Kenyon College Course of Study 2000-01



Prepared by the Office of the Registrar and the Office of Public Affairs Kenyon College, Gambier, Ohio 43022-9623 Spring 2000

Equal-Opportunity Policy

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

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

Degree Completion Rates

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

Entering	After four	After six
class	years	years
Fall 1991	83%	86%
Fall 1992	78%	83%
Fall 1993	78%	83%
Fall 1994	78%	
Fall 1995	80%	

In every case, those students taking longer than four years to complete their programs have done so because they have withdrawn from the College for one or more semesters.

Accreditation

Kenyon College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The address and phone number of the association are: North Central Association of Colleges and Schools 30 North LaSalle Street Suite 2400 Chicago, Illinois 60602-2504 (800) 621-7440

Preface

This catalogue lists and describes the courses offered by the faculty of Kenyon College for the 2000-01 academic year. Also included are the degree requirements and curricular regulations that apply to all applicants for the Bachelor of Arts degree from the College. A listing of faculty members and administrators at Kenyon can be found at the back of the catalogue, as well as notice of the officers of the College and members of the Board of Trustees.

All programs of study and major departments are listed alphabetically. Under each heading, yearlong courses are listed first, followed by courses offered in the first semester and then courses offered in the second semester. Additional courses may be listed under such rubrics as "Will be offered in 2001-02" or "Additional courses available another year," which includes those offered alternate years or those depending on staff. Questions about courses or course offerings should be addressed to members of the department or program in question.

There will be some adjustments to these listings between now and the times that students enroll, and therefore supplements or enrollment handbooks will be published in April, August, and again in December. Time and room schedules will appear in each of the three handbooks as well. With the supplements, this catalogue will be used for April enrollment as well as September and January enrollments. Please bring this catalogue with you when you return to campus in the fall, as only one copy has been printed for each student.

A section highlighting important information for first-year students and students new to Kenyon appears on page 4; students are urged to read this carefully. Throughout the catalogue, look for the ◆ symbol beside the courses in each department that are considered especially appropriate for first-year students or upperclass students new to that department's curriculum.

Your attention is called to the material covering curricular require-

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

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

Academic Calendar 2000-01

First Semester

August 24, Thursday	Residences open for new students;
	Orientation Program begins
August 26, Saturday	Residences open for returning students
August 28, Monday	Classes begin
September 4, Monday	Labor Day*
September 8-9, Friday-Saturday	Alumni Reunion Planning
September 22-23, Friday-Saturday	Homecoming Weekend; Alumni Council;
	Kenyon Fund Executive Committee
September 29, Friday	Eve of Rosh Hashanah*
October 8-9, Sunday-Monday	Eve of Yom Kippur; Yom Kippur*
October 9-10, Monday-Tuesday	October reading days
October 20-22, Friday-Sunday	Family Weekend; Parents Advisory Council
October 27-28, Friday-Saturday	Fall meeting of the Board of Trustees
October 31, Tuesday	Founders' Day; Matriculation
November 18, Saturday	
November 27, Monday	Classes resume
December 12, Tuesday	Last day of classes in first semester
December 13-14, 17	Reading days
December 15-16, 18-19	Examinations
December 19, Tuesday	First semester ends at 4:30 p.m.
December 20, Wednesday	Student residences close at 12:00 noon

Second Semester

January 13, Saturday	Student residences open at 8:00 a.m.
January 15, Monday	Classes begin
February 2-4, Friday-Sunday	Alumni Council and Kenyon Fund Executive
	Committee
February 9-10, Friday-Saturday	Winter meeting of the Board of Trustees
March 3, Saturday	Spring vacation begins
March 19, Monday	Classes resume
April 5, Thursday	Honors Day
April 6-8, Friday-Sunday	Parents Advisory Council
April 7-8, Saturday-Sunday	Eve of Passover*; First Day of Passover
April 13, Friday	Good Friday*
April 27-28, Friday-Saturday	Spring meeting of the Board of Trustees
May 4, Friday	Last day of classes
May 5-7, 10	Reading days
May 8-9, 11-12	Examinations
May 12, Saturday	Second semester ends at 4:30 p.m.
May 13, Sunday	Residences close at 12:00 noon (except seniors)
May 19, Saturday	173rd Commencement; residences close, 7:00 p.m.
May 25-27, Friday-Sunday	Alumni Reunion Weekend; Alumni Council

* Classes as usual

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Kenyon College: Its Mission and Goals

The Mission of the College

Over the 175 years of its life, Kenyon College has developed a distinctive identity and has sought a special purpose among institutions of higher learning. Kenyon is an academic institution. The virtue of the academic mode is that it deals not with private and particular truths, but with the general and the universal. It enables one to escape the limits of private experience and the tyranny of the present moment. But to assert the primacy of the academic is not to deny the value of experience or of other ways of knowing. Kenyon's academic purpose will permeate all that the College does, but the definition of the academic will be open to recurrent questioning.

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

strives to persuade its students to those same purposes.

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

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

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

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

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

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

The Goals and Objectives of the College

I. General Liberal Arts Education

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

a) Students acquire knowledge and understanding of fine arts, humanities, nature sciences, and social sciences.

b) Students learn to use information technology and make sense of the information they find.

c) Students learn to formulate ideas rigorously and communicate them effectively, in speaking and in writing.

d) Students learn to understand a wide diversity of cultures.

e) Students learn to assess arguments.

f) Students learn quantitative skills and how to analyze data.

g) Students learn to work creatively.

II. Overall Academic and Major Program

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

a) Students develop expertise in at least one discipline or area.

b) Students organize courses so that study of one subject illuminates and is illuminated by study of another.

III. Relationships, Community, and Security

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

IV. Participation and Involvement

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

V. Satisfaction and Accomplishment

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

Academic Administration

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

Provost

Ronald A. Sharp, provost, is the College officer in charge of all academic affairs. His responsibilities include matters pertaining to the faculty, curriculum, instruction, and academic records. Students may consult him on policies in these areas. His office is located in Ransom Hall.

Associate Provosts

Kathy J. Krynski and Gregory P. Spaid, associate provosts, assist the provost with a wide range of matters relating to the faculty, curriculum, and teaching. They supervise the Office of International Education, the educational outreach program, external honors examiners, the Visiting Minority Artist program, the Kenyon Dissertation Fellowship, and the Academic Infractions Board. Their offices are located in Edelstein House.

Dean for Academic Advising

Jane Martindell is primarily responsible for general and departmental academic advising programs. She initiates conferences with and provides support for first-year students and students on conditional enrollment, counseling first-year students on academic, social, and personal matters. Martindell also coordinates services for students with disabilities and is responsible for fellowships and postgraduate awards.

Dean for Academic Support and Registrar

Richard L. Switzer maintains the academic records of Kenyon and publishes the Course of Study and other enrollment information. The registrar's office should be contacted on matters such as the following: Course enrollment Course schedules Classroom assignments Changes of address Declaration or change of major, minor. or concentration Examination schedules Grade reports Petitions Summer school Transcripts Transfer credit Assistance from the Veterans Administration.

Petitions for changes or adjustments in the academic rules of the College should be directed to the registrar for consideration by the petitions subcommittee of the Academic Standards Committee. Advice on preparing a petition may be sought from the registrar, the dean for academic advising, or the student's faculty advisor. Students should also consult Rich Switzer regarding synoptic majors, summer scholars programs, and appeal of grades.

Faculty Advisors

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

Upperclass Counselors

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

A Note to Students New to Kenyon

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

Although it is a good idea, prior to arriving on campus, to begin making a list of courses in which you might like to enroll your first year, make it a long list and consider it a tentative one. Look for the special \blacklozenge symbol beside the courses in each department that are considered especially appropriate for first-year students or upperclass students new to that department's curriculum. During the four days of Orientation, you will learn about our academic departments, programs, and courses. You will also have ample opportunities to find out about particular courses, the proper level at which to begin, or your advanced placement test scores and credits. Your faculty advisor and your upperclass counselor will be a big help to you as you choose your schedule of courses during Orientation.

Every student is required to complete a major course of study for graduation. Normally, students declare their majors in the spring of the sophomore year, although some do so at the end of the first year and others wait until the junior year. I want to emphasize that you should not be concerned if you are unsure of a major at this time. Faculty members do not encourage the declaration of a major until the sophomore year, and no department requires enrollment as a first-year student in order to declare a major in that department. (If you are considering a laboratory science as a possible major, enrollment in your first year is advisable, though not mandatory.)

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

Do not be overly concerned about our diversification requirement: most students fulfill this requirement virtually without trying. It simply requires that each student complete two semesters within each of any five departments distributed over the four academic divisions of the College. It is difficult not to satisfy this requirement by the time you have completed your second or third year.

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

Please note that some students spend their entire four years at Kenyon working with just one faculty advisor. Many students, however, will work with their initial advisor for three or four semesters and change to another when they declare their major course of study. Still others may choose to work with five or six advisors by the time they graduate. I do not advocate that you change advisors more than necessary, but you should know that if, after you have settled in for a few weeks, you find someone with whom you would rather work, you are welcome to come and discuss a change of advisor.

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

If you have any questions concerning the contents of this catalogue, please do not hesitate to contact me, Provost Ronald Sharp, Registrar Richard Switzer, or one of the faculty members listed in the text. We look forward to seeing you in August.

Jane Martindell Dean for Academic Advising

The Academic Program at Kenyon

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

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

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

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

The requirements for Kenyon's bachelor of arts degree specify what we believe to be essential to every student's pursuit of liberal education. While these requirements provide great freedom for every student to design a course of study suiting his or her interests and aspirations, they provide at the same time a common structure to promote the balance and coherence necessary to truly liberal study. Thus, every student is called upon to organize courses in such a way that the study of one subject

illuminates and is illuminated by work in another. Every student is drawn to consider seriously the special contribution of the work in each of the four academic divisions in the College. Students may thus come to know how the image of humanity proposed by the sciences, say, differs from that celebrated by the humanities; they may come to see that the vision of the social scientist adds important dimension to the world revealed by the artist. In fulfilling these requirements, every student will find a road to the freedom enjoyed by the liberally educated: freedom from the tyrannies of narrow specialization and of superficial generalization.

