

2014-2015 Academic Catalogue



Cornell College

CALENDAR

2014 - 2015

Block One

September 1 - September 24

Block Two

September 29 - October 22

Block Three

October 27 - November 19

Block Four

November 24 - December 19

Block Five

January 12 - February 4

Block Six

February 9 - March 4

Block Seven

March 16 - April 8

Block Eight

April 13 - May 6

Commencement

May 10, 2015

2015 - 2016

Block One

August 31 – September 23

Block Two

September 28 - October 21

Block Three

October 26 - November 18

Block Four

November 23 - December 18

Block Five

January 11 – February 3

Block Six

February 8 - March 2

Block Seven

March 14 - April 6

Block Eight

April 11 - May 4

Commencement

May 8, 2016

SPECIAL EVENTS

2014 - 2015

Homecoming/Family Weekend: Friday, October 17 – Sunday, October 19

Thanksgiving Break: Thursday, November 27 - Sunday, November 30

Winter Break: Saturday, December 20 - Sunday, January 11

Spring Break: Thursdays, March 5 - Sunday, March 15

2015 – 2016

Homecoming/Family Weekend: Thursday, October 9 – Sunday, October 11

Thanksgiving Break: Thursday, November 26 - Sunday, November 29

Winter Break: Saturday, December 19 - Sunday, January 10

Spring Break: Thursdays, March 3 - Sunday, March 13

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INTRODUCING CORNELL COLLEGE

Effective Catalogue

[Note: This Catalogue is accurate as of August 1, 2014.]

The *Cornell College Catalogue* is published every 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 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, unless specific faculty legislation dictates otherwise. 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 Declaration of Degree Candidacy, Majors and Minors.

The offerings for each academic year are announced the previous winter in the Course Schedule, which is then updated as often as is necessary.

Accreditation



Cornell College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools, the Iowa State Department of Education, the American Chemical Society, and the University Senate of the United Methodist Church. Cornell is a member of the College Entrance Examination Board.

National Honor Societies

BETA BETA BETA (Biology), DELTA PHI ALPHA (German), LAMBDA ALPHA (Anthropology), MORTAR BOARD (Service, Scholarship, and Leadership), OMICRON DELTA EPSILON (Economics), PHI ALPHA DELTA (Pre-Law), PHI BETA KAPPA (Academic Achievement), PHI SIGMA TAU (Philosophy), PI DELTA PHI (French), PI KAPPA LAMBDA (Music), PI SIGMA ALPHA (Political Science), PSI CHI (Psychology), SIGMA DELTA PI (Spanish), SIGMA GAMMA EPSILON (Geology). See *Academic Clubs & 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 "Off-Campus Programs"). Members are Beloit, Carleton, Coe, Colorado College, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Luther, Macalester, Monmouth, Ripon, and St. Olaf.

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 College affirms the right of its students, faculty, and staff to live, work, and study in an environment free from discrimination or harassment on the basis of age, color, disability, gender identity, national origin, race, religion, creed, sex, sexual orientation, genetic information, pregnancy, or any other characteristic protected by state, federal, or local law. Neither may applicants for employment nor enrollment be discriminated against based on the above characteristics.

Notice of Nondiscriminatory Policy

Cornell admits qualified persons - without regard to age, ancestry, color, disability, sex, gender identity, national origin, race, religion, sexual orientation, or genetic information - 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.

Cornell College Mission Statement

Mission

Cornell College offers an innovative and rigorous learning community where faculty and staff collaborate with students to develop the intellectual curiosity, creativity, and moral courage necessary for a lifetime of learning and engaged citizenship.

Core Values

- A liberal education that celebrates discovery and embraces the integration and application of knowledge
- Intellectual, moral, and personal growth
- Civic and social responsibility
- The dignity and worth of each individual in a diverse community

Educational Priorities at Cornell College

The Mission and Core Values guide learning at Cornell College. The College recognizes that meaningful education occurs in multiple formats and venues, and encompasses a wide variety of disciplines and learning objectives. As an intentional learning community, the college has chosen to emphasize the following Educational Priorities and Outcomes for all students. In order to achieve these Outcomes, the Educational Priorities are embedded in curricular, co-curricular, independent, and collaborative contexts across the campus. Faculty and staff provide opportunities for learning in a supportive environment where students ultimately take responsibility for their own education.

Educational Priorities	Students will...
Knowledge	integrate and apply knowledge from a focused area of study as well as a broad general education which includes disciplinary and interdisciplinary perspectives in the arts, humanities, sciences, and social sciences.
Inquiry	respond to the complexities of contemporary and enduring problems using information literacy tools, research skills, creative thinking, and analysis.
Reasoning	evaluate evidence; interpret data; and use logical, mathematical, and statistical problem-solving tools.
Communication	speak and write clearly, listen and read actively, and engage with others in productive dialogue.
Intercultural Literacy	connect with diverse ideas and with people whose experiences differ from their own and that may be separated from them by time, space, or culture.
Ethical Behavior	recognize personal, academic, and professional standards and act with integrity.
Citizenship	collaborate with others and contribute in their communities and the larger world.
Vocation	discover and prepare for the range of opportunities and challenges that await them beyond their college experience.
Well-Being	respect the ways physical, emotional, spiritual, and intellectual well-being may contribute to a balanced life.

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 mid-May, is divided into eight Blocks, each of which is three-and-one-half weeks (18 class days) in length. Each Block 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 Block Four, which may be adjusted due to Thanksgiving Break and/or Winter Break. A four-day break separates each Block, unless there is a winter or spring break. (See the calendar for exact dates.)
2. Readmitted students may enroll at the start of any of the eight Blocks but should apply at least one month before—and earlier if they desire financial aid or on-campus housing. (See *Readmission*.)
3. Enrolled students register in the spring for all eight Blocks 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 three degree programs: Bachelor of Arts (B.A.), Bachelor of Music (B.Mus.), and Bachelor of Special Studies (B.S.S.), each of which requires a minimum of 31 course credits. (See *Degree Programs*.)
5. Progress toward any of Cornell's degrees is measured in Blocks or course credits. One *course credit* is given for the successful completion of a Cornell course taken in a Block. *Course credits* include Block credits and credits from adjunct courses, music lessons and ensembles, advanced placement, and transferred work. As a unit of credit, one Cornell Block or "full course" credit is the equivalent of four semester or six quarter hours. (See *Student Classification and Credit by Transfer*.)
6. Full-time students register for eight Blocks in the academic year. Except for seniors, students may not take vacation Blocks in an academic year without permission of the academic standing committee. (See *Registration*.) This paragraph does not apply to Continuing Education students.
7. The maximum amount of credit that a student may earn in one Block is one "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 course" credit per Block. Some departments offer concurrent courses, each of which is worth one-half course 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, for internships, and for study in other countries or in other parts of the United States. Such programs vary in length from one Block to one year, and some may be arranged for the summer. (See *Registration*, and item 10 therein; and also *Independent Study Courses and Off-Campus Programs*.)
9. Adjunct courses (numbered in the 500s) and music lessons, ensembles, and theatre participation courses (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 December 1 of their sophomore year. Students may major in one or more departments or design their own

individualized 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.*)

Student Status

A person becomes an enrolled student at Cornell College when s/he moves into college housing, begins college-sponsored activities or on the first day of a course for which s/he is registered, whichever occurs first. A person ceases to be a student on the last day of the last course for which s/he is registered, ends involvement with college-sponsored activities or when s/he moves out of campus housing, whichever occurs later.

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 three 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 and Bachelor of Music degrees, the goals have been set by the Faculty. 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 three degrees described below, students must:

1. be admitted to degree candidacy by the Dean of Admission. All 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.
2. file an application for graduation no later than October 1 of their senior year for graduation at the end of Block Five, Block Eight, or August of that academic year and have a conference with the Registrar. By filing this application for graduation, students formally declare their desire to be graduated during that academic year and register how they wish their name to appear on their diploma. Once the student has applied for graduation, an official audit of all credits earned and in progress will be conducted by the Registrar. The Registrar will inform the student and her or his academic advisor(s) of the requirements to be completed. No further check is made by the Registrar until after the start of the student's last Block at Cornell. The student, therefore, is responsible for fulfilling the conditions stated on the audit and for consulting the Registrar before changing any of the courses for which he or she was registered at the time the audit was done. Students who will be off campus during all or part of their senior year must reconfirm their status and credits with the Registrar at least one month before Commencement.
3. complete all the requirements for their degree program prior to Commencement, and settle their financial obligations to the College before the Monday preceding Commencement. Even though a student may complete the required work immediately following Commencement or during the succeeding summer, her or his degree will not be conferred nor a diploma awarded retroactively.
4. earn, at the very least, eight of their final 10 course credits in Blocks 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 member. Students who are admitted or readmitted with senior standing (23 or more course credits) must complete at least eight course credits at Cornell. If they intend to be graduated in fewer than 10 Blocks, at least six of the eight course 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. 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 citizenship, in accordance with the bylaws of the college.

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 course credits beyond whatever number was accumulated for the first baccalaureate may qualify for a different Cornell degree. For information on completing an additional major or minor after graduation, see *Declaration of Degree Candidacy*.

Bachelor of Arts

Cornell College is committed to sustaining a community devoted to liberal learning and democratic values. The Bachelor of Arts degree encourages Cornell students to explore liberal learning as it is practiced in different disciplines. The specific degree requirements follow a traditional, structured program, designed and approved by the faculty. 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 17 courses outside of any one specific department.*

Bachelor of Arts Requirements for Candidates who Matriculated Before August 2012

Overview:

The B.A. program consists of two parts. Part One contains 10-15 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 requires students to achieve a certain level of proficiency in writing, 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 eight courses at an advanced level.

The specific degree requirements are:

1. A minimum of 31 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, 297/397, 299/399) may be counted toward satisfying the minimum credit requirement for this degree. No more than two full credits in 500-level adjunct courses may be counted toward satisfying the minimum 31 credits.
2. Of the minimum 31 course credits, at least 17 must be outside of any single department. Students who exceed 14 credits in one department will be required to take more than 31 credits to complete their degree in order to have at least 17 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, English as a Second

- Language, Arabic, 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 eight course credits numbered in the 300s or 400s. No more than two All-College Independent Study course credits (380, 389, 390, 397, 399) may be counted toward satisfying this requirement.
 5. At least one departmental, interdisciplinary, or individualized 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. FIRST-YEAR SEMINAR: Enrollment in any course with an "FYS" designation on the Course Schedule, during the first Block of the first year.
 - b. FIRST-YEAR WRITING COURSE: Any course with a "W" designation on the Course Schedule, taken in the first year.
 - c. FINE ARTS: One course credit (or the equivalent in half or quarter credits) chosen from the departments of Art, English, Music, and Theatre.
 - d. FOREIGN LANGUAGE: One of the following: (1) Arabic, French, German, Japanese, Russian, Spanish 205 or Greek or Latin103; (2) placement into a 300-level course through an examination administered online prior to 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.
 - e. HUMANITIES: Four appropriately marked courses from at least two of the following groupings: (1) English and Foreign Language; (2) History; (3) Philosophy; (4) Religion; (5) Art, Music, or Theatre; and (6) Education.
 - f. MATHEMATICS: One of the following: (1) MAT 110 (On the Shoulders of Giants: Great Mathematical Ideas), 120 or 121 (Calculus of a Single Variable); (2) STA 201 (Statistical Methods); or (3) CSC 151 (Discrete Mathematics for Computer Science).
 - g. SCIENCE: Two courses, at least one of which must include laboratory work, chosen from one or two of the following departments: Biology, Chemistry, Computer Science, Environmental Studies, Geology, Kinesiology, or Physics.
 - h. SOCIAL SCIENCE: Two courses chosen from one or two of the following disciplines: Anthropology, Economics and Business, Education, Kinesiology, Politics, Psychology, or Sociology.

Bachelor of Arts Requirements for Candidates who Matriculated During or After August 2012

Overview:

1. Introduction to college-level expectations, the disciplines, and interdisciplinary thought:
 - a. A **First-year Program** that introduces students to college-level expectations. These courses may focus on a specific discipline, but their primary purpose is to introduce students to the kinds of questions and

methods they will encounter, and to the skills they will develop, in the next four years. Both a writing and a First Year Seminar course must be taken in the first year. These courses do not count toward the distribution requirements.

- b. **Distribution requirements** that introduce students to the methods and practices of the arts, natural sciences, social sciences, mathematics, humanities, and language study. One or two courses cannot give students a deep appreciation and understanding of any one subject; the college expects students to use these courses as an opportunity to explore different disciplines and to develop an understanding of the different approaches to problem solving and different methods of understanding ourselves and our world. These courses may count toward major requirements.
 - c. An **Interdisciplinary experience** that asks students to apply different disciplinary and interdisciplinary modes of thinking. The college expects students to pursue connections among all the classes they take. In order to emphasize the importance of interdisciplinary thinking, the college also requires one interdisciplinary experience. This course or courses may not count toward the distribution requirements.
2. Study in depth, including:
 - a. at least one **major field of study**, and
 - b. at least **eight courses at or above the 300 level**.

The specific degree requirements are:

1. A minimum of 31 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, 297/397, 299/399) may be counted toward satisfying the minimum credit requirement for this degree. No more than two full credits in 500-level adjunct courses may be counted toward satisfying the minimum 31 credits.
2. Of the minimum 31 course credits, at least 17 must be outside of any single department. Students who exceed 14 credits in one department will be required to take more than 31 credits to complete their degree in order to have at least 17 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 as a Second Language, Arabic, 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 eight course credits numbered in the 300s or 400s. No more than two All-College Independent Study course credits (380, 389, 390, 397, 399) may be counted toward satisfying this requirement.
5. At least one departmental, interdisciplinary, or individualized major.
6. First-year Program
 - a. **FIRST-YEAR SEMINAR:** Enrollment in any course with an "FYS" designation on the Course Schedule, during the first Block of the first year. Specific goals for these courses can be found here: <http://www.cornellcollege.edu/first-year-program/first-year-seminar/index.shtml>
 - b. **FIRST-YEAR WRITING COURSE:** Any course with a "W" designation on the Course Schedule, taken in the first year. Specific goals for these courses can

be found here: <http://www.cornellcollege.edu/first-year-program/first-year-writing/learning-outcomes.shtml>

7. Distribution Requirements: 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 (Social Science). Courses not so marked do not meet these requirements even though there may be other courses in the same department that do.]
 - a. FINE ARTS: One course (or the equivalent in half or quarter credits) chosen from the disciplines of Art, English, Music, Dance, and Theatre.
 - b. HUMANITIES: Two courses chosen from two of the following disciplines: English, Foreign Language, History, Philosophy, Religion, Art History, Music, Theatre, or Education.
 - c. SOCIAL SCIENCE: One chosen from one of the following disciplines: Anthropology, Economics and Business, Education, Kinesiology, Politics, Psychology, or Sociology.
 - d. NATURAL SCIENCE: One course marked L or N chosen from one of the following departments: Biology, Chemistry, Computer Science, Environmental Studies, Geology, Kinesiology, or Physics.
 - e. MATHEMATICS: One course chosen from the disciplines of Mathematics, Statistics, or Computer Science.
 - f. FOREIGN LANGUAGE: Credit for one of the following: (1) Arabic, French, German, Greek, Japanese, Latin, Russian, or Spanish 103; (2) one course above 103 in the target language if students test above 103 through an examination administered online prior to New Student Orientation; 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.
8. INTERDISCIPLINARY THINKING: an interdisciplinary experience satisfied by completing one of the following:
 - a. one course marked as interdisciplinary;[2] or
 - b. an interdisciplinary experience created by two designated linked courses; or
 - c. an interdisciplinary experience created by two courses that explore a problem from two different disciplinary perspectives (for example, PHI 352: Philosophy of Feminism and SOC 365: Sexualities OR SOC 362: Criminal Justice and POL 366: Constitutional Law). A student must prepare a proposal to be approved by the advisor and filed with the registrar before the second course is taught.

Bachelor of Music

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 Bachelor of Music Degree

1. A minimum of 31 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, 297/397, 299/399) may be counted toward satisfying the minimum credit requirement for this degree. No more than two full credit in 500-level adjunct courses may be counted toward satisfying the minimum 31 credits.
2. A cumulative grade point average of 2.0 or higher.
3. A minimum of eight course credits numbered in the 300s or 400s. No more than two All-College Independent Study course credits (380, 389, 390, 397, 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 from outside the music department, to include a writing-designated course (W) and three humanities courses (not counting the W course) from at least two of the following groupings: (1) English and Foreign Language; (2) History; (3) Philosophy; (4) Religion; (5) Art or Theatre; and (6) Education.
5. Music Theory: MUS 110, 210, 310, 343, and 346.
6. Music History: MUS 321, 322, and 323.
7. One elective course credit in music history or theory, selected from MUS 213-275, 315, or 348-366.
8. Receive a passing grade (P) in MUS 701 for a minimum of five semesters (see "Music Performance Seminar").
9. A grade of "Pass" on all parts of the 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 "Ensemble Participation").
11. Completion of a senior capstone experience. There are three categories from which to choose: recital (MUS 798 or 799); student teaching; and paper/project (MUS 485). Students may choose more than one of these options. Students who plan to complete MUS 485 as their capstone must submit a description of the proposed project for departmental approval by October 1 of their senior year.
12. One of the following majors:

Major in Music Performance - Students who intend to major in Performance must audition before the Department of Music by the second semester of their sophomore year.

- a. Four course credits in a primary performance medium, either voice or a keyboard, string, percussion, or wind instrument.
- b. One course credit in piano, or another secondary performance medium selected in consultation with the department.
- c. MUS 302 or 304; and 306; 207 and 308 for voice majors; 303 for organ majors; or 307 for piano majors.
- d. MUS 798 (junior year) and 799 (senior year).
- e. ARA, FRE, GER, GRE, JPN, LAT, RUS, SPA 205 or equivalent.

Major in Music Education (MUE)

- f. Three course credits in a primary performance medium, either voice or a keyboard, string, percussion, or wind instrument.
- g. One-and-one-half course credits in secondary performance media, to include MUS 703, 704, 705, 706, and 708 or 774. The remaining 1/4 credit may be fulfilled by repeating one of these courses, or (with the approval of the department) by taking MUS 761.
- h. The following courses, according to emphasis within the major:
 - i. General Music Education: MUS 207 and 308.
 - ii. Instrumental Music Education: at least one semester of MUS 712.
 - iii. Vocal Music Education: MUS 207 and 308.
- i. MUS 306, 331, and 431.
- j. 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 coursework for elementary certification and /or secondary certification as described under Education. Prospective teachers should request a current list of the specific course requirements from the Education Office.

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 an individualized fashion and 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, or even that a student complete traditional course work. Moreover, while students pursuing a B.S.S. degree may complete one or more departmental, interdisciplinary, or individualized majors, they are not required to complete an academic major.

The particular requirements for the Bachelor of Special Studies degree are:

- complete a minimum of 31 course credits;
- achieve a cumulative grade point average of 2.0 or higher;
- file for candidacy by submitting the Prospectus at any time after October 1 of the sophomore year; and
- complete a minimum of 12 course credits after the Prospectus is approved. (Transfer students admitted with senior standing must complete a minimum of six course credits.)

The Bachelor of Special Studies degree is defined by the Prospectus, a detailed plan outlining the student's B.S.S. degree program. The Prospectus incorporates 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. The Prospectus is to be written by the student, reviewed and signed by a faculty committee composed of a primary advisor and two readers, 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.

Course changes that involve substitution of courses accomplishing the same goals as courses originally projected require only an add/drop form. However, significant deviations from the program outlined in the Prospectus must be justified in a letter to the Registrar written by the student and approved by the student's B.S.S. faculty committee before the student may change the agreement. Significant deviations would include:

- a shift in emphasis or direction of the program of study;
- the addition or deletion of a major or minor;
- a decrease in the ratio of upper-level to lower-level courses; or
- the substitution of three or more independent studies or internships for scheduled courses.

If you have questions concerning the Bachelor of Special Studies degree, please contact the Registrar or your academic advisor.

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 at the end of your first or the beginning of your second year (available in the Registrar's Office and on the web site at <http://www.cornellcollege.edu/registrar>).
2. Discuss your proposed B.S.S. program with your advisor or one or more members of the faculty.
3. Choose a committee of three faculty members including a primary advisor who will help you create your B.S.S. program and two faculty readers who, along with your primary advisor, will review and sign your Prospectus. The primary advisor and faculty readers must either be members of the full-time teaching faculty or part-time members who have been selected by the Department or Program to advise B.S.S. students. Some departments may choose certain members to advise all of their B.S.S. students. If you declare one or more majors, your primary advisor must be a member of a department in which you will have a major.
4. In conjunction with your primary advisor, begin planning your B.S.S. program prior to registering for your junior year. Write a 500-1,000 word Narrative and complete the Chronology. Rewrite until your primary advisor gives initial approval to your Prospectus.
5. Circulate your Prospectus to two faculty readers and schedule a group meeting with your primary advisor and your two faculty readers. After this review, your faculty committee may either approve and sign your Prospectus, or suggest revisions to strengthen it. If revisions are suggested, rewrite and re-circulate the revised document to each of your three committee members for their approval. Once approved, the Prospectus must be signed by each member of the faculty committee and filed with the Registrar, who will verify that it is complete and meets current academic regulations as set forth by the Faculty.
Your faculty committee will evaluate the Prospectus according to these criteria:
 - Is it technically well-written (grammar, spelling, organization)?
 - Is it conceptually well-written (articulation of program clear, goals achievable, means reasonable)?
 - Is the Chronology consistent with the Narrative?
 - Is the plan consistent with the educational aims of the College?
 - Are the activities outside the classroom, in BSS 690 Blocks or other experiences, consistent with the Narrative and the Chronology?

6. File your Prospectus with the Registrar any time after October 1 of your sophomore year. If it is complete and found to conform to current academic regulations, the Registrar will notify you of its approval. The Prospectus will become part of your permanent file at the College.
7. You must obtain the written permission of your faculty committee for any significant changes from the Prospectus before effecting such changes. If in doubt as to whether the changes are significant, consult your primary advisor or the Registrar.
8. 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 Catalogue section on Degree Programs.) A student who has made significant deviations from the B.S.S. Prospectus without prior written approval of the faculty committee will not be awarded the B.S.S. degree.

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 Block 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, and may, 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: engineering, environmental management, forestry, medical technology, and dentistry. For specific information and forms consult the program advisor or the Registrar.

Combined Degrees Program in Engineering

Students in this program receive the baccalaureate degree from Cornell and the Bachelor of Science in Engineering from the Institute of Technology at the University of Minnesota by completing three years of study at Cornell followed by two or more years at the University of Minnesota.

Cornell students will be selected for entrance into the Institute of Technology based on the calculation of a cumulative grade point average using grades from courses in calculus, chemistry, computer science, and physics. This minimum grade point average will vary by the engineering major field but will not exceed a 2.8 average. Students must also satisfy the requirements set forth above under "Degree Programs in Combination with Professional Schools." When transferring to the Institute of Technology, students are expected to submit applications for admission, reciprocity, housing (if necessary), and financial aid on standard forms. These forms must be submitted in accordance with the deadlines published in the current Institute of Technology documents.

Engineering majors available at the Institute of Technology include: aerospace, biomedical, bioproducts and biosystems, chemical, civil, computer, electrical, geological, materials science, and mechanical. The courses that a student must take at Cornell vary for each major, but always include: MAT 119-120 (Calculus of a Single Variable Part I and II) or 121 (Calculus of a Single Variable), 122 (Calculus of Several Variables), 221 (Linear Algebra), and 236 (Differential Equations); PHY 161, 162, and 263 (General Physics I, II, and Lab); and CHE 121 or 161 (Chemical Principles I or Accelerated General Chemistry). Students should consult with the pre-engineering advisor to determine which Cornell courses are required for their intended engineering major. Summer engineering courses may sometimes be recommended in order to reduce the amount of time needed to obtain the engineering degree. Program Advisor: Kara Beauchamp

Combined Degrees Program in Forestry and Environmental Management

Cornell students in this **Three-Two Program** earn a baccalaureate degree from Cornell College 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: S. Andy McCollum

Cooperative Program in Medical Technology

In cooperation with the St. Luke's Methodist Hospital School of Medical Laboratory Science in Cedar Rapids, Iowa, Cornell offers a four-year program leading to a baccalaureate degree and to registration as a medical laboratory scientist/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 minimum cumulative 2.5 grade point average in all science courses and a cumulative grade point average of 2.5 or higher. The minimum requirements for admission to the program are BIO 141 (Foundations: Cellular Biology), 142 (Foundations: Organismal Biology), 205 (Cell and Molecular Biology), 315 (Genetics), 326 (Microbiology), and 329 or 330 (Human Anatomy and Physiology I or II); CHE 121 and 122 (Chemical Principles I and II), 202 (Analytical Chemistry) and 225 (Organic Chemistry I); and MAT 110 (Great

Mathematical Ideas) or STA 201 (Statistical Methods I). 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 credit. Program Advisor: Barbara Christie-Pope

Deferred Admit Program in Dentistry

The University of Iowa College of Dentistry's Deferred Admit Program (DAP) is open to residents of the state of Iowa. Academically motivated students interested in pursuing a D.D.S. may be admitted to the DAP as early as the end of the first year of their undergraduate education.

Although an undergraduate degree is not required for admission, students admitted through DAP must complete the equivalent number of hours required for a degree at their institution prior to enrollment in the College of Dentistry. In 2009, nearly 99 percent of the college's first-year dentistry students had a bachelor's degree.

Students selected for the DAP must have and maintain a 3.6 overall grade point average and a 3.50 science grade point average. You may complete the DAP application any time after you complete a minimum of two full-time semesters at an accredited four-year institution. The DAP application deadline is November 1, at least two years prior to your anticipated enrollment. The Dental Admissions Test (DAT) must be taken by August prior to the year of your anticipated enrollment in the College of Dentistry, and scores on each section of the DAT must be at the national average (17) or above. The application for the DAP is available online at <http://grad.admissions.uiowa.edu/academics/dd-deferred-admit-program-dap>.

At Cornell the essential minimum preparation consists of the following courses: BIO 141 and 142 (Foundations: Cellular Biology and Foundations: Organismal Biology), 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) 334 (Biochemistry); either PHY 141, 142, and 263 (Introductory Physics I, II, and Laboratory) or 161, 162, and 263 (General Physics I, II, and Laboratory); and STA 201 (Statistical Methods I). Other relevant courses are BIO 313 (Developmental Biology), 315 (Genetics), 326 (Microbiology), 327 (Immunology), 328 (Neurobiology), 329 and

330 (Human Anatomy and Physiology I and II). A well-rounded background in the social sciences; philosophy; psychology; history; foreign languages; business and accounting; and mathematics is also recommended. Program Advisor: Craig Tepper

Preparation for a Career in a Professional Field

Architecture

Cornell offers a pre-professional advising program to assist students who want to enjoy the benefits of a liberal arts curriculum while preparing for a specific profession in architecture. Our students have had success pursuing advanced degrees in architecture at places such as Washington University, the University of Colorado, Iowa State University, and Penn State University. Students should complete a series of set courses and work on preparing a strong portfolio of studio work with an artistic statement.

Although students can choose any major, there is a recommended series of courses that must be completed in addition to the general education requirements. These recommendations include: one course in General Physics (course requires a background in Calculus), two courses in the history of Western Civilization, six studio art courses (consider three-dimensional areas such as ceramics or sculpture), and one art history or history course that addresses architecture as a focus of study from the following: ART 251 (Greek and Hellenistic Art), ART 252 (Etruscan and Roman Art), 256 (Italian Renaissance Art), 257 (Medusa's Gaze), ART 375 (Rome Reborn) and HIS 369 (Chicago).

There are exceptions to the list of courses appropriate for pre-architecture that require consultation with the faculty. Students should contact the program advisor early in their college career. Advisor: Christina Penn-Goetsch

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 Kinesiology, and consult with that department before December 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. Education Advisor: Jill Heinrich

Engineering

Although Cornell College does not offer an engineering degree, students at Cornell have several options by which to prepare for a career in engineering. Through the Combined Degrees Program in Engineering, students may enter an engineering school after three years at Cornell and then transfer credits back to complete the Cornell degree. (See Combined Degrees Program in Engineering.) Some students may prefer to finish their degree at Cornell and then spend two to three years at an engineering school to obtain the Bachelor of Science in Engineering. Students may also directly enter a graduate program in engineering after receiving a bachelor's degree from Cornell, usually with a major in one of the natural sciences, mathematics, or computer science.

The best option for a particular student depends on the intended field of engineering and on whether or not the student plans to obtain a professional engineering license. For this reason, students should consult with the pre-engineering advisor during their first year of study at Cornell. Although requirements may vary, preparation for further work in engineering usually includes: MAT 121 (Calculus of a Single Variable), 122 (Calculus of Several Variables), 221 (Linear Algebra), and 236 (Differential Equations); PHY 161, 162, and 263 (General Physics I, II, and Laboratory); CHE 121 and 122 (Chemical Principles I and II) or 161 (Accelerated General Chemistry); and CSC 140 (Foundations of Computer Science). Those planning to specialize in chemical engineering should also take CHE 225, 326, and 327 (Organic Chemistry I, II, and Laboratory). Engineering Advisor: Kara Beauchamp

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 Cornell's Center for Law and Society, Mock Trial, Phi Alpha Delta and preparation for law school may be found on the Cornell College [Law and Society website](#).

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 255 (Antitrust Policy and Government Regulation); HIS 351 (The Age of Revolution in America); PHI 353 (Philosophy of Law); POL 222 (Foundations of

the First Amendment), 250 (Principles of Advocacy), 262 (American Politics), 325 (Anglo-American Constitutional Thought), 332 (Human Rights), 333 (International Organizations), 361 (Race, Sex, and the Constitution), 364 (Congress and the Presidency), 365 (Constitutional Law: The American System), 366 (Constitutional Law: Rights and Liberties), and 561 (Mock Trial); and SOC 248 (Contemporary Native Americans), 348 (Race and Ethnic Relations), and 376 (Civil Rights and Western Racism).

Prospective law students are encouraged to take the Law School Admission Test (LSAT) no 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: Craig Allin, M. Philip Lucas, Genevieve Migely, Mary Olson, and Rob Sutherland.

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. Consult the Dimensions web site located at <http://cornellcollege.edu/dimensions/>, or consult the pre-med advisors (Barbara Christie-Pope and Craig Tepper) for further information.

At Cornell the essential minimum preparation consists of the following courses: BIO 141 and 142 (Foundations: Cellular Biology and Foundations: Organismal Biology), 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 119-120 or 121 (Calculus of a Single Variable); and either PHY 141, 142, and 263 (Introductory Physics I, II, and Laboratory) or 161, 162, and 263 (General Physics I, II, and Laboratory). Other relevant courses are BIO 211 (Evolution), 313 (Developmental Biology), 315 (Genetics), 326 (Microbiology), 327 (Immunology), 328 (Neurobiology), 329 and 330 (Human Anatomy and Physiology I and II); CHE 334 (Biochemistry); COM 121 (Speech Communication), found under "Education", and STA 201 (Statistical Methods I).

Physical Therapy

Cornell offers a pre-professional advising program to assist students who want to enjoy the benefits of a liberal arts curriculum while preparing for admission to graduate school in the field of Physical Therapy. After receiving a degree from Cornell, students may enter either a Master's program or a Doctor of Physical Therapy (DPT) program. However a strong trend in the profession is to require doctoral-level training. Cornell can help you to be a competitive candidate and succeed in PT school. The general coursework prerequisites for physical therapy programs are similar to other pre-health programs with a greater emphasis in human anatomy and physiology. The GRE (Graduate Record Examination), as well as clinical experience are both required for acceptance into these programs. Many Cornell students interested in physical therapy double major in either Biology and Psychology or Kinesiology and Psychology.

In general, Doctor of Physical Therapy (DPT) programs require the following coursework from Cornell students: BIO 141 and BIO 142 (Foundations: Organismal Biology and Foundations: Cellular Biology); BIO 329 and BIO 330 (Anatomy and Physiology I & 2); CHEM 121 and CHEM 122 (Chemical Principles I and Chemical Principles II) or CHEM 161 (Accelerated General Chemistry); STA 201 (statistical Methods I); PHY 141, PHY 142, PHY 263 (Introductory Physics I & II and Laboratory Physics); PSY 161 (Fundamentals of Psychological Science) and PSY 318 (Abnormal Psychology). KIN 207 and KIN 309 (Systems Physiology and Anatomy of Human Movement) are strongly recommended. Some graduate programs may require math and social science courses not listed above. The Physical Therapy Centralized Application Service (PTCAS) is a resource for identifying these possible requirements.

Additional information regarding preparation for entrance into a Physical Therapy program can be found on the [Dimensions website](#) or by consulting the Pre-Physical Therapy advisor, Kristi Meyer, DPT, or the Director of Dimensions, Barbara Christie-Pope, PhD.

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 individualized major designed around some particular area (childhood, family, delinquency, etc.).

Students preparing for either graduate training or direct employment should include in their programs these core courses: ECB 101 (Macroeconomics); PSY 161 (Fundamentals of Psychological Science); SOC 101 (Sociological Perspectives); 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/Ordained Ministry

Most religious groups and denominations require a graduate professional degree from an accredited seminary or divinity school 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 natural sciences which reflects a broad appreciation for the human community. There is no prescribed pre-theological curriculum, but students moving toward ordained ministry will find that courses in English, history, philosophy, psychology, religion, and sociology provide solid background for graduate courses related to ministry. Some students create their own individualized 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, and the steps to follow in order to be recognized as a candidate for ordination.

Most seminaries and divinity schools expect that applicants for the Master of Divinity degree are connected with a specific denomination. It is the candidate's religious tradition, not a school's affiliation, that confers ordination after completion of the degree. Therefore, 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 also supports and advises students preparing for theological education.

ACADEMIC INFORMATION

Absences

Policies on class attendance are the responsibility of individual professors. Faculty are encouraged, however, to accommodate students who participate in a college-sponsored trip, encounter an emergency situation (student illness or family death), or participate in religious observances.

The Health Center or other health professionals will issue verifications of absence for sufficient medical reasons. Students who know that they will be absent should notify their instructors in advance. Those who are unable to do so because of illness or personal or family crisis should notify their instructors as soon as possible. Instructors will decide on the basis of their explanations whether or not to accommodate them and in what way.

Students who participate in College-sponsored trips or will be absent due to religious observances are expected to secure the permission of their course instructors in advance of their absence and to arrange with their instructors to make up the work they will miss. Students who fail to make arrangements with their instructors in advance are subject to whatever penalties the instructors would normally impose for unexcused absences. In case of doubt as to a student's participation in the trip, the instructor may consult the college sponsor.

Academic Honesty

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgment of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty.

The College considers Cornell students to be responsible persons whose maturity will develop in a community that encourages free inquiry. The College expects the highest degree of personal integrity in all relationships. Any form of dishonesty is a violation of this spirit and of College rules.

A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty.

Dishonesty in academic work includes both cheating and plagiarism.

Cheating refers to the use of unauthorized sources of information on examinations or any attempt by students to deceive the evaluator of an examination, paper, or project.

Plagiarism is the act of taking the work of another and presenting it as one's own, without acknowledgement of the original source.

There is not one set of rules for the acknowledgement of sources that is appropriate across all disciplines. For this reason, students are always encouraged to consult their professors and guidelines included in their syllabi. However, in general the appropriate acknowledgement of sources involves meeting the following requirements:

Quotations and Paraphrasing

All direct quotations, even if mingled with original words and ideas, must be placed within quotation marks and accompanied by a specific citation for the source of the quotation. Unless the information is generally known, all phrases that are not original to the author - even two or three words - must be placed in quotation marks and cited. If an existing idea is used but paraphrased or summarized, both the original author's words and sentence structure must be changed and a specific citation for the source must still be made. It is always the responsibility of the student to provide precise sources for all ideas, information, or data he or she has borrowed or adapted. Simply listing sources in a bibliography is not sufficient. Students who use information from the World Wide Web are expected to follow these same guidelines for the citation of sources.

Failure to cite sources properly constitutes academic dishonesty, whether the omission is intentional or not.

Ideas and Data

All students are required to acknowledge the ideas of others. Every student is expected to do her or his own work in the completion of an assignment or an examination unless either (a) the sources for these ideas are explicitly cited, or (b) the instructor explicitly allows such collaboration. In addition, a person giving unauthorized assistance to another on an examination is just as guilty of cheating as the person who accepts or solicits such aid. Submitting revisions of academic work previously submitted, either in the current course or in previous courses, qualifies as academic dishonesty unless the student obtains the explicit permission of all of the instructors involved.

All data sources must be cited accurately. It is dishonest to fabricate or alter research data included in laboratory reports, projects, or other assignments.

A safe guide is to provide a full citation for every source consulted. Sources may include, but are not limited to, published books, articles, reviews, Internet sites, archival material, visual images, oral presentations, or personal correspondence. In addition, students should always keep previous drafts of their work in order to provide documentation of their original work. Finally, due to disciplinary differences, students should consult their professor, a librarian, and/or the Teaching and Learning Center for specific instructions on properly providing citations for sources.

Procedures for Dealing with Dishonesty in Academic Work

If an instructor judges that a student has violated the College's policies on academic honesty, the student may be charged with academic dishonesty and assigned an F either for the particular examination, paper, report, or project, or for the course. The instructor shall notify the student in writing of the charge and the penalty and shall include a statement of the circumstances which precipitated the action. A copy of the instructor's letter along with a copy of the paper shall be sent to the Registrar. The Registrar shall then advise the student in writing of the right to appeal. Within ten (10) days of notification, the student may appeal the charge and/or the penalty by submitting a letter to the Dean of the College requesting that he or she appoint an ad hoc committee consisting of three (3) faculty members, one of whom may be nominated by the

student. The recommendation of this committee is advisory only and is not binding upon the instructor.

All material and information relative to the charge of academic dishonesty shall be kept by the Registrar in a special file during the period in which the student is enrolled at Cornell College, serving only as a statement of record if the student is charged a second time with academic dishonesty. In the case of an appeal after the first offense, the file shall be destroyed if the committee finds the student not guilty and the instructor concurs; otherwise, the recommendation of the committee shall be inserted into the special file. If there are no further charges, the file will be destroyed at the time of the student's graduation from Cornell.

Should a subsequent charge of academic dishonesty be brought against a student, the Registrar shall again advise the student in writing of the aforementioned right to appeal under the same procedures. Should the second charge be sustained by the instructor, the Registrar shall notify the Dean of the College who shall convene a committee consisting of the Dean of the College, the Dean of Students, and the Chair of the Academic Standing Committee, who shall determine the status of the student. The normal penalty for a second offense is indefinite suspension from the College.

Confidentiality of Student Records

Cornell College, in compliance with the Family Educational Rights and Privacy Act of 1974 as amended (FERPA), protects the confidentiality of student records and the individual student's right to privacy. For more detailed information, see *The Compass* under the heading "Confidentiality of Student Records".

Students with Disabilities

Cornell College is committed to compliance with federal law regarding students with 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 postsecondary education program which receives Federal financial assistance "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, paragraphs 104.41 and 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 the student provides current 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, to the Office of Academic Support and Advising, where it is placed on file as a confidential record. Cornell College reserves the right to determine what constitutes appropriate documentation. The student must also request appropriate accommodation from the instructor of each course within the first three days of each Block.

More information about accommodations for students with learning disabilities is available on the Cornell web site under "Disability Services."

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. When possible, entering students are assigned an academic advisor on the basis of the interests indicated in the admissions application, 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 Coordinator of Academic Support and Advising. 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 the spring for all Blocks of the following academic year. Students admitted at the start of the fall semester with more than 7.0 course credits register for the entire year before arriving on campus. All other admitted students register for Block One before arriving on campus, Blocks Two through Four on campus during orientation, and in October for the remainder of the year. Readmitted students and students admitted after Block One should consult with the Coordinator of Academic Support and Advising. After registering, students may drop and add courses as described under "Adding and Dropping Courses."
3. Registration in the spring 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 in a given Block will be registered with the notation "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 Blocks and must earn at least seven Block credits every academic year during their first, sophomore, and junior years in order to remain in good standing. Seniors should register for needed courses and for vacation in the remainder of the Blocks that semester. Students who enter after Block One must register for all the Blocks remaining in that academic year in order to be considered as making satisfactory progress. For an exception to this rule, see "Reduced Programs." This paragraph does not apply to Continuing Education students.
6. Students must register for off-campus programs, independent studies, and internships in the same way that they register for regular courses.
7. Occasionally courses are taught over two consecutive Blocks (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. No credit is given for completing only the first Block of a Parallel Course. The regulations and procedures for registering for Parallel Courses and for changing such registrations are the same as for single-Block courses with the exceptions noted under "Adding and Dropping Courses," item 9. It is not possible to combine a Parallel Course with a single-Block course.
8. Other courses may be taught in an alternate format, e.g., two courses offered concurrently and as co-requisites or two courses taught consecutively with related topics. Registration information for these courses will be available at the time of registration.
9. 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.

10. Independent study courses and internships numbered in the 200s and 300s, whether on or off campus, are open only to students who have completed the required minimum number of courses in the same department/interdisciplinary major, and for Individual Projects, a writing-designated course. Off-campus programs numbered in the 900s have special prerequisites and limits. (See *Independent Study Courses* and *Off-Campus Programs*.)
11. 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.
12. A student who is registered for a course must be present at all class meetings during the first three days of the Block 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.
13. 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 Block or in a later year.
14. Courses are normally capped at 25. Some courses have lower caps. A list of such courses is available from the Registrar's Office.
15. To aid students in course selection, please see the Courses of Instruction section of this Catalogue where you will find a complete listing of courses and descriptions by department. In addition, Cornell College publishes course information online. Information for all staffed courses can be found on the Registrar's web page at <http://www.cornellcollege.edu/registrar/course-syllabi/>. Course information for the following academic year will be posted no later than one week before the first day of spring registration. Course information and syllabi may be adjusted until the first day of a course, and even during a course, and as such may differ from the version found online. Students should report any missing information to the Office of Academic Affairs.

Adjunct Courses

Adjunct courses numbered in the 500s are highly focused mini courses that complement regular OCAAT offerings and, like Music Lessons, Ensembles, and English or Theatre participation activities (numbered in the 700s), may be taken along with principal courses.

500-level adjunct courses normally span 2-4 consecutive Blocks and entail a minimum of 2 and a maximum of 5 hours of work per week (including contact hours) for a total of 25-30 hours to earn $\frac{1}{4}$ course credit.

Students may enroll in a maximum of two 500-level adjunct courses (.25 credits each) in any one semester, and no more than two full credits in 500-level adjunct courses may be counted toward satisfying the minimum 31 credits required for the B.A. or B.Mus. degree. The College expects, however, that a student's primary responsibility be to her or his principal courses. The rules governing registration, grading, and withdrawal are:

1. Registration in 500-level adjunct courses requires the signature of the instructor and academic advisor. For 700-level courses, students register directly with the instructor or ensemble conductor at the beginning of the adjunct course (Blocks One and Five for Music 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 register, 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, with the exception of MUS courses in which a letter grade will be assigned.
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 MUS 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 Block. 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 Block 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 Block 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 Block. Audited courses, whether recorded or unrecorded, may not be used to satisfy degree or major requirements.

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 low grade may wish to take the course again, especially if the course is one in a sequence, e.g., CHE 121 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"). 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]. A repeated course does not gain the student an additional course credit toward 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 Block

Students are not permitted to earn credit for more than one full course or two half courses per Block. Exceptions to this rule may be granted by the Academic Standing Committee to seniors who can demonstrate that they will have a minimum of 31 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 Block 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 31 course credits required for graduation. Students granted permission to earn two course credits in one Block may not take a vacation Block within that academic year. Should they do so, the second Block 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 Block in which the course is taught*, a student may drop that course and add another before 4:00 p.m. on the Friday immediately preceding that Block. Students are encouraged to discuss course add/drops with their academic advisor before making changes to their schedules.
2. *During the first three days of the Block in which the course is taught*, a student may drop that course and add another course 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 4:00 p.m. of the third day (normally the first Wednesday) of the Block. Students who drop a course after the first day and cannot add another may take a vacation block and students must petition for a reduced load. However, this may impact progress toward graduation (see "Satisfactory Academic Progress"). Instructors are not required to add students after the course has begun, and permission to add a course is more difficult to obtain after the first day, so students should not delay in contacting instructors of courses they wish to add.
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 Block, the student will be given the grade of WR. Students who receive a grade of WR are charged tuition for the course, but they are *not* eligible for institutional financial aid or VA benefits for that Block. Any federal or state financial aid eligibility will be reviewed on a case by case basis per federal and state regulations.
4. Students who attend a course for which they are not registered must petition to request to add the course late; such permission is not necessarily granted.

5. Students who wish to audit a course must declare their intention to the instructor at the very beginning of the Block (see "Auditing Courses").
6. *Withdrawal between the 4th and 14th day of the Block* 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.
7. *On the 15th day of the Block (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 academic advisor, and (3) returning the form to the Registrar's Office before 4:00 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.
8. 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.
9. 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. The course instructor and the academic advisor must sign the petition, acknowledging that they have been notified of the student's intention. Both the course instructor and academic advisor are encouraged to submit a statement indicating whether they support the petition or not, and why. For a WH, a signature alone shall not be interpreted as endorsement of the petition.
 - 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.

10. Students may add and drop parallel courses as follows:
 - a. During the first three days of the first Block, a student may replace parallel courses with one single-Block 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 Block of the parallel sequence only a half-credit independent study or a vacation Block. If the student drops both parallel courses, the student may add one single-term course in what would have been the second Block of the sequence.
 - c. On the 33rd day (the 15th day of the second Block) as in item 6.
11. 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 being charged a penalty by hotels, airlines, and cooperating agencies.

Reduced Programs

Students, other than seniors and those in the Continuing Education Program, who wish to enroll for fewer than eight Block 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, or (3) had reason to drop a course on day 2 or day 3 and could not add another, so long as this will not impact a student's satisfactory academic progress. The petition must also contain a description of how and where the student plans to spend the Blocks when he or she will not be taking classes at Cornell. Students on reduced programs surrender, during those Blocks when they are not taking courses, the privileges of regularly enrolled students and are, therefore, not necessarily permitted to live in College housing, to use College facilities, and participation in any Cornell-sponsored extracurricular activities in ways that are not also open to the general public may be restricted. 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.

(See also Leave of Absence; see Other Off-Campus Study [999] for Academic Leaves of Absence.)

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." Satisfactory academic progress is based on the **quality** of your academic performance, which is represented by your **GPA**, and a **quantitative** review of progress, defined as "**Pace**", which is represented by the total number of credits successfully completed toward your degree compared to the total credits you have attempted. Students must meet the following percentages of their attempted credit hours [on a cumulative basis]:

End of Grade Level	Minimum Percentage of Attempted Credits Successfully Completed
First year	62.5%
Sophomore	81.3%
Junior	87.5%

Pace and GPA are prorated for less than full-time students.

Failure to earn credit for courses due to receiving an F, W, WH, WR, NC, I, or IP are included as attempted hours for determining "Pace" toward graduation for purposes of Satisfactory Academic Progress [SAP].

The Academic Standing Committee conducts academic reviews of all students and determines a student's status based on criteria outlined under "Academic Review." Some categories of Academic Review have implications for a student's eligibility for federal financial aid. 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. It is the responsibility of all students to be familiar with these standards. The standards apply to each student's entire academic record at Cornell, whether or not the student received financial assistance for previous Blocks of enrollment. All federal and state grants, loans, and work-study, and Cornell College grants, are subject to the following Financial Aid Satisfactory Academic Progress policy. The college's published program length is 31 credits to complete a Bachelor of Arts, Bachelor of Special Studies or Bachelor of Music degree. The time frame to complete your degree is 150% [46.5 credits]. Cornell College aid is not available beyond eight semesters of full-time attendance. Specific financial assistance programs may require higher minimum standards for GPA and pace; 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.

Financial Aid reviews the decisions of the Academic Standing Subcommittee at the end of each semester to determine if the student should be placed on FINANCIAL AID WARNING, FINANCIAL AID SUSPENSION, or FINANCIAL AID PROBATION.

The following policy and procedures will be followed in determining satisfactory academic progress for the purpose of establishing eligibility for financial aid.

1. At the end of a semester, a student placed on ACADEMIC PROBATION by the Academic Standing Subcommittee (or a student continuing on ACADEMIC PROBATION if placed on that status during the semester) will be placed on FINANCIAL AID WARNING. A student placed on FINANCIAL AID WARNING remains eligible for financial aid in the subsequent semester. The Financial Aid Office will send letters to all students placed on ACADEMIC PROBATION stating that they have also been placed on FINANCIAL AID WARNING. For the purpose of this policy PROBATIONARY SUSPENSION is considered a subcategory of ACADEMIC PROBATION.

2. At the end of the following semester, a student who has been placed on FINANCIAL AID WARNING at the end of the previous semester (see #1) will be reviewed. If the Academic Standing Subcommittee
 - a. removes him/her from ACADEMIC PROBATION, s/he will be removed from FINANCIAL AID WARNING. The Financial Aid Office will send letters to all students removed from ACADEMIC PROBATION stating that they have also been removed from FINANCIAL AID WARNING.
 - b. continues him/her on ACADEMIC PROBATION, s/he will be placed on FINANCIAL AID SUSPENSION and will be ineligible to receive financial aid in the following semester. S/he can file an appeal to be placed on FINANCIAL AID PROBATION by meeting the following conditions:
 - i. The Director of Financial Aid will notify the student that s/he is eligible for FINANCIAL AID PROBATION. The student must then file an appeal with the Director of Financial Aid appealing the loss of financial aid within three business days of receiving notification from the Director of Financial Aid. The appeal must be written, outline the reason[s] for failure to meet the minimum credit and/or GPA requirements, and explain how the student plans to correct the problem.
 - ii. If the appeal is approved, the student must develop or continue with an Academic Plan/Learning Contract in consultation with the Coordinator of Academic Support and Advising.

At the end of a third semester, if the student on FINANCIAL AID PROBATION remains on ACADEMIC PROBATION, the student's financial aid will be rescinded.

A student whose financial aid has been rescinded as a result of the preceding policies and procedures reestablishes eligibility when removed from ACADEMIC PROBATION by the Academic Standing Subcommittee.

A flow chart outlining this process can be found on the Registrar's [website](#). The chart is a tool; the official procedure is contained in this policy.

