, and ethnicity (racial discrimination, sex discrimination, equal opportunity, affirmative action, abortion, pornography, privacy rights, hate speech, political correctness, etc.). Prerequisite: POL 262. (Social Science) ALLIN

363. Campaigns and Elections

Electoral process in the U.S., including discussion of the numerous factors which contribute to or diminish the probability of electoral success. Prerequisite: POL 262. Alternate years. (Social Science) ALLIN

364. Congress and the Presidency

In-depth study of the central institutions of the American political system and the evolving relationship between them. Prerequisite: POL 262. Alternate years. (Social Science) ALLIN

365. Constitutional Law: The American System

Structure and function of the American judicial system and its role in constitutional interpretation. The court's role in three great conflicts that have shaped the American experience: (1) nation vs. states—the struggle for sovereignty, (2) Congress vs. President—the struggle for supremacy over national policy, and

(3) government vs. business—the struggle over government regulation of the economy. Prerequisites: POL 262 and junior standing. Alternate years. (Social Science) ALLIN

366. Constitutional Law: Civil Liberties

Rights of individuals in America. The court's role in three broad areas of civil liberties: (1) criminal prosecution, (2) free expression, and (3) racial and sexual discrimination. Prerequisites: POL 262 and junior standing. Alternate years. (Social Science) ALLIN

367. Urban Politics

Selected problems of urban America, their consequences for city dwellers and the nation. Feasibility and desirability of various policy solutions. Prerequisite: POL 262. Alternate years. (Social Science) ALLIN

368. Environmental Politics

Analysis of the policy process concerning energy and environmental issues, emphasizing the interrelated roles of Congress, federal and state agencies, the President, interest groups, etc., and including an evaluation of alternative policies. Prerequisite: POL 262. (Social Science) ALLIN

981. Washington Center: see *Index. Washington Center.*

982. Capital Experience: see *Index. Capital Experience.*

Psychology (PSY)

Suzette Astley (chair), James Brown, William Dragon, Carolyn Enns

Major: A minimum of nine courses, including at least eight course credits in Psychology; also one course in statistics (INT 201, INT 211, or MAT 347-348). The courses in Psychology must include three 200-level and two 300-level courses plus 394 and 483. The statistics course must be taken before 394 and 483. PSY 161 is strongly recommended but not required of majors.

Students must take a 200-level course before enrolling in any 300-level course.

Teaching Major: PSY 161, 272, 273, 274, 277, 279, 381, one other 300-level Psychology course, and one course in statistics (INT 201, 211 or MAT 347-348). In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Second Teaching Area in Psychology: The following program in conjunction with a *teaching major* in Anthropology (interdisciplinary major), Economics and Business, History, Politics, or Sociology will enable the student to apply for licensure to teach both the major subject and Psychology: PSY 161 and any three of the following Psychology courses: 272, 273, 274, and 277.

Minor: A minimum of five course credits in Psychology which include PSY 161, at least one 200-level course, and two 300-level courses. Although students who are completing the minor are encouraged to enroll in the following courses for their own interest, these courses may *not* be included in the five course credits

required for the minor: PSY 280/380, 290/390, and 394. A student must be a declared major in order to enroll in PSY 483.

161. General Psychology

Scientific study of behavior. Topics may include learning, development, personality, perception, physiological bases of behavior, the behavior of individuals in groups, and abnormal behavior. (Social Science)

255 through 260. Topics in Psychology

Selected topics of current interest in psychology. (Social Science)

272. Cognitive Psychology

A critical examination of the experimental literature on human memory and thinking. Topics will include: attention, concept formation, memory systems, imagery and cognitive maps, problem solving, reasoning, judgment and choice, language, intelligence, creativity, and personal cognition. Emphasis will be placed on the application of theoretical models to everyday life and on developing empirical tests of these models. Prerequisite: PSY 161. (Social Science)
DRAGON

273. Learning and Behavior

Experimental and theoretical approaches to the understanding of learning and behavior. Topics include classical and instrumental conditioning, behavior modification, and biological constraints on learning. Prerequisite: PSY 161. (Social Science) ASTLEY

274. Social Psychology

An examination of the thoughts, feelings, and behaviors of individuals within their social environment. Topics will include: conformity, propaganda, persuasion, social cognition, self-justification, human aggression, prejudice, attraction, and loving relationships. Emphasis will be placed on critically examining experimentally derived theories and testing them within naturalistic settings. (Social Science) DRAGON

275. Human Sexuality

Examination of psychological determinants of sexual behaviors, sexual development, and sexual orientation. Exploration of historical and cultural views of sexuality, gender issues, health concerns, and current issues related to sexuality. (Social Science)

276. Multicultural Psychology

An examination and critique of psychological knowledge from a multicultural perspective. Topics include: the social construction of Western psychology; cultural variations in concepts of personality, intelligence, human development, social behavior, gender, and abnormal behavior; research methodology issues; culture and communication; and psychological perspectives on oppression, prejudice, and racism. Prerequisite: PSY 161 *or* any 200-level Psychology course. Alternate years. (Social Science) ENNS

277. Child Psychology

Physiological, cognitive, social, and cultural influences on development from conception through middle childhood. Emphasis on building an integrated picture of child development and on an appreciation of how theory and data can be applied to the analysis of practical issues. Prerequisite: PSY 161. (Social Science)

278. Adolescence

Examination of the influences of families, peers, schools, and work on adolescent development. Emphasis on issues of identity, intimacy, autonomy, sexuality, and achievement. (Social Science) BROWN

279. Personality Theories

Survey of major research and theoretical approaches to personality, including the psychodynamic, humanistic, learning, cognitive, and dispositional theories. Research evidence and theoretical consistency/usefulness concerning each approach. Current issues and debates. (Social Science) ENNS

290/390. Individual Project: see *Index. Courses 290/390.*

355 through 360. Advanced Topics in Psychology

Critical evaluation of an issue currently under serious discussion by psychologists or of a contemporary problem to which a psychological perspective is relevant. Recent topics have been: Conferring Cognition: The Case of Animals and Machines, and Death and Dying. Prerequisite: any 200-level Psychology course. (Social Science)

374. Psychology of Women

Critical examination of theories, research, and historical perspectives relevant to the development of sex-role differences and biases. Topics include hormonal effects on brain and behavior, the nature/nurture questions, sex-role development and stereotyping, and women's sexuality. Prerequisite: PSY 161 or any 200-level Psychology course. (Social Science) ENNS

375. Drugs and Behavior

An examination of the interactions between humans and drugs. After basic materials on the nervous system and how drugs interact with it, the course will focus on the physiological and psychological effects of common classes of psychoactive drugs (depressants, stimulants, opioids, psychotherapeutic drugs, and psychedelics). There will be readings and discussion on addiction and treatment and on how our society approaches issues of drug use and abuse. Prerequisite: any 200-level Psychology course. Some background in biology (high school or college) or PSY 376 recommended. (Social Science) BROWN

376. Biopsychology

Neural and endocrine systems and their relationship to behavioral events. Prerequisites: PSY 161 and one 200-level Psychology course. ASTLEY

379. Intimate Relationships

An examination of the theoretical and experimental psychological literature on loving and romantic relationships. Topics discussed include: interpersonal attraction, relationship development, sexuality, social power, communication, jealousy and envy, conflict and dissolution, loneliness, social networks, and relationship counseling. Prerequisite: any 200-level Psychology course. (Social Science) DRAGON

380. Human Services Practicum (1/2-1)

Application of psychological principles in an applied off-campus setting. Prerequisites: a declared major in Psychology, two course credits in Psychology relevant to the topic of the practicum, *and* permission of instructor. The maximum credit that may be earned in a Psychology practicum is three course credits. See *Index. Courses 280/380.* (CR)

381. Abnormal Psychology

Etiology, dynamics, and treatment of mental disorders. Problems of diagnosis,

prevention, and therapy in relation to such disturbances as transient reactions to stress, depression, anxiety disorders, addictions, schizophrenia, organic disorders, and other problems in living. Field trips to selected institutions. Prerequisite: any 200-level Psychology course. (Social Science) ENNS

382. Counseling and Psychotherapy

Major theories of therapy and counseling. Views of practitioners and theorists of various orientations. Prerequisite: any 200-level Psychology course. Recommended prerequisite: PSY 279. (Social Science) ENNS

384. Industrial and Organizational Psychology

Psychology applied to work. Topics will include: personnel decisions, personnel training, performance appraisal, job satisfaction, work motivation, leadership, organizational communication, organizational development, union/management relations, and work conditions. Emphasis will be placed on critically examining the methods and practices of personnel decisions and performance appraisal through role-playing exercises and consideration of the theoretical and empirical literature on these topics. Prerequisite: two 200-level Psychology courses. Alternate years. (Social Science) DRAGON

386. Adult Development

Cognitive, social, and personality development from early through late adulthood. Themes of continuity and change in examining issues of family, work, gender, biological changes, and death and bereavement. Prerequisite: two 200-level Psychology courses. (Social Science)

394. Research Methods

Examination of research designs, statistical tests, and procedures used to establish principles of psychology. Laboratory exercises and research reports written in APA style. Prerequisites: any 200-level Psychology course *and* statistics (either INT 201, 211, or MAT 347-348). (Social Science)

483. Senior Seminar

Each participant chooses a topic within psychology to be explored through periodic presentations and discussion. A paper critically reviewing research and theorizing on the topic chosen. Group discussions of current issues in the field such as gender and cultural diversity in psychology, the balance between research and clinical practice in professional development, and animal welfare. Prerequisites: PSY 394 *and* senior standing.

485. Research in Psychology (1/2-1)

Reading in depth on a topic in a selected area, and the pursuit of an empirical problem related to the topic. May be repeated for credit to a maximum in both PSY 485 and PSY 511 of three course credits. Prerequisites: a declared major in Psychology, one Psychology course relevant to the topic, *and* permission of the instructor.

511. Extended Research in Psychology (1/4)

Reading in depth on a topic of current interest and the pursuit of an empirical problem related to the topic. Must be taken over four consecutive terms. Maximum number of credits allowed: same as for PSY 485. (CR)

512. Reading and Conversation in Psychology (1/4)

Weekly discussion of articles and topics of interest in psychology. Three meetings per term for four terms, with one or two hours of outside reading in preparation for each discussion. Prerequisite: one college-level course in Psychology. (CR)

Religion (REL)

Charles Vernoff, David Weddle (chair)

The curriculum in Religion centers on the two traditions which lie at the base of Western culture, Judaism and Christianity, and includes comparative study of other major religions. The Department of Religion assists interested students in preparing for seminary or graduate programs in religious studies.

Major: A minimum of eight course credits, with at least six in Religion, including at least five courses of regular classroom instruction within the Department of Religion. Of these, there must be at least one 200-level and one 300-level course in two of the three areas of concentration, plus one course selected from the third area. The concentrations are: Judaic Studies [JS], Christian Studies [CS], and Comparative Religion [comp].

A maximum of two course credits may be chosen from the following: ANT 210 (Religion, Magic, and Witchcraft); CLA 216 (Classical Mythology); ENG 326 (Milton); HIS 302 (Aquinas and Dante), 304 (Europe: Sixteenth and Seventeenth Centuries), 305 (Science and Religion in the Seventeenth Century), 370 (Creation and Science in the Middle Ages); PHI 301 (Asian Philosophy), 355 (Philosophy of Religion).

Minor: A minimum of five course credits in Religion which include REL 101; one course credit in the Bible (REL 211, 212, 251, 252, or 253); three 300-level courses with one in each of the subfields: Judaic Studies (REL 321 or 373); Christian Studies (REL 332, 333, 334, or 352); and Comparative Religion (REL 326, 331, 352, 355, or 373).

101. Introduction to Religion

Role of religion in human experience, with attention to the major historical forms of religion and a special focus upon the individual quest for meaning and religious understanding. (Humanities)

202. Religions of the World

Comparative survey of the major world religions, including monotheistic traditions of Judaism, Christianity, and Islam; the dualist tradition of Persia; and the religions of India and East Asia. Systematic attention to the differences in worldview and the significance of these differences for understanding human nature. (Humanities) [comp]

204. The American Dream

Americanism as civil religion, worldview and mythic system, treating themes such as the Hebrew, Greek, and Enlightenment roots of Americanism, America as "modern Israel," the interpretation of American landscape including the "myth of the West," and the '60s counterculture as apocalyptic phenomenon. Special in-depth study within one selected topic area. Offered every third year. (Humanities) VERNOFF

211. Hebrew Bible I: Israel and Torah

Historical development and character of Israelite religion through its reflections in Hebrew Scriptures from the Pentateuch to the founding of the monarchy. Consideration given to the problem of textual interpretation in light of differences between the traditional and critical approaches to the Bible. Offered every third year. (Humanities) VERNOFF [JS]

212. Hebrew Bible II: Poets and Prophets

Historical, literary, and interpretive study of the prophetic and hagiographic writings in Hebrew Scriptures. Problem of understanding the nature and significance of prophecy, both as a mode of religious experience and a development within the history of Biblical faith. Role of hagiographer in Biblical religion. Offered every third year. (Humanities) VERNOFF [JS]

251. Jesus in the Gospels

Interpretation of Jesus in early Christian literature, focusing on the theological and historical problems in the Gospels. Alternate years. (Humanities) WEDDLE [CS]

252. The Epistles of Paul

Life and writings of the apostle Paul, with special attention to the theological controversies that surrounded his proclamation of the Christian faith. Alternate years. (Humanities) WEDDLE [CS]

253. Apocalypse

Study of religious visions of the end of the world, including beliefs in divine judgement, resurrection, heaven, and hell. Primary texts are the Book of Revelation, Daniel, and the Dead Sea Scrolls, with consideration of selected later apocalyptic sects. Alternate years. (Humanities) WEDDLE [CS]

280/380. Internship in the Practice of Religion

Participation in the activities of a religious organization or institution. Prerequisite: approval of the Department chair. See *Index. Courses 280/380*. (CR)

290/390. Individual Project: see *Index. Courses 290/390*.

321. Judaism

Basic concepts, practices, and worldview of post-Biblical Judaism. Interpretation of Jewish religious life as it existed in Eastern Europe until recent times. Background readings in the history of Jewish people, religion, and thought. Alternate years. (Humanities) VERNOFF [JS]

326. Islam

Introduction to Muslim beliefs and practices, theology, law, and rituals in the context of the historical development of Islam into a world religion, with attention to such contemporary topics as the relation of politics to religion, the status of women, and Islamic "fundamentalism." Recommended prerequisites: for Religion majors: either REL 101 or 202; for non-majors: junior standing. Alternate years. (Humanities) WEDDLE [comp]

331. Mysticism: East and West

Mysticism in its historical diversity and possible essential unity. In particular, the problem of understanding and defining "mysticism," given the variety of its forms and practices, arising in world religions of Semitic, Indian, and Chinese origins, including analysis of classic mystical texts. Registration, when the course is taught in Chicago, entails additional costs. Alternate years. (Humanities) VERNOFF [comp]

332. The Problem of Evil

Analysis of the challenge to belief in God which is raised by the experience of suffering in the world, and consideration of a variety of theological responses to that challenge. Alternate years. (Humanities) WEDDLE [CS]

333. The Question of Faith

Examination and assessment of the grounds for believing in God such as divine revelation, arguments from logic and evidence, and religious experience. Special attention to modern religious thinkers. Alternate years. (Humanities) WEDDLE [CS]

334. The Idea of God

Alternative ways of thinking about, and imagining, the reality of God. Critique of traditional symbols and analysis of alternatives proposed by modern religious thinkers, including feminist and process theologians. Alternate years. (Humanities) WEDDLE [CS]

352. Religious Sects in America

Major religious sects in contemporary America such as The Church of Jesus Christ of Latter-day Saints (Mormons), Christian Science, Jehovah's Witnesses, and The Unification Church. Students will read primary texts and engage members of some groups in critical discussion. Alternate years. (Humanities) WEDDLE [CS or comp]

355. Religions of Ancient Mexico

History and phenomenology of religions in Mesoamerica from Olmec beginnings, with special attention to the worldviews of Aztec and Mayan civilizations and their place in the global religious picture. Alternate years. (Humanities) VERNOFF [comp]

361. Medical Ethics

Moral dilemmas in the practice of medicine and the delivery of health care. Topics include confidentiality, abortion, euthanasia, genetic engineering, treatment of the dying patient, and justice in the distribution of medical resources. (Humanities) WEDDLE and JORDAN

365. Religion and Literature

Examination of religious themes in contemporary literature and film, including works by such authors as Flannery O'Connor, Annie Dillard, Frederick Buechner, and Zora Neale Hurston. Methods of analysis are drawn from biblical narrative, feminist theory, developmental psychology, and mythic archetypes. Alternate years. (Humanities) GILLESPIE

373. Post-Holocaust Religious Thought

Theological developments in the contemporary interaction between Judaism and Christianity as shaped by the watershed events of the Nazi Holocaust and the return of the Jewish People to the Land of Israel, with attention to the claim that basic changes in Western religious understanding are now inevitable. Alternate years. (Humanities) VERNOFF [JS or comp]

Russian Studies (RSS)

Advisor: Robert Givens

This interdepartmental major has been designed to prepare the student for graduate school, teaching, government employment, or research in the field of Russian studies. The curriculum encompasses a four-year program of courses

in Russian language, history, literature, politics, and related fields. Students are encouraged to participate in at least one study-tour to Russia.

Major: A minimum of eight course credits, which include:

- I. RUS 103 (Beginning Russian III), 205 (Intermediate Russian), 301 (Composition and Conversation);
- II. Five courses (at least two of which must be courses in Russian history) selected from HIS 321 (Muscovite and Imperial Russia), 322 (Revolutionary and Soviet Russia), 323 (Russia from 1941); PHI 307 (Marx and Marxism); POL 327 (Revolutionary Political Thought); and courses in the Russian Program at or above the 300 level.

The following courses are also recommended: ECB 223 (International Economics), HIS 315 (Diplomacy of War and Revolution), and POL 242 (International Politics). A major in Russian is also offered; however, *students may not major in both Russian and Russian Studies*.

Slavic Studies: for opportunities to study in the Czech Republic see *Index. Czech Republic*. For study in Russia, see RSS 384, 955, and 988 below.

280/380. Internship: see *Index. Courses 280/380*.

281. Introduction to Russian Culture and Civilization

Lectures, readings, videos, and discussions concerning historical and contemporary trends in language, literature, art, religion, economics, and politics. The relationship between Russians and other ethnic groups of the former Soviet Union. Readings and discussions in English. Offered subject to availability of staff. Same course as RUS 281. IKACH

290/390. Individual Project: see *Index. Courses 290/390*.

384. Russia Today

The current scene in the Russian Republic. Registration, when the course is taught in Russia, entails additional costs. Offered subject to availability of staff. Same course as RUS 384. (CR) GIVENS

485. Advanced Russian Studies (1/2-1)

An independent project, undertaken in the senior year, and supervised by the Russian Studies Committee. Same as RUS 485.

501. Theatre in Russian (1/4)

Group reading, discussion, and preparation of one or more Russian plays. Rehearsals and performances in Russian. Prerequisites: knowledge of Russian and permission of instructor. Same course as RUS 501. (CR) IKACH

511. Russian Reading and Conversation Group (1/4)

Maintenance of Russian language skills through reading and conversation. Same course as RUS 511. (CR) IKACH

955. ACM Semester in Russia (Krasnodar): see *Index. Russia (ACM)*.

988-RSS-A. Semester in Russia – Intensive Language and Culture I (St. Petersburg): see *Index. Russia (SIT)*.

988-RSS-L. Semester in Russia – Intensive Language and Culture II (St. Petersburg): see *Index. Russia (SIT)*.

Sociology/Anthropology

Christopher Carlson, Jeffrey Ehrenreich (chair), Mary Olson, Richard Peterson
Adjunct Faculty/Academic Staff: Alfrieta Parks Monagan

Sociology (SOC)

Major: A minimum of nine course credits, including eight in Sociology, which include SOC 101, 387, 398; a minimum of two courses in one of the three subfields, and a minimum of one course in each of the other subfields; and one statistics course (INT 201, 211, or MAT 347-348). The three subfields are: *Hierarchy and Inequality* (SOC 248, 343, 348, 376); *Social Organization and Social Control* (SOC 255, 313, 337, 362, 363); *Socialization, the Life Course, and Small Group Behavior* (SOC 273, 334, 361).

Students planning to attend graduate school are encouraged to include an individual research project (SOC 290/390 or 485) in their major. Students planning careers in human services are encouraged to include an internship (SOC 280/380) in their major. One course credit in individualized research (SOC 290/390 or 485) or one course credit in internship (SOC 280/380) may count toward the major. Not more than two 200-level courses may be counted toward the minimum eight course Sociology requirement. Majors are urged to take courses from outside Sociology to support work done in the chosen subfield.

Note: *Students may not combine a major in Sociology with the joint major in Sociology and Anthropology.*

Teaching Major: Same as above. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Second Teaching Area in Sociology: The following program in conjunction with a *teaching major* in Anthropology (interdisciplinary major), Economics and Business, History, Politics, or Psychology will enable the student to apply for licensure to teach both the major subject and Sociology: four course credits in Sociology approved by the chair of the Department.

Note: Interdisciplinary majors and B.S.S. programs may be developed involving sociology and other disciplines, especially anthropology, psychology, economics, history, politics, and ethnic studies. Students preparing for graduate study should include SOC 334 in their programs. See also *Index. Social Work/Human Services*.

Minor: A minimum of six course credits in Sociology which include SOC 101, 387, 398, and one course selected from each of the three subfields (*Hierarchy and Inequality*; *Social Organization and Social Control*; and *Socialization, the Life Course, and Small Group Behavior*). SOC 280/380, 290/390, and 485 may not be counted toward the minor. SOC 411 is not open to Sociology minors. *Note: The Sociology minor is not available to students with a Sociology/Anthropology major.*

101. Introductory Sociology

Social analysis, considering the nature of the field of sociology, its perspective, major concepts, and the methods used in sociological research, within

the context of several of the broad areas of sociological interest: institutions, inequality, social change. *Not open to seniors without permission of the instructor.* (Social Science)

248. Contemporary Native Americans

Distinctive aspects of Native American tribes and analysis of the ways in which contemporary tribal cultures are formed by and are formative of the larger American social structure. Goals of current tribal activism, nature of tribal self-determination, and comparison of treaty rights and civil rights. Prerequisite: SOC 101. (Social Science) OLSON [Hierarchy]

255. Media and the Public Mind

An examination of the role and underlying organization of the broadcast, print, and electronic media and their role in shaping perceptions, ideologies, and behavior. Special emphasis given to the news, advertising, new information technologies, and the political economy of the media. Prerequisite: SOC 101. (Social Science) PETERSON [Organization]

256 through 260. Topics in Sociology

Selected topics of current interest in sociology. (Social Science)

273. Families in Social Context

The family in the United States as an institution and social system, including consideration of families in historical perspective, class and ethnic variations in family life, and contemporary problems and directions of change. Prerequisite: SOC 101. (Social Science) CARLSON [Small Group]

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

313. Urban Community

Selected aspects of an urban setting: social processes of neighborhoods, spatial processes of the built environment, and political processes of development and change. Prerequisite: SOC 101. (Social Science) PETERSON [Organization]

334. Individual and Society

Classic and contemporary sociological issues concerning the relationship between the individual and society such as self and identity, conformity and obedience, and attitudes and attitude change. Specific topics may vary from year to year. Prerequisites: two courses in Sociology. Alternate years. (Social Science) CARLSON [Small Group]

337. Work and Organizations

Structure of work and organizations in contemporary societies, with an emphasis on economic organizations. Major theories of organization and work and their historical development, formal and informal organization, the redesign of work and organization, and the future of work. Prerequisite: SOC 101. Alternate years. (Social Science) PETERSON [Organization]

343. Women and Society

Roles of women in the context of societal development: contemporary position of women, historical processes leading to that position, and relationships of women to major societal institutions. Prerequisite: SOC 101. Alternate years. (Social Science) OLSON [Hierarchy]

348. Race and Ethnic Relations

Various theoretical perspectives on race and ethnic relations, focusing on the

United States. Topics include immigration policy, civil rights and social change, treaty rights and assimilation, prejudice and discrimination, cultural pluralism and ethnic conflict. Prerequisite: SOC 101 or EST 123. (Social Science) OLSON [Hierarchy]

356 through 360. Advanced Topics in Sociology

Selected topics of current interest in sociology. Prerequisite: SOC 101. (Social Science)

361. Crime and Deviance

Criminal and non-criminal deviance from the sociological perspective, considering the social causes of and societal reaction to deviant behavior. Prerequisite: SOC 101. Alternate years. (Social Science) CARLSON [Small Group]

362. Criminal Justice

Analysis of the criminal justice system in the U.S., including consideration of the police, the courts, and correctional institutions. Focus on contemporary problems and reform movements. Prerequisite: SOC 101. Alternate years. (Social Science) CARLSON [Organization]

363. Juvenile Justice and Delinquency

Examination of the development of the juvenile justice system, patterns of delinquent behavior, and the current organization and functioning of the juvenile justice system in the United States. Prerequisite: SOC 101. Alternate years. (Social Science) CARLSON [Organization]

376. Civil Rights and Western Racism

Examination of the modern Civil Rights Movement. Consideration of the manifestation of this movement as social protest, legal action, and court-sponsored social change, and of the historical factors involved in emergence of this movement. Prerequisite: SOC 101. Alternate years. (Social Science) OLSON [Hierarchy]

387. Research Design and Data Analysis

Basic methods in sociological research, including an examination and evaluation of specific research procedures and basic statistics. Prerequisites: two courses in Sociology, including SOC 101, and one statistics course (INT 201, 211, or MAT 347-348). (Social Science) PETERSON

398. Sociological Theory

Classical theories of social structure and social systems, focused on the works of Marx, Durkheim, and Weber. Prerequisites: SOC 101 and one 300-level Sociology course. (Social Science) OLSON

411. Social Problems and Policy

Examination through individual research of some current social issues and their relationship to public policy. *Open only to senior Sociology majors. Discontinued after 1998/99 academic year.*

485. Readings/Research in Sociology (1/2-1)

Student-designed individual research in selected areas. May be repeated for credit; however, no more than one term of 485 may be counted toward the Sociology major or the Sociology/Anthropology major. Prerequisites: SOC 101 and one other course in Sociology. (OP)

Anthropology (ANT)

There is no departmental major as such. Interdisciplinary majors and B.S.S. concentrations may be developed involving anthropology and other disciplines, especially economics, ethnic studies, history, politics, psychology, religion, sociology, and women's studies by filing with the Registrar a *Contract for an Interdisciplinary Major*. See *Index. Interdisciplinary Majors*. See also the interdepartmental major in Sociology and Anthropology and the Teaching Majors described below.

Note: *Students may not combine an interdisciplinary major in Anthropology with the interdepartmental major in Sociology and Anthropology.*

Teaching Major: An interdisciplinary major in Anthropology, which includes at least six course credits in Anthropology. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Second Teaching Area in Anthropology: The following program in conjunction with a *teaching major* in Economics and Business, History, Politics, Psychology, or Sociology will enable the student to apply for licensure to teach both the major subject and Anthropology: four course credits in Anthropology approved by the chair of the Department.