Guide to the Kenyon Curriculum

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

Terms and Definitions	at Kenyon College
The curriculum is organized within four traditiona divisions and a fifth interdisciplinary division.	l academic Fine Arts Humanities Natural Sciences Social Sciences Other (Interdisciplinary)
A discipline is a traditional area of academic stu theses show that some related disciplines are grou into departments for administrative purposes. organized alphabetically by department.	 Hy. Paren- Fine Arts: (Art History and Studio Art); (Dance and Drama); Music (Classics, including Latin, Greek, Hebrew, and Sanskrit); English; (Modern Languages and Literatures, including Chinese, French, German, Italian, Japanese, Russian, and Spanish); Philosophy; Religious Studies
	Biology; Chemistry; Mathematics; Physics; Psychology Social Sciences: Anthropology; Economics; History; Political Science; Sociology
Interdisciplinary programs are those that draw more of the traditional disciplines. For example, A Studies draws from the faculties of Anthropology, Modern Languages, Philosophy, and Religious Stu	rom two or African and African-American Studies Asian American Studies History, Asian Studies dies. Biochemistry Environmental Studies Integrated Program in Humane Studies International Studies Law and Society Molecular Biology Neuroscience Public Policy Scientific Computing Women's and Gender Studies
Major: All students must complete a minimum of course of study in either a traditional discipline or interdisciplinary program.	One majorAll departments offer one or more major courses of study.in anThere are currently four interdisciplinary majors: Biochemistry, International Studies, Molecular Biology, Neuroscience.
A Synoptic Major is a course of study devised by individual student in consultation with faculty ad	y an Synoptic majors are typically interdisciplinary in nature. visors. Some recent examples are Behavioral Physics; Cultural Ecology; American Diplomacy; Cross-Cultural Women's Studies; and Art, Gender, and Society in Japan.
Students may elect to undertake a Minor course of they choose.	f study if Minor courses of study are offered by the departments of Anthropology, Art, Biology, Classics, Dance and Drama, Mathematics, Modern Languages and Literatures, Music, Philosophy, Physics, Religious Studies, and Sociology.
A Concentration is very similar to a minor, exc interdisciplinary in nature.	ept that it is Most interdisciplinary programs offer a concentration, while a few offer a major only.

Requirements for the Degree

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

All candidates for the degree must complete four years (eight semesters) of full-time undergraduate work. They must be in residence at Kenyon for at least two years, one of them the senior year, and must earn no fewer than 8 units of credit on a lettergrade basis at the College.

Candidates must complete 16 units of credit and earn a cumulative grade point average of 2.00 (C). This may include credit transferred to Kenyon from other institutions, International Baccalaureate credit, and advanced placement credit. However, only grades earned at Kenyon are computed in the student's grade point average.

Candidates for the degree must select courses in accordance with the College's academic policies and regulations and must successfully complete a major course of study, including satisfactory completion of the Senior Exercise.

Summary of Kenyon Graduation Requirements

In planning their courses of study, students are encouraged to use the following table, which outlines the requirements for graduation.

Sixteen units of credit.

• A minimum of 8 units on a lettergrade basis earned at Kenyon.

Eight semesters of full-time undergraduate work.

- A minimum of four semesters in residence at Kenyon.
- Two of these semesters must be during the senior year.

A cumulative grade point average of at least 2.00 (C).

- A major course of study.
- Successful completion of major requirements and a Senior Exercise in the major during the senior year.
- Nine units of credit outside of the major department.

At least 1 unit in at least five departments (diversification requirement). One unit must be completed in at least one department from each of the four academic divisions of the College: Fine Arts:

- Studio Art/Art History
- Dance/Drama
- Music
- Humanities:
- Classics
- English
- Modern Languages and Literatures
- Philosophy
- Religious Studies

Natural Sciences:

- Biology
- Chemistry
- Mathematics
- Physics
- Psychology
- Social Sciences:
- Anthropology
- Economics
- History
- Political Science
- Sociology

The fifth department for diversification may be in any of the above divisions or in an interdisciplinary program (African and African-American Studies; American Studies; Asian Studies; Environmental Studies; International Studies; Law and Society; Neuroscience; Public Policy; Scientific Computing; Women's and Gender Studies).

IPHS (Integrated Program in Humane Studies) credit can be counted in several divisions. See the registrar for details.

The College Curriculum

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

Semester Enrollment Requirements

Normally students register for 2 units of credit each semester. A student must enroll for a minimum of 4 units of credit each academic year, up to a maximum of 5 units. In any semester, a student may enroll for a minimum of 1 3/4 units so long as the minimum enrollment for the year is satisfied. A student may enroll for a maximum of 2 1/2 units of credit in a semester.

Seniors may enroll for as few as 1 1/2 units either semester, so long as they enroll for 3 1/2 units for the year and will have earned the necessary 16 units for graduation.

A student must be enrolled for at least 1/2 unit of credit in at least two departments in every semester until 16 units have been completed. Any of the interdisciplinary courses do serve as a "department" in this regard. Please note that one may not enroll in, for example, two French courses and two Spanish courses, as these are in the same department. The same would be true for studio art and art history courses.

Four-Year Enrollment Requirements

Up to 7 of the 16 units necessary for graduation may be earned in one discipline, but no more than 9 units may be earned in one department if there is more than one discipline in that department. Stated another way, at least 9 units must be earned outside the major discipline and at least 7 units must be earned outside the department containing that discipline. All College major programs, including synoptic and interdisciplinary majors, are governed by these rules.

Students must earn at least 1 full unit of credit in each of at least five departments that together cover all four divisions of the College. A unit of work taken in any of the interdisciplinary programs may count as one of the five "departments" required, but will not count as one of the four divisions required.

The unit earned in each division must be earned in a single department. Thus, for example, 1/2 unit in music and 1/2 unit in art do not satisfy the divisional requirement in Fine Arts.

In a multidisciplined department (art and art history, classics, dance and drama, modern languages and literatures), a student may take 1 unit of work in only one discipline or may take 1 unit of work among the disciplines within a single department to fulfill the requirements. Thus, for example, 1/2 unit in art and 1/2 unit in art history will count as 1 full unit of work in the art department, fulfilling the divisional requirement in the fine arts.

Neither advanced placement credit nor International Baccalaureate credit may be used to satisfy a diversification requirement. The divisions and departments are as follows:

- Fine Arts (Art, Dance and Drama, Music)
- Humanities (Classics, English, Modern Languages and Literatures, Philosophy, Religious Studies)
- Natural Sciences (Biology, Chemistry, Mathematics, Physics, Psychology)
- Social Sciences (Anthropology, Economics, History, Political Science, Sociology)

The Integrated Program in Humane Studies (IPHS) is an interdisciplinary program that offers varying distribution credit in the humanities. See the IPHS director or the registrar for specifics.

Diversification credit, if any, for other interdisciplinary courses is

shown in the course catalogue descriptions for the respective courses.

The Major Program and the Senior Exercise

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

The major in a department or **discipline.** The major program constitutes focused academic work undertaken in a single department or discipline. It is the responsibility of the department to determine the work necessary for successful completion of the major. An outline of departmental or disciplinary requirements may be found in the introductory paragraphs of each department's course descriptions in this catalogue. The department may prescribe courses in other departments or disciplines as part of the major program.

If the major is a department, no more than 7 units may be prescribed in that department. If the major is a discipline within a department, no more than 7 units may be prescribed in that discipline and no more than 9 units in the department containing that discipline. The minimum number required for a major is 4 units. With the approval of both departments concerned, a student may take a double major following the full prescribed program of each department.

Synoptic major. The synoptic major is an integrated program of study in two or more departments. It is the student's responsibility, in the sophomore year, to formulate a fouryear course of study after consultation with faculty members from at least two of the departments in which he or she will work. These faculty members must agree to serve as the student's advising committee, with one of them serving as principal advisor. Proposals that have the approval of the faculty advisors are submitted to the office of the dean for academic support, who conducts one or more conferences with the student and advisors to plan implementation.

The synoptic major will include at least 8 units of work, which may include courses taken prior to formulation of the course of study. Each department may designate the core course or courses it deems necessary for all synoptic majors choosing work in that department. It is the responsibility of the student's advising committee to formulate and evaluate the Senior Exercise of the student in his or her senior year. Interested students should obtain a more detailed statement of procedure from the office of the dean for academic support (see also "Honors" for synoptic majors later in this section).

For further information on interdisciplinary majors, please consult the appropriate section in this catalogue.

Declaring a major. Students may declare a major at any time, but not later than November 1 of their junior year. Normally students declare their majors as sophomores before spring vacation. To declare a major, students obtain and file a form in the registrar's office, after securing the necessary faculty signatures. Students wishing to declare synoptic majors may obtain complete information from the office of the dean for academic support. Students who plan to participate in off-campus study during the fall semester of their junior year must declare a major by March 30 of their sophomore year.

Senior Exercise

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

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

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

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

A Minor Course of Study (Optional)

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

- Students declare a minor course of study in the Office of the Registrar just as they declare majors and interdisciplinary concentrations.
- A minor consists of a minimum of 2 units and a maximum of 3 1/2 units. A minimum of 2 units must be from within the discipline itself.
- Students may declare no more than one minor, although they are free to cancel and/or change their minor.
- Courses that count toward the student's major may not also count toward the minor, nor may a student undertake both a major and minor in the same discipline.
- Neither the College nor a department will plan course availability in a given year so as to enable a particular student or students to complete a minor. Students may not be given preferential admission to a course on the basis of their minor.
- Students' transcripts will note majors (at least one required), concentrations (optional), and the minor (optional).
- Specific information and requirements regarding minors may be found under the section of the department or discipline in question.