The calculation of GPA for purposes of Academic Review and subsequent determination of federal financial aid eligibility does not include grades of Incomplete (I), Withdrawal (W), Withdrawal for Health (WH), Registrar's Withdrawal (WR), or grades for courses that have been transferred to Cornell College

Transfer credits, accepted by Cornell, are counted as both attempted and completed hours for purposes of SAP.

For repeated coursework, the original grade earned remains on the transcript and is not replaced by the subsequent grade. A repeated course does not gain the student an additional course credit toward graduation, unless the course description indicates that it may be repeated.

Veterans Administration

Students receiving VA benefits should consult with the Registrar's Office for information and assistance. VA benefits 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 Block. (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 grounds of mitigating circumstances. (3) VA recipients who are placed on Probation by Cornell College will be given two semesters (eight Blocks) 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. The VA will not pay for any course numbered in the 900s (off-campus programs). Permission may sometimes be granted by the VA for a non-traditional educational experience upon petition in advance of the start of the project.

Declaration of Degree Candidacy, Majors, and Minors

1. On or before December 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 B.S.S. Degree card, and soon after that a completed Prospectus; or
 - c. 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.
 - d. 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 *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 interdisciplinary majors described in the central section of this *Catalogue* (see *Courses of Instruction* for particular subjects), or they may design an individualized 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 coursework leading to secondary certification.
 - a. Departmental majors allow a student to study a single discipline in depth. Cornell currently offers 23 departmental majors (many of these also have teaching majors): Art, Biology, Chemistry, French, German, Russian, Spanish, Computer Science, Economics and Business, Elementary Education, English, Geology, History, Kinesiology, Mathematics, Music, Philosophy, Physics, Politics, Psychology, Religion, Sociology, and Theatre. (There are also three teaching majors without an accompanying departmental major. They are Latin, Anthropology, and Theatre.)
 - b. Interdisciplinary majors offer the opportunity for a student to specialize in a recognized academic field by taking courses from various related disciplines. Cornell's current interdisciplinary majors are: Biochemistry and Molecular Biology, Classical Studies, Environmental Studies, Ethnic Studies, Gender, Sexuality, and Women's Studies, International Relations, Latin American Studies, Russian Studies, and Sociology and Anthropology.
 - c. Individualized majors are programs that students design themselves to meet their particular needs and interests. Such a major involves a minimum of nine course credits to include four courses at the 300 level or above from at least two disciplines (not counting the capstone experience); a capstone experience (e.g., a course, individual project, or internship) at the 300 level or above; and at least six courses at or above the 200 level. A narrative that explains how these courses create a coherent major and describes how the capstone experience will synthesize the courses into a cohesive program of study is to be filed with the contract for this major. 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 individualized 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. The student must complete a minimum of 10 course credits after initially filing this form with the Registrar. For more information, consult the Registrar.

- d. The requirements for departmental, interdisciplinary, and individualized 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.
 - e. 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.
 - f. Students are expected to complete the major and minor requirements that were in effect at the time of Spring registration for their second year of courses. 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.
 - g. 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 Block 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, Business, Chemistry, Civic Engagement, Classical Studies, Computer Science, English, Environmental Studies, French, Gender, Sexuality, and Women's Studies, Geology, German, German Studies, Kinesiology, Latin American Studies, Mathematics, Music, Philosophy, Physics, Politics, Psychology, Religion, Russian, Sociology, Spanish, and Theatre.
 5. 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.
 6. 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.

Assessment of Student Experiences

An essential aspect of the mission of Cornell College is the evaluation of student experiences, perceptions, and academic achievement. Each student will be expected to participate in College and departmental assessment activities such as surveys, focus groups, tests, and personal interviews. Students will be asked to participate beginning with matriculation and continuing through graduation. Student involvement in these assessment activities will assist Cornell in providing current and future students with high-quality, satisfying experiences in keeping with the mission of the College.

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	First Year
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. 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 participate in 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 at 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) **is documented on an official transcript** from an institution 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. **To fulfill the Cornell writing course requirement, course syllabi for composition courses taken at qualified institutions must be submitted in addition to the official transcript.** 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 extension or correspondence courses may be applied toward graduation. The Registrar is responsible for evaluating credit by transfer

for courses taken prior to matriculation. 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 toward graduation, toward a major, or toward fulfillment of a B.A. requirement. This advance approval, secured on a [Petition for Transfer of Credit 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 31 course credits required for a Cornell degree.

Students who at the end of their senior year have earned at least 16 Block 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 Block credits are not permitted to complete their degree by transferring courses. The senior year is defined as the eight Blocks 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 *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 eighth Block at Cornell.

1. Cornell College accepts scores of 3 or higher from most of the College Entrance Examination Board's Advanced Placement (AP) Examinations. The exemption and/or credit awarded for various exams and scores can be found on the [Registrar's website](#).
2. 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 3 or higher.
3. 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 Standard Level examination, for a maximum of nine course credits. The exemption and/or credit awarded for various exams and scores can be found on the [Registrar's website](#).
4. 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 *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 eighth Block 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, S, and CR. Failure is denoted by F, NC, and U.
2. W, WH, or WR are recorded when a student withdraws from a course (see "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 "Adding and Dropping Courses," paragraph 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, S, 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 unofficial transcript available online. Grade points are assigned according to the following scale:

A = 4.0000 B = 3.0000 C = 2.0000 D = 1.0000

A- = 3.7000 B- = 2.7000 C- = 1.7000 D- = 0.7000

B+ = 3.3000 C+ = 2.3000 D+ = 1.3000 F = 0.0000

8. Cornell offers a Satisfactory/Unsatisfactory (S/U) option to encourage students to explore new academic disciplines, but departments and interdepartmental programs are permitted to exclude specific courses from the S/U option by so stating in the course description. The S/U option is available to students who have completed a minimum of eight credits and must be declared when registering for a course or within the first three days of the course. On the 15th day of the Block (normally the third Friday), the student may rescind the declaration; if the S/U option is rescinded, the student will receive a grade for the course. No more than two full S/U credits may be counted toward satisfying the 31 credits required for graduation. To exercise this option, students must indicate S/U on a [drop/add form](#), secure the signature of the academic advisor, and return the form to the Registrar's Office. When this option has been selected, grades of C or above become Satisfactory (S), and grades of C- or below become Unsatisfactory (U). A satisfactory performance ensures credit toward graduation but does not affect grade-point averages. An unsatisfactory performance does not confer credit,

nor does it affect the grade-point average. For students who have selected the S/U option, instructors will submit grades of S or U.

9. 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 cumulative grade point average is calculated to four decimal places and is not rounded. 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.
10. 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.
11. 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.
12. Grades are reported by the Registrar to the student and the academic advisor. At the end of each Block, the student's grade report is available on-line.
13. Students may authorize access to their grades to their parent(s)/guardian by signing a [release form](#) and placing the form on file in the Registrar's Office. (See "Confidentiality of Student Records.")
14. 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 Block 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.
15. For an instructor 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 Block. After a lapse of one Block from the issuance of the grade report, the information becomes a permanent part of the student's official transcript. 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.
16. An instructor must report final grades to the Registrar by noon on the Monday following the close of the Block in which the course was taught. Although a Block 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.

17. Credits and grades are posted on the student's transcript at the end of each Block. Unofficial transcripts are available on-line to current students. Information regarding ordering official transcripts is available on the Registrar's Office web site.

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	4.0000
High Honors	3.8000 – 3.9999
Honors	3.6000 – 3.7999

To be considered for the *Dean's List*, students must earn grade point credit in at least four Blocks during the semester (Blocks One through Four for the first semester, Blocks Five through Eight for the second semester) and must not earn any grades of F, NC, W, or WR, nor have an unresolved Incomplete on their record at the time the Dean's List is calculated. Grades earned in music lessons and ensembles are also calculated (except that the grade in MUS 701 is not calculated).

Graduation

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

Students must file an application for graduation (see "General Requirements for Degree Programs," Paragraphs 2 and 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 Block Eight of their senior year, are within two courses of completing their degree requirements, have earned at least 29 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, after Block Five, or the following spring, consult the Registrar before March 1.

Participating in Commencement as a Non-Graduate

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 the spring. A student who believes that he or she may qualify for such honors should postpone graduation until the following spring and thereby retain her or his eligibility.

Non-graduates who elect to participate in Commencement have 16 months in which to complete their final requirements, either by returning to Cornell or by transferring the final credit(s) to Cornell. If the credits are not completed within that time period, students are considered to be withdrawn and, if they wish to complete their degree at a later date, must meet the requirements in effect in the *Catalogue* at that time.

Honors

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>	3.9000 - 4.0000
<i>magna cum laude</i>	3.7000 - 3.8999
<i>cum laude</i>	3.5000 - 3.6999

Honors in the Major, with the words "with distinction" printed on the diploma, may be awarded by a major to graduating seniors who have successfully completed (1) a major with a grade point average of 3.5 or higher in all courses taken within that major; (2) a project or paper judged to be of honors quality by the faculty of the major; and (3) a public oral examination on the project or paper (reviewed by at least three faculty representing two different departments and selected by the major advisor in consultation with the student) or a public exhibition or recital of artistic merit. Each major may specify further requirements and establish its own procedures for evaluating the project or paper. Students interested in earning Honors in the Major should confer with their department or program chair by the beginning of their senior year.

Graduation Rate

Student Consumer Information, including graduation rates, are available on the [Institutional Research and Assessment website](#) .

Transcripts and Verification of Enrollment

The Registrar's Office is responsible for issuing transcripts and verifying the enrollment of students. Fees and procedures related to ordering official transcripts can be found on the [Registrar's Office web site](#). Currently enrolled students can print unofficial copies of their transcript from [Self Service](#) under the "Grades" tab at no charge.

The Registrar's Office will verify the enrollment of students for insurance, employment, or other purposes as requested. In reporting enrollment status to organizations or agencies outside the College, students enrolled for a minimum of three Block credits (12 semester hours) per semester will be reported as "full-time." Students enrolled for two Block credits (eight semester hours) per semester will be reported as "half-time," and students enrolled for fewer than two Block credits per semester will be reported as "less than half-time." Students can print [enrollment verifications](#) through the Registrar's Office secure web site.

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 every Block, so that they will graduate in four years. That is, students are expected to earn eight course 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 re-enter 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 (see also *Satisfactory Academic Progress Policy*).

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 Teaching and Learning Center, the Registrar, other professionals, and 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 include 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 (Block Four or Block Eight) their cumulative grade point average is above 2.00, but their semester GPA is below 2.00; or
 - b. if after any Block their GPA falls below 2.00 (*note—first-Block students are allowed one C- before this category applies to them*); or
 - c. if they will be unlikely to be graduated in four years (32 Blocks). For the purposes of this citation, students must earn at least seven course credits in their first year (or equivalent for students who enter after Block 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 course 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.).

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 Block for at least the next three Blocks
 - 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 (36 Blocks). For the purposes of this citation, students must earn at least five course credits in their first year (or equivalent), 13 course credits by the end of their second year, and 21 course 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 course 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 course credits in the course of that semester (*note—the first vacation Block taken in any academic year is not counted as a lost course credit*). Students are considered to have lost a course credit if they (a) take more than one vacation Block 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 a vacation block 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 Block begins or during the first three days of a Block.

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 course 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 course 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 *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 Block 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 Block (usually the Monday following the end of a Block). 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. Students who are subject to suspension but who have, prior to the committee's deliberations, presented evidence of mitigating circumstances that the Academic Standing Committee then deems compelling, may be placed on PROBATIONARY SUSPENSION. These students continue on Probation but may have additional restrictions and obligations as specified by the committee. Students whom the committee deems to have violated these additional restrictions and obligations will be subject to SUSPENSION.

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 Blocks in which they have been enrolled at Cornell, whether or not they earned course credits for these, plus any other credits earned from adjunct courses, by examination, or by transfer, according to the following sliding scale:

Blocks/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 non-academic 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 non-academic leave of absence is considered to have withdrawn from Cornell and Cornell's withdrawal policy applies. A non-academic leave of absence is approved if

- the student has made a written request to the Dean of Students; and
- the Dean of Students has determined that there is a reasonable expectation the student will return from the leave, and has granted written approval. Failure to return by the agreed upon return date will result in the student being officially withdrawn from the College.

Cornell College policy restricts leaves of absence to a maximum of 90 days unless an extension is granted by the Dean of Students.

During a leave, the student will be considered withdrawn from Cornell, thus, ineligible for Title IV (federal) financial assistance during that time.

During a leave of absence, the student surrenders the privileges of regularly enrolled students, and is, therefore, not permitted to live in College housing, use College facilities, or to participate in any Cornell-sponsored extracurricular activities in ways that are not also open to the general public.

Conditions for return include the student continuing to fulfill payment arrangements with the College while on a leave of absence.

The student should consult with his or her insurance carrier regarding potential insurance claims or medical expenses that may be acquired during a planned leave of absence.

This Leave of Absence policy does not refer to the Federal Title IV definition of a Leave of Absence, but is a Cornell College policy.

For information on requesting an academic leave of absence for the purpose of participation in off-campus study programs not affiliated with Cornell (see "Other Off-Campus Study").

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 (see *Reduced Programs*) or a Withdrawal will be dropped from the College.

Students must vacate residence hall rooms within 48 hours of initiating the withdrawal process unless permitted otherwise by the Dean of Students.

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.

Students who plan to finish an academic year but not return the following fall may not register for classes, participate in room selection, and must notify the Dean of Students of their intended withdrawal by the first Wednesday of Block Seven or the student's enrollment deposit will be forfeited.

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 Block in which they wish to re-enroll. A Cornell student who leaves and is later readmitted returns under the *Catalogue* in effect at the time of readmission. 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.

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.

At the time the student withdraws voluntarily, is dropped for non-attendance, or is suspended for academic, disciplinary, or financial reasons, the student forfeits any financial assistance that was previously awarded. This includes any scholarship, grants, loans, or work study the student may have had.

If the student is readmitted, his/her financial assistance, including previous academic and fine arts awards, will be reviewed at that time and based upon current academic and financial information.

Please contact the Financial Assistance Office if you have questions.

COURSES OF INSTRUCTION

General Information about Courses

Numbering

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

- 1xx. introductory courses, primarily for first year students;
- 2xx. courses for sophomores or advanced first year students;
- 3xx. courses for juniors, seniors, and advanced sophomores, almost all with prerequisites and not generally open to first year students;
- 4xx. seminar, research, and thesis courses, almost all for seniors and/or departmental majors;
- 5xx. adjunct courses, almost all for 1/4 course credit;
- 6xx. Special Studies, open only to B.S.S. degree candidates;
- 7xx. music performance lessons and ensembles, English, and Theatre participation activities; and
- 9xx. Cornell-affiliated off-campus programs.

Punctuation

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

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].

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: (1/4) one quarter of a course credit; (1/2) one half of a course credit; (1/2-1) one half or one course credit, as the student chooses and if the instructor concurs. (See One Course At A Time, item 5.)

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.

Repeat Policy

Course descriptions specifically indicate whether the course may be repeated for credit. All courses which do not specify a repeat policy are subject to the rules specified under the heading "Repeating Courses". See Repeating Courses.

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 faculty".

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 Course Schedule. For the scheduling of courses not offered annually or not advertised on the Course Schedule, students should consult the department chair or the instructor.

Abbreviations

The following notations are used: (CR)-a course graded only Credit/No Credit; (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; (NS)-a course where the student cannot use the Satisfactory/Unsatisfactory grading option.

Faculty

For a complete listing of all faculty engaged in the academic program, please refer to the [Faculty By Department website](#)

The Catalogue of Courses, arranged alphabetically by Department. To see the current course schedule, please see [Self-Service](#) or the online [Registration System](#).

Anthropology (ANT)

See Sociology/Anthropology

Arabic (ARA)

See Classical and Modern Languages

Archaeology (ARC)

Advisor: John Gruber-Miller

Archaeology is a multi-disciplinary field that emphasizes the interpretation of material remains in order to understand a culture's history, demographics, religions, economic exchange, political systems, and social values. Archaeologists can specialize in traditionally scientific areas, such as floral and faunal remains and forensic archaeology (biology), the chemical composition of ceramics or preservation of delicate paintings (chemistry), or the petrology and geomorphology of lithics and the ability to survey and map sites (geology). Archaeologists use computer software to record and catalog data and to map, and sometimes reconstruct, ancient sites. Historical archaeologists must be able to read coins, inscriptions, and the preserved writings of a culture (languages). Finally, archaeologists need to be able to understand human interaction (anthropology) suggested by the art and artifacts of a culture (art history). In short, to be a good archaeologist, one needs a broad liberal arts education with emphases in one or more specific areas.

Students may develop an individualized major in Archaeology by following the recommendations given below and filing with the Registrar a [Contract for an Individualized Major](#). See *Declaration of Degree Candidacy, Majors, and Minors*, item 3c. For students intending to attend graduate school in Archaeology, it is also highly recommended to have an additional major or minor in a related discipline (e.g., Anthropology, Art History, Classical Studies, Geology, History, Religion, or Spanish).

Archaeology faculty members: Rhawn Denniston, John Gruber-Miller, Alfrieta Parks Monagan, Christina Penn-Goetsch

Major: A minimum of eleven course credits, at least five of which must be at the 300/400 level, from the following categories:

1. **Core courses:** ANT 101 (Cultural Anthropology), 110 (Introduction to Archaeology); two courses in biology, chemistry, or geology; and language through 205.

2. **Courses defined by Time and Place:**

Choose option 1 or 2 from each of the following two sections:

- a. **Time:**

- i. *Pre-historic:* ANT 105 (Human Origins); and either ART 223 (Utilitarian Ceramics) or at least one additional course in science [e.g., CHE 202 (Analytical Chemistry); GEO 122 (Climate Change), 212 (Mineralogy), 320 (Geomorphology), 324 (Sedimentology and Stratigraphy)].

- ii. *Historical*: at least one 300-level course in the language of the region you are interested in studying.
- b. **Place**:
 - i. *Old World*: three courses from art history, classical archaeology, or history [e.g., ART 251 (Greek and Hellenistic Art), 252 (Etruscan and Roman Art), 263 (African Art); CLA 381 (Greek Archaeology), 382 (Roman Archaeology)].
 - ii. *New World*: three courses from anthropology, art history, Latin American Studies, or religion [e.g., ANT 206 (West Indian People and Culture); ART 265 (Ritual Arts of the African Diaspora), 266 (American Indian Art: Gender and the Marketplace); HIS 141 (Latin American History); SPA 385 (Latin American Culture and Civilization)].
- 3. **Two additional courses** related to archaeology approved by the student's archaeology advisors.
- 4. **Capstone Experience**: Applied Archaeology 485 or Archaeology Capstone 485.

Highly recommended: CSC 222 (Geographic Information Systems), ANT 311 (Introduction to Archaeological Field Methods) and/or some fieldwork or museum experience.

Other relevant courses may count toward the major with the permission of the archaeology advisors.

280/380. Internship: *See Additional Academic Programs, All-College Independent Study Courses 280/380.*

290/390. Individual Project: *See Additional Academic Programs, All-College Independent Study Courses 290/390.*

485. Applied Archaeology or Archaeology Capstone

Independent, interdisciplinary project, required of all majors during their senior year.

Prerequisite: permission of the Archaeology advisor.

Art and Art History (ART)

Susannah Biondo-Gemmell, Ellen Hoobler, Christina Penn-Goetsch (chair), Anthony Plaut

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

Studio Art Major: A minimum of 12 course credits in art and art history, which include the following required courses: [1] three course credits in art history [AH], one of which must be 260, 362, or 363; [2] five course credits in studio art [SA]; [3] one additional course in studio art [SA] or art history [AH]; [4] 483 (to be taken in the senior year); and [5] 391 and 487 (to be taken in the senior year). Four of the above 12 courses must be at or above the 300 level. ART 371 may not be counted toward the major. Transfer students must take a minimum of six courses, including ART 391, 483 and 487, from the Cornell College Department of Art and Art History.

Art History Major: A minimum of 11 course credits in art and art history: [1] three course credits in studio art [SA]; [2] five course credits in art history [AH]; [3] 484; and [4] 392 and 487 (to be taken in the senior year). Four of the above 11 courses, including ART 392, 484, and 487, must be at or above the 300 level. ART 371 may not be counted toward the major. Transfer students must take a minimum of six courses, including ART 484 and 487, from the Cornell College Department of Art and Art History.

Teaching Major in Studio Art: The same as the Studio Art major above, but to include one course credit in painting, one course credit in sculpture, and ART 371. 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 coursework leading to secondary and/or elementary certification described under *Education*. Prospective teachers should request a current list of the specific major requirements from the Education Office.

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 and Art History. Transfer students must take at least three courses from the Cornell College Department of Art and Art History.

Art History Minor: A minimum of six course credits in art and art history which include at least four art history courses [AH] and two studio art courses [SA]. Individual projects and tutorials in art history (ART 292 and 392) or studio art (ART 291 and 391) will *not* be counted toward fulfillment of the minor.

Studio Art Minor: A minimum of six course credits in art and art history which include at least four studio art courses [SA], and two art history courses [AH], one of which must be 260, 362, or 363. Individual projects and tutorials in art history (ART 292 and 392) or studio art (ART 291 and 391) will *not* be counted toward fulfillment of the minor.

103; 203. Drawing I and II

Interaction with art elements, line, form, space, value, texture, pattern, and color, using limited media. May be repeated as ART 203 taken with a different instructor. No S/U option. (Fine Arts) COLEMAN or PLAUT

104. Studio Art Basics 3D

Introductory-level studio art course exploring art elements, concepts, and history. Three versions are offered on a rotating basis: 2-D, 3-D, and Photo Imaging. No S/U option. (Fine Arts) BIONDO-GEMMELL, COLEMAN, DYAS, or PLAUT

151. Art and Culture (W)

A thematic introduction to the subjects of art history, the language, and the methods used in the discipline, with a specific focus on the relationship of form and content. The course examines works of art as expressions of social, intellectual, religious, and aesthetic values. No S/U option. [AH] (Writing Requirement) PENN-GOETSCH

202. Ceramics I

Complete process from preparation of clay to glaze firing, using hand building and wheel throwing techniques to produce ceramic artworks. Offered only in the parallel format, the course runs for two consecutive terms. No S/U option. [SA] (Fine Arts)

207. Photography

An introduction to camera use, black and white film, and darkroom techniques with an emphasis on photography within an art context. Students must provide their own 35mm SLR film camera. Prerequisite: any 100-level studio art course. No S/U option. [SA] (Fine Arts) DYAS

211. Sculpture

The making of three-dimensional art forms using a variety of techniques, primarily with clay, plaster, and mixed media. Prerequisite: any 100-level studio art course. No S/U option. [SA] (Fine Arts) BIONDO-GEMMELL

220-222. Topics in Studio Art

See *Topics Courses*. No S/U option. [SA] (Fine Arts)

223. Utilitarian Ceramics

What is the “language” of utility? What details must artists consider and master as they create objects for the purpose of utility? In this course, students will use clay to explore the forms and role of functionality. Students will learn both wheel-throwing and hand-building techniques in order to create utilitarian ceramic objects. Both historical and contemporary notions of utility will be explored through studio projects, art historical readings, and individual research. Students will be involved in every step of the ceramic process from mixing clay, forming and glazing functional works of art, and loading/firing kilns. No S/U option. [SA] (Fine Arts) BIONDO-GEMMELL

224. Sculptural Ceramics

How does ceramics straddle the threshold between craft and high art? How does an artist use a traditional craft medium, clay, in order to explore sophisticated concepts/ideas? In this course, students will focus on clay as a sculptural medium. Students will learn hand-building techniques, including pinch, coil, and slab, in order to create sculptures. No S/U option. [SA] (Fine Arts) BIONDO-GEMMELL

232; 332. Drawing Life I and II

A variety of drawing techniques and concepts explored with emphasis on the human figure. May be repeated as ART 332. Alternate years. Prerequisite: any 100-level studio art course. No S/U option. [SA] (Fine Arts) PLAUT

235. Weaving

This studio course introduces traditional dyeing, spinning, and handweaving techniques, as well as innovative design and installation practices. Students are also introduced to textile cultural history, folklore, and contemporary fiber art concepts. No S/U option. [SA] (Fine Arts)

237. Surface Design

This studio course ties the social meaning of clothing and textiles to the techniques of manipulating and transforming cloth. Students make art using screenprint, dye, collage, embroidery, and quilt techniques. No S/U option. [SA] (Fine Arts)

238. Papermaking

This studio course introduces sculpture, installation, and bookmaking using handmade and found paper. Students make Japanese, Nepalese, and European style papers and review the work of current artists manipulating paper to express ideas. No S/U option. [SA] (Fine Arts)

242. Painting

An introduction to the use of acrylic paint as a fine art medium. Observational, abstract, and non-objective approaches will be explored. Prerequisite: any 100-level studio art course. No S/U option. [SA] (Fine Arts) PLAUT

251. Greek and Hellenistic Art

A review of the ancient art of the Mediterranean provides a foundation for an examination of the arts of ancient Greece from the Archaic to the Hellenistic periods. Offered every third year. No S/U option. [AH] (Humanities) PENN-GOETSCH

252. Etruscan and Roman Art

Hellenistic era through the end of the Roman Empire, including the visual arts from the Etruscan peoples to the early Christians. Offered every third year. No S/U option. [AH] (Humanities) PENN-GOETSCH

256. Italian Renaissance Art

The visual arts of Italy from the late medieval period through the end of the sixteenth century. Artists covered include Leonardo da Vinci, Michelangelo, Raphael, Donatello, and Titian. No S/U option. [AH] (Humanities) PENN-GOETSCH

257. Medusa's Gaze: Art/Age of Galileo

Visual arts of Western Europe, from the early seventeenth century to the mid-eighteenth century. Examples of seventeenth-century artists include Caravaggio, Bernini, Borromini, Gentileschi, Rubens, Rembrandt, and Vermeer. Alternate years. No S/U option. [AH] (Humanities) PENN-GOETSCH

259. Art, Identity, and Revolution: Late Eighteenth and Nineteenth Century Art

Investigation of four European movements (Neoclassicism, Romanticism, Realism, and Impressionism) from the mid-eighteenth century through the nineteenth century. Subject to availability of faculty. No S/U option. [AH] (Humanities) HOOBLER

260. Modern Art

Investigation of the development of Modernism and its demise during the second half of the twentieth century. Multiple styles are discussed from the late nineteenth century to 1960. No S/U option. [AH] (Humanities) HOOBLER

263. African Art and the Diaspora

Survey of the visual arts of Africa south of the Sahara based on the cycle of life in Africa. Culture and art objects will be discussed thematically, focusing on issues of birth and abundance, initiations, sexuality and partnership, status and royalty, secret societies, as well as death and the ancestors. Topics discussed will include traditional dress, decorated utensils and weapons, body arts, sculpture, painting, weaving, pottery, and architecture. The emphasis will be placed on the object as art form and as conceptual tool to translate socio-political ideas. No S/U option. [AH] (Humanities) PENN-GOETSCH

264. African American Art

This course provides an introduction to the visual arts produced by people of African descent in the United States from colonial times to the present. Artists, art movements, the relationship of art to politics, and the formation of racial and cultural identity will be examined. The emphasis will be placed on the object as art form and as conceptual tool to translate socio-political ideas. Offered every third year. No S/U option. [AH] (Humanities) PENN-GOETSCH

265. Ritual Arts of the African Diaspora

In this course, the religious and aesthetic practices of West and Central Africa and their significance, preservation, and transformation in the Americas from the period of slavery to the present will be examined. The focus of the class will be on ritual arts such as Vodun, Santeria, Candomble, and Obeah and their cultural impact on Latin America, the Caribbean, and Mexico. Subject to availability of faculty. No S/U option. [AH] (Humanities) HOOBLER

266. American Indian Art: Gender and the Marketplace

Introduces students to traditional and contemporary art made by indigenous individuals and groups in North America. Participants examine sculpture, painting, pottery, textiles, and human adornment. The course is organized according to cultural areas; however, common thematic issues and the effects of colonialism are stressed in discussion and assigned readings. Offered every third year. No S/U option. [AH] (Humanities) PENN-GOETSCH

268. Pre-Columbian Mexico through its Art and Architecture

This class will explore, through the selection of a limited number of works of art and architecture, the rich artistic traditions of pre-Columbian Mexico. Although the course's geographical and historical reach is large (spanning over 3,000 years of history and a broad swath of North America), the works that we will examine are selective rather than comprehensive, and certain recurring themes will be emphasized in class discussions. Such themes include: Mesoamerican rulership and its representation; various cultures' approaches to life and death and how they are reflected in art and material culture; Mesoamerican cities and urban planning; materials and "material meanings"; uses of technology in understanding the pre-Columbian world; collecting the pre-Columbian past; and continuities of pre-Columbian culture after 1521. Class discussions, one field trip, and assigned readings are intended to help students in the critical evaluation of this art. Class sessions will be a mixture of illustrated lectures and discussion. [AH] (Humanities) HOOBLER

274-279. Topics in Art History

Various art history offerings at the intermediate level. Courses integrate material from other disciplines. Upcoming topics may include: Masculinity and the Male Nude, Museum Studies (In Chicago, Illinois), Pre-Columbian Art, and Islamic Art and Architecture. See *Topics Courses*. No S/U option. [AH] (Humanities)

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*. No S/U option.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*. No S/U option. Half-credit projects are not permitted.

291. Studio Tutorial

Sustained projects in studio art. Prerequisites: a minimum of three college-level art courses, experience in the medium of the tutorial, and permission of the instructor at least two terms in advance. May be repeated for credit. No S/U option. [SA] BIONDO-GEMMELL, COLEMAN, DYAS, or PLAUT

292. Art History Tutorial

An examination 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 repeated for credit. No S/U option. [AH] HOOBLER or PENN-GOETSCH

302. Ceramics II

Advanced techniques in the formation and surface treatment of ceramic artworks. Registration, when the course is taught off campus, entails additional costs. Offered only in the parallel format, the course runs for two consecutive terms. Prerequisite: ART 202. No S/U option. [SA] (Fine Arts)

306. Intermedia

Production and analysis of time-based visual art. Introduction to the practice, history, and theory of avant-garde visual art in the twentieth century and beyond. Students will work individually and collaboratively with video, sound, performance, photography and the internet. Prerequisite: any 200-level studio art course. Alternate years. No S/U option. [SA] (Fine Arts) DYAS

307. Advanced Photography

Advanced work in photography, with opportunity for maximum creative activity. Prerequisite: ART 207. Alternate years. No S/U option. [SA] (Fine Arts) DYAS

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: any 200-level studio art course. Alternate years. No S/U option. [SA] (Fine Arts) PLAUT

312. Sculpture—Casting

The making of three-dimensional art forms using mold-making techniques. Students will cast clay and other sculptural materials. Prerequisite: any 200-level studio art course. Offered every third year. No S/U option. [SA] (Fine Arts) BIONDO-GEMMELL

335. Advanced Textiles

This studio course explores traditional and unconventional fiber art-making practices within a contemporary context. Students explore relationships between technique, media, and artistic intent. Prerequisites: ART 235, 237, or 238. Alternate years. No S/U option. [SA] (Fine Arts)

343. Observational Painting

Upper-level painting course with an emphasis on looking at the physical world and recording these observations with paint. Subject matter will include still life, human figures, architecture, and landscapes. Prerequisite: ART 242. Offered every third year. No S/U option. [SA] (Fine Arts) PLAUT

344. Abstract Painting

Upper-level painting course with an emphasis on looking at the physical world and then responding with expressive exaggerations. Prerequisite: ART 242. Offered every third year. No S/U option. [SA] (Fine Arts) PLAUT

345. Non-Objective Painting

Upper-level painting course that explores the possibility of making paintings that have little or no reference to material reality. Prerequisite: ART 242. Offered every third year. No S/U option. [SA] (Fine Arts) PLAUT

353-355. Advanced Topics in Studio Art

No S/U option. See *Topics Courses*. (Fine Arts)

361. Saints and She-Devils

Examination of some of the most common depictions of women during the late Medieval and Renaissance periods, beginning with Eve and the Virgin Mary. Themes include popular images of the hag, the witch, and the prostitute as well as other depictions that demonstrate how man is led astray by feminine wiles. Readings span from the Bible and Thomas Aquinas to contemporary scholars in gender studies. Prerequisite: Any 200-level art history course. Alternate years. No S/U option. [AH] (Humanities) PENN-GOETSCH

362. Art Since 1960

This course looks at the major movements, aesthetic theories, and critical debates related to art in the late 20th century in order to gain a better understanding of the diversity of contemporary practices. Students will be introduced to minimalism, conceptual art, institutional critique, feminist art, process and body art, postmodernism, and globalism. Prerequisite: Any 200-level art history course. Alternate years. No S/U option. [AH] (Humanities) HOOBLER

363. Feminist Art

Investigation of the feminist art movement of the 1970s to the present, as well as contemporary artwork by women artists. Readings and lectures focus on feminist approaches to gender, ethnicity, class, sexual orientation, and colonialism. Prerequisite: 200-level art history course or GSS 171. Alternate years. No S/U option. [AH] (Humanities) PENN-GOETSCH

364. Rome Reborn: *Caput Mundi* in Ancient, Renaissance, and Modern Contexts (in Rome)

This course, traces the history of the Eternal City from antiquity and the world of Julius Caesar and Augustus to the Rome of the early modern popes and the imperialist vision of Fascist dictator Benito Mussolini. Topics include the evolution of the ancient city into the capital of the Roman Empire, the Christianization of Rome and the Church Triumphant of the Counter Reformation as well as urban planning and reconstruction under Mussolini. This course is particularly appropriate for students interested in the use of art, architecture, and urban design as persuasive or visual rhetoric. In Rome. Requires junior/senior standing or completion of a 200-level art history course. No S/U option. (Humanities) PENN-GOETSCH

371. Art Methods

Current K-12 methods in the teaching of art. Special emphasis on the materials and methods needed to be a creative art teacher. Lesson and unit design, computer applications, student assessment, classroom management, and 30 hours of observation and practicum work in the local schools. Required of all Education majors seeking K-6 and/or 7-12 certification recommendation(s) in art. Optional for general elementary education majors. This course cannot be used for credit toward an Art major or minor. Prerequisites: EDU 205, EDU 215, EDU 230, EDU 240, and admission to Teacher Education Program. No S/U option. (Teacher Preparation) BOSTWICK or PLAUT

375-379. Advanced Topics in Art History

Examination of particular themes in art history. The course integrates material from other disciplines. Upcoming topics may include: African Masquerade; Mexican Modernism; The Sistine Chapel; Leonardo, Michelangelo, and Raphael; Monet and the Impressionists; Frida Kahlo and Georgia O'Keeffe; Art and Empire; Classical Architecture; and the City of Rome (In

Rome, Italy). Prerequisite: 200-level art history course or permission of instructor. Alternate years. No S/U option. See *Topics Courses*. [AH] (Humanities)

391. Advanced Studio Tutorial

Sustained projects in studio art. Prerequisites: a minimum of three college-level art courses, experience in the medium of the tutorial, and permission of the instructor at least two terms in advance. May be repeated for credit. No S/U option. [SA] BIONDO-GEMMELL, DYAS, or PLAUT

392. Advanced Art History Tutorial

An examination 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 repeated for credit. No S/U option. [AH] HOOBLER or PENN- GOETSCH

483. Studio Art Seminar

Readings and discussions about theories of art in conjunction with a studio practicum. No S/U option. Additional Prerequisites: senior standing and declared Studio Art major. [SA] PLAUT

484. Art History Seminar

Readings and discussions about theories of art and the methodologies of art history with a practicum. Alternate years. No S/U option. Prerequisites: junior standing and declared Art History major. [AH] HOOBLER

487. Senior Thesis

A substantial capstone project to be completed during the senior year. Studio majors conceive, create, and mount an exhibition of a new body of work. Art history majors research an art historical problem, write a research paper, prepare an abstract, and provide a public presentation of their work with the goal of creating an original contribution to the discipline. An oral defense is required for either major. No S/U option. BIONDO-GEMMELL, DYAS, HOOBLER, PENN-GOETSCH or PLAUT BIONDO-GEMMELL, DYAS, PENN-GOETSCH, or PLAUT

514. Life Drawing (1/4)

Open studio for working from the human figure. Does not fulfill fine arts credit. (CR) No S/U option.

951. London and Florence: Arts in Context: See ACM Programs

952. Florence: Arts, Humanities, and Culture: See ACM Programs

967. ACM: Chicago Program - Arts, Entrepreneurship & Urban Studies: See ACM Programs

Biochemistry and Molecular Biology (BMB)

Program Advisors: Jeffrey Cardon and Craig Tepper

Faculty: Jeffrey Cardon, Barbara Christie-Pope, Marty Condon, Charles Liberko, S. Andy McCollum, Tammy Mildenstein, Brian Nowak-Thompson, Jai Shanata, Cynthia Strong, Craig Teague, Craig Tepper

This interdisciplinary major is designed to prepare students for graduate school or a technical career in biochemistry/molecular biology. It is also a suitable preparation for 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 (12 courses if CHE 161 is taken) in Biology and Chemistry, which include these 12 required courses: BIO 141 and 142 (Foundations: Cellular Biology, and Foundations: Organismal Biology), 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), BIO 335 (Chemical Ecology) or CHE 323 (Physical Chemistry I).

Recommended courses are BIO 211 (Evolution); MAT 121 and 122 (Calculus of a Single Variable and Calculus of Several Variables); PHY 141-142 (Introductory Physics I and II) or PHY 161-162 (General Physics I and II); and PHY 263 (Laboratory Physics).

Biochemistry/Molecular Biology majors desiring to minor in Chemistry must complete at least two appropriate courses in Chemistry beyond those counted for the Biochemistry/Molecular Biology major. Biochemistry/Molecular Biology majors desiring to minor in Biology must do so by completing BIO 211, BIO 321, and an upper-level elective course chosen from the plant or animal grouping. (See Declaration of Degree Candidacy, Majors, and Minors.)

280/380. Internship: *See Additional Academic Programs, All-College Independent Study Courses 280/380.*

290/390. Individual Project: *See Additional Academic Programs, All-College Independent Study 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)

Jeffrey Cardon, Barbara Christie-Pope, Marty Condon (chair), S. Andy McCollum, Tammy Mildenstein, Brian Nowak-Thompson, Craig Tepper

Major: A minimum of 13 courses (12 courses if CHE 161 is taken), 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 Foundations: Cellular Biology

BIO 142 Foundations: Organismal Biology

BIO 205 Cell and Molecular Biology

BIO 211 Evolution

BIO 315 Genetics

BIO 321 Ecology

Capstone Experience: BIO 485 Biological Problems or BMB 485 Problems

Cell Grouping	Plant Grouping	Animal Grouping
BIO 305 Advanced Molecular Biology	BIO 209 Plant Morphology	BIO 254 Ornithology
BIO 313 Developmental Biology	BIO 332 Plant Systematics	BIO 308 Invertebrate Zoology
BIO 326 Microbiology		BIO 312 Vertebrate Zoology
BIO 327 Immunology		BIO 334 Animal Behavior
BIO 328 Neurobiology		BIO 337 Entomology
BIO 335 Chemical Ecology		

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 coursework leading to secondary certification described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Minor: A minimum of seven course credits (six courses if CHE 161 is taken), which include BIO 141, 142 and CHE 121-122 (or 161). Students may elect either of the following two ways to complete the minor: (1) CHE 225, BIO 205, and BIO 315; or (2) BIO 211, BIO 321 and one upper-level elective course in Biology. Environmental Studies majors may receive a minor in Biology by completing the first track, or by completing the second track only if two of the upper-level Biology courses counted toward the minor are not counted toward the Environmental Studies major. Biochemistry/Molecular Biology majors may receive a minor in Biology only by completing the second track with an upper-level elective course chosen from the plant or animal grouping. (See Declaration of Degree Candidacy, Majors, and Minors.)

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 teach application of scientific method and basic laboratory techniques. Research topics will vary with each instructor. Recommended for Education majors. (Laboratory Science)

108. Introductory topics in Biology

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

141. Foundations: Cellular Biology

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

142. Foundations: Organismal Biology

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) McCOLLUM or MILDENSTEIN

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, BIO 142, and CHE 225. (Laboratory Science) CARDON or TEPPER

209. Plant Morphology

Structure and function of plants. Ecological, evolutionary, and physiological perspectives. BIO 141 and BIO 142. (Laboratory Science) CONDON

211. Evolution

Principles of evolution. Emphasis on modern evolutionary biology, evidence, and methods of hypothesis testing. BIO 141 and BIO 142. (Laboratory Science) CONDON

230. Conservation Biology

Ecological, evolutionary, and other biological principles and their application to the maintenance of global and local biodiversity. One or more field trips may extend beyond normal class hours. Prerequisite: BIO 142. (Science)

254. Ornithology

Basic biology of birds, emphasizing taxonomy, structure, ecology, behavior, distribution, and natural history. May include an extended field trip. Other field trips may extend beyond normal class hours. Prerequisite: BIO 142. Alternate years. (Laboratory Science)

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

281-285. Topics in Biology

Study of a selected topic of current interest or concern in biology. See *Topics Courses*.

290/390. Individual Project: *See Additional Academic Programs, All-College Independent Study Courses 290/390.*

305. Advanced Molecular Biology

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

308. Invertebrate Zoology

Structure, classification, physiology, reproduction, life history, natural history, ecology, and evolution of invertebrates. Prerequisites: BIO 211 or BIO 141, 142, and permission of instructor. Offered subject to the availability of staff. (Laboratory Science)

312. Vertebrate Zoology

Survey of the biology of vertebrates, emphasizing structure, classification, physiology, reproductive biology, ecology, natural history, and evolution. Prerequisites: BIO 211 or BIO 141, 142, and permission of instructor. Offered subject to the availability of staff. (Laboratory Science)

313. Developmental Biology

Principles of development with an emphasis on early developmental changes. The course focuses on cellular and molecular changes associated with gene expression, induction, and morphology. Prerequisite: BIO 205. Alternate years. (Laboratory Science) TEPPER

315. Genetics

Principles of inheritance in plants and animals. Emphasis on the laws of heredity and molecular genetics. Laboratory research in molecular genetics. Recommended for juniors and seniors. Not to be taken in the same academic year as BIO 205. Prerequisite: BIO 205. (Laboratory Science) TEPPER

321. Ecology (Wilderness Field Station)

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? Field trips may extend beyond normal class hours. Prerequisites: BIO 211 and permission of instructor. (Laboratory Science) MILDENSTEIN or McCOLLUM

326. Microbiology

Survey of microbial world with emphasis on bacterial genetics and metabolism, 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. (Laboratory Science) CHRISTIE-POPE

329. Human Anatomy and Physiology I

An integrative approach to understanding basic anatomical and physiological relationships of the nervous, endocrine, immune, cardiovascular, respiratory, and excretory systems of the human. Prerequisites: BIO 205 or 141, 142, and permission of instructor. Alternate years. No S/U option. (Laboratory Science) CHRISTIE-POPE

330. Human Anatomy and Physiology II

An integrative approach to understanding basic anatomical and physiological relationships of the human skeletal, muscular, digestive, and reproductive systems and the control of these systems by the nervous and endocrine systems. Prerequisites: BIO 205 or 141, 142, and permission of instructor. No S/U option. (Laboratory Science) CHRISTIE-POPE

332. Plant Systematics

Evolution and classification of vascular plants with an emphasis on field identification of flowering plants. Prerequisite: BIO 211. (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. This course includes one overnight field trip which requires an additional fee for lodging and facility rental. Other field trips may extend beyond normal class hours. Prerequisite: BIO 211. (Laboratory Science) McCOLLUM

335. Chemical Ecology

This course explores how organisms use naturally occurring chemicals to influence ecological interactions. Case studies will illustrate both interspecific and intraspecific interactions among plants, insects, animals, and microbes, including behaviors such as mate selection, colony organization, and defense. Some attention will be given to the biochemical origins of these compounds. Prerequisite: BIO 205. Alternate years.

337. Entomology

The evolutionary history, morphology, taxonomy, physiology, ecology, behavior, and economic importance of insects. Laboratories will focus on sampling, preservation, identification, and experimentation with insects. Field trips may extend beyond normal class hours. Prerequisites: BIO 211 or BIO 141, 142, and permission of instructor. Offered every third year. (Laboratory Science) McCOLLUM

381-385. Advanced Topics in Biology

Advanced examination of a selected topic of current interest or concern in biology. See *Topics Courses*.

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 five term credits in Biology; (2) at least two of the following: BIO 209, 254, 308, 312, 321, 332, 334, or 337; (3) junior standing; and (4) acceptance by the Nature Conservancy.

483. Senior Seminar in Biology

Readings, presentations, and discussions from the recent research literature focused on an area

of interest and/or expertise of the instructor. Prerequisites: BIO or BMB major and senior standing. Recommended prerequisite: BIO 315.

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, this is a capstone experience for Biology majors. Arrangements must be made with the instructor before registering. CARDON, CHRISTIE-POPE, McCOLLUM, MILDENSTEIN, NOWAK-THOMPSON, or TEPPER

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.

901. Audubon Center of the North Woods: Wolf and Lynx Ecology Experiences in Northern Minnesota: see *Cornell-Approved Domestic Off-Campus Programs*.

963. Oak Ridge Science Semester: see *Cornell-Approved Domestic Off-Campus Programs*.

Chemistry (CHE)

Jeffrey Cardon (chair), Charles Liberko, Brian Nowak-Thompson, Jai Shanata, Cynthia Strong, Craig Teague

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

Major: A minimum of 10 course credits in Chemistry (9 courses if CHE 161 is taken), which include the following: CHE 121, 122, 202, 225, 323, 324, 326, 327, and two additional courses at the 300 level, excluding 380; mathematics through MAT 122 (Calculus of Several Variables); and either PHY 161, 162, and 263 (General Physics I, II, and Laboratory) or, with permission of the Department, PHY 141, 142, and 263 (Introductory Physics I, II, and Laboratory). To fulfill the capstone requirement, each student must submit a portfolio of work and have it approved by the department, as described on the department website.

ACS Certification: A minimum of 12 course credits in Chemistry (11 courses if CHE 161 is taken), which must include CHE 121, 122, 202, 225, 323, 324, 326, 327, 333, 334, 335, one additional course at the 300 level, excluding 380, and a major research experience. Also required are PHY 161, 162, and 263; and mathematics through MAT 221 (Linear Algebra). Students seeking certification should confer with the Department chair to make certain that they will satisfy all the requirements.

Teaching Major: A minimum of 8 courses in chemistry (7 courses if CHE 161 is taken), to include the following: CHE 121, 122, 202, 225, 323, 326, 327, and one of the following advanced chemistry courses: 324, 328, 333, 334, or 335; either ENV 202 (Environmental Chemistry) or PHY 263 (Laboratory Physics); mathematics through MAT 122 (Calculus of Several Variables); and either PHY 161 and 162 (General Physics I and II) or PHY 141 and 142 (Introductory Physics I and II).

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 coursework leading to secondary certification described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Minor: A minimum of five course credits in Chemistry, excluding 280 and 380, which include CHE 202 and at least three additional courses numbered 200 or higher.

Biochemistry/Molecular Biology majors desiring to minor in Chemistry must complete at least two appropriate courses in Chemistry beyond those counted for the Biochemistry/Molecular Biology major. (See Declaration of Degree Candidacy, Majors, and Minors.)

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.

103. Investigations in Chemistry

Hands-on investigation of selected topics in chemistry with an emphasis on contemporary topics with practical, real-world applications. Topics vary each term. Intended for non-science majors. (Laboratory Science)

108. Introductory topics in Chemistry

Selected topics in chemistry with an emphasis on contemporary topics with practical, real-world applications. Topics vary each term. See *Topics Courses*. Intended for non-science majors. (Science)

111. Chemistry in the Natural World

Basic concepts of chemistry and their implications for a technological society. Emphasis on quantitative and qualitative aspects of chemistry as they apply to topics of importance today. Intended for non-science majors. No previous study of chemistry required. (Laboratory Science)
PIONEK

121. Chemical Principles I

Fundamental concepts of chemistry, mole concept, energy, theories of the atom and the chemical bond, and molecular geometry. This course is intended primarily for those considering a major in science. (Laboratory Science) CARDON, NOWAK-THOMPSON, or SHANATA

122. Chemical Principles II

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

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. This course is the equivalent of

CHE 121 and 122. Credit may be given for either 161 or 121-122, but not both. Prerequisite: placement exam or permission of the instructor. (Laboratory Science) TEAGUE

202. Analytical Chemistry

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

225. Organic Chemistry I Lecture

Chemistry of carbon compounds. Determination of molecular constitution and configuration and the chemistry of common functional groups. Prerequisite: CHE 122 or CHE 161. (Science) CARDON, LIBERKO, or SHANATA

260-262. Topics in Chemistry

Study of a selected topic in chemistry. See *Topics Courses*.