Minor: A minimum of six course credits in Anthropology which include ANT 101, 220, 322, one area studies course (ANT 202, 203, 204, or 206), and two electives, at least one of which must be at the 300 level. *Note: the Anthropology minor is not available to students with a Sociology/Anthropology major.*

101. Cultural Anthropology

Cross-cultural, critical perspective on human behavior and culture. Diversity of human cultures from hunter-gatherers to industrialized city dwellers. Implications of economic, social, political, symbolic, and religious systems for the lives of men and women. Emphasis on Non-Western cultures. (Social Science)

105. Human Origins

Physical and prehistoric development of humankind, including primate and human evolution, "race" and racism, behavioral evolution, sexual evolution, the Darwinian revolution, and modern evolutionary theory. Offered every third year.

110. Archaeology

Theories, methods, and techniques of the interpretation of the material remains of human cultures. Reconstruction of human behavior, technology, and cultural developments. Offered every third year. (Social Science)

202. Indigenous Peoples and Cultures of North America

Ethnographic survey of the sociocultural systems developed by indigenous Americans north of Mexico. Ecological factors, subsistence practices, social organizations, and belief systems, along with contemporary issues of change, contact, and cultural survival. Offered every third year. (Social Science)

203. Amazonia: People, Culture, and Nature

Ethnographic survey of the sociocultural systems developed by the indigenous Amerindians of Amazonia and the lowland forests. Ecological factors, subsistence practices, social organizations, politics, cosmology and belief systems.

Contemporary issues of change, contact, cultural survival, and the destruction of the Amazonian rain forest. Alternate years. (Social Science) EHRENREICH

204. Cultures of Mesoamerica and the Andes

Ethnographic survey of the peoples and cultures of Mesoamerica and the Andes, especially the Maya, Aztec, Inca, and their present-day descendants. Texts, narratives, and documents are interpreted in light of critical theory and analysis, employing the approaches of ethnology, ethnohistory, archaeology, and literature. Colonial history, colonialism, representation of the ‘‘other,’’ indigenous ‘‘voices,’’ and strategies of resistance. Registration, when the course is taught off campus, entails additional costs. Alternate years. (Social Science) EHRENREICH

206. Africans in the New World

Anthropological perspectives on Afro-Americans, including African retentions and cultural pluralism. Special attention given to the West Indies, maroonage, family and kinship, gender roles, the spirit world, and fiesta. Alternate years. (Social Science) MONAGAN

208. Interethnic Family and Kinship: A Multicultural Approach

Cross-cultural examination of family and kinship systems, with a focus on mixed families in the United States, the West Indies, and Brazil. Implications for kinship, syncretism, social stratification, values, and the cultural definitions of race, color, and ethnicity. Alternate years. (Social Science) MONAGAN

210. Religion, Magic, and Witchcraft

Religion, religious behavior and practices, world view, and the supernatural. Rites of transition, death and afterlife, ritual, religious leaders, traditional curing, religious movements, revitalization, cults, witchcraft, magic, and especially *shamanism* are examined cross-culturally. Recommended prerequisite: ANT 101. Alternate years. EHRENREICH

220. Qualitative Research Methods and Fieldwork

Introduction to the theory and practice of anthropological research methods, including ethnographic interviewing, participant observation, photography, and qualitative approaches to the analysis of cultural data. Students engage in ethnographic research. Prerequisite: ANT 101. Alternate years. (Social Science) EHRENREICH

222. Applied Anthropology

The relevance of anthropological theories, methods, and findings in solving practical problems. Contemporary issues will include acculturation, modernization, tourism, overpopulation, health, and cultural survival. Prerequisite: either ANT 101 or EST 123. Alternate years. (Social Science)

256 through 260. Topics in Anthropology

Selected topics of current interest in anthropology. (Social Science)

271. Women and Men in Nature and Culture

Study of gender roles in cross-cultural perspective, with an emphasis on the symbolic approach to roles of women. Topics include socialization, religion, female symbols, matrifocality, rites of passage, taboos, work, aging, and modernization. Prerequisite: either ANT 101 or WST 171. Alternate years. (Social Science)

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

308. Ritual, Symbol, and Behavior

Exploration of various theories of symbolic anthropology. Emphasis on mythology, festivals, and rites of passage. Topics include secular and religious ritual analysis, ritual drama, tricksters and *communitas*. Prerequisite: ANT 101. Alternate years. (Social Science) MONAGAN

314. Contact, Change, and Cultural Survival: Anthropology of Colonialism

Seminar on anthropological and historical approaches to issues of contact, culture change, and cultural survival in traditional societies. Special focus on the destructive impact of the industrial world's economic, political, and social order on indigenous native cultures. Registration, when the course is taught at the Newberry Library in Chicago, entails additional costs. Prerequisites: ANT 101 and an additional course in one of the following disciplines: sociology, history, economics, philosophy, or politics. Alternate years. (Social Science) (OP) EHRENREICH

322. The History of Ethnological Theory

Critical and historical study of theories of culture. Historical and contemporary schools of thought and major trends in ethnological theory, along with seminal theorists. Theoretical approaches in relation to biography, historical era, and sociocultural milieu of theorists, and to the function of anthropology in Western thought. Prerequisites: ANT 101 and junior standing. Alternate years. (Social Science) EHRENREICH

356 through 360. Advanced Topics in Anthropology

Selected topics and current issues in anthropological theory. Prerequisite: ANT 101. EHRENREICH

485. Readings/Research in Anthropology (1/2-1)

Student-designed individual research in selected areas. May be repeated for credit; however, no more than one term of 485 may be counted toward an interdisciplinary major in Anthropology or the Sociology/Anthropology major. Prerequisites: ANT 101 and one other course in Anthropology. (OP)

Sociology and Anthropology (SAN)

Major: An interdepartmental major with a minimum of 10 course credits in Sociology and Anthropology, which include SOC 101; ANT 101; SOC 387 or ANT 320; SOC 398 or ANT 322; and six other courses, of which at least two are in each discipline, and of which at least three are at or above the 300 level.

No more than two course credits in individualized research (one in Sociology and one in Anthropology), and not more than three 200-level courses may be counted toward the total of 10 course credits.

Note: *Students may not combine this joint major in Sociology and Anthropology with a Sociology major, an interdisciplinary major in Anthropology, or a Sociology or Anthropology minor.*

Teaching Major: Same as above. Completion of the above requirements meets the standards for a teaching license in both sociology and anthropology. In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Theatre and Communications Studies

Roy Hamlin, Paul Sannerud (chair)

Adjunct Faculty/Academic Staff: Ronald Clark, Jody Hovland, Carol Wightman

Theatre (THE)

Major: A minimum of 10 course credits in Theatre (excluding THE 103), which include:

- I. six full-credit courses, including: THE 115; 107 or 108 or 302; 311; and three courses chosen from THE 361-364;
- II. a total of two credits in adjunct courses, divided as follows: one-half credit in THE 515; one-quarter credit each in three courses chosen from THE 551, 552, 553, 554; and an additional three-quarters of a credit from any theatre adjunct course; and
- III. two other full-credit courses in Theatre or, with permission of the Department, in theatre-related courses in other departments.

103. Introduction to the Theatre

Production and performance overview of the theatre arts. Recommended for non-majors. *May not count towards a major in Theatre.* (Fine Arts)

107. Scenery Construction and Stage Lighting

Theory, technique, and practice in scenery construction and stage electrics. (Fine Arts) SANNERUD

108. Costume Construction

Theory, technique, and practice in construction of costumes for theatre use. Alternate years. (Fine Arts) HAMLIN

115. Acting I

Study and practice in the essentials of the art and craft of acting. (Fine Arts)

215. Acting II

Advanced acting, with emphasis on the traditional and contemporary styles. Prerequisite: THE 115. Alternate years. (Fine Arts)

260 through 265. Topics in Theatre Production

Various techniques and processes explored in relation to theatre production. Recent topics have included scene painting, make-up, and properties for the stage. (Fine Arts)

280/380. Internship (OP): see *Index. Courses 280/380.*

281. Dance Workshop

Improvisation, technique, choreography, and historical perspective for beginning dance students. Offered subject to availability of staff. May be repeated for credit. (Fine Arts)

290/390. Individual Project: see *Index. Courses 290/390.*

302. Design for the Stage

Principles and practical application of set, costume, and lighting design. Alternate years. (Fine Arts) SANNERUD

311. Directing I

Theory and practice of directing, with emphasis on the realistic genre. Prerequisites: THE 115 and at least one 1/4 credit in a Theatre adjunct course (THE 515, 551, 552, 553, 554); 515 is particularly recommended. HAMLIN

312. Directing II

Advanced directing with emphasis on rehearsal and production procedures. Prerequisite: THE 311. May be taught as a tutorial, or in parallel format with 311.

315. Voice and Movement

Development of vocal and physical vocabularies for the stage. Prerequisite: THE 115. Alternate years.

316 through 320. Topics in Theatre Performance

Special topics in acting and direction. (Fine Arts)

321. Playwriting I

Techniques of, and practice in, writing scenes or short plays. Prerequisites: THE 115 and ENG 111. Alternate years. (Fine Arts)

322. Playwriting II

Development and implementation of skills learned in Playwriting I. Prerequisite: THE 321. May be taught as a tutorial, or in parallel format with 321. (Fine Arts)

350. Advanced Theatre Production

Prerequisites: permission of the Department and appropriate coursework and/or production work to fulfill the project. Available only as a tutorial. May be repeated for credit with the permission of the Department.

361. Western Theatre to 1576

History and literature of Western theatre from primitive ritual through the Renaissance. Greek, Roman, and Mediaeval theatre, and early forms of *Commedia dell'Arte*. Prerequisite: ENG 111. Alternate years. (Humanities)

362. Western Theatre: 1576-1820

History and literature of Western theatre from the establishment of permanent theatre buildings in England through Weimar classicism. Topics include Shakespeare, French neoclassicism, and Spanish Golden Age. Prerequisite: ENG 111. Alternate years. (Humanities)

363. Western Theatre: Büchner to World War I

History and literature of the early modern theatre. The well-made play, the rise of the director, realism and reactions to realism. Prerequisite: ENG 111. Alternate years. (Humanities)

364. Western Theatre: 1917 to the Present

History and literature of the theatre of the post-war era. Expressionism and other non-realistic forms, epic theatre, development of the American theatre, and theatre as a political medium. Prerequisite: ENG 111. Alternate years. (Humanities)

376 through 379. Topics in Theatre History and Drama

Studies centering on a particular nationality, period, playwright, or genre. Prerequisite: ENG 111. (Humanities)

485. Advanced Study

Advanced studies in the areas of directing, acting, design, theatre history, speech, or communications media. Prerequisite: permission of the Department.

515. Rehearsal and Performance (1/4)

Participation within a semester in one major role in a full-length play or the equivalent. (Fine Arts) (CR)

551. Scenery and Props (1/4) (Fine Arts) (CR)**552. Costumes and Makeup (1/4) (Fine Arts) (CR)****553. Lighting and Sound (1/4) (Fine Arts) (CR)****554. Theatre Administration and Stage Management (1/4) (Fine Arts) (CR)**

964. Chicago Arts Semester: see *Index. Chicago Arts Program (ACM)*.

Communications Studies (COM)**121. Speech Communication**

Introductory course on group discussion, role playing, impromptu and planned speeches, nonverbal behavior, all as part of the communicative process.

228. Leadership

Analysis and application of both leadership styles and strategies. Coursework addresses general theories of leadership behavior and communication, and develops some of the specific skills identified as integral to effective leadership. Alternate years. WIGHTMAN

235. Oral Interpretation

Emphasis on the meaningful oral reading of poetry, prose, drama, and children's literature, after careful study and analysis of the literature selected. Some group projects in interpretation may be developed. WIGHTMAN

241. Gender and Communication

Examination of the communication styles of both women and men historically and in the present day. Coursework addresses verbal and non-verbal behavior and interpretation, as well as small and large group interaction. WIGHTMAN

251. Organizational Communication

Studies and addresses communication behaviors and strategies in the organizational context. Coursework will examine both formal and informal environments, structural impact on communication strategies, and concepts for creating a communicative environment. Alternate years. WIGHTMAN

280/380. Internship (OP): see *Index. Courses 280/380*.

290/390. Individual Project: see *Index. Courses 290/390*.

323. Media, Politics, People

Addresses the impact of mass media such as television, radio, newspapers, and magazines on social issues and audience perception as a communication environment. The class explores the communication relationship between mass media and the public. Prerequisite: COM 121. Alternate years. WIGHTMAN

326. Argumentation and Debate

Principles of argumentation and styles of debate. Students develop and present well-reasoned arguments on a variety of topics. Prerequisite: COM 121. Alternate years. WIGHTMAN

376 through 379. Topics in Communication

Critical evaluation of current issues in communication or study of a selected topic in communication.

561. Speech Activities (1/4) (CR)

Theatre and Speech (THS)

Advisor: Roy Hamlin

The following interdepartmental major is available only as a teaching major:

Teaching Major in Theatre and Speech: A minimum of 10.75 course credits in Theatre and Communications Studies, which include:

- I. the following full-credit courses: COM 121, 235, 323, 326; THE 115, 311, 312, either 107 or 108 or 302, 364 or, with Departmental approval, 363; and
- II. a total of one course credit from THE 515; two quarter credits selected from among THE 551, 552, 553, and 554; and an additional quarter credit in either THE 515 or COM 561.

In addition to the foregoing requirements, prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete a second major in Secondary Education described under *Education*.

Women's Studies (WST)

Advisors: Jan Boney and John Gruber-Miller

The program in Women's Studies, which includes this interdepartmental major, is supervised by a Committee composed of faculty members who teach courses dealing with the position and concerns of women. Cornell's offerings about women consist both of courses lodged in departments and courses offered by Women's Studies itself. This model seeks to integrate feminist scholarship into the curriculum of the disciplines themselves while also providing key courses that draw upon the interdisciplinary nature of Women's Studies.

Major: A minimum of eight course credits, which include WST 171, 271, one 300-level Advanced Topics course (excluding Group and Individual Projects), and WST 411; also four course credits selected either from additional Women's Studies courses, or from this list of relevant courses:

ANT 271 (Women and Men in Nature and Culture); ART 271 (Feminist Art); CLA 264 (Women in Antiquity); EDU 255 (Gender in American Education); ENG 335 (Virginia Woolf); FRE 254 (French Women Writers in Translation); MUS 263 (Women in Music); PHI 352 (Philosophy of Feminism); POL 361 (Race, Sex, and the Constitution); PSY 374 (Psychology of Women); SOC 273 (Families in Social Context), and 343 (Women in Society). Consult the advisors for other relevant courses that may be counted toward the major.

Minor: A minimum of five course credits which include WST 171, 271, one Advanced Topics course at the 300 level, and two additional courses selected from the Women's Studies topics courses or other departmental courses approved for Women's Studies credit. These two additional courses may *not* be counted toward a major in another department or program.

171. Theory and Methodology of Women's Studies

The view of women in traditional thought. History of perceptions about gender and sexuality. The re-evaluation of theories and methodologies in scholarly

work. The course is intended to prepare students to apply the new methodologies to the courses in Women's Studies that they take in other departments of the College, and to offer students an overview to help them integrate what they have learned into a coherent approach to the study of women in culture.

271. Feminist Theories

Examination of different theoretical approaches within Western feminism. Comparative analysis of theoretical constructs and outcomes. Relationship between concepts of gender, ethnicity, class, and sexuality in feminist theory. Prerequisite: WST 171. CROWDER

255 through 279. Topics in Women's Studies

Study of a selected topic of interest and concern in Women's Studies.

280/380. Internship: see *Index. Courses 280/380.*

290/390. Individual Project: see *Index. Courses 290/390.*

301 through 388. Advanced Topics in Women's Studies

Topic to be selected by the Women's Studies Committee. Prerequisite: WST 171.

411. Seminar in Women's Studies

In-depth examination of the relationship between feminist theories and Women's Studies research. Topics include feminist epistemology, recent theoretical developments in Women's Studies and their relationship to conducting research. Researching and analyzing a topic selected in consultation with the instructor. Prerequisites: WST 171 and at least two additional courses that count toward a major in Women's Studies. Alternate years. CROWDER

485. Research in Women's Studies

Individual research on a topic approved in advance by the Women's Studies Committee and directed by a faculty member approved by the Committee. The subject may fall within a traditional discipline or be interdisciplinary. Prerequisite: WST 171.

988-JAM. Semester in Jamaica: Women and Development. See *Index. Jamaica (SIT).*

Additional Academic Programs

All-College Independent Study Courses

No more than four All-College Independent Study course credits (280/380, 289/389, 290/390, 299/399) may be counted toward satisfying the minimum credit requirement for the Bachelor of Arts or Bachelor of Music degrees. No more than two All-College Independent Study course credits (380, 389, 390, 399) may be counted toward satisfying the minimum of nine course credits numbered in the 300s or 400s required for the B.A. or B.Mus. degrees.

280/380. Internships (1-4)

See “Departmental Off-Campus Internships” under *Off-Campus Programs* below for a general description of internships. Like Individual Projects, Internships are open only to students who have completed at least nine term credits, at least two of which are in the same department as the Internship. See listing under individual departments for specific information. (CR)

To enroll in an Internship, a student must file a proposal endorsed by the faculty sponsor. The proposal must be submitted to the Registrar before the start of the term in which the Internship is to be credited. Internship credit will not be approved retroactively. Forms are available from the Registrar’s Office.

289/389. Group Projects (1/2-1)

Two or more students who wish to organize a course of study in an area not normally included in the regular course offerings may assume the responsibility for finding a faculty sponsor and for drafting a contract to be approved by the Academic Standing Committee. The contract must be submitted on a form available from the Registrar’s Office at least four weeks before the Project is to begin. Group Projects are open only to students who have completed at least nine term credits. Only those students who have signed the original contract may register for the course. Projects may be either departmental or interdepartmental; however, a Group Project may not be used to meet any of the general education requirements for the B.A. or B.Mus. degree and does not count toward a major unless specifically approved by the department concerned. A half-course credit in a Group Project is permitted only if taken in conjunction with another half-credit course or with a parallel course. Exceptions must be approved by the Academic Standing Committee. (CR)

290/390. Individual Projects (1/2-1)

Students may do intensive work in a subject or area not normally included in the regular course offerings or else pursue in depth a topic encountered as part of previous studies. The arrangement is that of a tutorial, in which the student works independently under the supervision of a faculty tutor on a topic suggested by the student and approved by the tutor. Individual Projects are open only to students who have completed a minimum of nine term credits, at least two of which are in the same department as the Project. B.A. or B.Mus. candidates are not permitted to earn more than two course credits of Individual Projects in any one department. Individual Projects may not be used to satisfy general education requirements for the B.A. or B.Mus. degree and may fulfill major requirements only if the department approves.

To enroll in an Individual Project, a student must file a petition endorsed by the faculty tutor and the chair of the department. The petition must be submitted to the Registrar at least four weeks before the start of the term in which the Project is to be credited. Forms are available from the Registrar’s Office. A half-course credit in an Individual Project is permitted only if taken in conjunction with another half-credit course or with a parallel course. Exceptions must be approved by the Academic Standing Committee. (OP)

299/399. Summer Study

Although Cornell does not currently offer on-campus courses during the summer, students may earn one course credit for either a research project or an internship undertaken during the summer. Only students who will have completed 14 term credits before the start of the Summer Study course are eligible to apply. Students begin by consulting a faculty member in the department in which they wish to earn the credit, who can tell them whether the department will sponsor their project and what, if any, prerequisites or other conditions must be satisfied in order to obtain departmental approval. Although some departments may suggest topics or put students in contact with prospective internship supervisors, most students develop their own proposals and contacts.

To register for a Summer Study course, students must file a prospectus with the Registrar, available either from the department or the Registrar's Office, before leaving for the summer (the earlier the better in case there is a problem obtaining the permission of the Academic Standing Committee). The prospectus must be approved and signed by the faculty sponsor and the department chair. Late or retroactive registration is not permitted. No more than one course credit may be earned in any one summer, and not more than two course credits of Summer Study may be counted toward a student's Cornell degree.

The Summer Study course must be completed during the summer in which it is undertaken, i.e., between the start of Term Nine and the end of Term One. Only grades of *Credit* (not letter grades) are assigned for successful completion of Summer Study courses. If a student fails or otherwise does not complete the course, he or she will not be charged and no record of the course or grade will be recorded on the student's transcript; however, if the College or the faculty sponsor has incurred any expense in connection with the course, the student will be charged the amount of this expense.

No additional tuition for a Summer Study course is charged if the student substitutes the summer study for a course either in Term Nine preceding the start of the summer or in one of the nine terms of the following academic year. The student must also have paid or must pay tuition for the full academic year (eight terms) in which the Summer Study is credited. Under this option, the Summer Study is undertaken and completed during the summer, but the credit is posted either retroactively in Term Nine or in one of the following nine terms. A student is not permitted, however, to take a course in the term in which the Summer Study course is credited and must therefore take that term as a vacation. If these conditions are not satisfied, the student will not receive credit for a Summer Study course unless he or she pays tuition for the course at the rate charged for a single term during the regular academic year.

Students who elect to receive credit for their Summer Study retroactively in Term Nine but are unable to complete the course are not entitled to a refund, regardless of the circumstances. In such an event, the student's Term Nine registration will be changed to "vacation." Students should keep in mind the possibility that the internship may not materialize or that they may not be able to complete it. They should make certain, therefore, that they earn enough credits during the preceding eight terms in order not to jeopardize their being graduated on time. For information about Summer Study courses, consult the Registrar. (CR)

690. Special Studies

B.S.S. candidates have the option for one or more terms of reading on their own; auditing courses; doing library or field research; working either as a volunteer or a paid employee with public or private organizations; taking professional or vocational courses at other institutions; traveling; or engaging in a

creative endeavor involving writing, composing, performing, painting, sculpting, etc. To arrange a Special Study course, the student must justify to her or his degree advisor that the proposed experience is relevant to the student's educational objectives as stated in the B.S.S. Prospectus and will materially help the student achieve these goals.

Students who undertake a Special Study course (690) must file a Plan of Study with the Registrar before the start of the term. This is the contract for the term and must be approved and signed by the faculty advisor. Special Studies projects may extend over two or more consecutive terms; however, only one Plan of Study need be filed if only one project is involved. Any changes in the Plan of Study after the start of the term must be approved by the advisor and filed with the Registrar.

Students who file a Plan of Study at the beginning of a term must also file a Progress Report at the conclusion of that term in order to receive a term credit for their work. The advisor determines whether the student has done what was proposed in the Plan of Study and either signs the Progress Report (thus authorizing a term credit) or not, depending upon the advisor's evaluation of the student's academic progress. Students who file a Plan of Study for a multi-term project need not file a Progress Report until they have completed the project, i.e., at the conclusion of the final term specified in the Plan of Study. Because the advisor must certify to the Registrar at the end of every term that satisfactory progress is being made toward the completion of the project, the advisor may ask the student to submit periodic evidences of such progress. The Progress Report, typed onto an official form by the Recorder and signed by the student and the advisor, becomes a permanent part of the student's transcript.

There is no limit to the number of Special Studies that a B.S.S. candidate may take. The Registrar approves petitions (available from the Registrar's Office) to waive room and board charges for one or more semesters (periods of not fewer than four terms) for a limited number of B.S.S. candidates planning to undertake Special Studies outside Mount Vernon. (CR)

Off-Campus Programs

The College offers four different kinds of off-campus study and travel, and students may participate in more than one during their career at Cornell. General information about off-campus study, travel abroad, passport applications, etc., is available from the Study Abroad Advisor: LACY-SALAZAR

I. Courses Taught Off-Campus by Cornell Faculty

These are advertised each year on the TERM TABLE. Recent offerings included such locations as Brazil, Canada (Quebec), England, Guatemala, Italy, Mexico, Russia, Spain; and, in the United States, Chicago, New York City, Minnesota, and Wisconsin. Each course involves extra costs, which are not covered by either the regular tuition or financial aid. Interested students should consult the instructor for a description of the course, the prerequisites and deadlines, and the cost. Many of these courses require a deposit several months in advance. (See also *Index. Adding and Dropping Courses. #10*)

II. Departmental Off-Campus Internships and Independent Studies

Cornell internships are off-campus experiential learning activities, usually for one or two terms. An internship offers an opportunity to make connections between the substance and methods of academic study and the application of that study to work or service. They help students develop leadership and service

skills. Internships are sponsored by a Cornell faculty member and supervised by a representative of the organization or firm where the internship resides.

Internships typically feature an agreement among the parties projecting student responsibilities (including hours to be assigned); documentation of activity, e.g., through daily journals, weekly reports, and/or a final, reflective essay from the student; and evaluation of performance (including a report from the supervisor on site).

Although some departments may suggest topics or put students in contact with prospective employers, most students develop their own proposals and contacts. Students must consult the faculty member whom they wish to have sponsor their internship several terms in advance. International students on an F-1 (student) visa should consult with the Director of Intercultural Life to determine if the internship constitutes curricular practical training or off-campus work.

Students may also, with departmental approval, design their own off-campus independent research projects. Some departments have a 485 *Advanced Studies* course or else use either the 290/390 *Individual Projects* or 690 *Special Studies* options described in the preceding section. Summer internships and research are permitted only under the 299/399 *Summer Study* option described in the preceding section.

Internships and independent studies are open only to students who have earned at least nine course credits. Unless otherwise stated or arranged at the time of registration, these internships and independent studies are graded only Credit (CR) or No Credit (NC). Any expenses incurred (such as for transportation and lodging) must be borne by the student. Students who receive financial compensation for their participation in an internship or similar program may have their Cornell aid adjusted accordingly.

III. Cornell-Affiliated Off-Campus Programs

Courses or programs, numbered in the 900s [numbers appear in square brackets at the end of each description], are listed below. Although conducted by outside agencies, these programs have been approved by the Cornell faculty for listing in this *Catalogue*. Many of Cornell's off-campus programs are administered by the Associated Colleges of the Midwest (ACM) and the School for International Training (SIT). Students on an approved off-campus program are considered to be enrolled in Cornell and do not have to withdraw from the College.

1. To enroll in any of these programs a student must obtain the approval of the program advisor and the Academic Standing Committee before applying to the sponsoring agency. Unless a higher grade point average is specified in the description of the program, a minimum cumulative grade point average of 2.0 is required at the time the student petitions the Committee.
2. The number given in parentheses after the title indicates the maximum amount of course credit that will be awarded by Cornell; however, participants who do not take or pass all parts of the program will receive credit only for the work actually completed. Normally students will not receive more course credits than the number of Cornell terms encompassed in their program.
3. Programs with the word "exchange" in their title require that a student from the other institution enroll at Cornell in the same academic year as a Cornell student enrolls in the other school. Should such an exchange not take place, the program may not be offered.
4. All Cornell-affiliated off-campus programs are open to students who have completed at least nine credits when the program begins.