An Interdisciplinary Concentration (Optional)

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

A concentration will require a minimum of 2 1/2 units and up to a maximum of 4 units of prescribed academic credit. Academic coursework undertaken for such a program may consist of work offered by departments and other concentrations, as well as coursework offered by the concentration. Directors of concentrations certify students' successful completion of their programs to the registrar, who will note completion on the students' records.

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

A Guide to Courses of Study

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

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

- All degree candidates must successfully complete a minimum of one major course of study including the Senior Exercise.
- Students may choose to complete no more than one minor.
- Students may choose to complete one or more interdisciplinary concentrations.

Academic Departments

Departmental Majors

Departmental Minors

Anthropology Art	Anthropology Art History; Studio Art	Anthropology Art History; Ancient; Renaissance and baroque; Modern
Biology	Biology	Biology; Environmental Biology; Molecular Biology; Plant Biology; Physiology
Chemistry	Chemistry	
Classics Dance and Drama	Classical Studies; Greek; Latin Drama; Dance	Classics Dance
Economics	Economics	
English	English	
History	History	
Mathematics Modern Languages and Literatures	Mathematics Modern Languages and Literatures French; German; Spanish	Mathematics; Statistics Chinese; Italian; Japanese; Russian
Music	Music	Music
Philosophy Physics	Philosophy Physics	Philosophy Physics; Astronomy
Political Science	Political Science	
Psychology Religious Studies	Psychology Religious Studies	Religious Studies
Sociology	Sociology	Sociology

Interdisciplinary Programs

Interdisciplinary Majors	Interdisciplinary Concentrations
Biochemistry	African and African-American Studies
International Studies	American Studies
Molecular Biology	Asian Studies
Neuroscience	Environmental Studies
	Integrated Program in Humane Studies
	Law and Society
	Neuroscience
	Public Policy
	Scientific Computing
	Women's and Gender Studies

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Honors

The degree with college honors.

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

cum laude	3.45-3.64
magna cum laude	3.65-3.84
summa cum laude	3.85 and above

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

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

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

Collegiate standard for departmental honors. Faculty members have determined that to undertake departmental Senior Honors work a student must ordinarily have a 3.33 average in the department or program in which honors work is to be done, and a 3.20 grade point average overall. The student must also have the recommendation of the department or program.

Students whose grades do not meet this standard but who wish to do departmental Senior Honors may petition the Committee on Academic Standards to be allowed to undertake honors. Ordinarily such a petition will be submitted no later than April 15 of the junior year. The committee will consider at least the following criteria:

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

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

Year of Graduation

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

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

Early Graduation

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

The Synoptic Major Program

In recent years Kenyon has developed several ways in which a student can satisfy broad and substantial interests that cut across departmental and disciplinary boundaries. For example, it is possible to double-major. One can also combine a major in one department with a minor in another, or with any one of several interdisciplinary concentrations. Many will find their needs met by one of the interdisciplinary programs listed in this catalogue. There are also courses listed under Interdisciplinary Studies. Clearly, a great deal of care and hard work has gone into the formulation of Kenyon's majors, minors, and concentrations, so that it should not be surprising that almost all students choose to major in one of these established departments or programs.

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

Developing a synoptic major program will require the student to do considerable synthesis in thinking through how material from the selected courses fit together. This may require consultation with faculty. It is advisable for someone contemplating a synoptic major program in a serious way to begin work on it early in order to meet the deadline with a well-thought-out proposal. It is not easy for someone not quite to the midpoint of collegiate studies to construct such a synoptic major program. A synoptic major is likely to prove more demanding to carry out than a major chosen in the ordinary way from existing programs. Therefore, a student proposing a synoptic major must have a cumulative GPA at or above the average GPA of Kenyon students.

One cannot expect to construct a synoptic major program by taking a set of previous studies which lack focus and building a shell around them. Even a first-year student should give thought to keeping options open for future work, whether in an established program or in anticipation of a synoptic major. Consultation with faculty (advisor or others) should initially consider whether one or more of the established programs could not meet the needs of the student.

A synoptic major program must be deep as well as broad. It must be coherent. The program must consist primarily of courses that are offered in the established programs, together with a limited number of independent-study courses when such courses are really needed. Normally not more than 2 units of an 8-unit synoptic major program should consist of independent-study programs.

If a synoptic-major initiative is to be pursued, then the student will need to discuss the possibilities with faculty members of relevant departments and interests and persuade them of the viability of the proposed major. A meeting with the associate provost at an early stage will most likely be useful. In the end, faculty members from at least two of the departments in which the student will work must agree to be that student's advisory committee for that synoptic major. One person among the advisors must serve as principal advisor. The student's proposal for the synoptic major must also be approved by the chairs (or members designated by chair) of the departments of the faculty advisors.

The student and his or her advisors will need to consider whether the courses required for the proposed major will be taught in the years in which it is planned to take them. Each department may designate the core course or courses it deems necessary for all synoptic majors choosing work in that department. It is the responsibility of the student's advising committee to formulate and evaluate the Senior Exercise of the student in his or her senior year. Obviously, the scope and nature of the Senior Exercise must be defined early enough that there is sufficient time for the special work and/or study it may require.

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

It is not uncommon for a synoptic major program to undergo revisions during its course. The student must initiate approval for revisions in a timely way. The changes must be approved by the advisors and submitted to the office of the associate provosts. A statement defining the nature of the Senior Exercise must be approved by the advisors and the departments of the advisors, and submitted to the office of the associate provosts, no later than the fourth week of classes in the senior year.

Preprofessional Programs

Information and advice concerning professional studies in architecture, business, education, engineering, law, theology, and health-care professions are offered by designated faculty and staff members who are knowledgeable in these fields. Informational sessions are held throughout the academic year, beginning during Orientation. In addition, preprofessional advisors in these areas are available for individual discussions and consultation. For a list of the current preprofessional academic advisors, see Maureen Tobin. director of the Career Development Center.

Medicine

Medical-school course requirements are met at Kenyon as follows. (Note: the numbers in parentheses refer to course numbers in effect prior to the 2000-01 academic year).

Introductory Biology

BIOL 113, 114 (13, 14) plus BIOL 109-110 (9-10) (lab)

Introductory Physics

PHYS 111-112 (11-12) or PHYS 115, 116 (15, 16)

Introductory Chemistry

CHEM 111, 112 (11, 12) or CHEM 115, 116 (15, 16) plus CHEM 113, 114 (13, 14) (lab) or CHEM 117, 118 (17, 18) (lab)

Organic Chemistry

CHEM 231, 232 (31, 32) plus CHEM 233, 234 (33, 34) (lab)

College Mathematics

At least two of the following: MATH 106 (6), MATH 110 (10), MATH 111 (11), MATH 112 (12), MATH 118 (18), or MATH 213 (21)

English

ENGL 101-102 (1-2) or IPHS*

Biochemistry (highly recommended) CHEM 356 (56)

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

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

- CHEM 111, 112 or CHEM 115, 116; plus CHEM 113, 114 (lab) or 117, 118 (lab)
- BIOL 113 and 114 plus BIOL 109-110 (lab)
- ENGL 101-102 or IPHS 113-114.

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

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

Engineering

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

Rensselaer Polytechnic Institute

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

Washington University, Sever Institute of

Technology Offered here are bachelor of science degrees in biomedical, chemical, civil, electrical, and mechanical engineering: computer science; systems science and mathematics; and technology and human affairs.

Environmental Studies

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

Education

The Bank Street College of Education

Students can choose a 3-2 model or a 4-1 model. Students earn a bachelor's degree from Kenyon and a master's degree (and certification) in education from Bank Street.

Applications to 3-2 Programs

The associate provost approves these programs. Information, however, is available in the CDC. Ordinarily, students must apply by the end of the first semester of their junior year. But it is wise to begin planning as early as the first year of enrollment.

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

Requirements

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

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

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

Awarding of the 3-2 Program Degree

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

Failure to Complete a 3-2 Program

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

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

Postgraduate option

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

Course Enrollment and Schedule Change Procedures

Enrollment Procedures

During the first seven class days of each semester, students may come to the registrar's office to alter their course selections or status within courses, with the approvals of their advisors and instructors.

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

If a student has attended a course in which he or she was not enrolled, no credit or grade is recorded.

If a student stops attending a course but fails to withdraw properly in the registrar's office, an F is recorded.

Minimum Enrollment Standards

Generally, the College curriculum requires that students enroll for a minimum of 4 units of credit each academic year. Although most students enroll for 2 units each semester, it is acceptable to enroll for as few as 1 3/4 units in one semester as long as the 4 units per year are accumulated. Students who fail to meet this requirement will find the notation "Underenrolled" on their academic record. There are two exceptions to this general rule:

1. Any student may enroll for as few as 1 1/2 units in any *one* of the six semesters prior to his or her senior year, with the understanding that one must still accumulate 16 units to graduate. Students may elect to withdraw from one class past the established deadlines one time only without penalty or petition, if this is done prior to the last week of classes in a given semester. (So, for example, a student may only withdraw from a year-long course during the first semester.) The one-time use of this option must be discussed with the instructor, the student's faculty advisor, and the dean for academic advising, and will appear as a "W" on the student's transcript.

2. Seniors who are ahead on the required credits, and who can therefore afford to do so, may enroll for as few as 3 1/2 units for the year so long as a minimum of 1 1/2 units each semester is maintained.