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

Does not fulfill major or minor requirement.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

323. Physical Chemistry I

Concepts of physical chemistry, including the kinetic-molecular theory of gases, kinetics, quantum mechanics, atomic and molecular structure and energetics, and an introduction to classical and statistical thermodynamics. Prerequisites: MAT 122 and CHE 122 or CHE 161. Recommended prerequisite: PHY 263. (Laboratory Science) TEAGUE

324. Physical Chemistry II

Thermodynamics and descriptions of systems of equilibria from both classical and statistical perspectives, molecular spectroscopy, quantum mechanics, and rates and mechanisms of chemical reactions. Prerequisite: CHE 323. (Laboratory Science) TEAGUE

326. Organic Chemistry II Lecture

Continuation of CHE 225. Methods of synthesis and the reactions of organic compounds. Prerequisite: CHE 225. (Science) LIBERKO or SHANATA

327. Organic Chemistry Laboratory

Practical laboratory aspects of organic chemistry. Isolation and purification of substances; one-step transformations of substances; and, possibly, synthesis projects. Prerequisite: CHE 326. (Laboratory Science) LIBERKO or SHANATA

328. Advanced Organic Chemistry

Selected advanced topics of reaction mechanisms or syntheses of organic compounds. Prerequisite: CHE 327. Not offered every year. (Laboratory Science) LIBERKO

333. Advanced Analytical Chemistry

Theory of analytical chemistry with an emphasis on instrumental methods. Prerequisites: CHE 202, CHE 323, and CHE 327. Not offered every year. (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 chains. Prerequisites: BIO 205, CHE 202, and CHE 327. (Laboratory Science) CARDON or NOWAK-THOMPSON

335. Advanced Inorganic Chemistry

Properties of inorganic compounds with emphasis on theories of bonding and the chemistry of coordination compounds. Prerequisites: CHE 323 and CHE 327. Not offered every year. (Laboratory Science) STRONG

339. Advanced Physical Chemistry

Quantum mechanics, symmetry and group theory, and selected topics. Study of current research literature in physical chemistry. Prerequisite: CHE 324. Not offered every year. (Science) TEAGUE

485. Chemical Research

Research in selected areas of chemistry. Prerequisite: a 300-level course in Chemistry and 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. (CR)

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

Reading and discussion of current articles, historical texts, or general interest books about chemistry. Readings are selected in consultation with the participating students. Course meets weekly for one semester. (CR)

963. Oak Ridge Science Semester: see *Cornell-Approved Domestic Off-Campus Programs*.

Civic Engagement Minor (CIV)

Advisor: John Gruber-Miller

Minor: A minimum of **six course credits** including:

1. **Three** core courses: PHI 202 (Introduction to Ethics), SOC 101 (Sociological Perspectives) or ANT 101 (Cultural Anthropology), and any 200 level Politics course except POL 282 (Public Policy).
2. **One** course in critical thinking/research methods: STA 201 (Statistical Methods I) or PHI 203 (Logic and Critical Thinking).
3. **One** course concerned with Efforts to Address Societal Issues. This category includes courses such as: ANT 222 (Applied Anthropology); ECB 261 (Global Environmental Economics); ENG 111 (when the topic is: Bob Dylan and the Language of Protest); ENG 331 (English Literature: The Romantics); ENG 345 (Late Nineteenth Century American Literature); ENG 374 (when the advanced topic is: Southern African Art, Literature, and Culture in Context); ENV 101 (Environmental Perspectives); EST 123 (Introduction to Ethnic Studies); FRE 351 (Contemporary Literature I: Writing as Political Action); GSS 393 (Global Feminism); HIS 154 (Making of Modern America); HIS 255 (African

American Lives); HIS 354 (U.S. Social History Since 1940); PHI 109 (Ethics and Climate Change); PHI 224 (Environmental Ethics); PHI 261 (Applied Ethics); POL 282 (Public Policy); POL 330 (Women and Politics); POL 332 (Human Rights); POL 333 (Global Governance); POL 334 (Seminar: Strategies to Alleviate Poverty); POL 346 (Political Economy of Developing Countries); POL 352 (Education Policy in America); POL 361 (Race, Sex and the Constitution); POL 363 (Campaigns and Elections); POL 366 (Constitutional Law: Rights and Liberties); POL 367 (Urban Politics and Policy); POL 368 (Environmental Politics and Policy); POL 371 (Wilderness Politics and Policy); REL 362 (Holocaust and Response); PSY 256 (Multicultural Psychology); SOC 255 (Media and the Public Mind); SOC 248 (Contemporary Native Americans); SOC 343 (Women: Oppression and Resistances); SOC 376 (Civil Rights and Western Racism); SOC 348 (Race and Ethnic Relations).

- This course may not be double-counted for the student's designated major and the minor in Civic Engagement. A student must choose a course in this category specifically and only for the Civic Engagement Minor.
4. **One** course in Applied Civic Engagement. This category includes courses such as the following when they include a substantive applied civic engagement component: CIV 280/380 (Internship in Civic Engagement); ENG 370 (AIDS Literature, Film, and Social Theory); and HIS 240 (Public Memory and Public History); HIS 364 (The Documentary Imagination During the Great Depression); PSY 263 (when the topic is: Psychology, Social Justice and Public Policy); PSY 380 (Human Services Practicum); and PSY 395 (Human Services Practicum and Seminar).
 5. In addition to the course in Applied Civic Engagement, a minimum of **25 noncredit hours of civic engagement involvement over the course of at least two semesters** including volunteering, activism, and other civic engagement opportunities. At the end of each semester, a student is required to submit a reflective essay assessing these experiences in light of their academic minor program to the Civic Engagement Office, the Civic Engagement Committee and his/her faculty advisor for the minor. The Civic Engagement Committee will notify the registrar once this requirement is completed.

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

Classical and Modern Languages

Devan Baty, John Gruber-Miller, Lynne Ikach (chair), Carol Lacy-Salazar, Michael Mosier, Marcela Ochoa-Shivapour, Karliana Sakas, Johanna Schuster-Craig, Philip Venticinque, Rebecca Wines

Foreign Study: All students are strongly encouraged to develop their language skills through a study abroad experience. See *Off-Campus Programs*, especially ACM and SIT 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 may participate in Lake Forest College's International Study/Internship Program in France through an agreement between the two colleges. Various summer intensive

language programs, such as the one at Beloit College, offer the opportunity to study some less-widely-taught languages. In addition, the Department offers one-term courses taught by Cornell faculty in international locations.

Spanish in Guatemala: The basic language sequence (SPA 101-205) as well as classes in Advanced Conversation, Advanced Grammar, Guatemalan Culture, Guatemalan Literature, and Anthropology of Guatemala may be taken in Antigua or Quetzaltenango through Proyecto Lingüístico Francisco Marroquín or Juan Sisay Spanish School. The latter also offers volunteer opportunities.

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: Singer of Tales

CLA 373 Love and Sexuality in Greece and Rome

FRE 254 Bending Boundaries: Francophone Women in Translation

RUS 281 The "Other" in Russian Literature and Film

RUS 341 Classics of Nineteenth-Century Russian Literature

RUS 351 Change and Revolution in Russian Literature

RUS 355 Soviet and Post-Soviet Russian Literature and Film

Classical Languages

Classics (CLA)

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

111. Big Screen Rome (W)

Hollywood has long had an interest in using ancient Rome as a lens for understanding contemporary America. Earlier Hollywood films, for example, have explored the rich and famous (Antony and Cleopatra), slave revolts (Spartacus), chariot races (Ben Hur), raucous parties (Fellini's *Satyricon*), the rise of Christianity (Quo Vadis), and the fall of empires (The Fall of the Roman Empire). This course will explore Roman history and culture through the words, stories, plays, and histories of eyewitnesses and other ancient authors and then, in viewing five to six films, will ask why the Romans continue to command such interest in the popular imagination and film. Offered in alternate years or every third year. (Writing Requirement)
GRUBER-MILLER

216. Classical Mythology (in English)

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)
VENTICINQUE

220. Topics in Classics

See *Topics Courses*.

230. Cultural Crossroads in Antiquity: Egypt, Greece, and Persia (In Chicago)

Focusing on the history of Egypt from the New Kingdom (ca. 1600 BCE) to the conquest of Alexander the Great (330 BCE) this course will examine the interactions between these empires, kingdoms, and city states of Egypt, Greece, and Persia. In addition to a discussion of the society, economy, and religion of Egypt, we will also examine the ways in which foreign rulers such as the Persian king Cambyses, Alexander the Great, and the Ptolemies used and manipulated ideologies and propaganda to solidify their claims to rule in Egypt, and the Egyptian responses to those foreign rulers. Other topics include contact between Greece and Persia, the Persian Wars, and the impact of the economic ties with Egypt on Greek society. Readings for the course will include Egyptian, Greek, and Persian literary and documentary sources in translation; we will also take advantage of the museum collections of the Oriental Institute at the University of Chicago, the Art Institute of Chicago, and the Field Museum to supplement these texts with material culture and art historical evidence. Offered every third year. (Humanities)

254. Greek History

This is an introductory course in Greek history that will cover major social, economic, and political developments from the Archaic period in Greece to the rise of Alexander the Great. Topics to be discussed include the formation of city states, Athenian Democracy, war with Persia, the Peloponnesian War and the coming of the Hellenistic Age. Alternate years. (Humanities) VENTICINQUE

255. Roman History

This is an introductory course in Roman history that will cover major social, economic, and political developments from the founding of Rome to the reign of Constantine with an emphasis on Rome's rise to power beginning with the Punic Wars to the reign of Constantine, who transferred the capital of the empire to Constantinople. Topics to be discussed include the civil wars, the creation of empire, Rome's place in the ancient Mediterranean world, Roman religion and Christianity. Alternate years. (Humanities) VENTICINQUE

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)

274-279 . Topics in Classics

See *Topics Courses*.

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study 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 theatre and cinema; 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: Writing-designated course (W) and sophomore standing. Offered every third year. (Humanities)

372. Epic Traditions: Classical and Modern Odysseys

A deep engagement with oral and written epic poems and narratives from early, medieval, and contemporary cultures throughout the world. Epics may include Homer's Iliad or Odyssey, Vergil's Aeneid, The Song of Roland, the west African Sun-Jata Epic, and Derek Walcott's Omeros. Attention will be given to defining epic poetry, exploring the interaction of orality and literacy, and understanding the performance traditions of these texts. Prerequisites: Writing-designated course (W) and sophomore standing. Offered every third year. (Humanities) GRUBER-MILLER

373. Love and Sexuality in Greece and Rome (in English)

The theme of love from Sappho and Plato to Catullus and Ovid; the construction of sexuality in the Greek and Roman world; women's place within the ancient tradition; its influence on the the early modern period and on modern attempts at understanding love. Prerequisites: Writing-designated course (W) and sophomore standing. Offered every third year. (Humanities) GRUBER-MILLER

375-379. Advanced Topics in Classics

See *Topics Courses*.

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. Prerequisite: a course from Classical Studies (CLA, GRE, or LAT) or Anthropology. Offered every four years. (Humanities) 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. Prerequisite: a course from Classical Studies (CLA, GRE, or LAT) or Anthropology. Offered every four years. (Humanities)

485. Advanced Classical Studies

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

487. Junior/Senior Seminar

The seminar offers students an opportunity to investigate a key theme in Classical Studies, to encourage reflection on the discipline as a whole, and to explore the modern reception of classical texts and contexts through the completion of a research project based around the thematic content of the seminar. The research project each student devises in consultation with the instructor and the Classical Studies advisor will demonstrate his or her ability to integrate knowledge of Greek and Latin language and literature with an understanding of Greek and Roman culture as a culmination of their studies. Alternate years. Prerequisites: junior standing, completion of a 300-level course in either Greek or Latin, and at least two other 300-level courses in Classical Studies. VENTICINQUE

Greek (GRE)

101-102-103. Beginning Ancient Greek I, II, and III

Introduction to the language of ancient Greece, Alexander and his successors, and the eastern Mediterranean. Students will learn the essentials of grammar, vocabulary, and Greek mythology and culture through reading, speaking, and writing Greek; and read selections from classical writers and the New Testament. No previous foreign language experience required. Offered every third year. (Language)

205. Introduction to Greek Literature and Culture

Intensive engagement with a number of cultural topics through reading classical or hellenistic Greek texts, in tandem with listening, speaking, or writing in the target language. Topics may include Greek myth, religious sanctuaries, art and architecture, Roman interaction with Greeks, and Greek self-definition. Prerequisite: GRE 102. Offered every third year. (Language)

GRUBER-MILLER

280/380. Internship: *See Additional Academic Programs, All-College Independent Study Courses 280/380.*

290/390. Individual Project: *See Additional Academic Programs, All-College Independent Study 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 faculty.

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)

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, Pausanias, Plato, Thucydides, Xenophon, or the Greek New Testament. Prerequisite: GRE 205. Offered every third year. (Humanities) VENTICINQUE

365-369. Advanced Topics in Greek

See Topics Courses.

391. Advanced Tutorial

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

511. Greek Reading Group (1/4)

Maintenance of Greek language skills through reading a variety of Greek authors. Texts selected in consultation with the participating students. Course meets once a week for a semester. Prerequisite: GRE 102 or permission of instructor. (CR)

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). 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 coursework leading to secondary certification described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

101-102-103. Beginning Latin I, II, and III

Introduction to the language of ancient Rome, its empire, the middle ages, and the early modern world. Students will learn the essentials of grammar, vocabulary, and Roman history and culture through reading, speaking, and writing Latin; increase English vocabulary through Latin derivatives; and read selections from Latin writers from different eras. Offered two out of every three years. (Language) GRUBER-MILLER or VENTICINQUE

205. Introduction to Latin Literature and Culture

Intensive engagement with a cultural topic through reading Latin texts of the Republic or Empire, in tandem with listening, speaking, or writing in the target language. Topics may include Roman comedy, Roman performance culture, Roman banquets, or Roman elections. Prerequisite: LAT 103. Offered two out of every three years. (Language)

280/380. Internship: *See Additional Academic Programs, All-College Independent Study Courses 280/380.*

290/390. Individual Project: *See Additional Academic Programs, All-College Independent Study 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 faculty.

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) 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)

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)

391. Advanced Tutorial

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

511. Latin Reading Group (1/4)

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

Modern Languages

Arabic (ARA)

101-102-103. Beginning Modern Standard Arabic I, II, and III

Introduction to the Arabic alphabet, pronunciation and a survey of grammar. Facility in speaking and understanding spoken Modern Standard Arabic is stressed. Readings emphasize contemporary life in Arabic-speaking countries. The 101-102 and 103-205 sequences are offered in alternate years.

101. Beginning Modern Standard Arabic I

Students will master the Arabic alphabet and sound systems, be able to distinguish and pronounce all Arabic sounds and write accurately from dictation. Modern Standard Arabic will be stressed, but speaking components will be done mostly in dialect. Students will be able to ask for basic information, initiate social interactions, learn basic cultural aspects of the Arabic-speaking world, and be able to speak about themselves, their education, and their immediate family with any native speaker. (Language)

102. Beginning Modern Standard Arabic II Students will expand their grammar and vocabulary knowledge and be able to speak about the weather, food, eating at a restaurant, hobbies, the Arabic number system and economy and society. Comprehension of longer and more complicated written texts and audio/video segments on familiar topics will be stressed. Students will also increase their knowledge of Islamic and other Arabic-speaking societies, Islam and music from the region. The Hans-Wehr English-to-Arabic Dictionary will also be introduced. Prerequisite: ARA 101. (Language)

103. Beginning Modern Standard Arabic III

Students will begin to master Arabic verb roots and patterns, the use of the Hans-Wehr Dictionary and more complex grammatical concepts. Texts and other media will increase in difficulty and expand their scope beyond familiar topics. Prerequisite: ARA 102. (Language)

205. Intermediate Arabic

Continued development of linguistic and cultural competence in Arabic. Prerequisite: ARA 103.

220-221. Topics in Arabic

See *Topics Courses*.

French (FRE)

Major: A minimum of eight course credits in French at or above the 300 level, which include FRE 301, 303, 311 or 312, and 411 or 412. 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, 411; four additional courses in French at or above the 300 level; and one additional course at or above the 300 level which may be in another field if approved in advance by the Department 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 coursework leading to secondary certification described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Minor: A minimum of five course credits in French at or above the 300 level, which include FRE 301, 303, and 311 or 312.

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 300- and 400-level courses are in French unless otherwise specified.

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

French 101-103 are designed to promote student development in linguistic and cultural proficiency. Successful completion of the beginning-level language course sequence prepares students to function in a variety of authentic communicative situations within a French-speaking context and to become life-long language learners. All French language classes, from the beginning to the advanced level, aim to develop awareness and understanding of cultural phenomena in the Francophone world through intensive work on speaking, listening, reading and writing in French.

101. Beginning French I

French 101 is designed for true beginners in the language. Students are introduced to the standard conventions of French pronunciation, grammar, and vocabulary, and focus is placed on building students' foundation in linguistic proficiency through exercises in speaking, writing, listening and reading. Students learn about where and how French is used in the world, and ways in which the French and French-Canadian educational systems differ from those of American society. (Language) WINES or BATY

102. Beginning French II

In French 102, students build on their cultural and linguistic proficiency in French through exercises in speaking, writing, listening and reading. Students learn how to talk about the weather, recount and describe past actions and events, ask questions, make suggestions, express opinions and emotions, order food and drink in a restaurant, and talk about where they live. They also learn about different provinces and regional cultures within France, rites and rituals in the Francophone world, and culinary traditions. Prerequisite: FRE 101. (Language) WINES or BATY

103. Beginning French III

In French 103, students build on their cultural and linguistic proficiency in French through exercises in speaking, writing, listening and reading. Students learn how to articulate if-then statements, how to use future verb tenses, and how to use the conditional and subjective moods

in French. Students also learn how to talk about travel plans in the future, lodging, physical health, the environment, civic responsibilities, technology, art forms, and French media.

Prerequisite: FRE 102. (Language) WINES or BATY

205. Intermediate French

In French 205, students refine their cultural and linguistic proficiency in French through exercises in speaking, writing, listening and reading. Development of intercultural competencies and knowledge of cultural differences between the US and the Francophone world, including such topics as immigration and education, is a focus of this course. Prerequisite: FRE 103. (Language) WINES or BATY

206. Francophone Cultural Immersion

Taught at a Francophone destination (2014 Destination: Martinique), students will develop their knowledge of the French language and Francophone culture in a classroom setting and in daily interactions with native speakers from the local community. May include a homestay. Registration entails additional costs. Alternate years. FRE 103. (Language) BATY or WINES

254. Bending Boundaries: Francophone Women in Translation

Works by representative women writers 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. Offered subject to the availability of faculty. (Humanities) WINES

265-266. Topics in French or Francophone literature or culture

See *Topics Courses*.

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

301. Composition and Conversation

Intensive practice in speaking and writing. We will read, analyze, and discuss current issues and learn the cultural conventions of a variety of different genres –including short fiction, contemporary media, and essays among others – to develop vocabulary, speaking and reading proficiencies. Students will compose essays in a variety of written genres, give oral presentations and refine their use of practical French in order prepare them for direct engagement with French-speaking communities and for more advanced courses in French. Prerequisite: FRE 205 or 206. BATY or WINES

302. Advance Conversation Culture Abroad

For students who wish to achieve greater fluency and an understanding of life in a Francophone country. (2014 Destination: Martinique) This course will focus on oral comprehension, speaking and writing skills, and the acquisition of cultural competencies. Course assignments, readings and final research project will be tailored to the specific destination chosen. Registration entails additional costs. Prerequisite: FRE 205. BATY or WINES

303. Culture of France and Francophone World

Contemporary French and Francophone culture viewed through the lenses of media, cinema, literature, politics, and popular culture. Students will study the historical, political, geographic,

and cultural meanings of the post-colonial term "Francophonie," and will interrogate what it means to be "French" in a globalized world. Coursework includes both formal and informal writing assignments, a mid-term examination, and a final research project with oral presentation. Prerequisite: FRE 205 or FRE 206. FRE 301 is strongly recommended. Alternate years. (Humanities) BATY or WINES

311. Introduction to Literature in French

Introduction to a variety of French literary genres from the Medieval period to the 20th century, including poetry, theatre, the "nouvelle," and the novel. Students will develop their skills in advanced reading and analytical writing through formal writing assignments and oral presentations. Prerequisite: FRE 301 or permission of instructor. (Humanities) BATY or WINES

312. Introduction to French and Francophone Film

This course will introduce students to the study of French-language film. They will learn about important periods, movements, and directors in French and Francophone filmmaking from the beginning in 1895 with the Lumière brothers to the present, possibly including la Nouvelle Vague (films such as *A Bout de souffle* and *Les Quatre Cent Coups*), banlieue cinema (films that focus on or are made by people living in the housing projects surrounding major French cities), and films by Ousmane Sembène (a Senegalese author and director considered by some to be the 'father of African cinema'). Students will develop the critical vocabulary and skills necessary to analyze films as constructed texts and will become familiar with the socio-historical contexts in which the films were produced. The course will be conducted in French. Prerequisite: FRE 301. Alternate years. (Humanities) WINES

321. Passionate Extremes in Early-Modern France

The French Renaissance was a world of extremes; brutal civil wars, exhilarating discoveries of ancient art and knowledge, passionate lyricism, monstrous examples and dirty jokes. From the scatological yet scholarly humor of Francois Rabelais to the bloody tragedies of the best-selling serial genre of *Histoires Tragiques*, the early modern period in France is a fascinating period for those students interested in French culture, art, and politics. Visual, material and aural/oral culture as well as modern films about the era will complement our readings of texts. Course themes include the French humanist tradition, violent religious factionalism, gender roles and identities. Some readings are in English to provide background historical and cultural information, but all primary texts are in French. Students will develop their skills in advanced reading and analytical writing through informal and formal writing assignments and oral presentations in French. Prerequisite: FRE 311 or permission of instructor. Offered every third year. (Humanities)

331. Enlightenment: Eighteenth Century French Literature

The intellectual quest of the *philosophes* and the *Encyclopédistes*, with selected readings from Voltaire, Rousseau, Diderot, and Montesquieu. Development of the drama, the novel, and pre-Romanticism. Prerequisite: FRE 311. Offered subject to the availability of faculty. (Humanities)

353. Race and Immigration in French Film

Issues surrounding race and immigration are the focus of much attention in the United States, and such issues are similarly important topics of discussion in France. However, the French context of race and immigration is quite different from its American counterpart, and this means that related questions are differently defined, constructed, and understood. France's long colonial history plays no small part in generating and continuing conversations on the matters of race and immigration, and its policy of assimilation vis à vis immigrants and the colonized

has frequently resulted in debate, protest, and legislation. We will examine constructions of race and portrayals of immigration in French-language films primarily from France. Special attention will be paid to intersections of class and gender with race and immigration. Readings will be provided to buttress understanding of the historical and social contexts as well as to contribute to comprehension of some critical race theory. Prerequisite: FRE 311 or 312. Offered every third year. (Humanities) WINES

354. Sporting Identities

What can an examination of sports tell us about national cultures and identities in the French-speaking world? How do sports affect—and how are they affected by—gender, class, and race? How do sports and sports narratives change over time and how does this influence the meanings and messages they propagate or are made to carry? Do the same sports mean the same things for different cultures, or even for different people? Through various literary and cultural texts—photographs, films, short stories, non-fiction, etc.—we will examine the role of sports and sports narratives in creating, resisting, shifting, or maintaining elements of cultures and identities. Students do not need to have any familiarity with sports to take this class, but they do need to have met the prerequisites for taking upper-level courses in French, as the course will be conducted in French. Prerequisites: FRE 301 and FRE 311 or FRE 312 or permission of instructor. (Humanities) WINES

365-366. Advanced Topics in French or Francophone literature or culture.

See *Topics Courses*.

411. Capstone: Seminar

The topic varies, but has traditionally focused on the in-depth study of a literary movement, genre, author, or theme. Theoretical discourses in French and Francophone studies or cultural issues are other possible foci for this course. Required of all French majors. Prerequisite: permission of instructor. Alternate years. NO S/U option. BATY or WINES

412. Independent Capstone Research Project

This option is an independent study course, supervised by a French professor. Students must meet with the professor during the fall semester of their junior year to discuss the expectations and process of the senior capstone research project. By the end of the spring semester of their junior year, they must submit a written proposal of 2-3 pages in French of their project with a preliminary bibliography for approval by the French Department. The work will be completed as a one-term independent study course during their senior year, and will culminate in a research paper in French of 15-20 pp in length, to be presented in a public forum on campus during the spring semester of their senior year. Students will be assessed on their work during the development and research stages of the project, and on their responsiveness to feedback throughout the process. If more than one student chooses to work with a professor in a given year, those students can work concurrently during the same block in a workshop model, discussing their work with both the professor and the other students. Prerequisites: 3.5 grade point in French based on a minimum of three 300-level French courses taken at Cornell College and permission of instructor. NO S/U option.

487. Independent Capstone Research Project

Additional Prerequisites: 3.5 grade point average in French based on a minimum of three 300-level French courses taken at Cornell College.

988. There are language and culture semester programs in France or Francophone countries run by the School for International Training. See *School for International Training Programs*.

990. Semester in Paris

Cornell students are eligible to participate in Lake Forest College's Paris International Internship Program, a semester featuring intensive language study, culture, and an internship. For further information, see <http://www.cornellcollege.edu/french/off-campus/France-LFC.shtml>.

991. Semester in Paris

Cornell students are eligible to participate in Central College's Paris program, a semester featuring intensive language study, culture, and the option of either an internship or service-learning opportunity. For further information, see <http://www.central.edu/abroad/paris/>.

German Studies (GER)

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

1. GER 205; two courses from 301, 302, or 311; and Capstone Course 485;
2. A minimum of two GER literature, culture or history courses conducted in English or in German at or above the 300 level;
3. A minimum of three course credits in German or related areas approved beforehand by the Department as relevant to the major.

Teaching Major: A minimum of nine course credits, including at least six course credits in German Studies at or above the 205 level, including GER 205, 301, and 302 or 311; at least one of these four courses: ANT 106 (Language, Culture, and Community), ENG 311 (Grammar and the Politics of English), LAL/PHI 350 (Philosophy of Language), or LAL 352 (Linguistics); and at least one of these two courses: 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 coursework leading to certification in Secondary Education. GER 485 is not required for a teaching major because the capstone course required for certification in secondary education will satisfy the capstone requirement for the teaching major in German.

Minor in German: A minimum of six course credits including GER 205, 301, 302, 311, 333 or a 300-level topics class in German, and one 300-level GER course in English or a course in a related area approved beforehand by the Department as relevant to the minor.

Minor in German Studies:

A minimum of six course credits beyond 103 including:

1. GER 205
2. One course chosen from GER 301, 302, or 311
3. A minimum of three GER literature, culture, or history courses conducted in English or German.
4. At least one course credit in German or a related area approved by the Department as relevant to the minor.

Note: *A student may not minor in both German and German Studies.*

Note: Courses at the 300-level are designated as being taught in German or in English. All lectures, discussions, and readings will be in the language of instruction.

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

Introduction to speaking, reading, writing and listening comprehension in German. Facility in speaking and understanding spoken German is stressed. Readings emphasize culture, literature and contemporary life in the German-speaking countries. (Language) SCHUSTER-CRAIG

115-117. Introductory Topics in German

See *Topics Courses*.

205. Intermediate German: Topics-German Cultures

Continuing development of linguistic and cultural competence in German by focusing on one theme. Topic for 2013: Immigration. Topic for 2014: Fall of the Berlin Wall. Prerequisite: GER 103. (Language) SCHUSTER-CRAIG

280/380. Internship See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

301. Personal Narratives

Development of composition and conversation skills through reading, discussion, and writing about biographical and autobiographical works of selected individuals, from well-known figures to family members. Prerequisite: GER 205. Offered every third year.

302. In the Media

Development of composition, conversation, and listening skills through reading, discussion, and writing about articles and reports from contemporary news sources. Prerequisite: GER 205. Offered every third year.

311. Introduction to Literature

Introduction to the genres and major literary periods in German literature. Development of reading strategies and skills, with attention given to the advanced grammar needed to read German intelligently. Short writing assignments to develop skill in analyzing texts. Prerequisite: GER 205. Offered every third year. (Humanities) SCHUSTER-CRAIG

315-317. Topics in German Studies

See *Topics Courses*.

333. Goethe

Introduction to the man and his works, concentrating on *Faust*. Prerequisite: GER 302 or 311. Offered every third year. (Humanities)

341. Romanticism

Survey of the German Romantic period, concentrating on Novalis and Kleist. Supplementary readings in Romantic Criticism and the philosophy of German idealism. Prerequisite: GER 302 or 311. Offered every third year. (Humanities)

351. Modern Men

The three authors most associated with modernist literature are Rainer Maria Rilke, Thomas

Mann and Franz Kafka. This course will explore their writings, position within the literary industry, and the place of literature in society in the early 20th century. Taught in English. Prerequisite: Sophomore Standing. Offered every third year. Prerequisite: Sophomore Standing. (Humanities) SCHUSTER-CRAIG

381. Die Gründerjahre

A survey of the decade immediately following the unification of Germany under Bismarck in 1871. Readings and discussion of the history, society, and literature of those years when Germany became a world power, an industrialized country, and a militaristic society. Prerequisite: GER 302 or 311. Offered every third year. (Humanities)

383. Weimar

A survey of the Weimar Republic, 1919-1933, when Germany struggled to overcome its defeat in World War I. Readings and discussion of its economic and political history, and the developments in society, literature and cinema. Analysis of Nazism's rise to power. Prerequisite: GER 302 or 311. Offered every third year. (Humanities)

385. Die Trümmerjahre

A survey of Germany 1945-1963, when the two German successor states, and Austria, struggled with the legacy of the Third Reich. Readings and discussion of the development of East and West Germany and their political and economic incorporation into the Soviet and Western Blocs. The peculiar neutrality of Austria. The Wirtschaftswunder in West Germany and Austria, and its pale reflection in East Germany. Prerequisite: GER 302 or 311. Offered every third year. (Humanities)

386-387. Topics in German Studies

See *Topics Courses*.

485. Senior Tutorial (Capstone)

The capstone in German Studies is designed to develop strong mastery of advanced German speaking, writing and reading/listening comprehension. Students develop their own research project which culminates in a final paper or series of papers. Students are strongly recommended to take GER 390 or a similar course in one of the terms preceding the seminar, in order to properly prepare. Required of all German majors. Prerequisites: four 300-level German courses. SCHUSTER-CRAIG

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)

990. Term, Semester, or Year in Germany: see *Foreign Language Abroad Program* and also Goethe Institute's web site at <http://www.goethe.de>.

Japanese (JPN)

101-102-103. Beginning Japanese I, II, and III

Essentials of grammar emphasizing skills in reading, writing, speaking, and understanding Japanese. Classroom activities promote conversational skills. The 101-102 and 103-205 sequences are offered in alternate years. (Language)

205. Topics in Japanese Culture

Continued development of linguistic and cultural competence in Japanese through intensive engagement with a cultural topic or theme or through interaction with native speakers.

Prerequisite: JPN 103. (Language)

390. Individual Project *See Additional Academic Programs, All-College Independent Study Courses 290/390.*

923. Japan Study

An ACM program which offers a year at Waseda University in Tokyo. There are also opportunities for students from ACM colleges to study Japanese during the summer at Beloit College.

Russian (RUS)

Major: A minimum of seven course credits in Russian at or above the 300 level, which include RUS 301 or 303, at least two courses in Russian literature, and RUS 485. A maximum of two courses in Russian history may be applied toward the major: HIS 321 (Muscovite and Imperial Russia), 322 (Revolutionary and Soviet Russia), and 323 (Russia from 1941).

Teaching Major: A minimum of seven course credits, to include the requirements for the Russian major listed 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 coursework leading to secondary certification described under Education. Prospective teachers should request a current list of the specific course requirements from the Education Office.

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

Minor: A minimum of five course credits in Russian which include RUS 205, either 301 or 303, and three other Russian courses at or above the 300 level, at least one of which must be a literature course conducted in Russian. One course in Russian history may be substituted to count towards the minor: HIS 321 (Muscovite and Imperial Russia), 322 (Revolutionary and Soviet Russia), or 323 (Russia from 1941).

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

Courses taught in Russia: see RUS 384 below.

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

Development of basic languages skills (speaking, reading, listening, writing) and introduction to culture. Emphasis on practical vocabulary for everyday situations. (Language) IKACH

205. Intermediate Russian

Continued development of linguistic competence and cultural literacy. Students will use both textbooks and materials from the Internet to improve their skills. Prerequisite: RUS 103. (Language) IKACH

280/380. Internship: *See Additional Academic Programs, All-College Independent Study Courses 280/380.*

281. "The Other" in Russian Literature and Film (W)

Examination of works of literature and film that reveal historical and contemporary trends in Russian culture, with an emphasis on Russia's relationship to its past and to other cultures. Conducted in English. Alternate years. Same course as RSS 281. (Writing Requirement) IKACH

290/390. Individual Project: *See Additional Academic Programs, All-College Independent Study Courses 290/390.*

301. Composition and Conversation

Practice in reading, writing, listening, and speaking, and introduction to complex grammatical structures. Compositions and discussions on a variety of topics using various materials. Prerequisite: RUS 205. Alternate years. IKACH

303. Language in Context

Practice in reading, writing, listening, and speaking using a variety of authentic materials from contemporary sources, such as on-line magazines and newspapers, films, interviews, and letters. Emphasis on building vocabulary and comprehension of complex grammatical structures. Alternate years. Prerequisite: RUS 205. IKACH or STAFF

311. Nineteenth Century Russian Literature (in Russian)

Introduction to Russian literature of the nineteenth century, with readings of works by representative writers. Conducted in Russian. Offered subject to availability of faculty. Prerequisite: RUS 301 or 303. (Humanities) IKACH or STAFF

312. Twentieth Century Russian Literature (in Russian)

Introduction to Russian literature of the twentieth century, with readings of works by representative writers. Conducted in Russian. Offered subject to availability of faculty. Prerequisite: RUS 301 or 303. (Humanities) IKACH or STAFF

315-316. Topics in Russian Literature (in Russian)

Reading and analysis of selected works of Russian literature. Topics may focus on a particular writer, theme, or genre. Conducted in Russian. Offered subject to availability of faculty. Prerequisite: RUS 301 or 303. See *Topics Courses*. (Humanities) IKACH or STAFF

341. Classics - 19th Century Russian Literature in English

Examination of major writers and trends from the period when Russia produced some of the greatest works of literature in the world. Texts include Pushkin's Eugene Onegin, Dostoevsky's Notes from Underground, and Tolstoy's Anna Karenina. Conducted in English. Prerequisite: Writing-designated course (W). Offered every third year. (Humanities) IKACH

351. Change and Revolution in Russian Literature (in English)

Examination of major works of pre- and post-revolutionary Russian fiction, poetry, and drama from the period 1880-1932, with a focus on the theme of society in transition. Writers include Chekhov, Gorky, and Mayakovsky. Conducted in English. Prerequisite: Writing-designated course (W). Offered every third year. (Humanities) IKACH

355. Soviet and Post-Soviet Russian Literature and Film (in English)

Examination of major trends in literature and film during the Soviet and post-Soviet periods. Literary texts include Solzhenitsyn's *One Day in the Life of Ivan Denisovich*, Bulgakov's *The Master and Margarita*, and Pasternak's *Doctor Zhivago*. Films include *Ballad of a Soldier*, *The*

Cranes are Flying, and *The Thief*. Conducted in English. Prerequisite: Writing-designated course (W). Offered every third year. (Humanities) IKACH

384. Russia Today

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

391. Tutorial in Russian

Supervised reading in Russian literature and/or civilization, with discussions and compositions based on the reading. Conducted in Russian. Prerequisites: RUS 205 and permission of instructor. IKACH

485. Senior Capstone

Reading, research, and writing in Russian and in English on a topic developed in consultation with the program advisor. Prerequisites: senior standing and permission of instructor. Same course as RSS 485. IKACH

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

Spanish (SPA)

Major: A minimum of eight course credits in Spanish at or above the 300 level, which include SPA 301, 311, capstone (411 or 412), two elective courses (in Spanish or in other areas approved by the Department as relevant to the Spanish major), and at least one course in each of the following categories:

- Culture: SPA 381, 383, 385, or Topics in Culture
- Peninsular Literature: SPA 321, 322, 351, 352, or Topics in Peninsular Literature
- Latin American Literature: SPA 355, 356, or Topics in Latin American Literature

Teaching Major: A minimum of eight course credits, which include SPA 301, 311, capstone (411 or 412); two elective courses (in Spanish or in other areas approved by the Department as relevant to the Spanish major), and at least one course in each of the following categories:

Culture: 381, 383, 385, or Topics in Culture

Peninsular Literature: SPA 321, 322, 351, 352, or Topics in Peninsular Literature

Latin American Literature: SPA 355, 356, or Topics in Latin American Literature

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 coursework leading to secondary certification described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Minor: A minimum of five course credits in Spanish at or above the 300 level which include 301, 311, one elective (in Spanish or in another area approved by the Department), and one course in each of two of the following categories:

Culture: 381, 383, 385, or Topics in Culture

Peninsular Literature: SPA 321, 322, 351, 352, or Topics in Peninsular Literature

Latin American Literature: SPA 355, 356, or Topics in Latin American Literature

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

Courses taught in Mexico, Bolivia, Argentina, 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, and 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. (Language) LACY-SALAZAR, OCHOA-SHIVAPOUR, MOSIER, or SAKAS

109. Topics in Hispanic Literature and Culture (in English)

Seminar for first year students only. Intensive engagement with a topic in Hispanic cultural or literary studies. Taught in English (Humanities).

201. Basic Spanish

Independent, supervised study for students at the beginning or intermediate level who wish to improve their skills in reading, writing, speaking, and understanding Spanish in an approved language school in Latin America or Spain. Students take a placement test before and after the term and the department assigns credit at a level reflecting students' accomplishments. Consult with Spanish faculty for additional information. (CR)

205. Topics and Encounters in Hispanic Cultures

Topics in Hispanic literature, culture, history, and film, taught in Spanish at the intermediate level. Students will apply their basic language skills in a variety of different contexts, from studying a topic in the target language to having regular interactions with native speakers in U.S. communities off-campus or via online virtual communities. Prerequisite: SPA 103. (Language) LACY-SALAZAR, OCHOA-SHIVAPOUR, MOSIER, or SAKAS

206. Spanish Cultural Immersion (Intermediate Spanish Abroad)

Taught in Latin American countries such as Argentina, Bolivia, and Guatemala, students will develop their knowledge of Spanish language and culture in a classroom setting, in daily interactions with native speakers from the local community, and in excursions to culturally rich sites. Includes a homestay. Registration entails additional costs. Prerequisites: SPA 103 and permission of instructor. Offered two out of three years.

265-269. Topics in Spanish

See *Topics Courses*.

280/380. Internship: *See Additional Academic Programs, All-College Independent Study Courses 280/380.*

290/390. Individual Project: *See Additional Academic Programs, All-College Independent Study Courses 290/390.*

301. Advanced Grammar and Composition

Intensive practice in writing in Spanish in combination with a study of Spanish grammar that concentrates on those aspects of the language which are challenging for the advanced student. Emphasis on expanding vocabulary and developing writing fluency. Required of all Spanish majors. Prerequisite: SPA 205 or 206. SAKAS

302. Advanced Conversation Abroad

Taught in Mexico, Bolivia, or Guatemala and designed for students who wish to achieve a higher level of fluency and a comprehensive understanding of life in Mexico, Bolivia, or Guatemala. Includes a homestay with a local family. Registration entails additional costs. Prerequisites: SPA 205 or 206 and permission of instructor. Offered two out of three years. LACY-SALAZAR

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.

311. Introduction to Textual Analysis

Development of reading strategies and skills needed for analyzing and understanding literary texts. Organized around a topic, literary genre, period, or major writer and chosen to meet the needs of students who are just beginning upper-level coursework in Spanish. Special attention given to vocabulary development and to the advanced grammar required for understanding literary/cultural texts. Required of all Spanish majors. Prerequisite: SPA 301, 302, or 303. (Humanities) MOSIER

321. Golden Age: Romancero and Comedia

Heroes, legends, history, and the development of a national consciousness seen through popular ballads. The national theatre as an expression of Spanish ideals and aspirations: Lope de Vega, Tirso de Molina, and Calderon de la Barca. Prerequisite: SPA 311. Offered every third year. (Humanities) SAKAS

322. Golden Age: Don Quijote

Don Quijote in the context of the literature of the age. Readings from Amadis de Gaula, Lazarillo de Tormes, El abencerraje y la hermosa Jarifa. Renaissance and Baroque elements, contribution to the modern novel, universal themes and cinematographic interpretations. Prerequisite: SPA 311. Offered every third year. (Humanities)

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 311. Offered every third year. (Humanities)

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 311. Offered every third year. (Humanities) MOSIER

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 Quiroga, Garro, Ocampo, Valenzuela, Borges, Cortazar, Rulfo, Fuentes, and Garcia Marquez. Prerequisite: SPA 311. 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 311. Offered every third year. (Humanities)

365-369. Advanced Topics in Spanish

Selected topics in the literature and culture of the Hispanic world. See *Topics Courses*. (Humanities)

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 311. Offered every third year. (Humanities) OCHOA-SHIVAPOUR

383. Latinos in the U.S.

Origins, development, and significance of various aspects of Latino life in the United States. Prerequisite: SPA 311. Offered every third year. (Humanities)

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 311. Offered every third year. (Humanities) OCHOA-SHIVAPOUR

411. Seminar

In-depth studies in the literature and culture of Spain and Latin America. Prerequisites: at least three 300-level Spanish courses above SPA 311. May be repeated once for credit if topics are different. (Humanities) OCHOA-SHIVAPOUR

412. Advanced Field Research in Spanish

A capstone experience intended for students with a double major in Spanish and another department. Assumes junior or senior standing in both majors, entails field research using the target language in a Spanish-speaking country, and a final written and/or public presentation of findings in Spanish. Prerequisites: at least three 300-level Spanish courses above SPA 311. Prerequisites in the second major: completion of 2/3 of the required course work toward the second major and a research methods course (if the second major is in the social sciences). Arrangements must be made with instructor prior to registration.

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, or OCHOA-SHIVAPOUR

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

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

941. Costa Rica: Studies in Latin American Culture and Society: see *ACM Programs*.

942. Costa Rica: Tropical Field Research: see *ACM Programs*.

988. There are semester programs in Spain, Central America, and South America run by the School for International Training. In addition to language and culture studies, many of these programs have a special theme, e.g., Development Studies, Environmental Studies, Social Justice, the Arts, and Language Immersion.

Additional Programs

Language and Linguistics (LAL)

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

350. Philosophy of Language

Introduction to problems and methods in the philosophy of language: meaning, reference, the relation between speech and thought, the relation between language and reality, speech acts, metaphor. Alternate years. (Humanities)

352. Linguistics

A scientific view of languages, their characteristics, and their variations. Introduction to the more important sub-field of 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. Offered subject to availability of faculty. (Social Science)

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: IKACH

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.

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. The class may visit other courses. Prerequisite: ESL 205.

390. Individual Project: *See Additional Academic Programs, All-College Independent Study Courses 290/390.*

Classical Studies (CLS)

Advisor: John Gruber-Miller

This interdisciplinary 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 nine course credits, which include:

1. Three course credits in either Latin or Greek at or above the 200 level;
2. Two course credits in Greek and Roman literature in English translation selected from CLA 216, 364, 372, and 373;
3. Three course credits in related areas selected from ART 251 (Greek and Hellenistic Art), 252 (Etruscan and Roman Art); CLA 230 (Cultural Crossroads in Antiquity); 254 (Greek History); 255 (Roman History); 264 (Women in Antiquity); 381 (Greek Archaeology); 382 (Roman Archaeology); PHI 302 (Ancient Philosophy); REL 251 (Jesus in the Gospels), 252 (Epistles of Paul), 353 (Christian Foundations).
4. Capstone Course: CLA 487 Junior-Senior Seminar.

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.

Communication (COM)

See Education

Computer Science (CSC)

Tony deLaubenfels, Ross Sowell, Leon Tabak (chair)

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 10.25 course credits, including 9.25 in Computer Science; also MAT 120 or 121 (Calculus of a Single Variable). The courses in Computer Science must include CSC 140, 144, 151, 218, 301, 512 (capstone), and at least four other 300-level courses. One of the four required 300-level courses may be an Internship, Individual Project, or Group Project. The faculty strongly recommends additional study of mathematics and statistics, to include STA 201 (Statistical Methods I) 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: MAT 120 or 121 (Calculus of a Single Variable) and a minimum of six course credits in Computer Science which include CSC 140, 144, 151, 218, 301 and at least one other 300-level course, excluding Internships, Individual Projects, and Group Projects.

140. Foundations of Computer Science

This course introduces students to problems that engage the interests of computer scientists and define the field. The course introduces students to object-oriented design, a principal discipline that computer scientists use to solve problems. Students learn to divide large problems into small problems, bundle related data with methods that operate on that data, and incorporate into new designs elements of previously completed designs. The course emphasizes creative expression using an abstract notation. Students practice designing, writing, testing, and presenting programs. Success in the course does not require previous programming experience. DeLAUBENFELS, SOWELL, or TABAK

144. Software Architecture

Disciplined design, coding, and testing of substantial programs. Specification of relationships among components of a program using composition and inheritance. Discernment of a client's requirements. Evaluation of the communication between a computer program and its human user. Prerequisite: CSC 140. SOWELL

151. Discrete Mathematics for Computer Science

Logic, algorithms, combinatorics, trees, graphs, and other topics from discrete mathematics

used in computer science. Prerequisite: 3-1/2 years of high school mathematics. (Mathematics) DeLAUBENFELS or SOWELL

155. The Beauty and Joy of Computing (W)

The Beauty and Joy of Computing Computing has changed the world in profound ways. It has opened up wonderful new ways for people to connect, design, research, play, create, and express themselves. This course will focus on some of the "Big Ideas" of computing that have changed the world and consider where it will go in the future. We will discuss the challenges and implications of computer technology, including the responsibilities of those who design and use computer systems. Students will learn a bit about computer programming and a lot about writing at the college level. The lab portion of the course will introduce students to computer programming using Scratch, one of the friendliest programming languages ever invented. Students will engage in several different types of academic writing and will conduct their own research projects. Because this is a writing course, significant course time will be spent on the writing process, with a focus on revision. Not open to students who have previously completed a writing course. (Writing Requirement) DeLAUBENFELS

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, the design of a microprocessor, and programming at the lowest levels. An examination of costs and advantages gained by shifting functions from hardware to software, or vice versa. Prerequisites: CSC 140 and 151. SOWELL

222. Geographic Information Systems

This course introduces students to computer science through a study of one of its important applications. Through work on projects related to their major fields of interest, students will learn how to use the visualization and statistical functions of geographic information systems as aids in making decisions. Students will learn how to represent, analyze, and display geographic data. Case studies will familiarize students with applications of the technology in the natural sciences, public policy, business, and other fields. Readings, discussions, and exercises will acquaint students with current standards, available tools, significant achievements, and the potential for the future development of geographic information systems. TABAK

255-257. 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. See *Topics Courses*.

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 Department. The maximum credit that may be earned in a Computer Science internship is two term credits. See *Additional Academic Programs, All-College Independent Study Courses 280/380*. (CR)

289/389. Group Project: see *Courses 289/389*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

301. Algorithms and Data Structures

Measurements of complexity. Comparison of methods for searching and sorting data. Alternative ways of organizing data in lists, tables, and trees. Prerequisites: CSC 140, 144, 151, and MAT 120 or 121. TABAK

302. Electronics

Same course as PHY 302 (see for course description). Prerequisites: CSC 140 and 151 or knowledge of a programming language. Alternate years. (Laboratory Science) LICHTY

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. Prerequisites: CSC 144 and 218. Alternate years.

314. Data Management Systems

Concepts and structures necessary to design and implement a database management system. Relational and object database models. Prerequisites: CSC 144 and 151. 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 144 and 151. Alternate years.

317. Computer Networks

In this course, students examine the challenges of communication through dynamic networks, including the challenges of routing messages and making communication reliable and secure. The top-down approach begins with a study of application level protocols (application level protocols govern, for example, communication through the Web and via e-mail) and proceeds to a study of the lower level transport and network layer TCP/IP protocols that are at the heart of the Internet. At the still lower link layer, students explore methods for resolving addresses and allowing multiple access on local area networks. Measurement, analysis, and simulation of networks in the laboratory. Prerequisites: CSC 140, 151, and 218. 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. Prerequisite: CSC 301. Alternate years. SOWELL

355-360. 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 Algorithms, Computer Networks, Robotics, Client Server Systems, Structure and Interpretation of Computer Programs, and Bioinformatics. See *Topics Courses*. 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. (CR)

512. Professional Practice in Computer Science (1/4)

Each student will gain experience in the iterative development of software through all stages of development, in presentations of a project to their peers, and in the review of their peers' projects. Success will require application of knowledge and skills acquired in several core and elective courses. This practice solving problems like those encountered in industry and advanced study will prepare students for the challenges and opportunities that await them after graduation. (CR)

Students should consult with an advisor in the department before beginning the course. In this course, students should plan on improving a project begun and substantially completed in another course. That other course may be taken concurrently. The course involves meeting twice each term for a total of 12 hours per semester and approximately 24 hours of work outside of class. Is repeatable once for credit. Prerequisites: CSC 140, CSC 144, CSC 151, CSC 218, CSC 301. Students should take this course during (or after) the year in which they complete other requirements for the major.

Economics and Business (ECB)

A'amer Farooqi, Santhi Hejeebu (chair), Todd Knoop, Jerome Savitsky

Major: A minimum of 12 course credits, including the following core courses: ECB 101, 102, 151, 301, 302, and STA 201 (Statistical Methods I) or STA 348 (Mathematical Statistics II); at least one of the following quantitative literacy courses, to be taken by Block Four of the junior year: ECB 225, 243, 254, 257, or 258; at least two of the following capstone seminar courses: ECB 320, 321, 323, 352, 355, or 356; at least one 300-level ECB elective (ECB 380, 389, 390, 397, and 399 may not be applied to the 300-level ECB elective requirement).

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 coursework leading to secondary certification described under Education. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Second Teaching Area in Economics: The following program in conjunction with a *teaching major* in Anthropology (individualized major), History, Psychology, or Sociology will enable the student to apply for certification to teach both the major subject and Economics: ECB 101, 102, and any two of the following courses: ECB 210, 223, 225, 301, or 302.

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 interdisciplinary 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 the broadly transferable skills needed in management, especially analysis, writing, and quantitative methods; and an understanding of the government policies which

affect business. In addition to ECB 151 and 352, which meet requirements for the major, students may select courses from among ECB 243, 253, 320, 340, 341, 351, and 380.

Quantitative Skills: For basic skills, majors should take CSC 131 (Computing Practice and Perspectives) and MAT 121 (Calculus of a Single Variable). For strong graduate school preparation in either economics or business, students should take CSC 140 (Foundations of Computer Science), MAT 121 (Calculus of a Single Variable), 122 (Calculus of Several Variables), 221 (Linear Algebra), and possibly STA 347 and 348 (Mathematical Statistics I & II).

Business Minor: A minimum of 8 course credits, including the following core courses: ECB 101, 102, 151, and either STA 201 (Statistical Methods I) or STA 348 (Mathematical Statistics II); either ECB 301 or 302; at least one of the following quantitative literacy courses, to be taken by Block Four of the junior year: ECB 225, 243, or 254; at least one of the following capstone seminar courses: ECB 352 or 356; and at least one elective from the following list of courses: ECB 206, 208, 210, 225, 243, 251, 254, 311, 354, or ECB topics courses (265-275 and 365-369) as designated by the department.

Note: *Students may not minor in Business and major in Economics and Business.*

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) FAROOQI or KNOOP

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: two years of algebra in high school. (Social Science) HEJEEBU or SAVITSKY

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. CAI

206. Bonds, Mortgages, and Their Derivatives

Fixed income (debt) securities account for about two thirds of the market value of all securities that are outstanding in the world. This course focuses on various types of debt securities and their markets, and in turn develops tools for the valuation and management of these securities and the interest rate risk associated with them. Additional topics include yield curve analysis, fixed income portfolio management, and immunization strategies. Alternate years.