5. All courses are posted on a student's Cornell transcript as transferred work, and the grades issued by the host institution are automatically converted to CR (if C or higher) or NC (see *Index. Credit by Transfer and Grades*). The original grades will appear as annotations on the student's Cornell transcript but are not calculated into the student's Cornell grade point average.
6. All courses are considered electives. Students who wish to have one or more of these courses counted toward fulfilling their B.A. or major requirements must obtain written permission from the Cornell department concerned and file this statement with the Registrar before beginning the program.
7. Cornell students are limited to nine terms of Cornell-approved off-campus programs. These programs are numbered in the 900s and course descriptions are given under *Cornell-Affiliated Programs in Foreign Countries* and *Cornell-Affiliated Domestic Off-Campus Programs*.
8. To participate in one of the following 900-numbered off-campus programs, the student must:
 - a. consult the Cornell program advisor, the Registrar, or the Study Abroad Advisor to obtain information about the program, the application process, costs, prerequisites, and deadlines.
 - b. petition the Academic Standing Committee on a form (available from the Registrar's Office) that must be endorsed by the program advisor and the student's faculty advisor. The deadline for petitioning the Committee is as follows:
 - for **a one-term program in the fall or spring**, by February 1 of the academic year preceding the start of the program, if possible, and in all cases not later than one month before the date when the application to the sponsoring agency is due;
 - for **a summer program**, one month before the application to the sponsoring agency is due and in every instance not later than May 1;
 - for **a program of three or more terms' duration**, February 1 of the academic year preceding the start of the program. No petition will be approved earlier than this date.
 - c. complete the application form as directed by the program advisor. The application, deposit, letters of recommendation, etc., should not be sent to the host institution or sponsoring agency until the student has received formal notification from the Academic Standing Committee that he or she has been granted permission to participate. Admission to most programs is competitive and requires the approval not only of Cornell but also of the host institution.
 - d. register for the program at the Registrar's Office as for any other course and notify the Registrar whenever there are changes.
9. For these programs the College reserves the right to limit the number of students who may participate in any academic year. The Academic Standing Committee considers each petition based on the following criteria, ranked in general order of importance:
 - a. no prior off-campus semesters of study as a Cornell student;
 - b. students who intend to go off-campus as first-semester seniors, as juniors, or as sophomores, in that order of preference;
 - c. students who apply for ACM-sponsored programs, since these students have no other way of participating (note—all the programs listed below are ACM, except for Capital Experience, FLAP, SIT, Fisk Exchange, and Washington Center);

- d. the student's cumulative grade point average;
 - e. the merits of the student's written statement of purpose, in which the student describes the features of the program that are of special importance and in which the student explains how the program relates to the Cornell course of study and to general educational goals; and
 - f. the merits of a recommendation from the program director, a faculty advisor, or instructor who can testify to the relevance of the program to the student's studies, and who can comment on the student's ability to participate successfully (academically and socially).
10. Students who choose to be off campus during the second half of their senior year do so with the full understanding that they may have to postpone their graduation to August or later because Cornell's commencement may occur earlier than the completion of the off-campus program or earlier than the host institution can process and forward their transcript to Cornell. The College assumes no responsibility in such cases for the student's graduating with her or his class.
 11. For these off-campus programs numbered in the 900s, Cornell will transfer to the host institution all or part of the student's tuition, depending upon the host institution's charges. If the host's tuition is less than Cornell's, however, no adjustment in charges will be made. The costs of transportation, lodging, and meals are normally the student's responsibility. Because each program is structured differently, students, before making application, should ascertain the actual costs by conferring with the program advisor, the Student Accounts Manager in the Business Office, and the Office of Financial Assistance (if applicable). For additional information see *Index. Financial Aid for Off-Campus Programs*.
 12. If, after a student has been accepted by the host institution, he or she drops out of the program, the student is liable for any expenses the student's withdrawal caused the host institution, the sponsoring agency, and/or Cornell College. Any student who wishes to return to Cornell during the period when he or she was to have been a participant in an off-campus program must make arrangements in advance with the Office of Student Affairs and the Business Office.
 13. If, after completing the program, the participant does not re-enroll in Cornell, the courses taken and the credits earned in the program will not be recorded on the student's Cornell transcript unless he or she pays a processing fee of \$100 for each course transferred.
 14. Participants are responsible for knowing the regulations in this section as well as those governing their chosen program. By the act of registering for a program, the student signifies that he or she understands and agrees to abide by these regulations.

IV. Other, Non-Cornell-Affiliated Off-Campus Study [999]

Students who wish to study off-campus yet are not among those approved by the Academic Standing Committee, or who wish to participate in programs not formally affiliated with Cornell College, may do so, but, unlike those students on approved programs, they must withdraw from Cornell College. During their absence, they are not considered to be enrolled at Cornell. At the same time as they withdraw, however, they are eligible to apply for readmission to Cornell by filing a statement which indicates (1) which program of study they are undertaking, (2) where they can be reached while they are not at Cornell, and (3) when they intend to return. For these students, their enrollment deposit will not be returned, but neither will they be required to pay the readmission

deposit (which is the same amount). See *Index. Leave of Absence, Withdrawal from the College, and Readmission.*

Grades for these students will also be posted as transfer work, i.e., as Credit/No Credit. If the student participates in one of the non-ACM programs listed below, then he or she will be registered for that course number. All other programs will be listed on the transcript with the course number 999, or as transfer credit from the host institution.

If, after completing the program, the student does not re-enroll at Cornell, the courses taken and the credits earned in the off-campus program will not be recorded on the student's Cornell transcript unless the processing fee of \$100 for each course transferred is paid.

Cornell-Affiliated Programs in Foreign Countries

Cornell College recognizes the growing interdependence of peoples and nations in today's world. To function in this interdependent world, liberally-educated persons need to be literate in other languages, understanding of other cultures, and receptive to other viewpoints. College-sponsored study-abroad opportunities for students have been part of the curriculum since the 1950s. In its cultural and extracurricular programming the College has also made an effort to include the arts and ideas of different cultures and countries.

Central European Studies in the Czech Republic (4)

Combining its rich cultural heritage, the emerging revival of democracy, and a struggle for economic success, the Czech Republic mirrors much of East and Central Europe in its variations and uncertainties. This ACM program is based at Palacky University in Olomouc, the historical capital of Moravia, with much of its ancient architecture intact and a topography of dramatic, contrasting beauty. The program includes intensive language training and course work, field trips to major European cities, independent research, and housing with Czech students in university dormitories. Courses cover Eastern European history, contemporary socio-political issues, environmental concerns, and Czech literature and culture. Late August to December. Prerequisite: junior standing. IKACH [950]

Chinese Studies – Hong Kong (4 or 8)

The ACM/GLCA Chinese Studies program offers an academic year or a semester of study in Hong Kong, a center for research and analysis of contemporary China as well as a focal point for business, banking, journalism, and governmental agencies operating through East Asia. Enrolled at The Chinese University of Hong Kong, students choose Mandarin or Cantonese language instruction, as well as elective courses ranging from contemporary Chinese political thought to traditional painting and calligraphy. There is also opportunity for independent study projects, either library-based or field-oriented. At the University, students live in dormitories with Chinese roommates. Opportunities for study in Mainland China for students with one to two years of Chinese also are available and offered by the Council on International Educational Exchange, of which ACM is a member. Prerequisites: a grade point average of 3.0 or higher and junior standing. Previous study in Mandarin or Cantonese useful. September through December, January through May, or both. LICHT [921]

Florence (4)

This ACM program offers students of art, history, Romance languages, and

the humanities the opportunity for intensive study of Renaissance painting, sculpture, architecture, and literature. Students' understanding of Florence's artistic and cultural heritage is facilitated by Italian language instruction and courses providing a broad perspective on Italian contributions to world civilization. A studio art course is also offered. Coursework is supplemented by visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars. Staying with Italian host families enriches participants' awareness of modern Italian life as well as the academic study of Italian Renaissance culture. Prerequisite: junior standing. Recommended prerequisite: prior study of Italian. September through December. LACEY [952]

Foreign Language Abroad Program (1-9)

The Department of Classical and Modern Languages offers qualified students the opportunity to participate in certain programs operated by other institutions in countries where the native language is French, German, Japanese, Russian, or Spanish. *All of the courses in approved FLAP programs are taught in the foreign language.* Prerequisites: a grade point average of 3.0 or higher at the end of the term preceding the start of the program and the appropriate 205-course or its equivalent in the language to be studied (some programs may require additional language preparation). At least one course in the language must have been taken at Cornell. Programs range from one month to one year. FACULTY IN MODERN LANGUAGES [990]

India Studies (9)

The Indian subcontinent, home to almost one-sixth of the world's population, provides a rich and complex background for the study of non-Western civilization. After an intensive ten-week orientation term, including language study at one of the ACM colleges, India Studies participants spend six months in Pune, living with Indian families. At once traditional and highly industrialized, Pune is an excellent place to observe the interaction of tradition and modernity that characterizes contemporary India. Students are enrolled at the Tilak Maharashtra Vidyapeeth, where they continue language instruction, choose four other courses, and complete the independent study projects begun during orientation. In addition to the formal academic program, a variety of extracurricular activities is available: music and dance recitals, field trips to nearby cultural sites such as the Ajanta and Ellora caves, and religious festivals. March through December. VERNOFF [922]

Japan Study (9)

After a brief orientation, including intensive language study and cultural discussions, students in this ACM/GLCA program spend the academic year at Waseda University's International Division in Tokyo. In addition to required Japanese language courses, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. In March, a three-week rural stay lets students experience another type of Japanese life. Prerequisites: a grade point average of 3.0 or higher and sophomore standing. Japanese language study is not required for acceptance into the program, but at least one term of Japanese must be completed before departure. Late August through June. LICHT [923]

Latin American Culture and Society – Costa Rica (4)

This is an interdisciplinary ACM program designed for students who wish to gain a comprehensive understanding of life in Latin America and to develop

fluency in Spanish. This program, focused on the humanities and social sciences, is planned to take full advantage of its Costa Rican setting. Coursework in language, literature, geography, anthropology, politics, and cultural change provides insights which are reinforced by group field trips and a two-week period of individual field work in rural areas. Language study is stressed as the key to in-depth understanding of the culture. In San José and environs, students live with families both to improve their language ability and to enjoy continuous, personal involvement in the daily life of a Latin American community. Prerequisite: SPA 103. Late August through December. LACY-SALAZAR [941]

London and Florence: Arts in Context (4-5)

The ACM London and Florence program compares the artistic achievements of two prominent Renaissance cities. Art, architecture, and theatre are considered in their historical and political context. Coursework in art, architecture, drama, Italian language, and history or literature is supplemented by visits to museums, galleries and the theatre, short field trips to other areas of England and Italy, and discussions with local scholars. Students spend eight weeks in each city. Previous coursework in studio art, art history, theatre, history, and literature are encouraged, though not required. In Florence, an optional intensive course in Italian is offered in January. Otherwise, February through May. LACEY [951]

Russia Semester – Krasnodar (4)

The enormous political, social, and economic changes taking place in Russia provide a fascinating environment for this ACM/GLCA program, and the Kuban region program site provides a particularly rich environment for understanding the issues of national identity which accompany these changes. The program combines intensive study of the Russian language with an introductory course focused on Russian society, and exposure to contemporary Russian life is featured in coursework, field trips, individual projects, and travel. The program is based at Kuban State University in Krasnodar, a regional center of 700,000 people; the city's relatively relaxed atmosphere permits more contact between Americans and Russians than is usually found on programs in Russia. In addition, little English is spoken in Krasnodar, providing students increased opportunity to develop their Russian language skills. Students live with Russian families. Prerequisite: RUS 103. September through December. IKACH [955]

Tanzania (4)

This ACM program, focusing on ecology and anthropology, is designed for well-prepared, motivated students seeking study and fieldwork experiences in the natural and social sciences. Students divide their time between the University of Dar es Salaam and the Northern Region of Tanzania. At the University they take an intensive course in Swahili, the national language of Tanzania, followed by courses in human evolution, the ecology of the Serengeti Plain, and research topics. For six weeks they live in tent camps and pursue individual research topics in human ecology, paleoanthropology, archaeology, zoology, or sociocultural anthropology in the Serengeti/Ngorongoro area before returning to the University for the completion and documentation of their fieldwork. Prerequisites: junior standing and prior coursework in the natural sciences. Preference is given to students with backgrounds in prehistory and anthropology. Familiarity with archaeological and/or ethnographic field methodology is strongly recommended. August through December. THOMPSON [912]

Tropical Field Research – Costa Rica (4)

This ACM program is designed for advanced work in the social and natural

sciences. Independent research in the humanities is also encouraged. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science, and sociology. Students prepare for their research during a month-long orientation which includes intensive language training and a review of field work methodology. Their field of study may be integrated with an ongoing project or may be taken independently under the supervision of a faculty advisor. Prerequisites: sophomore standing, prior coursework in the proposed research discipline, and at least SPA 103. Late January through May. CONDON [942]

Zimbabwe (4-5)

This ACM program offers the opportunity to study the challenges of nation-building and development issues. Courses in the Shona language, cultural identity, and political and economic development will be offered in Harare under the guidance of an ACM faculty director and University of Zimbabwe faculty. All students will do an independent field project under the direction of program faculty or University staff, and students may also elect an optional May term focusing on an internship, language study, or an individual research project. Family stays in Harare and Bulawayo offer students the opportunity to live with Zimbabweans, participate in community life, and experience the cultures of the country's two main ethnic groups, the Shona and the Ndebele. Field trips and a short rural stay are a part of the program. January through April, with an optional May term. Prerequisite: advanced sophomore standing. LICHT [910]

School for International Training Programs (4)

The College Semester Abroad program of the School for International Training (SIT) provides a unique opportunity to experience other cultures through language study, a homestay, and cross-cultural orientation. Each participant, in consultation with the academic study director on site, plans and completes an independent study project. SIT currently offers the following semester programs which include an introduction to the geography, history, politics, economics, anthropology, religions, and arts of the country. Most also include intensive language instruction, as indicated. To undertake any of the following programs, the student must have a grade point average of 3.0 or higher at the end of the term preceding the start of the program and have satisfied the program prerequisites, if any.

Each program awards four Cornell course credits. The particular nature of the credit varies with each program. The program selection changes annually, so for complete and up-to-date details, consult the program advisor. CONNELL [988]

Australia: The Multicultural Society

Affiliated with the University of Melbourne, this program covers the arts, history and development of Australia. It includes a homestay in Melbourne and excursions to New South Wales, Northern Territory, and/or South Australia. [988-AUS-A]

Australia: Natural and Cultural Ecology

Based in sub-tropical Northern Queensland and affiliated with James Cook University, this program includes a homestay in Cairns, travel to rainforest and tableland regions, marine biology at the Great Barrier Reef, and a visit to Brisbane. Prerequisite: coursework in environmental studies or ecology. [988-AUS-E]

Belize: Natural History and Cultural Ecology

This program includes a village homestay and trips to the Cayo and Stann Creek Districts, Caye Caulker, and Barrier Reef. It is designed for students interested in natural and cultural ecology and how these have affected each other both pre-historically during the Mayan civilization and today. Prerequisite: coursework in environmental studies, ecology, anthropology, or a related field. Prior coursework in Central American and/or Caribbean studies desirable. [988-BLZ]

Bolivia: Culture and Development

This program includes a homestay at Cochabamba and trips to La Paz, Sucre, the Chapare, indigenous villages, and the pre-Incan archaeological site of Tiwanaku. Language instruction in Spanish. Prerequisite: SPA 205. [988-BLV]

Botswana: Kalahari Conservation and Ecology

Based in Gaborone, the capital, with extended visits to the Kalahari Desert and to the Okavango Delta (where travel is by traditional dug-out canoe), this program is designed for students interested in ecology, ecotourism, and wildlife conservation. Language instruction in Setswana. Prerequisite: coursework in environmental science or ecology. [988-BTS]

Brazil: Culture and Development

Based in Fortaleza in the Brazilian Northeast, this program includes a homestay and visits to Salvador, Ceará, and Bahia. Topics include urban and rural development, migration, poverty, street children, and human rights. Language instruction in Portuguese. A background in Portuguese, Spanish, or another Romance language is strongly recommended. [988-BRZ-A]

Brazil: Amazon Studies and Ecology

Based in Belém, this program includes a homestay and visits to Manaus and other points along the Amazon River. Language instruction in Portuguese. Prerequisite: coursework in environmental studies, ecology, or related fields. A background in Portuguese, Spanish, or another Romance language is strongly recommended. [988-BRZ-E]

Cameroon

This program includes a homestay in Dschang and/or Yaounde, the capital, and a visit to a rural village. Language instruction in French. Prerequisite: FRE 205. [988-CMR]

Chile

Based at Valparaiso, this program includes homestays in Valparaiso and visits to Temuco or Arica, study of the Mapuche or Aymara culture, and visits to Puerto Montt, Chiloe Island, and Lake Chungara. Language instruction in Spanish. Prerequisite: SPA 103. [988-CHL]

China: Yunnan Province

Located in Kunming, “the city of eternal spring,” capital of southwest China’s Yunnan province. Focus on the interaction between Han and minority cultures. Study tours to Dali, Lijiang, and Xi’an. Language instruction in Mandarin and the culture seminar are provided by Yunnan Teachers’ University. Recommended prerequisite: some background in Mandarin. [988-CHN]

Czech Republic: Arts and Social Change

This program examines the interaction between historical forces and Czech art, music, and architecture. The change from a centralized socialism to a more democratic society. A 12-week homestay in Prague and excursions to

other parts of the Republic, as well as to surrounding countries. Language instruction in Czech. [988-CZC]

Ecuador

The emphasis is on politics, development issues, and Ecuadorian society. Based in the Sierra region, this program includes homestays in Quito and nearby small towns with visits to the coast and Oriente. Language instruction in Spanish. Prerequisites: SPA 205 and the ability to follow coursework in Spanish. [988-ECD-A]

Ecuador: Comparative Ecology

This program includes homestays in Quito, the capital, and nearby towns. Participants study the Sierra ecosystem, Ecuadorian Amazon, and take a week's shipboard visit to the Galapagos Islands. Language instruction in Spanish. Prerequisites: SPA 205, the ability to follow coursework in Spanish, and coursework in environmental studies, ecology, or related fields. [988-ECD-E]

France: Intensive Language and Culture I

Orientation in Paris. Homestay in Toulouse is supplemented by a two-week internship in a village. Intensive language instruction in French. [988-FRN-L]

France: Intensive Language and Culture II

Emphasis on history, culture, and French society. Orientation in Paris. Affiliated with the University of Toulouse in southwestern France, this program includes a 12-week homestay, a two-week internship in a village, and field trips in the region. Language instruction in French. Prerequisites: FRE 205 and the ability to follow coursework in French. [988-FRN-A]

Ghana: African Arts and Culture

Participants learn music, dance, and art through exposure to both the historical and modern day cultures. The program includes a homestay with families in Kumasi and Accra. Language instruction in Twi. [988-GHA-A]

Ghana: Crossroads of the African Diaspora

Focus is on human migration—voluntary and involuntary—before and after the Europeans' arrival. Homestay at Cape Coast, Ghana's former capital. Language instruction in Twi. [988-GHA-C]

Greece: Island Culture and Environment

This program includes an orientation in Athens, a homestay in Mytilene, on the island of Lesbos, and tours in Greece, where participants study both the natural and cultural environments of the Mediterranean. Language instruction in Modern Greek. [988-GRC]

India: Arts and Culture

An introduction to the tremendous diversity of India through study of North Indian arts and culture. Orientation in New Delhi is followed by homestays with a family in Jaipur. Field trips to Ahmedabad, Sadra village, and Jaipur. Language instruction in Hindi. [988-IND-A]

India: Gender and Development

This program focuses on strategies of development, with particular reference to gender roles. Orientation in New Delhi is followed by a homestay in Mysore, with trips to other South Indian cities and villages. Language introduction in Kannada. [988-IND-D]

Indonesia: Bali

Designed for students interested in artistic and cultural traditions and in the

impact of change on traditional societies, this program is based in the village of Peliatan in Central Bali and includes a homestay in villages of the Ubad-Peliatan area. Language instruction in Indonesian. [988-INN-B]

Ireland: Peace and Conflict Studies

After an orientation in County Galway, this program is based in Dublin, where participants draw on the faculties of Trinity College, University College Dublin, and the Department of Peace Studies at the Irish School of Ecumenics. Participants will also study in Northern Ireland with the support and resources of the University of Ulster and other institutions in Derry and Belfast. [988-IRL]

Jamaica: Gender and Development

Affiliated with the University of the West Indies, this program focuses on women's important economic and political role in Jamaican life, as well as women and their arts. Homestay in Kingston and visits to rural areas. [988-JAM]

Kenya: Coastal Studies

This program includes two weeks in Nairobi and visits to a rural village on the island of Lamu, to Mombasa, and possibly to Zanzibar. Students study East African coastal history, culture, Islam, art, ecology, and national parks and wildlife conservation. Language instruction in Swahili. [988-KNY-C]

Kenya: Culture and Development

This program is based in Nairobi, the capital, and includes field trips to other parts of Kenya and to Tanzania and/or Uganda, studying nationalism, foreign investment, and development. Language instruction in Swahili. [988-KNY-A]

Madagascar: Cultural History and Geography

Affiliated with the University of Antananarivo, this program includes a homestay in Antananarivo, a stay in a rural village, and excursions to eastern or northern Madagascar. Study of history, culture, ecology, education, and the arts. Language instruction in French and in oral Malagasay. Prerequisite: FRE 205. [988-MDG-A]

Madagascar: Ecology and Conservation

An ecology and conservation seminar taught in French. Two weeks in Antananarivo and three weeks in southern Madagascar, plus excursions. Language instruction in French. Prerequisites: FRE 205, ability to follow coursework in French, and previous coursework in environmental science, ecology, or related field. [988-MDG-E]

Mali

Pre- and post-colonial history, the role of the Niger River in Malian life, the various ethnic groups, griots and the oral tradition. Homestay in Bamako, visit to a rural setting. Language instruction in French and in oral Bambara. Prerequisites: FRE 205 and ability to follow coursework in French. [988-MAL]

Mexico: Culture and Development

This program includes a homestay in Oaxaca, a village stay to shed direct light on rural development issues, and visits to Mexico City and Chiapas. Language instruction in Spanish. Prerequisite: SPA 103. [988-MXC]

Middle East: Peace and Conflict Studies

Homestays with Israeli, Palestinian, and Jordanian families in Jerusalem, the West Bank, and Amman expose participants to various points of view. Students visit a kibbutz and Muslim, Christian, and Druze villages in northern Israel, as well as take field trips to the Negev Desert and Gaza Strip. [988-MID]

Morocco

Moroccan history and culture, the role of Islam in society, and Moroccan economy. Highlights include an eight-week homestay in Rabat, the capital, and field trips to Fez, Meknes, Casablanca, Marrakech, and rural areas. Language instruction in Arabic. No prerequisite, but a background in French useful. [988-MRC]

Nepal: Natural and Human Environment

Study of how local cultures have been shaped by geographic and ecological features. This program includes a homestay in Kathmandu, the capital, and a two-week homestay in villages. Travel often on foot. Language instruction in Nepali. [988-NPL]

The Netherlands: Sexuality, Gender, and Identity

Based on work conducted at the Universities of Amsterdam and Utrecht, the program includes a homestay with alternative or traditional families in or near Amsterdam, and visits to Copenhagen and Berlin. Language instruction in Dutch. Prerequisite: coursework in gender studies or related social science. [988-NTH]

New Zealand: Natural and Human Environment

Central role of geography and culture in the development of a multicultural society. Based in Hamilton (North Island), with field trips to South Island, especially Dunedin. [988-NZL]

Nicaragua

Based in Managua with field trips to the Caribbean coastal areas, this program focuses on culture, development, and women's studies. There is also a two-week excursion to Cuba. Language instruction in Spanish. Prerequisites: SPA 205 and ability to follow coursework in Spanish. [988-NIC]

Northwest Coast First Nations

Affiliated with the University of British Columbia, this program studies North America's First Nations along the Pacific Northwest Coast. Homestays are in Vancouver with First Nations families if possible. Field trips to Victoria and Washington state. Prerequisites: coursework in sociology or anthropology and demonstrated interest in First Nations issues. [988-NWC]

Russia: Intensive Language and Culture I

With a 13-week homestay in St. Petersburg, this program is designed for students interested in the Russian language and Russian life and culture. Excursions to Moscow and at least one other area of the former Soviet Union. Intensive language instruction in Russian. [988-RSS-L]

Russia: Intensive Language and Culture II

Emphasis on Russian culture, society, and the transition to a market economy. This program includes a homestay in St. Petersburg and trips to Moscow and at least one other area of the former Soviet Union. Language instruction in Russian. Prerequisites: RUS 205 and ability to follow coursework in Russian. [988-RSS-A]

South Africa: Arts and Social Change (Cape Town)

Students are exposed to the issues facing South Africa today, especially the arts as a means of political expression. Homestay in Cape Town and trips to other parts of the Cape Province. Language instruction in Afrikaans or Xhosa. [988-SAF-C]

South Africa: Reconciliation and Development (Durban)

This program is for students interested in the political and economic transition to a post-apartheid society. It includes a homestay in Durban and visits to Cape Province, Transvaal, game reserves, and surrounding areas. Language instruction in Zulu. [988-SAF-D]

Spain: Intensive Language and Culture I

Affiliated with the University of Granada, this program includes a 12-week homestay in Granada, a week in a rural village, orientation in Madrid, and field trips to various locations in southern and central Spain. Intensive language instruction in Spanish. [988-SPN-L]

Spain: Intensive Language and Culture II

Affiliated with the University of Granada, this program includes a 12-week homestay in Granada and five days in an Andalusian village. Orientation in Madrid and field trips to various locations in southern and central Spain. Prerequisite: SPA 205. [988-SPN-A]

Switzerland: International Studies

This program includes a 14-week homestay near Geneva and volunteer work in an international or nongovernmental organization. Language instruction in French. Prerequisite: previous coursework in politics, economics, or international relations. Previous study of French is strongly recommended. [988-SWZ]

Tanzania: Wildlife Ecology and Conservation

This program includes a seminar on ecology in northwestern Tanzania at the Mweka College of African Wildlife Management located on the slopes of Mount Kilimanjaro and a field seminar in Serengeti National Park taught in conjunction with the Serengeti Wildlife Research Center. Homestay in Arusha and language instruction in Swahili. Prerequisite: coursework in environmental studies, ecology, or biology. [988-TNZ-W]

Tanzania: Biodiversity and Conservation

Following a program orientation at the Marine Research Station in Kunduchi, the program is based in southeastern Tanzania. Field trips to the Udzungwa Mountains, Ruaha National Park, and the southern highlands. Prerequisite: coursework in environmental studies, ecology, or biology. [988-TNZ-B]

Tanzania: Zanzibar Coastal Ecology

Effects of human impact on marine environments, biology and ecology of island and coastal mammals, fish, and birds. Connected with the University of Dar-es-Salaam and the Institute of Marine Sciences. Homestay in Zanzibar, one week in a coastal village, and a visit to the mainland. Language instruction in Swahili. Prerequisite: previous coursework in environmental sciences, ecology, or biology. [988-TNZ-C]

Thailand: Culture and Development

A study of history, economics, and Buddhist culture, this program, affiliated with Payap University in Chiang Mai, includes trips to Sukhothai, central Thai villages, and the northern hill-tribes. Language instruction in Thai. [988-THL]

Tibetan Studies

This program includes four weeks in Dharamsala, India, the seat of the Dalai Lama's government in exile, and 11 weeks learning about Tibetan communities and their culture in Nepal, Bhutan, or Tibet, depending on political conditions. Homestay with Tibetan families. Language instruction in Tibetan. [988-TBT]

Uganda: Development Studies

Focusing on issues of socioeconomic development, this program offers a five-week practicum with a grassroots development organization, homestays in Kampala and rural areas, and field trips to Ruwenzori, the Sese Islands, and Jinja. Language instruction in Luganda. Prerequisite: coursework in development studies or a related area. [988-UGN]

Venezuela: Natural and Cultural Ecology

This program studies human impact on environment and social organizations. Study sites include Merida, the Caribbean coast, and Caracas. Homestays in Merida and a rural location. Language instruction in Spanish. Prerequisites: SPA 205, ability to follow coursework in Spanish, and coursework in environmental studies, ecology, or related fields. [988-VEN]