Also, students must enroll in at least two departments each semester for a minimum of 1/2 unit of credit in each of the two departments. Although many students will enroll in three or even four departments in a given semester, no one may enroll in only one department. Students who fail to meet this requirement will find the notation "Improperly enrolled" on their academic record. This rule applies only to those students who are working toward their first 16 units of credit; students are exempt from this rule in semesters following the one in which 16 units have been completed.

Course Changes After the First Seven Days of Classes

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

Dropping Courses Before the End of the Semester

A student may withdraw from an extra course only within the first eight weeks of each semester,

provided the student remains enrolled for at least 1 3/4 units of credit in the semester and 4 units for the year. A "WP" (withdrew passing) is recorded if the student is passing at the time of the request; otherwise an F is recorded. Students who withdraw from a course because a serious illness or other personal circumstances beyond their control have prevented them from meeting the requirements of their courses will have "WI" (withdrawal because of illness or incapacity) recorded. A dean must support the student's claim of illness or incapacity, and the request must be approved by the Academic Standards Committee. Students eligible for WI are exempted from payment of a late fee.

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

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

Audit. Students may change to audit status only through the first seven days of classes provided such change leaves them properly enrolled.

Pass/D/Fail. A student may change status in a course to or from pass/D/fail only through the end of the fourth week of classes. Students are specifically required to maintain a consistent grading option over both halves of a year course.

Year Courses

Withdraw passing Students may withdraw passing (WP) from an extra year course only through the eighth week of the first semester, or from the second half of a year course through the eighth week of the second semester.

Entering a year course at midyear. A student may enter a year course at the beginning of the second semester only if both the instructor and advisor approve. Signatures are required on either the Selection of Courses form or the Course Change form, or on a note.

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

Forms for dropping the second half of year courses at the end of the first semester are available at the registrar's office and should be returned there in a timely manner. The final grade must be received in the registrar's office within two weeks (ten class days) of the effective date of the drop. Otherwise a grade of F will be recorded.

Fees for Special Handling

All enrollment changes after the first seven class days of each semester are subject to fees for special handling unless otherwise noted. These fees apply to all enrollment changes including those accomplished through petition and are found in the Kenyon College Fees and Charges booklet.

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

Grades and Credit

Course Credits

The academic year's work ordinarily provides 4 units of credit. A year course usually counts as 1 unit; most semester courses yield 1/2 unit. Note: 1/2 unit of credit is considered to be the equivalent of a four semester-hour course at other colleges and universities. Courses offered at Kenyon are offered only for the credit as stated in the *Course of Study* and may not be undertaken for greater or lesser credit.

Course Grades

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

Grades. Instructors are required to report one of the following grades for students enrolled for credit:

A =Excellent	D =Poor
B =Good	F =Failing
C =Average	

Plus and minus may be attached to any grade except F.

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

Pass/D/Fail (P/D/F). To encourage students to experiment with disciplines and courses they might not otherwise try, the College provides the opportunity to enroll in courses outside the declared major on a P/D/F basis with the permission of the advisor and the instructor. A maximum of 2 of the 16 units required for graduation may be earned on this basis. Within any given semester a student may take no more than one course on the P/D/F basis, unless the student is taking $2 \frac{1}{2}$ or more units of credit, in which case a second course (but no more) may be taken on this basis. Once students have declared a major, they may not take courses on a pass/fail basis in the

department of their major or in any course required for the major.

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

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

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

Audit. Any fully enrolled student may, with the prior approval of the instructor, enroll as an auditor in one or more courses in addition to his or her normal load. With the exception of certain production and performance courses, such enrollment must be completed within the first seven days of classes. The student should first obtain from the instructor a clear understanding of the audit requirements for that course. The designation "AU" normally will mean that the student has attended at least the lectures. laboratories. or studio meetings regularly, or accomplished other activities designated by the

instructor, at a level equivalent to regular attendance. An instructor has the right to require more than this minimum before granting AU designation.

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

Grade Reports

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

Students' copies of grade reports are mailed to them at their home addresses in January and in June.

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

Grade Averages

Method of calculation. Letter grades are associated with the following quality points:

A+ =4.00	C+ =2.33
A =4.00	C =2.00
A-=3.66	C-=1.66
B+ =3.33	D+ =1.33
B =3.00	D =1.00
B-=2.66	D-=0.66
F =0.00	X =0.00

Semester and cumulative grade point averages are computed by multiplying the quality points of each grade by the number of units of credit, summing, and dividing the total quality points by the total credits attempted.

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

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

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

Repeating a Course

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

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

Changes in Final Grades

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

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

Class Rank and Merit List

Each summer, class ranks are calculated on the basis of students' averages for the preceding academic year. Students who earned an average of 3.45 or higher are placed on the Merit List. This list is announced each summer in *Summer* *Newscope* and notification is sent to the student's hometown newspaper(s). The annual class rank is not recorded on a student's permanent record.

At the end of the senior year, a class rank is calculated based upon the Kenyon cumulative GPA. This rank becomes part of the permanent record and may be posted on transcripts at the request of the graduate.

Incompletes

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

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

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

For students who have been granted an incomplete, instructors submit a default grade (in addition to the grade of incomplete) that would be appropriate if the student does not fulfill the Incomplete Contract. This grade is held by the registrar and awarded only if the agreed-upon work is not completed by the agreed-upon deadline. How this default grade is computed is entirely in the hands of the instructor, but it ordinarily takes into consideration the nature and quality of work completed and the nature of the work outstanding. This default grade is presumably somewhat lower than that which will be awarded once the remaining examination or other work has been submitted.

The student granted an incomplete must complete the work of the course by the date specified by the granting dean. Once the student has completed the work for the course and the instructor submits the grade, the I is changed to the appropriate grade. Only the dean for academic advising may grant extensions. Unless an extension is granted, the instructor is required to submit a final grade 14 days following the deadline specified by the granting dean even if the student has not completed the work; if no grade is submitted, the incomplete is converted to the default grade.

Conduct of Courses

Academic Rights and Responsibilities

Academic freedom of students.

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

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

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

Examinations

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

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

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

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

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

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

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

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

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

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

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

Failure to appear for a final

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

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

Class Attendance

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

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

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

Excused absences. Excuses for absences from class are granted by the dean of students or the dean for academic advising when substantial reason is shown. Recognized grounds for excused absences are as follows: (1) curricular or extracurricular activities recommended by the faculty and approved by the deans, (2) personal obligations claimed by the students and recognized as valid by the deans, and (3) sickness.

It is the responsibility of the student to request an excuse from the dean of students or the dean for academic advising in advance of each class absence that will be caused by the collegiate activities or personal obligations.

Absence due to illness. Absences for reasons of illness are not ordinarily excused: only when a student is declared by the College physician to be infirm (in a hospital or at home) will a health report be sent from the Health and Counseling Center to the dean of students, giving the days when each patient is judged infirm and recommending that the student's class absences be excused. When released from confinement, the student is expected to resume regular required attendances unless otherwise advised.

The Office of the Dean of Students issues a weekly report to the faculty listing all students who have been officially excused from scheduled College classes. Although students may not be penalized for being absent from a class that has been excused, they are held responsible for all course assignments. The rescheduling of examinations or assigned work must be initiated by the student and arranged by the instructor.

Expulsion from a Course

An instructor may expel a student from a course for cause at any time provided that, a reasonable time beforehand, he or she has given the student written warning and has, by copy, informed the dean of students, the associate provost, and the registrar. Valid causes include excessive absences and disturbances in class. Poor performance in a class or failure to submit written work does not constitute reason for expulsion. If a student is expelled from a course, X is recorded on the permanent record and is treated in the same manner as an F.

The Right to Petition

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

Petition Procedures

A description of petition procedures and instructions must be obtained from the registrar's office.

The petition must be a clear and detailed statement containing the specific regulation(s) under consideration. Recommendations from the student's advisor and from any other person (deans, Health and Counseling Center staff members, etc.) who may be affected by or have special knowledge bearing on the petition will be considered with the petition.

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

Maintenance of Academic Standards

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

Satisfactory Progress Toward the Degree

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

Substandard Academic Performance

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

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

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

Committee Actions

The academic record of any student who cannot accomplish a 2.0 (C) average during any period of enrollment in the College raises serious questions about the student's will or capacity to graduate from Kenyon. Likewise, the academic record of any student who is more than 1/2 unit behind his or her class raises the same questions.

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

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

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

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

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

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

Records of Committee Actions

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

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

Deficiency Reports from Instructors

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

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

Procedures for Withdrawing from the College

Withdrawal from the College.

Students who plan to leave Kenyon for the remainder of a semester, or for a semester or more (excepting students studying under the auspices of the Office of International Education), or permanently, must declare their intentions to the dean of students or the dean for academic advising by completing a Declaration of Withdrawal form.

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

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

because of illness), in which case WI is recorded.

- Between the beginning of the second semester and the end of the spring vacation: W in all year courses* and all second-semester courses.
- After spring vacation but before the end of the second semester: F in all courses* unless the deans find that the withdrawal is justified.

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

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

Readmission to the College (after having withdrawn)

Students who have voluntarily withdrawn must submit a letter of application for readmission to the dean of students. Students who withdrew during or at the end of a semester in which they had been warned of academic deficiencies, or had been advised or required to withdraw by the Committee on Academic Standards, must apply for readmission to the committee via the dean of students. If such students are admitted, the committee may impose special conditions on their enrollment.

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

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

Readmission deadlines. Students applying for the fall semester should initiate the application process before March 1 if they wish to become eligible for returning-student privileges. Upon acceptance and payment of the advance registration deposit (due April 15), returning students may participate in the housing-selection process and in April enrollment for fall-semester courses. Students applying for the spring semester should initiate that process by November 1 of the preceding semester.