208. Health Economics

Examination of the structure and financing of the U.S. health care system, including government programs, employer sponsored programs, and the individual insurance market. Students will apply economic reasoning to contemporary issues involving the organization, cost, and distribution of resources in the health sector. The course will focus primarily on healthcare in the United States but will include coverage of other nations as well. Alternate years. (Social Science)

210. Introduction to Financial Management

Provides an overview of the basic concepts and principles of financial management and insight into the financial decision making process. Topics include: the tradeoff between risk and return, valuation techniques, capital budgeting, capital structure, and the role of financial markets. Emphasizes the mathematical tools of financial decision making and the reasoning and concepts in appropriately applying these tools. Prerequisite: ECB 151. (Social Science) CAI

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 macroeconomic theory and policy. Prerequisites: ECB 101 and 102. Offered two out of every three years. (Social Science) FAROOQI

225. 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. Prerequisites: ECB 101 and STA 201 or STA 348. (Social Science) 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. Alternate years. Prerequisites: ECB 102, ECB 151, and STA 201 or STA 348. (Social Science) CAI

251. Introduction to Entrepreneurship

This course provides an introduction to the study of how business enterprises are created and revitalized. Included will be an overview of the financial, marketing, organizational, and managerial tools that entrepreneurs use when shaping an enterprise. In addition, this course will introduce the topic of social entrepreneurship, in which organizations are created that not only generate a return for the entrepreneur, but also address significant social problems such as poverty alleviation or environmental protection. Alternate years.

253. Managerial Accounting

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

257. Labor Economics

Exploration of a variety of current issues in labor markets from an economics perspective. Included among the questions to be addressed in this course are: Why do professional athletes, rock stars and movie stars earn so much more than the rest of us? What is the economic value of a college degree? Why do some college majors earn so much more than others? Who pays for and benefits from on-the-job training? Are workers better off when the government regulates safety in the workplace? How does discrimination in the labor market affect women, African Americans and other minorities? Why has union membership fallen so dramatically during the last 30 years? Who benefits from and who is hurt by increased international competition? Course activities will include a series of data collection/analysis/presentation projects. Prerequisites: ECB 101 or 102, and STA 201 or 348. Alternate years. (Social Science) SAVITSKY

258. Economics of Sports

Economic analysis of various aspects of professional sports and intercollegiate athletics. Topics will include the relationship between on-the-field performance and economic profits, the economics of competitive balance, the market for professional franchises, public financing of stadiums and arenas, labor unions and labor relations, discrimination in the market for professional athletes, the economics of intercollegiate athletics, and the role of the NCAA in intercollegiate athletics. Course activities will include a series of data collection/analysis/presentation projects. Prerequisites: ECB 102 and STA 201 or 348. Alternate years. (Social Science) SAVITSKY

261. Global Environmental Economics

Economic analysis of global environmental issues, with special emphasis on developing countries. Review of basic economic theory with respect to environmental issues. Policy analysis of sustainable development, population growth, deforestation, air and water pollution, ecotourism, international hazardous waste, biodiversity, and global warming. Recommended prerequisite: ECB 101 or 102. Alternate years. (Social Science) FAROOQI

265-275. Topics in Economics and Business

Selected topics of current interest in economics and business. See *Topics Courses*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

301. Intermediate Microeconomics

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. Prerequisites: ECB 102 and junior standing. (Social Science) HEJEEBU or SAVITSKY

302. Intermediate Macroeconomics

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 10, ECB 102, and junior standing. (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

320. Women, Men, and Labor Market Seminar

The seminar examines male/female differences in labor market outcomes. Theoretical explanations will be confronted with empirical evidence. Topics to be covered include: labor supply behavior and the allocation of time in the household, human capital investments in education and labor market experience, discrimination against women in the acquisition of human capital, labor market discrimination against women and the pay gap, and the economics of anti-discrimination laws. Prerequisites: ECB 301 and STA 201 or STA 348. Alternate years. (Social Science) SAVITSKY

321. Macroeconomics Seminar

An investigation into why rich countries are rich and poor countries are poor. Macroeconomic growth theory will be examined in an attempt to explain why some countries have experienced growth miracles and others have been growth disasters. Prerequisite: ECB 302. (Social Science) KNOOP

323. International Economics Seminar

Course to be taught in Buenos Aires, Argentina. Study of the international economic relationships and political economy of Argentina. Field trips and interaction with guest lecturers. Prerequisite: ECB 302. (Social Science) FAROOQI

337. Economics-Recessions and Depressions

Investigation into the causes and economics of recessions, depressions, and expansions. Included will be a broad review of the history of macroeconomic thought, the development of which has focused on explaining business cycles. The Great Depression will be examined in detail. An introduction to business forecasting will also be covered. Prerequisite: ECB 302. Alternate years. (Social Science) KNOOP

340. 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 STA 201 or 348. Alternate years. 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. Prerequisites: ECB 102 and MAT 120 or MAT 121. Alternate years. (Social Science) SAVITSKY

351. Financial Management

Analytic tools of economics and accounting applied to a firm's financial value. Economics of the securities and financial markets in which firms obtain capital. Prerequisite: ECB 253. (Social Science)

352. Financial Management Seminar

This course explores the emerging field of Enterprise Risk Management (ERM), which focuses on risk mitigation strategies employed by firms against the various risks they face. There is a particular emphasis on financial risk management. Prerequisites: ECB 301 or 302. (Social Science) CAI

354. Business Analytics

This course applies formal tools of microeconomics to decision-making problems facing management. The primary goal is to bridge the gap between the abstraction of economic theory and the real life setting in which business decision-makers work. Students will be introduced to a range of management planning and decision-making activities and some of the quantitative tools that managers use to solve these problems. The quantitative tools will be taught in MS Excel 7.0. Through business cases, students will find themselves in a manager's shoes. Topics

include: linear programming, sensitivity analysis, and simulation. Prerequisite: ECB 301. HEJEEBU

356. Economics of Organizations Seminar

Organizational Economics offers an economic approach to the study of management. We explore how concepts such as optimization and equilibrium can be applied to real problems inside the firm, such as the design of effective performance evaluation systems and employee compensation plans. We consider in detail the problem of assigning decision-making authority within a company. Organizational economics views the firm as a collection of contractual relationships. Topics covered include contract theory, incentives within organizations, relational contracting, and careers in organizations. The course will use Harvard Business School case studies and will invite business practitioners. Prerequisite: ECB 301. Alternate years. HEJEEBU

365-369. Advanced Topics in Economics and Business

Selected topics of current interest in economics and business. Check individual course description for prerequisite(s). See *Topics Courses*.

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 supervisor. 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)

Education (EDU)

Kerry Bostwick, Jill Heinrich (chair), Meg Jacobs, Kate Kauper, and Cindy Postler

Admission to the Teacher Education Program and to Student Teaching

Cornell offers a major in Elementary Education and coursework for students seeking secondary certification. Students desiring to be certified to teach in the public and private K-12 schools must apply before March 1 of their sophomore year to the Education Department for admission to the Teacher Education Program, using the forms available on-line

(<http://www.cornellcollege.edu/education>) and from the Education Office in Room 104 of College Hall. Those seeking admission to the Teacher Education Program in their junior year must have special permission from the chair of the Education Department to apply.

The following additional conditions must be met before the Education Department will approve the application: the student must (1) have filed a Declaration of Degree Program and Major(s) with the Registrar; (2) have completed two 200-level Education courses; (3) have a Cornell cumulative grade point average of 2.5 or higher; (4) have submitted one positive reference from a faculty member outside the Education Department; (5) be in good standing - not on probation - academically and with the Cornell Division of Student Affairs; and (6) have successfully achieved passing scores on the Praxis Core Pre-Professional Skills Tests.

Praxis Core: Pre-Professional Skills Tests

Successful completion of the Praxis Core Pre-Professional Skills Tests is required for all Cornell students seeking admission to the Teacher Education Program. These tests determine college-

level competence in the areas of reading, writing, and mathematics. *It is strongly recommended that students register to take the Praxis tests during the spring of their freshman year or the fall of their sophomore year.* These exams are given by Educational Testing Service (at Iowa City and numerous other nationwide locations) during August, September, November, January, March, April, and June of each year. The department recommends that students take the Praxis Core exam no later than November of their sophomore year. Registration for the Praxis Core exam is due one month in advance and score reports are available 4-6 weeks after the tests are taken. Specific dates for each academic year are posted early in the Registration Bulletin and sample questions are available at the Education Office in Room 104 of College Hall. There is a registration fee that is the responsibility of the student. The passing scores for each section of the Praxis I Exam are: 156 or above on the reading section, 150 or above on the mathematics section, and 162 or above on the writing section.

All students must meet this requirement and have passing scores on file in the Education Department by February of their sophomore year before they can register for 300-level Education courses.

The final decision on admission rests with the Education Department and will be made after evaluating a completed application, the student's academic performance, and professional dispositions in the Cornell classroom. Before taking their first 200-level Education course, students must access the department information on-line and study it carefully. *Students may not undertake 300-level Education courses until they are admitted to the Teacher Education Program unless special permission is given by the instructor.*

In order to be admitted to student teaching, students must have a cumulative grade point average of 2.7 or higher, complete a Student Teacher Application and Preference form during their junior year, complete all the required 200-level Education courses with a minimum 2.7 grade point average. Elementary Education majors must maintain a 2.7 grade point average in all 300-level Education courses. In addition, all students must 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 secondary certification must have completed six course credits in the teaching subject matter major. 14 weeks of consecutive student teaching are required. Depending upon public school calendars, students may be required to student teach for four consecutive blocks. Some students teaching off-campus and those seeking K through 8 and 5 through 12 certification in Art, Music, and Physical Education may also be required to student teach for four blocks. *Students desiring to student teach in Chicago must apply to the Academic Standing Committee by February 1 of their junior year. See Off-Campus Programs.* All student teaching assignments are made within thirty miles of Mount Vernon unless exceptional personal circumstances exist. Students should refer to the Education Department's web site for an in-depth review of off-campus student teaching requests.

Special Consideration Policy

Applicants with a 2.3 GPA or above may apply for admission under the Special Considerations Policy if they meet one or more of the following three criteria:

1. If the applicant has a documented disability for which he or she is already receiving academic accommodations. Students applying in this category must supply appropriate documentation from the Coordinator of Academic Support and Advising as part of their application.
2. If the applicant can show evidence that he or she has had successful experience (3 years or more full-time) working with students in a pre-school or school setting.
3. If the applicant will add to the diversity of the teaching profession.

Students must indicate they are applying under the Special Consideration category and explain the reason(s) in a supplemental essay they write and submit with their application to the Education Department. Students applying under the Special Consideration category must still submit scores on the Praxis Core test that meet or exceed the required scores for admission to the Teacher Preparation Program – a combined score of 452 in the three areas (Mathematics, Reading and Writing).

After admission to the Teacher Preparation Program, students with Special Consideration status must maintain a 2.7 GPA for every semester they are registered in the Teacher Preparation Program, but the requirement that they maintain a cumulative GPA of 2.7 does not apply.

Praxis II: Subject Assessments Test

The State of Iowa requires all **elementary** education majors and secondary certification students to successfully complete two separate Praxis II tests (Pedagogy and Content Knowledge) prior to licensure. Elementary Education majors must successfully pass the following two Praxis II tests:

1. PLT: Grades k-6 pedagogy 0622/5622
2. Elementary Ed: Content Knowledge 0014/5014

Secondary certification students must also successfully pass two Praxis II tests and should refer to the ETS website www.ets.org/praxis as the test codes will vary according to content area.

- Elementary Education: Curriculum, Instruction and Assessment (10011) two-hour test
(State of Iowa qualifying score is 151)

It is highly recommended that all Cornell pre-service teachers take and pass one of the above Praxis II exams **prior** to student teaching.

Refer to the ETS web site (www.ets.org/praxis) for available test dates. Passing scores must be on file in the Education Office at Cornell College before an Iowa license can be issued.

Students must take and pass the Praxis II even if planning to teach outside of Iowa. Requirements in other states will vary. If students intend to teach outside of Iowa, it is advisable to obtain information concerning testing requirements in that state as early as possible. The ETS web site requirement page for all states mandating Praxis II is www.ets.org/praxis.

Register online at the ETS test site by following the link to the Praxis II tests, then the link to Registering for a Test. Indicate Cornell College as a receiving institution so the college gets official notification of the results (the Cornell code is R6119). Sample test questions can be viewed on this site under *Tests at a Glance*. The web site includes information regarding the fees, testing dates, and additional services offered by ETS.

Recommendation for Certification

After a student has successfully completed 14 consecutive weeks of student teaching, the senior seminar, passed the two Praxis II exams, and received a baccalaureate degree, the Education Department will make the final decision on Cornell College's recommendation for state certification. A criminal background check is required. Completion of student teaching and certification requirements does NOT guarantee recommendation for a teaching certification.

All students should note that teacher certifications are issued by individual states; therefore, if students believe they may be moving to a location outside of Iowa after graduation, they should examine the specific requirements for the state(s) in question and plan for meeting these

additional requirements. Information on all state certification requirements can be found on the Education Department's website.

Teacher Education Program

Whether a candidate for the B.A., B.Mus., or B.S.S. degree, every elementary education major and every student seeking secondary certification 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, (2) History, (3) Philosophy, (4) Religion, or (5) Art or Music.
2. A college-level course in mathematics or statistics. Students cannot use Advanced Placement credit to satisfy this requirement (even if transcript credit is awarded).
3. Two courses in natural science.
4. One course in a behavioral science selected from Anthropology, Psychology, or Sociology.
5. One course in a social science selected from Economics and Business, Politics, or, if not taken to satisfy the behavioral requirement, Anthropology or Sociology.
6. One of the following programs:

Elementary Education Major: A minimum of 15 course credits in Education, which includes EDU 205, 215, 230, 240, 314, 317, 318, 319, 410, 420, 430, and 483; and COM 121, INT 310 and 320. A second major or the completion of a six-course certification area in one of the following teaching subjects is strongly recommended: reading, history, science, language arts, or social studies. Students should be careful to check the degree requirements of all states they may be considering for relocation. When recommended by the Education Department, the completion of the Elementary Education major qualifies the student for a K-8 teaching certification in the State of Iowa.

Elementary Education majors **must** take **one** of the following courses in each content area noted below, all but one (COM 121) will also satisfy B.A. requirements: (History: HIS 153, 154, 240, 251,255); (Politics: POL 111, 222, 225); (Behavioral Sciences: ANT 101, PSY 161, or SOC 101); (Physical Science: PHY 141, 125, 121, 123); (Life Science: BIO 103, 106) and (Communication and Education: COM 121). **As a first year student, it is important to attend to this information if you are considering majoring in Elementary Education.**

Coursework for Secondary Certification: A minimum of 10 course credits in Education which include EDU 205, 215, 230, 240, 328, 410, 420, 430, and 483; a methods course in your content area. EDU 322: required for foreign language, English and art majors. EDU 324: required for math, science, and social studies majors. KIN 331: required for Kinesiology majors. MUS 331: required for music majors. ART 371: required for art majors (in addition to EDU 322). Students must also complete and approved teaching major in the area of certification. 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 secondary certification in Kinesiology, Music and Art must also consult the appropriate department for the special requirements pertaining to courses in methods of instruction. When recommended by the Education Department, the completion of coursework for secondary certification and an approved teaching major qualify the student for a 5-12 teaching certification in the State of Iowa.

Second Teaching Areas for Students Seeking Secondary Certification: Students who have a teaching major in Economics and Business, History, Politics, Psychology, or Sociology, or an individualized major in Anthropology must add one or more of the following areas as a second certification 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, Chemistry, Geology, or Physics should consider adding one or more of the following areas as a second certification area: Biology, Chemistry, Geology, Physics or the all-science certification area. Details on the requirements for certification are found in the Education Office.

Title II Reporting Summary: The annual report required by Title II of the 1998 Higher Education Act is on file in the Education Office. The Cornell College Teacher Education Program is accredited by the Iowa Department of Education and meets all of the requirements of Title II. The Cornell College Teacher Education Program is in good standing with the State of Iowa and the federal government and is NOT listed as a low-performing Teacher Education Program.

Transportation: Students are responsible for their own transportation, at their own expense, when coursework requires their presence in off-campus classrooms and internships.

Communications Studies (COM)

121. Speech Communication

Introductory course focusing upon language development and the variations related to cultural and linguistic diversity. The role that information literacy plays in the public setting is also explored. Focus is upon the formative role that all modes of communication play in the pedagogical process. No S/U option. DONHAM

Education (EDU)

205. History of Education

This course explores the historical, sociological, and philosophical foundations of education. The class will draw upon the broad, theoretical issues of education through a variety of written and discussion-based activities. Particular attention is paid to curriculum theory, the civic and democratic mission of the common schools movement, Dewey and the Progressive Era of schooling, and the current social context of schools. Students are encouraged to critically analyze the purpose of schooling and to further develop their own philosophies of education through reflection and dialogue. No S/U option. Not open to juniors and seniors without permission of instructor. (Humanities) KAUPER

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. Fourteen hours of observation-practicum in the schools. Students must provide their own transportation. No S/U option. Not open to juniors and seniors without permission of instructor. (Social Science) BOSTWICK

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 2004 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. Students must provide their own transportation. No S/U option. Not open to juniors and seniors without permission of instructor. (Social Science) BOSTWICK or JACOBS

240. Education and Culture

This course explores the influence of social issues such as discrimination, diversity, equity, racism, sexism, homophobia, and ethnic and socioeconomic pluralism in American schools. The goals for this class are to understand and be sensitive to the values, beliefs, lifestyles, and attitudes of individuals and the diverse groups found in a pluralistic society and to translate knowledge of human relations into attitudes, skills, and techniques that will support favorable learning experiences. Through critical analysis, this course reveals ways in which dehumanizing biases may be reflected in instructional materials, methodologies, media, and everyday encounters and understand how these interactions may influence classroom dynamics and student learning. No S/U option. Not open to juniors and seniors without permission of instructor. (Social Science) KAUPER

260-265. Topics in Education

In-depth study of selected topics in the field of education. No S/U option. See *Topics Courses*.

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

314. Methods of Elementary Mathematics

Current elementary school methods of instruction, lesson planning, computer applications, student assessment, and classroom management. Thirty hours of observation-practicum in the schools. Students must provide their own transportation. This course must be taken PRIOR to student teaching. No S/U option. Additional Prerequisites: junior standing and admission to Teacher Education Program. (Teacher Preparation) JACOBS

317. Methods of 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. Students must provide their own transportation. This course must be taken PRIOR to student teaching. No S/U option. (Teacher Preparation) BOSTWICK

318. Methods of 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. Reading Recovery, Title I, and other reading support programs are addressed. Development of a curriculum unit in both subject areas. Thirty hours of observation-practicum in the schools. Students must provide their own transportation. This course must be taken PRIOR to student teaching. No S/U option. (Teacher Preparation) JACOBS

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. Students must provide their own transportation. This course must be taken PRIOR to student teaching. No S/U option. (Teacher Preparation) BOSTWICK

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, speech communications, adolescent literature, and foreign languages. Development of lesson plans, curriculum units, reading in the content area, the study of computer applications, and student assessment. Thirty-five hours of observation-practicum in the schools. Students must provide their own transportation. This course must be taken PRIOR to student teaching. No S/U option. Prerequisites: EDU 205, 215, 230, 240, junior standing, and admission to Teacher Education Program. (Teacher Preparation) HEINRICH

324. Secondary Math, 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-five hours of observation-practicum in the schools. Students must provide their own transportation. This course must be taken PRIOR to student teaching. No S/U option. Prerequisites: EDU 205, 215, 230, 240, junior standing, and admission to Teacher Education Program. (Teacher Preparation) HEINRICH

328. Reading in the Content Area

Current best practice methodology, techniques, and strategies for teaching reading to middle and high school students. Lesson planning for incorporating reading and adolescent literature into all secondary curricular areas. Classroom management, computer application, student assessment, and forty hours of observation-practicum in the local schools. Students must provide their own transportation. It is highly recommended that this course must be taken PRIOR to student teaching. No S/U option. Prerequisites: EDU 205, 215, 230, 240, junior standing, and admission to Teacher Education Program. Sophmores may take with instructor approval. (Teacher Preparation) HEINRICH

330. Foundations of Literacy

This course is designed to facilitate an understanding of the processes of literacy development for elementary learners. Diversity, in its many forms, will frame many of the discussions on the ways literacy is culturally situated within elementary classrooms. A range of research-based reading and writing theories will be examined as well as the history of reading and writing theories. A focus on the major components of reading (phonemic awareness, word identification/phonics, vocabulary, fluency and comprehension in context) and the integration of technology in literacy learning will be emphasized. Lastly, how, as elementary teachers, might reading struggles be mediated and authenticated via natural learning experiences for diverse students will be discussed throughout the course. Prerequisites: Admittance to the Teacher Preparation Program/Education Department (during the sophomore year) and either EDU 318 Language Arts or Reading and EDU 319 Children's Literature. Summer 2014 online. Alternate years. DOES NOT COUNT TOWARDS THE ELEMENTARY EDUCATION MAJOR

340. Language, Literacy, and Communication

This course is designed to teach pre-service teachers how to recognize and implement appropriate environmental strategies that support early literacy development and appropriate early experiences with reading and writing. Emphasis is placed on speaking and listening, as well as reading and writing readiness. A repertoire of strategies that include (1) plans for creating language- and literacy-rich classroom environments and (2) activities that intentionally promote early literacy development will be developed. Developmentally appropriate strategies consistent with current knowledge of how young children develop, learn, and thrive in a literacy-rich environment will be emphasized. Upon completion of the course, students will be able to select, plan, implement, and evaluate appropriate early literacy experiences. Prerequisites: Admittance to the Teacher Preparation Program/Education Department (during the sophomore year) and either EDU 318 Language Arts or Reading and EDU 319 Children's Literature. Summer 2015 online. Alternate years. DOES NOT COUNT TOWARDS THE ELEMENTARY EDUCATION MAJOR

350. Literacy in Content Areas: Elementary

Educators must first and foremost recognize the fact that reading and writing, far from being isolated areas of study, touch upon all facets of learning in each and every content area. The major goal of this course, then, is to understand how, as elementary teachers of all content areas, might employ developmentally appropriate literacy strategies to enhance content area learning. Students will become familiar with the Title I laws in Iowa and take a close look at the kind of reading support Title I teachers offer. Prerequisites: Admittance to the Teacher Preparation Program/Education Department (during the sophomore year) and either EDU 318 Language Arts or Reading and EDU 319 Children's Literature. Summer 2014 online. Alternate years. DOES NOT COUNT TOWARDS THE ELEMENTARY EDUCATION MAJOR

360. Reading Assessment, Diagnosis, and Evaluation

This course will examine reading assessment theory, materials and procedures. The foundational concepts of reading assessment, diagnosis and evaluation will be developed. Additionally, the uses of reading assessment and the communication of reading assessment results will be emphasized. Students will engage in a variety of reading assessments with two elementary students that are valid and reliable so as to make on-going instructional changes and to maintain successful classroom literacy practice. Prerequisites: Admittance to the Teacher Preparation Program/Education Department (during the sophomore year) and either EDU 318 Language Arts or Reading and EDU 319 Children's Literature. Summer 2015 online. Alternate years. DOES NOT COUNT TOWARDS THE ELEMENTARY EDUCATION MAJOR.

390. Individual Project: *See Additional Academic Programs, All-College Independent Study Courses 390.* (CR)

410. Student Teaching I

A 14-week clinical teaching experience under the direction of Cornell faculty and certified K-12 school teachers in approved elementary or secondary schools. A bi-weekly on-campus evening seminar is required. These three courses must be scheduled in consecutive terms during the senior year or during a fifth year. Required for a teaching certification recommendation. Students must provide their own transportation. EDU 440 may be required depending upon public school calendars and for student pursuing K-8 and 5-12 certification. Prerequisites: All 200- and 300-level Education courses and approval of the Education Department. (CR) (Teacher Preparation) BOSTWICK, HEINRICH, JACOBS, KAUPER, or POSTLER

420. Student Teaching II

A 14-week clinical teaching experience under the direction of Cornell faculty and certified K-12 school teachers in approved elementary or secondary schools. A bi-weekly on-campus evening seminar is required. These three courses must be scheduled in consecutive terms during the senior year or during a fifth year. Required for a teaching certification recommendation. Students must provide their own transportation. EDU 440 may be required depending upon public school calendars and for student pursuing K-8 and 5-12 certification. Prerequisites: All 200- and 300-level Education courses and approval of the Education Department. (CR) (Teacher Preparation) BOSTWICK, HEINRICH, JACOBS, KAUPER, or POSTLER

430. Student Teaching III

A 14-week clinical teaching experience under the direction of Cornell faculty and certified K-12 school teachers in approved elementary or secondary schools. A bi-weekly on-campus evening seminar is required. These three courses must be scheduled in consecutive terms during the senior year or during a fifth year. Required for a teaching certification recommendation. Students must provide their own transportation. EDU 440 may be required depending upon public school calendars and for student pursuing K-8 and 5-12 certification. Prerequisites: All 200- and 300-level Education courses and approval of the Education Department. (CR) (Teacher Preparation) BOSTWICK, HEINRICH, JACOBS, KAUPER, or POSTLER

440. Student Teaching IV

A 14-week clinical teaching experience under the direction of Cornell faculty and certified K-12 school teachers in approved elementary or secondary schools. A bi-weekly on-campus evening seminar is required. These three courses must be scheduled in consecutive terms during the senior year or during a fifth year. Required for a teaching certification recommendation. Students must provide their own transportation. EDU 440 may be required depending upon public school calendars and for student pursuing K-8 and 5-12 certification. Prerequisites: All 200- and 300-level Education courses and approval of the Education Department. (CR) (Teacher Preparation) BOSTWICK, HEINRICH, JACOBS, KAUPER, or POSTLER

450/460/470/471. Music Student Teaching 1-IV

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 in both notebook and electronic formats, a five-year professional development plan, a qualitative research paper, and will receive evaluation and assessment feedback from faculty on their strengths, weaknesses, accomplishments, and future plans. No S/U option. (Teacher Preparation) BOSTWICK, HEINRICH, JACOBS, or KAUPER

English and Creative Writing (ENG)

Rebecca Entel, Glenn Freeman (chair), Leslie K. Hankins, Michelle Mouton, Shannon Reed, Kirilka Stavreva

Fosters a general understanding of English and American literary history while enabling students to concentrate in one of three areas in the field of English: literature; creative writing; or film studies.

Major: Must complete a minimum of 11 courses at the 200, 300, or 400-level (must complete 10 courses if the course for #2 below simultaneously fulfills another requirement), to include the following:

1. Two of the following foundation courses in the field of English, one of which must be in the area of concentration (recommended to be completed by the end of sophomore year): ENG 201, 202, or 215.
2. One of the following courses with emphasis on social and/or global issues (may simultaneously fulfill one additional requirement for the English major if eligible): ENG 240, 311, 327, 347 (when offered at the Wilderness Station), 350, 351, 267/367, 370, any 200- or 300-level literature course offered by the Classical and Modern Languages Department, (except FRE 311, GER 311, SPA 311).
3. One elective in the department.
4. One of the following concentrations:
 - a. Literature
 - i. Four courses, to be distributed among at least three of the following literary-historical groups; at least one course must be from the Medieval and Renaissance group
 1. Medieval and Renaissance Literature: ENG 321-327;
 2. Restoration and 18th Century: ENG 328, 329, 331;
 3. 19th-Century Literature: ENG 333, 334, 343, 345; 351 (depending on topic)
 4. 20th-21st Century: ENG 335, 336, 347, 350, 351 (depending on topic), 361, 363, 364, 365 (depending on topic), 267/367;
 - ii. One course from ENG 311, 319, 371;
 - b. Creative Writing
 - i. Three courses, to be distributed among three of the following literary-historical groups:
 1. Medieval and Renaissance Literature: ENG 321-327;
 2. Restoration and 18th Century: ENG 328, 329, 331;
 3. 19th-Century Literature: ENG 333, 334, 343, 345; 351 (depending on topic)
 4. 20th-21st Century: ENG 335, 336, 347, 350, 351 (depending on topic), 361, 363, 364, 365 (depending on topic), 267/367;
 - ii. Either ENG 317 or 318;
 - iii. One additional course from ENG 220, 317, 318, 381-383, THE 321;
 - c. Film Studies
 - i. Three courses, to be distributed among three of the following literary-historical groups:
 1. Medieval and Renaissance Literature: ENG 321-327;
 2. Restoration and 18th Century: ENG 328, 329, 331;
 3. 19th Century: ENG 333, 334, 343, 345; 351 (depending on topic)
 4. 20th-21st Century: ENG 335, 336, 347, 350, 351 (depending on topic), 361, 363, 364, 365 (depending on topic), 267/367;
 - ii. Two additional courses from ENG 327, 365, 370, 371 (depending on topic), 372, HIS 364, CLA 364;
5. Capstone Experience: ENG 411; and ENG 412 for the creative writing concentration or 413 for the literature or film studies concentration

The department recommends that foundation courses be completed by the end of the sophomore year and that majors consider an internship in an area of interest in the junior or

senior year. Transfer students must take a minimum of six courses toward the major at Cornell College.

Teaching Major: The same as above, to include 311; one course selected from 323, 324, or 327; and one course selected from 343, 345, or 347; In addition, English majors seeking a teaching certification must complete COM 121 (Speech Communication) and EDU 322 (Secondary Arts, Languages, and Adolescent Literature); EDU 322 may satisfy the requirement for an elective in the concentration. One semester of student teaching may satisfy the second course in the senior capstone. Prospective teachers must also apply for admission to the Teacher Education Program (preferably at the start of their sophomore year) and complete coursework leading to secondary certification described under Education. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Minor: Six courses at 200/300 level

1. ENG 201
2. ENG 202 or 215
3. Three courses selected from at least two of the following groups
 - a) 321-331
 - b) 333-351; 361-372
 - c) 317-318; 381-383
4. one elective

111. Topics in Literature, Film, or Cultural Studies

Writing seminar for first-year students, an intensive engagement with a topic in literature, film, or cultural studies. See *Topics Courses*. (Writing Requirement)

201. Introduction to Literary Studies

Introduces students to methods of reading, analyzing, and interpreting literature. Focus on understanding conventions and technical aspects of a literary work and on introduction to multiple genres of literature. Students do close reading and are introduced to additional methods of critical inquiry involving literature. Shows students how to apply critical and literary vocabulary, and to develop writing and research skills. (Humanities) HANKINS, MOUTON, REED, or STAVREVA

202. Introduction to Film Studies

An introduction to film as an art form, cultural practice, and institution. The class focuses on questions of film form and style (narrative, editing, sound, framing, mise-en-scène) and introduces students to concepts in film history and theory (e.g. national cinemas, periods and movements, institution, authorship, spectatorship, ideology, style, genre). Students develop a basic critical vocabulary and research practices for examining film. They apply their skills in oral and written analysis and interpretation to a wide range of films: old and new, local and global, mainstream and less familiar. (Humanities) MOUTON

215. Introduction to Creative Writing

Beginning course in creative writing and an introductory course to the English major. Students will explore a myriad of writing techniques and approaches to writing in a variety of genres. Students will write, share work, and offer critiques. The course also includes the study of published authors as models for student writing, as literary historical context for artistic creation, and for the study of creative theory. Students will learn to analyze texts from a writer's

perspective, which they will apply to their own writing and to the study of literature in the major. (Fine Arts) ENTEL or G. FREEMAN

220. Nature Writing

A creative writing workshop focused on writing concerned with the environment and human relationships with the environment. Our focus will be on non-fiction and the lyric essay. Students will produce a range of creative works and will engage in thoughtful discussion and critique of peers' work. We will also read widely in the tradition of environmental writers, including writers such as Rachel Carson, Aldo Leopold, Sigurd Olson, Annie Dillard, Barry Lopez, Terry Tempest Williams, and Gary Snyder to study techniques used by these writers. Offered in alternate or every third year. (Fine Arts) G. FREEMAN

240. Theatre, Architecture, and the Arts-Great Britain

Theatre, Architecture, and the Arts in Great Britain Beginning course in creative writing and an introductory course to the English major. Students will explore a myriad of writing techniques and approaches to writing in a variety of genres. Students will write, share work, and offer critiques. The course also includes the study of published authors as models for student writing, as literary historical context for artistic creation, and for the study of creative theory. Students will learn to analyze texts from a writer's perspective, which they will apply to their own writing and to the study of literature in the major. Prerequisite: Writing designated course (W). (Humanities) MOUTON

267. Multicultural Literature

Critical analysis of texts by national and international writers of "minority" status, which may include groups marginalized by race, ethnicity, sexual orientation, and socioeconomic class. Consideration of the role of an author's status or identity in literary study. (Humanities)

273-277. Topics in English Studies

A focus on a topic in literary studies, in film, or on a topic that bridges literature, film, creative writing or other arts. See *Topics Courses*.

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

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. Examines the social and political implications of the development of English as a global language. Prerequisites: sophomore standing and a writing-designated course (W), or ENG 201, 202, or 215. Alternate years. (Humanities) REED

317. Advanced Poetry Writing

Advanced course in writing poetry. Students will study techniques, share work, and offer critiques. The course will also include the study of published poetry. Additional topics will include publication options, manuscript submission procedures, and resources for writers. May be repeated once for credit. Prerequisites: ENG 215 and sophomore standing. Alternate years. (Fine Arts) G. FREEMAN

318. Advanced Fiction Writing

Advanced course in writing fiction. Students will study techniques, share work, and offer

critiques. The course will also include the study of published fiction. Additional topics may include publication options, manuscript submission procedures, and resources for writers. May be repeated once for credit. Prerequisites: ENG 215 and sophomore standing. (Fine Arts) ENTEL

319. Advanced Critical Writing

Advanced course in academic writing. In discussion, intensive workshops, and individual instruction, students will critically read and evaluate their own work and the work of their peers, as well as professional academic writers. In addition to writing several papers, students will substantially revise and expand the research for a paper they have written for a previous course. Students must bring to class on the first day a short paper they are prepared to further research and revise. The course will also give considerable attention to advanced information literacy and advanced writing style. This course is especially appropriate for students who intend to pursue graduate study or careers with a strong writing component. Prerequisites: junior standing and a writing-designated course (W), or ENG 201, 202, or 215. REED

321. Studies in Medieval Literature

Topical concentrations in English and world literature of the Middle Ages, including cultural context. Topics may include: Arthurian romance, Dante, Chaucer, the mystical tradition, or chivalry. Prerequisites: writing-designated course (W), or ENG 201, 202, or 215, and sophomore standing. Offered every third year. No S/U option. (Humanities) STAVREVA

322. Medieval and Renaissance Drama: Shakespeare's Rivals

A research seminar studying the drama of Shakespeare's predecessors, contemporaries, and rivals – such as Cary, Dekker, Ford, Marlowe, Middleton, etc. – within the context of the booming printing and theater trades of early modern England. Prerequisite: writing designated course (W), or ENG 201, 202, or 215. Offered every third year. (Humanities) STAVREVA

323. Shakespeare I: Comedies and Romances

Analytical, cultural-historical, and performative approaches to Shakespeare. Discussion of selected comedies and romances in their cultural contexts. Prerequisite: writing designated course (W), or ENG 201, 202, or 215. (Humanities) STAVREVA

324. Shakespeare II: Histories and Tragedies

Critical analysis of Shakespeare's histories and tragedies, with attention paid to their cultural contexts and performative aspects. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. (Humanities) STAVREVA

325. Renaissance Non-Dramatic Literature

English and world literature from the period 1500-1660. Topics may include: women writers; literature of geographic exploration; lyric poetry; studies of authors, such as Donne, Elizabeth I, Spenser, or of authors' circles, such as the Sidney family. Prerequisite: ENG 111, 201, or 215. Offered in alternate years or every third year. (Humanities) STAVREVA

326. Milton

This course will provide a deep and thorough engagement with John Milton's epic poem, *Paradise Lost*. Attention will be given to the reading practices of early modern and post-modern audiences. Additional materials may include critical articles and other works by John Milton, like *Comus*, *Samson Agonistes*, or selections from his sonnets or prose works. The course will conclude with a consideration of contemporary uses for Milton's epic. Prerequisites: writing-

designated course (W), and ENG 201, 202, or 215. Alternate years or every third year.
(Humanities) REED

327. Shakespeare after Shakespeare: Performance and Cultural Criticism

A study of Shakespeare's plays as blueprints for performance, and of the historically and culturally diverse forms of Shakespearean performances on stage and screen, including Asian, East European, and other renditions. Focus on the relationship of performance to the processes of cultural formation and reflection. Students in the class engage in performance workshops and production activities enabled by the Stephen Lacey Memorial Shakespeare Fund. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. Alternate years or every third year.
(Humanities) STAVREVA

328. Eighteenth Century English Literature

Drama, poetry and essays of the period 1660-1798. Discussion of the interplay between culture and literature. Topics may include colonialism; civility, honor and barbarism; politics and poetics of Restoration drama. Authors may include Behn, Wycherly and Rochester, Addison and Steele, Swift, Pope, and Eliza Haywood. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. Alternate years or every third year. (Humanities) REED

329. Eighteenth Century Fiction

Examination of fiction written between 1660-1789. Discussion of the novel and the anti-novel using works such as Pamela, Joseph Andrews, The Female Quixote, Tristram Shandy, and Northanger Abbey. Some discussion of contemporary creative and critical responses to eighteenth-century fiction. Prerequisite: writing-designated course (W), or ENG 111, 201, 202, or 215. Alternate years or every third year. (Humanities) REED

331. British Literature of the Romantic

An examination of intellectual, political, and aesthetic movements of the English Romantic period 1789-1832. May focus on a topic such as gender and Romantic poetics, the Gothic impulse, or slavery and abolition. Prerequisite: writing-designated course (W), or ENG 111, 201, 202, or 215. Alternate years. (Humanities) MOUTON

333. Victorian Literature

Poetry, novels, essays, and plays written between 1837 and 1901. May focus on a topic, such as the Victorian life cycle, political reform movements, or turn-of-the-century decadence. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. Alternate years.
(Humanities) MOUTON

334. Nineteenth Century English Novel

A study of one or more forms: the domestic novel, the Gothic novel, the serial novel, the novel of social critique. Authors may include Austen, Shelley, Dickens, Eliot, Trollope, and Wilde. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. Alternate years.
(Humanities)

335. Virginia Woolf

Novels and essays by the iconic and innovative early twentieth century British writer and critic, Virginia Woolf, including *A Room of One's Own* and other groundbreaking essays, novels such as *Jacob's Room*, *To the Lighthouse*, *Mrs. Dalloway*, *The Waves*, *Orlando*, and *Between the Acts*, and her autobiographical writing "*A Sketch of the Past*." Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. Alternate years. (Humanities) HANKINS

336. Early Twentieth Century Literature

Texts from the first half of the twentieth century, chosen from British and American writers such as Rebecca West, Ernest Hemingway, Dorothy Richardson, H. D., Virginia Woolf, James Joyce, D. H. Lawrence, Zora Neale Hurston, and others. The course may include films of the early twentieth century, and may focus on a topic such as films and literature of World War I or transatlantic modernist experiments in literature and film. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. Alternate years. (Humanities) HANKINS

343. The American Renaissance

Literary and cultural trends in the early- and mid-nineteenth century with attention to Transcendentalism, Melville's *Moby-Dick*, and philosophical contradictions within the period. Authors in addition to Melville may include Emerson, Thoreau, Fuller, Douglass, and Alcott. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. Offered every third year. (Humanities) ENTEL

345. Late Nineteenth Century American Literature

Literary and cultural trends of the late-nineteenth century with a focus on the relationship between literary and social movements of the time period. Authors may include Twain, James, Whitman, Davis, Gilman, and Riis. Course may include a civic engagement component and/or group research project investigating the role of literature in reform movements. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. Alternate years. (Humanities)

347. Modern American Literature: Encountering the Wilderness, Literature, and Photo-Writing at the Boundary Waters (Wilderness Field Station, Minnesota)

The class will immerse ourselves in the glorious September outdoors, as we canoe, study wilderness journals, literature, art and photography and consider the interplay between our own encounters with the wilderness and the artworks about the wilderness that we study. We will reflect upon art and meditation as ways of relating to the wilderness; we will keep journals/portfolios of projects involving writing, literary analysis, meditation, and photography (including a one-photo-a-day project inspired by Jim Brandenburg's works). Open to seasoned campers & neophytes. Registration entails additional costs, estimated \$500. Prerequisite: writing (W) course, ENG 201, 202, or 215. (Humanities) HANKINS

350. American Nature Writers

Study of writers who share a concern with human relationships with nature, landscape, and the environment. Authors may include Muir, Leopold, Dillard, Carson, Abbey, and Krakauer. Prerequisite: writing (W) course, ENG 201, 202, or 215. (Humanities) G.FREEMAN

351. Studies in African-American Literature

Study of African-American Literature and/or film. Topics may include African-American women writers and directors. Prerequisite: writing (W) course, ENG 201, 202, or 215. (Humanities) ENTEL

361. Modern Poetry

Poetic trends in the first half of the twentieth century. Poets may include Eliot, Stevens, Williams, Stein, Loy, Millay, Hughes, and H.D. Prerequisite: writing (W) course, ENG 201, 202, or 215. (Humanities) G.FREEMAN

363. Contemporary Fiction

Intensive look at recent and experimental developments in fiction as represented by writers

such as Sherman Alexie, Leslie Marmon Silko, Maxine Hong Kingston, Don DeLillo, and Tim O'Brien. Prerequisite: writing (W) course, ENG 201, 202, or 215. (Humanities) G. FREEMAN

364. Contemporary Poetry

Poets whose work has come to prominence since 1950 and an overview of poetic trends in America. Poets may include Lowell, Ginsberg, Ashbery, Rich, Plath, Olds, and Graham. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. Offered every third year. (Humanities) G. FREEMAN

365. Comparative Literature and Cinema

Investigating some of the multi-faceted connections between literature and film, this course may focus on a topic such as the investigation of transatlantic avant-garde film and the "little magazines" or film societies and literary coteries of the early twentieth century. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. Alternate years. (Humanities) HANKINS

370. AIDS Literature, Film, and Social Theory

Study of the historical emergence and consequences of HIV/AIDS through memoirs, novels, plays, documentary and feature films, and essays. In evaluating the way literature shapes our understanding of HIV and AIDS, we will explore pertinent issues of race, gender, nationality, and sexual identity. May include service learning component with required field trips. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. Offered in alternate years or every third year. (Interdisciplinary) MOUTON

371. Literary Theory

Survey of literary theories with emphasis on the second half of the twentieth century through the present. Theories considered may include Narrative Theory, Feminist theories, Reader-Response Theory, New Historicism, Postmodernism, and Cultural Studies as well as newer approaches. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. Alternate years. Recommended for students who may be interested in pursuing graduate studies in English. (Humanities)

372. Film and Film Studies

The course will explore the arc of Hitchcock's film career, from early British films (and perhaps his role at the London Film Society of the late 1920s) to Hollywood films of the 1950s and 1960s. We will consider Hitchcock as an auteur, Hitchcock within his cultural moment(s) and the art and craft of his film aesthetics, including cinematography, narrative structures, and artful manipulation of the viewer. We will immerse ourselves in scholarship about Hitchcock films, as well as the films themselves. (This is not a film production course.) Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. (Humanities) HANKINS

373-374. Advanced Topics in Literature

Intensive focus on an advanced topic in literary studies, or on a topic that bridges literary studies and other media of artistic expression. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215; individual courses may have additional prerequisites. See *Topics Courses*. (Humanities)

377-378. Advanced Topics in Film, Intermedia, or Cultural Studies

Intensive focus on an advanced topic in film or other new media. Prerequisite: writing-

designated course (W), or ENG 201, 202, or 215; individual courses may have additional prerequisites. See *Topics Courses*.

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. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. See *Additional Academic Programs, All-College Independent Study Courses 280/380*. (CR)

381-383. Advanced Topics in Creative or Media Writing

Advanced study of creative writing or writing for one of the communications media. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215; individual courses may have additional prerequisites. See *Topics Courses*.

390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 390*. (CR)

411. Senior Seminar

“The Writer-Critic and the English Major.” This course will examine the tradition of the “writer-critic” as a means to explore what the English major offers you as an intellectual and creative pursuit beyond the undergraduate experience. We will pay particular attention to criticism that places the author’s individual work in a tradition or aesthetic framework. For instance, we will read about Rachel Blau DuPlessis’s relationship with H.D. and a variety of feminist poets, Alice Fulton’s reading of Emily Dickinson through Fulton’s critical lens of “fractal poetics,” and Dean Young’s embrace of Andre Breton and the surrealist tradition. These writers grapple with who they are as artists and scholars and the influences that shaped them. They offer models for our own interrogations as we try to articulate who we are as English majors. This course offers you the opportunity to tell your story of how and why you came to study literature. At the same time, students will plan a project for their senior workshop and will develop a prospectus for this final project. Prerequisites: English major and senior standing. (Humanities) G. FREEMAN

411. Senior Seminar

Advanced, theoretically informed engagement with literary studies, broadly defined, including reflection on what the English major brings to intellectual and creative life beyond the undergraduate years. See *Topics Courses* for current topics and course descriptions. Prerequisites: English major and senior standing. (Humanities) MOUTON

412. Senior Project in Creative Writing

This course serves as the second half of the capstone experience for students completing the English major’s creative writing concentration. Students will work independently on a creative writing project started in previous workshops, meet independently with the instructor to discuss their progress and work on successive drafts, and meet with other students for an intensive workshop of projects. Students will also work with the instructor to create, complete, and discuss a reading list relevant to their project. The goal is to produce work for publication and/or public performance. The Senior Project Workshop will be conducted as a combination of workshop with other course members, independent study, and one-on-one mentoring. The block will also include professional training in the submission and publication process as well as graduate school and careers in writing. G. FREEMAN or ENTEL

413. Senior Project in Critical Writing

This course serves as the second half of the capstone experience for students completing the English major's concentrations in Literary Studies and in Film and Literary Studies. Students will work independently to develop a project proposed in ENG 411 into a theoretically informed research thesis of substantial length. The goal is to produce work for public presentation or for publication in an undergraduate journal or comparable venue. The course will also include professional training in the processes of conference and publication submission and review. The Senior Project Workshop will be conducted as a combination of workshop with other course members, independent study, and one-on-one mentoring. REED

510. Book Arts (1/4)

The course will introduce participants to the field of book studies, including letterpress and book arts, typesetting, printing, and book construction through demonstrations and hands-on experience. Sessions may also include field trips to libraries and museums, fine presses, and/or Book Studies Programs. To earn credit, students must complete four sessions and complete a culminating project. A complete schedule of workshops and fieldtrips will be distributed at an informational session to be held at the beginning of the academic year. Prerequisite: permission of instructor. HANKINS, MOUTON and STAVREVA (CR)

715. Literature in Action: Editing (1/4)

Serving in one of the supervisory positions for the English Department literary magazine *Open Field* (or similar magazine): Editor, Assistant Editor, Web Editor, Art/Design Editor. Participation must be supervised by a member of the Department and the work carried out within a single semester. May be repeated for credit. (Fine Arts) G. FREEMAN (CR)

Environmental Studies (ENV)

Advisor: Rhawn Denniston

Major:

1. ENV 101, 201, 202, 301, ECB 261 (Global Environmental Economics), and one of the following pairs of courses:
 - a. Pairing #1:
 - i. ENG 350 (Nature Writers) or ENG 347 (Literature and Arts of the Wilderness);
 - ii. PHI 224 (Environmental Ethics)
 - b. Pairing #2:
 - i. POL 262 (American Politics) or POL 282 (Public Policy)
 - ii. POL 368 (Environmental Politics) or POL 371 (Wilderness Politics);
2. Five (5) electives to be chosen with the student's ENV advisor and that define a concentration, at least two (2) of which must be at or above the 300-level; CSC 222 (Geographic Information Systems) is encouraged as one of the electives where appropriate. No prescribed list of electives will be created; instead, students will be allowed to choose from all classes offered at Cornell as long as (1) they define a particular area of concentration and (2) they are acceptable to that student's ENV advisor and members of the Environmental Studies Program Committee. The list of five electives will be finalized with the students' ENV advisor and submitted to the Registrar and the Environmental Studies Program Committee at the time of spring registration during the junior year. The list of electives must be accompanied by a statement explaining how those courses define a

particular area of concentration, and must be signed by the advisor and two other members of the Environmental Studies Program Committee; and

3. Capstone experience: May involve a course, internship, or other experience that complements the student's ENV concentration. Should be performed only after having completed at least 9 of the credits required for the major. Capstone proposals must be deemed acceptable by the student's capstone committee (which is to be composed of three faculty, at least two of whom are regular members of the Environmental Studies Program Committee) at least one month in advance of the capstone experience.

Minor: ENV 101; ECB 261 (Environmental Economics); at least two of the following: ENV 201, ENV 202, 301; and one of the following pairs of courses:

1. Pairing #1:
 - a. ENG 350 (Nature Writers) or ENG 347 (Modern American Literature);
 - b. PHI 224 (Environmental Ethics)
2. Pairing #2:
 - a. POL 262 (American Politics) or POL 282 (Public Policy)
 - b. POL 368 (Environmental Politics) or POL 371 (Wilderness Politics).

101. Environmental Perspectives

An interdisciplinary examination of the interplay between the artistic, social and scientific components of modern environmental issues. Not open to juniors or seniors. (Interdisciplinary) McCOLLUM

201. Environmental Biology

Investigation of the fundamental biological principles underlying how humans and other living things interact with an environment increasingly altered by human activities. These principles will be applied to understanding and seeking practical solutions to modern environmental problems. Prerequisite: ENV 101 or any science credit. Alternate years. (Laboratory Science) McCOLLUM

202. Introduction to Environmental Chemistry

This course introduces some of the fundamental concepts used for understanding the chemical processes occurring in the environment. Topics covered will include: chemical bonding and structure; cycling of chemical substances and elements in the atmosphere, oceans, and soils; the chemistry of atmospheric and water pollution; chemical analysis of environmental samples. This course cannot be used to satisfy course requirements in the chemistry major. Offered as an off-campus course in alternate years which incurs additional costs. Prerequisite: ENV 101 or any science credit. (Laboratory Science) TEAGUE

260-262. Topics in Environmental Studies

See *Topics Courses*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

301. Environmental Geology

Human interaction with the geological environment. Topics include groundwater, floods, soil and water contamination, slope stability, subsidence, and climate change. Field studies: water quality related to land use in a watershed basin. Not open to students who have already taken GEO 320. Prerequisite: ENV 201 or 202. (Laboratory Science) DENNISTON

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 the Environmental Studies advisor. *See Additional Academic Programs, All-College Independent Study Courses 280/380.* (CR)

385. Advanced Topics in Environmental Studies

See Topics Courses.