Vietnam: Culture and Development

Based at the University of Ho Chi Minh City, formerly Saigon, this program is the first-ever U.S. undergraduate offering in southern Vietnam. Field trips will include visits north to Hue and Hanoi. Participants will stay in guest houses with other students. Language instruction in Vietnamese. [988-VNM]

Western Samoa: Pacific Island Studies

An orientation in Honolulu is followed by two weeks in a village homestay, and then study at the University of the South Pacific in Apia, 'Upolu. Field trips to other islands, including Fiji. Language instruction in Samoan. [988-POL]

Zimbabwe: Arts and Social Change

This program focuses on the transition to majority rule and race relations with an emphasis on ways social change is reflected in music, theatre, and writing. It includes a homestay in Harare, the capital, and offers visits to various parts of the country, and a week's stay in a rural development site. Language instruction in Shona. [988-ZMB-A]

Zimbabwe: Grassroots Development and NGO Management

Offered in conjunction with the Organisation of Rural Associations for Progress in Bulawayo, students take most of their courses and carry out field studies with African development professionals. Field trips to Harare and Mesvingo, with a two-week stay in a village. Language instruction in Ndebele. Prerequisites: gpa of 3.0 or above, upper-level coursework in development studies or a related field, and at least one significant intercultural experience. [988-ZMB-D]

Cornell-Affiliated Domestic Off-Campus Programs

Capital Experience (1-4)

This small, highly flexible IEL program offers a well-integrated combination of internship and study with students from around the world. Each internship is designed around the interest of an individual student and much of the academic work is based on issues of individual interest. Students are strongly encouraged to enrich their experience from the cultural and historical treasury of the area. Student housing and other student services are available. Two 15-week semesters and a 10-week summer session are regularly scheduled but other lengths may be arranged. Short-term academic seminars are also periodically available. SUTHERLAND [982]

Chicago Arts Program (4)

The ACM Chicago Arts Program is a 15-week guide to the contemporary art

world. In addition to attending a wide range of cultural events, students live in Chicago and meet and work with local artists and arts professionals on part-time internships and independent study projects and in two courses, the core course (*Negotiating the Artworld*), and an elective special topics seminar or a studio course. Possible internship placements: in an artist's studio; in a museum or gallery; with a theatre or dance company; with an orchestra or presenting venue; a magazine or newspaper; and more. Not limited to arts majors, the program benefits all students who have an interest in the arts. Fall or Spring. Prerequisite: advanced sophomore standing. J. MARTIN [964]

Fisk University Exchange Program (4)

Participants spend a semester at Fisk University in Nashville, Tennessee, and select their courses from the Fisk catalogue according to their interests and the special resources available at Fisk. Fall or Spring. LICHT [960]

Newberry Library Program in the Humanities (4)

One of America's great research libraries provides the setting and resources for this ACM/GLCA program. Students attend seminars, meet with resident scholars, and conduct their own research on selected topics using the Newberry Library's outstanding collection of more than a million volumes and four million manuscripts. September through December. Prerequisite for semester program: junior standing. One-month seminars on selected topics are also offered January through May, along with the opportunity for independent study under the direction of a Cornell faculty member. CARROLL [962]

Oak Ridge Science Semester (4)

This ACM semester program is designed to allow qualified undergraduates to study and conduct research at the frontiers of current knowledge in a prestigious and challenging scientific environment. As members of a research team, students engage in long-range intensive investigations utilizing the facilities of the Oak Ridge National Laboratory (ORNL) located near Knoxville, Tennessee. Participants spend most of their time in research with a mentor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar. In addition, each student chooses one elective from among a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. Prerequisites: a major in one of the natural or social sciences or in mathematics, and junior standing. Late August through December. FAROOQI [963]

Urban Education (3)

This ACM program in Chicago offers several programs including three terms of student teaching, a summer program leading to certification in bilingual or ESL education, and a one-month course in January on cultural awareness. All courses provide intensive field experience supervised by master teachers, workshops, seminars, discussion groups, and individual mentoring. Students can choose placements in inner city, suburban, traditional, or innovative schools. The program exposes students to the major educational issues in urban schools. Prerequisites: permission of the Chair of the Cornell Education Department, and for those intending to do student teaching, a grade point average of 2.7 or higher. Fall or Spring. LUCK [966]

The following specialized programs are also offered under Urban Education:

Dimensions of Multiculture and Global Awareness (1)

This one-month ACM course in Chicago explores the meaning of cultural identification and its impact on children's learning. For students interested in expanding their understanding of other cultures, for international students wanting a deeper understanding of America's cities, and for candidates in bilingual education. January. LUCK [970]

English as a Second Language or Bilingual Education (3)

Offered only in the summer in Chicago, these ACM programs prepare students for certification in either field. Every student takes both 973 and 974, and either 971 or 972. LUCK

- 971. Theoretical Foundations of Teaching ESL
- 972. Foundations of Bilingual Education
- 973. Methods and Materials for Teaching ESL
- 974. Assessment: Oral and Literacy Skills Development

Urban Studies (4)

The social, cultural, and economic forces that shape American cities such as community economic development and decline, political maneuvering, environmental issues, the rise and fall of race relations, the media, education, the rich and the poor, high culture and mass culture, the corporate elite, are all present in Chicago. This ACM program is designed to heighten the participants' understanding of the magnitude and complexity of an urban center by studying, working, and living in Chicago. There are formal seminars on urban issues, a core course focusing on current problems in public policy, independent study projects, and supervised internships. Fall or Spring. PETERSON [967]

Washington Center (1-4)

A full range of interests and majors are served by this large, well-established program, including internships in art and museum studies, business administration, journalism and communications, international trade and strategic policy, laboratory research in the physical and biological sciences, social and community services, legal study and practice, as well as politics and public policy. Specially funded internships are available with non-profit, public service organizations, including many with an environmental focus, but scholarships support many other internships as well. An internship fills four and one-half days of the week and placement is arranged in consultation with each student. Also included are an academic course, occasional lectures on politics and public policy, student housing, and other student services. Opportunities include two 15-week semesters, an 11-week quarter, and a 10-week summer session, plus short-term academic seminars of varying length. SUTHERLAND [981]

Wilderness Field Station (1-2)

The ACM Wilderness Field Station is located on remote Low Lake in the Superior National Forest, just outside the Boundary Waters Canoe Area, in Ely, Minnesota. The program offers an exceptional opportunity for direct observation of northwoods organisms and habitats. Courses vary from year to year. Recent offerings have been in aquatic biology, ornithology, animal behavior, and behavioral ecology of vertebrates. Much of the field work in this program is done on long canoe trips, involving paddling, portaging, and camping. The base camp's well-equipped laboratories and herbarium enable students to supplement their field study with modern analytical techniques. Prerequisite: one college biology course required for all courses except for Field Biology and for non-science electives. Summer (two sessions): June through July and/or July through August. BLACK [969]

Chautauqua

Cornell Chautauqua offers several four-week, non-credit courses each academic year for adults. Courses meet once a week from 9 a.m. to 12 noon. There is a nominal fee for each course. Certificates are awarded for attendance at all class sessions.

Pre-registration is not necessary. Information about upcoming Chautauqua courses and other special events is published in area newspapers. For information call the Office of Academic Affairs. (319-895-4119).

Financial Information

Rates and Charges

The handling of money is an educational experience, and for this reason College business affairs are usually conducted directly with the student. Accounts must be paid promptly for the student to remain in the College.

Although the academic year (September through May) contains nine terms, full-time degree candidates are charged tuition, activity fees, room and board for only eight of these terms. If the student is enrolled for eight terms in the same academic year, he or she may take the ninth term at no additional cost. The total charges listed below do not include such additional expenses as books, music lessons, and student practice teaching (see "Other Fees and Charges" below). **There are no refunds or adjustments for vacation terms.**

Rates and Charges for the 1998-99 Academic Year

Terms Enrolled	Activity				Total
	Tuition	Fee	Dining	Residence	
9	\$18,300	\$140	\$2,710	\$2,285	\$23,435
8	18,300	140	2,710	2,285	23,435
7	16,075	125	2,410	2,035	20,645
6	13,845	110	2,100	1,780	17,835
5	11,600	95	1,780	1,515	14,990
4	9,335	80	1,450	1,240	12,105
3	7,050	60	1,110	950	9,170
2	4,735	40	755	645	6,175
1	2,390	20	380	325	3,115

The annual charges are payable in full on July 20 for students entering or returning in Term One or Two. The scheduled charges above are payable in full prior to the beginning of the student's first term if the student enters or returns in a term other than Term One or Two. The College offers monthly payment plan options in cooperation with Tuition Management Systems (TMS). Enrollment information is mailed to the home address and the initial payment (including the payment plan participation fee) and application form are sent directly to TMS. Payments may be made directly to the College by enrolling in the semester payment plan option. The first half is due July 20 and the second half is due December 20. Through the combined use of a deferred payment plan and student loans, College expenses may be met by monthly payments extending over four, five, or even 15 years. The deferred payment plans referred to above are reviewed annually and are subject to change each year.

Grade reports, transcripts, and other official statements or certifications will not be issued for a student who has past due financial obligations to the College, nor will a diploma be granted to any student who has failed to settle her or his college bills. Students whose accounts are delinquent at the end of any term may not be allowed to enroll in the following term.

The annual tuition and fees usually cover tuition charges for off-campus programs, but an additional charge will be made if costs to the College exceed the regular tuition. Students who participate in a second-semester off-campus program numbered in the 900s in this Catalogue and then return to campus to take a course in the ninth term will normally be charged only for Room and Board for one term; however, students who have not been enrolled at Cornell for the preceding eight terms will also be charged tuition for that term.

The charges for the ensuing year are usually announced by March 1. In the event of unusual fluctuations in operating costs, the administration reserves the right to revise the rates. Student tuition at Cornell College meets about

two-thirds of the educational costs. The College obtains the other one-third each year from gifts and from earnings on invested endowment funds.

Other Fees and Charges

Application Fee	\$25
Audit Fee (for students not enrolled), per course	\$1,100*
Credit by Examination (if administered by Cornell).....	\$50*
Deferred Payment Late Fee	1.5% per month on the unpaid payment amount
Enrollment and Accounts Receivable Deposit	\$300
Evaluation of Off-Campus Study, per course	\$100*
ID Card Replacement Fee	\$8
International Student Fee	\$150
Late Registration (adding or dropping courses), per course.....	\$25
Readmission Application Fee.....	\$300
Single Room Charge, per semester.....	\$200*
Teacher Education Placement Fees for 20 sets of credentials:	
if student is enrolled	\$25*
if student is not enrolled.....	\$30*
for updating (10 sets of credentials).....	\$15*
Transcript Fee, per copy	
if picked up at Registrar's Office	\$3*
if sent via first-class mail	\$3*
if sent via fax	\$5*
if sent via any expedited mail or delivery service..	\$5 plus cost of service*
Vehicle Registration Fee.....	\$45*

Music Lessons (Solo Performance Courses)*

Music Majors: \$125 for one half-hour lesson per week for four terms (1/4 course credit) and \$45 per semester for each additional half-hour lesson (1/4 course credit) not to exceed \$200 per semester. Recipients of Music Scholarship Awards (Horace Alden Miller, Dungan or a Music Recognition Award) will be charged only for those lessons in excess of four per semester.

Non-Music Majors: \$135 for one half-hour lesson per week for four terms (1/4 course credit). Each additional weekly half-hour lesson is \$135 for four terms.

*Optional services.

Refunds

To qualify for a refund, a student must formally withdraw or be granted an emergency leave of absence from the College by the Dean of Students (see *Index. Leave of Absence*). A student withdrawing from Cornell, after having been approved by the Dean of Students, may be allowed a tuition credit. The tuition credit is calculated from the date the student last attended class, not from the date the withdrawal papers were received by the student, according to the following schedules. Residence refunds are calculated based upon the date that the student checks out with the Residence Life staff and the room is vacated. Dining charges will be refunded on a pro-rated basis from the Monday following the date the student checks out with the Residence Life staff. After the semester begins, there is no refund of the Student Activity Fee. Students' financial assistance will be adjusted using the required Federal Refund Calculation listed below. Consult the Office of Financial Assistance for further information.

Those students on a deferred payment plan may have additional payments to make. The College reserves the right to exclude, at any time, students whose conduct makes them undesirable members of the Cornell community.

1. Continuing Students and re-enrolled students:

During the Following Weeks of the Semester	Percentage of Tuition* Refunded	Percentage of Residence Refunded
Through the first day of class	100%	100%
1-2	90	50
3-4	50	40
5-6	25	30
7-8	25	20
9 or greater	0	0

*Required Federal Refund Policy applies only to tuition.

2. New students (first-time attendees):

During the Following Weeks of the Semester	Percentage of Tuition* Refunded	Percentage of Residence Refunded
Through the first day of class	100%	100%
1	90	50
2	80	50
3	80	40
4	70	40
5-6	60	30
7-8	50	20
9	40	0
10 or greater	0	0

*Required Federal Refund Policy applies only to tuition.

The student is obligated to pay the full amount of tuition for the courses for which he or she registers, subject to the above schedules. A tuition credit is applied to the total semester tuition, not to the amount paid.

Refunds follow the federally mandated refund hierarchy as follows: Un-subsidized Stafford Loan, Subsidized Stafford Loan, PLUS Loan, Perkins Loan, Federal Pell Grant, Federal SEOG, other Title IV assistance, other federal assistance, Cornell College financial assistance, state-funded assistance, other assistance, and student.

A non-refundable enrollment deposit is paid when a student is admitted and decides to attend Cornell. Once a student enrolls, the College retains the deposit until graduation or until the student officially withdraws from the College. At the time of graduation or withdrawal during the academic year, the deposit, less any amount owed to the College, is refunded to the student. An enrolled student who finishes the academic year but chooses not to return the following fall, must notify the Dean of Students Office by June 15, or the deposit will be forfeited.

A more restrictive refund policy governs withdrawals from off-campus programs. Consult the program director, as listed under *Off-Campus Programs*.

For refund purposes a semester is defined here as Terms 1-4 (September-December) and Terms 5-8 (January-April). Semesters consist of 16 weeks each.

Full settlement of accounts is due before an academic transcript will be released.

Meal Refunds for Approved Off-Campus Courses

The College will refund a portion of the amount charged for meals in a particular term to any student who completes a Cornell-sponsored off-campus internship, field course, independent or Special Study, etc., provided that the student (1) petitions for this refund through the Registrar's Office at least seven class days before the start of the off-campus course, and (2) does not eat any meals on campus (except those for which the student pays directly) during the three-and-one-half weeks of the term. Students may begin taking meals again Wednesday evening of the fourth week. A student who obtains a meal at Cornell without paying for it during the period for which he or she is requesting a refund will be charged for the full term and will forfeit the refund.

For short field trips, box meals can be obtained from the College Food Service if the supervising instructor notifies the Director of Food Service in writing at least four days in advance. Students with special schedules should consult the Food Service Director for possible assistance in arranging their meals.

Please confer with the appropriate faculty member for policies related to off-campus charges, meal refunds, etc., (also available from the Business or Registrar's Office).

Financial Assistance

All financial assistance information is subject to change per Department of Education and federal regulations. Please refer to the annual Financial Aid handbook for current policy.

The fundamental purpose of Cornell's financial assistance program is to make it possible for students of all incomes to attend Cornell. The College believes the family has the primary responsibility for financing education and should make a maximum effort to assist the student with college expenses. Financial assistance is intended to supplement the efforts of the student and her or his family.

Students are awarded financial assistance on the basis of financial need as determined by the federal needs analysis formula and institutional policies. The financial assistance award may consist of scholarship, grant, employment, and loan. The amount and type of assistance may vary from one year to the next depending upon awarding formulas and family circumstances.

Students who receive financial assistance are allowed to receive a maximum of 32 course credits of institutional funds (eight terms per year).

Students who register in any year for fewer than eight terms will have a reduction in their financial aid as well as a reduction in their costs. Consult the Office of Financial Assistance for details.

Applying for Financial Assistance

To receive financial assistance a student must meet the following criteria: have earned a high school diploma or a General Education Degree (GED); be enrolled as a regular student in an eligible program; be a U.S. citizen or eligible noncitizen; make satisfactory academic progress according to the institution's

policy; sign a statement of educational purpose/certification statement on re-funds and default; and male students must register with the selective service.

To apply for financial assistance, students must complete the federal financial aid form and submit required financial documents to the Office of Financial Assistance prior to March 1. The federal financial assistance form may be obtained from the student's high school or from Cornell. Students must apply for financial assistance each year.

Cornell Financial Assistance Programs

- Academic Scholarships are awarded to the most academically prepared first year students as measured by academic standards, leadership, and community service. The awards are automatically renewed for three years if the recipient maintains a grade point average of 3.0 or higher. Cornell's academic scholarships include: William Fletcher King, Presidential, Distinguished Honor, Honor, Pacesetter, High School Distinction Award, Academic and Community Enrichment, and Community College.
- Fine Arts Scholarships are awarded to students displaying superb talent and potential in the arts. Selection of art scholars is based upon a review of an art portfolio. The selection of music scholars is based upon auditions held on campus. Acceptance and renewal of the Horace Alden Miller Scholarship or the Dungan Music Scholarship requires that each semester the recipient take music lessons and participate in at least one ensemble. Cornell's fine art scholarships include: George E. Buzza, Cornell Art, E.E. Dungan Music, Horace Alden Miller Music, Trustee Music, and Music Recognition Award Scholarships.
- Cornell College and Kirkwood Community College, seeking to enhance relations between the two colleges and to develop a positive transfer procedure, developed the Kirkwood-Cornell Connection Transfer Scholarship Program. Students must transfer to Cornell with an A.A. or A.S. degree from Kirkwood and a cumulative grade point average of 3.5 or higher. The transfer scholarship is automatically renewed for one year if the recipient maintains a minimum 3.0 cumulative grade point average. The Kirkwood-Cornell Connection Transfer Scholarships include: Presidential Connection Scholarships, Kirkwood Connection Scholarships, and Leadership Connection Scholarships.
- Other transfer scholarships are available to students transferring from institutions other than Kirkwood Community College. These include the Distinguished Honor Transfer Scholarship which is automatically renewed for up to three years if the student maintains a minimum 3.0 grade point average. There is also the Phi Theta Kappa transfer scholarship. This student must have a transfer cumulative grade point average of 3.25 or higher and an A.A. degree. The scholarship is automatically renewed for one year if the student maintains a minimum 3.0 cumulative grade point average.
- Ministerial Awards are available to children of ordained clergy, regardless of denomination, as long as the clergy's chief employment is either in a parish ministry or a ministry directly supported by the church. Awards are based upon financial need as determined by the federal needs analysis system and institutional policies.
- Cornell Grants/Endowed Scholarships are funds made available by the College and are based on the financial need of the student. Grant amounts may vary each year depending upon financial need.

- Institutional Work Study provides on-campus employment opportunities for students who do not demonstrate financial need.
- The Mabel E. Sherman Loan is awarded to students who are Iowa residents. Students are only eligible to receive the loan during their freshman and sophomore years. The loan has a 7% interest rate and the interest will accrue one year from the day after separation from Cornell College. Repayment shall not exceed 10 years.
- The McElroy Loan is awarded to students during their freshman and sophomore years. The loan has an 8% interest rate. The interest will accrue from the first day after separation from Cornell College. Repayment shall not exceed 10 years.

Federal Financial Assistance Programs

- Federal Pell Grants are available to students with exceptional financial need, as determined by the Department of Education. Federal Supplemental Educational Opportunity Grants (SEOG) are available to students with exceptional financial need. Priority is given to Federal Pell recipients.
- Federal Work Study provides on-campus employment opportunities for students with demonstrated financial need. Work awards are \$800 or \$1200 per year. Students are paid minimum wage once a month.
- Stafford Loans are need-based, long-term, low-interest loans. Repayment begins six months after graduation, withdrawal, or a drop to less than half-time enrollment. Amounts of the loan are determined by the student's year in college.
- Unsubsidized Stafford Loans are long-term, low-interest loans available to all students regardless of financial need or family income. Repayment begins six months after graduation, withdrawal, or a drop to less than half-time enrollment. Amounts of the loan are determined by the student's year in college.
- Perkins Loans are need-based, long-term, low-interest loans available only to first year and sophomore students. The loan is a joint Cornell College-federal program. Repayment begins nine months after graduation, withdrawal, or a drop to less than half-time enrollment. The Perkins loan is repaid to Cornell College.

State of Iowa Financial Assistance Programs

- Iowa Tuition Grants are available to students who are State of Iowa residents, attend a private Iowa college, and demonstrate financial need. Application deadline for the Iowa Tuition Grant is June 1.
- State of Iowa Scholarships provide scholarship funds to Iowa residents attending an Iowa college. Recipients are chosen during their senior year in high school. The State of Iowa Scholarship is only applicable to a student's freshman year.
- Iowa Work Study Program provides on-campus employment opportunities for students with demonstrated financial need.

Tuition Scholarship Students

Associated Colleges of the Midwest, National Tuition Exchange, and Faculty/Staff Tuition Scholarships provide up to full tuition (not including room, board, or fees) for a student whose parent is employed at a participating college. This program is sometimes referred to as "tuition remission." Please contact the Tuition Remission Officer in the Office of Financial Assistance for additional information.

All students receiving a tuition scholarship must apply for financial aid each year. All federal, state, or institutional grant or scholarship monies for which a student may qualify will be deducted from the tuition scholarship. Student loan eligibility may be included in the award to assist with room and board costs. Tuition scholarship students are not eligible for Work Study.

Transfer Students

Transfer students must submit a financial assistance transcript from the college(s) previously attended before a financial assistance award can be prepared.

Continuing Education Students

Continuing Education students may apply for the Federal Pell Grant, Iowa Tuition Grant, and Stafford Student Loan. Continuing Education students are not eligible to receive institutional financial assistance funds.

To receive financial assistance, Continuing Education students must be registered as degree-seeking students. Continuing Education students must submit a financial assistance transcript from the college(s) previously attended (if applicable) before a financial assistance award can be prepared.

Financial Aid for Off-Campus Programs

Students receiving financial assistance may apply their award from scholarships, grants, and loans (not campus employment) toward the tuition of an off-campus program affiliated with Cornell and listed in this *Catalogue*. The College, however, will not pay for more than one semester (four terms) of an off-campus program during a student's Cornell career. Students contemplating year-long programs or several different semester-long programs must consult the Office of Financial Assistance to determine if financial assistance is available. Off-campus programs that are not listed in this *Catalogue* do not qualify for Cornell assistance.

In order to apply financial assistance toward an off-campus program, students must be enrolled at Cornell College for the semester when they will be off campus and pay Cornell tuition, less the amount of their financial assistance. Cornell will then pay the host institution. If the cost of the program is more than Cornell's charges for a semester, the student must pay the difference. Please contact the Business Office for further information on costs and payments.

The student is responsible for transportation, housing, meals, books, and incidental expenses not covered by the program's tuition charge. Cornell does not provide aid or reimbursement for these costs.

Student Life and Resources

Student Life

Student life at Cornell complements the academic program and contributes to the sense of community at the College. Students participate actively in the governance of the College, serving on faculty committees, on the Student Senate, on the Performing Arts and Activities Council, and on various other programs.

Cornell expects students to be capable of mature and responsible behavior. Within any community, certain responsibilities protect the safety and health of members of the community. The “Statement of Rights and Freedoms of Students at Cornell College” and the College’s judicial procedures outline the standards for the community and the rights and responsibilities of Cornell students.

Cornell College expects students to comply with civil laws as well as with College regulations. Student conduct that violates these laws and regulations may result in College disciplinary action. Since Cornell does not function as a sanctuary from law enforcement agencies, the College will cooperate fully with these agencies when they are investigating alleged criminal activities.

Each summer the College publishes the student handbook, the *Compass*, which contains information on college services, residence halls, student finances, college policies, campus organizations, activities, constitutions, academic guidelines, rights and responsibilities, and student judicial procedures. A copy is provided for each student and may also be obtained from the Dean of Students’ Office.

Residence Life and Food Service

Cornell is a residential college where students enjoy the values and benefits of community living. Students are required to live on campus in one of the traditional residence halls or in a campus apartment unless they live with their parents in the Mount Vernon area; are married; or are more than 25 years old. Permission for these exceptions must be obtained through the Dean of Students.

The various College residence halls, houses, and apartments differ in size, architecture, style, and atmosphere. Some are coed and some are single-sex halls. All are located within easy walking distance of the classroom buildings, the library, The Commons, and the Life Sports Center. The oldest residence hall was built in 1885 and the newest in 1984. A few single rooms are available and are assigned according to seniority. Generally, both new and returning students are housed on each floor.

An activity fee is collected from all residence hall students at the beginning of the school year in order to provide funding for social and educational activities in the buildings. The programs are generally coordinated by House Councils and the Resident Assistant (RA) staff. Student RAs live on each floor to help with building management and to offer assistance and direction to residents. The Director and Assistant Directors of Residence Life administer and provide leadership for the residence life program.

Cornell Food Service is provided by the Marriott Corporation. Everyone is required to eat in one of the three dining rooms in The Commons. Students have the option of contracting for either 19 or 14 meals per week (or for lunches only if they live off campus). Students may eat as much as they wish at each meal. The Food Service offers a wide variety of foods, including vegetarian and special dietary meals. Choices include salad bar, ethnic theme dinners, and deli bar. Special meals are prepared for holidays and special events. The

Grill and Rathskeller are open throughout the day and evening and offer full meals, pizza, snacks, desserts, and beverages.

Career Services

Career development is a life-long process. Cornell's Career Services Office offers resources and assistance to students in identifying career interests and in acquiring the skills to successfully pursue those interests.

Some of the services provided to help students identify and achieve their career goals include:

- Personalized career counseling beginning in the first year
- Skill/interest assessments and relative career path exploration
- Career Resource Library
- Resumé and cover letter assistance
- Mock interviews and interview skill evaluation
- Internship program
- Alumni network
- Graduate school information
- Sponsorship of graduate school and employer recruitment visits
- Updated full-time, part-time, and summer job listings
- On-campus job interviews
- Career computer lab offering on-line access to local, regional, national, and international career information, internship and job opportunities

Computing Facilities and Services

Campus computing facilities include microcomputers, workstations, central computers, and a direct connection to the Internet.

The central campus network is a newly installed high-speed ATM system extending from Law Hall to all campus buildings via fiber optic network. The ATM network provides data services for all academic and administrative needs in all offices, classrooms, residence hall rooms, and public areas across campus.

There are groups of microcomputers, both Macintosh and PC, available to all students in a variety of settings around campus. Cole Library serves as the information center of the campus and is wired with public computer connections throughout the building where a student with a notebook computer can connect to the college network. There are also two technology classrooms/open access facilities; one with 16 new high-end Pentium PC computers, the other with 16 new Macintosh G3 microcomputers. There is also equipment for multimedia presentations and web page development. Law Hall will serve as the technology center of the campus when the building remodeling is complete in the next two years. There is a technology classroom used by the Mathematics and Computer Science Departments with 12 new high-end Pentium workstations with access to the campus network, programming languages, specialized mathematics programs, and UNIX. When renovation of Law Hall is complete, there will be an additional 25 station mathematics/statistics technology classroom and a psychology technology classroom. In the fall of 1998 there will be a new foreign language/multimedia technology classroom with 25 new PC computers that will also be connected to the campus network. There are a number of specialized computer facilities used by academic departments in Norton Geology Center, two in West Science Center, Armstrong Hall music lab, Writing Resource Center, and the Career Services Center. In The Commons there are four public kiosks used for Internet access by the student body at large.