Academic Honesty and Questions of Plagiarism

The foundation of Kenyon's academic program is the integrity of student work. Plagiarism, cheating in academic work of any nature, fabrication and misrepresentation of research results, or submitting the same paper or substantial portions of it for two separate courses without prior consent of the instructors concerned, are examples of extremely serious offenses. Penalties for violations of academic honesty are among the most serious the College may impose; they include conditional enrollment for a stated period of time, a grade of F on an assignment or for a course, dismissal from a course, suspension or dismissal from Kenyon, and/or other appropriate actions.

Definition of Plagiarism

Learning from other scholars, artists, or fellow students is an essential element in the process of education. However, this process is undermined and becomes plagiarism whenever a piece of scholarly or artistic work that represents the ideas of another person or source is presented as if those ideas are the original contribution of the person presenting the work in question.

Such misrepresentation is always plagiarism no matter what kind of ideas are used (written, oral, graphic, analytic, or artistic). Such work is also plagiarism whether or not the misrepresentation was an intentional attempt to deceive.

Nearly all charges of an academic infraction are related to students' written work. The following are examples of student work that must be considered in a discussion of academic infractions, but it is not intended to be an exhaustive list: examinations, laboratory reports and research results, papers, Senior Exercises, and tests. That it is dishonest to give or receive illicit aid on a test or an examination is generally understood; the seriousness of plagiarizing a paper, artwork, or computer program, or assisting another to do so, may need further explanation.

When a student puts his or her name on a paper, on artwork, or on a computer program, and submits it to an instructor, that student has certified that the content is his or her own except where specific and appropriate acknowledgment is made that some parts of the work have been borrowed from another source. Learning from another artist, scholar, or student is commendable, but to use ideas (written, oral, graphic, analytic, or artistic) or the phraseology of another person without such acknowledgment constitutes plagiarism. The submission of a purchased or borrowed paper as one's own work is a flagrant example of plagiarism. Bibliographical research services, other than those offered by libraries or university research centers, should not be used without the instructor's approval.

Submitting the same work for more than one course also constitutes plagiarism, although of a special kind.

Kenyon faculty members assign papers, research topics, and other work in order to facilitate the students' academic development, and they expect to receive original work in return. Students who attempt to circumvent this aspect of their education by submitting the same work or substantial portions of it for two separate courses without prior consent of both instructors, allowing their work to go forth as original in two distinct settings, are thus guilty of self-plagiarism. Also, submitting the same piece of work for two courses is manifestly unfair to other students who receive an equal amount of credit for significantly more work.

In a particular case in which you nevertheless feel it is justified to use all or part of a work for one class in another, you must first obtain permission from the instructors of **both** classes.

Scholarship and Academic Honesty

Proper footnoting and expression of scholarly debts are essential aspects of academic honesty and good scholarship.

Kenyon faculty and staff members consider their main responsibility to be the development of students' intellectual creativity and scholarly ability. Footnoting, the proper organization of examinations, papers, and other assignments, the use of quotation marks, and the proper indication of sources and scholarly debts are positive aids by which faculty members and students give recognition to the intellectual traditions from which they have borrowed, and help in the retrieval of such information in the future. These components of good scholarship recreate the intellectual dynamic that went into making the final product and give the reader the context within which the student's work should be understood. Because of the seriousness of plagiarism or academic dishonesty, students are urged to consult with their instructors if they have any questions about proper attribution of sources.

Some Potentially Troublesome Areas of Academic Honesty

Proper acknowledgment of sources is the basis of academic honesty. Distinguish in your notes and your rough drafts

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

There are four areas of academic honesty that seem to be most commonly problematic: collaboration, paraphrasing, the mosaic, and proper acknowledgment of sources. The following explanations may help you avoid accidental plagiarism.

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

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

credit is due. If you use such a paraphrase, which may perhaps be an excellent summary, you must always tell your reader, either in the text of your paper or in the notes, where the material came from. This means that you must take careful notes when you are studying, and make an exact record of the source, including the page number. In note-taking and in assignments submitted, also be careful to indicate when you are copying the exact words, design, or symbolic (e.g., mathematic) formulation of the author instead of paraphrasing.

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

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

Proper acknowledgment of sources.

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

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

Procedures for Handling Alleged Academic Infractions

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

Academic Infractions Board. The AIB consists of three faculty members (serving two-year terms) and two student members. The faculty members of the AIB are elected by the faculty during the elections for faculty committees in the spring. The student members of the AIB are appointed by student government by the second meeting of Student Council in the fall semester. The provost appoints the chair of the AIB after elections are held.

If an accusation is accepted for hearing by the AIB during a period in the academic calendar when the full board cannot be constituted, the accused student may choose (1) to have the case heard and decided by the available faculty members of the board, or (2) to have the case heard and decided by the full board when that body can be fully convened. If the accused student chooses this latter procedure, for the interim his or her transcript will record the fact that an academic infractions case is pending.

In exceedingly rare instances, when a case cannot be heard by the full board, the associate provost, in consultation with available members of the board, may hear cases when the College is not in session or when the AIB is otherwise not constituted.

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

Instructors should respond to inquiries concerning the forms that academic infractions may take in the particular kinds of work required in their courses. Instructors are responsible for detecting instances of academic infractions and dealing with suspected instances according to the procedures adopted by the faculty. These procedures are designed to make the responsibility of judging and penalizing those who commit academic infractions a collegiate matter.

Alleged instances of academic infraction can be reported by any

member of the campus community. A student who suspects an academic infraction presents the evidence to the instructor, who will then act on the information as described below. A staff member or an instructor who suspects a student of an academic infraction presents the evidence to the chair of the department or program. (If the instructor is the department chair, he or she shall select another member of the department-preferably a former chair-to act as chair for the purpose of these procedures.) If the chair concurs that suspicion of an academic infraction is warranted, he or she reports the alleged violation to the chair of AIB.

The accused student will be informed in writing of the alleged infraction and of the place and time of the hearing. Members of the AIB will meet with the student, the department chair, the instructor, and the student's faculty advisor or another faculty member of the student's choice. The department chair and the instructor will answer questions asked by members of the AIB: they are not to conduct an examination of the student. The role of the advisor is to ask clarifying questions and to advise the student, not to present a defense. It is the student's obligation to present his or her own response.

At the first stage of the hearing, the board, using only the evidence of the student's work and such immediately appropriate evidence as the alleged improperly acknowledged source, will decide whether or not an academic infraction exists, regardless of the question of intent.

If the board finds the evidence unconvincing, the case is dismissed and both the student and the department or program involved will be informed of the outcome in writing. Records of the procedure along with a report of the conclusions reached will be sent to the associate provost.

If the board finds the evidence convincing, the case will continue on to a second phase of the hearing. The purpose of this hearing will be to determine the student's degree of culpability and to assess penalties, if necessary, for the infraction.

At this point, the issue of intent will be on the table. The AIB will be empowered to ask for any other evidence or testimony it deems relevant to its decision, including the collegiate records of the accused student.

Once all of the evidence is presented to the AIB, the board will deliberate and decide the degree of culpability in the case—which can range from none to severe culpability—and recommend penalties, if any, to the associate provost.

The associate provost will then review the case to assure that appropriate procedure and precedent were followed in the case. If the associate provost determines that they were followed, he or she will inform the student in writing of the results of the hearing. If not, the associate provost will return to consult with the board personally on his or her objections to the recommendation, and will seek to reach a new consensus.

It is the responsibility of the associate provost to see that the final decision of the AIB is carried out. A student who believes that the verdict or the penalty is unfair has the right to appeal to the provost within three days of receipt of the letter from the associate provost.

In addition to written notice to the student concerning results of any hearing, copies of that notice will be sent to the participants in the hearing, the student's academic advisor, the instructor(s) of the pertinent course, the pertinent department or program chair(s), the dean for academic advising or the dean of students for inclusion in the student's file, and the registrar's office.

Materials collected for an academic hearing will be filed by the chair of the AIB at the conclusion of that hearing. At the end of each year, these files will be delivered to the associate provost's office, where they will remain until all students charged have graduated or withdrawn from the College.

The associate provost's office will summarize infractions and actions recommended, and that information can be used, without reference to specific students, for reporting to the Committee on Academic Standards, in training sessions for new members of AIB, and for periodic release to campus media. Notifications to students of results will be kept permanently; however, a winnowing of all other materials will generally occur after four years.

Library and Computing Policies

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

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

Appropriate Use of Library Resources

Olin and Chalmers provide many different types of resources. The print and media collections of the College are housed there; specific circulation policies are available through the LBIS web site, easily accessible from Kenyon's home page, www.kenyon.edu. Fines and fees for overdue, damaged, or lost materials are enforced.

The libraries also include computing labs, study spaces, student carrels, and work areas. Although not a rigorously quiet facility, Olin and Chalmers serve as a work area for many activities requiring concentration, and patrons expect to be able to work there in quiet areas. Respect for this need is a priority.

Technology resources housed in Olin and Chalmers are in high demand, and, like any shared resource, must serve the campus community. Workstations should be used with consideration. When users leave the workstation area, even temporarily, they should remove their belongings.

Because of the vulnerability (and the value) of both print and technology resources in Olin and Chalmers, food is prohibited except in the atrium. Beverages are permitted only in approved, spill-proof containers.

Appropriate Use of Information Services

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

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

Rights of Members of the Kenyon Electronic Community

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

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

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

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

Freedom from harassment. Members have the right to pursue their College work without harass-

ment by another's computer and

network usage. **Due process.** Members have the right to due process in cases of alleged policy violations. They shall be dealt with according to established College

Responsibilities of Members

judicial processes.