912. Tanzania: Studies in Human Evolution and Ecology: *see ACM Programs.*

942. Costa Rica: Tropical Field Research: *see ACM Programs.*

988. The School for International Training offers semester-long programs that have an emphasis on environmental and ecological issues. They are located in Australia (2), Botswana, Brazil, Ecuador, Madagascar, Panama, Tanzania (2), and Viet Nam. Some require previous training in a foreign language or coursework in environmental studies. *See School for International Training Programs.*

Ethnic Studies (EST)

Advisor: Marcela Ochoa-Shivapour

The Ethnic Studies Program and the courses that make up its major address questions of ethnic identity and relations among ethnic groups and is supervised by a faculty committee composed of the course instructors.

In order to receive Ethnic Studies credit a course must devote a significant portion of its content to the study of subordinate racial or ethnic groups, where a subordinate group is understood as one whose members are, or have historically been, disadvantaged and subjected to unequal treatment by the dominant group in a society, the latter understood as a group whose members have superior access to or control over a society's economic, political, or social power. Specific courses may emphasize the cultural practices of one or more racial or ethnic groups or the interrelationships between subordinate and dominant racial or ethnic groups.

Ethnic Studies faculty members:

Craig Allin, Carol Enns, Christina Penn-Goetsch, Alfrieta Parks Monagan, Marcela Ochoa-Shivapour, Mary Olson, Catherine Stewart, Johanna Schuster-Craig

Major: A minimum of 10 course credits which include:

1. ANT 101 (Cultural Anthropology); EDU 240 (Human Relations); EST 123; EST 485; PSY 276 (Multicultural Psychology); and SOC 348 (Race and Ethnic Relations).
2. Four courses selected from the following, at least two of which must be at the 300 level and no more than three of which may be chosen from one department: ANT 206 (West Indian People and Culture), 208 (Cross-Cultural Love and Family); ART 261 (Topics in Non-Western Art), 263 (African Art), 264 (African American Art), 265 (Latin America and the African Diaspora), 266 (American Indian Art: Gender and the Marketplace); ENG 351 (African-American Literature), 367 (Multicultural Literature); GER 116 (Topic: Holocaust), GER 117 (Islam in Europe); HIS 116 (Introductory Seminar in History, when the topic is "The Holocaust"), 251 (Federal Indian Policy), 255 (American Lives, when the topic is

"African-Americans"), 350 (Colonial America), 354 (United States Social History Since 1940), 356 (African-Americans in U.S. History); MUS 220 (Jazz History); PHI 301 (Asian Philosophy); POL 335 (Seminar in International Relations and Comparative Government, when the topic is "Ethnicity and Ethnic Conflicts in Today's World"), 361 (Race, Sex, and the Constitution), 367 (Urban Politics); REL 342 (Judaism), 362 (Holocaust and Response); RUS 281 (Introduction to Russian Culture through Literature and Film); SOC 248 (American Indians: Culture, Activism, and Social Justice), 343 (Women: Oppressions and Resistances), 376 (The African American Civil Rights Movement through Film); SPA 383 (Latinos in the U.S.), and 385 (Latin American Culture and Civilization).

Similar courses, if approved in advance by the Ethnic Studies advisor, may also be chosen as electives. Students are encouraged to participate in relevant study-abroad programs. To count such programs toward an interdisciplinary major in Ethnic Studies, students must obtain the approval of the Ethnic Studies advisor in advance.

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. Not open to seniors without permission of instructor. (Interdisciplinary) OCHOA-SHIVAPOUR or STEWART

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380.*

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390.*

485. Readings/Research in Ethnic Studies

Student designed individual research in selected areas. Focus to be a research paper or project whose subject matter has been approved by both the professor directing the paper/project and by the Ethnic Studies Program Committee. May be taken under the direction of any professor currently offering courses listed as part of the Ethnic Studies major. Prerequisites: a declared major in Ethnic Studies, EST 123, at least six additional courses that may be counted towards the Ethnic Studies major, permission of the instructor, and approval by the Ethnic Studies Program Committee. No S/U option.

988. There are programs run by the School for International Training which have an emphasis on ethnicity. They are located in Australia, Central Europe, China, Fiji, Ghana, Kenya, Korea, Russia, and South Africa. See *School for International Training Programs.*

French (FRE)

See Classical and Modern Languages

Gender, Sexuality, and Women's Studies (GSS)

Faculty: Craig Allin, Tori Barnes-Brus, Marty Condon, Erin Davis, Carolyn Zerbe Enns (co-chair), Melinda Green, John Gruber-Miller, Leslie Hankins, Michelle Herder, Genevieve Migely, Alfrieta Parks Monagan, Joseph Molleur, Michelle Mouton, Mary Olson, Christina Penn-

Goetsch, Shannon Reed (co-chair), Kirilka Stavreva, Catherine Stewart, Jama Stilwell, Aparna Thomas, Ellen Whale

Gender, Sexuality, and Women's Studies is an interdisciplinary program that emphasizes:

- Intersectionality, which highlights the diversity of human experience and the intersections of gender, race, ethnicity, culture, class, sexuality, nationality, religion, and other social categories.
- Interdisciplinarity, which features the synthesis of theoretical and methodological approaches grounded in multiple disciplines.
- Social justice and feminist perspectives, which facilitate the investigation of power dynamics, oppression, and social change practices across historical and cultural contexts; and the integration of academic approaches, activism, and service.

Major: A minimum of nine and ½ course credits, which include GSS 171, 270, 510 (510 taken twice over the course of an academic year in subsequent semesters), and 487; also six course credits selected from additional Gender, Sexuality, and Women's Studies courses and from the list of departmental courses approved for GSS credit, and an experiential learning component. Departmental courses must be selected from a minimum of two divisions, and at least three must be at the 300 level.

Each student will develop a brief rationale for her or his program of study, which will be approved by the major advisor and a secondary program advisor from a second division of the college. In consultation with these advisors, the student will also: (a) select courses and/or contexts in which she or he will acquire the theoretical and methodological skills to complete a capstone project, and (b) indicate how the proposed course of study provides intersectional, global, and historical perspectives relevant to the study of women, gender, and sexuality

Minor: A minimum of five and ½ course credits which include GSS 171, 270, 510 (510 taken twice over the course of an academic year in subsequent semesters), and at least three additional courses selected from Gender, Sexuality, and Women's Studies courses or other departmental courses approved for Gender, Sexuality, and Women's Studies credit. Two of these three additional courses may not be counted toward a major in another department or program. At least two courses must be at the 300 level.

171. Gender, Power, and Identity

This interdisciplinary core course in the program analyzes how notions of race, gender, sexuality, class, nation, physical ability and other aspects of social location materially influence people's lives. To conduct our analysis, we will consider various strands of feminism, divergent positions among queer theorists, and arguments drawn from other identity based fields (e.g ethnic studies, American studies, postcolonial studies) in order to survey and compare several perspectives on gender, race, sexuality, race and class. Placing gender and sexuality at the center of analysis, we will address some of the basic concepts in Gender, Sexualities and Women's Studies. We will also explore questions regarding incorporating other social categories such as race, ethnicity, class and nationality. Throughout the course we will complete readings, watch films, and engage in exercises to explore the past, present and potential future understandings about gender and sexuality, paying close attention to political, cultural, and economic contexts.
THOMAS

180-181. Introductory Topics: Gender, Sexuality, and Women's Studies

See Topics Courses.

270. Social Justice Perspectives and Practices

Intersectional and interdisciplinary exploration of feminist and other social justice perspectives and practices relevant to understanding and responding to social oppression. Course discussions focus on power, privilege, oppression, and implications for social change. Activities and assignments focus on using social justice remedies or 'tools,' such as individual resistance, policy, advocacy, and social action, and collective struggle to propose solutions to contemporary problems. Areas studied might include critical race theory and critical race feminism, queer theory, women of color feminisms, transnational/global feminisms, disability studies, liberation theory, postcolonial theory, feminist 'locational' theories. Specific topics vary by instructor. Prerequisite: GSS 171, or EST 123, or SOC 101, or ANT 101, or PSY 276, or POL 243. (Interdisciplinary) REED or THOMAS

271. Feminist Theories

Examination of a variety of theories about feminism, the nature of gender, and its relationship to biological sex, and women's and men's roles in society. Theoretical perspectives that posit reasons for the existence of privilege, oppression and various "isms" (e.g., sexism, heterosexism, and racism) will be examined as well as goals and strategies for social change associated with these diverse perspectives. Prerequisite: GSS 171 or any course approved for Women's Studies major credit.

275-276. Topics: Gender, Sexuality, and Women's Studies

See *Topics Courses*.

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

301-302. Advanced Topics in Gender, Sexuality, and Women's Studies

Topics selected by the Women's Studies Committee. Prerequisite: GSS 171, 271, or PHI 352. See *Topics Courses*.

393. Global Feminisms

The course will examine the meaning of "feminism" in a global context and study the ways in which local movements, national and international agencies have addressed the issue of gender oppression in the world. The course will also examine some of the issues that have become part of the global agenda for women over the last few decades. Particular attention will be given to women's movements worldwide and the multiple ways in which women have organized to improve their lives. Prerequisite: GSS 171, 271, or PHI 352. Alternate years. (Social Science)

487. Project

A substantial culminating capstone for the Gender, Sexualities, and Women's Studies major, typically completed in the senior year. Consists of an original research/criticism paper, a creative writing/performance/exhibition, or a practicum, and a public presentation and defense. Pre-requisites include GSS 171, 270, at least four other courses to be counted toward the major, and the approval of the project proposal by the two advisors and instructor.

510. Gender, Sexuality, and Women's Studies in Action (1/4)

What is the relevance of Gender, Sexuality, and Women's Studies? How does it intersect with other academic disciplines? How does it prepare you for life after Cornell? In this adjunct course, Cornell professors and alumni will share the relevance of women's, gender, and sexuality studies to their own lives. In monthly gatherings, we will discuss how this interdisciplinary field intersects with and influences other disciplinary perspectives and how it prepares us for the future. Professors will share the ways that studying women, gender, and/or sexuality has shaped their own teaching, research, and activism. Alumni will also talk about the effect of GSS studies on their own lives and career paths. (CR)

Geology (GEO)

Rhawn Denniston (chair), Benjamin Greenstein, Emily Walsh

Major: A minimum of 12.5 courses, including any 100-level geology course (excluding GEO 130), 130, 212, 214, 217, 306, 307, 320, 324; a field class, such as GEO 255, 329, or an accredited summer field camp; the 300-level specialty course offered by the student's 485 advisor (GEO 317, 322, 325); GEO 485 (Departmental capstone experience); two (2) quarter credits in GEO 511 in association with the (1) construction of a capstone research proposal and (2) construction and delivery of a public presentation of the capstone results.

Supporting coursework in chemistry, physics, and mathematics is strongly recommended, including CHE 121-122 (Chemical Principles I and II) or CHE 161 (Accelerated General Chemistry); MAT 121 (Calculus of a Single Variable), 122 (Calculus of Several Variables); and PHY 161-162 (General Physics I and II), or 141-142 (Introductory Physics I and II).

Teaching Major: Any 100-level geology course (excluding GEO 130), 130, 212, 214, 217, and three additional Geology courses selected from the following: 122, 123, 320, or 329; and PHY 121 (Astronomy) or 228 (Energy and the Environment). 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 coursework leading to secondary certification described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Minor: A minimum of seven course credits in Geology which include any 100-level geology course (excluding GEO 130), 130, 212, 214, 217, and two electives which must be at or above the 200 level; at least one of these must be at or above the 300 level. Supporting coursework in other sciences and mathematics is recommended.

101. Earth Science

Phenomena and processes within, upon, and above the earth. The exploration of a dynamic planet with an immense history. Includes discussion of modern and ancient climate, geologic time, and the processes shaping the planet today. Not open to students previously enrolled in GEO 111 or GEO 114. Alternate years. (Science) GREENSTEIN

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)

111. Physical Geology

The earth as a dynamic body whose materials and structures are continually being modified by the interactions of the geological processes; considers interrelationships between geological processes and human activity. Fieldtrips as weather permits. Not open to student previously enrolled in GEO 101. (Laboratory Science) WALSH

114. Investigations in Iowa Geology

Earthquakes, volcanoes, oceans, meteorite impacts, glaciers... in Iowa? Geology may not be the first thing you think of when you think about Iowa, but the geology of Iowa records valuable information about the geological formation and evolution of the Earth. Geologists are not only historians; however, but also detectives who use rocks, minerals, fossils, landforms, and Earth processes to piece together the physical history of the Earth. Because geology is active, the geology of Iowa is still changing today. In fact, as residents of Iowa, you affect the geology of Iowa through your everyday consumer choices. So, what does Iowa geology tell us about Earth's history? And how do your choices influence the geology of Iowa? This field- and laboratory-based course is designed to show how you can use your own observations and experimental data to interpret the changing Earth around you. Not open to students previously enrolled in GEO 111. (Laboratory Science)

122. Climate Change

An examination of changes in Earth's climate with particular focus on the last 20,000 years. Topics include greenhouse and icehouse worlds, climate reconstruction techniques, and factors driving climate change. Offered as a writing-designated course (W) in alternate years. (Laboratory Science) DENNISTON

123. Go West: An Introduction to Field Geology

A largely field-based course centered in the Black Hills of South Dakota, the canyonlands of southern Utah, or the volcanoes of Hawaii. The fundamentals of geology will be introduced in the classroom and amplified by hands-on learning during a two-week trip west. Students will learn skills necessary for introductory geological mapping and field-based studies and will gain first-hand knowledge about large-scale tectonic features such as volcanoes and mountains, as well as surficial processes, such as river erosion. Entails additional costs. (Laboratory Science) WALSH

130. 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: any 100-level GEO course. ORCUTT

212. Mineralogy

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. Prerequisite: any 100-level GEO course. (Laboratory Science) WALSH

214. Tectonics

An examination of plate tectonic processes on Earth. Topics will include the building of mountains, rifting of ocean basins, the structure of Earth's interior, paleomagnetism, and the

driving forces behind plate movement. Structural geological methods will also be discussed. Includes several field trips. Prerequisite: GEO 130. (Laboratory Science) DENNISTON

217. Invertebrate Paleontology

Principles of paleontology, paleoecology, and taxonomy, with an introduction to major fossil invertebrate groups. Prerequisite: GEO 130 or BIO 141 and 142. (Laboratory Science) ORCUTT

255. Modern/Ancient Carb Systems (in 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 Gerace Research Center, San Salvador Island, Bahamas. Entails additional costs. Prerequisite: any 100-level GEO course. (Laboratory Science) GREENSTEIN

260-265. Topics in Geology

See *Topics Courses*.

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

306. Igneous Petrology

Tectonic origins and geochemical evolution of magmas provide insight into the huge variety of igneous rocks. Hand sample and microscopic study of igneous rocks helps to determine compositions, structures and regional settings of the rocks. Prerequisite: GEO 212. Alternate years. (Laboratory Science) WALSH

307. Metamorphic Petrology

Tectonic origins, mineralogical and textural evolution of rocks that undergo changes in pressure, temperature and fluid-availability. Hand sample and microscopic study will provide insight into the processes and controlling influences of metamorphic change. Prerequisite: GEO 212. (Laboratory Science) WALSH

317. Paleoecology

Applications of principles of paleoecology to an understanding of the ecology of marine invertebrates that existed in eastern Iowa during Paleozoic time. Includes group research projects on various aspects of paleoecology using field- and laboratory-based studies of fossiliferous outcrops in eastern Iowa. Prerequisite: GEO 217. Alternate years. (Laboratory Science) GREENSTEIN

320. Earth Surface Systems

The study of landforms, landscape evolution, and earth surface processes. Particular attention will be paid to glacial and post-glacial environments in the north-central U.S. Includes field- and laboratory-based group research projects on various local and regional topics, and reading of primary literature. Cannot be taken if ENV 301 has been taken. Alternate years. Prerequisite: GEO 130. (Laboratory Science) DENNISTON

322. Climates of the Ice Age

An in-depth examination of Quaternary climates around the globe and the methods used to reconstruct them. Topics include ice cores, marine sediments, speleothems, pollen, tree rings, and geochemical techniques. Involves hands-on paleoclimate projects including computer simulations. Will also entail significant reading of the primary literature. Prerequisite: GEO 122 or 320. Alternate years. (Laboratory Science) DENNISTON

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. Alternate years. Prerequisite: GEO 130. (Laboratory Science) ORCUTT

325. The Origin of Mountains

Mountains are formed by a variety of geological processes. This class will explore methods of mountain building, focusing on the histories of different mountain belts around the world. We will read and discuss current literature on a range of related topics, such as: ultrahigh-pressure rocks, ophiolite emplacement, terrane accretion, thermobarometry, and methods for dating ancient mountain belts. Multi-day field trip is likely. Alternate years. Prerequisite: GEO 306 or GEO 307 or GEO 214 and permission of instructor. (Laboratory Science) WALSH

329. The Geology of New Zealand (in New Zealand)

Application of geologic principles in the field to explore the geology of a New Zealand: stratigraphy, structure, geomorphology, and tectonic history. Interpretation of geologic maps. Offered on the south island of New Zealand. Registration entails additional costs. Junior and senior Geology majors only. Alternate years. Prerequisites: GEO 130 and GEO 214 and permission of instructor. DENNISTON

360-365. Advanced Topics in Geology

See *Topics Courses*.

485. Geological Problems

Serves as the capstone for the geology major. 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. May be repeated once for credit. DENNISTON, GREENSTEIN, or WALSH

511. Extended Research in Geology (1/4)

Two semesters to be taken in conjunction with capstone project, GEO 485. Extended reading during the first semester and writing of a capstone research proposal. Extended writing with construction and delivery of a public presentation of the capstone research results during the second semester. Prerequisites: Registration in GEO 485 during the end of the first semester or beginning of second semester. Permission of Instructor.

512. Geographic Information Systems (1/4)

German (GER)

See Classical and Modern Languages

Greek (GRE)

See Classical and Modern Languages

History (HIS)

Robert Givens, Michelle Herder, M. Philip Lucas, Catherine Stewart (chair)

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 (HIS 304 or 331-336), Europe since 1700 (HIS 315-329), American and Latin American history (HIS 349-358, 364, and 369); and any two courses in History outside the primary field at any level. Only one course credit of Internship (280/380) may be applied to a History major.

Interdisciplinary Majors and Programs: The Department of History cooperates in offering several interdisciplinary majors and programs: Ethnic Studies, International Relations, Latin American Studies, and Russian Studies.

Teaching Certification: For information about secondary certification in history and about a second teaching area in United States or World History, consult the chair of the Department of Education. Prospective teachers should request a current list of the specific course requirements from the Education Office.

101. Europe: 800-1300

This course will trace the development of new ideas and institutions in Europe following the decline of the Carolingian era, examining the interplay between old traditions and new ideas about spirituality, law, and knowledge. Topics to include the Crusades, the culture of knights, universities, and the developing inquisition. Not open to seniors without permission of the instructor. No S/U option. (Humanities) HERDER

102. Europe: 1300-1700

This course will open by considering the impact of the Black Death upon European society, and continue through examining the Renaissance and Reformation. Did the Black Death lead to the Renaissance? What effects did these new intellectual and religious ideas have on politics, society, and culture? What role did popular movements play in the Reformation era? We will consider these questions as we explore art, literature, and documents from the period. Not open to seniors without permission of the instructor. (Humanities) HERDER

104. Modern Europe and Its Critics

Social and intellectual development of Europe since 1700. *Not open to seniors without permission of the instructor.* No S/U option. (Humanities) GIVENS

111-120. Introductory Seminars in History

Reading of both primary and secondary sources as the basis for class discussion and papers. See *Topics Courses*. *Not open to seniors without permission of the instructor.* (Humanities)

141. Latin American History

Introduction to Latin American studies, with special attention to major themes and selected countries. Same course as LAS 141. *Not open to seniors without permission of the instructor.* No S/U option. (Humanities)

153. Origins of the American Nation

From colonial origins through Reconstruction, with emphasis on the formation of local, sectional, and national communities. Not open to seniors without permission of the instructor. No S/U option. (Humanities) LUCAS

154. Making of Modern America

The late nineteenth century ushered in a plethora of momentous changes in the economic, political, and social spheres of American life that heralded the birth of modern society. Massive upheavals brought about by revolutions in American industry, transportation systems, immigration patterns, and urbanization fundamentally altered the very structure of American society. This course examines the underlying changes that gave rise to a new era in American history epitomized by the "mass" character of modern life by focusing on mass production, mass consumption, mass culture, and mass movements (including civil rights and women's rights) from the mid-nineteenth century through the late 1960s. Not open to seniors without permission of the instructor. (Humanities) STEWART

210. Warfare and Society in Modern Times

Changes in military conflict from the eighteenth century to the present. Interaction of warfare and social values. No S/U option. (Humanities) GIVENS

240. Public Memory and Public History

The American public has an insatiable appetite for representations of the nation's past, as demonstrated by the popularity of historic sites, museums, historical re-enactments, televised historical documentaries and Hollywood films. Yet, despite its growing audience, the discipline of history seems to be in a state of crisis. Political debates have engendered a public furor over how American history is being taught and remembered. This course will examine the often contentious relationship between popular presentations of the past for the general public and professional historians' scholarly interpretations and provide an introduction to the growing field of museum studies. The course may include the "hands-on" experience of a mini-internship at local historical societies, libraries, and museums and the opportunity for students to create their own online exhibits on different historical topics. Prerequisite: Sophomore standing or permission of the Instructor. Alternate years. No S/U option. (Humanities) STEWART

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 faculty. No S/U option. (Humanities)

252. Baseball: The American Game

In many interesting ways the history of baseball from the mid-1800's onward reflects the history of the United States. This seminar will examine the origins of the game, its evolution to a professional sport and then big business, legal aspects of the game, integration, and unionization. Students will write several papers and do a little research project about baseball and American society. Find out how Cornelius McGillicuddy, Jackie Robinson, Alexander Cartwright, Curt Flood, John Montgomery Ward, Alta Weiss, and Andy Messersmith – ballplayers all – reveal something important about American history and society. (Humanities) LUCAS

255. American Lives

American history through autobiographies, memoirs, and biographies. No S/U option. (Humanities)

257-262. Topics in History

Introduction to specific historical problems. Topics vary according to specialization or interest of instructor. See *Topics Courses*. (Humanities)

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

304. Europe: the Sixteenth and Seventeenth Centuries

This course focuses on the tumultuous period of the Reformation and religious wars, examining the connections between religion and politics, changing social and family structures, and new spiritual ideas and fears. Readings include primary sources and microhistory to explore the beliefs and experiences of ordinary Europeans in this period. Prerequisite: HIS 102 or permission of instructor. Alternate years. (Humanities) HERDER

315. International Relations in Modern West

International Relations in the Modern Western World A history of diplomacy from the end of World War I to the present. Prerequisite: junior standing or permission of instructor. No S/U option. (Humanities) GIVENS

316. Enlightenment and the French Revolution

Intellectual, social, and political history of Europe, 1715-1815. Emphasis on France. Prerequisite: junior standing or permission of instructor. Offered subject to availability of faculty. No S/U option. (Humanities) GIVENS

317. The Crusades

This course traces the crusading experience of western Europeans in the Middle Ages: the origins and development of the idea of crusade in the 1090s, followed by the failure of later Crusades and the change in the concept over time. More broadly, the class considers the relationship between violence and religion, and the legacy of the Crusades, including the consequences of the crusading phenomenon in Europe and how it has affected interactions between Muslims and Christians. Prerequisite: junior standing. (Humanities)

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: junior standing or permission of instructor; ECB 101 is recommended. Offered subject to availability of faculty. No S/U option. (Humanities)

319. Women in Medieval Europe

This course examines how law, family structures, religious beliefs, and work shaped the experiences of European women between c. 500-1400. As we read various works for, by, and about medieval women, among the major questions we'll examine are: What ideas about women's bodies, minds, and social roles shaped women's lives? What factors allowed women

more or less agency to choose their own life's course? In addition to reading medieval sources, in the course we will read, evaluate, and critique modern scholarship on medieval women.

(Humanities)

320. Persecution, Tolerance, and Minorities in Medieval Europe

This course explores the marginalization and persecution of minority groups in medieval Europe, as well as the coexistence of minority and majority. Why was persecution a common reaction to minority groups, set apart by their religion, sexuality, or health, in medieval Europe? Can coexistence be described as tolerance? What laws and customs shaped interactions between majority and minorities? This course examines these questions through reading primary sources from the European Middle Ages in translation and diverse theoretical and methodological perspectives on the study of marginalized groups. Prerequisite: junior standing. (Humanities) HERDER

321. Muscovite and Imperial Russia

Topics in the history of Russia from its beginnings to 1917. Prerequisite: junior standing or permission of instructor. Offered every third year. No S/U option. (Humanities) GIVENS

322. Revolutionary and Soviet Russia

The 1917 Revolution and the resulting Soviet state to the beginning of World War II. Prerequisite: junior standing or permission of instructor. Offered every third year. No S/U option. (Humanities)

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: junior standing or permission of instructor. Offered every third year. No S/U option. (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: HIS 104 or junior standing. Offered subject to availability of faculty. No S/U option. (Humanities)

331-336. Topics in European History

Topics vary according to specialization or interest of instructor. See *Topics Courses*. Prerequisite: junior standing or permission of instructor. (Humanities)

349. Topics in Latin American History

See *Topics Courses*.

350. Colonial America

The English colonies in North America to 1760. Prerequisite: junior standing or permission of instructor. No S/U option. (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. No S/U option. (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. No S/U option. (Humanities)

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. No S/U option. (Humanities)

354. U.S. Social History Since 1940

World War II as a turning point in civil rights, gender issues, class, foreign policy, and the consumer revolution. Prerequisite: junior standing or permission of instructor. No S/U option. (Humanities) STEWART

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. No S/U option. (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. No S/U option. (Humanities)

358. Work and Leisure in Modern America

Examines the relationship between Americans' working lives and their pursuit of leisure in the transformation from the Industrial to the Post-Industrial Era (1880s-1980s). Topics will include women's changing role in the workforce; the impact of popular and mass culture (such as film, radio, and television) upon the separation of work and leisure; the decline of public culture and the rise of privatized forms of leisure; the disappearance of industrial jobs in the emerging service-information economy; and the rise of corporate cultures, such as Disney, in the global context of the current economic revolution. We will explore how the forces of urbanization, immigration, production and consumption, technological innovation, and class stratification, contributed to the bifurcation of culture into "high" and "low" as well as engendering the evolution of popular to commercial to mass culture. Prerequisite: junior standing or permission of instructor. Offered every third year. (Humanities) No S/U option. STEWART

364. Documentary Imagination-Depression

Explores the relationship between historical truth and fiction through an examination of documentaries made of Depression Era America. Through our examination of different types of documentary expression (e.g., photography, ethnography, literature, film, and oral history), students will learn to interpret these texts as historical sources. Students may experience first-hand the stages of documentary production by conducting oral history interviews, which they videotape and edit into a final documentary narrative. Offered every third year. No S/U option. (Humanities) STEWART

366-368. Topics in Modern Middle Eastern History

Topics vary according to specialization or interest of instructor. See *Topics Courses*. Prerequisite: junior standing or permission of instructor. (Humanities)

369. Chicago: The Transformation of America's Second City, 1880-1940

This course offers students the opportunity to explore the history of Chicago and complete an original research project based upon a first-hand exploration of the city and the holdings of the

Newberry Library. The seminar will examine the crucial years in Chicago's evolution from regional center to metropolis by looking at the related themes of urbanization, industrialization, and immigration. All of these developments are richly documented in the Newberry's collections, which include archival materials pertaining to urban planning and architecture, immigrant life, African American communities, industrial growth and labor relations, political development, and diverse civic and commercial cultures. Drawing upon the Library's collections, students will discover how the spatial formation of contemporary Chicago still reflects its historical origins, and will have the opportunity to use these rare materials in crafting their individual research papers. Prerequisite: junior standing or permission of instructor. Offered every third year. No S/U option. (Humanities)

376-377. Topics in Asian History

See *Topics Courses*.

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. See *Additional Academic Programs, All-College Independent Study Courses 280/380*. No S/U option.

394. History and Theory

Survey of the influences in the field of history of Marxism, feminist theories, and theories of race and ethnicity. Prerequisites: junior standing and three courses in History, at least two of which must be at the 300-level. Offered subject to availability of faculty. No S/U option. (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. No S/U option. (Humanities)

Interdepartmental Courses (INT)

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

310. Theoretical Foundations in Elementary School Mathematics

This course is designed for Elementary Education majors. This course will focus on understanding elementary mathematical concepts and processes taught in the elementary (K-8) curriculum. Noted are the fundamental mathematical concepts most applicable for teaching at the elementary level: number and operations, algebra, geometry, data analysis and probability. Prerequisites: EDU 205, 215, 230, 240, permission of department chair, and sophomore standing.

320. Interdisciplinary Theory and Practice for the Elementary Classroom

Current K-6 methods in the teaching of visual and performance art and health and wellness. Special emphasis upon pedagogical strategies and theories needed to be an interdisciplinary

classroom teacher. Required of all Education majors seeking K-6 certification. Prerequisites: EDU 205, 215, 230, 240, admission to the Teacher Education Program, and junior standing.
BOSTWICK

501. Academic Writing (1/4)

This course aims to provide students with deliberate practice in academic writing and critical thinking. Instruction will consist of a mix of large group class meetings, smaller group workshops, and individual conferences targeted in aiding students in refining their writing process and generating strategies for improvement. This course will encompass four blocks. Prerequisite: completion of a "W" listed course. DOYLE or FARMER

502-4. Academic Performance Tutorial (1/4)

College success depends on the ability to organize one's time efficiently and utilize critical thinking skills. This course will teach students the techniques needed to read a textbook carefully, take notes that will be useful, and approach college in a proactive and organized way. This course will encompass three blocks. Prerequisite: Permission of the instructor.

International Relations (IRE)

Advisor: Robert Givens

This interdisciplinary major has been designed to prepare students either for further study of international relations 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 10 course credits, distributed as follows:

1. HIS 104 (Modern Europe and Its Critics), 210 (Warfare and Society in Modern Times), and 315 (Diplomacy of War and Revolution);
2. ECB 101 (Macroeconomics);
3. POL 242 (International Politics) and 348 (U.S. Foreign Policy); one course selected from POL 331 (Gender in Developing Countries), 346 (Political Economy of Developing Countries), or 334 (Seminar: Strategies to Alleviate Poverty); and one course selected from POL 330 (Women and Politics: A Cross-National Perspective) or 349 (International Political Economy);
4. One course selected from the following: ECB 223 (International Economics), 261 (Global Environmental Economics), or 263 (Multinational Corporation in Central America); FRE 303 (Cultures of France and the Francophone World); HIS 323 (Russia from 1941); REL 222 (Religions of the World); RUS 281 (Introduction to Russian Culture through Literature and Film) or 384 (Russia Today); SPA 381 (Peninsular Culture and Civilization) or 385 (Latin American Culture and Civilization);
5. FRE, GER, JPN, RUS, SPA 205, or equivalent; and
6. 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.

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380.*

290/390. Individual Project: *See Additional Academic Programs, All-College Independent Study Courses 290/390.*

988. Semester in Ireland: Peace and Conflict Studies: *see School for International Training.*

988. Semester in Switzerland: International Studies: *see School for International Training.*

Japanese (JPN)

See Classical and Modern Languages

Kinesiology (KIN)

Steven DeVries, Ellen Whale (chair), Kristin Meyer

Kinesiology is the interdisciplinary study of human physical activity. The kinesiology major and courses provide students with opportunities to investigate biological, behavioral, cultural, and pedagogical aspects of exercise and sport behavior. Teaching Concentration courses emphasize theory and application of physical education pedagogy, ethics, and administrative concepts associated with teaching at the elementary and secondary school levels. The Exercise Science Concentration offers a scientific study of physiological, behavioral, and cultural aspects of human physical performance for students interested in fitness and wellness professions and graduate studies in specialized exercise, sport, and health sciences programs. A coaching education program and elective courses are offered to meet the special interests and needs of students.

Major: Exercise Science Concentration: A minimum of 10 course credits, including the following core courses: KIN 111, 206, 207, 309, 315, 362, and STA 201; and three courses selected from KIN 212, 215, 237, 310, 334, 368, and 380 (two course credits maximum). Students are strongly advised to enroll in KIN 207, 315, and 362 in the same academic year.

Teaching Major: STA 201 (Statistical Methods I) plus 5-12 course credits to include: KIN *111, *206, *207, *237, *309, **311, **318, *324 or *331, 327, and *334. KIN 324 is required for students seeking K-6 certification. KIN 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 (before December 1 of their sophomore year) and complete coursework for elementary and/or secondary certification described under Education. Students who do not complete KIN 324 or 331 and the requirements of the Education Program may complete a major in Kinesiology by completing the other course requirements as specified in this paragraph. Prospective teachers should request a current list of the specific course requirements from the Education Office.

*Must be completed prior to student teaching.

**At least one must be completed prior to student teaching.

Minor: A minimum of six course credits, including the following core courses: KIN 111, 207, and one course to be selected from KIN 206, 212, or 215; plus three electives to be selected from KIN 205, 206*, 212*, 215*, 220, 237, 309, 310, 311, 315, 318, 334, 362, 380 or a topics course offered in the department. At least two of these electives must be at or above the 300-level.

*If not completed as a core course listed above.

Coaching Endorsement or Authorization: To obtain a *Coaching Endorsement* the individual must complete a major in Elementary Education or coursework leading to secondary certification and be granted an Iowa Teaching Certificate. The *Coaching Authorization* is available to those who do not complete teaching certification requirements or who do not hold an Iowa Teaching Certificate. 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: KIN 205 and 237, and completion of a major in Elementary Education or coursework leading to secondary certification

Coaching Authorization: KIN 205 and 237.

101. Lifetime Physical Fitness and Activities

Instruction in the major components of fitness, the physiological basis 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. MEEKER or WHALE

111. Foundations of Kinesiology

Historical and philosophical foundation of physical education. Current issues in research and literature. Biological, physiological, and sociological aspects of sport and exercise. Not open to seniors without permission of instructor. WHALE

205. Coaching Endorsement or Authorization

Structure and function of the human body during physical activity. Knowledge and understanding of human growth and development of children in relation to physical activity. Athletic conditioning, theory of coaching interscholastic athletics, professional ethics, and legal responsibility. Combined with KIN 237, this course meets the requirement for an Iowa Coaching Endorsement for Education majors and Coaching Authorization for all other students. DeVRIES

206. Exercise Psychology

Examination of theory, current research, and applications of psychological processes and behaviors related to physical activity. Topics include psychological and emotional effects of exercise, motivation for fitness, factors in exercise avoidance, adoption, and adherence, exercise addiction, and cognitive and behavioral change strategies for exercise compliance, and consideration of gender, ethnicity, and special needs populations. Not open to seniors without permission of instructor. (Social Science) DeVRIES

207. Systems Physiology

Fundamental study of the complementarity of human anatomical structure and physiological function of the integumentary, endocrine, nervous, muscular, cardiovascular, respiratory, and renal systems. Special emphasis on development of a mechanistic understanding of organ system function and integrated physiological function across systems to promote homeostatic regulation in the human body. Inclusion of experiential learning through laboratory activities. Prerequisite: sophomore standing. (Laboratory Science) MEYER

212. Sports and American Society

Exploration 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 the relationship between sport and education. Readings reflecting a variety of viewpoints about the role of sports in American society will be selected from contemporary literature. (Social Science) DeVRIES

215. Psychology of Sport

Theory and issues related to psychological aspects of competitive sport contexts. Personality and sport, attentional control, anxiety and performance, motivation and attributions, aggression in sport, and team cohesion. Intervention strategies for performance enhancement. (Social Science) DeVRIES or MEEKER

220. Ancient Greek Athletics

Study of the origins and functions of competitive athletics in ancient Greece. Traditional athletic events are studied in detail and special emphasis is placed on the festivals at Olympia, Delphi, Nemea, Isthmia, and Athens. Reflections on athletics' connection to ancient Greek culture, arts, and religion. Alternate years. WHALE

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. DYBVIG

Methods of Coaching Courses

Focus on skill techniques and development, game strategies, practice planning, program direction, and physical and mental conditioning for specific sports.

241. Methods of Coaching Baseball (1/2)

Offered subject to the availability of faculty. WING

242. Methods of Coaching Basketball (1/2)

Offered subject to the availability of faculty. MURRAY

243. Methods of Coaching Football (1/2)

Offered subject to the availability of faculty. BRAUTIGAM

245. Methods of Coaching Track (1/2)

Offered subject to the availability of faculty. SCHOFER

247. Methods of Coaching Volleyball (1/2)

Offered subject to the availability of faculty. MEEKER

248. Methods of Coaching Wrestling (1/2)

Offered subject to the availability of faculty. DUROE

250. Methods of Coaching Softball (1/2)

Offered subject to the availability of faculty. NESS

255-259. Topics in Kinesiology

In-depth study of selected topics of current interest in the field of kinesiology. Offered subject to the availability of faculty. See *Topics Courses*.

290/390. Individual Project: *See Additional Academic Programs, All-College Independent Study Courses 290/390.*

309. Anatomy of Human Movement

Study of the anatomical and neuromuscular factors associated with human movement. Includes connective tissue and skeletal system physiology, identification of major musculoskeletal structures (bones and bony landmarks, origins and insertions for major muscles, muscle groups, major tendonous/ligamentous structures), joint movements and muscle actions. Practical application of anatomical and neuromuscular principles to human movement via a kinematic analysis of a motor skill. Prerequisite: KIN 207 or Instructor permission. MEYER

310. Nutrition for Health and Performance

In-depth study of the role of nutrition in health promotion and disease prevention. Topics include ingestional physiology, regulation of food intake and energy balance, biological roles of macro- and micro-nutrients, nutrient dietary reference intake values and food sources, eating disorders and the Female Athlete Triad, as well as nutritional strategies for athletes to promote exercise performance. Includes nutritional analyses. Prerequisite: KIN 207. Alternate years. MEYER

311. Methods for Individual Sports

Designed for those interested in teaching individual sports and lifetime activities in public schools and community recreational settings. Course emphasis on analysis of skills, and the development of teaching and assessment materials including use of computer technology. Use of class discussions, presentations, small group and peer teaching. Prerequisite: sophomore standing. Alternate years. WHALE

312. Management of Physical Education and Sports

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 and ethical aspects of sport; personnel management; and budget preparation and management. Alternate years.

315. Physiology of Exercise

In-depth study of the human responses to exercise and exercise training, including: substrate metabolism and energy production during exercise, cardiorespiratory and neuromuscular function during acute exercise, cardiovascular and neuromuscular adaptations to exercise training, endocrine responses to physical activity, and thermoregulation. Introduction to current scientific methodologies and the development of practical skills through experiential laboratory activities. Prerequisite: KIN 207 or Instructor permission. MEYER

318. Methods for Team and Dual Sports

Designed for those interested in teaching team and dual sports in public schools and recreational settings. Course emphasis on analysis of skills, and the development of teaching and assessment materials including use of computer technology. Use of class discussions, presentations, small group and peer teaching. Prerequisites: Kinesiology major or minor and junior standing or permission of the instructor. Alternate years. WHALE

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. Includes fifteen hours of observation-practicum in the schools. Prerequisites: pursuing education certification or major and permission of instructor. 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. Includes fifteen hours of observation-practicum in the schools. Prerequisites: Pursuing education certification or major, and permission of department chair. Offered upon request. DeVRIES or WHALE

331. Physical Education Methods for Secondary School

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. Includes fifteen hours of observation-practicum in the schools. Prerequisite: pursuing secondary certification or permission of instructor. Alternate years. WHALE

334. Motor Learning

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. Prerequisite: KIN 206. DeVRIES

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. Prerequisites: KIN 237 and junior standing.

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: KIN 312. Alternate years.

355-359. Advanced Topics in Kinesiology

In-depth study of selected topics of current interest in the field of kinesiology. Offered subject to the availability of faculty. See *Topics Courses*.

362. Exercise Testing and Prescription

Practical application of physiological principles related to the assessment of functional physical capacity and the prescription of exercise for healthy adult populations, based upon American College of Sports Medicine (ACSM) health-related fitness recommendations. Development of practical skills and professionalism for performing fitness assessments, including: the pre-participation screening; heart rate and blood pressure at rest and during exercise; and assessments of body composition, cardiorespiratory fitness, muscular strength, and flexibility. Includes interpretation of health-related fitness assessment results and the prescription of appropriate fitness programs for improving musculoskeletal strength and flexibility, cardiorespiratory fitness, and weight loss. Prerequisites: KIN 111, 309, and 315. MEYER

365-369. Wellness Seminar

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. Prerequisite: KIN 309 or 315. Offered subject to the availability of faculty.

380. Internship in Physical Education

Observation of and practical experience in the specialized activities of a fitness and wellness program, an athletic or recreation management business or department, or other professional sport and exercise setting. Students work under the direction and guidance of a practicing professional with supervision by a faculty member. Internships are scheduled for two consecutive terms unless otherwise approved by the faculty supervisor.

390. Individual Project: *See Additional Academic Programs, All-College Independent Study Courses 290/390.*

485. Advanced Studies (1/2-1)

An independent project. Prerequisite: permission of instructor.

511. Athletic Training Practicum (1/4)

Provides supervised practical experience in the prevention, evaluation, treatment, management, and rehabilitation of athletic injuries and illness. Participation in the administrative aspects of an athletic training program. Prerequisites: Must be accepted into the Cornell College Athletic Training Program. Application for admission to the program includes a written form, interview with the Head Athletic Trainer, and two letters of reference from Cornell instructors and/or coaches. (CR) DYBVIG

Latin (LAT)

See Classical and Modern Languages

Latin American Studies (LAS)

Advisor: Marcela Ochoa-Shivapour

The Latin American Studies major encompasses courses in 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. Currently there are Cornell-sponsored courses in Mexico, Bolivia, and Guatemala. The requirements are:

1. SPA 301 (Advanced Grammar and Composition), or equivalent in Portuguese, or 302 (Advanced Conversation Abroad);
2. HIS/LAS 141;

3. Six courses selected from the following (not more than two courses designated with asterisks may be counted):
 ANT 205 (The Maya), 256 through 260 (Topics in Anthropology) when the subject matter deals specifically with Latin America, 356 through 361 (Advanced Topics) when the subject matter deals specifically with Latin America; ART 278 (Pre-Columbian ART), 375 through 379 (Advanced Topics in Art History) when the subject matter deals specifically with Latin America; ECB 265 through 269 (Topics in Economics and Business) when the subject matter deals specifically with Latin America; HIS/LAS 349; LAS 235 through 240 (Topics in Latin American Studies), 335 through 340 (Advanced Topics in Latin American Studies); POL 332 (Human Rights), 341 (Latin American Politics), *348 (U.S. Foreign Policy); SPA 109 (Topics in Hispanic Literature and Culture (when the subject matter deals with Latin American or Latino literature or culture), 355 (Latin American Short Story and Novel), 356 (Latin American Poetry), 383 (Latinos in the U.S.), 385 (Latin American Culture and Civilization), 311 (Introduction to Textual Analysis) when the subject matter deals specifically with Latin America, and 411 (Seminar) when the subject matter deals specifically with Latin America; a maximum of two appropriate independent study courses; 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; and
4. LAS 487 (capstone).

Minor: A minimum of five course credits and language proficiency to include:

1. 205-level proficiency in Spanish or Portuguese;
2. LAS/HIS141;
3. Four courses in at least two different departments, selected from ART 202 or 302 (when taught in Mexico); HIS/LAS 349; POL 346; SPA 109, 311, 411 (when the subject matter deals specifically with Latin America), 355, 356, 383; a maximum of one appropriate independent study course; relevant courses taken as part of an off-campus program and approved by the LAS Committee.

141. Introduction to Latin American Studies

A survey of Latin American history from the colonial era to the present. Special attention will be given to major themes and selected countries. Not open to juniors and seniors except with permission of instructor. Same course as HIS 141 when taught by a faculty member approved by the Department of History. (Humanities)

235-240. Topics in Latin American Studies

Study of a selected topic of interest and concern in Latin American Studies. May be repeated once for credit if topics are different. See *Topics Courses*.

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

335-340. Advanced Topics in Latin American Studies

Examination of a theme or set of themes. Topics vary from year to year. May be repeated once for credit if topics are different. See *Topics Courses*. Prerequisite: HIS/LAS 141.

349. Topics in Latin American History

Examination of a historical theme or set of themes. Topics vary from year to year. Prerequisite: HIS/LAS 141. Same course as HIS 349. See *Topics Courses*. (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. Costa Rica: Studies in Latin American Culture and Society: see *ACM Programs*.

942. Costa Rica: Tropical Field Research: see *ACM Programs*.

988. There are currently several programs in Central and South America run by the School for International Training. See *School for International Training Programs*.

Mathematics and Statistics

Mathematics (MAT)

Steve Bean, Ann Cannon (chair), Tony deLaubenfels, Jim Freeman, and Tyler Skorczewski

Major: 10 -12 courses. Completion of the calculus sequence (through MAT 122); a minimum of seven courses in Mathematics or Statistics numbered 202 or higher, at least four of which must be at the 300 level, and which include MAT 221, 236, 301, either 327 or 337, and (capstone) completion of one of the 300-level two-course sequences (MAT 327-328, 337-338, or STA 347-348); CSC 151, 140; and STA 201 or 202 (if STA 348 is not one of the 300-level courses completed). The department recommends that CSC 140, which provides knowledge of a programming language, be acquired by the end of the sophomore year. The following courses cannot be used to satisfy requirements of the mathematics major: MAT 110, 280/380, 290/390, 511 and STA 280/380 and 290/390.

Teaching Major: Completion of the requirements for the Mathematics major with the additional stipulations that MAT 231 is required to be one of the seven upper-level courses and that the grade point average in all courses for the teaching major must be 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 coursework leading to secondary certification described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office. **No mathematics, statistics, or computer science courses required for the teaching major may be taken with the S/U option.**

Second Teaching Area in Mathematics: For information about a second teaching area in Mathematics, please consult the chair of the Education Department.

Minor: Minimum of six credits. Completion of the calculus sequence (through MAT 122); a minimum of three MAT or STA courses which include MAT 221, 301, and at least one other 300-level MAT or STA course; and CSC 151.

110. Great Mathematical Ideas

Investigation of a variety of great mathematical discoveries past and present. The ideas

investigated will not require significant previous mathematical background, but will require the student to actively participate in the process of mathematical discovery. Only by doing mathematics can the creativity, beauty, and mathematical importance of these great ideas be understood. Specific content varies with the course instructor, but may include subjects such as knot theory, origami, game theory, the nature of infinity, or chaos and fractals. Recommended for non-mathematics majors. This course is not open to students who have completed MAT 120 or higher. This course does not count toward a mathematics major or minor. (Mathematics) J. FREEMAN

119-120. Calculus of a Single Variable Part I and II

Differential and integral calculus of functions of one real variable and analytic geometry of two variables. This course emphasizes review of precalculus material and is appropriate for students who feel they need more time in order to succeed in calculus. Prerequisite: three and one-half years of high school mathematics, including trigonometry. Unless a departmental exception is granted, this course combination must be taken in consecutive terms. This course is not open to students who have completed MAT 121 or higher. (Mathematics) SKORCZEWSKI

121. Calculus of a Single Variable

Differential and integral calculus of functions of one real variable and analytic geometry of two variables. Prerequisites: three and one-half years of high school mathematics, including trigonometry, in addition to an ACT Math score of 25 or above, or SAT Math score of 570 or above, or permission of instructor. This course is not open to students who have completed MAT 120. (Mathematics) DeLAUBENFELS, J. FREEMAN, or SKORCZEWSKI

122. Calculus of Several Variables

Continuation of Calculus of a Single Variable, including further techniques of integration, vectors, and differential and integral calculus of several variables. Prerequisite: MAT 120 or 121. (Mathematics) J. FREEMAN or SKORCZEWSKI

221. Linear Algebra

Existence and uniqueness of solutions to linear systems. Linear transformations, linear independence, spanning vectors, vector spaces, basis and dimension, orthogonality, eigenvalues and eigenvectors. Students will be required to prepare written and oral presentations on a linear algebra application approved by the instructor. Prerequisites: MAT 120 or 121 and CSC 151 or MAT 122. DeLAUBENFELS or J.FREEMAN

231. Fundamentals of Geometries

An examination of the assumptions inherent in the axiomatic structures of two-dimensional geometry through the parallel postulate and its alternatives. Additional topics may include projective geometries, finite geometries, coordinates and transformations, tilings, and higher-dimensional objects. Alternate years. Prerequisite: MAT 221. BEAN

236. Differential Equations

This course is about how to predict the future. Mathematical modeling with differential equations, initial value problems and their approximate solutions, systems of differential equations, qualitative solutions, stability analysis and an introduction to chaos, and Laplace transforms. Prerequisites: MAT 122 & 221. SKORCZEWSKI

255-260. Topics in Mathematics

A topic of mathematics more computationally oriented than proof oriented. See *Topics Courses*. Prerequisite: MAT 122 and/or 221.

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

301. Introduction to Proof: Number Theory

An introduction—through the subject of number theory—to the ideas, logic, techniques, and reasoning used in writing a mathematical proof. Divisibility and factorization properties of integers, congruences, prime numbers, Diophantine equations, Fermat's Theorem, Wilson's Theorem, and Euler's Theorem, and applications. Prerequisites: MAT 221 & CSC 151. J. FREEMAN

317. Mathematical Modeling

An introduction to the process and techniques of modeling using tools from linear algebra, differential equations, and other mathematical disciplines. Appropriate mathematics and computational technology, including numerical methods, developed as needed. Models drawn from the physical sciences, life sciences, social sciences, and computing, with extensive use of case studies. Alternate years. Prerequisites: MAT 236 & CSC 140. SKORCZEWSKI

327-328. Modern Algebra I and II

Formal systems of algebra (groups, rings, integral domains, and fields) and their relations to other disciplines. Prerequisite: MAT 301. Alternate years.

337-338. Analysis I and II

Topics from the theory of functions of a real variable. First term will include limits and continuity, differentiation and theories of integration. Second term will extend these results to sequences and series of functions. The second term will include student reading projects and presentations on theory and/or applications related to analysis topics. Prerequisites: MAT 122 and 301. Alternate years. BEAN

361-364. Advanced Topics in Mathematics

A proof-oriented topic in mathematics. See *Topics Courses*. Prerequisite: MAT 301.