Since 1991, Cornell has been connected to the Internet. Through this connection, students, faculty, and staff are able to access resources such as research libraries, data files, and software, sounds, and images. We are also able to communicate with friends and professional colleagues world-wide. Internet resources can be accessed from any machine directly on the campus network. Since 1993, Cornell has maintained a campus site on the World Wide Web.

The URL for this site is <http://www.cornell-iowa.edu/>

Computing Services, located in Prall House, is responsible for hardware and software support for the college network, administrative systems, faculty microcomputers, and student labs. The College employs approximately 60 student assistants to provide hardware and software support and answer questions and solve problems in computer labs. Details on lab hours and facilities, as well as a 24-hour electronic help desk, are easily accessible on Cornell's World Wide Web site. In addition to regular Cornell courses, workshops to teach interested students how to use the available software are offered regularly.

Apple Macintosh computers, IBM compatible Hewlett-Packard printers, and a variety of software for personal purchase are available at substantial educational discounts through the Bookstore. Computing Services personnel are available to consult with interested buyers. Although owning a computer is not required, students are strongly urged to bring one with them to campus.

All rooms in student residence halls have been wired on a "port-per-pillow" basis with data connections so all students may access the college network through the campus residence hall network (ResNet). ResNet will provide students access to the campus network as well as other services, including technical help to connect their computer to the network from their residence hall room, expediting computer repairs, a FAQ section on the Cornell Web Page, e-mail accounts, Internet access, and consultation on computer purchases.

A package with a network interface card, software for configuring your computer, and instructions will be available for purchase at the Bookstore. Students will sign up for their e-mail accounts and ResNet access during check-in in the fall.

All residence hall rooms have been wired for cable television, but service will not be available until fall of 1999.

Administrative Computing, a separate network, uses an IBM AS/400 through a TEAMS2000 software system serviced by CMDS, Inc. and installed in August 1995. The latest upgrade took place in January 1996.

Counseling Services

The Director of Counseling Services and graduate students from area university graduate programs work with students on concerns involving educational and personal counseling. The counseling staff offers short-term counseling and will assist with referrals to community resources for longer-term needs. College counselors maintain the standards of confidentiality required by the American Psychological Association.

Student Health Service

The Student Health Center is staffed by two licensed and experienced registered nurses who work in collaboration with the College physicians on a consultation and referral basis. The physicians are from Integra Health Mount Vernon. Student Health Center services include evaluation and management

of acute and chronic illnesses, injury care, contraceptive counseling and pregnancy testing, maintenance allergy shots, wellness care, and a number of diagnostic laboratory tests. Students requiring x-rays will be referred to the local clinic. Gynecological services are provided on campus by Planned Parenthood of East Central Iowa on a weekly basis. Prescription medications are phoned to the local pharmacy unless otherwise specified by the student. Crutches and heating pads are available for loan on a limited basis.

Students are required to have health insurance. This may be through an existing family policy or through Cornell's accident and sickness insurance. A photocopy of each student's insurance card must be kept on file at the Health Center. Filing a claim with Cornell's Student Insurance is the student's responsibility. Assistance in filing a claim and information regarding benefits are available at the Health Center and the Dean of Students' Office.

All medical records are maintained in strict confidence and are securely stored. No information is released without the student's written permission.

International Student Services

International education at Cornell has its roots in a long-standing tradition of foreign student enrollment. The first international student matriculated in 1887; today Cornell alumni represent nearly 50 countries outside the United States.

Current international students at Cornell represent more than nine countries. Swelling the "international student" ranks at Cornell are many U.S. students who study and travel abroad each year or who choose foreign languages and cultures as their primary field of interest.

New international students enrolling in Term One of the academic year are provided a short homestay in the local community and a special orientation preceding the regular orientation for all new students. In addition, all new international students are assigned to faculty advisors who have a special interest and experience in working with international students. Incoming international students whose native language is not English may study English as a Second Language for up to four terms of full academic credit before beginning their regular academic coursework (see *Index. English as a Second Language*).

Almost all Cornell students, including international students, live in the Cornell residence halls (see *Index. Contemporary Campus and Student Life*). The Director of Residence Life attempts to pair international students with U.S. students who have an interest in having an international roommate. Residence hall staff participate in special training programs aimed at increasing cross-cultural sensitivity. International students may also apply for hall staff positions.

The Admissions Office assists international students in matters related to the U.S. Immigration and Naturalization Service (INS) and their F-1 visa status. Official forms and current information are available from the Office.

International students with the legal status of aliens, including those students with the non-immigrant status of either F or B, must maintain their legal status in order to be permitted to continue to enroll in courses at Cornell College. Students who are in the process of changing status must have received approval, or reasonable assurance of obtaining approval, before enrolling in courses at Cornell. The burden of proof rests with the student. Reasonable proof of filing may include a statement from INS that the forms are being processed or a registered mail receipt showing that INS has received the forms. If an application for reinstatement of status is denied by INS, the College may

terminate the student's enrollment at any time. The Assistant Dean of Students/Director of Intercultural Life is the Designated School Official authorized to act on behalf of Cornell in immigration matters.

In cooperation with the Office of Student Affairs and the Business and Registrar's Offices, the Office of Intercultural Life advises and assists international students in communicating with home governments and educational and sponsoring agencies. Similarly, it assists with other personal and academic concerns when so requested. The Office maintains regular contact with students' parents whether in this country or abroad.

Campus Activities and Cultural Events

The weekly *Cornell Campus Newsletter* lists a variety of lectures, readings, recitals, concerts, athletic events, theatrical performances, art shows, and films. Special events include the convocation series, addresses by distinguished scholars from outside the community, concerts by well-known professional musicians and groups, traveling art shows, guest troupes, theatre performances, and symposia on important issues in particular fields. These activities, many sponsored and arranged by LACE (Lecture, Artists, and Cultural Events), complement numerous athletic events, club and departmental meetings, social events, residence hall programs, the activities of more than 60 campus organizations, and events in Cedar Rapids and Iowa City.

Religious Life and Activities

The Chaplain's Office coordinates Wednesday night campus worship and Friday Communion, and provides pastoral care and spiritual and religious programming. A student Peer Ministry Team assists the Chaplain with worship planning and leadership, runs the Open Hands Prayer Circle, and currently oversees Religious Life Council sponsored programs such as study groups, the "Supper for the Soul" series, forums, films, service projects, and campus stress relievers. In addition to the groups listed under "Campus Organizations" there are informal Bible study groups throughout campus. The Chaplain's Office helps coordinate car pools for those who wish to worship in a church, synagogue, or mosque in Cedar Rapids or Iowa City.

Social Activities

The Performing Arts and Activities Council (PAAC) plans movies, dances, lectures, special weekend programs, concerts, and various other recreational and cultural activities. Other campus groups also offer programs and activities designed to meet students' interests and needs.

Media

Opportunities are available for working on the newspaper, the yearbook, and the radio station. *The Cornellian*, the student newspaper, is published three times monthly during the academic year. *The Royal Purple*, Cornell's yearbook, is issued each fall; and *Open Field*, a literary magazine, is published each spring. Radio station KRNL-FM (89.7) broadcasts in stereo daily throughout the school year.

Student Organizations and Activities

Aerobics
 Alpha Phi Omega National Service
 Fraternity, Omega Xi Chapter (APO)
 Amnesty International
 Art Interest Group
 BACCHUS (Boost Alcohol Consciousness
 Concerning the Health of University
 Students)
 Biology Club
 Black Awareness Cultural Organization
 (BACO)
 Budo Club
 Business Interest Group
 CASA (Cornell Alumni Student Association)
 Chamber Ensembles
 Chamber Singers
 Cheerleaders
 Chemistry Club
 Chess and Games Club
 Choir
 Co-ed Water Polo
 College Republicans
 Cornell Collegiate Cycling Team
 Cornell Dancers
 Cornell Democrats
 Cornell Education Group
 Cornell Experimental Film and Theatre
 Group
 Cornell Macintosh Users Group
 Cornell Mountaineering Club
 Cornell Players (Theatre)
 Cornell Ram Poms
 Cornell Speech Activities Club
 Council on Multiculturalism
 Council of Social and Service Groups (CSSG)
Cornellian (Newspaper)
 Emerging Leaders Program
 English Club
 Environmental Club
 Eyes of the World: International Club
 Family and Friends
 Fellowship of Christian Athletes (FCA)
 Fencing Club
 Film Society
 Fitness Interest Group
 French Club
 GAIA (Recycling Club)
 Gente
 Geology Club
 German Club (Der Stammtisch)
 Gospel Choir
 Habitat for Humanity
 Hapkido Club
 Indoor Soccer
 Intramural Council
 Jazz Ensemble
 Kneset
 KRNL-FM Radio
 Mediaeval Recreational Club
 Men's Tennis
 Men's Volleyball
 Model United Nations
 Mortar Board
 Music Interest Group
Open Field (Literary Magazine)
 Open Hands Prayer Circle
 Orchestra
 PAIRS
 Peer Ministry Team
 Pep Band
 Performing Arts and Activities Council
 (PAAC)
 Physics Club
 Psychology Club
 Red Unity
 Religious Life Council (RLC)
 Residence Hall Association
 Residence Hall House Councils
Royal Purple (Yearbook)
 Russian Club
 Social Groups
 Alpha Sigma Pi (women)
 Delta Phi (women)
 Delta Phi Rho (men)
 Gamma Tau Pi (men)
 Kappa Delta Chi (women)
 Kappa Theta (women)
 Mu Lambda Sigma (men)
 Phi Kappa Nu (men)
 Phi Lambda Xi (women)
 Phi Omega (women)
 Sigma Tau (men)
 Spanish Club
 Stand Tall (Christian Singers)
 Student Senate
 The Suzi Lebausqui Circus (Juggling Club)
 Volunteer Action Council
 Women's Action Group
 Women's Resource Group

National Honor Societies

Alpha Psi Omega, organized in 1925, recognizes excellence in theatre production. Membership in the Alpha Alpha Gamma cast (founded in 1988) is open to all students, regardless of major, in recognition of outstanding qualitative and quantitative contributions to Cornell theatre.

Beta Beta Beta, founded in 1922, recognizes excellence in biological sciences. Membership in the Epsilon Iota of Iowa Chapter (established in 1937) is limited to students of superior attainment in biology.

Delta Phi Alpha, founded in 1929, recognizes excellence in the study of German. Membership in the Zeta Tau Chapter (established in 1968) is by invitation to students, both majors and non-majors, who have demonstrated superior ability in advanced-level German courses and who meet the national requirements. The Chapter has 87 regular and five honorary members.

Mortar Board, founded in 1918, is the national senior honor society. Membership in the Torch Chapter (established in 1943) is based on service, scholarship, and leadership. The election of a limited number of juniors most representative of these qualities is held in the second semester of each year.

Phi Beta Kappa is the oldest of the national honorary scholastic societies in the United States, having been founded in 1776. The Delta of Iowa Chapter (chartered at Cornell in 1923) annually elects to membership a small number of seniors whose academic excellence is attested by a high grade point average and whose choice of courses, especially electives, demonstrates a broad exposure to the liberal arts—the fine arts, the humanities, languages, the natural sciences and mathematics, and the social sciences—as well as substantive work in areas outside the major.

Pi Kappa Lambda, founded in 1918, is dedicated to the furtherance of music education and the encouragement of eminent achievement in performance and composition. Election to the Alpha Gamma Chapter (established in 1948) recognizes excellence in scholarship and musicianship among students of music.

Pi Sigma Alpha, founded in 1920, has as its purpose “to stimulate productive scholarship and intelligent interest in the subject of government.” Election to the Sigma Psi Chapter (established in 1992) recognizes scholarly attainment in the field of political science.

Psi Chi was founded in 1929 “for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology.” Election to the Cornell Chapter (established in 1993) recognizes academic excellence in the field of psychology.

Sigma Delta Pi, founded in 1919, recognizes excellence in the study of Spanish. Election to the Tau Omicron Chapter is open to both majors and non-majors who have demonstrated superior ability in advanced-level Spanish courses.

Physical Education and Athletics

A wide variety of physical education, intramural, and intercollegiate athletic opportunities for men and women is available through the Department of Physical Education. Students may participate in intramural sports on an individual basis or as members of residence halls, social groups, or other teams.

The intercollegiate athletic programs are conducted within the guidelines of the National Collegiate Athletic Association (NCAA)-Division III. The nine women's intercollegiate sports are: Fall – cross-country, golf, soccer, tennis, volleyball; Winter – basketball, indoor track; Spring – outdoor track, softball. The ten men's intercollegiate sports are: Fall – cross-country, football, soccer; Winter – basketball, indoor track, wrestling; Spring – baseball, golf, outdoor track, tennis. Cornell competes in the Iowa Conference. The other member schools are: Buena Vista, Central, Coe, Dubuque, Loras, Luther, Simpson, Upper Iowa, Wartburg, and William Penn.

Athletic Eligibility

Eligibility for students participating in intercollegiate athletics is determined by regulations of the National Collegiate Athletic Association and the Iowa Conference, as well as by the academic regulations of Cornell College. Participation includes practicing with the team, traveling with the team at College expense, and playing or competing in intercollegiate events. The following are special academic regulations that affect student athletes:

To be eligible to represent Cornell College in intercollegiate athletics under National Collegiate Athletic Association guidelines, a student must:

1. be enrolled as a full-time student at Cornell College and be making satisfactory progress toward a degree, as defined by the College. Cornell requires that a full-time student register for a minimum of eight terms in each academic year, unless the date of enrollment is after the first term, in which case a student must register for all the remaining terms of the academic year. Seniors must register for at least the number of terms needed to complete their graduation requirements.
2. be enrolled for a minimum of three course credits (12 semester hours) during the first semester (Terms One-Four) in order to participate in intercollegiate athletics during any or all of those terms, or enrolled for a minimum of four course credits (16 semester hours) during the second semester (Terms Five-Nine) in order to participate in intercollegiate athletics during any or all of those terms. A student who elects to enroll in only three terms during the first semester or only four terms during the second semester must be enrolled in a course for all the other terms during that academic year. The exception to this rule is the senior athlete who completes her or his final course while in the middle of a season. These seniors may finish the season without enrolling for additional courses; however, if they wish to participate in another sport, the NCAA requires that they must enroll for a minimum of three course credits (12 semester hours) during that sport season.

Questions concerning eligibility should be addressed to the Athletics Director and, if they involve registration or satisfactory progress, to the Registrar. Students who have been ruled ineligible to participate in intercollegiate athletics may appeal such a ruling to the Academic Standing Committee. Similarly, exceptions to Cornell College's athletic regulations may be granted by the Academic Standing Committee for compelling reasons. Students should petition as early as possible on forms available from the Registrar's Office. All such petitions must be signed by the Athletics Director, the student's coach, and the student's faculty advisor.

Philosophy of Intercollegiate Athletics

Intercollegiate athletics provide a unique and valuable experience in the total educational program. They contribute significantly to the development of

the individual student and provide excellent opportunities for growth, self-realization, and fulfillment of personal and group potential. The athletic program exists for the benefit of students rather than for the sake of publicity, prestige, or profit of the College or any individual connected therewith.

Therefore, intercollegiate athletic programs are designed to enhance education, fitness, and recreation; to assure safety to all athletes; to promote the highest ethical standards of competition; and to provide the highest level of athletic competition consistent with the educational goals of the College.

**Admission to Cornell
College**

The courses and degree programs offered by Cornell College are intended for students who have been well prepared at the secondary school level, have obvious motivation and a desire to learn, and have the ability and potential to complete a carefully planned degree program and graduate from Cornell College.

Admission Procedures

Candidates for freshman admission should follow the procedures indicated below in Steps 1, 2, and 3. Applicants for transfer admission should send an official transcript from every institution in which they have been enrolled in addition to completing Steps 1 and 2. International students should submit an official English translation of any school document written in any other language. Students who are unsure as to which admission process best represents them should contact the Admissions Office to discuss their situations personally. Once an applicant's file is complete, the credentials will be reviewed based on the appropriate time schedule. Applicants are judged on their academic achievement and performance, standardized tests as appropriate, other qualities, leadership, and strength of character.

Step 1. Application for Admission

An application for freshman admission should be filed as far in advance of the proposed entrance date as possible, preferably during the first semester of the senior year in high school and not later than March 1. Applications received after March 1 will be considered on a space-available basis. Transfer applications are accepted as long as space is available, but applicants are encouraged to apply as early as possible in the semester preceding the intended entrance date.

Step 2. Transcript of High School Record

The applicant's high school counselor must send to Cornell College a transcript of the applicant's academic record and a school recommendation. Transcripts are to be sent directly to the College by school officials on an appropriate form regularly used by the high school. Admission is granted on the basis of the candidate's record for the first six or seven semesters of high school. Remaining secondary school courses must be completed satisfactorily and a final transcript furnished after high school graduation.

Step 3. Test Scores

All candidates for freshman admission are required to take either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board. These tests are given at various times during the academic year at test centers throughout the United States. A student may arrange to take either test by consulting her or his high school guidance office or college counselor and should arrange for Cornell College to receive an official report of these test scores.

Interviews and Campus Visits

Whenever possible, each candidate for admission should have a personal interview with a member of the Admissions Staff. This may be arranged on Cornell's campus or at the student's school or home. The Admissions Office is open each weekday from 8:00 a.m. to 4:30 p.m.; and on Saturdays by appointment from 9:00 a.m. until noon. During the summer (June, July, August) offices are closed on Saturday. Since many prospective students and parents visit the Cornell campus each year, appointments for interviews should be made one week in advance of the date of a campus visit.

Early Decision Plan

Students who wish an early notice of admission, and who definitely expect to attend Cornell if offered admission, should apply under the Early Decision Plan. Candidates must have a good record in college preparatory courses. Admission will be based on academic achievement, school recommendations, and SAT or ACT scores. An application for admission and all other required credentials must be received at the College by November 15. Candidates will be notified of an admission decision by December 20. Students offered admission under the Early Decision Plan will be asked to reserve their place in the entering class by February 1 (see below, “Enrollment Reservation”).

Early Action Plan

Early Action is an option for any student wishing to submit complete admission credentials and learn of admission early, without making an immediate commitment to enroll. The Early Action Plan does not require that Cornell College be a student’s first choice. The deadline for submitting applications for Early Action is December 15, and admission decisions will be mailed by January 25.

While Early Action candidates learn of admission decisions early, they will not be expected to complete financial aid or scholarship applications until the spring deadlines, and will receive notification of awards approximately April 1. Students applying to Cornell College under the Early Action Plan are not required to make a commitment to Cornell before May 1, but are encouraged to notify the College as soon as a final college decision is made.

Early Admission

Each year a few students who have established a consistently strong record of achievement in college preparatory courses and whose performance on college entrance tests suggests they are fully ready to carry a program of study toward a college degree may be accepted for admission and permitted to enroll before graduation from high school. This procedure is the result of past experience in admitting well-prepared, mature students to full first year standing at the end of the traditional junior year in high school and was originally undertaken with the approval and under the supervision of the North Central Association of Colleges and Schools.

Students should apply for “early admission” only if they have the full cooperation of secondary school authorities and their parents and must:

1. send credentials in the same manner as other candidates for admission;
2. arrange for a personal interview with a member of the Admissions Staff, preferably on the Cornell College campus.

Subject to these provisions, this plan is also open to persons returning from military service and to other applicants who for good reason are without high school certification. Early admission students seeking financial assistance are required to submit GED scores.

Admission by Transfer

Students seeking to transfer to Cornell College from another college or university should follow Steps 1 and 2 of the regular admission procedure. A statement of good standing at the institution last attended must be included along with official transcripts. Students not in good standing at other colleges should not apply at Cornell.

College credits presented by transfer students will be evaluated in terms of the institutions represented, the quality of the work, and the relationship of the subject matter to the Cornell curriculum (see *Index. Credit by Transfer*).

The equivalent of 16 courses (64 semester hours or 96 quarter hours) is the maximum credit granted for coursework completed at a junior or community college. Students who have completed a degree at another institution will be evaluated as transfer students.

International Admission

International students seeking admission to Cornell College should obtain application materials from the Admissions Office. Applicants will need to provide evidence of English language proficiency, satisfactory completion of secondary schooling, and sufficient financial support. Applicants are required to submit a TOEFL score but may substitute either the SAT or ACT.

Advanced Standing

Cornell offers the opportunity for admission with advanced standing or admission with exemption from certain course requirements (see *Index. Exemption, Advanced Placement, and Credit by Examination*). Students should consult their high school counselor for information about the Advanced Placement Tests offered by the College Entrance Examination Board and the College Level Examination Program (CLEP) or contact the Educational Testing Service, Box 592, Princeton, New Jersey 08540, or on the world wide web at www.ets.org. The Cornell Registrar can answer questions about these and other possibilities for advanced standing, such as the International Baccalaureate.

Advanced Standing for Veterans

Veterans qualifying for the Certificate of Eligibility for Educational Benefits issued by the Veterans Administration may receive advanced standing for:

1. college work completed under sponsorship of one of the armed services (accepted for credit on the same basis as other college or university credits transferred to Cornell);
2. studies completed in service schools (evaluated in accordance with the "Guide to the Evaluation of Educational Experiences in the Armed Forces," prepared by the American Council on Education);
3. achievement or advanced placement examinations (see *Index. Exemption, Advanced Placement, and Credit by Examination*); or
4. college-level work completed at recognized foreign universities (if adequate description and confirmation are presented).

Non-Matriculated Student

Persons wishing to take a limited amount of college work may be registered as non-matriculated students but may at any time apply for admission to a degree program (see also "Continuing Education" below).

Continuing Education

Persons 25 years of age or older *or* persons who have completed a bachelor's degree are eligible for admission as Continuing Education students. Former Cornell students who meet the age requirement but who have not completed a bachelor's degree are eligible to return as Continuing Education students three or more years after their last enrollment at Cornell (see *Index. Readmission*). Persons who already hold a bachelor's degree may enroll for a second bachelor's degree or for licensure to teach. Persons under 25 may take up to four courses through Continuing Education as non-degree students.

Continuing Education students have the option of enrolling either full- or part-time and as degree or non-degree candidates. Degree candidates have a

choice of four baccalaureate programs (see *Index. Degree Programs*). Non-degree students may take courses to enrich themselves, to earn transferable credits for admission to graduate or other undergraduate programs, or on a trial basis to decide whether they wish to matriculate as degree candidates.

Cornell's unique One-Course-At-A-Time calendar makes it possible for students to enroll in the College at any time during the academic year and to choose the months of the year during which they can study.

The Admissions Office coordinates the admission of adult students. The Continuing Education Program offers reduced tuition in lieu of other Cornell-financed aid. Continuing Education students may apply for the Iowa Tuition Grant, Pell Grant, and Stafford Loan, or may use Veterans' Administration or Vocational Rehabilitation benefits toward the reduced tuition. All financial aid to Continuing Education students must come from sources outside the College and will be applied toward the entire year's charges before refunds are made. Students not receiving financial aid may elect to pay for courses one at a time with payment due prior to the beginning of each course. Non-degree students may take up to four course credits at Cornell at the reduced tuition rate.

Continuing Education students may use the facilities and support services of the College and are subject to the same academic regulations and procedures as apply to other Cornell students. The chief exceptions are that Continuing Education students may take as many terms off during the academic year as they wish, do not receive the ninth term free, and are not eligible to live in College housing.

It is strongly recommended that all new students attend a special Continuing Education orientation held prior to the beginning of each academic year. The orientation will provide information specific to Continuing Education and will help ease the student's adjustment to Cornell. Students entering Cornell during the academic year should contact the Office of Student Affairs for information about later orientation.

Enrollment Reservation

Students must confirm an offer of admission, after having been notified of their acceptance, by paying a non-refundable \$300 deposit to reserve residence hall space and a place in the entering class. This deposit is due by May 1.

History of the College

The idea for an institution of higher education in the frontier country of eastern Iowa and the dynamic spirit that turned this dream into a reality belonged to the Reverend George Bryant Bowman (1812-1888), a native of North Carolina. Bowman began his ministry in Missouri and came to Iowa City in 1841 as pastor of the Methodist Church. Six years later he was the Presiding Elder of the Dubuque District and in 1850 was appointed pastor of the Linn Grove Circuit. These last two assignments required him to travel through much of the territory along the old Military Road (now Highway 1) between Dubuque and the state capital in Iowa City. In his travel he visited the settlement of Mount Vernon, whose first resident had arrived in 1837, nine years before Iowa's entrance into the Union as the 29th state. Mount Vernon, platted in 1847, was considered by the early 1850s to be "one of the most beautiful, healthy, and prosperous villages in the State."

Mount Vernon was Bowman's choice for the location of the new school and on the Fourth of July in 1852 ground was broken on a hilltop site of 15 acres on the edge of this pioneering community for the Seminary Building, "a fine brick edifice, seventy-two feet long, by forty wide, and three stories high." The Iowa Conference Seminary, as the new institution was called, opened in September 1853, even though the building was still unfinished. The first term was taught in the Methodist Episcopal Church until the morning of November 14, 1853, when the faculty and students, having assembled in the church, walked in procession through the village and took formal possession of the Seminary Building on the new campus. There were 161 students, of whom 57 were women, and six faculty, four of whom were women. Samuel M. Fellows led the small school with his large title of "Principal, and Professor of Mental and Moral Science and Belle Lettres." Bowman was President of the Board of Trustees for every year but one between 1853 and 1865.

In July 1855, the Board of Trustees resolved to organize the Seminary into a college and named it Cornell College. Elder Bowman had called upon a well-known Methodist philanthropist in New York City, received a small contribution from him, and decided that he was a gentleman worthy of having this nascent college named after him. William Wesley Cornell (1823-1870) was a prominent New Yorker and a partner with his brother, John Black Cornell (1821-1887), in the firm of J. B. and W. W. Cornell, one of the largest iron works in the country erecting fireproof buildings. Their distant cousin, Ezra Cornell, endowed Cornell University, which opened a decade later.

The Iowa Conference Seminary opened as Cornell College on August 27, 1857. It had 294 students, a faculty of seven, and one building. The Seminary Building, today known as Old Sem, contained the chapel, music and recitation rooms, a kitchen and dining room, and housed some of the faculty and students, the women occupying the second floor and the teachers and a few male students the third floor. The majority of the male students lived in private residences in town.

As the enrollment increased and the institution made plans for a full collegiate program, a second building, the Main College Building (today known as College Hall), was built in 1857 and the Seminary Building was converted to a Ladies' Boarding Hall. During the winter months the ladies paid an extra fee to have firewood cut and carried to their rooms. For more than 30 years Cornell's women continued to board and room in the building despite its lack of modern conveniences. To those young women who moved out of "the old Sem" and into Bowman Hall in 1885, this new dormitory must have seemed like one of the wonders of the world. Here were four stories capable of housing 100 women in comfortable double rooms illuminated by gas lights. Each floor

had a bathroom and hot and cold running water. The dining room, where male students who roomed in town might take their meals, could seat 200 people at one sitting.

In the early years, the students and faculty had dined in Old Sem, in the area now occupied by the Business Office. The college cows, whose milk was consumed at every meal, roamed the campus and were a continual source of annoyance for unwary students. From 1885 to 1930, most students who took their meals on campus ate in Bowman Hall. After Pfeiffer Hall was opened in 1930, half the students were assigned to eat there while the other half continued to dine at Bowman. This arrangement continued until The Commons opened in January 1966.