Respect for the rights of other

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

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

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

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

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

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

Special Credits and Programs

Transfer Credit

Credit earned at other institutions of higher education may be transferred to Kenyon (i.e., counted as meeting a part of the College's degree requirements) if the following conditions are met: (1) an official transcript is sent directly to the Kenyon registrar, (2) the grades earned are C or above, (3) the other institution is fully accredited by a recognized accrediting agency, or the Academic Standards Committee has specifically approved the program for off-campus study purposes, and (4) the subject matter of the courses is within the spirit of Kenyon's curriculum. (Grades for transfer credit are not recorded on the student's permanent record, except for off-campus study transfer credit; see the section explaining offcampus study.)

The registrar determines whether the above criteria are met, the amount of credit that is transferable, and the distribution requirements that are fulfilled. Credit is accepted in transfer to the College on a pro rata basis: One Kenyon unit equals eight semester-hours or twelve quarter-hours of credit.

Summer School Credit

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

transcript, the credit will be transferred to the student's permanent record.

Students may not be able to anticipate what summer school they will attend before leaving campus in the spring. If this is the case, when students return to campus for the fall semester, they should pick up a transfer credit approval form in the registrar's office and then proceed to obtain the necessary signatures of approval from both their faculty advisor and the chair of the corresponding department(s).

Failure to receive these permissions may result in the College not accepting the work for Kenyon credit.

No more than 2 units of summer school credit may be credited to the Kenyon degree. Credit earned in summer school may not be counted as a substitution for a semester of residence at the College. Summer school credit may, however, be included in a proposal for early graduation.

Off-Campus Study

Off-campus study, either in the United States or abroad, is an option chosen by approximately one hundred fifty Kenyon students each year. Nearly all academic disciplines may be studied off campus, and the curricula of those programs approved by the College for each study often supplement a student's degree work with courses not available on campus.

Generally, students in the humanities and social sciences can more easily integrate their off-campus programs with their work at Kenyon. However, several programs for science and fine arts majors can be arranged to complement a student's on-campus work. Academic credit toward degree work at the College is assured for offcampus study, provided a student participates in an approved program and that the course of study is carefully planned with the student's faculty advisor and Kenyon's director of international education.

The junior year is usually the time for participating in an off-campus program. A student's first year, however, is not too early to begin considering off-campus study while planning a Kenyon course of study. For certain majors, such as international studies, study abroad is either required or strongly encouraged, and such majors should begin early to coordinate their off-campus plans with their College study program. All students should carefully consider their major and degree requirements while planning off-campus study to ensure that their studies complement their work at Kenyon.

The Office of International Education provides academic and personal counseling to help students select the best off-campus study options from among the many approved programs and universities available to Kenyon students. Each option provides students with an academically rigorous experience while promoting the exploration of different cultures, societies, and values.

Options available in the United States include the National Theater Institute, the Newberry Library Program in the Humanities, the New York Arts Program, the Oak Ridge Science Semester, and the Washington Semester.

Options available overseas include dozens of programs in Africa, Asia, Australia and New Zealand, Europe, Latin America and the Caribbean, and the Middle East.

In cooperation with the University of Exeter School of English (England), Kenyon sponsors a yearlong program of study for up to twenty Kenyon juniors who are accompanied by a Kenyon faculty member. Also, the Kenyon Honduras Program is a unique opportunity to pursue archaeology and cultural anthropology with two Kenyon faculty members.

Students should discuss, with their faculty advisor and the director of international education, their offcampus study options in relation to personal, educational, and career goals. For more information about specific programs or about off-campus study in general, please call extension 5637 or visit the Office of International Education, which is located in Acland House.

The transfer of off-campus study credit. Students having a minimum grade point average of 2.75 who believe and can demonstrate that a period of study elsewhere would contribute to their course of study may apply to study off campus. Courses of creditable study may be undertaken in the United States and many foreign countries. Most programs are designed for juniors, although in exceptional circumstances others may participate. Approval for off-campus study is competitive.

Students will have letter grades recorded for work done off campus whenever the course is taught and graded by a member of the Kenyon faculty and the course is given credit in the department where the member is appointed. These grades will factor into the student's grade point average at Kenyon.

All grades received from completion of approved off-campus study courses will be posted to the student's transcript, but no quality points will be awarded; grades below a C- will be posted but no credit will be awarded. Off-campus study grades, unless earned with a Kenyon professor or department, will not be calculated into the College grade point average.

Prohibited off-campus study programs. Certain study-abroad programs and courses that do not meet Kenyon standards are explicitly prohibited. Students interested in enrolling in off-campus study programs should first consult with the College's director of international education and follow Kenyon procedures to gain admission to approved programs of study. Students who fail to follow College procedures regarding off-campus study, or who withdraw from Kenyon and thus circumvent existing College regulations regarding off-campus study, will not receive credit for coursework completed off campus.

Advanced Placement Credit

Students admitted to Kenyon who have taken college-level courses or the equivalent in preparatory or high schools and have achieved a grade of 3 on the CEEB Advanced Placement Examination, representing one year of college work, will be granted 1/2 unit of credit; or, if the work represents one semester, they will receive 1/4 unit credit. Students who receive a grade of 4 or 5, which represents one year of college work, will be granted 1 unit of credit; or, if the work represents one semester's work, 1/2 unit of credit.

Advanced placement (AP) credit counts toward the 16 units required for the degree. However, no diversification requirement (i.e., five departments, four divisions) may be satisfied with AP credit.

The registrar records all AP credit on transcripts as unassigned transfer credit in the department designated, unless the department certifies a correspondence between the AP course and a particular course in the department.

Assigned AP credit may serve as a prerequisite for specific courses in the department, toward requirements for the major, and as advanced placement. Unassigned AP credit may or may not serve these functions, depending on each department's decision.

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

International Baccalaureate

Up to 3 units of Kenyon credit may be awarded to those who have satisfactorily completed International Baccalaureate (IB) courses. Upon receipt of the official transcript, the registrar will determine, in conjunction with faculty members of specific departments, the awarding of the allowable 3 units. Placement in courses is determined by the department's faculty.

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

School-College Articulation Program

Founded by Kenyon and six independent Ohio secondary schools in 1979, the School-College Articulation Program (SCAP) is dedicated to improving the transition of students from high school to college. SCAP is designed (1) to reduce the amount of course duplication some students find in college; (2) to give students an introduction to the rigors of college work in familiar, supportive settings; and (3) to offer students more advanced and varied courses than are normally found in high school.

SCAP course offerings have increased from four to twenty, and participating students have increased from one hundred twenty to more than seven hundred fifty per year.

Participating schools offer one or more courses cooperatively developed by the school and Kenyon faculty members. The courses are fully equivalent to the introductory courses offered in each of the College's participating departments. The teachers in the secondary schools present these courses to eligible students according to collegiate standards, reproducing as closely as possible a college environment. Kenyon's standards are maintained in

a number of ways: the College appoints SCAP teachers in the schools, Kenyon departmental representatives visit and evaluate classes in the schools, and teachers at both levels periodically exchange student papers for cross-grading. At the end of a course, a student's final grade is posted in the same manner as for other College students, and a transcript may be sent to any college to which the student may wish to apply. SCAP credits have been accepted in transfer to approximately two-thirds of the colleges attended by SCAP students.

In addition to Kenyon, SCAP schools include the following:

Beechcroft High School, Columbus, Ohio Buckeye Valley High School, Delaware, Ohio Bucyrus High School, Bucyrus, Ohio East High School, Columbus, Ohio Edison High School, Milan, Ohio Fredericktown High School, Fredericktown. Ohio Gilmour Academy, Gates Mills, Ohio Granville High School, Granville, Ohio Hathaway Brown School, Shaker Heights, Ohio James Ford Rhodes High School, Cleveland, Ohio John Hay High School, Cleveland, Ohio John Marshall High School, Cleveland, Ohio John F. Kennedy High School, Cleveland, Ohio Laurel School, Shaker Heights, Ohio Maumee Valley Country Day School, Toledo. Ohio Mount Vernon High School, Mount Vernon, Ohio North Ridgeville Senior High, North Ridgeville, Ohio Northland High School, Columbus, Ohio Ridgewood High School, West Lafayette, Ohio River View High School, Warsaw, Ohio Tiffin-Columbia High School, Tiffin, Ohio

University School, Chagrin Falls, Ohio

West High School, Columbus, Ohio Western Reserve Academy, Hudson, Ohio.

Kenyon defines a unit of credit as eight semester-hours of credit. Many courses are taught over two semesters and earn the student 1 unit, while others, lasting one semester, earn the student 1/2 unit or four semesterhours of credit.

Descriptions of Kenyon courses that are also taught through the SCAP program are found in this catalogue within the departmental sections. Currently, SCAP courses and credits include those listed below.

ARTS 101 Color Design (1/2 unit) ARTS 102 Drawing/Design (1/2 unit) BIOL 112 Population and Environmental Biology (1/2 unit) BIOL 113 From Cell to Organism (1/2 unit)**BIOL 114 Genetics and Develop**ment of Organisms (1/2 unit) CHEM 111-112 Introductory Chemistry I- II (1 unit) CHEM 113-114 Introductory Chemistry Laboratory I- II (1 unit) ENGL 101-102 Literature and Language (1 unit) FREN 323-324 Introduction to French Literature I-II (1 unit) HIST 131-132 Early Modern Europe, Modern Europe (1 unit) HIST 101-102 United States History (1 unit) LATN 201 Intermediate Latin (1/2 unit)MATH 106 Elements of Statistics (1/2 unit)MATH 118 Introduction to Computer Science (1/2 unit) PHYS 111-112 General Physics I-II (1 unit) PHYS 115 Classical Physics (1/2 unit) PSCI 101-102 Quest for Justice (1 unit) PSCI 200 Liberal Democracy in America (1/2 unit) PSYC 101 Introduction to Psychology (1/2 unit)SPAN 33-34 Introduction to Spanish-American Literature (1 unit)

Transcripts of SCAP student records are issued following the same format as all other Kenyon transcripts.