511. Extended Research in Mathematics (1/4)

Developing and proving statements in an interesting area of mathematics which are original to the student. Must be taken over four consecutive terms. Prerequisites: CSC 151, MAT 122, a GPA in the department of 3.0 or higher, and permission of instructor. No more than one course credit of MAT 511 can be earned.

Statistics (STA)

There is no departmental major or minor in Statistics. Students interested in entering graduate programs or careers in statistics should prepare by completing the Mathematics major that includes the sequence STA 347-348. It is also recommended that students also take STA 201-202.

201. Statistical Methods I

Elementary study of describing data. Data collection, descriptive statistics, estimation, and hypothesis testing as applied to one- and two-variable problems. Prerequisites: Two years of high school algebra, and a writing designated course (W) (Mathematics) CANNON or DeLAUBENFELS

202. Statistical Methods II

A continuation of STA 201, Statistical Methods I. This course will explore in more depth several methods of analyzing data. Topics covered include linear regression (simple and multivariate), ANOVA (one- and two-way), and logistic regression (simple and multivariate). CANNON

257. Topics in Statistics

See *Topics Courses*.

347-348. Mathematical Statistics I and II

Typically the first term covers probability, random variables, sampling distributions and collecting data. The second term covers theory of estimation and hypothesis testing, linear and multiple regression, analysis of variance, and techniques for categorical data. The second term also includes a substantial data analysis project including written and verbal presentations. Prerequisites: MAT 122 and 301. Alternate years. CANNON

390. Individual Project

Medieval and Early Modern Studies (MEM)

Advisor: Michelle Herder

The Medieval and Early Modern Studies Program and the courses that make up its offerings are designed to help students gain an awareness of the interconnectedness of historical, cultural, and artistic developments in Europe from the eighth through the seventeenth centuries. Courses offered range from the study of revolutions in religious belief to the impact of the printing press on literature and culture, from artistic representations of she-devils to the writings of political and moral philosophers, from Charlemagne to Falstaff. Students may develop an individualized major in Medieval and Early Modern Studies by following the recommendations given below and filing with the Registrar a *Contract for an Individualized Major*. See *Declaration of Degree Candidacy, Majors, and Minors*.

A total of nine credits, distributed in the following manner:

1. A minimum of eight course credits from at least four departments, distributed between the first two categories. Of these eight, no more than four courses may be in a single department.
 - a. History, Philosophy, and Religion -
At least three courses selected from among the following: HIS 101 (Europe: 800-1300), 102 (Europe: 1300-1700), 304 (Europe: the Sixteenth and Seventeenth Centuries); PHI 304 (Modern Philosophy: Seventeenth Century); REL 354 (The Protestant Revolution); or, with the approval of the student's Medieval and Early Modern Studies advisor, other appropriate courses from History, Philosophy, and Religion.
 - b. Literature and the Arts -
At least three courses selected from among the following: ART 256 (Italian Renaissance Art: Art, Architecture, and Humanism), 257 (Medusa's Gaze: Art in the Age of Galileo), 361 (Saints and She-Devils); ENG 321 (Studies in Medieval English Literature), 322

- (Medieval and Renaissance Drama: Shakespeare's Rivals), 323 (Shakespeare I: Comedies and Romances), 324 (Shakespeare II: Histories and Tragedies), 325 (Studies in Renaissance Non-Dramatic Literature), 326 (Milton); FRE 315 (Medieval French Literature), 321 (The French Renaissance: Sixteenth Century Literature); MUS 321 (History of Western Music I: Medieval and Renaissance), 322 (History of Western Music II: Baroque and Classical); SPA 321 (Golden Age: Romancero and the Comedia), 322 (Golden Age: Don Quijote); or, with the approval of the student's Medieval and Early Modern Studies advisor, other appropriate courses from literature and the arts;
2. MEM 485 (capstone experience); and
 3. Competence in French, German, Greek, Italian, Latin, or Spanish at the 205 level, satisfied by one of the following: (1) 205 or the equivalent; (2) placement into a 300-level course through an examination; or (3) passing a proficiency examination at the 205 level.

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380.*

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390.*

485. Senior Project

Independent, interdisciplinary project, required of all majors during their senior year. Prerequisite: permission of the student's Medieval and Early Modern Studies advisor.

951. Semester in the Arts of London and Florence: see ACM Programs.

952. Semester in Florence: see ACM Programs.

962. Newberry Library Program in the Humanities, when the topic studied is relevant to Medieval and Early Modern Studies, with the approval of the Medieval and Early Modern Studies advisor.

Music (MUS)

Lisa Hearne (chair), Martin Hearne, James Martin, Jama Stilwell

Cornell College offers a major 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 (see Bachelor of Music Degree).

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. Instruction in a performing medium and participation in solo performance and ensemble courses are required components of the B.A. Music major.

Major:

1. A minimum of 11 course credits in Music, which include:
 - a. MUS 110, 210, 310, 343, 346, 321, 322, and 323;
 - b. A minimum of 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

- c. A minimum of one and one-half course credits in large Music Ensembles (selected from MUS 712, 713, 715, 716, and 717), of which one course credit must be earned in one ensemble;
2. Passing the Piano Proficiency Requirement (see below);
3. Completion of a senior capstone experience;
4. All Music majors must enroll in a Solo Performance course (music lesson) and in a music ensemble during their final three semesters, unless excused by the Music Department; and
5. Receive a passing grade (P) in MUS 701 for a minimum of five semesters (see "Music Performance Seminar").

All senior Music majors must complete a senior capstone experience. There are two categories from which to choose: recital (MUS 798 or 799); or paper/project (MUS 485). Students may choose both of these options if they wish. Students who plan to complete MUS 485 as their capstone must submit a description of the proposed project for departmental approval by October 1 of their senior year. Student teaching fulfills this requirement for music education majors.

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 approved by the Department, not to include MUS 212, 301, or any 700 numbered course. After declaration of the Music Minor the student will also be registered for MUS 701.

Music Lessons at Cornell: Students register for Solo Performance courses (music lessons) at the beginning of Term One and Term Five. These courses are taught over four consecutive terms. Registration entails additional costs (*see 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 passed, 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. All music scholarship students must be enrolled in music lessons to retain their scholarships. 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.

Music Lessons, Fees (Solo Performance Courses)*

Music Majors: \$200 for one half-hour lesson per week for four terms (one-quarter course credit); \$300 for one hour-long lesson per week for four terms (one-half course credit). These fees are the same for lessons on secondary instruments. Piano lessons leading toward the passing of the piano proficiency exam are \$100 for one half-hour lesson per week for four terms (one-quarter course credit).

Non-Music Majors: \$350 for one half-hour lesson per week for four terms (one-quarter course credit). The fee is the same for lessons on secondary instruments.

Recipients of Music Scholarships and Awards will not be charged for lessons on their principal (scholarship audition) instrument.

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 by this time, 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; and 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 large music ensembles (MUS 712, 713, 715, 716, and 717) is required of all Music majors and music scholarship students, regardless of degree or program. Requirements vary, depending on the degree program. The student must perform within an ensemble on his/her primary instrument unless otherwise approved by the Department of Music. Pianists must complete one full-credit from the large ensembles (712, 713, 714, 715, 716) before they may count MUS 719 or MUS 711 as their primary ensemble credit. Only pianists may use 719 or 711 to fulfill an ensemble requirement. Regulations governing adding and dropping ensembles are the same as for Music Lessons, with the exception of MUS 718.

Music Performance Seminar: The Music Performance Seminar (MUS 701) is a semester-long program that consists 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 concerts, recitals, and Friday afternoon Music Performance Seminar Student Recitals is required of all Music majors and minors, as well as all other students who are enrolled in music lessons. (Students who have accepted a William Fletcher King, Trustee, or Dean's Music Scholarship must satisfy, at minimum, the recital attendance requirement for a Music minor.) *The number of required events changes from semester to semester. Students should contact the Department of Music each semester for details.* Music majors must receive a passing grade in Music Performance Seminar (MUS 701) in a minimum of five semesters in order to complete the major. Failure to meet the 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. (Fine Arts)

109. First Year Seminar in Music (FYS)

The topic of "Opera and Film" has become one of the "hot" areas of scholarship in the past fifteen or so years. Both opera and film use a conglomeration of other constituent arts to create what Richard Wagner called a Gesamtkunstwerk or total artwork. (In fact, many of the first efforts in film were derived from opera and more specifically, Wagner.) My intention with this course is to explore the intersections between opera and film, using theories and practices of both genres, as well as numerous specific examples of the interplay between them. (FYS)
MARTIN

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.

Prerequisite: MUS 101, passing music placement test, or permission of instructor. (Fine Arts)
STILWELL

115. Beginning Electronic Music Composition

An introduction to composing electronic music using Reason software. Course will cover basic synthesis types, sound processing, and MIDI, as well as compositional concepts and techniques associated with traditional electronic music studio. Offered every three years. (Fine Arts)

207. Vocal Diction

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. L. HEARNE

210. Music Theory II

Continuation of MUS 110, with the addition of keyboard techniques. Topics include the harmonic progression, triads in inversion, non-chord tones, and an introduction to phrases, periods, and their role in creating musical form. Prerequisite: MUS 110. No S/U option (Fine Arts) STILWELL

212. Music Listening and Understanding

Learning to understand Western art music through historical study and perceptive listening. *Does not count toward the Music major or minor.* (Humanities)

215. Jazz Improvisation

Improvisation in American jazz, including daily performing experiences in these styles. Prerequisite: MUS 310. Offered every third year. (Fine Arts)

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, religion, and, of course, the union of music and drama. Ability to read music *not* required. Offered subject to availability of faculty. May be repeated for credit with permission of instructor. (Interdisciplinary) MARTIN

218. Rock Music: Historical and Cultural Perspectives

Rock music from its origins in African-American blues to the present. Examination of the music's interaction with ethnicity, racism, capitalism, sexism, and politics. Open to all students. Offered subject to availability of faculty. (Humanities)

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 faculty. (Humanities)

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 every third year. Prerequisite: writing-designated course (W). (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: writing-designated course (W). Ability to read music not required. (Humanities)

270-275. Topics in Music

Study of a selected topic. May be repeated for credit if content is different. See *Topics Courses*.

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

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. No S/U option.

303. Service Playing and Arranging

Selecting music for the church service, the playing of the service, and the study of chanting. Required of all students majoring in performance in organ. Prerequisite: permission of instructor. Offered upon request. No S/U option.

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. No S/U option.

305. Orchestration (1/2)

Scoring for wind ensemble, orchestra, and chamber groups. Characteristics of modern instruments. Prerequisite: MUS 310. Offered upon request. No S/U option.

306. Conducting I

Basic conducting skills for both vocal and instrumental ensembles. Baton technique, musical styles and interpretations, rehearsal techniques, and score reading. Prerequisite: MUS 310. No S/U option. M. HEARNE

307. Piano Pedagogy (1/2)

Examination and discussion of current ideas and methods of teaching piano, 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. Prerequisite: sophomore standing. Offered upon request, subject to availability of faculty. No S/U option. 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: sophomore standing. Alternate years. No S/U option. L. HEARNE

310. Music Theory III

Continuation of MUS 210. Topics include seventh chords, chord inversion, secondary functions, and an introduction to modulation. Prerequisite: MUS 210. No S/U option. STILWELL

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 faculty. No S/U option.

321. History of Western Music I

Chronological development of Western music from Antiquity through the late Renaissance. Emphasis on historical, cultural, aesthetic, and structural examination of musical works; and the development of genres, forms, and performance practices. Prerequisites: writing-designated course (W) and the ability to read music. No S/U option. (Humanities) STILWELL

322. History of Western Music II

Chronological development of Western music from the Baroque (seventeenth century) through Beethoven. Emphasis on historical, cultural, aesthetic, and structural examination of musical works; and the development of genres, forms, and performance practices. Prerequisites: MUS 310 and writing designated course (W). No S/U option. (Humanities) MARTIN

323. History of Western Music III

Chronological development of Western music from the Romantics to the present. Emphasis on historical, cultural, aesthetic, and structural examination of musical works; and the development of genres, forms and performance practices. Prerequisites: MUS 310 and writing-designated course (W). No S/U option. (Humanities) MARTIN

331. Music Education Seminar (1/2)

Introduction to the music teaching profession, with an emphasis on student evaluation, planning, classroom management, teaching strategies, and audiovisual and computer applications. Twenty-five hours of observation/practicum in music in the schools. Prerequisite: MUS 310. No S/U option.

343. Music Theory IV

Continuation of MUS 310, with emphasis on aural skills, structural analysis, and formal designs of music from the common-practice period. Prerequisite: MUS 310. No S/U option. PERRINE

346. Music Theory V

Continuation of MUS 343, with emphasis on aural skills, structural analysis, and formal designs of music from the common-practice period. Prerequisite: MUS 343. No S/U option. PERRINE

348. Counterpoint

Fundamental contrapuntal principles that occur in polyphonic music. Prerequisite: MUS 346. Offered upon request. No S/U option.

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. No S/U option.

350. Mozart and Beethoven

Historical and analytical study of selected works. Relationships, structures, and meanings within the works selected. Prerequisites: writing-designated course (W) and the ability to read

music (treble and bass clefs). Offered subject to availability of faculty. No S/U option. (Humanities)

352. The Ring Cycle of Wagner

Wagner's four-opera epic cycle *Der Ring des Nibelungen*. Viewing of performances of *The Ring*, the work's mythologies, operatic ideals, historic and cultural position, development of leitmotif, interpretations, and philosophical influences and content. Prerequisite: writing-designated course (W). Offered subject to availability of faculty. No S/U option. (Interdisciplinary)

MARTIN

353. Wagner and Wagnerism (at the Newberry Library, Chicago)

An examination of Richard Wagner's Musikdramen, essays, theories, sources, and influences, including the phenomenon of Wagnerism. The course will include a study of one of his major works, and students will carry out research at the Library. Prerequisite: writing-designated course (W). Alternate years. No S/U option. (Interdisciplinary)

361-363. Topics in Music History and Theory

Topics vary from year to year according to the interests of the instructor or students. See *Topics Courses*. Prerequisites: two courses in music theory and one course in music history. No S/U option.

370. Special Topic: Tradition and Innovation

An interdisciplinary course that explores the relationship between tradition and innovation. The course approaches this question through the study of myth, drama, music/opera, literature, criticism, and essays, from antiquity through the 20th century. Major topics/texts are 1) Interpretations of the Electra myth: The Libation Bearers of Aeschylus, the Electra of Sophocles, and Richard Strauss' Elektra. 2) The role of traditions and historical antecedents in Wagner's "artwork of the future," Die Meistersinger von Nürnberg, and his major essay The Artwork of the Future. 3) James Joyce's Portrait of the Artist as a Young Man, wherein our protagonist fights the suffocation he feels from Catholicism, Irish traditions, and language while trying to become an artist. Each of these topics has strong connections with at least one other topic in the course. (Interdisciplinary) MARTIN

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 faculty. No S/U option.

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. Twenty-five hours of observation-practicum in music in the schools. Prerequisites: MUS 331 and fulfillment of the Piano Proficiency Requirement. No S/U option. PERRINE

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 faculty. No S/U option.

485. Independent Study in Music

A project in an area of performance practices or some phase of music history, theory, or education. No S/U option.

701. Music Performance Seminar (Zero Course Credit)

A semester-long program requiring attendance at a number of musical events. **The number of required events changes from semester to semester. Students should contact the Department of Music each semester for details.** (See *Music Performance Seminar*.)

702. Composition (1/2-1)

Original composition for various media, beginning with smaller forms. May be repeated for credit. Prerequisite: permission of instructor. No S/U option. (Fine Arts)

703-708. Instrumental Techniques (1/4)

Development of basic performing techniques. Study and evaluation of procedures and materials for elementary and intermediate instrumental teaching. No S/U option.

703. Brass

706. Woodwinds

704. Percussion

707. Singers

705. Strings

708. Guitar

709 (1/4); 710 (1/2). Advanced Jazz Improvisation

A continuation of MUS 215 Jazz Improvisation. Study and discussion of the various approaches to jazz improvisation. Focus will be on chord/scale relationships, advanced harmonic substitutions, stylistic considerations, solo analysis, and relationships between harmony, melody, and structure. Students will also begin learning important pieces in the basic jazz repertoire. May be repeated for credit. No S/U option.

Ensemble and Solo Performance Courses: Music courses numbered 711 through 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 General Education 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 (Cornell Lyric Theatre) is an exception.

The regulations governing the adding and dropping of Solo Performance (music lessons) and Ensemble courses are given 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. Students considering the B.Mus. degree with a major in Performance should 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 will be enrolled automatically in the concurrent MUS 701 Music Seminar course.

Ensemble Courses No S/U option.

711 (1/4) Chamber Ensembles

712 (1/4) Choir

713 (1/4) Jazz Ensemble

714 (1/4) College Chorale

715 (1/4) Orchestra

716 (1/4) Concert Band

717 (1/4) Chamber Singers

719 (1/4) Accompanying

720 (1/4) Steel Drum Ensemble

718/728. Cornell Lyric Theatre (1/4)

Participation in an opera, operetta, or musical theater production. Open to all students by audition or with permission of instructor. May be repeated for credit. No S/U option. (Fine Arts)

Solo Performance Courses No S/U option.

At the end of each solo performance course, every student 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

777 (1/4), 778 (1/2), 779 (1) Harp

781 (1/4), 782 (1/2), 783 (1) Voice

791 (1/4), 792 (1/2), 793 (1) Woodwind Instruments

798. Half Recital (1/2)

25 minutes of music. Required of Music Performance majors. Available to any student with approval of the Department. No S/U option.

799. Full Recital

50 minutes of music; usually performed in the senior year. Required of Music Performance majors. Available to any student with approval of the Department. No S/U option.

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

Philosophy (PHI)

Paul Gray, Genevieve Migely (chair), Jim White

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, 306, and 308; PHI 485; and three additional courses in Philosophy, at least two 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.

109. Ethics and Climate Change (FYS)

The threat of climate change raises urgent questions about what we ought to do—i.e., questions about morality. We will spend some time considering climate science and questions raised by controversy about that science. What should we believe about the claim that human activity is threatening the climatic stability of our planet given apparent disagreement about the truth of that hypothesis. We will also spend time considering the moral challenges the risk of climate change generates: what is the nature of our obligations to prevent harm to people distant in space and in time; what responsibilities do nations of the industrialized world have to respond to threats generated by climate change; what does it make sense for such nations to do given the uncertainty of some outcomes of climate change; what should we, as individual citizens of such nations, be doing? We will read material of all sorts about these questions—we'll look at scientific reports, economic analyses, and philosophical/ethical arguments, for example—and talk and write about what we make of the issues. Seminar for first year students only. (First Year Seminar) WHITE

111. Introduction to Philosophy

Problems of philosophy as they are discussed in the writings of major philosophers, including such topics as the nature of reality, problems with knowledge, morality, and the rationality of religious belief. Designed for first year students and sophomores. (Humanities) GRAY or MIGELY

202. Ethics

The nature of moral experience, moral judgments, and moral principles, and the relation of each to the other. Course may consider applications to contemporary moral problems. Readings from some major ancient, modern, and contemporary moral philosophers. (Humanities) GRAY, MIGELY, or WHITE

203. Logic and Critical Thinking

Principles and techniques useful for evaluating arguments and avoiding fallacious reasoning in ordinary life. MIGELY or WHITE

204. Symbolic Logic

An introduction to formal argument analysis, including first order predicate logic and mathematical logic. Offered upon request and subject to availability of faculty. WHITE

224. Environmental Ethics

Moral dilemmas associated with human populations, industrial productivity, a deteriorating environment, and generally, our treatment of the natural world. Alternate years. (Humanities) WHITE

225. Utopia

Philosophical study of selected works in Utopian literature such as: Plato's Republic, More's Utopia, Perkins-Gilman's Herland, Hilton's Lost Horizon, Rand's Anthem, Clarke's Childhood's End, and Lowry's The Giver. (Humanities) GRAY

261-266. Topics in Philosophy

See *Topics Courses*. (Humanities)

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

301. Asian Philosophy

Study of Eastern philosophies such as Taoism, Confucianism, Buddhism, and Hinduism through their classic texts. Prerequisite: sophomore standing. Alternate years. (Humanities) MIGELY

302. Ancient Philosophy

Advanced study of the beginning of Western thought on topics such as the foundation of philosophical and scientific inquiry, the basis of reality, the nature of the human being and how humans ought to live socially, politically and ethically. In-depth analysis of the Presocratics, Plato, Aristotle and the Stoics. Prerequisite: sophomore standing. Alternate years. (Humanities) MIGELY

304. Modern Philosophy: Seventeenth Century

Critical and historical examination of the modern period of philosophy starting with the background to the Scientific Revolution and ending with advanced theories on the nature of reality achieved by a careful analysis of such philosophers as Galileo, Newton, Bacon, Descartes, Spinoza, Leibniz, Locke and Berkeley. Prerequisite: sophomore standing. Alternate years. (Humanities) MIGELY

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. Prerequisite: sophomore standing. 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. Prerequisite: sophomore standing. 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. Prerequisite: sophomore standing. Alternate years. (Humanities) GRAY

308. Twentieth Century Philosophy

Study of philosophers such as Wittgenstein, Russell, Dewey, Heidegger, Foucault, and Rorty. Analytic philosophy, pragmatism, and continental philosophy, including postmodernism, will be examined. Prerequisite: sophomore standing. Offered every second or third year. (Humanities) GRAY

309. Existentialism

Reflections on death, the meaning of life, absurdity, alienation, despair, freedom, and the self. Study of selected works of Simone De Beauvoir, Albert Camus, and Jean Paul Sartre. Prerequisite: sophomore standing. Alternate years. (Humanities) GRAY

352. Philosophy of Feminism

Exploration of philosophical theories on the nature of women, feminist critiques of Western philosophy, and current issues in feminist ethics, epistemology, and metaphysics with application to social debates such as pornography, body image, and discrimination. Prerequisite: sophomore standing. Alternate years. (Humanities) MIGELY

353. Philosophy of Law

Inquiry into the nature of law, and its relation to morality and society through both classical and contemporary legal theories. Specific issues covered include liberty, justice, responsibility, and punishment employing actual legal cases. Prerequisite: sophomore standing. Alternate years. (Humanities) MIGELY

354. Political Philosophy

Intensive study of the work of a major political philosopher, such as *A Theory of Justice* by John Rawls or Plato's *The Laws*. Prerequisite: sophomore standing. 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. Prerequisite: sophomore standing. Alternate years. (Humanities) WHITE

356. Philosophy of Science

Examination of science as a source of information about the world. Topics include the structure of scientific confirmation and explanation, the nature of scientific knowledge and progress, the difference between science and pseudo-science, and the moral evaluation of science. Prerequisite: sophomore standing. Alternate years. (Humanities) WHITE

357. Philosophy in Literature

Philosophical study of selected works of world literature by authors such as Mishima, De Beauvoir, Calvino, Clark, and Rand. Prerequisite: sophomore standing. 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. Prerequisite: sophomore standing. Alternate years. (Humanities) WHITE

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

361-366. Advanced Topics in Philosophy

See *Topics Courses*. (Humanities)

485. Senior Seminar in Philosophy

Senior Seminar in Philosophy: Advanced focus on an issue or movement or problem in philosophy, or on a particular philosopher. Prerequisites: at least three 300-level course in Philosophy, a major in Philosophy, and senior standing or permission of the department. GRAY

Physics (PHY)

Kara Beauchamp, Lyle Lichty (chair), Derin Sherman

Major: CSC 140 (Foundations of Computer Science), MAT 120 (Calculus of a Single Variable Part II) or 121 (Calculus of a Single Variable), 122 (Calculus of Several Variables), 221 (Linear Algebra), and 236 (Differential Equations); PHY 161, 162, 263, 302, 303, 312 and three additional course credits in Physics at or above the 300 level, for a minimum of 14 courses. Students planning for graduate work in Physics or Engineering should include PHY 305, 321, 322, and 334. Students planning for graduate work are also strongly encouraged to take MAT 234 (Complex Variables), and CHE 323 and 324 (Physical Chemistry I and II).

Teaching Major: MAT 120 (Calculus of a Single Variable Part II) or 121 (Calculus of a Single Variable), 122 (Calculus of Several Variables); PHY 121, 161, 162, 263, 302, 303, 312 and two additional course credits in Physics at or above the 300 level, for a minimum of 11 courses. Supporting work in the other natural sciences or mathematics is recommended. Students with other majors who intend to ask for certification in Physics as a second field are required to complete MAT 120 (Calculus of a Single Variable Part II) or 121 (Calculus of a Single Variable); PHY 161, 162, 263, and 303. 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 coursework leading to secondary certification described under Education. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Minor: A minimum of five course credits in Physics which include PHY 161, 162, 263, 303, and at least one other course in Physics at or above the 300 level.

Capstone: Physics majors conduct individual experimental projects of their own design in small groups during the advanced lab course. Following the advanced lab, students will conduct a literature search on the background of their experiment in more depth and then write an individualized paper, with emphasis on their particular contribution to the project. The paper must be submitted to their capstone advisor no later than two blocks after the start of the

advanced lab. The student will revise the paper until it is accepted by the department. If it appears that the student is making insufficient progress towards the completion of the individual paper, then the student and registrar will be notified that the student is in danger of not completing the major requirements. Once the paper is approved, students are then required to present their findings in a public presentation. If the presentation is judged unacceptable, then the student will have the opportunity to give another presentation privately to the department.

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 individualized major in the physical sciences are invited to discuss possible curricula with the Department.

Note: PHY 121, 123, and 125 have no formal prerequisites; 141 and 142 ask only reasonable facility in algebra and trigonometry.

121. 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) BEAUCHAMP

123. Acoustics, Music, Audio Systems

Application of elementary physics principles to sound waves and vibrations, including the physics of musical instruments, room acoustics, hearing, harmonic analysis, and electronic production of sound. Intended for non-science majors. Alternate years. (Laboratory Science) LICHTY

125. Science through Film and Fiction

Scientific topics and issues found in selected novels and feature films are used to investigate the foundations of science and the scientific process. Students will investigate specific scientific concepts and use them as case studies illustrating the historical development of science and the role of science and technology in society. Intended for non-science majors. (Science)

141. Introductory Physics I

Non-calculus treatment of elementary physics covering the topics of mechanics, relativity, and waves. Emphasis on problem-solving. Prerequisite: two years of high school algebra including trigonometry. (Laboratory Science) LICHTY or SHERMAN

142. Introductory Physics II

Continuation of PHY 141 covering electricity, magnetism, and modern physics. Prerequisite: PHY 141. (Laboratory Science) BEAUCHAMP or SHERMAN

155-157. Introductory Topics in Physics.

See *Topics Courses*.

161. 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 conservation laws. Prerequisite: MAT 120 or 121. (Science) BEAUCHAMP or LICHTY

162. General Physics II

Continuation of PHY 161. Topics include relativity and electricity and magnetism. Prerequisite: PHY 111 or 161. (Science) BEAUCHAMP or SHERMAN

255-259. Topics in Physics

Study of a selected topic in physics, such as cosmology, special relativity, light and color, and physics of sports. See *Topics Courses*. (Science)

263. 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: PHY 102, 112, 142, or 162. (CR) (Laboratory Science) LICHTY or SHERMAN

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

302. Electronics

Principles of electronics, signal processing, and computer interfacing needed to understand, configure, and troubleshoot modern electronic and computer-based research equipment. Transducers, operational amplifiers, test equipment, integrated circuits, data transmission, computerized data acquisition, and analog to digital conversion. Same course as CSC 302. Prerequisite: PHY 102, 112, 142, or 162. (Laboratory Science) LICHTY

303. Modern Physics

Topics include thermodynamics, special relativity, photons, deBroglie waves, Heisenberg's uncertainty principle, the Schrödinger equation, atomic and nuclear physics, high-energy particles, and quarks. Prerequisites: MAT 122; either PHY 112 or 162, and either PHY 114 or 263. BEAUCHAMP

305. Waves

Study of physical wave phenomena, especially optical and mechanical waves. Topics include superposition, reflection, refraction, dispersion, interference, diffraction, polarization phenomena, and the wave equation. Prerequisites: MAT 122; either PHY 112 or 162, and either PHY 114 or 263. Alternate years. LICHTY

312. Advanced Experimental Physics

An in-depth investigation of a physics experiment chosen by the student in consultation with the instructor. Includes design, construction, collection of data, analysis, interpretation, and presentation of the experiment. Prerequisite: PHY 302 or 303, and one other 300-level Physics course. SHERMAN

315. Astrophysics

The astrophysics of stars and stellar systems with an emphasis on the physical principles underlying the observed phenomena. Topics include the techniques of astronomy, structure and evolution of stars, binary stars, star clusters, and end states of stars such as white dwarfs, neutron stars, and black holes. Prerequisite: PHY 303. Alternate years.

321. Mechanics

Newtonian, Lagrangian, and Hamiltonian mechanics covering the motion of single particles, rigid bodies, systems of particles, fluid mechanics, and complex analysis. Prerequisites: MAT 221; either PHY 112 or 162, and either PHY 114 or 263. Alternate years. SHERMAN

322. Electricity and Magnetism

Electric and magnetic fields and their sources, magnetic and dielectric materials, and Maxwell's equations. Prerequisites: MAT 122; either PHY 112 or 162, and either PHY 114 or 263. Alternate years. SHERMAN

334. Introduction to Quantum Mechanics

Development of the Schrödinger wave equation and its solution for the harmonic oscillator and Coulomb potentials. Orbital and spin angular momenta, and applications to simple atomic and molecular systems. Prerequisites: MAT 221; PHY 303, and either PHY 305 or 321. Alternate years.

355-359. Advanced Topics in Physics

Study of a selected topic in advanced physics, such as general relativity, thermodynamics, advanced mechanics, chaos, particle physics, or condensed matter. See *Topics Courses*.

501. Advanced Laboratory (1/4)

Experiments of an advanced character, permitting the student to work relatively independently. Must be taken over four consecutive terms. Prerequisite: permission of instructor. (CR)

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 consecutive terms. Prerequisite: permission of instructor. (CR)

963. Oak Ridge Science Semester: see *Cornell-Approved Domestic Off-Campus Programs*.

Politics (POL)

Craig Allin, Hans Hassell, Steven Hemelt, Robert Sutherland, Aparna Thomas (chair), David Yamanishi

Major: A minimum of 11 courses distributed as follows:

1. One course in statistics: STA 201 (Statistical Methods I) or STA 348 (Mathematical Statistics II);
2. At least 10 courses in Politics, including:
 - a. At least one course in Political Thought;
 - b. At least three courses in International Relations and Comparative Government;
 - c. At least three courses in American Politics and Public Policy;
 - d. At least six courses at the 300 or 400 level (including no more than two POL 380 courses and including the capstone);
 - e. As the capstone for the major, POL 483 or, for qualified students, course credit for an independent project directed toward pursuit of departmental honors.
3. The Department strongly encourages students to participate in an internship or comparable off-campus program while at Cornell.

Teaching Major: A minimum of nine course credits in Politics, to include POL 222, 242, 243, 262, 348, and 364; and three course credits selected from POL 325, 361, 363, 365-368, 371, or 372. 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 coursework leading to secondary certification described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Second Teaching Area in American Government: The following program in conjunction with a teaching major in Anthropology (individualized major), Economics and Business, History, Psychology, or Sociology will enable the student to apply for certification to teach both the major subject and American Government: POL 262, 364, and two course credits selected from POL 222 or 325, 348, 363, 361 or 365 or 366, and 367 or 368.

Note: Majors who intend to pursue graduate study in political science or public policy should take STA 201 (Statistical Methods I) and POL 382. 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, 250, 262, 325, 361, 364, 365, and 366. Law schools will accept majors in any academic discipline.

Minors: Three minors are available corresponding to the three subfields in the Department. 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 or constitutional law (POL 361, 365, 366), at least three of which must be 300-level Politics Department courses. As many as two Philosophy Department courses in political philosophy (PHI 307, 353, 354) 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 and Public Policy: A minimum of five course credits in American Politics and Public Policy, 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. Introduction to Politics

Although you may not realize it, every one of us is involved in politics on a daily basis. We each have experienced parents and children haggling over the rules governing curfew or use of the car, employees and bosses negotiating behaviors at work, and organized crime families disputing turf wars (ok, maybe not that last one). Yet, in one way or another, politics is a part of our lives regardless of whether we are interested in Congress, political parties, or international negotiations. Politics is the process by which individuals and groups reach agreements on a course of joint action--even if they disagree on the intended goals of that action. This class discusses the problems that groups need to overcome to reach agreements on a joint course of action, and looks at the political institutions and other political processes and incentives that

enable groups to overcome those barriers here in the United States and internationally. (Social Science) HASSELL

250. Principles of Advocacy

An overview of the United States legal system with an emphasis on the adversarial approach to resolution of conflicts and controversies in federal, state, and local tribunals as well as in alternate forums and venues. Students will gain a general understanding of the roles of the various participants with primary focus on the role of the lawyer as advocate. The course will incorporate aspirational and ethical considerations, practical issues faced by trial attorneys, and the potential for fulfillment and disillusionment fighting the battles of others. (Social Science)

251-255. Topics in Politics

Study of a selected topic in politics. See *Topics Courses*. (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. See *Additional Academic Programs, All-College Independent Study Courses 280/380*. (CR)

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study 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. See *Courses 299/399*. (CR)

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) YAMANISHI

351-354. Advanced Topics in Politics

Study of a selected topic in politics. See *Topics Courses*. (Social Science)

483. Research Seminar

Each student will choose a topic within politics to explore through group discussion and peer review, presentations, and a paper that critically reviews existing research to advance an argument. Prerequisites: Politics major with junior standing and three 300-level Politics classes other than internships. No S/U option. (Social Science) HASSELL

511. Readings in Politics and Public Policy (1/4)

Weekly reading and discussion on a topic of interest in Politics and Public Policy around a general theme. Three meetings per term for four terms, with one or two hours of outside reading in preparation for each discussion. May be repeated for credit to a maximum in both Pol 511 and POL 512 of two course credits. (CR)

512. Extended Research in Politics and Public Policy (1/4)

The pursuit of an empirical problem through experimental or other research, including research design, implementation, and write-up and dissemination of results. May be repeated for credit to a maximum in both POL 511, and POL 512 of two course credits. (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 Mill's *On Liberty*, Supreme Court cases, works on current legal controversies, and John Milton. (Social Science) SUTHERLAND

225. Ethics and Public Policy

Contemporary studies in the standards that apply to political leaders and how they are explained, interpreted, and enforced. When taught off campus, registration entails additional expense. (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: POL 222 or 225. Offered subject to availability of faculty. (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: POL 222 or 225. (Social Science)

327. Revolutionary Political Thought

Modern writings for and against revolution, including Marx's *Manifesto*, Burke's *Reflections*, and Hardt/Negri's *Multitude*. Alternate years. Prerequisite: POL 222 or 225 or permission of the instructor. (Social Science) SUTHERLAND

International Relations and Comparative Government

242. International Politics

How and why states compete and cooperate internationally. Addresses concepts such as the balance of power between states, collective security through treaties and international organizations, nuclear deterrence, and the growing influence of non-Western states. Typically includes historical and current case studies. (Social Science) YAMANISHI

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) THOMAS

330. Women and Politics: A Cross-National Perspective

This course examines a variety of issues and debates within the field of Political Science that are particularly relevant to the study of women and politics. The course will examine women's participation in formal politics in a comparative perspective, by focusing on women's roles as voters, candidates, and officeholders. Course materials include case studies from various countries. Prerequisite: POL 243. Alternate years. (Social Science)

331. Gender and Development

This course will critically investigate the complex ways in which gender relationships shape history, ideology, economy, and polity in developing countries. The role and status of Asian women will be examined to enable students to compare and contrast non-Western experiences with Western experiences. The forces of modernity and the impact on colonialism will also be

discussed especially in relation to the economic and political conditions of the non-Western world and development. Prerequisite: POL 243. Alternate years. (Social Science) THOMAS

332. Human Rights

Practices and characteristics of governments and non-governmental actors that abuse and protect human rights, history of the concept and treatment of rights, justifications for the protection of rights, differences between categories of rights, prospects for the improved protection of rights through international and domestic action. Prerequisite: junior standing. Alternate years. (Interdisciplinary) YAMANISHI

333. International Organizations

History, present characteristics, and future prospects of efforts to establish international order through global and regional integration and governance, the development of international law, the activity of internationally-oriented non-state actors and social movements, and resistance thereto. Prerequisite: POL 242. Alternate years. (Social Science)

334. Strategies to Alleviate Poverty

The course explores the nature of poverty in the developing world. What causes it? What behaviors does it induce? Emphasis is on discussing various institutional factors that lead to poverty. The course will explore strategies and programs designed to alleviate poverty at the international, national and local levels, and analyze the role of the World Bank, national governments and non-governmental organizations in eliminating poverty. Can poverty be eradicated and if so, can the solution be found in capitalism itself? If not, is there a viable alternative? Prerequisite: POL 242 or 243. Alternate years. (Social Science) THOMAS

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: POL 242 or 243. Offered subject to availability of faculty. (Social Science)

341. Latin American Politics

History, present characteristics, and future prospects of political systems in Central America, South America, and the Caribbean. Addresses decolonization, authoritarianism, democratization, human rights, the political effects of social institutions and economic crises, and foreign relations with the US and other powers. Prerequisite: POL 243, LAS 141, or HIS 141. Alternate years. (Social Science)

346. Political Economy of Developing Countries

Political-economic systems of selected developing countries of Africa, Asia, and 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)

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)

349. International Political Economy

This class uses methods and theorems central to international economics in the areas of trade and money (such as comparative advantage, factor and sector models, partial and general

equilibrium, the Heckscher-Ohlin model, imperfect competition, import-substitution vs. export-orientation, strategic trade theory, balance of payments, aggregate demand, the Stolper-Samuelson theorem, and other concepts, methods, and theorems) to sustain an economically informed discussion of the political constraints upon and political implications of international exchange of goods and currencies. I have often noted that the class covers a large part of the same economic material as ECB 223 (International Economics), though we constantly direct our attention to the questions of what political constraints preclude or modify the outcomes economists expect and how economic developments favor and constrain the desires of domestic political actors. The class also has a substantial focus upon the political constraints upon economic development, that highlights the very important interactions between these economic and political science concepts in a particular policy area that is often of interest to students. Thus, the focus of the class is upon questions that are of interest to both economists and political scientists, and my hope is that our attention to the interaction between economics and politics – each viewed through the disciplinary lenses best adapted to understanding them – will help my students understand the value of using multiple disciplinary approaches to approach problems. Prerequisites: POL 242 and ECB 101. Alternate years. (Interdisciplinary Thinking) YAMANISHI

American Politics and Public Policy

250. Principles of Advocacy

An overview of the United States legal system with an emphasis on the adversarial approach to resolution of conflicts and controversies in federal, state, and local tribunals as well as in alternate forums and venues. Students will gain a general understanding of the roles of the various participants with primary focus on the role of the lawyer as advocate. The course will incorporate aspirational and ethical considerations, practical issues faced by trial attorneys, and the potential for fulfillment and disillusionment fighting the battles of others. (Social Science)

262. American Politics

Survey of the theory and practice of constitutional government in the United States. (Social Science) HASSELL

282. Public Policy

Introduction to the policy-making process, to the basics of public policy analysis, and to the substance of selected policy debates. (Social Science) CZASTKIEWICZ

355-359. Seminar in American Politics/Political Activism

Examination of a particular topic or issue in American politics. Content varies from year to year. Prerequisite: POL 262. Offered subject to availability of faculty. (Social Science)

361. Race, Sex, and the Constitution

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: race and sex discrimination, equal opportunity, affirmative action, abortion, pornography, privacy rights, hate speech, political correctness, etc. Prerequisites: POL 262 and junior standing. Alternate years. (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) HASSELL

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)

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)

366. Constitutional Law: Rights and Liberties

Rights of individuals in America. The court's role in three broad areas: (1) criminal prosecution, (2) free expression, and (3) race and sex discrimination. Prerequisites: POL 262 and junior standing. Alternate years. (Social Science) ALLIN

367. Urban Politics and Policy

Government in urban America. Issues of public policy, and their consequences for city dwellers and the nation. Feasibility and desirability of various solutions. Prerequisite: POL 262 or 282. Alternate years. (Social Science)

368. Environmental Politics and Policy

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 or 282. Alternate years. (Social Science)

371. Wilderness Politics and Policy

An exploration of governmental policies designed to preserve and manage wilderness areas in the United States. Taught at the Wilderness Field Station and in the Boundary Waters Canoe Area. Registration entails additional costs. Prerequisites: POL 262 or 282 and permission of the instructor. Alternate years. (Social Science) ALLIN

372. Current Cases before the Supreme Court

Examination of selected cases to be heard by the Supreme Court through lecture, discussion, and oral argument. Case analysis by Judge Hansen and Professor Sutherland in the first half of the course; oral argument by students in the last half. Prerequisite: POL 262. (Social Science)

381. Education Policy in America: Dollars, Sticks, or Carrots?

This course will focus on analyzing contemporary education policy in the United States. We will explore the motivations, goals, and outcomes of major educational policies. Have they achieved what they intended to accomplish? Why or why not? We will also consider issues concerning the role of education in society, the presence and impact of inequality in education, and the role of the federal government in guiding education policy. Throughout the course we will return to an underlying question that permeates many of today's education policy debates: What is the proper use of incentives, resources, and/or sanctions in maximizing student achievement, teacher quality, and social benefits from education? Prerequisite: POL 262 or 282. (Social Science)

382. Methods of Public Policy Analysis

Methods of public policy analysis emphasizing economic and quantitative tools for policy making and policy evaluation. Prerequisites: STA 201; POL 262 or 282; ECB 101 or 102. (Social Science) HASSELL

561. Mock Trial (1/4)

Participating in simulated trials in competition with teams from other institutions, learning legal practices, procedures and ethics and developing critical thinking and public speaking skills. (CR)

981. Washington Center: see *Cornell-Approved Domestic Off-Campus Programs*.

982. Capital Experience: see *Cornell-Approved Domestic Off-Campus Programs*.

Psychology (PSY)

Suzette Astley, William Dragon, Carolyn Enns, Alice Ganzel, Melinda Green (chair)

Major: A minimum of 13 courses, to include three foundation courses, and one of three concentrations listed below. In addition, a minimum of two 300-level courses must be included within the concentration excluding PSY 380, 390, 394, 395, 483, 511 and 512. Statistics must be taken before PSY 394, and 394 must be completed no later than the end of the junior year and before 483.

Note: *Students must take a 200-level course before enrolling in any 300-level course.*

Foundation Courses (required of all Psychology majors):

PSY 161

PSY 394

One course in statistics (STA 201 or 347-348)

Concentrations:

Psychology Specialist

This program of study provides a broad foundation in psychology and prepares students for careers and graduate study in a wide variety of psychology subfields. It allows for specialization through the careful selection of psychology elective courses and courses in the wider context (see advisor for recommendations).

1. Three foundation courses (see major description above);
2. One course in personality/social psychology selected from PSY 274, 276, 279, 381, or 382;
3. One course in experimental psychology selected from PSY 272, 273, or 370;
4. One course in developmental psychology selected from PSY 277, 278, or 386;
5. One course in biological processes selected from PSY 281, 344, 383, BIO 141 (Foundations: Cellular Biology), or relevant topics courses in psychology;
6. Three elective courses in psychology;
7. Capstone course: PSY 483; and
8. Two courses in the wider context selected from: ANT 101 (Cultural Anthropology); ECB 101 (Macroeconomics), 102 (Microeconomics); EDU 215 (Educational Psychology), 230 (Exceptional Learner), 240 (Human Relations); EST 123 (Introduction to Ethnic Studies); PHI 202 (Ethics); POL 111 (Politics), 262 (American Politics); REL 222

(Religions of the World); SOC 101 (Sociological Perspectives: Structure, Diversity, and Interaction), 273 (Families in Social Context), 348 (Race and Ethnic Relations), 365 (Sexualities), 367 (Self and Identity); or GSS 171 (Gender, Power, and Identity). Depending on the specific programs of students, other courses may be considered on a case by case basis.

Psychological Scientist

This program of study is recommended for students who are considering graduate study in biological, learning, cognitive, or other subfields of psychology in which biological and/or quantitative factors are important, as well as for those interested in neuroscience or health-related careers.

1. Three foundation courses (see major description above);
2. One course in personality/social psychology selected from PSY 274, 276, 279, 381, or 382;
3. One course in experimental psychology selected from PSY 272, 273, or 370;
4. One course in developmental psychology selected from PSY 277, 278, or 386;
5. One course in biological processes selected from PSY 281, 344, 383, BIO 141 (Foundations: Cellular Biology), or relevant topics courses in psychology;
6. Two elective courses in psychology;
7. STA 202 (Statistical Methods II);
8. Capstone course: PSY 483; and
9. Two courses in the wider scientific and quantitative context: BIO 141 (Foundations: Cellular Biology), 142 (Foundations: Organismal Biology); CHE 121, 122 (Chemical Principles I and II), 161 (Accelerated General Chemistry); or MAT 120 or 121 (Calculus of a Single Variable). Depending on the specific programs of students, other courses may be considered on a case by case basis.

Psychological Services

This program of study prepares students for work in psychological services following the completion of their undergraduate degree, and provides a foundation for those planning to pursue a master's degree program in an applied area of psychology or a related field. Students who plan to pursue doctoral level graduate study in psychology or related fields are strongly urged to enroll in the PSY 483 (Senior Seminar) capstone course.

1. Three foundation courses (see major description above);
2. One course on theoretical foundations for practice selected from PSY 279 or 381;
3. One course in developmental psychology selected from PSY 277, 278, or 386;
4. One course relevant to diversity selected from PSY 276, 374, EDU 240 (Human Relations), EST 123 (Introduction to Ethnic Studies), or GSS 171 (Gender, Power and Identity);
5. One course in an area of practice or applied psychology selected from PSY 377, 379, 382, 383, or relevant topics courses;
6. Two elective courses in psychology;
7. Capstone experience: PSY 395 or 483; and
8. Three courses in the wider context selected from: ANT 101 (Cultural Anthropology); ECB 101 (Macroeconomics), 102 (Microeconomics); EDU 215 (Educational Psychology), 230 (Exceptional Learner), 240 (Human Relations); EST 123 (Introduction to Ethnic Studies); PHI 202 (Ethics); POL 111, (Politics), 262 (American Politics), 282 (Public Policy); REL 222 (Religions of the World); SOC 101 (Sociological Perspectives: Structure,

Diversity, and Interaction), 273 (Families in Social Context), 348 (Race and Ethnic Relations), 365 (Sexualities), 367 (Self and Identity); or GSS 171 (Gender, Power and Identity). Depending on the specific programs of students, other courses may be considered on a case by case basis.

Teaching Major: PSY 161, 272, 273, 274, 277, 279, 381, one other 300-level Psychology course, and one course in statistics (STA 201 or 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 coursework leading to secondary certification described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Second Teaching Area in Psychology: The following program in conjunction *with a teaching major* in Anthropology (individualized major), Economics and Business, History, Politics, or Sociology will enable the student to apply for certification 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 six course credits in Psychology which include PSY 161, at least two 200-level courses, and at least two 300-level courses (excluding PSY 394, 395, 483, 511, and 512). Although students who are completing the minor may enroll in the following courses to expand their exposure to psychology, these courses may not be included in the six course credits required for the minor: PSY 280/380 and 290/390. A student must be a declared major in order to enroll in PSY 394 or 483.