Although residence halls for women were the norm at Cornell, early attempts to provide the men with an opportunity to live on campus were less successful. When the Cornell Boarding Association Hall, now South Hall, was built in 1873, it was at first popular, but the dormitory style of life soon proved less appealing than that of the rooming houses which clustered around the campus, and the new building was gradually converted for academic use. It was not until 1929, when male freshmen were housed in Guild Hall, and 1936, when Merner Hall was built, that the College was able to interest men in living on campus.

Perhaps the most important place on Cornell's campus to generations of alumni has been its chapel. The need for a separate chapel building was recognized in 1874, the cornerstone was laid in 1876, and the present stone chapel was completed in 1882. The chapel served not only for religious services but also for all kinds of College assemblies, lectures, recitals, debates, pep rallies, theatricals, weddings, and funerals. Until 1957, chapel services were held each morning except on Saturdays and Sundays, and all students were required to attend. Required attendance at weekly chapel (after 1964 weekly convocation) continued until 1970.

The library has, since 1904, been the library for the City of Mount Vernon as well as for the College. Only one other library in the United States, the University of New Hampshire-Durham, serves its community in this way. Cornell's first library was opened in 1854 on the third floor of what is now Old Sem in a room 10 x 16 feet, which, Dr. Stephen N. Fellows wrote, "was my bedroom, sitting room and parlor, and not being sufficiently utilized, became the library room." Between 1857 and 1880, the library was located in a room in College Hall. A common punishment for students found guilty of misconduct was to deny them library privileges for one or two weeks. In 1880 the library was moved to the newly opened north end of the lower floor of King Chapel and in 1891 to the second floor of Old Sem. Because of the generosity of industrialist Andrew Carnegie, the College in 1905 dedicated its first building designed for the exclusive use of the library. Originally called the Carnegie Library, it is now known as the Norton Geology Center and Anderson Geology Museum. The continually increasing size of the collection led in 1957 to the construction of the present Russell D. Cole Library which was opened as a combined library-social center. In 1966 the social center was moved from the library into the newly opened student center and Maxwell Auditorium was built in its place in the lower level of the library. In 1995 a \$3.7 million renovation updated the Cole Library and brought it firmly into the information age as a high-tech information center.

Cornell has always offered a diversified curriculum. Besides the various collegiate programs, the corporate institution used to include a Primary Department (middle school), Conservatory of Music, School of Art, School of Oratory and Physical Culture, and Preparatory Department (renamed the Cornell Academy in 1894 and the Cornell College High School in 1916). From 1857 to

1890, the Preparatory Department had greater enrollments than the College proper. Its purpose was to prepare students from two- and three-year high schools and schools with limited or inadequate curricula for admission to the College, or for careers in teaching (Normal course) or business (Commercial course). The Primary Department was discontinued in 1866. The High School closed in June of 1921. Music, art, speech and dramatics, physical education, and teacher education have become departments within the College.

Cornell was one of the first colleges in the nation to offer its students a choice of degree programs. In addition to the Bachelor of Arts and Bachelor of Science degrees, Cornell has awarded during its long history the degrees of Mistress of English Literature (last conferred 1865), Bachelor of Civil Engineering (first conferred 1875), Bachelor of Philosophy (first conferred 1881), Bachelor of Music (first conferred 1921), Bachelor of School Music (conferred 1925-45), and Bachelor of Music Education (conferred 1946-64). The first Bachelor of Special Studies degrees were conferred in May 1972. Masters degrees in Art, Science, Civil Engineering, Philosophy, and Music were offered by the College at various times from its inception until 1943, although the last such degree was granted in 1936.

Since 1857 the College catalogues have contained specific provisions for the preparation of teachers. Courses in education were offered for the first time in 1872, one of the earliest recognitions of this discipline in the country. Sociology was added to the curriculum in 1899, only six years after the University of Chicago established the first academic department of sociology in the United States. The first instruction in geology was offered here in 1855, and a professorship established in 1881. Cornell's Department of Geology is the oldest in the State of Iowa.

Instruction in music had been offered to the first group of Seminary students, but in 1878 the Conservatory of Music was inaugurated "to supply superior advantages for pursuing the study of Music in all its branches, both theoretical and practical, under the ablest Professors." In 1960 it became the Department of Music. The Conservatory initiated the Spring Music Festival in 1899, the first such annual festival in Iowa. From 1903 to 1963, the Chicago Symphony Orchestra appeared annually at the Festival, with Dr. Frederick Stock as its conductor until 1942. More than 60 stars of the Metropolitan Opera Company as well as other world-famous musical artists have appeared on the stage of King Chapel.

By appointment of the Secretary of War, an army officer and graduate of West Point taught military science on the campus from 1873 until 1901 when physical training replaced infantry drills. All able-bodied male Cornellians during this period were organized into companies and known as the "Cornell Cadets." A "Ladies Battalion" was officially formed in 1889 although women students had drilled in uniform as early as 1874.

Historically, Cornell has been a pioneer in the cause of women's rights. During that first academic year of 1853, one of the first students to enroll was a woman, and women comprised 35% of the student body. The College was the first institution of higher learning west of the Mississippi to grant women the same academic rights and privileges as men, and the first in Iowa to confer a baccalaureate degree on a woman, in 1858. Cornell women studied chemistry and other sciences in coeducational classrooms and laboratories before their sisters at other colleges or universities were allowed to do so. In 1871, Cornell conferred upon Harriette J. Cooke the first full professorship ever given to a woman in the United States with a salary equal to that of her male colleagues. Soon after her promotion, she founded and became the first president

of *The Cornell Association for the Higher Education of Women*, one of the first such organizations in the nation.

Elizabeth Cady Stanton in 1869 and Susan B. Anthony in 1879 came to Mount Vernon and made Cornellians more aware of the important concerns of women. As early as 1916, the Women's League at Cornell organized vocational conferences for women students and sponsored lectures by women prominent in the professions, business, and public life. This tradition continues. During the 1970s, a number of faculty members at Cornell introduced courses that focused on women and integrated the new feminist scholarship rapidly emerging in most disciplines. A major in Women's Studies was approved in 1989.

Literary societies dominated student social and cultural life from 1853 until the 1920s. The first was the Amphictyon Literary Society, founded November 18, 1853, which was the oldest literary society in Iowa and possibly west of the Mississippi River. More than 20 societies are known to have been chartered at Cornell, and 11 were still in existence in 1927, when they all voluntarily disbanded. The first eight had paired off, a men's group affiliating with a women's group, so that the partnership possessed one of the four prestigious meeting rooms on the third floor of College Hall. On Friday and Saturday evenings, these societies presented various programs to which the college community and the townspeople were often invited. Such presentations were usually lectures, debates, or dramatic readings interspersed with musical selections (the College did not permit theatrical performances until 1899). From the membership of these public societies were formed secret societies, of which little is known except that they became the nuclei for today's social groups. The society halls were the first social centers. Student government was organized in 1919, and the various religious and cultural organizations consolidated into the "Cornell Student Association" in 1927. The first Homecoming took place in 1913; the first Parents Day in 1932.

The Cornell Athletic Association was organized in 1888, two years after Cornell began playing intercollegiate baseball. Intercollegiate football followed in 1891, then track and field, basketball, cross-country, and wrestling. At first the gymnasium was the "great outdoors," which was not so great during Iowa's long, cold winters. In 1873 the College finally provided in the basement of College Hall "rooms and appliances for regular and careful physical training under competent supervision" for men and women. The men of Cornell built their own gymnasium building, 24 x 40 feet, in December 1889. Ill luck attended this venture, for the building burned to the ground in February 1891. After many years of making do with temporary accommodations, Cornell students celebrated the opening of the Alumni Gymnasium in 1909 with unbounded enthusiasm. In 1953 the Field House was erected. The Richard and Norma Small Life Sports Center, which opened in 1986, allows indoor practice for some teams, and serves as a fitness facility for all students.

Cornell athletes participated in all the Olympic Games between 1924 and 1964. Eight Cornellians were members of Olympic wrestling teams, and 25 Cornell men have won individual national championships in wrestling. In 1947, Cornell won the National Collegiate (NCAA) and the National AAU championships in wrestling. Cornell College remains the smallest college, as well as the only private college, ever to achieve these honors.

In 1977, a proposal was put before the faculty, students, and Board of Trustees to change the academic calendar from a traditional semester system to something new and innovative. The idea was to adopt a calendar system in which students would take, and faculty would teach, a single course each month. The advantages and disadvantages were published, discussed, and dissected.

On March 9, 1978, the faculty voted by a margin of 2 to 1 in favor of One-Course-At-A-Time, the term used thereafter to describe the Cornell academic calendar. The new system began that fall.

Leslie H. Garner, Jr., is the 14th president of the College. His predecessors were: Richard W. Keeler, 1857-59; Samuel M. Fellows, acting president 1859-60 and president 1860-63; William Fletcher King, acting president 1863-65 and president 1865-1908; James E. Harlan, 1908-14; Charles W. Flint, 1915-22; Harlan Updegraff, 1923-27; Herbert J. Burgstahler, 1927-39; John B. Magee, 1939-43; Russell D. Cole, 1943-60; Arland F. Christ-Janer, 1961-67; Samuel E. Stumpf, 1967-73; Philip B. Secor, 1974-84; and David Marker, 1984-1994.

The following have served as acting presidents: Hugh Boyd, 1873-74; Alonzo Collin, June – September, 1880; Hamline H. Freer, 1914-15; William S. Ebersole, 1922-23 and February – May 1927; Charles M. Cochran, 1973-74; and C. William Heywood, February – July, 1994.

The motto of the College, DEUS ET HUMANITAS (God and Humanity), is said to have been George Bowman's personal motto. Although frequently translated as "humanity," the Latin word *humanitas* does not mean, as it often does in English, human beings considered collectively. Harper's *Latin Dictionary* gives the following definitions: "liberal education, humane and gentle conduct toward others, philanthropy, kindness, politeness, and elegance of manner and language."

The Contemporary Campus

Cornell College is located in Mount Vernon, in eastern central Iowa, on U.S. Highway 30, 15 miles east of Cedar Rapids, 20 miles northeast of Iowa City, and exactly 209 miles due west of the Chicago Loop. In 1980 the entire campus of 129 acres and 41 buildings covering a long wooded hilltop was included on the *National Register of Historic Places*, the first (and at this time the only) college or university campus to be so honored. A brief description of the principal facilities follows. The year in parentheses after the name is the date when the facility was built.

Albright House (1888) was acquired by Cornell about 1963. The original small brick house on this site was owned briefly by George B. Bowman, founder of Cornell, on land which became Bowman's Second Addition to Mount Vernon. In 1876 the land and house were purchased by Joshua C. Keedick and the property remained in the Keedick family until 1951. Sometime in the late 1880s the current Queen Ann style home was constructed, probably retaining portions of the brick first floor of the original house. The east bay and elegant chimney, a large second floor with shingle siding, and broad front porch were part of the enlargement. The house stands today as one of a number of Victorian era homes along First Street. The house and property passed to George L. Albright in 1951.

Allee Chapel (1957) is open daily for individual meditation and group worship. It is also a popular place for weddings. The chapel was given by George Matthew Allee, Class of 1901, and his sister, in memory of their mother.

Alumni Hall (1909) was Cornell's first gymnasium building. Today it contains classrooms, faculty offices, and a dance studio.

Apartments (1984) provide off-campus college housing for members of some affinity groups as well as for non-affiliated students. Two of the buildings (purchased by the College in 1984) are located on or near Eighth Avenue North and the third (built by the College in 1984) on Tenth Avenue South.

Armstrong Hall of Fine Arts (1938), the gift of Blanche Swingley Armstrong, Class of 1891, houses the departments of Art, Music, and Theatre and Communications Studies. It contains a central art gallery for the display of student and traveling exhibits, a theatre, studios, classrooms, and permanent collection displays. Armstrong Annex has an electric-bisque, a raku, a salt-glaze, and two large gas kilns.

There are valuable pieces of the College art collection in Armstrong Hall: the Whiting Glass Collection; nearly 200 etchings, dry points, lithographs, and woodcuts from the collection of Dr. William K. Jacques, Class of 1883; the Sonnenshein Collection of drawings from the fifteenth through the nineteenth centuries; a permanent collection of paintings, including works by Larry Rivers, Karel Appel, Richard Anuskiewicz, and Robert Andrew Parker; and a slide collection, including 1,200 photographic slides of predominately ancient art, the gift of Gertrude Miner King.

Ash Park (purchased in 1891) is an athletic field of 23 acres with facilities for tennis and baseball. The football field, situated in a natural amphitheater, is surrounded by a quarter-mile track with a 220-yard straightaway. The land was originally part of the homestead of Reuben Ash, one of Mount Vernon's earliest settlers.

Baldwin House (1905), a typical example of turn-of-the-century residential architecture, was built for John F. Baldwin and purchased by Cornell in 1966. It is now used for faculty apartments.

Bowman-Carter Hall (1885) is and has traditionally been a residence for women. It was named originally in honor of Cornell's founder, George Bowman, who had raised part of the cost of the new building. In 1989, as a result of a generous gift from Archie Carter and his wife, Marie, extensive renovations were begun, including the erection of the south and west towers, completed in 1990. Mr. Carter, who was also responsible for the planting of numerous trees on campus that have enhanced the beauty of the Hilltop, was a graduate of the Class of 1933 and was a trustee of the College for 20 years. A description and some of the history of Bowman-Carter is given in the section on the *History of the College*.

In 1934, the fan-shaped sun parlor on the east side was replaced by a rectangular sun parlor, which in 1936 was extended southward to enlarge the dining hall to accommodate the men from the newly opened Merner dormitory. The Second World War brought the Naval Flight Preparatory School to Cornell's campus and men into Bowman's hitherto sacrosanct rooms (January 1943-October 1944).

Brackett House (1877) was built by William Brackett, a local carpenter and the contractor who supervised the completion of King Chapel. Acquired by the College in 1952 and renovated in 1978, it now provides elegant accommodations for campus visitors. Many of the furnishings are antiques.

Cole Library (1957) is named in honor of Cornell's ninth president, Russell David Cole. In 1994 COLE ONLINE, which allows remote access to the library's card catalogue via a computer, became operational. Extensive physical remodeling of the facility was completed in October 1995.

Since 1896, the Library has been a depository for selected U.S. Federal publications, valuable resources for research in the sciences and social sciences. The Iowa Computer Assisted Network (ICAN), drawing on the resources of other academic and public libraries in the state, offers access to books and periodicals not in the collection and OCLC terminals provide access to over 25 million bibliographic records for use in interlibrary loan, cataloguing, and bibliographic verification. Access to other bibliographical databases is also provided.

The Audio-Visual Services Department provides technical assistance to the departments for media presentation and offers a wide range of equipment and production services, including two video classrooms that students and faculty utilize regularly for curricular and extracurricular activities. A computer lab is also located in the lower level. (See also *History of the College*.)

College Hall (1857), which was completely renovated in 1978, is the second oldest academic building on campus. Besides classrooms, this building has contained laboratories, halls for the Literary Societies (the ambience of one such hall is preserved in Room 301) and other student organizations, a library, gymnasium, armory for the Cornell Cadets, and, until 1959, administrative offices. William Fletcher King slept here during his first months at Cornell in 1862. Its original name was "the Main College Building," but in May 1889 the Board of Trustees decreed that it should be called "College Hall." Today it is occasionally referred to as "Old Main." It now contains classrooms, the language laboratory, and offices for the departments of Economics and Business, Education, French, German, Greek, History, Latin, Religion, Russian, Sociology and Anthropology, and Spanish.

Collin House (1889), just west of the President's House, was built by Professor Alonzo Collin, whose services to the College spanned the years 1860 to 1906 and included teaching mathematics, natural science, physics, and chemistry.

He was also college librarian (1860-70) and acting president (1880-81). The house was acquired by the College in 1924 and now contains four apartments for visiting faculty.

Commons (1966) provides centralized dining and recreational facilities for the college community and contains seven dining rooms; Rathskeller, snack bar; six classrooms; computer laboratory; game, conference, and activities rooms; the College Bookstore; offices for Student Government; Volunteer Services; Student Mail Center; KRNL-FM, student-operated radio station; *The Cornellian*, student newspaper; and *The Royal Purple*, student yearbook.

Dows Hall (1963), a residence hall for women, was named in honor of Sutherland Dows, Sr., a member of the Board of Trustees from 1932 to 1969 and its president for almost 20 years, and his wife.

Ebersole Center (1955), with its addition built in 1964, was renovated in 1988. It houses the offices of various Student Affairs departments, including Career Services, Counseling Services, Health Center, and Residence Life. The funds for the Center were bequeathed in the wills of Francis and William Ebersole. Dr. Francis Ebersole was a local physician. His brother, William Stahl Ebersole, was associated with the College for 43 years as professor of Greek, registrar, and acting president.

Harlan House (1875) was the home of Professor James Harlan, Class of 1869, who returned to teach at Cornell from 1873-1914, serving 1908-1914 as Cornell's fourth president. He died in 1933, and the College acquired the house in 1934. Sometimes the residence of the Dean of the College and other faculty, since 1986 Harlan House has been a women's affinity group residence.

Heating Plant (1916) supplies the campus with steam heat.

Ink Pond (1966) is an artificial pond dedicated to the memory of Raymond P. Ink, Class of 1897, on whose nearby farm many generations of Cornellians spent fun-filled hours. The pond is 133 x 200 feet and is stocked with fish. The center fountain was a gift of the Class of 1984, and was installed that year. Intramural and soccer fields are located across the street.

King Chapel was listed on the *National Register of Historic Places* in 1976. The Board of Trustees resolved in June 1874 to erect a chapel. Construction began in October 1875, and the cornerstone was laid on June 22, 1876. One month later, when the walls were half up, the contractor went bankrupt and left the job. The employees of the contractor filed mechanics liens, which the College had to assume. This additional financial burden was almost fatal for Cornell, already suffering from the delayed effects of the national financial panic of 1873, and the whole campus had to be mortgaged to secure a loan to pay off the College's obligations. The faculty contributed one quarter of their salaries to help reduce the indebtedness. Conditions improved both nationally and locally so that by 1882 the College was free of debt and could complete the building. The lower floor contained a Day Chapel. Chapel exercises were inaugurated here on April 1, 1878 (they were not regularly conducted in the main auditorium until September 1915). It was in this room that Carl Sandburg read his poetry and sang his songs during his annual visits from 1920 to 1939. The library and the museum of biological and geological specimens, both opened in September 1880, occupied respectively the north and south ends of the lower floor. The main auditorium, which could seat 1,600 people, was first used on June 22, 1882, when the celebrated orator who had spoken at Lincoln's funeral

and opened the U.S. Centennial Exposition, Bishop Matthew Simpson, held his audience spellbound for two hours as he talked about "leadership." The dedication of the Chapel followed on Sunday morning, June 25. The Chapel was officially named the "William Fletcher King Memorial Chapel" by an act of the Board of Trustees on June 7, 1940.

The building is constructed with dolomitic limestone quarried locally. The main tower is almost 130 feet high and contains a Seth Thomas clock. Steam heating was installed in 1885 and electric lighting in May 1898. Although the library, museum, and Day Chapel are no longer on the lower floor and the upper floor was slightly changed in the 1931 and 1967 renovations, the outside of the Chapel remains virtually the same as it was in 1882. The auditorium now displays the 65 ranks (containing 3,800 pipes) of the Möller organ, dedicated on October 21, 1967.

The A. L. Killian Carillon, consisting of metal rods whose vibrations are amplified electrically to produce bell-like tones, was dedicated in 1950 and rebuilt and restored in 1981. The 25 notes of the English "bells" can be played from the organ console or by a roll player. The 61 notes of the Flemish "bells" must be played from a special console.

McCague Hall, a gift in 1967 of Ralph C. McCague, a trustee of the College from 1950 to 1985, is located on the first floor and serves for meetings, small recitals, and rehearsals. Nearby is the electric stairlift, the gift of James McCutcheon, Class of 1925 and a trustee of the College, and his wife, Ruth Lynch McCutcheon, installed in December 1983 to make it possible for everyone to attend the lectures, recitals, and concerts in the auditorium upstairs.

Law Hall (1925) offers well-equipped classrooms and laboratories for the departments of Computer Science, Mathematics, Physics, and Psychology, including facilities for nuclear physics provided by grants from the Research Corporation and the United States Atomic Energy Commission. The building, renovated in 1980 and 1982, was a gift from the Reverend Marion Law, ex 1890, in memory of his parents and in appreciation of Dr. W. H. Norton, Cornell's first professor of Geology. Cornell's Computer Center and Service Center are located on the second floor of Law Hall.

Life Sports Center (1986) was named for Richard Small, a trustee of the College and a graduate of the Class of 1950, and his wife, Norma, generous and loyal alumni. The Center is built next to, and incorporates, the former Field House (opened in 1953) and is intended to serve not only the College but also the entire community by providing recreational activities and fitness programs. The Richard and Norma Small Life Sports Center has five basketball courts with movable bleachers seating 1,800. Other indoor facilities include a six-lane, 200-meter track; four tennis courts; five volleyball courts; four racquetball courts; golf and batting cages; weight training, wrestling, and training rooms; as well as locker rooms. The 25-yard swimming pool has submerged observation windows and is flanked by 350 seats. Outdoor facilities include a baseball diamond, six tennis courts, the football stadium, a six-lane, 400-yard, crushed brick track, and open practice fields. Commencement is held every May in the arena (160 x 300 feet).

Lytle House (1884) was built as a private residence by George Lytle so that his son, Class of 1892, might attend Cornell. The College purchased the building in 1906 for the Cornell Conservatory of Music. From 1958-61 the Department of Home Economics was located here and from 1961-80 it was the Psychology House. Between 1980 and 1995 it served as the International Center, with

offices for International Education, classrooms, and meeting areas for international students and language groups. In 1995 it became the home of the Philosophy Department.

Maintenance Building (1964) provides facilities for those in charge of buildings and grounds. It is also the garage for the College bus, called the “Rambler,” and other College cars which may be used by student groups. The Storage Shed next door was built in 1993.

Merner Hall (1936) was made possible by a gift from Henry Pfeiffer and his wife, Anna Merner Pfeiffer (see “Pfeiffer Hall”). Originally a men’s dormitory, it became coeducational in September 1978.

Minority Cultural Center (1889) has since 1969 been a social and cultural center and is currently operated by the Black Awareness Cultural Organization (BACO). This “Cottage,” as it was originally called, was built to house the College’s infirmary, the very first building on campus intended exclusively as a student health center. After 1923, the building served as a residence for various Cornell staff members.

Music Practice House (1892) is one of Mount Vernon’s former mansions. The house was built by William E. Platner, a prominent local merchant. In 1963 the College purchased the building and furnished it with pianos to serve as a practice and rehearsal facility for students taking courses in applied music. This historic home was beautifully refurbished in 1989 through the generosity of alumna Josephine Yarcho Iserman, Class of 1948, and her husband Vern.

Norton Geology Center and Anderson Museum (1905) honors the man who was Cornell’s first professor of Geology and curator of its original museum (opened in 1880). Dr. William Harmon Norton’s almost 75 years of distinguished service to Cornell as student, teacher, and member of the Board of Trustees are unique in the annals of American colleges and universities. The building opened in 1905 as a library, built with funds provided by steel magnate Andrew Carnegie, who stipulated that the facility be constructed with steel beams. Between 1958 and 1976, it served as quarters for the Department of Chemistry. In the fall of 1980, after being completely renovated (the original marble staircase and other architectural details having been preserved), the building became the home of the Department of Geology. The Russell and Elizabeth Anderson Museum, on all three floors of the building, is open without charge to the public. Mr. Anderson (1918-1987), a graduate of the Class of 1941, majored in Geology under Professor Norton. An extensive collection of geological books, maps, and periodicals and more than 20,000 specimens of rocks, minerals, and fossils are stored within the Center.

Old Sem (1853), Cornell’s oldest academic building, houses administrative offices and the Faculty Lounge. The early accounts of the building were told in the chapter on the “History of the College.” After serving for more than 30 years as a boarding hall and classroom building, the Seminary Building was in dire need of renovation; hence the nickname “Old Sem,” which the students began to use in 1885, was an appropriate description and not a mark of affection as it is today. It was refitted in 1886 for Chemistry and Physics, whence the name by which it was generally called until 1959, “Science Hall.” In 1892, a mansard roof was added to create a fourth floor, thereby providing three excellent art studios. After the fire on February 16, 1924, which left only the masonry walls, Old Sem was rebuilt in its original style.

Olin Hall (1955), a gift of the F. W. Olin Foundation, was the largest campus residence for men from its beginning until 1996, when it was metamorphosed into a coed residence hall.

Pauley Hall (1963), named for Clarence O. Pauley, Class of 1901 and a member of the Board of Trustees from 1944 to 1964, and his wife, Maude Strobel Pauley, Class of 1903, was until September 1971 a men's residence. Then an exchange was effected between Tarr Hall and Pauley in order to bring women to the western end of the campus and men to the center of the Hilltop. In the fall of 1976 Pauley became the Women's Academic Residence. From 1984 to 1989, it was home to the coeducational Pauley Academic Program, and from then to 1996 a coeducational residence hall. It is once again a women's hall.

Pfeiffer Hall (1930) was made possible by the generosity of Henry and Anna Merner Pfeiffer (see "Merner Hall"). In February 1941, a new wing was opened to provide additional rooms. Today Pfeiffer also houses the painting studio complex, which contains large studios for class instruction and individual studios for thesis and tutorial work. Pfeiffer Hall was a women's residence hall until September 1978, when it became coeducational.

Prall House (1913) named for Dr. Elmer Prall, town dentist and long-time Mount Vernon City Councilman, was acquired by the College in 1992 and currently houses Computing Services and Institutional Research.

President's House (1850), the home of all but three of Cornell's 14 presidents, was built by William Hamilton, a banker and later a member of Cornell's Board of Trustees (1857-65). President William Fletcher King purchased the house and the surrounding 11 acres of land in 1864 and gave the house to the College when he retired in 1908. Dr. King continued to dwell here even after his retirement and died in his study on October 23, 1921, while President and Mrs. Flint were living in the house. It is the scene of many receptions for students, faculty, and visitors. East of the house is the famous ginkgo tree, certified by the Iowa Department of Natural Resources as "the largest reported of its species growing in the State of Iowa." It is 85 feet in height, 12 feet 1 inch in circumference, has a crown spread of 72 feet, and is more than 135 years old.

Rood House (1883) is really three separate buildings which are now joined together into what has been traditionally but not exclusively a women's residence hall. The original house was the private residence of Colonel Henry H. Rood, a local merchant, member of Cornell's Board of Trustees (1867-1915) and treasurer of the College. His house was presented to the College in 1919, four years after his death, by the Class of 1894 and opened as a women's dormitory. In 1936, the former home of Dr. A. A. Crawford was moved from the site where Merner Hall now stands and attached to the east side. When Olin Hall was built in 1955, the Anna Jordan house was moved and attached behind the original Rood House.

Roem Hall (1966), named in honor of Gaylord C. Roem, Class of 1911, and his wife Alma Bergfeld Roem, Class of 1910, was originally a men's dormitory. From 1977 to 1984, it was the Men's Academic Residence. In 1984, Roem became a coeducational residence hall and in 1996 returned to its original status as a men's hall.

Sheley House (1919) is an example of the Craftsman bungalow. It was purchased by Cornell from James Gunn in 1986, and is used as a faculty residence.

South Hall (1873), renovated in 1981, contains classrooms, seminar rooms, and offices for the departments of English and Politics. The Hillside Press, on which the hand-set Cornell College Chapbook series was printed, was located in the basement. For its early history as a men's boarding hall, see "History of the College."