Student Records

Access to Records by Students

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

Access to Student Records by Others

Directory information (name, addresses, phone numbers, class, class schedule, advisor, majors, minors, concentrations, degree, date of graduation, computer username, date of birth, etc.) is public, unless the student expressly prohibits its publication in writing to the registrar's office. All other personally identifiable information is held in confidence by all Kenyon personnel and is not released to others except on the written authorization of the student. (This authorization must include specification of the parties or class of parties to which access is granted.)

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

 Kenyon officers, as may be necessary in the normal course of the educational and administrative functioning of the College. All members of the faculty and administration and the personnel of their offices shall have such access, except for the officers and personnel of the following offices: the bookstore, the Career Development Center, the library, the maintenance staff, the campus dining service, and campus security and safety. Student members of faculty committees may have such access under controlled conditions for limited purposes.

- Parents of financially dependent students (as defined by the Internal Revenue Service).
- Officers of other educational institutions in which the student seeks or intends to enroll.
- Parties in connection with the granting of financial aid to the student.
- Persons conducting educational or research studies about colleges and students, with the provision that only aggregate (not personally identifiable) data will be released.
- When there exists a bona fide health or safety emergency.
- Certain state and federal officials as mandated by law. (Lawenforcement officers are not included. They are granted access to student records only on the written consent of the student or in case of a court order or subpoena. In the event of a lawful subpoena, with which the College must comply, Kenyon attempts to notify the student that a subpoena has been served and also contacts the College counsel.)

Record of Requests for Access to Student Records

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

Records Maintained by the College

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

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

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

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

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

Permanent record card. This card serves as the permanent academic record. The front of the card contains the student's name, ID number, date of birth, sex, home address, name and location of secondary school, date of Kenyon entry, dates of withdrawal and re-entry, major, Senior Exercise completion date, College degree and date granted, any advanced placement and/or transfer credit, and Kenyon courses, grades, credits, and quality points, as well as year and cumulative averages. The back side of the card contains the student's name, ID number, social security number, SAT or ACT scores, high-school rank, final Kenyon rank, a list of transcripts sent, and notes regarding withdrawals, suspensions, honors, and so on.

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

- Suspensions for disciplinary, social, or academic infractions are recorded on the student's permanent record card as "Suspended: date." Only suspensions that prevent the completion of the current semester or academic year are included on the face of the card and hence on transcripts sent from the College. If the student is the subject of a judicial proceeding, but voluntarily withdraws from Kenyon before completion of the judicial process, "Date: Withdrew during judicial process" is recorded on the face of the permanent record card.
- If a student is dismissed for disciplinary, social, or academic infractions, the student's permanent record will indicate "Dismissed: date." This information is included on the face of the card and hence on transcripts sent from the College.
- If a student is required to withdraw from Kenyon because of substandard academic performance, the student's permanent record card will indicate "Suspended: date." This information is included on the face of the card and hence on transcripts sent from the College.

In all instances described above, the name of the person, office,

committee, or governing body initiating the action will be included on the back of the student's permanent record card (and therefore not on transcripts sent from Kenyon).

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

Questions about Record Accuracy: Challenges to Content

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

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

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

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

Reproduction of Records

Transcripts. All requests for transcripts are made at the registrar's office and must be authorized by the student or former student by their signature. The first transcript is free; all others are currently \$3 each. At present a transcript is generated by photocopying the front side of the student's permanent record card. Transcripts are not provided for those who have overdue financial obligations to the College.

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

Other records. When copies of other records are provided, a charge will be assessed at the rate of 25 cents per page. Federal law prohibits the College from providing copies of transcripts from secondary schools and other colleges or universities.

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

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

Special Students

Part-time Status

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

Admission. Candidates wishing to enroll as a special student apply to the registrar at least ten days prior to the first day of class in each semester in which they wish to undertake one or more courses.

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

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

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

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

Residence. The residency requirement for special students implies full-time coursework and has nothing to do with living in a Kenyon residence hall. For special students, the residency requirement for the College degree may be met by taking a minimum of three courses in each of four semesters (not necessarily successive semesters). Exceptions to this may be requested by petition to the Academic Standards Committee after consultation with the registrar.

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

Visiting Students

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

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

Credit. Visiting students ordinarily enroll for a minimum of 1 1/2 units of credit each semester.

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

Privileges. Visiting students are entitled to full library and computing services and may attend seminars,

lectures, and campus events open to all students. Visiting students are required to live in Kenyon residences.

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

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

Course Descriptions 2000-01

A Note on Course Numbers

Starting in the 2000-01 academic year, Kenyon will be using a coursenumbering system in which every course has a three-digit number. Thus, for example, the first introductory economics course, "Principles of Microeconomics and Public Policy," formerly identified as ECON 11, is now labeled ECON 101.

Many upper-level courses have prerequisites. In noting a prerequisite, the *Course of Study* lists the new number, followed by the old number in parentheses. For example: The course "Money and Financial Markets," ECON 343, carries two prerequisites, ECON 101 (11) and ECON 102 (12).

Some courses that are not being offered in 2000-01 have not yet been assigned three-digit numbers. When those courses are mentioned, the old one- or two-digit numbers are used.

The Symbol

In every department and program, some courses are marked with the ◆ symbol. Generally, these courses are considered especially appropriate for first-year students or upperclass students new to that discipline.

African and African-American Studies

INTERDISCIPLINARY

Faculty

Clifton C. Crais Associate Professor of History

Judith C. Fagan Assistant Professor of Religion

Elizabeth W. Kiddy Visitng Assistant Professor of History

Marla R. Kohlman Assistant Professor of Sociology

Theodore O. Mason Jr. Director, Associate Professor of English

Hewlet G. McFarlane Assistant Professor of Psychology

Peter Rutkoff Professor of History

Howard L. Sacks Professor of Sociology

Pamela F. Scully Assistant Professor of History (on leave)

Ric S. Sheffield Associate Professor of Sociology and Legal Studies

David N. Suggs Associate Professor of Anthropology

Jonathan E. Tazewell Assistant Professor of Drama

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

The program in African and African-American studies consists of (1) AAAS 110 Introduction to African and African-American Studies; (2) 1 unit of foundation courses (1/2 unit in African studies and 1/2 unit in African-American studies); (3) 1 1/2 units of advanced courses (in no fewer than two departments); and (4) a 1/2-unit senior seminar.

Each spring the director of the concentration, in consultation with the African and African-American Studies Advisory Committee, will list the courses offered during the upcoming academic year that will fulfill the various program requirements. Courses counted toward a student's major may be counted toward concentration requirements.

Students who wish to declare a concentration in African and African-American studies should consult with the program director. The director for African and African-American studies for 2000-2001 is Theodore O. Mason Jr. in the Department of English.

Note: The \blacklozenge symbol designates a course particularly appropriate for first-year students or upperclass students new to the concentration.

First-Semester Courses

Introduction to African and African-American Studies ◆ AAAS 110 (1/2 unit) Mason. Kohlman

This discussion-based course introduces students to the various possible approaches to African and African-American studies. Students taking this course will find themselves engaged with a variety of disciplines (e.g., anthropology, history, literary study, psychology, sociology, visual and performing arts). Though texts will change from year to year, the focus of this course will be to undertake a preliminary investigation into the connections and the relationship between Africa and other parts of the world. Since the program defines "American" accurately, we will focus not simply on the United States but also on the Caribbean, Central America, and South America. Neither will we neglect the significant African presence in Europe and Asia. Enrollment limited to first-year students and sophomores. Prerequisite: permission of concentration director.

Individual Study AAAS 493 (1/2 unit) Staff

This course offers independent programs of reading and writing on topics of a student's own choice. The course is limited to seniors who are unable to study their chosen subject in a regularly scheduled course. Prerequisites: permission of instructor and concentration director.

Second-Semester Courses

Senior Seminar AAAS 490 (1/2 unit)

NOTE: AAAS 490 is not offered in 2000-2001.

Individual Study AAAS 494 (1/2 unit) Staff

This course offers independent programs of reading and writing on topics of a student's own choice. The course is limited to seniors who are unable to study their chosen subject in a regularly scheduled course. Prerequisites: permission of instructor and program director.

Courses to be offered in 2000-01 that meet African and African-American Studies Concentration requirements are as follows:

Foundation courses

DRAM 357 Theater of the African Diaspora
ENGL 288 Introduction to African-American Literature
HIST 145 Early African History
HIST 146 Modern Africa
HIST 175 African-American History: Slavery to Emancipation
HIST 176 Contemporary African-American History
SOCY 254 Race, Ethnicity, and American Law

Advanced courses

ENGL 388 Twentieth-Century African-American Women's Fiction HIST 350 Race, Resistance, and Revolution in South Africa PSYCH 345 Psychology of Race and Ethnicity

American Studies

INTERDISCIPLINARY

Faculty

Melissa Dabakis Codirector, Associate Professor of Art History

John M. Elliott Professor of Political Science (on leave)

Judith C. Fagan Assistant Professor of Religion

Lewis Hyde Richard L. Thomas Professor of Creative Writing

David H. Lynn Associate Professor of English

Kim A. McMullen Associate Professor of English (on leave)

William R. Melick Associate Professor of Economics

Peter Rutkoff Codirector, Professor of History (on leave)

Howard L. Sacks Professor of Sociology

William B. Scott Professor of History (on leave)

Ric S. Sheffield Associate Professor of Sociology and Legal Studies

Judy R. Smith Professor of English (on leave, second semester)

Gregory P. Spaid Professor of Studio Art; Associate Provost

American studies provides a framework for the exploration of the people, places, society, and culture of the United States, accomplishing this in part by appropriating ideas and methodologies from one field and applying them to another, and by transcending established boundaries among disciplines to create a new structure that combines traditional values and new visions.