161. Fundamentals of Psychological Science

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) ASTLEY, DRAGON, JANSSENS-RUD, or STAFF

243. Psychological Insights into Environmental Problems

Human behavior is at the root of almost all environmental problems: We drive gas guzzling cars (contributing to both global warming and depletion of natural resources), produce tons of refuse, deplete water resources (build golf courses in the desert). This course explores facets of psychology that can help explain why we act as we do and how we might change behavior toward greater sustainability. We review some basic psychological principles as they apply to the environment: What are the thinking processes that lead some people to accept and others to reject concepts like global warming? How do people develop their basic value systems, and how do things like emotions and culture impact this? Even when people want to change their behaviors, what are the barriers that make change difficult? Course includes an analysis and application of these principles to a local issue. (Social Science) GANZEL

244. Human Aggression and Violence (W)

This course will examine recent efforts to integrate explanations of human aggression and violence across several disciplines. Students will consider the interplay between social learning, neural, endocrine, and evolutionary explanations of aggression by individuals in their social environment. Topics are likely to include interpersonal and online aggression, workplace violence, aggression within competitive situations, video/computer game violence, and war. In addition to analyzing both primary and secondary sources, special attention will be given the depiction of violence across several different forms of mass media. Because this is a writing

course, a significant amount of time will be spent on the writing process, with a focus on revision. Not open to students who have previously completed a writing course. (Writing Requirement) DRAGON

255-265. Topics in Psychology

Selected topics of current interest in psychology. See *Topics Courses*. (Social Science)

272. Cognitive Psychology

A critical examination of memory and thought processes. Topics are likely to include: object recognition, attention, concept formation, memory systems, visual imagery, problem solving, judgment, language, and individual differences in cognition related to age, gender, and culture. Laboratory sessions will give students first-hand experiences with the phenomena covered in the class. Prerequisite: PSY 161. (Social Science) ASTLEY

273. Learning and Behavior

Experimental and theoretical approaches to the understanding of classical and instrumental conditioning. Among the topics to be covered are reflexive and unlearned behaviors, situational factors in classical and operant conditioning, optimum circumstances for use of reinforcement and punishment, effects of aversive stimuli, choice behavior, learned food preferences, behavior modification, use of conditioning principles in psychotherapy, and observational 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. This will involve data collection off-campus on a weekend. (Social Science) DRAGON

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. (Social Science) ENNS

277. Child Development

Physiological, cognitive, social, and cultural influences on development from conception through middle childhood. Emphasis on building an integrated picture of child development and an appreciation of how theory and data can be applied to the analysis of practical issues. Fifteen to twenty hours of observation in daycares/preschools. Students must provide their own transportation. Prerequisite: PSY 161. (Social Science) GANZEL

278. Adolescence

Investigation of research on biological, cognitive, and cultural influences on adolescent development. Includes the impact of family, peers, school, media, and work, as well as identity, gender, and sexuality development. Also includes a discussion of problem behaviors (e.g., eating disorders, juvenile delinquency, alcohol use/abuse) often associated with adolescence. Course

involves application of research findings to individual cases. Suggested Prerequisite: PSY 161. (Social Science) GANZEL

279. Personality Theories

Survey of major research and theoretical approaches to personality, including psychodynamic, humanistic, learning, cognitive, and dispositional theories. Research evidence and theoretical consistency/usefulness concerning each approach. Current issues and debates. (Social Science) ENNS

280. Internship: see *Courses 280*.

281. Biopsychology

Neural and endocrine systems and their relationships with sensation, learning and memory, eating and drinking, sleep, sex, emotion, consciousness, communication, and psychological disorders. Prerequisite: PSY 161. GREEN

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

344. Social Neuroscience

This course is an examination of recent efforts to integrate psychological and biological explanations of social behavior. Topics are likely to include aggression, loving, prejudice, helping behavior, conformity, emotions, and attraction. The interplay between social learning, neural, and endocrine systems in explanations of the behavior of individuals within their social environment will be given special attentions. Prerequisite: PSY 274. (Social Science) DRAGON

351-360. 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. See *Topics Courses*. (Social Science)

370. Memory

Research and theory about remembering and forgetting. Topics will include: models of memory (including neural network approaches), brain processes in memory, the role of images in memory, reconstructive processes in memory, memory and development, and how to improve memory. Prerequisites: PSY 161 and any 200-level Psychology course. (Social Science)

374. Psychology of Women and Gender

Critical examination of theories, research, and historical perspectives relevant to women and gender. Topics include socialization, stereotyping and bias, life choices and roles, nature/nurture questions, physical and mental health, violence against women, and diversity among women and men. Prerequisites: PSY 161 and any 200-level Psychology course. (Social Science) GREEN

377. Abnormal Child/Adolescent Psychology

A survey of emotional and behavioral disorders in children and adolescents, including the description of various behaviors, symptoms, syndromes, and disorders as well as research on child and adolescent disorders. The course explores multiple developmental pathways of children and adolescents as well as risks and protective factors that may influence the likelihood of developing a disorder. The course also addresses why and under what conditions disorders

persist into adulthood. Prerequisites: PSY 161 and any 200-level Psychology course. (Social Science)

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. There may be a field trip to collect data for an empirical research project. 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. Students must provide their own transportation and purchase professional liability insurance through the American Psychological Association. *See Additional Academic Programs, All-College Independent Study 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 and long-term reactions to stress, depression, anxiety disorders, addictions, schizophrenia, somatoform and dissociative 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) GREEN

383. Health Psychology and Behavioral Medicine

Mind and body are inextricably linked, interacting in complex ways to contribute jointly to illness, disease, health, and well-being. Thus, the study of the mind (i.e., Psychology) has been integrated with the study of physical health (i.e., Medicine) to create the closely related fields of Health Psychology and Behavioral Medicine. The purpose of this course is two-fold: 1) to comprehend and integrate psychological and biomedical knowledge in order to better understand health and illness, and 2) to examine social and behavioral aspects that contribute to physical health and well-being. Prerequisites: PSY 161 and any 200-level Psychology course. (Social Science) GREEN

386. Adult Development and Aging

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: any 200-level Psychology course. Alternate years. (Social Science) JANSSENS-RUD

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, statistics (either STA 201 or 374-348), and Psychology major. No S/U option. (Social Science) ASTLEY, DRAGON, or GREEN

395. Human Services Practicum and Seminar

Supervised full-time internship in a human service context and a weekly seminar. Group discussions of current issues in the field such as cultural and gender diversity, ethics, professional practice challenges, and the role of research in practice. Students must provide their own transportation and purchase professional liability insurance through the American Psychological Association. Prerequisites: three Psychology courses, declared Psychology major, junior standing, and permission of instructor. No S/U option. (CR) JANSSENS-RUD

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 Psychology major with senior standing. No S/U option. ENNS or GREEN

485. Research in Psychology

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. ASTLEY or ENNS

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)

Joseph Molleur, Steven Sacks (chair)

Major: A minimum of nine courses, to include the following:

1. REL 101 and 222;
2. A minimum of one Bible course, chosen from the following: REL 243, 244, 251, or 252;
3. Either PHI 203 (Logic and Critical Thinking) or 355 (Philosophy of Religion);
4. Capstone course: REL 388; and
5. A minimum of four additional Religion courses, chosen such that both of the following criteria are met: (a) all four courses may not come from a single religious tradition, and (b) at least three of the four must be at the 300 level. Up to two of the following courses, each with substantial religion-related content, may be included in the nine courses required for the major: ANT 210 (Religion, Magic, and Witchcraft), 308 (Ritual, Symbol, and Behavior); ART 265 (Ritual Arts of the African Diaspora), 361 (Saints and She-Devils); CLA 216

(Classical Mythology); ENG 326 (Milton); PHI 301 (Asian Philosophy), 355 (Philosophy of Religion); and SOC 370 (Religion, Spirituality, and Community).

Minor: A minimum of five courses in Religion, to include the following:

1. REL 222; and
2. A minimum of four additional Religion courses, chosen such that both of the following criteria are met: (a) all four courses may not come from a single religious tradition, and (b) at least three of the four must be at the 300 level.

101. Introduction to Religion

Our course will provide a comprehensive introduction to the study of religion in a college setting. We will examine a variety of topics that inform our understanding of the meaning and place of religion, including sacred place, space, action and time, the relationship of religion to reason, and comparison of practices and beliefs across religious traditions. (Humanities) SACKS

222. Religions of the World

Comparative survey of the major world religions, including Hinduism, Buddhism, Confucianism, Taoism, Zoroastrianism, Judaism, Christianity, and Islam. Systematic attention to historical interrelations among traditions as well as differences in worldview and the significance of these differences for understanding human nature and culture. (Humanities) PETERSEN

243. Origins of Israel

Introduction to the historical development and character of Israelite religion through its representation in Hebrew Scriptures and relationship to neighboring societies of the Ancient Near East. Consideration given to the problem of textual interpretation, as well as to the differences between the traditional and critical approaches to the Bible. Alternate years. (Humanities)

244. Issues in Hebrew Bible

Focus on a particular issue or skill in the study of the Hebrew Bible. In the framework of a critical engagement with the Biblical text, the course will focus on issues such as Biblical Hebrew language, religions of the Ancient Near East or archaeology and Biblical history. Particular issue will be specified in the current Course Schedule. Alternate years. (Humanities)

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)

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) MOLLEUR

265-270. Topics in Religion

Topics vary according to specialization or interest of instructor. See *Topics Courses*.

280/380. Internship in the Practice of Religion

Participation in the activities of a religious organization or institution. See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: *See Additional Academic Programs, All-College Independent Study Courses 290/390.*

324. The Hindu Vision

Hindu worldview as embodied and expressed in this tradition's major teachings, rituals, and social practices. Primary focus on such classical texts as the Vedas, the Upanishads, the Bhagavad-Gita, and the Ramayana. Some attention to developments within modern Hinduism, with particular emphasis on the writings of Mohandas K. Gandhi. Prerequisite: sophomore standing. Alternate years. (Humanities) MOLLEUR

325. The Buddhist Way

Primary teachings, formative figures, and major movements in the development of Buddhist thought in India, Tibet, China, and Japan. Special attention to the Buddhist understanding of reality, analysis of the human condition, and path to Nirvana or Enlightenment. Prerequisite: sophomore standing. Alternate years. (Humanities)

326. The Islamic Path

Muslim beliefs and practices, theology, law, and rituals in the context of the historical development of Islam into a world religion, with attention to contemporary topics. Prerequisite: sophomore standing. Alternate years. (Humanities) SACKS

327. Religions of China and Japan

This course focuses on the character and development of Chinese and Japanese religions. Particular emphasis will be placed on the figures, movements and literature of China's and Japan's "major" religions (Buddhism, Confucianism, Taoism and Shinto) within their regional, social and cultural contexts. Some attention will also be given to NRM's (New Religious Movements) and the reception of "western" philosophy and religion. Prerequisite: sophomore standing. Offered every third year. (Humanities)

342. Judaism

Basic concepts, practices, and worldview of post-Biblical Judaism. Background readings in the history of Jewish people, religion, and thought. Prerequisite: sophomore standing. Offered every third year. (Humanities)

343. Issues in Contemporary Judaism

Focus on a particular issue or skill in the study of post-Biblical Judaism. In the framework of a critical engagement with the relationship between post-Biblical Judaism and the Hebrew Bible, the course will focus on issues which impact the conception of Jews and Judaism during the rabbinic, medieval and modern eras. Issues which will be addressed will include: Judaism and Islam, modern Jewish philosophy, Kabbalah, or the myth of the "original" Israel. Particular issue will be specified in the current Course Schedule. Prerequisite: sophomore standing. Offered every third year. (Humanities)

353. Christian Foundations

Original development of some classic ideas of the Christian faith, with special emphasis on the idea of God. Texts will include the writings of such formative figures as Justin Martyr, Irenaeus of Lyons, and Augustine of Hippo, with attention to early Church councils and creedal documents. Prerequisite: sophomore standing. Offered every third year. (Humanities)

354. The Protestant Revolution

Major figures and movements that contributed to the division of Western Christendom into

Protestant and Roman Catholic communities. Primary emphasis on the writings of Luther, Calvin, and the leaders of the English Reformation, concluding with consideration of the activities and writings of John and Charles Wesley, founders of Methodism. Prerequisite: sophomore standing. Offered every third year. (Humanities)

356. Christianity in America

An examination of several of the central figures and movements in the history of American Christianity, including the ideas and experiences of Protestant and Catholic Christians, conservative and liberal Christians, black and white Christians, and male and female Christians. Prerequisite: sophomore standing. Offered every third year. (Humanities)

359. Issues in Christianity Today

Focus upon a particular issue that is of concern in contemporary Christianity. Among the issues that may be highlighted are: the question of faith, the problem of evil, modern concepts of God, the reality of religious pluralism, and feminist theological critiques of traditional Christianity. Particular issue will be specified in the current Course Schedule. Prerequisite: sophomore standing. Offered every third year. Not repeatable, even when topic is different. (Humanities)

362. Holocaust and Response

Social and theological developments in the articulation of Judaism in Europe as shaped by the watershed events of the Nazi Holocaust. Attention to the problem of evil and the claim that basic changes in Jewish and Christian religious understandings are now inevitable. Prerequisite: sophomore standing. Offered every third year. (Humanities)

363. Suffering and the Sacred

This course examines diverse biblical response paradigms concerning human suffering as found throughout Jewish and Christian traditions. Paradigms we will explore include: Lament and protest as prayer form; redemptive suffering and self-sacrifice; liberation from social/political and psychological oppression; forgiveness; defiant joy as spiritual resistance; and relinquishment or shedding of Ego-mind including amid the pain of spiritual growth known as *Dark Night of the Soul*. These meaning making responses and coping strategies, as well as hope amid affliction, are undercurrents throughout the course. Includes Liberation Theology (black, womanist, and feminist), Holocaust Theology, and Contemplative/Mystical Theology. Prerequisite: sophomore standing. Offered every third year. (Humanities)

366-370. Advanced Topics in Religion

Topics vary according to specialization or interest of instructor. See *Topics Courses*. Prerequisite: sophomore standing.

377. Religion and Literature

Examination of religious themes in modern literature, including works by such authors as James Hilton, C.S. Lewis, and Bernard Malamud. Prerequisite: sophomore standing. Offered every third year. (Humanities)

379. Religion and the Artistic Imagination

Exploration of relations between religion and the visual arts, applying theoretical or other insights to concrete materials of European artistic tradition or a non-Western culture. Individual or group-directed study based on ART 256 (Italian Renaissance Art), 257 (Medusa's Gaze: Art in the Age of Galileo), or 266 (American Indian Art: Gender and the Marketplace).

Details of other readings, testing, etc. to be worked out with instructor. Available by student request. Prerequisites: two Religion courses and permission of instructor. (Humanities)

382. Issues in Religious Method

Focus on a particular issue as it relates to methodology in the study of religion. In the framework of a comparative approach and an engagement with the methods of the discipline, this course will consider such issues as: religion and violence; Messiahs, Gurus and other saviors; and ritual and belief. Particular issue will be specified in the current Course Schedule. Prerequisite: sophomore standing. Offered every third year. (Humanities)

388. Seminar in Perspectives on Religion

Exploration of advanced issues in the study of religion, treating selected theoretical perspectives as they apply to diverse religious traditions. Content will vary from course to course. Emphasis on individual research. Prerequisites: three Religion courses and junior standing. Alternate years. (Humanities) SACKS

511. Hebrew Reading Group (1/4)

Maintenance and development of Hebrew language skills through reading of the Hebrew Bible. Texts selected in consultation with the students participating. Course meets once a week for a semester. Prerequisite: permission of instructor. (CR)

Russian (RUS)

See Classical and Modern Languages

Russian Studies (RSS)

Advisor: Robert Givens or Lynne Ikach

This interdisciplinary major has been designed to prepare the student for graduate school, government employment, or research in the field of Russian Studies. The curriculum encompasses a program of courses in Russian language, history, literature, and related fields. Students are encouraged to participate in at least one of the various programs that offer language study in Russia.

Major: A minimum of seven course credits, at or above the 300 level, which include RUS 301 (Composition and Conversation) or 303 (Language in Context), RSS 485 (Senior Capstone), and 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). Note: 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 *Czech Republic*. For study in Russia, see RSS 384 and 955.

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380.*

281. Introduction to Russian Culture through Literature and Film

Examination of works of literature and film that reveal historical and contemporary trends in Russian culture, with an emphasis on Russia's relationship to its past and to other cultures. Conducted in English. Alternate years. Same course as RUS 281. (Humanities, Writing Requirement)

290/390. Individual Project: *See Additional Academic Programs, All-College Independent Study Courses 290/390.*

384. Russia Today

The current scene in Russia. Registration, when the course is taught in Russia, entails additional costs. Offered subject to availability of faculty. Same course as RUS 384. (CR)

485. Senior Capstone

Reading, research, and writing in Russian and in English on a topic developed in consultation with the program advisor. Prerequisites: senior standing and permission of instructor. Same as RUS 485. IKACH

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

Sociology/Anthropology

Tori Barnes-Brus (chair), Erin Davis, Alfrieta Parks Monagan, Mary Olson

Sociology (SOC)

Major: A minimum of nine course credits, including eight in Sociology, which include SOC 101 or SOC 102, 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 (STA 201 or 347-348). The three subfields are: *Hierarchy and Inequality* (SOC 248, 315, 343, 348, 366, 376); *Social Institutions and Social Control* (SOC 255, 273, 314, 364, 370); *Identity and Culture* (SOC 246, 316, 317, 365, 367, 368). Selected topics may also fulfill subfield requirements. See *Topics Courses*.

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. No more than two 200-level courses may be counted toward the minimum eight course Sociology requirement.

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 coursework leading to secondary certification described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Second Teaching Area in Sociology: The following program in conjunction with a teaching major in Anthropology (individualized major), Economics and Business, History, Politics, or Psychology will enable the student to apply for certification to teach both the major subject and Sociology: four course credits in Sociology approved by the chair of the Department.

Minor: A minimum of six course credits in Sociology which include SOC 101 or SOC 102, 387, 398, and one course selected from each of the three subfields (*Hierarchy and Inequality; Social Institutions and Social Control; and Identity and Culture*). SOC 280/380, 290/390, and 485 may not be counted toward the minor. Note: *The Sociology minor is not available to students with a Sociology and Anthropology major.*

101. Sociological Thinking

Do you wonder why people do the things they do? Why society works as it does? Ever think the world is “unfair”? Sociologists study people in the world, looking at patterns, at differences, at inequalities. Thinking sociologically is like “entering a new and unfamiliar society--one in which things are no longer what they seem.” It creates “culture shock without geographical displacement.” This course requires us to look at society with a new perspective, to question our taken-for-granted assumptions, to investigate people's actions, and to explore the organization of society. It provides a basis for being engaged citizens, thinking about social alternatives, and imagining possibilities for social justice. Not open to seniors without permission of the instructor. (Social Science) BARNES-BRUS or OLSON

102. Topics in Sociological Thinking

The course is a version of Sociological Thinking (SOC 101) with a more specific topic focus. See *Topics Courses* for current topics and descriptions. Credit may be given for either 101 or 102, but not for both. Not open to second semester juniors or seniors without permission of the instructor. (Social Science)

246. Gender Diversity

This course will focus on diverse gender identities, bodies, and social presentations. Social practices and pressures of gender will be examined in order to gain insight into the larger contemporary social meanings of gender. We will explore how individuals interpret and present their gender identities, the constraints on such interpretations and presentations, and the larger social implications of gender diversity and gender regulation on cultural ideals. Alternate years. [Identity] (Social Science) DAVIS

248. American Indians: Culture, Activism, and Social Justice

American Indians: Culture, Activism, and Social Justice Distinctive aspects of Native American tribes and analysis of the ways in which contemporary tribal cultures are influenced by their unique relationship with the federal government. An analysis of treaty rights, the nature of tribal self-determination, and the goals of current tribal activism. Topics covered include tribal efforts to control reservation development, to protect sacred environments, and to preserve tribal cultures. Prerequisite: SOC 101, SOC 102, or EST 123 or permission of instructor. Alternate years. [Hierarchy] (Social Science) OLSON

255. Media and the Public Mind

An examination of the underlying organization of the broadcast, print, and electronic media and their role in shaping perceptions, ideologies, and behavior. May emphasize the news, advertising, media representations, and the political economy of the media. Prerequisite: SOC 101 or 102. Alternate years. [Hierarchy] (Social Science) BARNES-BRUS

256-260. Topics in Sociology

Selected topics of current interest in sociology. See *Topics Courses*.

273. Families and Family Policy

This course examines current public debates and social policies related to "The Family" from a sociological perspective, with an emphasis on the complex and diverse family experiences and patterns in the contemporary United States. The course we will explore family meanings, functions, and structures, the ways that the larger social and cultural contexts impact family life, and family-related policy initiatives. When in Chicago we will explore the range of services provided by community organizations to empower youth, families, and communities. Registration, when the course is taught off campus, entails additional costs. Prerequisite: SOC 101 or 102. Alternate years. [Institutions] (Social Science) DAVIS

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

314. Community Organizing, Public Policy, and Social Change

Communities play various roles in perpetuating and challenging contemporary social problems such as racial segregation, poverty, health disparities, educational inequity, gender/sexuality discrimination, and environmental injustices. Using Chicago as a case study, this course examines contemporary debates and social policies affecting cities; investigates the interplay between policy implementation and local efforts to make change; and explores the role of governments, non-profits, and individuals in addressing inequality. Typically travels to Chicago to meet with local organizations working on social change and policy reform related to urban inequality. Registration, when the course is taught off campus, entails additional costs. Prerequisite: SOC 101 or 102. Alternate years. [Institutions] (Social Science) BARNES-BRUS

315. Wealth, Power, and Inequality

Emphasizes the importance of socio-economic class by exploring the meaning and measurement of social class, how social classes are formed, and how they change. Explores issues of social mobility, investigates the relationship between various forms of inequality (i.e., social class, race-ethnicity, gender, sexuality) and contemplates the role of culture and social institutions, (e.g., work, the health care system, schools, families, the political systems, etc.) in perpetuating, legitimizing, and sometimes challenging social inequality. Prerequisite: SOC 101 or 102. Alternate years. [Hierarchy] (Social Science) BARNES-BRUS

316. Culture, Meaning-Making, and Distinction in American Society

Theoretical and sociological investigation of the concept of "culture." Explores the connections between culture, structure, and society as a whole; specifically addresses the ways that symbols, language, and other forms of knowledge work to create meanings, constitute power, and form the basis for understanding social life including relationships, politics, sexuality, and work.

Considers the creation and reception of culture; the relationship between culture and inequality; issues of domination and resistance, and the connections between culture and social/historical change. Prerequisite: SOC 101 or 102. Recommended prerequisite: one additional sociology course. Alternate years. [Identity] (Social Science)

317. Reproductive Practices, Reproductive Policies

This course emphasizes the social construction of female reproductive processes and how culture and institutions shape our understandings and expectations of such processes. Addresses a variety of reproductive practices, experiences and ideologies. Discusses ideas about womanhood, motherhood, fatherhood, sexuality, eugenics, and reproductive freedom; investigates historical role and effect of the state, medical institutions, and women themselves as they struggle over, and shape such issues. The focus will be on the U.S., but we may also look at cases from other countries in order to examine our assumptions about reproductive practices and strategies. Prerequisite: SOC 101 or 102. Alternate years. [Identity] (Social Science)
BARNES-BRUS

343. Women: Oppressions and Resistances

Consideration of gender inequality as lived reality and locus of struggle. Topics include: cross-cultural analysis of sexual/racial violence, including violence in war; women's resistances in civil rights, indigenous, development and human rights struggles. Prerequisite: SOC 101 or 102. Alternate years. [Hierarchy] (Social Science) OLSON

348. Race and Ethnic Relations

Various theoretical perspectives on race and ethnic relations, focusing on the United States. Topics include assimilation, ethnic conflict and U.S. immigration policy, the history of the civil rights, treaty rights and migrant farm worker struggles, the social construction of race, and signs of change in contemporary race and ethnic relations. Prerequisite: SOC 101, SOC 102, or EST 123. Alternate years. [Hierarchy] (Social Science) OLSON

350-360. Advanced Topics in Sociology

Selected topics of current interest in sociology. See *Topics Courses*. Prerequisite: SOC 101 or 102.

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 or SOC102. Offered subject to availability of faculty. [Institutions] (Social Science)

364. Deviance and Social Control

Examines various theoretical perspectives on deviance and social control and explores the role of power and social status in defining and managing deviance. Investigates formal institutions of social control such as the criminal justice system/prisons, the mental/medical health field, and the education system. Will also consider the ways that deviance and social control function in everyday settings/interactions. Prerequisite: SOC 101 or 102. Alternate years. [Institutions] (Social Science) BARNES-BRUS

365. Sexualities

Investigates sexuality as a social phenomenon, focusing on the "social construction of sexuality" or the myriad ways that individuals and societies regulate and attach meaning to emotions,

desires, interactions, and relations. Examines the social organization of sexuality, social control over sexual behavior, and the historical and cultural diversity of sexual attitudes, behaviors, identities and signifiers. Prerequisite: SOC 101, SOC 102, or GSS 171. Alternate years. [Identity] (Social Science) DAVIS

366. Gender Differences and Inequalities

Our ideas about gender organize our social life in important ways that we often do not even notice. These ideas, our gendered interactions, and the gendered dimensions of social institutions are largely invisible to us, and we often take them for granted as the “normal” or natural way life works. Sociology asks us to investigate and expose the aspects of social life we take for granted. In this course, we explore how social interactions, ideologies, and institutions reproduce gender difference and gender inequality, and at times, challenge contemporary gender roles, norms, and stereotypes. Prerequisite: SOC 101, SOC 102, or GSS 171. Alternate years. [Hierarchy] (Social Science) DAVIS

367. Self and Identity

Examines the construction, negotiation, and representation of the self and social identities. Explores differing theoretical approaches to understanding identity, considers the tensions and conflicts of identification, and investigates the relations between social identities, groups, cultures, and institutions. Identities, cultures, and social movements developed around sexuality, gender, race/ethnicity, disability and other social statuses are examined. Prerequisite: SOC 101 or 102. Recommended prerequisite: one additional course in Sociology beyond 101 or 102. Alternate years. [Identity] (Social Science) DAVIS

368. Sociology of the Body

This course examines social, cultural and political perspectives on the body, with a focus on body modifications. We will consider material and symbolic aspects of the body; body modifications as social practices; social regulation of bodies, the negotiation of the self within various social conditions, contexts, and ideologies; and the relationship of bodies to gender, class, race/ethnicity, and nationalism. Special emphasis given to the construction of ‘normal’ bodies (linked to medicine, technology, consumption, and other institutions) as well as the construction of ‘deviant’ or ‘transgressive’ bodies. Prerequisite: SOC 101, SOC 102, or GSS 171. Alternate years. [Identity] (Social Science) DAVIS

370. Religion, Spirituality, and Community

Examines the religious experience; the provision of meaning and belonging; religious commitment and conversion; official and nonofficial religion; the dynamics of religious collectivities; religion, cohesion, and conflict; religion and social inequality; and religious movements and social change. Topics include women's spirituality and modern witchcraft communities, Native Americans and the sacred earth, and civil rights and faith-based social change. Prerequisite: SOC 101 or 102. Alternate years. [Institutions] (Social Science) OLSON

376. The African American Civil Rights Movement through Film

Examination of the modern Civil Rights Movement through text and film. Consideration of the development of the movement through social protest and legal action, goals of the movement from integration to Black Power, and factors involved in emergence of the movement including the development of a Western racial worldview and the emergence of anti-colonial movements worldwide. Prerequisite: SOC 101 or 102. Alternate years. [Hierarchy] (Social Science)

387. Research Design and Data Analysis

Focus on the logic and procedure of sociological research. Explores the epistemological and methodological principles that form the basis of social research, including developing research questions, forming measurable concepts, determining appropriate research strategies, confronting ethical dilemmas, collecting and analyzing data, and revising theories in light of empirical data. Exploration and evaluation of various research methodologies as well as the development of an independent research project. Prerequisites: two courses in Sociology, including SOC 101 or 102, and one statistics course (STA 201 or 347-348). No S/U option. (Social Science) DAVIS

398. Sociological Theory

Classical theories of social structure and social change, focused on the works of Marx, Durkheim, and Weber. Prerequisites: SOC 101 or 102, and one 300-level Sociology course. No S/U option. (Social Science) OLSON

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 and Anthropology major. Prerequisites: two courses in Sociology, including SOC 101 or 102. (OP)

487. Advanced Research and Writing in Sociology and Anthropology

Course explores current theoretical and methodological issues in the field of sociology, and in the interdisciplinary field of sociology and anthropology through the production of student-designed individual research. Students will develop advanced research and writing skills through the completion of an independent research project. The project requires the integration of theory and research/practice through a qualitative or quantitative research report, policy white paper, grant application, internship analysis, and/or some other form of advanced sociological and/or anthropological writing. Prerequisites: senior standing with a declared Sociology major or Sociology and Anthropology Interdisciplinary major. No S/U option. (Social Science)

Anthropology (ANT)

There is no departmental major as such. Individualized majors may be developed involving Anthropology and other disciplines, especially Art, Biology, Ethnic Studies, Music, Psychology, and Religion. See *Declaration of Degree Candidacy, Majors, and Minors*. See also the interdisciplinary major in Sociology and Anthropology and the Teaching Majors in Anthropology and in Sociology and Anthropology.

Note: *Students may not combine an individualized major in Anthropology with the interdisciplinary major in Sociology and Anthropology.*

Teaching Major: An individualized major in Anthropology, which includes at least eight 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 coursework leading to secondary certification described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

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 certification 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, 320, 322, one area studies course (ANT 205, 206, or 222 when taught in the Bahamas), 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 and Anthropology major.*

101. Cultural Anthropology

The course provides a cross-cultural, critical perspective on human behavior and society. The diversity of human cultures from nomadic food foragers to industrialized city dwellers is examined, and the implications of subsistence, social, economic, political, and religious systems for the lives of men and women are explored through readings, videos and lively discussions. Students are provided with tools to more objectively compare other cultures with their own. Emphasis on non-Western cultures. Not open to seniors without permission of the instructor. (Social Science) MONAGAN or SIEBERT

105. Human Origins

Introduction to the study of human origins through an explicitly scientific anthropological approach. The processes and products of human evolution are surveyed from the perspectives of genetics, evolutionary theory, comparative anatomy, primatology, the fossil record, artifactual evidence, and biocultural behaviors. Course purposes include learning the basic concepts and terminology of physical anthropology to enable anthropological thinking about biocultural change through time; becoming acquainted with the basic precepts of evolutionary theory including Mendelian principles and modern genetics; exploring the relatedness of past and present human species with living and extinct primates; gaining knowledge about the basic sequence of human evolution including species names, key attributes, dates of existence, and hypothesized connections; and considering ongoing issues relating to the interaction of biology and culture in the contemporary world. Alternate years. (Social Science) DOERSHUK

106. Language and Culture – Linguistic Anthro

This class presents a broad survey of linguistic anthropology, focusing on language as a form of human behavior. We explore the nature and function of human language learning the ways that language reflects and informs social life. Core topics include differences between human and animal communication, ways that language functions as a formal system, language patterns that differ cross culturally, and social strategies that reflect power relationships. We address such subjects as nonverbal communication, folklore, spoken art, dialects, language origin, language acquisition and language change, including into the electronic age. This course provides you the opportunity to connect theoretical perspectives with everyday communication and understand the significance of language in your own personal and professional life. (Social Science) SIEBERT

110. Archaeology

Intensive introductory-level exploration of how archaeologists use a systematic scientific approach to investigate the past. Specifics on selected past cultures will be presented although this course is not intended to be a comprehensive overview of human prehistory. Students will learn about (1) research methods for the collection of archaeological data; (2) techniques developed for interpreting archaeological site formation, relative and chronometric dating, and

artifact analyses; (3) a brief history of archaeological inquiry; and (4) essential theoretical underpinnings of major archaeological paradigms. Alternate years. (Social Science)

DOERSHUK

205. The Maya

An introduction to the intriguing cultures, philosophies, and achievements of the Maya. Ancient Maya culture, Spanish colonialism, modern events and recent Maya response, as well as history, culture, society, language, and beliefs are addressed. Materials written by Maya authors used when possible. Prerequisite: ANT 101, HIS 141, or LAS 141. Alternate years. (Social Science) SIEBERT

206. West Indian People and Culture

The course will familiarize the student with the anthropological concerns of a number of topics concerning the people of the West Indies including maroonage, cultural retentions, family, religion, folklore, and cultural pluralism. In Belize students will focus on the Garifuna and their interactions with Creoles, Mayans and Hispanics. There will be several fieldtrips to places such as an archaeological site, a drumming center, a doll maker and storyteller, schools and churches. Several classes will be held at Belize's first women's co-operative. The class may also travel to San Pedro to meet with another Cornell College class - EDU 262 "Comparative Education". Taught in Belize. Entails additional costs. Prerequisites: ANT 101 and permission of Instructor. Alternate years. (Social Science) MONAGAN

208. Cross-Cultural Love and Family

The course focuses on interracial, multiethnic, interfaith and transnational relationships from a cross-cultural perspective. Students will study the conceptualization of family and kinship, cultural definitions of race and color, ethnicity, cultural identity, racial classifications, transracial adoption, syncretism and social stratification around the world, with an emphasis on intercultural love in the United States, the West Indies, and Brazil. Films will augment readings and discussions. Prerequisite: ANT 101 or EST 123. Offered every third year. (Social Science) MONAGAN

210. Religion, Magic, and Witchcraft

The course provides a cross-cultural perspective on religious beliefs, practices, and world views. Students survey several theoretical approaches to the study of religion, and are provided with tools to examine religions within their cultural contexts. Topics include rites of passage, the spirit world, witches, magic, myths, syncretism, shamanism, and revitalization. Special attention is given to ethnomedicine. Prerequisite: ANT 101. Alternate years. (Social Science) MONAGAN

222. Applied Anthropology

This course will explore the relationship between anthropology and contemporary world problems, especially as they impact small-scale developing countries. Issues will include 1) cultural survival - the global plight of indigenous people, including nutrition and disease, 2) tourism (sexual, cultural, and ecological) and 3) environmental concerns, e.g. the depletion of natural resources. Students will visit plantation ruins, local institutions and events as opportunities arise. Some classes will be combined with the biology and geology classes traveling from Cornell to the Bahamas with us. There may also be opportunities to learn from presentations given by individuals or groups visiting the Center. Taught at the Grace Research Center, College of the Bahamas on the island of San Salvador. Entails additional costs. Prerequisites: ANT 101 and permission of Instructor. Alternate years. (Social Science) MONAGAN

256-260. Topics in Anthropology

Selected topics of current interests in anthropology. See *Topics Courses*.

271. Women's Roles-Cross-Cult Perspective

Study of how gender roles are defined and reinforced in different societies, the social, economic and political roles played by women and the options available to women within different cultural contexts. Topics include the affects of war and/or military occupation on women, the trafficking of women and children, socialization, aging, symbolism, religion, and culture contact.

Ethnographies, biography, videos, and discussions will be used. Prerequisite: ANT 101 or GSS 171. Offered every third year. (Social Science) MONAGAN

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

308. Ritual, Symbol, and Behavior

Exploration of theories and topics in the cross-cultural study of symbolic thought and action. Emphasis on food and culture, death and dying, rites of passage and symbolism surrounding the Japanese bath. Topics include secular and religious ritual analysis, ritual space, time and drama, mythology, tricksters, social organization, and *communitas*. The course will reflect the instructor's special interest in African-Caribbean festivals. Prerequisites: ANT 101 and sophomore standing. Alternate years. (Social Science) MONAGAN

311. Introduction to Archaeological Field Methods

Field course involving direct student participation in archaeological data collection through excavation of buried historic or prehistoric site deposits. Standard archaeological excavation techniques, recording of excavation context through mapping and photography, regional culture history sequences and artifact identification. Registration entails additional costs. Prerequisite: ANT 101, 105, or 110. Alternate years. (Social Science) DOERSHUK

312. Medical Anthropology

Cross-cultural perspectives on the cause and treatment of physiological and psychological illnesses. Students compare theoretical approaches to the subject, and explore research techniques that are used in the field. Topics include ethnomedicine, ethnobotany (bush medicine), malnutrition and culturally appropriate nutrition education, ethnopharmacology, ethnicity, proxemics (spatial considerations), and the cultural contexts of diseases such as AIDS. We will also discuss the challenge of caring for patients from different cultures. Prerequisite: ANT 101. Alternate years. (Social Science) MONAGAN

320. Qualitative Research Methods and Fieldwork

Introduction to the theoretical and practical concerns of anthropological research methods, including writing research proposals, the tradition of participant observation, interviewing techniques, the qualitative approach to data analysis, the collecting and reporting of data, and the use of ethnography in social science. Students learn how to conduct original ethnographic research. Prerequisites: ANT 101 and junior standing. No S/U option. Alternate years. (Social Science) MONAGAN

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. No S/U option. Alternate years. (Social Science)

356-365. Advanced Topics in Anthropology

Selected topics and current issues in anthropological theory. See *Topics Courses*. Prerequisite: ANT 101 or 110.

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 individualized major in Anthropology or the Sociology and Anthropology major. Prerequisites: ANT 101 and one other course in Anthropology.

Sociology and Anthropology (SAN)

Major: An interdisciplinary major with a minimum of 10 course credits in Sociology and Anthropology, which include SOC 101 or SOC 102; 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 no more than three 100-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 individualized major in Anthropology, or a Sociology or Anthropology minor.*

Teaching Major: Same as above. Completion of the above requirements meets the standards for teaching certification 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 coursework leading to secondary certification described under *Education*. Prospective teachers should request a current list of the specific course requirements from the Education Office.

Spanish (SPA)

See Classical and Modern Languages

Statistics (STA)

See Mathematics and Statistics

Theatre (THE)

Scott Olinger, Jim Van Valen (Chair), Janeve West

Major:

1. THE 115 or 216 or 310;

2. THE 107 or 108;
3. THE 201;
4. THE 311;
5. THE 346 and 347;
6. Two credits comprised of eight participation quarter-credit courses as follows: at least one quarter-credit of THE 715; at least two quarter-credits of THE 750 (taken as early as possible); at least one quarter-credit of THE 751, 752, 753, or 754; and the remaining four quarter-credits earned at the election of the student from any of the following: THE 715, 750, 751, 752, 753, 754; and
7. Three other full-credit courses from the Theatre Department. At least one of these three courses must be at or above the 300 level. One of the following courses may be substituted: CLA 364 (Masterpieces of Greek and Roman Theatre), ENG 240 (Theatre, Architecture, and the Arts in Great Britain), ENG 323 (Shakespeare I: Comedies and Romances), ENG 324 (Shakespeare II: Histories and Tragedies), ENG 327 (Shakespeare after Shakespeare: Performance and Cultural Criticism).

Minor: THE 115 or 216 or 310; THE 107 or 108; THE 201; THE 346 or 347; one credit comprised of at least two different participation quarter-credit courses chosen from the following: THE 715, 750, 751, 752, 753, 754.

Capstone experience: "A Capstone Experience is designed to bring reflection, focus, and celebration to one's study in theatre. To fulfill the capstone experience, theatre majors must propose to and have approved by the department of theatre their capstone experience prior to the end of the fall semester of their senior year. These experiences may take place sometime between the end of their junior year and their graduation. Capstone experiences may take the form of an advanced project, an independent study, a production assignment, an internship, a course, a performance, or some other endeavor taking place on or off campus. Such an experience need not be done for credit."

107. Stagecraft

Introduction to methods and materials of building theatrical scenery for production. Students are required to help build scenery for upcoming Theatre Department productions through lab work, utilizing methods learned in classroom component. Stage lighting instruction covers basic electrical theory, functions and properties of light, and hanging and focusing of various theatrical lighting fixtures. (Fine Arts) SCHNEIDER

108. Costume Construction

Introduction to costume construction technology, including sewing, pattern reading and draping, through classroom and laboratory work. A brief survey of dress throughout history is included. Students are required to help in the construction of costumes for an upcoming Theatre Department production. (Fine Arts) KELCHEN

115. Basic Acting

Study and practice in the essentials of the art and craft of acting. Emphasis will be given to observation, ensemble work, and character development, and all will be explored through scene and monologue study, class activities and performances, and paper/presentation assignments. (Fine Arts) CLARK, HOVLAND, or VAN VALEN

160. Fundamentals of Theatre Design

Exploration of the role and process of design as it relates to theatrical production. Students

complete practical exercises in scenic, costume, lighting, and sound design, and learn to critically analyze and respond to design work with the elements of design vocabulary. (Fine Arts) OLINGER

201. Play Analysis

Study and practice of play analysis with an emphasis on exploring the potential for live performance embedded in a written text. Students will learn to employ a three-tiered approach to analyzing plays: textual/structural, dramaturgical/contextual, and creative/intuitive. Offered three out of every four years. (Fine Arts) WEST

206. Sound Design

Explores the role of the theatrical sound designer and sound engineer in the design and production process. Course includes understanding the principles and properties of sound, especially as a design element in the theatre; digital and analog recording; and editing, mixing and playback techniques. Projects focus on the challenges and difference in recording, playback, and the use of sound in theatrical settings and configurations. Recommended prerequisite: at least one Theatre production participation credit (THE 750, 751, 752, 753, or 754); THE 753 is particularly recommended. (Fine Arts) SCHNEIDER

216. Voice and Movement

Development of vocal and physical vocabularies for the stage. The class will focus on giving specificity and simplicity to the use of voice and body for theatrical expression. Through the exploration of dramatic texts (both prose and poetry), the incorporation of various techniques, and the study of basic anatomy and physiology, the course seeks to enable the actor to communicate with a greater capacity the energy, life, and limitless possibilities found in language whether spoken through the voice or expressed through movement and gesture. Prerequisite: THE 115. (Fine Arts) VANVALEN

260-265. Topics in Theatre Production or Modern/Jazz Dance

Various techniques and processes explored in relation to theatre production. Recent topics have included period undergarment construction, rendering, and mask making. See *Topics Courses*. (Fine Arts)

266. Drafting for the Theatre

Instruction in computer-aided drafting for theatre applications. Focuses on scenic and lighting design. Course uses AutoCAD. Alternate years. OLINGER

267. Stage Make-up

Design and application of theatrical make-up in a laboratory setting. Practical considerations for performance, aiding character development through careful design, and some appliqué technique are covered. Alternate years. (Fine Arts) KELCHEN

268. Scene Painting

Instruction in the craft of painting for the stage in a laboratory setting. Focus on duplicating texture and pattern for large format viewing, faux finish techniques, and study of light and shadow. Alternate years. (Fine Arts) OLINGER

269. Drawing and Rendering for the Theatre

Studio study of rendering techniques and drawing skills useful to theatrical artists. The course combines instruction in traditional and hand methods with Adobe Photoshop and other digital platforms. Prerequisite: THE 107 or 108. Alternate years. (Fine Arts) OLINGER

270-279. Topics in Theatre History and Drama

Introductory studies in analysis, critical theory, and dramaturgical skills. See *Topics Courses*. (Humanities)

280/380. Internship: See *Additional Academic Programs, All-College Independent Study Courses 280/380*.

281. Dance Workshop

Improvisation, technique, choreography, and historical perspective for beginning dance students. Offered subject to availability of faculty. May be repeated for credit. (Fine Arts)

290/390. Individual Project: See *Additional Academic Programs, All-College Independent Study Courses 290/390*.

303. Scenic Design

Exploration of the role of the scenic designer in the design and production process. Emphasis on creating an environment for the play based on analysis of the script and utilizing elements of design - line, form, balance, composition, color, etc. Through project work, students explore the uses, problems and practical considerations of proscenium, thrust, and arena configurations. Building upon the principles learned in THE 107 and 266, students are expected to have an understanding of basic construction techniques and drafting. Prerequisites: THE 107 and sophomore standing. Alternate years (alternates with THE 304). (Fine Arts) OLINGER

304. Lighting Design

Exploration of the role of the lighting designer in the design and production process. Emphasis on employing a lighting inventory to develop mood, achieve focus, and provide visibility for theatrical productions, based on analysis of the script and the visual approach to the play. Project work focuses on the challenges and differences in designing lighting for the proscenium, thrust, and arena stages. Building upon the principles learned in THE 107 and 266, students are expected to have an understanding of basic lighting equipment and drafting. Prerequisites: THE 107 and sophomore standing. Alternate years (alternates with THE 303). (Fine Arts) OLINGER

305. Costume Design

Exploration of the role of the costume designer in the design and production process. Building upon skills learned in THE 108 and through script and character analysis, students begin to develop the visual design of clothing for a play using line, color, silhouette, texture, etc. Project work focuses on developing research and rendering skills, as well as budgeting and allocation of costume technology assets. Prerequisites: THE 108 and sophomore standing. Alternate years (alternates with THE 267). (Fine Arts) KELCHEN

310. Acting Studio: Art of Auditioning

A studio course that explores certain topics in performance, methodology, scene study, and acting approaches for the advanced theatre student. Such areas of study may include: solo performance, approaches to characterization, acting methodologies, mask work, and the creation of monologue, music, and story-telling repertoires. The course will cover one topic each year and may be repeated providing that the topic is different. Prerequisite: THE 216. (Fine Arts) VANVALEN

311. Directing I

Theory and practice of directing with emphasis on the realistic genre. Prerequisites: THE 115,

THE 201, declared major in Theatre, and one-quarter credit in a Theatre participation course (THE 715, 751, 752, 753, 754); 715 is particularly recommended. WEST

312. Directing II

Advanced directing with emphasis on rehearsal and production procedures. Prerequisite: THE 311. May be taught as a tutorial. Offered upon request. WEST

316- 320. Topics in Theatre Performance

Special topics in acting and direction. See *Topics Courses*. (Fine Arts)

321. Playwriting Seminar

Techniques of, and practice in, writing scenes or short plays. Prerequisites: THE 115 and writing-designated course (W). May be repeated once for credit with different instructor. (Fine Arts)

327. Advanced Topics in Theatre

See *Topics Courses*.

331. Advanced Acting

Advanced study of the working process of the actor in both monologues and contemporary scenes. The work includes physical and vocal technique, performance study, and audition preparation. Prerequisite: THE 216. Alternate years. (Fine Arts) CLARK or VAN VALEN

332. Advanced Acting: Stanislavski

Building on the techniques learned in Basic Acting and Voice and Movement, this class will emphasize scene work and scene analysis through the use of "heightened language" texts, the study of classical plays and playwrights, and exposure to dramatic verse. All class work and exercises will focus on closely examining the text, embracing the given circumstances, playing an action, and responding to the partner through a detailed exploration of Stanislavski and *An Actor Prepares*. Prerequisite: THE 216. Alternate years. (Fine Arts) VAN VALEN

333. Advanced Acting: Meisner

This course will introduce students to the work of Sanford Meisner and his influence on and method of training for the actor. The work will focus on the concept of the reality of doing through the exercises of Repetitions, Point of View, Independent Activities, and Improvisations which will then be applied to contemporary scene work. Designed as an opportunity to explore more fully the act of listening and responding to a stimulus (both external and internal stimuli) between actors, the work seeks to embrace the concept that acting is living truthfully under given/imaginary circumstances. Prerequisite: THE 216. Alternate years. (Fine Arts) VANVALEN

346. Theatre and Society I

This course will examine the history and dramatic literature of theatre spanning the ancient through the early modern era. Students will examine major dramatic forms and develop an understanding of the underlying cultural, socio/political shifts and economic changes that informed the theatrical movement. Questions regarding the use of theatre to support or subvert cultural norms will serve as a thread throughout the course. Students will investigate the development of performances spaces as well as the various performance techniques, audiences, aesthetics and scenic methods of the era. Prerequisites: THE 201 and writing-designated course. (Humanities) WEST

347. Theatre and Society II

This course will examine the history and dramatic literature of theatre in the modern and contemporary era. Students will examine major dramatic forms and develop an understanding of the underlying cultural, socio/political shifts and economic changes that informed the theatrical movement. Questions regarding the use of theatre to support or subvert cultural norms will serve as a thread throughout the course. Students will investigate the development of performance spaces as well as the various performance techniques, audiences, aesthetics and scenic methods of the era. Prerequisites: THE 201 and writing-designated course. (Humanities) WEST

348. Theatre and the Arts in New York City

The study of American art and culture, focusing particularly on theatrical performance, opera, and dance. Typically includes backstage tours, museum and gallery visits, and workshops with local actors, designers, and other theatre artists. Taught in New York City. Registration entails additional costs. Prerequisite: writing-designated course (W). Alternate years. (Humanities) OLINGER, VAN VALEN, or WEST

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. Offered upon request.

370-375. Topics in Theatre History and Drama

Studies centering on a particular nationality, period, playwright, or genre. See *Topics Courses*. Prerequisite: writing-designated course (W). (Humanities)

485. Advanced Study

Advanced studies in the areas of directing, acting, design, theatre history, speech, or communications media. Prerequisite: permission of the Department. Offered upon request. May be repeated for credit.

715. Directing and Performance (1/4)

Participation within a semester in one major role in a full-length play or the equivalent. (Fine Arts) (CR) CLARK, HOVLAND, VAN VALEN, or WEST

750. General Production Practicum (1/4)

Practical exploration of the production process in the areas of scenery and prop construction, costuming, lighting, and sound. Requires three hours per week over the course of terms one through four or five through eight. Hours are scheduled with instructor. (Fine Arts) (CR) KELCHEN or SCHNEIDER

751. Scenery and Props (1/4) (Fine Arts) (CR) OLINGER or SCHNEIDER

752. Costumes and Make-up (1/4) (Fine Arts) (CR) KELCHEN

753. Lighting and Sound (1/4) (Fine Arts) (CR) OLINGER or SCHNEIDER

754. Theatre Administration and Stage Management (1/4) (Fine Arts) (CR) OLINGER or WEST

964. Chicago Arts Semester: see *Cornell-Approved Domestic Off-Campus Programs*.

Topics Courses

Cornell College has an all-college topics course sequence. These topics courses may be used by any department or interdepartmental program wishing to offer courses on an irregular basis. Courses offered under these numbers may be offered no more than twice. Further offerings of the same course would require regularizing the course through the established procedures for new course offerings. Departments or programs may choose not to use these special topics courses.

1__ - 1__ Introductory Topics in _____

2__ - 2__ Topics in _____

3__ - 3__ Advanced Topics in _____

The following descriptions provide information for courses which are not fully detailed in the departmental section of the Catalogue. These are courses with variable content which may change from year to year, or they are courses which are experimental and may be offered only once or twice before gaining approval to be listed along with other departmental or program courses. B.A. distribution requirements satisfied by these courses are shown at the end of each description.