Spear Memorial Sundial (1906), set on a hexagonal granite base ornamented with cherubic figures in relief, was until 1980 a drinking fountain. The painting or clothing of these figures in garish colors has continued to tempt Cornellians since the fountain was dedicated by Armstrong Spear, Class of 1881, in memory of his first wife, Annie F. Spear.

Stoner House (1902), built by a local physician, Dr. A. C. Tenney, who had his office in the basement, this house changed owners many times before being purchased by Inez Stoner in 1963. Between 1939 and 1942, a Mrs. Lott operated a coffee shop here that featured triangular-shaped doughnuts in four flavors and four choices of frostings. The College bought the house in 1974 and converted it into apartments for faculty. From 1990 to 1994, the building was used as an affinity house and beginning in the Fall of 1994, it became Cornell's Multicultural Center. The Office of Intercultural Life is now located on the first floor. Space has been allocated for offices, programming, and study. Stoner House encourages diversity and enjoyment for all Cornellians.

Tarr Hall (1965), named for Edith Vosburgh Tarr, a graduate of the Academy in 1903 and the mother of three Cornell graduates, was originally a women's residence, but in September 1971 became a men's hall (see "Pauley Hall").

Wade House (1884) has since 1975 been the headquarters of the Office of Enrollment Services (Admissions and Financial Assistance). The College acquired the house in 1947 upon the death of Ruby Clare Wade, Class of 1905 and Professor of French at Cornell from 1917 to 1947, and used it first for faculty apartments.

West Science Center (1976), named for Merle Scott West, Class of 1909, incorporates the capability for solar heating and is designed throughout to conserve electrical and thermal energy. The Center contains laboratories, lecture halls, seminar rooms, and libraries for the departments of Biology and Chemistry, and a greenhouse with three temperature zones. The anthropoid collection and the mounted birds collection are displayed here.

The Corporation

Board of Trustees

Chair: Thomas L. Jarom '66

Vice Chair for Academic Affairs:

Peter S. Bryant

Vice Chair for Business Affairs:

Dennis Gordy '69

Vice Chair for Alumni & College

Advancement: Gilber Drendel '58

Vice Chair for Student Affairs:

Janet Stephenson

President of the College: Leslie H.

Garner, Jr.

Secretary: H. Lee Swanson '60

Treasurer: Glenn W. Dodd

Term Expires 1998

Merlin J. Ackerson '54, Senior

Pastor, United Methodist Church,

Mason City, Iowa

William I. Aosse '55, President,

Midamar Corporation, Cedar

Rapids, Iowa

Wendy S. Buresh '74, Physician,

Cedar Rapids, Iowa

Gilbert X. Drendel, Jr. '58,

President/Sr. Partner, Drendel,

Tatnall, Hoffman & McCracken,

P.C., Aurora, Illinois

Neil E. Eckles '62, President,

Comtech Resources, Blue Earth,

Minnesota

Robert E. Engel '55, Associate

Professor, University of Iowa, Iowa

City, Iowa

Peter Paul Luce, Commercial Land

Developer, Englewood, Colorado

James B. McWethy '65,

Independent Businessman,

Downers Grove, Illinois

Kendall R. Meyer '65, Attorney,

Wilson & McIlvaine, Chicago,

Illinois

Katherine Schlemmer '95, Cornell

Class of 1995 Young Trustee,

Kansas City, Missouri

Sherry G. Strong, Assistant Professor

in Higher Education, Marion, Iowa

Richard J. Williams '63, Partner,

Hlustik, Huizenga, Williams &

VanderWoude, Ltd., Chicago,

Illinois

Term Expires 1999

Andrew Briscoe '96, Cornell Class

of 1996 Young Trustee, Law School,

University of Missouri, Columbia,

Missouri

Peter S. Bryant, Consultant,

Noel Levitz Centers, Inc., Iowa

City, Iowa

Avon Crawford, Teacher, Des Moines

Public Schools, West Des Moines,

Iowa

Madgetta Dungy '64, Educator,

University of Iowa, Iowa City, Iowa

Martha M. Glassmeyer '72,

Attorney and Investment Banker,

Vero Beach, Florida

Dennis D. Gordy '69,

Ophthalmologist, Iowa Eye

Institute, P.C., Spencer, Iowa

C. William Heywood, Cornell

College Professor of History

Emeritus, 1987, Mount Vernon,

Iowa

Thomas L. Jarom '66, Vice

President, Product and Service

Management, Bank of America,

Chicago, Illinois

Jerry N. Ringer '59,

Ophthalmologist, Gailey Eye

Clinic, Ltd., Bloomington, Illinois

Mary Bowman Seidler '61, Civic

Leader, West Des Moines, Iowa

Richard P. Small '50, Chair of the

Board, Tri-Star Aerospace,

Deerfield Beach, Florida

David B. Stout, Senior Pastor, West

Des Moines United Methodist

Church

Term Expires 2000

John M. Bickel '66, Attorney,

Shuttleworth & Ingersoll, P.C.,

Cedar Rapids, Iowa

Richard Brubaker '55, President,

RichWrap, Inc., Elburn, Illinois

Susan P. Buck '79, Community

Volunteer, Glen Ellyn, Illinois

Thomas Hayden, President,

Shive-Hattery, Inc., Cedar Rapids,

Iowa

James Hoffman, Vice President,

Alliant, Cedar Rapids, Iowa

Bruce R. Ough, Cedar Rapids
District Superintendent for the
United Methodist Church, Cedar
Rapids, Iowa

Rogene Pendleton '97, Cornell Class
of 1997 Young Trustee, Norwest
Bank, Minneapolis, Minnesota

Janet E. Stephenson, Lab Technician
III, Iowa State University, Ames,
Iowa

H. Lee Swanson '60, President, State
Bank of Cross Plains, Cross Plains,
Wisconsin

Aleta Tranger '68, Federal Judge,
U.S. Bankruptcy Court, Nashville,
Tennessee

John Urheim '62, CEO, Atrix
Laboratories, Fort Collins,
Colorado

Term Expires 2001

Rebecca Tessmann '98, Cornell
Class of 1998 Young Trustee,
Oconomowoc, Wisconsin

Life Trustees

Esther Y. Armstrong, Church and
Community Leader, Cedar Rapids,
Iowa

Jean T. Beal '52, Retired Teacher,
Pentwater, Michigan

Howard A. Bennett '41, Retired
Physician, Bartlesville, Oklahoma

Leo Beranek '36, Retired Acoustical
Engineer, Cambridge,
Massachusetts

Larryne B. Bezanson, Church and
Community Leader, Cedar Rapids,
Iowa

Ernest J. Buresh, President, The
Exchange Bank, Springville, Iowa

Thomas E. Caywood '39, Retired
Business Executive and Professor,
Flossmoor, Illinois

William P. Ellwood, Attorney,
Simmons, Perrine, Albright and
Ellwood, PLC, Cedar Rapids, Iowa

John S. Koch '50, Orthopedic
Surgeon, Iowa Medical Clinic, P.C.,
Cedar Rapids, Iowa

Russell W. Landis '26, Retired Chief
Executive Officer and Owner,
Landis Investment Corporation,
Cedar Rapids, Iowa

John K. MacGregor '41, Surgeon,
Mason City Clinic, Mason City,
Iowa

Geneva Meers, Cornell College
Professor of English Emerita, 1986,
Mount Vernon, Iowa

Gordon Meredith '47, President,
Meredith Realty, West Palm Beach,
Florida

F. Forbes Olberg, Retired Chair of
the Board, Banks of Iowa, Inc.,
Cedar Rapids, Iowa

Merrill K. Pulliam '34, Retired
President, E.W. Kneip, Inc., Darien,
Illinois

Robert W. Slater '60, Consultant,
Slater & Associates, Dallas, Texas

Robert W. Smith '35, Retired Ford
Motor Company Product
Engineering Executive, Dearborn,
Michigan

Lynn H. Stiles '50, Independent
Businessman, Muscatine, Iowa

Keith Thayer '51, Retired Professor,
College of Dentistry, University of
Iowa, Iowa City, Iowa

Donald M. Typer '27, Retired Doane
College President, Grinnell, Iowa

Douglas C. VanMetre '60,
Independent Businessman, Cedar
Rapids, Iowa

Charles F. Warden '41, Retired
Senior Vice President, Western
Federal Savings and Loan
Association, Boulder, Colorado

Richard Wessling '37, Consultant
and Retired Executive, Allen
Bradley Company, Barrington
Hills, Illinois

Charles F. Youngker '42, Retired
Rancher and Farmer, Sun City,
Arizona

Honorary Trustees

Marie Carter, Homemaker, Hopkins, Minnesota

Charles M. Cochran, Vice President of Business Affairs and Treasurer Emeritus, Cornell College, Pocasset, Massachusetts

Edward Glassmeyer, Retired Financial Attorney, Vero Beach, Florida

Ruth E. Landis '27, Homemaker, Cedar Rapids, Iowa

Ann MacGregor, Community Volunteer, Mason City, Iowa

Esther C. Typer, Homemaker, Grinnell, Iowa

Emeriti

Marian Blair (1944-51; 1961-72)
Librarian Emerita. B.A., Grinnell College; B.L.S., Peabody College.

Edna Mary Byerly (1949-53; 1960-88)
Librarian and Professor Emerita. B.A., Cornell College; M.L.S., University of Illinois.

Paul A. Christiansen (1967-96)
Professor of Biology Emeritus. B.A., University of Iowa; M.S., University of Oregon; Ph.D., Iowa State University.

Charles M. Cochran (1957-86)
Vice President for Business Affairs and Treasurer Emeritus. B.A., Albion College; University of Mississippi.

Cecil F. Dam (1958-84)
Barton S. Pauley Distinguished Emeritus Professor of Physics. B.A., Kalamazoo College; M.S., Cornell University; Ph.D., The Ohio State University.

Robert Dana (1954-94)
Professor of English and Poet-in-Residence Emeritus. B.A., Drake University; M.A., University of Iowa.

Helen A. Danforth (1981-87)
Professor of Education Emerita. B.A., Cornell College; M.A., Northwestern University.

William Debbins (1962-94)
Erastus Burroughs Soper Professor of Philosophy Emeritus. B.A., Central Michigan University; M.A., Ph.D., Syracuse University.

William A. Deskin (1956-89)
Professor of Chemistry Emeritus. B.S.Ed., B.A., Northeast Missouri State College; M.A., University of Missouri; Ph.D., University of Iowa.

Francis Alan DuVal (1941-82)
Edwin R. and Mary E. Mason and Barton S. Pauley Distinguished Emeritus Professor of Languages. B.A., Simpson College; M.A., Ph.D., University of Iowa.

Herbert E. Hendriks (1947-83)
William Harmon Norton and Barton S. Pauley Distinguished Emeritus Professor of Geology. B.A., Cornell College; Syracuse University; M.S., Ph.D., University of Iowa.

Charles William Heywood (1954-87)
Dean of the College and Edgar Truman Brackett, Jr. Professor of History Emeritus. B.A., Earlham College; M.A., Ph.D., University of Pennsylvania.

Vivian Heywood (1963-88)
Professor of Art Emerita. B.S., M.S., Drexel Institute of Technology.

Gene Hinman (1956-58; 1960-1995)
William Harmon Norton Professor of Geology Emeritus. B.A., Cornell College; M.S., Washington State University; Ph.D., University of Iowa.

Marcella Lee (1968-91)
Professor of Music Emerita. B.Mus.Ed., Cornell College; M.Mus., Syracuse University; University of Iowa.

David Lyon (1965-1998)
Professor of Biology Emeritus. B.A., Beloit College; M.A., University of Missouri; Ph.D., Iowa State University.

Geneva Meers (1953-86)
Professor of English Emerita. B.Ed., Illinois State University; M.A., Ph.D., Northwestern University.

- Charles J. Milhauser** (1964-93)
Registrar and Professor of Classics Emeritus. B.A., Hunter College; University of North Carolina; L.H.D., Cornell College.
- T. Hardie Park** (1963-91)
Professor of Economics and Business Emeritus. B.A., Vanderbilt University; University of Glasgow; Ph.D., Vanderbilt University.
- Francis Adams Pray** (1957-87)
Professor of Biology Emeritus. B.A., Earlham College; M.S., Ph.D., Purdue University.
- T. Edwin Rogers** (1955-82)
Barton S. Pauley Distinguished Emeritus Professor of Biology. B.A., Cornell College; M.S., Ph.D., University of Oklahoma.
- Paul K. Scott** (1954-76)
Alumni Director Emeritus. B.A., Cornell College; M.A., Columbia University.
- Walter F. Stromer** (1953-85)
Professor of Theatre and Speech Emeritus. B.A., Hastings College; M.A., Ph.D., University of Denver.
- Richard H. Thomas** (1967-1996)
Chaplain of the College and Professor of History Emeritus. B.A., Macalester College; B.D., Garrett Theological Seminary; M.A., Ph.D., Rutgers University.
- Jean Beattie Tompkins** (1957-73)
Dean of Student Affairs and Professor of Sociology Emerita. B.A., M.A., University of Iowa; Temple University; Ph.D., University of Iowa.
- Charlotte A. Vaughan** (1972-90)
Professor of Sociology Emerita. B.A., Northwestern University; M.S.T., Illinois Institute of Technology; Ph.D., University of Chicago.
- Chester J. Webb** (1947-72)
Professor of Theatre and Speech Emeritus. B.A., Cornell College; M.A., University of Michigan.

Members of the Faculty

- Craig W. Allin** (1972)
Professor of Politics. B.A., Grinnell College; M.A., Ph.D., Princeton University.
- Suzette L. Astley** (1982)
Professor of Psychology. B.S., University of Iowa; M.S., Ph.D., Kansas State University.
- Addison Ault** (1962)
Professor of Chemistry. B.A., Amherst College; Ph.D., Harvard University.
- Robert Black** (1987)
Associate Professor of Biology. B.S., Lawrence University; Ph.D., State University of New York at Stony Brook.
- Jan Boney** (1990)
Associate Professor of French. B.A., Louisiana State University; M.A., M.Ph., Ph.D., Columbia University.
- James W. Brown** (1990)
Director of Institutional Research, Associate Dean of the College, and Associate Professor of Psychology. B.A., University of California at Santa Cruz; M.A., Ph.D., University of Wisconsin.
- Ann Cannon** (1993)
Assistant Professor of Mathematics. B.A., Grinnell College; M.S., Ph.D., Iowa State University.
- Jeffrey Cardon** (1982)
Professor of Biology and Chemistry. B.S., University of Utah; Ph.D., University of California at Los Angeles.
- Christopher Dean Carlson** (1980)
Professor of Sociology. B.A., University of California at Davis; M.A., University of Illinois at Chicago; Ph.D., University of Oregon.
- William E. Carroll** (1971)
Professor of History. B.A., University of Notre Dame; M.A., M.Ph., Ph.D., University of Michigan.

- Donald Cell** (1962)
David T. Joyce Professor of Economics and Business. B.A., University of Illinois; Ph.D., Columbia University.
- Donald Chamberlain** (1994)
Assistant Professor of Music. B.M., Berklee College of Music; M.M., D.M.A., University of Texas.
- Barbara Christie-Pope** (1995)
Assistant Professor of Biology. A.S., Oscar Rose Junior College; B.S., University of Oklahoma; B.S., Ph.D., University of Southern Alabama.
- Martha A. Condon** (1996)
Assistant Professor of Biology. B.S., University of Michigan; Ph.D., University of Texas.
- Charles R. Connell** (1968)
Edwin R. and Mary E. Mason Professor of Languages and Professor of German. B.A., Brown University; Universität München; Freie Universität Berlin; M.A., M.A., Ph.D., University of Chicago.
- Gregory Cotton** (1988)
Technical Services Librarian with the rank of Associate Professor. B.S., Northern State College; M.A.L.S., University of Iowa.
- Diane Crowder** (1977)
Professor of French and Women's Studies. B.S., Texas Christian University; M.A., Ph.D., University of Wisconsin.
- Tony deLaubenfels** (1983)
Professor of Computer Science and Mathematics. B.A., Simpson College; M.S., University of Iowa; University of Iowa.
- Steven Nelson DeVries** (1982)
Professor of Physical Education. B.A., University of Iowa; M.A., Mankato State University; University of Iowa.
- William Dragon** (1987)
Associate Professor of Psychology. B.A., Cleveland State University; M.A., Ph.D., Bowling Green State University.
- Jeffrey Ehrenreich** (1988)
Associate Professor of Anthropology. B.S., University of Bridgeport; M.A., Ph.D., New School for Social Research.
- Carolyn Zerbe Enns** (1987)
Associate Professor of Psychology. B.A., Tabor College; M.A., California State University at Fresno; Ph.D., University of California at Santa Barbara.
- David Evans** (1991)
Associate Professor of English. B.A., Pomona College; M.A., Ph.D., University of Virginia.
- A'amer Farooqi** (1987)
Associate Professor of Economics and Business. B.A., Denison University; M.A., The Ohio State University; Ph.D., University of Pittsburgh.
- Sally Farrington-Clute** (1973)
Professor of Spanish. B.A., Simmons College; M.A., Ph.D., Harvard University.
- James H. Freeman** (1985)
Professor of Mathematics. B.A., Grinnell College; M.S., Ph.D., University of Notre Dame.
- Alison Ames Galstad** (1991)
Public Services Librarian with the rank of Associate Professor. B.S., North Michigan University; M.A., Michigan State University; M.A., University of Iowa; University of Iowa.
- Paul L. Garvin** (1969)
Professor of Geology. B.S., Idaho State University; Ph.D., University of Colorado.
- Robert D. Givens** (1979)
Professor of History. B.A., M.A., Ph.D., University of California at Berkeley.
- Geoffrey Gorham** (1997)
Assistant Professor of Philosophy. B.A., Dalhousie University (King's College); M.A., University of Calgary; Ph.D., University of Minnesota.

- Harlan D. Graber** (1962)
William F. Johnston Professor of
Physics. B.S., Bethel College;
Ph.D., University of Kansas.
- Paul Gray** (1969)
Professor of Philosophy. B.A.,
Youngstown State University;
Ph.D., The Ohio State University.
- Benjamin Greenstein** (1998)
Assistant Professor of Geology.
B.A., University of Rochester; M.S.,
Ph.D., University of Cincinnati.
- John C. Gruber-Miller** (1987)
Associate Professor of Classics.
B.A., Xavier University; M.A.,
Ph.D., The Ohio State University.
- Roy Hamlin** (1991)
Associate Professor of Theatre and
Communications Studies. B.A.,
Berry College; M.F.A., University
of Georgia; University of Georgia.
- Leslie Hankins** (1992)
Associate Professor of English.
B.A., Duke University; M.A., Ph.D.,
University of North Carolina.
- Douglas N. Hanson** (1971)
Professor of Art. B.S., B.A.,
Moorhead State University; M.A.,
M.F.A., University of Iowa.
- Martin Hearne** (1992)
Associate Professor of Music.
B.M.Ed., Northeast Louisiana State
University; M.M.Ed., Ph.D.,
Louisiana State University.
- Edward T. Hill** (1969)
Watson M. Davis Professor of
Mathematics. B.A., Luther College;
M.A., Ph.D., Vanderbilt University.
- Amy Ihlan** (1994)
Assistant Professor of Philosophy,
and Affirmative Action Officer.
B.A., Macalester College; J.D.,
Harvard Law School; Ph.D.,
University of Minnesota.
- Lynne Ikach** (1992)
Associate Professor of Russian.
B.A., Grand Valley State University;
M.A., Ph.D., University of Illinois.
- Richard L. Jacob** (1968)
Professor of Physics and Computer
Science. B.S., Stanford University;
M.S., Ph.D., University of
Wisconsin.
- Angela Jones** (1997)
Assistant Professor of English. B.A.,
University of North Carolina; M.A.,
Ph.D., University of Rochester.
- Truman H. Jordan** (1966)
Professor of Chemistry. B.A.,
Albion College; M.A., Ph.D.,
Harvard University.
- Todd Knoop** (1998)
Assistant Professor of Economics
and Business. B.A., M.A., Miami
University; Ph.D., Purdue
University.
- Stephen Lacey** (1977)
Professor of English. B.A., Cornell
College; M.A., Ph.D., State
University of New York at Buffalo.
- Carol Lacy-Salazar** (1984)
Professor of Spanish. B.A., Duke
University; M.A., Ph.D., University
of Arizona.
- Charles Liberko** (1997)
Assistant Professor of Chemistry.
B.A., College of St. Thomas; Ph.D.,
University of Minnesota.
- Lyle R. Lichty** (1989)
Associate Professor of Physics. B.A.,
Oberlin College; Ph.D., Iowa State
University.
- Delores Sue Lifson** (1975)
Reader Services Librarian with the
rank of Associate Professor. B.S.,
Ball State University; M.A., Indiana
University.
- Hugh Lifson** (1963)
Professor of Art. B.A., Wesleyan
University; M.F.A., Pratt Institute.
- David W. Loeb sack** (1982)
Professor of Politics. B.S., M.A.,
Iowa State University; Ph.D.,
University of California at Davis.
- M. Philip Lucas** (1984)
Professor of History. B.A.,
University of Virginia; M.A., Ph.D.,
Cornell University.
- S. Gayle Luck** (1988)
Associate Professor of Education.
B.S., University of Colorado; M.A.,
Ph.D., University of Iowa.

- James L. Martin** (1981)
Professor of Music. B.Mus., Butler University; M.Mus., University of Illinois; D.Mus., Northwestern University.
- Richard A. Martin** (1970)
Professor of English. B.A., Carleton College; M.A.T., Yale University; M.A., Ph.D., Northwestern University.
- Renato Martinez** (1987)
Associate Professor of Spanish. D.V.M., Universidad de Chile; M.A., Ph.D., University of California at San Diego.
- S. Andrew McCollum** (1998)
Assistant Professor of Biology. B.S., North Carolina State University; Ph.D., Duke University.
- Stephen C. Miller** (1966-72; 1980)
Professor of Physical Education and Director of Athletics. B.A., Cornell College; M.A., University of Minnesota.
- Mary B. Olson** (1990)
Associate Professor of Sociology. B.A., University of Wisconsin at Oshkosh; M.S., Ph.D., University of Wisconsin.
- Richard Peters** (1988)
Associate Professor of Education. A.A., Muscatine Junior College; B.A., M.A., University of Iowa; Walden University.
- Richard Peterson** (1970)
Professor of Sociology. A.A., Austin State Junior College; B.A., Mankato State College; M.A., Ph.D., University of Iowa.
- Anthony Plaut** (1993)
Associate Professor of Art. B.S.S., Cornell College; M.F.A., University of Chicago.
- Paul Sannerud** (1993)
Associate Professor of Theatre and Communications Studies. B.A., Augsburg College; M.F.A., University of Minnesota.
- Jerome J. Savitsky** (1989)
Associate Professor of Economics and Business. B.A., Mercer University; M.A., Ph.D., Virginia Polytechnic Institute and State University.
- Thomas Shaw** (1982)
College Librarian with the rank of Professor. B.A., University of Alabama; M.L.S., University of Oklahoma; M.A., University of Northern Iowa.
- James L. Stout** (1981)
Associate Professor of Economics and Business. B.B.A., Wichita State University; M.A., University of Iowa.
- Cynthia Strong** (1989)
Associate Professor of Chemistry. B.A., Whitman College; Ph.D., California Institute of Technology.
- Robert W. Sutherland, Jr.** (1968)
Professor of Politics. B.A., University of Texas; M.A., Ph.D., Duke University.
- Leon Tabak** (1989)
Associate Professor of Computer Science. B.S., Massachusetts Institute of Technology; M.S., Boston University; Ph.D., Worcester Polytechnic Institute.
- Craig Tepper** (1989)
Associate Professor of Biology. B.A., University of California at Santa Barbara; M.S., San Diego State University; M.A., Indiana University; Ph.D., Utah State University.
- Peter Thompson** (1985)
Professor of Geology. B.A., Dartmouth University; M.S., University of Vermont; Ph.D., University of Massachusetts.
- R. Edward Timm** (1998)
Assistant Professor of Physical Education. B.A., Central College; M.A., University of Iowa.

Gordon A. Urquhart (1984)
Professor of Economics and
Business. M.A., M.S., University of
Aberdeen, Scotland.

Charles E. Vernoff (1978)
Professor of Religion. B.A.,
University of Chicago; M.A.,
University of California at Santa
Barbara; Harvard University;
Hebrew University in Jerusalem;
Ph.D., University of California at
Santa Barbara.

David L. Weddle (1973)
Norma and Richard Small
Distinguished Professor and
Professor of Religion. B.R.E.,
Grace Bible College; B.A., Hope
College; M.A., Ph.D., Harvard
University.

Ellen Whale (1978)
Professor of Physical Education.
B.S., Illinois State University; M.S.,
Eastern Illinois University.

James White (1987)
Associate Professor of Philosophy.
B.A., Ph.D., University of Virginia.

Marian Wilson Kimber (1994)
Assistant Professor of Music. B.A.,
M.L.S., University of North
Carolina at Greensboro; M.M.,
Ph.D., Florida State University.

Administrative Personnel

Academic Advising

Coordinators: Susan Minger, Jackie
Wallace

Academic Affairs

Vice President for Academic Affairs
and Dean of the College:
Dennis Damon Moore
Associate Dean: James Brown
Assistant to the Vice President for
Academic Affairs and Dean of the
College: Ann Opatz
Executive Secretary: Susan Alexander
Secretaries to the Faculty: Carol
Brokel, Cheryl Dake, Teresa
Flockhart, Diane Harrington, Lori
Reihle, Cathy Schonhorst

Administrative Services

Director of Purchasing and
Administrative Services: Lisa
Larson
Campus Mail/Service Center
Manager: Rita Schultz
Campus Mail/Service Center Clerk:
Becky Baxa
Purchasing Coordinator: Kay Clouse
Manager for College Bookstores of
America, Inc.: Jody Clark
Bookstore Clerk/Cashier: Lori
Carlson
Bookstore Clerk/Cashier: Sue Fisher

Affirmative Action

Officer: Amy Ihlan

Alumni and College Advancement

Alumni Programs

Director: Kaitlynn Lewis Voigt
Coordinator: Beverly Moser

College Communications

Director: Dee Ann Rexroat
Media Relations Director: Dawn
Goodlove
Sports Information Director: Darren
Miller
Secretary: Lora Stork
Publications Assistant: Bea Herrick

Development

Vice President for Alumni and
College Advancement: Terry
Gibson
Director of College Advancement:
Debbie Green
Director of Planned Giving: Robert
Majors
Executive Secretary to the Vice
President: Sheri Hotz
Database Manager/Gifts Recorder:
Denise Hanna-Bennett
Prospect Researcher: Ellen Garvin
Secretary: Vicki Brei

Athletics

Director: Stephen Miller
Secretaries: Teresa Flockhart, Lori
Reihle

Buildings and Grounds

Director of Physical Plant and
Security: TBA

Assistant Director: Bill Miler
 Physical Plant Secretary: Geraldine Decious
 Data Control Coordinator: Karen Clifton

Business Affairs

Vice President and Treasurer: Glenn Dodd
 Controller: Thomas Church
 Accountant: Judy Wilhelm
 Director of Personnel Services: Mary Squiers
 Personnel Services Assistant: Karen Kleinsmith
 Student Accounts and Loan Manager: Mike Kragenbrink
 Student and General Accounting Assistant: Becky Whitman
 Accounts Receivable/Student Payroll Clerk and Cashier: Jacquie Morningstar
 Accounts Payable Clerk: Helen Gray
 Administrative Assistant: RuthAnn Scheer
 Brackett House Hostess: Ruth Duran
 Marriott Food Service Director: Jerry Bildstein
 Marriott Food Service Managers: Gretchen Corcoran, Connie Womack
 FBG Supervisor: Teri Cole

Commons

Director: John Harp
 Assistant Director of Activities/Programming and The Commons: Marie Lindquist
 Secretary: Lisa Plower
 Receptionist: Solvita Debbins

Computing Services

Director: John Weber
 Manager of Central Academic Computing Network: Bruce Cantrall
 Microcomputing Technical Services Lab Manager: Mike Cerveny
 Software Support/Training Specialist: Judy Westergren
 Senior Technician: Ed Newhouse
 Residence Hall Computing Services Coordinator: Andrew Flagge

Education Technology Specialist: Beverly Garcia
 Campus Phone Coordinator: Maryanne Carter
 AS/400 System Manager: Karla Moreland
 AS/400 System Operator: Kay Clouse
 Secretary: Karen Seeman

Enrollment Management

Dean of Admissions and Financial Assistance: Florence Hines
 Assistant Deans of Admissions: Kathryn Gutz, Sean Moore
 Admissions Counselors: Kristen Brodie, Johnnie Johnson, Greg Schafer, Jason Turley, Kristine Webster
 Coordinators: Jan Hartung, Gail Horne, Joan Sizer
 Secretary to the Dean of Admissions and Financial Assistance: Judy Penn

Financial Assistance

Director: Cindi Reints
 Assistant Director: Sharon Grice
 Financial Assistance Counselor: Jennifer Yanda
 Secretary: Debra Steinbronn

Health and Counseling Services

Director of Counseling Services: Ricci Hellman
 College Physicians: Integra Health Mount Vernon
 Director of Student Health Services and RN: Jill deLaubenfels
 Assistant Director of Student Health Services and RN: Nancy Reasland
 Medical Secretary: Ann Logan

Institutional Research

Director: James Brown
 Associate Director: Susan Minger
 Assistant Director: Jackie Wallace

Library Services

College Librarian: Thomas Shaw
 Technical Services Librarian: Gregory Cotton
 Public Services Librarian: Alison Ames Galstad
 Reader Services Librarian: Delores Sue Lifson

Reference and Cataloging Librarian:
Thelma Thompson
Government Documents/Interlibrary
Loan Assistant: Paula Adams
Technical Services Assistant: Jan
Lehr
Serials and Technical Services
Assistant: Lisa Koon

President

President: Leslie H. Garner, Jr.
Administrative Assistant/Executive
Secretary: Brinda Caldwell

Registrar

Registrar: Daniel Licht
Student Records Manager: Linda
Givvin
Assistant to the Registrar: Jeanette
Gordon

Religious Life

Chaplain: Cathy Quehl-Engel

Student Affairs

Vice President and Dean of Students:
Joan Claar
Secretary to the Dean: Michelle Long
Associate Dean/Director of Student
Life and Career Services: John
Harp
Secretary to the Associate Dean: Lisa
Plower
Assistant Dean/Director of Residence
Life: Debra Southern
Assistant Director of Residence Life:
Jason Schreiber
Assistant Director of Residence Life:
Daniel Delaney
Secretary, Residence Life: Judy
Goetchuis
Assistant to the Director of Career
Services: Jayne Swanson
Graduate Assistant/Career Services:
Carol Garbarino
Interim Assistant Dean of
Students/Director of Intercultural
Life: Melanie Drake
Secretary, Intercultural Life: Crystal
Clark
Director of Volunteer Services: Helen
Damon-Moore

Teacher Education and Placement

Director of Teacher Placement and
Administrative Assistant to the
Department of Education: Diane
Harrington
Teacher License Recommending
Official: Richard Peters

Veterans Administration

Advisor: Daniel Licht
Recorder: Linda Givvin

Writing Resource Center

Director: Ann Gruber-Miller

Alumni Association

Officers

President: Thomas L. Cox '52 (term
ends 1999)

President-elect: Julia Gutz '88 (term
begins 1999)

Staff

Kaitlynn Lewis Voigt '93, Alumni
Director
Beverly Moser, Alumni Programs
Coordinator

Board of Directors

Term Ends 1999

John K. Lively '55
John G. Eilering, Jr. '67
Michael Conklin '69
Jeanne Lamear Luther '74
Barry J. Boyer '84
Ryan Tucker '96 (Class Agent)

Term Ends 2000

Donna Mease Nicholson, '57
Joseph R. Campanelli '69
Jeffrey J. Schweibert '81
Danielle Bright '97 (Class Agent)

Term Ends 2001

Margaret Smyth Emmons '44
Brian W. Klepinger '60
Thomas Reinhard '65
Sally Larson Sargent '70
Lu Ann White '78
Ann Parker Foote '79
Martha Kimbrough '83
Kirk Wilke '95 (Class Agent)
Cynthia Adams '98

Endowments

Scholarships and Awards

Cornell College uses the income from the named endowed funds listed below, in addition to funds budgeted each year from other sources, for scholarships, awards, and grants-in-aid.

Absher, Alice Gehant
Adams, Charles Forrest
Albion Church
Albrook, The Reverend J. Burleigh
Albrook, Lydia A.
Alexander, Mary Jean McCutcheon
Allen, Winifred Carlton
Alspaugh, William and Margaret
Archer, Mr. and Mrs. Cornelius T.
Bacon, Mrs. Harriett Rider
Bailey, F. E.
Barker, Richard W.
Barkley, Alonzo J.
Barlow, John M.
Bartheld, Margaret Williams
Batten, Cora
Becker, Carl Lotus
Beranek, Leo and Phyllis
Bergmann, Helen Waln
Bern, Julian
Betts, Alice R.
Bigger, Alice and L.E.
Birchard, Frederick D.
Bixler, Ingram and Clare K.
Bostrom, Robert G.
Bowman, Roy and Grace
Bradley, Kezia Ayers
Braginton, Arthur James
Brickley, Clarence J. and Margaret
Brinck, Ava C.
Brooks, Frank G.
Brown, John Cotton
Browning, Albert Hazard and Mary Ruth
Sutliff
Bruce, Dorothy
Bruning, Patricia J.
Bryant, Charles I.
Buck, Della Simpson
Bush, Sara Frances
Butzloff, F. L.
Buzza, George E.
Campbell, Pearl Reeder
Carlson, Mrs. Helen Arnold
Carpenter, Erwin L.
Carter, Harry W.
Chase, A. E.
Chautauqua
Chenoweth, Paul N.
Christianson, Louise
Claborn, Luther E.
Class of 1907
Class of 1910
Class of 1911
Clement, William
Cochran, Charles M.
Collin, Alonzo
Cook, Ray and Margaret
Cory, Hazel
Coulson, John and Merle
Court, Frank W.
Cowles, Gardner
Criswell, Violet
Cutsinger, Madonna
Dale Scholarship Fund
Daniel Scholarship Fund
Darrow Scholarship Fund
Davis, E. M.
Davis, Lorraine Dunn and Charles Alfred
Davis, Watson M. and Mildred V.
Devereaux, Eugene
Diether, Delia Duke
Douglas, Bertha Hackett
Dryden, Merrill M. and Helen F.
DuBridge, Dr. Lee A.
Dungan, Eva Ellsworth
Dwire, George H.
Edge, Martha Jane Tinder
Ehrmann, Margaret and Winston
Elkins, Eugene
Elliott, A. C.
Elliott, Mary Fisher
Ellsworth, Beth
Elwell, Mary Ambrose
Emmons, Richard and Mary
Enlow, Mrs. Clara E.
Evans, Nelson James
Faulkes, William Fawcett
Finger, Mr. and Mrs. Sherman W.
Fisher, Mr. and Mrs. Theodore
Forbush, May Montgomery
Fouse, Helen Chambers
Freer, The Reverend S.C.
Frey, Howard
Fries, Homer S. and Mae J.
Gardner, Bill
Garst, Tom
Giddings, Clara Bate and J. Reed
Gilbert, Frederick B.
Gilliatt, Dean W.
Golden, Claire V.
Griffith, Byrne Smith
Grigsby, Dr. Lemuel Milton

- Gunn, R. M.
 Hackerson, Alfred
 Hammon, Hazel
 Hanawalt
 Hanner, The Reverend J. R. A.
 Hansen, Irvin L. and Ann Jennings
 Hardesty, Marshall G.
 Harlan, Sarah Ann
 Harris, Ruth Anderson
 Harrison, Etta Parsons
 Harvey, Julius C. and Mary Heald
 Hazlett, Cora
 Hedges, Charles E. and Helen
 Helmer, Edith B.
 Hendriks, Herbert E.
 Hendry, Margaret J.
 Heslop, Erma Wilkinson
 Hines, by Dr. W. A.
 Hinman, Gene
 Hoelscher, Geneve
 Hogle, George W. and Kate A. Mason
 Howe, L. A. and Blanche Hinkley
 Huebsch, Leila R.
 Hutchinson, Mark E., Jr.
 Irwin, John D.
 Isaacs, Mrs. Esle E.
 Johnston, The Honorable W. F.
 Jones, Letha M.
 Kautenberg, Mr. and Mrs. W. E.
 Keedick, Leonard O.
 Keyes, Charles
 Kibler, George H. and Mary L.
 Kimmel, Richard and Laurine
 King, Margaret McKell
 King, Martin Luther
 Kirkpatrick, Charlotte Cullumber
 Knapp, Louise Hoover
 Knoblauch, Julius C. and Erma Delaplain
 Koch, Walton
 Kopf, Minnie
 Kreger, William and Anita Sackrison
 Kuhlman, The Reverend Henry W.
 Kuntz, Vira
 Landis, Russell W.
 Lane, Howard C.
 Lathe, Nama A.
 Lawrence, O. W.
 Lieberknecht, Barbara Gail
 Liike, Robert
 Littell, the "Judge" and Mrs. C. F.
 Lowell, Arthur E.
 Lynch, Charles J.
 Magee, John B.
 Maier, Edna J.
 Marine, Stephen A. and Louise Freer
 Marks, Nellie C. Reeder
 Martin, Dr. Loren M.
 Mathews, L. W.
 McCall, Aletha
 McColm, John T. and Thelma V.
 McCutcheon, James and Ruth
 McDermott, Kathryn L.
 McKim, Judson
 McKinney, Janette
 McNeal, Clark H.
 Meade, Harriet C. and Joseph T.
 Medary, Bess H.
 Medary, Marjorie
 Meers, Geneva
 Mentzer, John P.
 Milholin, J. C.
 Miller, Earl and Ina
 Miller, Elmer
 Miller, Erroll L. and Elmer A. Johnson
 Miller, Luella Albrook
 Miller, Maxwell M., Jr.
 Moles, Ella Robinson
 Monroe, Marjorie
 Montgomery, T. K. "Ted" and Irene Sample
 Moore, Harry A. and Julia
 Moore, Lawrence
 Moots, Elmer E.
 Morrissey, Al and Norma
 Ninde, William E.
 Norskow, Florence
 Noyes, LaVerne
 Oakland, Lloyd
 O'Connor, Burton and Mildred Kreim
 Olberg, Ann and F. Forbes
 Pascal, Lucy A.
 Pearson, Eleanor
 Peet, Mrs. J. D.
 Peterson Women's Scholarship
 Pfeiffer, Mr. and Mrs. Henry
 Pinkerton, Ruth
 Prichard, Leonard and Florence Neff
 Pulk, Rebecca Wearin
 Rayburn, John
 Reader's Digest
 Reeder, Dotha Foote
 Reeder, Mr. and Mrs. Harry H.
 Reynolds, William B. and Margaret H.
 Rigby, C. E. and Evelyn
 Riley, Bruce T.
 Rockwell, Helen
 Rollins, Alvin and Clara I.
 Rorem, Gaylord C.
 Sanderson, Laura and Robert
 Schneider, Howard
 Schoonover, Sara C.
 Schuerman, Lawrence & Mildred France
 Scott, Paul K.
 Sewell, Allen
 Shackford, John
 Shaffer, Sherman S.
 Shakespeare Prize

Shaw, Leslie M.
 Sisler, Elma A.
 Slingerland, William H. and Grace E.
 Small, Matilda
 Smith, May Forbush Montgomery
 Smith, Viola May, and Melba and Robert W.
 Smyth, Robert and Sara
 Smyth, William
 Snyder, Hazel May
 Spletter, Charles J. and Evelyn R.
 Statesmen Scholarship (see Littell)
 Stevens Missionary
 Stillman, Arthur Taylor
 Stout, Benjamin F. and Eliza J.
 Stout, Grace Farwell
 Sunderlin, The Reverend Marion L. and
 Mabel J. Jordan, and Bernadine Ruth
 Sunderlin Norman
 Surdna Foundation
 Swanson, Elmer V.
 Taber, Dr. R. Elmer
 Taylor, Cassie
 Taylor, James E.
 Taylor, William
 Trieschmann, Wesley
 Tull, Clyde C.
 Typer, Roger Don
 Tyson, George R. and Helen A.
 Van Etten, Winifred
 Venn, Helen
 Vernon, George F.
 Virtue, Ethel B.
 Waggoner, Harriett
 Warfel, Robert E.
 Wasta, Erwin J. and Louise
 Waterhouse, Sara Hoover
 Weller, Kathryn Bieber
 Wessling, Richard and Jeanne
 West, Merle Scott and Marie West Berry
 West, Wesley
 Wheeler, Charles and Bertha
 Whitson, Frank N.
 Whitwood, Alice Reid
 Wilkinson, Alfred D.
 Wilkinson, Dr. Herbert A.
 Wilkinson, William and Ollie Dickinson
 Winter, Abijah and Mary Adamson
 Witmer, J. Nevin and Grace Wingert
 Witzigman, The Reverend and Mrs.
 Frederick C.
 Wolf, Dorothy Custer
 Woodard, Eva Lois
 Wormer, Grace
 Yamaoka, Norman
 Yates, Ruth V.
 Yaw Family
 Yohe, G. Robert
 Zigler, Theodore Frank

Other

The Board of Education of the United Methodist Church provides a national scholarship fund from which awards are made to Methodist students.
 Presser Foundation; for advanced music students
 Tschirgi, Grace F.; administered by the Firstar Bank of Cedar Rapids, Iowa

Loan Funds Available

Adams, Maude L.
 Armstrong, Frank H.; established by Mr. and Mrs. Frank H. Armstrong
 Board of Education Loan Fund of the United Methodist Church
 Brink, Eveadell
 Cole
 Crim, Mary Katherine
 Delt
 Esgate Family
 Finger, Sherm; in memoriam
 Gray Estate
 Henshaw, Helen; in memoriam
 Hill, M. L.
 Jackson, J. R.
 Kehr
 McElroy/Cornell
 Moore, Ken and Arletta
 Park
 Perkins Loans
 Rayner, Ernest A.
 Roberts, Alvin N. and Nevin A.
 Sherman, Mabel E.
 Smith, Laura M.
 Stanton, W. J. and Annola and Vietta H.
 United Student Aid Fund, Inc.

Other loans, including those from funds established by fraternal orders, may be recommended by the Director of Financial Assistance.

Index**A**

Abbreviations, 43
About this Catalogue, 2
Academic Advisor, 20
Academic Information, 19
Academic Review, 37
Accreditation, Inside Back Cover
Adding and Dropping Courses, 24
Adjunct Courses, 22
Administrative Personnel, 207
Admission, 181
Admission by Transfer, 182
Advanced Placement, 32
Advanced Standing, 183
Affirmative Action, Inside Back Cover
All-College Independent Study Courses, 143
Alumni Association, 209
Anthropology, 134
Applying for Financial Assistance, 166
Architecture, 11
Art, 43
Associated Colleges of the Midwest (ACM), Inside Back Cover
Athletic Eligibility, 178
Auditing Courses, 23
Australia: Natural and Cultural Ecology (SIT), 152
Australia: The Multicultural Society (SIT), 152

B

Bachelor of
Arts, 7
Music, 102
Philosophy, 10
Special Studies, 8
Bachelor of Arts with a Major in Music, 101
Belize: Natural History and Cultural Ecology (SIT), 153
Bilingual Education, 160
Biochemistry and Molecular Biology, 47
Biology, 47
Board of Trustees, 200
Bolivia: Culture and Development (SIT), 153

Botswana: Kalahari Conservation and Ecology (SIT), 153
Brazil: Amazon Studies and Ecology (SIT), 153
Brazil: Culture and Development (SIT), 153

C

Calendar, Inside Front Cover
Cameroon (SIT), 153
Campus Activities and Cultural Events, 175
Campus Visit, 181
Capital Experience, 158
Career in a Professional Field, 14
Career Services, 172
Chautauqua, 161
Chemistry, 52
Chicago Arts Program (ACM), 158
Chile (SIT), 153
China: Yunnan Province (SIT), 153
Chinese Studies – Hong Kong (ACM), 149
Class Rank, 30
Classical and Modern Languages, 54
Classical Studies, 68
Classics, 55
Combined Degree Programs, 11
Communications Studies, 139
Computer Science, 69
Computing Facilities and Services, 172
Confidentiality of Student Records, 19
Contemporary Campus, 192
Continuing Education, 183
Continuing Education Students, Financial Aid, 169
Cooperative Degree Programs, 11
Cornell College, 2
Cornell-Affiliated Domestic Off-Campus Programs, 158
Corporation, 200
Costa Rica, Tropical Field Research (ACM), 151
Counseling Services, 173
Courses
280/380, 143
289/389, 143

290/390, 143
299/399, 144
Courses of Instruction, 42
Courses, General Information, 42
Courses, Numbering, 42
Credit, 42
Credit by Examination, 32
Credit By Transfer, 30
Czech Republic (ACM), 149
Czech Republic: Arts and Social
Change (SIT), 153

D

Dean's List, 35
Declaration of Degree, Majors and
Minors, 28
Degree Candidacy, Majors and
Minors, 28
Degree Programs, 6
Bachelor of
Arts, 7
Music, 102
Philosophy, 10
Special Studies, 8
Dentistry, 14
Dimensions of Multiculture and
Global Awareness (ACM),
160
Dismissal, 39
Domestic Off-Campus Programs,
158

E

Early Action Plan, 182
Early Admission, 182
Early Decision, 182
Economics and Business, 71
Ecuador (SIT), 154
Ecuador: Comparative Ecology
(SIT), 154
Education, 75
Effective Catalogue, 2
Elementary Education, 77
Emeriti, 202
Engineering, 12
English, 80
English as a Second Language, 68,
160
Enrollment Reservation, 184
Environmental Management, 12
Environmental Studies, 85
Ethnic Studies, 86
Exemption, 32

F

Faculty, 203
Federal Financial Assistance
Programs, 168
Fees, 164
Financial Aid for Off-Campus
Programs, 169
Financial Assistance, 166
Financial Assistance Programs,
167
Financial Information, 163
Fisk University Exchange
Program, 159
Florence (ACM), 149
Food Service, 171
Foreign Country Programs, 149
Foreign Language Abroad
Program, 150
Forestry, 12
France: Intensive Language and
Culture I (SIT), 154
France: Intensive Language and
Culture II (SIT), 154
French, 58
Full-Time Student, 26

G

General Information about
Courses, 42
Abbreviations, 43
Chronology, 42
Credit, 42
Numbering, 42
Prerequisites, 42
Punctuation, 42
Geology, 87
German, 60
Ghana: African Arts and Culture
(SIT), 154
Ghana: Crossroads of the African
Diaspora (SIT), 154
Grades, 33
Graduation, 35
Greece: Island Culture and
Environment (SIT), 154
Greek, 56
Group Projects, 143

H

Health Service, 173
History, 90
History of the College, 186
Honor Societies, 177

Honors, All-College, 36
 Honors, Departmental, 36

I

Independent Study Courses, 143
 India Studies (ACM), 150
 India: Arts and Culture (SIT), 154
 India: Gender and Development (SIT), 154
 Individual Projects, 143
 Indonesia: Bali (SIT), 154
 Interdepartmental Courses, 94
 Interdisciplinary Major, 29
 International Admission, 183
 International Business, 95
 International Relations, 96
 International Student Services, 174
 Internships, 143
 Interview, 181
 Ireland: Peace and Conflict Studies (SIT), 155

J

Jamaica: Gender and Development (SIT), 155
 Japan Study (ACM), 150
 Japanese, 62

K

Kenya: Coastal Studies (SIT), 155
 Kenya: Culture and Development (SIT), 155

L

Language and Linguistics, 67
 Latin, 57
 Latin American Culture and Society – Costa Rica (ACM), 150
 Latin American Studies, 97
 Law, 15
 Learning Disabilities, 19
 Leave of Absence, 39
 London and Florence: Arts in Context (ACM), 151

M

Madagascar: Cultural History and Geography (SIT), 155
 Madagascar: Ecology and Conservation (SIT), 155
 Major, Declaration of, 28

Mali (SIT), 155
 Map, Campus, 220
 Mathematics, 98
 Meal Refunds: Off-Campus Programs, 166
 Media, 175
 Mediaeval and Renaissance Studies, 100
 Medical Technology, 13
 Medical Technology: Rush University, 13
 Medicine, 16
 Members of the Faculty, 203
 Mexico: Culture and Development (SIT), 155
 Middle East: Peace and Conflict Studies (SIT), 155
 Minor, Declaration of, 28
 Mission Statement, 2
 Modern Languages, 58
 Morocco (SIT), 156
 Music, 101
 Music Lessons, 101
 Music Lessons, Fees, 164

N

National Honor Societies, 177
 Nepal: Natural and Human Environment (SIT), 156
 New Zealand: Natural and Human Environment (SIT), 156
 Newberry Library (ACM), 159
 Nicaragua (SIT), 156
 Nondiscriminatory Policy, Inside Back Cover
 Northwest Coast First Nations (SIT), 156
 Nursing and Allied Health Sciences, 13

O

Oak Ridge Science Semester (ACM), 159
 Off-Campus Programs, 145
 One-Course-At-A-Time, 3
 Origins of Behavior, 110
 Other Fees and Charges, 164

P

Philosophy, 110
 Philosophy of Intercollegiate Athletics, 178

- Physical Education, 113
Physical Education and Athletics, 177
Physics, 117
Politics, 119
Probation, 37
Probationary Suspension, 39
Professional Programs, 11
 Careers, 14
 Education, 14
 Law, 15
 Medicine, 16
 Social Work/Human Services, 16
 Theology, 16
Combined Degree Programs, 11
 Architecture, 11
 Engineering, 12
 Forestry and Environmental Management, 12
 Early Acceptance Program in Dentistry, 14
 Medical Technology, 13
 Nursing and Allied Health Sciences, 13
Psychology, 123
- R**
Rates and Charges, 163
Readmission, 40
Reduced Programs, 26
Refunds, 164
Registration, 21
Religion, 127
Religious Life and Activities, 175
Repeating Courses, 23
Residence Life and Food Service, 171
Russia Semester – Krasnodar (ACM), 151
Russia: Intensive Language and Culture I (SIT), 156
Russia: Intensive Language and Culture II (SIT), 156
Russian, 63
Russian Studies, 129
- S**
Satisfactory Academic Progress (SAP), 27
Scholarships and Awards, 211
School for International Training Programs, 152
Secondary Education, 77
Social Activities, 175
Social Work/Human Services, 16
Sociology, 131
Sociology and Anthropology, 136
Sociology/Anthropology, 131
South Africa: Arts and Social Change (Cape Town) (SIT), 156
South Africa: Reconciliation and Development (Durban) (SIT), 157
Spain: Intensive Language and Culture I (SIT), 157
Spain: Intensive Language and Culture II (SIT), 157
Spanish, 64
Special Studies, 144
State of Iowa Programs, 168
Statistics courses, 94
Student Classification, 30
Student Health Service, 173
Student Life, 171
Student Organizations, 176
Summer Study, 144
Suspension, 38
Switzerland: International Studies (SIT), 157
- T**
Tanzania (ACM), 151
Tanzania: Biodiversity and Conservation (SIT), 157
Tanzania: Wildlife Ecology and Conservation (SIT), 157
Tanzania: Zanzibar Coastal Ecology (SIT), 157
Thailand: Culture and Development (SIT), 157
The Netherlands: Sexuality, Gender, and Identity (SIT), 156
Theatre, 137
Theatre and Communications Studies, 137
Theatre and Speech, 140
Theology, 16
Tibetan Studies (SIT), 157
Transfer Admission, 182
Transfer Credit, 30
Transfer Students, 169
Tropical Field Research – Costa Rica (ACM), 151

Tuition Scholarship Students, 168
Two Course Credits in One Term,
24

U

Uganda: Development Studies
(SIT), 158
Urban Education (ACM), 159
Urban Studies (ACM), 160

V

Venezuela: Natural and Cultural
Ecology (SIT), 158
Veterans Administration, 27
Vietnam: Culture and
Development (SIT), 158

W

Warning, 37
Washington Center, 160
Western Samoa: Pacific Island
Studies (SIT), 158
Wilderness Field Station (ACM),
160
Withdrawal for Health, 25
Withdrawal from a Course, 24
Withdrawal from the College, 40
Women's Studies, 140

Z

Zimbabwe (ACM), 152
Zimbabwe: Arts and Social
Change (SIT), 158
Zimbabwe: Grassroots
Development and NGO
Management (SIT), 158

Accreditation

Cornell College is accredited by the North Central Association of Colleges and Secondary Schools, the Iowa State Department of Education, the American Chemical Society, the University Senate of the United Methodist Church, and the National Association of Schools of Music. Cornell is a member of the College Entrance Examination Board.

National Honor Societies

PHI BETA KAPPA (Academic Achievement), MORTAR BOARD (Service, Scholarship, and Leadership), ALPHA PSI OMEGA (Drama), BETA BETA BETA (Biology), DELTA PHI ALPHA (German), PI KAPPA LAMBDA (Music), PI SIGMA ALPHA (Political Science), PSI CHI (Psychology), SIGMA DELTA PI (Spanish). Please consult the *Index* under “National Honor Societies” for more information.

Associated Colleges of the Midwest (ACM)

Cornell and 13 other liberal arts colleges located in Iowa, Colorado, Illinois, Minnesota, and Wisconsin compose the membership of the Associated Colleges of the Midwest. The purpose of the Associated Colleges is to increase educational effectiveness and operating efficiency and to extend the areas of cooperation of the constituent colleges through off-campus programs (see *Index*: “Off-Campus Programs”). Members are Beloit, Carleton, Coe, Colorado College, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, St. Olaf, and the College of the University of Chicago.

Affirmative Action

Cornell College is an affirmative action/equal opportunity employer and is committed to an Affirmative Action Program. In compliance with federal and state laws, Cornell employs and promotes personnel without discrimination because of their age, color, disability, gender, national origin, race, religion, or sexual orientation. Furthermore, Cornell actively strives to identify and secure qualified women and minority candidates for positions at the College. Grievance procedures, outlined in the “Affirmative Action Program of Cornell College,” are available to any employee or student who has a grievance arising from discrimination because of any of the above factors. Copies of the “Affirmative Action Program” are on reserve in the Library and available from the Affirmative Action Officer, Amy Ihlan.

Notice of Nondiscriminatory Policy

Cornell admits qualified students – without regard to age, color, disability, gender, national origin, race, religion, or sexual orientation – to all the rights, privileges, programs, and activities generally accorded or made available to students at Cornell. The College does not discriminate in the administration of its educational or admissions policies, scholarships and loan programs, and athletic and other school-administered programs.