ART

ART 274-3. Topic: Islamic Art

Introduction to selected monuments of art and architecture of the Islamic world from the seventh century to the present, drawing on buildings and works from Asia, the Middle East and Europe. This course will provide a basic grounding in some of the issues surrounding art and aesthetics in the Arab world, and give an idea of the diversity of its visual culture, to give a sense of the plurality and richness of this field. Apart from paintings, ceramics, and wooden objects, some of the monuments studied will include: the Ka'ba in Mecca; the Dome of the Rock, Jerusalem; the Topkapi Palace in Istanbul, Turkey; the Alhambra in Granada, Spain; and the Taj Mahal, in Agra, India. [AH] (Humanities) HOOBLER

ART 278-5. Topic: Pre-Columbian Art (in Mexico)

This class will explore, through the selection of a limited number of works of art and architecture, the rich artistic traditions of pre-Columbian Mexico. Although the course's geographical and historical reach is large (spanning over 3,000 years of history and a broad swath of North America), the works that we will examine are selective rather than comprehensive, and certain recurring themes will be emphasized in class discussions. Such themes include: Mesoamerican rulership and its representation; various cultures' approaches to life and death and how they are reflected in art and material culture; Mesoamerican cities and urban planning; materials and "material meanings"; uses of technology in understanding the pre-Columbian world; collecting the pre-Columbian past; and continuities of pre-Columbian culture after 1521. Class discussions, one field trip, and assigned readings are intended to help students in the critical evaluation of this art. Class sessions will be a mixture of illustrated lectures and discussion. In Mexico (Fee). No S/U option. [AH] (Humanities) HOOBLER

ART 353-8. Advanced Topic: Installation Art

Studio course centered on site-specific, three-dimensional art created to investigate space. Students will utilize a variety of materials. Prerequisite: Any 200-level studio art course or ART 311 or 312. [SA] (Fine Arts) BIONDO-GEMMELL

ART 377-6. Advanced Topic: Mexican Art

Movies like *Apocalypto*, *The Ruins*, and *Indiana Jones and the Kingdom of the Crystal Skull* illustrate the contemporary western fascination with pre-Columbian cultures and their conceptions of sacrifice. The ancient Aztecs have a particularly enduring place in the mind's eye of contemporary civilizations as "wild" and "primitive." This conception is in part due to the surviving major artistic monuments of the Aztecs, which are often of rough stone, filled with arcane details, and focused on violent or difficult to understand rituals. However, it is also due to 19th and 20th century reimaginings of the Aztecs, which accentuated their cruelty and violence, while skipping over the sophisticated civilization they created. This course carefully examines surviving Aztec works of art, in conjunction with 16th century documentary sources, to come to a more full understanding of Aztec culture and aesthetic sense. It will also look at modern movie and tv visions of the Aztecs, and how these modern visions have shaped our (mis)understanding of their civilization. Prerequisite: ART 278 or permission of instructor. [AH] (Humanities) HOOBLER

BIOLOGY**BIO 108. Topic: Diversity: Evolutionary Perspective**

Diversity: An Evolutionary Perspective. What is diversity and why should you care? This course is designed to encourage students to read, discuss, and think about diversity—from a biological perspective. We will examine the diversity of life and life histories. Students will learn about diverse patterns of reproduction (sexual and asexual), gender, and interactions among predators, prey, and parasites within biological communities -- including human populations. We will compare patterns from an evolutionary perspective and discuss implications. (Science) CONDON

BIO 282-2. Topics: Foundations of Neuroscience

Neuroscience is an extremely diverse field ranging from molecular and cellular biology to behavioral observation. This course begins with the fundamental units of the nervous system—neurons and glia. We will examine how these units form circuits that process specific types of information forming sensory and motor systems. We will also discuss diseases of the nervous system and how neurons respond to neuroactive substances. The laboratory will consist of dissection of human brains, examining the physiology of neurons, and neuronal responses to neurotransmitters and drugs. (Laboratory Science) CHRISTIE-POPE

BIO 283-3. Topic: Cases in Wildlife Conservatory (in Costa Rica)

This course will focus on experiential learning with a few wildlife conservation projects at different locations in Costa Rica. In addition to hands-on experience with a diversity of animal species, we will also study the biology of the focal species and discuss primary literature related to the projects we work on and observe. We will also explore the interactions of local residents, tourists, and conservation practitioners with species of conservation interest. Our focus will be on what conservation looks like on the ground, whether conducted by governmental agencies, non-governmental organizations,

businesses, or private landowners, and on what approaches seem to be succeeding or failing. We will visit several sites with ongoing conservation projects, participate in these projects, and compare and contrast the sometimes strikingly different approaches taken to conservation. This course will take place in Costa Rica. Prerequisites: ENV 101 or BIO 142 and permission of instructor. This course satisfies the Animal Biology requirement for the Biology major. (Laboratory Science) McCOLLUM

BIO 381-1. Wildlife Conservation

Wildlife conservation is a human construct and our primary response to human-caused threats to wildlife species. This course will explore the history of wildlife conservation, the current threats to wildlife, and the role of biological science in wildlife conservation management, drawing extensively from local examples. MILDENSTEIN

CHEMISTRY

CHE 108-1. Chemistry of Global Health Issues (FYS)

Unsafe drinking water, malnutrition, infectious diseases, industrial pollution—these are all serious global health concerns. What is the chemistry behind these problems? How can an understanding of chemistry help us evaluate possible solutions? This course will begin with a basic introduction to chemistry and move into an examination of the chemistry behind global health challenges such as the provision of clean drinking water, the prevention and treatment of infectious diseases, and the production of food to feed the world. Intended for non-science majors: no previous experience in chemistry required. (First Year Seminar). STRONG

CHE 108- 5. Forensic Science: Real Life CSI

Introductory course intended for non-science majors. Scientific principles as applied to the analysis of physical evidence and crime scenes. The course will focus on what and how scientists can learn from evidence. There will be an emphasis on chemistry and chemical instrumentation but we will also discuss the interdisciplinary nature of forensic science. In addition, the portrayal of forensic science and forensic scientists in the media and popular culture will be examined. Possibility of one or more field trips. Instructor permission required. (Science) TEAGUE

FRENCH

FRE 366-1. Advanced Topic: Classical French Theatre in Translation

Introduction to Classical French Theatre in Translation Plays from the seventeenth and eighteenth centuries in France, a period sometimes referred to as the golden age of French theater, continue to both influence drama and be performed throughout the world today. In this course, we will study a selection of comedies, tragedies, and other theatrical texts from the era by authors such as Corneille, Molière, and Racine, situating them in their socio-historical and intellectual milieux. Since plays are intended to be performed and watched rather than read, in addition to examining texts we will watch adaptations and there will be occasions for students to engage with the texts on their feet. Finally, we will discuss the role that these plays had as vehicles of important philosophical and moral ideas circulating in France early in the modern age. This course will be taught in English. French majors may count this course as one of their electives towards the major. Prerequisites: Sophomore standing and Writing (W) course. (Humanities) WINES

GERMAN

GER 116. Topic: Holocaust (English)

This introductory German cultural studies course will explore the historical narratives of, cultural responses to, and the ethical dilemmas of the Nazi Holocaust. Taught in English. (Humanities) SCHUSTER-CRAIG

GER 317. Advanced Topic: Life Under Dictatorship

This course will explore the consequences of authoritarian rule in East Germany between 1945 and 1989. We will watch film, read plays, explore the propaganda and the files of the East German secret police, and explore both literary and journalistic texts about this authoritarian state over the course of the block. Taught in German. Prerequisite: GER 205. (Humanities) SCHUSTER-CRAIG

GER 386. Advanced Topic (English): Youth and Pop Culture

This course will explore the slang, fashion, music, sports culture, TV advertising and activities of German young people today. Taught in English. Prerequisite: Prerequisite: Writing-designated course (W) and sophomore standing. (Humanities) SCHUSTER-CRAIG

SPANISH

SPA 109. Topics in Hispanic Literature and Culture (in English) (FYS)

This course is an interdisciplinary study of Latino/as in the United States (the nation's largest and fastest-growing minority group). The course will provide a foundation on Latino/a identity through a survey of works of U.S. Latino/a writers, thinkers, musicians, politicians, filmmakers, etc. We will discuss the Latino/a experience as a group and as individuals from different perspectives, studying issues of history, race, politics, and culture. Seminar for first year students only. Taught in English. (First Year Seminar) OCHOA-SHIVAPOUR

COMPUTER SCIENCE

CSC 255. Topic: Dealing with Data

Dealing with Data: Data Management, Data Visualization, and Big Data Managing and interpreting an overwhelming amount of raw data is part of the foundation of our information society and economy. People use computers and statistics to translate, process, and visualize raw data, enabling new understandings that in turn contribute new knowledge to the world. This course will look at these topics from both a statistical and a computer science perspective. Statistics will inform the discussion about what appropriate goals are for learning from the data and how the data will answer the questions raised. The computer science perspective will help us figure out which goals are actually feasible computationally, and how to achieve them. Prerequisite: STA 201 or CSC 140. (Interdisciplinary) SOWELL and CANNON

ECONOMICS AND BUSINESS

ECB 265. Topics: Markets and Social Networks (FYS)

Networks pervade our tech savvy society. This course introduces the science of networks, integrating ideas from economics, sociology, and mathematics. We will learn how to identify important people and relationships within a social network. We will measure the

importance of nodes and the strengths of ties and learn how to predict the formation of new links among members. The course examines how information and economic behavior cascades across a network. Throughout the class, students will visualize networks and apply course concepts to network data acquired from social media websites including Facebook, YouTube, and Twitter. Students will create their own social network analysis projects and present their findings. (First Year Seminar) HEJEEBU

EDUCATION

EDU 260. Topic: Writing for Civic Engagement (W)

What does it mean to be "civically engaged"? How do individual and groups create change for the good of society and the environment? What are the ethical considerations of volunteerism and service? This course will explore these questions and more through critical reading, writing, democratic dialogue, self-reflection, and service. We will examine and write about a wide variety of social justice and environmental issues in addition to our own community service project(s). (Writing Requirement) KAUPER

EDU 262. Topic: Comparative Education in Belize (in Belize)

Comparative Education in Belize, is an off-campus course that allows students to teach in local schools on the island of San Pedro in the country of Belize. Interdisciplinary in nature, the course includes sociological, anthropological and historical study of the Belizean people, their school system and their culture. Students gain familiarity with Hispanic, Creole, Mayan, Garifuna and Mestizzo cultures and complete a qualitative and ethnographic research project born of their off-campus experience. Field trips include an architectural tour of the Lamanai Mayan Pyramids, a day sail and snorkeling trip to the Hol Chan Marine Reserve and Shark Ray Alley, and cave tubing and ziplining on the mainland. (Social Science) HEINRICH

ENGLISH

ENG 111- 2A. Beats, Dylan, and the American Dream (W)

In the 1950s, a period of American prosperity and social contentment and conformity, the "Beats" rejected traditional American values. Writers such as Jack Kerouac, Allen Ginsberg, and William Burroughs sought out a new version of the American Dream. In the early 1960s, Bob Dylan followed in their footsteps and went on to become one of the most radical, influential voices of the 20th century. This class will explore the work of the Beats and Dylan through aesthetic, historical, political and cultural lenses as a way to explore our own sense of American values. Do these artists have anything to say to Americans in the 21st century? What is the American dream now? We will focus on critical reading and writing skills as we try to formulate our own responses to these important questions. (Writing Requirement) G. FREEMAN

ENG 111-2B. Exiles, Immigrants, and Identity (W)

What does it mean to be an exile? an immigrant? Economic uncertainty, climate change, and political conflicts mean that the number of people migrating from one part of the world to another has increased tremendously. But what do these experiences mean for those who move, those who stay, and those who make room for the newcomers? This course will look at the experience of immigration in several countries, including Uganda, India, South Africa, and Nigeria. Texts will include literature by Indian, South African and Nigerian writers and critical articles on immigration and identity. Emphasis on

critical reading, writing and revision. Some attention paid to writing style as well. Not open to students who have previously completed a writing course. (Writing Requirement) REED

ENG 111- 6A and 5B. Virginia Woolf and Book Arts (W)

This course provides an introduction to college writing and literary analysis through an intense engagement with an experimental novel and some essays by one of the 20th century's iconic writers: Virginia Woolf. Considering the book arts and cultural studies, we will delve into the text and print culture of her day (including her role as editor of the Hogarth Press) and focus on one novel. Throughout the course, students will draft and redraft writings, from in-class writing to critical essays to research-informed critical projects. Students will learn how to search for literary and cultural scholarship, using library resources such as search engines and data bases. Challenging writing assignments will help develop critical thinking and critical writing skills. Not open to students who have completed their writing course (W) requirement. (Writing Requirement) HANKINS

ENG 273. Topics: Bahamian Literature (in the Bahamas)

This course offers the unique experience of studying the literature of the Bahamas in the Bahamas. We will study how Bahamian literature has been conceived since national independence in 1973: what makes someone a Bahamian writer? what do writers from the Bahamas have in common with one another? how does Bahamian literature reflect the environment it arises from and how does it help forge a new national identity? We will study the cultural work of literary anthologies in establishing a collective identity and sense of place; we will also investigate what's missing from such anthologies. Our time on the island of San Salvador will help us flesh out the connections between literature and the environment, and we will do our own writing to further explore how the environment of the Bahamas influences writers. Our final project will be to create a new anthology of Bahamian literature that reflects the knowledge we've gained about the place and its people - and includes some of our own writing as well. This course is an opportunity for students who are: literature enthusiasts, creative writers, interested in Environmental Studies, inspired by new landscapes and historical sites. Pre-requisites: writing course and permission of instructor. (Humanities) ENTEL

ENG 274. Adventures in Book Arts: I am the Fox

Adventures in Book Arts: I am the Fox to Foxden Press This unique topic course is open to first year students as well as more seasoned veterans with no pre-requisites. It will be a hands on extravaganza of the book arts, archival research, and the re-discovery of a powerhouse novel of the 1930s. Curious about the writing and chapbook-making tradition of Cornell College? Eager to delve into the Book Arts? Want to learn how to make handmade books or broadsides? Intrigued by the prospect of printer's inks and digital design? Wonder what Cornell was like in the early 20th century? Here is your chance! This course will dovetail beautifully with the Fall semester-long ¼ credit course, (please take both if you wish!) Introduction to the Book Arts, which will bring in visiting experts to immerse students in the book arts and letterpress. (Humanities) HANKINS

ENG 381. Advanced Topic: Distinguished Writer: Form and Technique in Fabulist Fiction

This class will navigate the use of magic from Homer to the contemporary to student

writing. Students will read texts employing magic in traditional and non-traditional ways as examples for the generation of new creative fabulist materials. Note: this is not a class on genre writing, per se; it is an exploration into literary magic and the boundaries it dissolves. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. (Fine Arts) HOANG

ENG 382. Advanced Topic: To Look on Meaning Bare: The Art of Literary Translation (Distinguished Writer)

In this course, we will challenge Robert Frost's absolutist view that poetry is what's lost in translation. In our exploration of the particularities and flexibility of different languages, we will delve into difficulties of dialect, puns and wordplay, cultural references, and other translation conundrums. Participants will develop a literary translation project that will then be workshopped and revised during the block. Readings (including key theoretical essays and multiple translations of individual works of literature) will familiarize students with issues of methodology, ideas for experimentation, and ways of controlling the style, tone, and reception of a translation. Students need not be fluent in a second language, though good reading knowledge is required. Prerequisite: writing-designated course (W), or ENG 201, 202, or 215. (Fine Arts) ROSENTHAL

HISTORY

HIS 257. Topics: Introduction to Japanese History
(Humanities)

HIS 258. History of Spain, 700-1600

This course examines Spanish history from the Arab invasion through its "Golden Age." A central issue will be the dynamic between Muslims and Christians in Iberia, including violence, competition, and coexistence. How those interactions, and the ideology of Reconquest, shaped Spanish society and Spain's early colonial efforts will be key questions in the course. (Humanities) HERDER

HIS 260. Topic: Slavery, Cotton, and the Environment in a Comparative Context: San Salvador and the Southern U.S., 1783-1838 (in the Bahamas)

This course offers a rare opportunity to explore historic slave plantation ruins on a remote island in the Bahamas as a means of interpreting the history of slavery. We will examine the attempt by British Loyalists, who left the American colonies after the Revolutionary War, to establish cotton production in the Bahamas, using slave labor, and how the environmental context led to significant differences in the evolving relationships between enslaved peoples and plantation owners. A significant portion of the course (almost two weeks) will be conducted at the Gerace Research Centre, College of the Bahamas on the island of San Salvador; this will enable us to explore the ruins of several slave plantations, including the Farquharson Plantation. The journal Charles Farquharson kept from 1831-1832, which includes a slave uprising, is the only one in existence documenting a Bahamian slave plantation, and will be a central course text. This course is cross-listed with Environmental Studies. Prerequisite: Permission of instructor. (Humanities) STEWART

HIS 262. Trials and Transitions of the Renaissance

In this course, explore the past by taking on the role of a historical decision-maker. We'll

explore these complex and dramatic times through participation-intensive historical simulations, in which the students take the lead. As a class, you'll shape the direction of the English Reformation during the reign of Henry VIII. Reading, writing, speaking, and class participation are all essential. (Humanities) HERDER

HIS 333. Saints and Rebels: Medieval Monasticism

This course examines the ideal and reality of the Christian monastic life in Europe until the start of the Protestant Reformation. It will explore the spiritual values inspiring monks and nuns—the desire to retreat from the world and the quest for spiritual fulfillment through self-discipline. These high ideals bred their share of discontents, and we'll explore issues of disorder and rebellion within the monastery. We will also deal with the tension between those ideals and the wealth and power that monasteries acquired in medieval Europe, examining reformers and critics of monastic institutions from Bernard of Clairvaux to Martin Luther. Prerequisite: junior standing. (Humanities) HERDER

HIS 376. Topics: Asia-Pacific War, 1932-1945

(Humanities)

MATHEMATICS AND STATISTICS

MAT 255. Topics: Dealing with Data: Data Management, Data Visualization, and Big Data

Managing and interpreting an overwhelming amount of raw data is part of the foundation of our information society and economy. People use computers and statistics to translate, process, and visualize raw data, enabling new understandings that in turn contribute new knowledge to the world. This course will look at these topics from both a statistical and a computer science perspective. Statistics will inform the discussion about what appropriate goals are for learning from the data and how the data will answer the questions raised. The computer science perspective will help us figure out which goals are actually feasible computationally, and how to achieve them. (Interdisciplinary) CANNON and SOWELL

MUSIC

MUS 370. Special Topic: Tradition and Innovation

An interdisciplinary course that explores the relationship between tradition and innovation. The course approaches this question through the study of myth, drama, music/opera, literature, criticism, and essays, from antiquity through the 20th century. Major topics/texts are 1) Interpretations of the Electra myth: The Libation Bearers of Aeschylus, the Electra of Sophocles, and Richard Strauss' Elektra. 2) The role of traditions and historical antecedents in Wagner's "artwork of the future," Die Meistersinger von Nürnberg, and his major essay The Artwork of the Future. 3) James Joyce's Portrait of the Artist as a Young Man, wherein our protagonist fights the suffocation he feels from Catholicism, Irish traditions, and language while trying to become an artist. Each of these topics has strong connections with at least one other topic in the course. (Interdisciplinary) MARTIN

PHYSICS

PHY 155. Topic: How to Learn Physics

An elective science course designed for students who might be interested in physics but are a little mystified or intimidated by it. Students will use inquiry-based methods to study some basic concepts of physical science. But the course also focuses on learning science as “the refinement of everyday thinking”. (Einstein, 1936) Occasional lectures will introduce a vocabulary to help students become more aware of everyday thinking and its subsequent refinement toward scientific understanding. Intended for non-science majors. Does not satisfy science major requirements. Particularly appropriate for students considering elementary teaching licensure. (Science)

PHY 156. Introductory Topic: Solar System Astronomy (FYS)

In this course, we’ll explore the solar system, and our place in it. We’ll study the historical development of our understanding of the solar system, from the time of the Ancient Greeks to the present day. We’ll discuss the advances in science and technology which have made possible our current understanding, and learn about the composition and evolution of the solar system and its constituents, including the sun, the planets, and the moons. We’ll explore these ideas through readings, computer simulations, and first-hand observations, including evening observing sessions. (First Year Seminar)
BEAUCHAMP

PHY 157. Introductory Topic: Energy and Society (W)

Our modern society depends critically on the conversion of stored energy sources, like coal, oil, and natural gas, into useful forms of energy such as electricity, transportation, and heat. This course will explore conventional and renewable energy resources, energy consumption patterns, and our technology for energy conversion. The course will also explore the societal impacts of our energy use on human health, the environment, the economy, and international relations, and the public policy implications of those impacts. Students will engage in critical reading, discussion, and several different types of academic writing. Because this is a writing course, significant course time will be spent on the writing process, with a focus on revision. (Writing Requirement) BEAUCHAMP

POLITICS

POL 254. Nature, Function, and Limits of the Law

Students in this course will study the means and ends of social ordering through law. That is, the class will explore what law is and is not and what it is capable of doing within the social context. Individual interests are often in tension with each other; they are also often in opposition to a common or societal goal/value. This course seeks to introduce students to the law's capacity to mediate between these individual interests as well as the law's attempts at furthering the common good, often at the expense of individual interests. The law is a powerful instrument for encouraging people to work together. However, it is not capable of resolving every problem or achieving every goal. How does the law resolve disputes? How does it maximize welfare and wealth? How is it structured? Who decides what we mean by "law" and how it functions? Who decides what the societal interest is or whether it trumps what an individual wishes to do?
Prerequisite: Sophomore standing. (Social Science) BRAND

PSYCHOLOGY

PSY 265. Topics:Psychology and the Holocaust (in Europe)

This course will examine psychological perspectives on the Holocaust through travel and study in Eastern Europe. The course itinerary will include Jewish communities and cities that were affected by the Holocaust (Vienna, Prague, Budapest, and Krakow), death/concentration camps and museums that are relevant to the Holocaust, various cultural and historical sites within these Eastern European settings, and locations/museums that are relevant to the practice of psychology. The historical, cultural, and sociocultural context of the Holocaust and psychology's roots in Eastern Europe (especially Vienna) will receive attention as will events and cultural changes that followed World War II. The course will also explore the work of important contributors to early psychological practice (e.g., Sigmund Freud, Alfred Adler, Victor Frankl) as well as how these early leaders responded to Nazi era developments. Readings will include literature, personal narratives, psychological sources relevant to the Holocaust, social psychology readings on genocide, and the works of personality theorists of Vienna. Prerequisite: Permission of instructor. (Social Science) ENNS

RELIGION

REL 367. Advanced Topic: Jewish Mysticism

This course will provide an introduction to major historical, ritual and theological concepts of Jewish mysticism. Within the context of a single course, we will introduce a breadth of knowledge that will allow the student to attain fluency in the language of Jewish mysticism, and provide a depth of elucidations of mythic and mystic self-understandings, as they relate to Judaism as a tradition. Prerequisite: Sophomore Standing. (Humanities) SACKS

REL 369. Advanced Topic:Gods and Goddesses of Norse Mythology

This course will explore the stories of the gods and goddesses of the Norse pantheon, as recorded in the Icelandic eddas and sagas. Included will be an analysis of creation myths, the exploits of Odin and Thor, and the eventual demise of the gods at the hands of giants. Prerequisite: sophomore standing. (Humanities) MOLLEUR

SOCIOLOGY

SOC 102. Topics in Sociological Thinking (FYS)

"This is life...You haven't seen enough movies. All life's riddles are answered in the movies." --Davis, character in 1991 movie: Grand Canyon Film and other visual media are crafted to produce particular messages about and representations of social reality. Film and visual media present the world to us in specific ways and shape our view of society. As such, media can be understood as a form of cultural practice, and in this course we will use visual media as texts to explore the social world. We will view, discuss, and analyze films and other visual media from a sociological perspective -- examining the consumption of media, the cultural meanings and practices presented, and the social implications of such representations. We will also explore the extent and ways media reflects, heightens, and/or challenges social patterns, differences, and inequalities. In order to understand the various disciplinary perspectives on media, we will occasionally meet and work with students in the English course on film studies. While we will bring a sociological perspective to our media analysis, film studies

examines how films communicate, focusing on the production and specific artistic elements to film. Open to first-year students only. (First Year Seminar) DAVIS

THEATRE

THE 260. Topics: Puppetry Design

An introduction to the design and build process for puppetry. The course will explore various materials used in design and construction with a focus on Tabletop and Bunraku puppetry styles. Students will learn build techniques while designing and creating puppet characters for performance. Prerequisite: THE 107 or 108. (Fine Arts) DECOLA

THE 261. Topics: Puppetry Performance

An introduction to puppetry in theatrical performance. Students will explore the puppeteer's exploration of narrative, aesthetics, and kinetics to create character, scene and story. Areas to be covered include: improvisation and devised theatre techniques, Bunraku and Tabletop puppet manipulation, and integration of sound and breath. Prerequisite: THE 115. (Fine Arts) DECOLA

ADDITIONAL ACADEMIC PROGRAMS

All-College Independent Study Courses

No more than four All-College Independent Study course credits (280/380, 289/389, 290/390, 297/397, 299/399) may be counted toward satisfying the minimum credit requirement for the Bachelor of Arts or Bachelor of Music degree. No more than two All-College Independent Study course credits (380, 389, 390, 397, 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. degree.

280/380. Internships (1/2-1)

Internships are experiential learning activities designed to provide students with opportunities to make connections between the substance and methods of academic study and the application of that study to work or service. Internships entail pre-professional work projects conducted under the guidance of a practicing professional supervisor, and 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., 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. A valid internship will include a minimum of 40 hours of participation per week for one month to receive one course credit and 20 hours of participation per week for one month to receive one-half course credit.

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 Blocks in advance of the start of the internship. 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 Block in which the internship is to be credited. Internship credit will not be approved retroactively. Printable forms are available from the Registrar's Office web site.

Students should bear in mind the following when electing to participate in an internship:

- International students on F-1 (student) visas should consult with the Office of Intercultural Life to determine if the internship constitutes curricular practical training or off-campus work.
- Students participating in international internships must meet with the Office of International and Off-Campus Studies to submit required documents and obtain information about the College's foreign insurance policy.
- 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.
- Students who are off campus Blocks 1 and 2 may not participate in room selection or otherwise hold an on-campus room for first semester. Students should contact the Residence Life Office the Block prior to their return to campus to confirm their housing assignments.

Internships are open only to students who have completed at least eight course credits, at least two of which are in the same department as the internship. (CR)

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. Students may, with departmental approval, design their own off-campus group projects (students should contact the Office of Off-Campus and International Studies if they plan to complete independent study abroad). 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 eight course credits. Only those students who have signed the original contract may register for the course. Projects may be either departmental or interdisciplinary; 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 the following requirements: 290 - a writing-designated course (W) and a minimum of seven course credits (at least two of which are in the same department/interdisciplinary major as the Project); 390 - a writing-designated course (W) and a minimum of fourteen course credits (at least four of which are in the same department/interdisciplinary major as the Project). Individual Projects may not be used to satisfy the specific course requirements listed as Part One of the general education requirements for the B.A. or B.Mus. degree and may fulfill major requirements only if the department approves.

Students may, with departmental approval, design their own off-campus independent research projects. Students should contact the Office of Off-Campus and International Studies if they plan to complete independent study abroad.

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 Block 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)

690. Special Studies

B.S.S. candidates have the option for one or more Blocks 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 faculty committee 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 Block. This is the contract for the Block and must be approved and signed by the faculty committee. Special Studies projects may extend over two or more consecutive Blocks; 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 Block must be approved by the committee and filed with the Registrar.

Students who file a Plan of Study at the beginning of a Block must also file a Progress Report at the conclusion of that Block in order to receive a course credit for their work. The committee determines whether the student has done what was proposed in the Plan of Study and either signs the Progress Report (thus authorizing a course 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-Block project need not file a Progress Report until they have completed the project, i.e., at the conclusion of the final Block specified in the Plan of Study. Because the committee must certify to the Registrar at the end of every Block that satisfactory progress is being made toward the completion of the project, the committee may ask the student to submit periodic evidences of such progress. The Progress Report, typed onto an official form by the Registrar and signed by the student and the committee, 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 Blocks) for a limited number of B.S.S. candidates planning to undertake Special Studies outside Mount Vernon. (CR)

Summer Study

Students seeking credit for summer study 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 proposal with the Registrar, available from 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.

The Summer Individual Project or Internship must be completed by August 15 during the summer in which it is undertaken.

Grades for summer courses or internships are due within 5 business days of completion of the course.

For information about Summer Study courses, consult the Registrar.

297/397. Summer Individual Project

Intensive study or research in a subject area not normally included in the regular course offerings or further in-depth study of a topic encountered as part of previous studies. The student works independently under the supervision of a faculty sponsor on a topic suggested by the student and approved by the sponsor. Prerequisites: a writing-designated course (W) and a minimum of 7 course credits completed, at least two of which are in the same department as the project. (OP)

299/399. Summer Internship

See "Internships." (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 Office of International and Off-Campus Studies. In order to be eligible to participate in any off-campus study at Cornell students must:

1. have a cumulative GPA of at least 2.0 (unless a higher grade point average is specified); and
2. be in good disciplinary standing with the College.

The Office of International & Off-Campus Studies will request the appropriate information from the Registrar and the Dean of Students to determine a student's eligibility.

Students are responsible for contacting the Residence Life Office to discuss how off-campus study will affect their housing assignments, especially for off-campus study which takes place immediately following or prior to any college break.

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.

Cornell Off-Campus Courses

Cornell Off-Campus Courses are taught by Cornell faculty members in locations throughout the U.S. and the world. Offerings are advertised each year in the Course Schedule. Students must register for Cornell Off-Campus Courses in the same way that they register for regular courses. (See also Registration)

1. All Cornell Off-Campus Courses require an additional course cost that is not covered by either the regular tuition or financial aid. All published course costs are estimates only and are subject to an increase or decrease in price (not to exceed 10% of the original course cost) until 30 days prior to the start of the Block in which the course is to be offered. All courses require a 10% non-refundable deposit due by the close of the registration period during which students register for the course. Students that have not made the initial deposit by the close of the registration interval will receive a "no course" designation on their course schedule. Payment schedules for each course are determined by the faculty instructor and/or the Office of International & Off-Campus Studies and are published prior to spring registration. Students adding an off-campus course after the registration period closes are required to submit the

- deposit and any appropriate scheduled payment at the time they add the course. Travel reservations will not be made for a student who has not adhered to the payment schedule. Failure to adhere to the posted payment schedule may result in removal from the course. (See also Adding and Dropping Courses, paragraph 10.) Students may use their tuition exchange or remission benefit for these programs.
2. Initial eligibility is determined at the time the non-refundable deposit is made. Students who have paid the deposit and are denied participation at the time of the initial eligibility check will be refunded their deposits. Final eligibility is determined one month before the course. If a student is placed on academic or disciplinary probation (or financial probation, for students who have petitioned to apply their need-based financial aid to a pre-approved program) between the time of the initial check and the final check, his/her participation will be reviewed by the course instructor, the Associate Dean and the Dean of Students. The student may be removed from the course or may be given permission to participate with clearly established guidelines. Should a student be placed on disciplinary probation after the final eligibility check but prior to the departure date for the off-campus course he/she will be removed from the course. Faculty members retain full discretion as to student enrollment in their courses.
 3. In addition to fulfilling all eligibility and payment requirements, students participating in Cornell Off-Campus Courses are required to:
 - a. attend all pre-departure sessions held by the faculty instructor, Student Health Services, and/or the Office of International & Off-Campus Studies;
 - b. complete and submit all documents required by the faculty instructor, Student Health Services, and/or the Office of International & Off-Campus Studies; and
 - c. fulfill additional requirements, as defined in writing by the faculty instructor and/or the Office of International & Off-Campus Studies.
 4. Students who drop or are removed from an off-campus course are only eligible for refunds of monies not already committed as a result of their anticipated participation, less the non-refundable deposit. A student's refund may also be reduced if his/her non-participation in the course results in a higher per student cost on an existing contract with a third-party organization (e.g. Tour Company). Students who drop or are removed from an off-campus course less than 60 days prior to the start of the course is scheduled to begin are liable for payment of the full cost of the program. The Office of International & Off-Campus Studies will provide information to assist students with their inquiries regarding changes to existing flight reservations.
 5. Students participating in Cornell Off-Campus courses are held to all policies and procedures outlined in the Compass as well as any other guidelines outlined by the faculty instructor. Faculty instructors, with assistance from appropriate college administrators when requested/required, are responsible for evaluating the severity of and responding appropriately to all misconduct occurring throughout the duration of the off-campus course. Student misconduct on off-campus courses may result in verbal warnings, written warnings and/or dismissal from the course. Return travel to the college as a result of dismissal from a course is at the student's expense. Any behavior warranting a written warning or dismissal from the course must be reported to the Office of International & Off-Campus Studies. Participation in future off-campus courses by students who have received written warnings and/or who have been dismissed from off-campus courses will not be allowed unless a successful

agreement is made in a meeting with the student, the faculty instructor, the Dean of Students and/or the Office of International & Off-Campus Studies.

6. After all course expenses have been finalized, refunds for students who participated in the course will be requested by the Office of International & Off-Campus Studies when funds remaining in the trip account provide a per student refund of at least \$100.

Off-Campus Study through Outside Provider

1. Off-Campus Study courses or programs offered by outside providers are numbered in the 900s [numbers appear in square brackets at the end of each description], and are listed at the end of the Off-Campus Programs section.
2. Students who wish to study off-campus through an outside provider are required to submit a Petition to the Academic Standings Committee in care of the Office of International & Off-Campus Studies. Students should consult this *Catalogue* or the Office of International & Off-Campus Studies to determine which petition is required.
3. Upon approval, students must register for the program at the Registrar's Office as for any other course and notify the Registrar whenever there are changes.
4. All courses are considered electives. Students who wish to have one or more of these courses count toward fulfilling their B.A. or major requirements must use a Petition for Transfer of Credit to obtain written permission from the Cornell department concerned and file this petition with the Registrar before beginning the program.
5. 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 Division of Student Affairs and the Business Office.
6. 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.
7. If, after completing the program, the participant does not re-enroll at 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.

Programs Pre-Approved for Funding

Students may apply to have their need-based Cornell funding applied to programs that have been approved by the Cornell faculty for listing in this *Catalogue* (approved programs listed at the end of this section). All applications require a Petition to the Academic Standings Committee for Off-Campus Study to be completed and submitted to the Office of International & Off-Campus Studies by the first Monday in December of the academic year preceding the start of the program. Students who are not approved for funding by the Academic Standings Committee but who meet eligibility criteria may

Petition for an Academic Leave of Absence to participate in an approved off-campus study program (See Other Off-Campus Study below).

1. Students must be in good financial standing with the college in order to participate in pre-approved off-campus programs. Initial financial eligibility will be determined at the time the petition is submitted. Final eligibility is determined one month prior to the start of the program.
2. Students must have completed at least nine credits prior to program start date.
3. 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 Blocks encompassed in their program.
4. Students approved for funding receive Cornell CR (if C or higher) or NC (see 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.
5. The provider's 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 funding to participate. Admission to most programs is competitive and requires the approval not only of Cornell but also of the host institution.
6. For these programs the College reserves the right to limit the number of students and/or the amount of funding per student available for participation in any academic year. The Academic Standing Committee considers each petition based on the following criteria:
 - a. students who have received no prior support through financial aid or Cornell funds, including campus programs and scholarships for off-campus study as a Cornell student;
 - b. students who intend to go off-campus as seniors, as juniors, or as sophomores, in that order of preference;
 - c. students who apply for ACM-sponsored programs;
 - d. 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 explains how the program relates to the Cornell course of study and to general educational goals;
 - e. the merits of a recommendation (if supplied) from the program director, an academic 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); and
 - f. the student's cumulative grade point average.
 - g. the student's level of financial need.
7. For students approved by the Academic Standing Committee to have their need-based Cornell funding applied to the period of time the student is studying with the affiliated program, the College will pay the program all or part of the student's tuition, depending upon the program charges. If the program tuition is less than Cornell's charges for the time period, however, no adjustment in Cornell 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 Student Accounts Manager in the Business Office and the Office of Financial Assistance. Students are not allowed to use their tuition exchange or remission benefit for these programs.

Other Off-Campus Study/Academic Leave of Absence

Students who were not approved for funding to participate in pre-approved off-campus programs or students who wish to study on programs that have not been pre-approved by Cornell College may petition the Academic Standing Committee for permission to participate on an Academic Leave of Absence at least 90 days prior to the start of the program.

1. Students must have completed at least four credits prior to program start date.
2. Students will not receive more course credits than the number of Cornell terms encompassed in their program.
3. Students will register for ALA 701 for international off campus coursework or ALA 702 for domestic off campus coursework.
4. Credits by transfer (other than summer school) while a student is participating in an Academic Leave of Absence will only be accepted when approved in advance by the Academic Standing Committee. Grades will be posted as transfer work, i.e., as "Credit" only, provided grades of "C" or better are earned. Grades are not calculated into the student's Cornell grade point average.
5. If approved by the Director of Financial Assistance, the Registrar and agreeable to the sponsoring college or university, and if the duration of the program will not exceed one academic year, the two institutions may enter into a consortium or contractual agreement. Please contact the Office of Financial Assistance to determine if you are eligible for an agreement and which type of agreement applies to your program. Under either arrangement, the College will consider the student to be enrolled at Cornell while participating in the approved program, and will provide any federal and state financial assistance to which the student is entitled. Cornell-funded scholarship and aid monies are not generally available to students participating in non-affiliated programs. Because each program is structured differently, students, before making application, should ascertain the actual costs by conferring with the Student Accounts Manager in the Business Office and the Office of Financial Assistance.
6. Students taking an Academic Leave of Absence will pay only the program costs, unless Cornell is the credit granting institution, as we are for all ACM courses.

Exchange Programs

Exchange programs may be available in Japan, Korea, and Northern Ireland. Application deadlines vary; contact the Office of International and Off-Campus Studies for information about current exchange programs at least one year in advance.

Cornell-Approved International Off-Campus Programs

ACM Programs- see the [ACM website](#) for more information about these programs.

AFRICA

Botswana: University Immersion in Southern Africa (4)

Mid- January to mid-May. Prerequisite: advanced sophomore standing. KNOOP [914]

Tanzania: Ecology and Human Origins (4)

Early August to early-December. Prerequisite: junior standing. CONDON [912]

ASIA

China: Shanghai: Perspectives on Contemporary China (4)

Late-August to mid-December starting in Fall 2015. KNOOP [920]

India: Culture, Traditions, and Globalization (4)

Mid-July to mid-December. THOMAS [922]

India: Development Studies & Hindi Language (4)

Early January to late April. THOMAS [924]

India: Summer Service Learning & Cultural Immersion (1-2)

Late June to mid-August. THOMAS [925]

Japan Study (9)

Mid-September to late July (academic year); mid-September to early February (fall semester) session); mid-September to mid-March (fall semester with cultural practicum); late February to late July (spring semester with intensive language). 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 Block of Japanese must be completed before departure. ENNS [923]

EUROPE and THE MIDDLE EAST

Florence: Arts, Humanities, and Culture (4)

Late August to December. Prerequisite: junior standing. Prior Italian language recommended. Allocation of Cornell credit is based upon course selection and is subject to departmental approval. PENN-GOETSCH [952]

JORDAN: MIDDLE EAST and ARABIC LANGUAGE STUDIES (3-8)

Late August to late December. See the ACM web site for more information. BATY [930].

London and Florence: Arts in Context (4-5)

January to May. Allocation of Cornell credit is based upon course selection and is subject to department approval. Prerequisite: sophomore standing. PENN-GOETSCH [951]

LATIN AMERICA and the CARIBBEAN

Brazil: Semester Exchange Programs (4)

Late February – late July (Spring semester); Early August – mid-December (Fall semester). See the ACM web site for more information. McCOLLUM [990]

Costa Rica: Community Engagement in Public Health, Education, & the Environment(4)

Mid-August to Late November. Prerequisites: SPA 102 and sophomore standing. LACY-SALAZAR [941]

Costa Rica: Field Research in the Environment, Social Sciences, & Humanities (4)

Late January to May. Prerequisites: junior standing, prior coursework in the proposed research discipline, and at least SPA 102. CONDON [942]

Mexico: Summer Service Learning & Language Immersion (1-2)

Late May to early July. Prerequisites: at least SPA 102. HOOBLER [943]

CEA Affiliation

CEA Global Education offers more than 100 study abroad programs to U.S. and Canadian college students. Designed to bridge the gap between college education and experience, our study abroad programs provide students with hands-on learning and living in international cities. Students have the opportunity to take classes in another academic setting, intern with an international business, volunteer to help those in need, and expand their circle of friends to include international peers and mentors. See the CEA web site for more information. CULLEN

School for International Training Programs

The College Semester Abroad program of the School for International Training (SIT/World Learning) 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. Most SIT programs also include intensive language instruction. 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 Block 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 and program descriptions for programs offered in Africa, Asia, Europe and the Middle East, Latin America and the Caribbean, and the Pacific, consult the SIT web page [<http://www.sit.edu/studyabroad/>], or the Cornell program advisor. Greenstein [988]

Foreign Language Abroad Program

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 Arabic, 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 Block preceding the start of the program and the appropriate 205-level 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]

Cornell-Approved Domestic Off-Campus Programs

Domestic off-campus programs are occasionally added and removed as interest, safety concerns and financial feasibility change. For latest program information, contact the Office of International and Off-Campus Studies.

ACM: Newberry Seminar in the Humanities (4)

Students in the Newberry Seminar do advanced independent research in one of the world's great research libraries. They join ACM and GLCA faculty members in close reading and discussion centered on a common theme, and then write a major paper on a topic of their choice, using the Newberry Library's rich collections of primary documents. The fall seminar runs for a full semester; the spring seminars are month-long. Students live in Chicago apartments and take advantage of the city's rich resources. The Newberry seminar is for students looking for an academic challenge, a chance to do independent work, and possibly considering graduate school. Early September-early December. Prerequisite: junior standing. MARTIN [962]

ACM: Chicago Program - Arts, Entrepreneurship & Urban Studies (4)

The ACM Chicago Program engages students academically, professionally, and personally with this dynamic city. The primary areas of emphasis in the program are Arts, Entrepreneurship, and Urban Studies – students have the opportunity to explore one of these topics in depth, or participate in classwork and projects across these disciplines. The program offers an innovative mix of academic work, including an internship, independent study project, common core course about the city of Chicago, and a variety of seminars focused on the arts and creativity, innovation and entrepreneurship, and urban studies and social justice. Students are able to explore the vital issues facing cities and the people who live and work in them, while digging deeper to relate these issues to their personal lives, education, and career aspirations. Early September to mid-December (fall semester); late January to mid-May (fall semester). ENTEL (Arts); FAROOQI (Entrepreneurship); OLSON (Urban Studies) [967]

ACM: Oak Ridge Science Semester (4)

The Oak Ridge Science Semester is designed to enable qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an advisor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses an elective from 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. Administered by Denison University, the Oak Ridge Science Semester is recognized by both ACM and GLCA. August to December. Prerequisites: a major in one of the natural or social sciences or in mathematics, and junior standing. TEAGUE [963]

ACM: Urban Education (4)

The ACM Urban Education Program has had a long tradition of engagement with Chicago schools and the city's education community. ACM student teachers in Chicago

are among the best-equipped new professionals entering the field of education, and they join an extensive network of ACM alumni in the city's schools and education-related organizations. Student teachers are placed in Chicago school classrooms with carefully-selected mentors and supervisors, where they fulfill all requirements for the final practicum stage of their teacher certification program. Each student conducts an inquiry to his/her own development as a teacher and completes all the requirements for a compelling Professional Portfolio. Student teachers participate in all activities at their placement schools, including faculty and parent meetings, in-service workshops, and school-related community meetings.

Prerequisites: permission of the Chair of the Cornell Education Department and a grade point average of 2.7 or higher. Fall or Spring. POSTLER [966]

Audubon Center of the North Woods: Wolf and Lynx Ecology Experiences in Northern Minnesota (1)

Preparation for and participation in on-going research projects in northeastern Minnesota on the ecology of wolves and lynx. Emphasis is placed on the winter ecology and conservation of these endangered species. January. Prerequisites: BIO 141 and 142. McCOLLUM [ANW 901]

Capital Experience (1-4)

This small, highly-flexible Washington Internship Institute 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. See the program's web site at <http://wiidc.org> for detailed information. SUTHERLAND [IEL 982]

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, a 10-week summer session, and short-term academic seminars of varying length. See the program's web site at: <http://twc.edu> for detailed information. SUTHERLAND [WSH 981]

Chautauqua Program

The Chautauqua Program is suspended for the 2014-2015 school year.

Cornell Chautauqua offers several four-week, non-credit courses each academic year for out-of-school adults. Courses meet once a week from 9:00 a.m. to 12:00 noon. There is a nominal fee for each course.

Pre-registration is recommended but not required. Information about upcoming Chautauqua courses and other special events is published in area newspapers and on the Cornell web site. For information, call the Office of Academic Affairs (319-895-4119).

Additional College Information

College Personnel

President: Jonathan Brand*

Assistant to the President/Assistant Secretary to the Board of Trustees: RuthAnn Scheer

Vice President for Student Affairs: John Harp

Vice President for Enrollment and Dean of Admission: Colleen Murphy

Vice President and Treasurer: Kay Langseth

Vice President for Alumni and College Advancement: Pam Gerard

Vice President for Academic Affairs and Dean of the College: Joe Dieker*

Associate Dean of the College: Ben Greenstein*

Assistant Dean of the College: Katie Green

Registrar: Becki Elkins

Assistant Registrar: Megan Hicks

College Librarian: Paul Waelchi*

Technical Services Librarian: Gregory Cotton*

Consulting Librarian for the Performing Arts, Humanities, & Education: Jennifer Rouse*

Consulting Librarian for the Social Sciences: Meghan Yamanishi*

Consulting Librarian for the Natural Sciences and Technology: Amy Gullen*

*Also members of the Faculty

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., The University of Iowa; M.S., Ph.D., Kansas State University.

Devan Baty (2007)

Associate Professor of French. B.A., M.A., The University of Iowa; Ph.D., University of Wisconsin.

Jonathan Brand (2011)

President of the College, Lecturer of Politics. B.A., University of Wisconsin; M.A., University of Michigan; J.D., Cornell Law School.

Tori Barnes-Brus (2007)

Associate Professor of Sociology. B.A., Cornell College; M.A., Ph.D., University of Kansas at Lawrence.

Stephen P. Bean (2001)

Associate Professor of Mathematics. B.S., M.A., Bowling Green State University; Ph.D., The University of Iowa.

Kara M. Beauchamp (2001)

Professor of Physics. B.A., Carleton College; Ph.D., University of Minnesota.

Susannah Biondo-Gemmell (2010)

Assistant Professor of Art. B.F.A, School of Art at Washington University; M.F.A, New York State College of Ceramics at Alfred University.

Kerry Bostwick (1998)

Professor of Education. B.A., The University of Iowa; M.Ed., National-Louis University; Ph.D., The Union Institute.

Ann Cannon (1993)

Professor of Statistics. 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; Sherman and Vera Shaffer Endowed Chair of Chemistry.

Barbara Christie-Pope (1995)

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)

Professor of Biology. B.S., University of Michigan; Ph.D., University of Texas.

Gregory Cotton (1988)

Systems Librarian and Consulting Librarian for the Visual Arts with the rank of Professor. B.S., Northern State College; M.A.L.S., The University of Iowa.

Erin Calhoun Davis (2005)

Associate Professor of Sociology. B.A., New College; M.A., Ph.D., University of Virginia.

Tony deLaubenfels (1983)

Professor of Computer Science and Mathematics. B.A., Simpson College; M.S., The University of Iowa; The University of Iowa.

Rhawn Denniston (2000)

Professor of Geology. B.A., Hamilton College; M.S., University of New Mexico; Ph.D., The University of Iowa.

Steven Nelson DeVries (1982)

Professor of Kinesiology. B.A., The University of Iowa; M.A., Mankato State University; Ph.D., The University of Iowa.

R. Joseph Dieker (2010)

Vice President for Academic Affairs and Dean of the College, Professor of Music. B.A., Warner Pacific College; M.M., University of Oregon; D.M.A., Arizona State University.

William Dragon (1987)

Professor of Psychology. B.A., Cleveland State University; M.A., Ph.D., Bowling Green State University.

Carolyn Zerbe Enns (1987)

Professor of Psychology. B.A., Tabor College; M.A., California State University at Fresno; Ph.D., University of California at Santa Barbara.

Rebecca Entel (2007)

Associate Professor of English. B.A., University of Pennsylvania; M.A., Ph.D., University of Wisconsin at Madison.

A'amer Farooqi (1987)

Professor of Economics and Business. B.A., Denison University; M.A., Ohio State University; Ph.D., University of Pittsburgh.

Glenn Freeman (2004)

Associate Professor of English. B.A., Goddard College; M.F.A., Vermont College; Ph.D., University of Florida.

James H. Freeman (1985)

Professor of Mathematics. B.A., Grinnell College; M.S., Ph.D., University of Notre Dame.

Alice Ganzel (1999)

Associate Professor of Psychology. B.A., M.A., Ph.D., University of Nebraska-Lincoln.

Robert D. Givens (1979)

Professor of History. B.A., M.A., Ph.D., University of California at Berkeley.

Paul Gray (1969)

Professor of Philosophy. B.A., Youngstown State University; Ph.D., Ohio State University.

Melinda Green (2007)

Professor of Psychology. B.A., The University of Iowa; M.S., Ph.D., Iowa State University; Ringer Distinguished Professorship.

Benjamin Greenstein (1997)

Professor of Geology. B.A., University of Rochester; M.S., Ph.D., University of Cincinnati.

John C. Gruber-Miller (1987)

Professor of Classics. B.A., Xavier University; M.A., Ph.D., Ohio State University.

Amy Gullen (2014)

Consulting Librarian for the Natural Sciences and Technology with the rank of assistant professor. B.A., Ohio Wesleyan University; M.S. in Library and Information Science, University of Illinois at Urbana-Champaign.

Leslie Hankins (1992)

Professor of English. B.A., Duke University; M.A., Ph.D., University of North Carolina.

Hans Hassell (2012)

Assistant Professor of Politics. B.A., Pomona College; M.A., Ph.D., University of California at San Diego.

Lisa Hearne (1998)

Professor of Music. B.M., Eastern Illinois University; M.M., Arizona State University; D.M.A., The University of Iowa.

Martin Hearne (1992)

Professor of Music. B.M.Ed., Northeast Louisiana State University; M.M.Ed., Ph.D., Louisiana State University.

Jill A. Heinrich (2003)

Associate Professor of Education. B.A., Northern Illinois University; M.S., Illinois State University; Ph.D., The University of Iowa.

Santhi Hejeebu (2004)

Associate Professor of Economics and Business. B.A., University of Maryland Baltimore County; M.A., Ph.D., The University of Iowa.

Michelle Herder (2009)

Associate Professor of History. B.A., Carleton College; M.Phil, Ph.D., Yale University.

Ellen Hoobler (2012)

Assistant Professor of Art History. B.A., Wellesley College; M.A., M.Phil., Ph.D., Columbia University.

Lynne Ikach (1992)

Professor of Russian. B.A., Grand Valley State University; M.A., Ph.D., University of Illinois.

Meg Jacobs (2013)

Assistant Professor of Education. B.A., M.A., Ph.D., The University of Iowa.

Kate Kauper (2010)

Assistant Professor of Education. B.A., M.A., The University of Colorado; Ph.D., The University of Iowa.

Todd Knoop (1998)

Professor of Economics and Business. B.A., M.A., Miami University; Ph.D., Purdue University.

Carol Lacy-Salazar (1984)

Professor of Spanish. B.A., Duke University; M.A., Ph.D., University of Arizona.

Charles Liberko (1997)

Professor of Chemistry. B.A., College of St. Thomas; Ph.D., University of Minnesota.

Lyle R Lichty (1989)

Professor of Physics. B.A., Oberlin College; Ph.D., Iowa State University.

M. Philip Lucas (1984)

Professor of History. B.A., University of Virginia; M.A., Ph.D., Cornell University.

James L. Martin (1981)

Professor of Music. B.Mus., Butler University; M.Mus., University of Illinois; D.Mus., Northwestern University; Richard and Norma Small Distinguished Professorship.

S. Andy McCollum (1998)

Professor of Biology. B.S., North Carolina State University; Ph.D., Duke University.

Kristin Meyer (2014)

Assistant Professor of Kinesiology. B.A., Cornell College; D.P.T., University of Minnesota.

Genevieve Migely (2006)

Associate Professor of Philosophy. B.A., Northwestern University, M.A., Ph.D., Claremont Graduate University.

Tammy Mildenstein (2014)

Assistant Professor of Biology. B.S., Iowa State University; M.S., Ph.D., University of Montana.

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Professor of Religion. A.B., Grinnell College; M.A., Episcopal Divinity School; Ph.D., Boston College-Andover Newton Theological School.

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