The program consists of three components: a one-semester introductory course, AMST 108 (1/2 unit); three semester courses in curricular options (1 1/2 units); and a onesemester senior seminar. AMST 381 (1/2 unit). This yields a total of 2 1/2units of coursework. Students may choose among four pathways that will fulfill the curricular options requirement: arts and literature; ethnicity; history and society; and politics and economics. To obtain a listing of specific courses that fall under these four categories, students should consult the director of the American Studies Concentration. Courses required for a student's major cannot count toward completion of the American studies course requirements. Coursework undertaken for American studies must be over and above work required by the major department.

Students who are considering the concentration should consult with Melissa Dabakis, codirector of American studies, before enrolling in classes.

Note: the ◆ symbol designates a course particularly appropriate for first-year or upperclass students new to the curriculum of the American Studies Concentration curriculum.

Year Course

Fieldwork: Rural Life AMST 381-382 (1 unit) Sacks

This course provides an introduction to fieldwork techniques and to the ethical and political issues raised by our purposeful involvement in other people's lives. Students will spend considerable time conducting original field research throughout Knox County, with the results to be presented publicly. Our research will consider the character of rural society, with particular attention given to life along the Kokosing River. Topics to be considered include the interplay of natural and cultural environments, agricultural land use, the character of small-town life, and the meaning of community. This course satisfies the senior seminar requirement in American studies. Prerequisite: permission of instructor.

Second-Semester Course

American Art and Culture, 1900-1945 AMST109 (1/2 unit)

Dabakis This course serves as the Introduction to American Studies. In it, we will study visual culture in the United States in the first half of the twentieth century. We will look at art, architecture and popular media within a broad cultural context—in relation to film, literature, history, and politics. We will explore such themes as the search for an American identity, the issue of cultural nationalism, the interaction between European modernism and a native realist tradition.

cultural nationalism, the interaction between European modernism and a native realist tradition, and the relationship among art, politics, and social activism. In so doing, we will employ an American studies interdisciplinary model by focusing on a number of artifacts, such as the Armory Show, the Brooklyn Bridge, and the Gambier Post Office mural. This course may be taken for credit in either art history or American studies. Enrollment limited.

Additional courses available another year include the following:

AMST 108 Introduction to American Studies AMST 382 Baseball and American Culture

Anthropology

Social Sciences Division

Faculty

Rita S. Kipp Professor

Edward M. Schortman Chair, Professor

J. Kenneth Smail Professor

David N. Suggs Associate Professor

Patricia A. Urban Professor

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

Physical anthropology studies the complex connections between our biological and cultural existence, investigating how humans have evolved in the past and how we are continuing to evolve in the present. More advanced courses in physical anthropology focus on such topics as primate behavior, human skeletal anatomy, human paleontology, behavioral evolution, and how humans adapt to changing environmental conditions.

Courses in archaeology allow students to learn about prehistoric peoples of the New World (Aztecs, Maya, Inkas, Moundbuilders, and Puebloans) as well as the Old World (Egypt, Mesopotamia, and European megalith builders). Methods of investigation are also covered. Field study provides students with firsthand experience in conducting archaeological research.

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

All anthropology courses deal with human diversity.

Beginning Studies in Anthropology

A first course in anthropology should be any of the four one-semester introductory courses listed below. Each course combines lecture and discussion and has an enrollment of no more than twenty-five to thirty students. Look for the \blacklozenge symbol, designating courses most appropriate for first-year or upperclass students new to the anthropology curriculum.

ANTH 110 Human Origins: Paleoanthropology

ANTH 111 Contemporary Humans: Bioanthropology

These courses offer two ways to begin the study of physical anthropology. Take either one first. At least one of these courses is necessary to enroll in upper-level physical anthropology courses.

ANTH 112 Introduction to Archaeology

This course is required for upper-level work in archaeology.

ANTH 113 Introduction to Cultural Anthropology

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

The Anthropology Major

(minimum of 5 units)

Minimum requirements are described below. Note that all departmental courses are one semester in length (1/2 unit each) and that all courses have limited enrollment. Please note also that the requirements for the major have been modified for the Class of 2003 and beyond.

Classes of 2001 and 2002

Foundation Courses

An introductory course in each of the three anthropological subdisciplines is required: physical anthropology (ANTH 110 or ANTH 111); archaeology (ANTH 112); and cultural anthropology (ANTH 113). These courses should be taken as early in the major as practicable and may be taken in any sequence. All upper-level courses in anthropology normally have one of the foundation courses as prerequisite.

Core Course

Students must enroll in one of the following courses: Human Evolution (ANTH 321), Human Osteology (ANTH 325), Methods and Theory in Archaeology (ANTH 230), Field Research in Anthropology (ANTH 236), Methods in Cultural Anthropology (ANTH 364), History of Anthropological Thought (ANTH 465), Logic and Methods of Social Research (ANTH 363), or Topics in Contemporary Anthropological Theory (ANTH 474). In addition, students whose off-campus study programs include coursework on field methods, and field projects (for example, most SIT programs), may use this off-campus work to satisfy the core requirement.

Upper-Level Courses

A minimum of six upper-level courses (3 units) is required excluding the core course and including at least one course in two of the three subdisciplines (physical anthropology, archaeology, and cultural anthropology). With departmental permission, upper-level courses in sociology may be used to fulfill up to 1 unit of this 3unit requirement. However, sociology may not be substituted for one of the subdisciplines of anthropology in fulfilling the above subdisciplinary requirement.

Class of 2003 and Beyond

Foundation Courses

An introductory course in each of the three anthropological subdisciplines is required: physical anthropology (ANTH 110 or ANTH 111); archaeology (ANTH 112); and cultural anthropology (ANTH 113). These courses should be taken as early in the major as practicable and may be taken in any sequence. All upper-level courses in anthropology normally have one of the foundation courses as prerequisite.

Upper-Level Courses

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

Capstone Course

All departmental majors must enroll in Anth 490 (Senior Seminar: Integrating Anthropology) during the fall semester of their senior year.

The Anthropology Minor

All minors will include a minimum of 2 units of coursework. No more than half of the courses may be taken at the foundation level (i.e., ANTH 110, 111, 112, 113). Courses will typically be taken from at least two department faculty members. The courses selected for the minor will have a clear and cohesive focus (e.g., a subdiscipline within anthropology) or a substantive theme to be examined within the discipline. The specific cluster of courses to be included within the minor will be selected by the student in consultation with a member of the department's faculty, who will serve as advisor. The final selection of courses will be approved by the department chair and subsequently reported to the registrar.

The Senior Exercise

The Senior Exercise in anthropology consists of a core of common readings, three seminar meetings at which the seniors and all faculty members in anthropology discuss these readings, and a take-home exam based on the readings and discussions. The topic of the seminar generally requires an integration of more than one subdiscipline, and readings are frequently from new books that faculty members are exploring for the first time. The goals of this exercise are to place students and faculty together in the roles of expert and colleague, to critique and analyze readings together orally, and to have each student produce a synthetic essay out of this common experience. Sometimes small groups of students are required to manage or lead the discussions or to present a panel analysis before opening the exchange to everyone present.

Seminar meetings take place during the early months of the fall semester. Students are required to submit questions in advance of each meeting using a VAXNotes confer-

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

Faculty members judge the students' performance not merely on the quality of the essay (clarity, insight, and technical proficiency) but on participation in the whole process of the exercise itself, especially the timely submission of questions and the exam, and thoughtful and active participation in the discussions. Pass with distinction is awarded to those whose performance excels in all dimensions.

First-Semester Courses

Contemporary Humans: Bioanthropology ♦ ANTH 111 (1/2 unit)

Smail

The course offers an investigation of "ongoing human evolution," focusing on human variability, diversity, adaptation, and change in the cultural and biological present (bioanthropology). Topics to be considered include (1) the mechanisms governing human variability (descriptive human heredity); (2) the range of human diversity (racial heterography); (3) adaptive responses to (and interactions between) a selected group of biological and cultural variables; (4) human population expansion and its twentieth- and twenty-first century consequences; (5) the explanation of short-term evolutionary change in the human species; and (6) the practice of medicine from an evolutionary perspective. Several illustrative laboratory exercises may be incorporated within the class.

Introduction to Archaeology ♦ ANTH 112 (1/2 unit) Schortman, Urban

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

We will begin the chronological sequence with the Old Stone Age, or Paleolithic, a long period during which basic human cultural practices and beliefs became established. Our next topic is the development of agriculture and settled life around the globe, innovations that permitted the growth of complex social organizations that culminated in civilization and the state. In the latter part of the course, we will study the first, or "pristine," civilizations, focusing on Mesopotamia and ancient Egypt. The course concludes with a survey of New World cultural development, including the Maya, Aztec, Inka, and Hopewell. Beginning in 2000-2001, seniors will not be admitted to ANTH 112.

Introduction to Cultural Anthropology

◆ ANTH 113 (1/2 unit) Suggs, Kipp

This course introduces students to the discipline that studies and compares other cultures. Students learn about the history of anthropology, its principal concepts, and its methods of research, while also discovering how people live in other times and places. Materialist theories provide a framework for understanding and comparing ways of making a living and of organizing social life. Studying the ceremonies, customs, and struggles in other cultures, students inevitably reexamine some of the premises of their own culture.

Human Osteology, Anthropometry and Forensic Anthropology ANTH 325 (1/2 unit) Smail

This course focuses on the application of human skeletal and morphological data to various interpretive problems (descriptive, comparative, and analytic) in physical and forensic anthropology. Topics include basic human skeletal and dental anatomy; determination of age, sex, and stature; developmental and pathological anomalies; anthropometric methods and techniques; various comparative statistical methods; and problems of excavation, restoration, and preservation. The course also includes an examination of representative research studies that utilize the above data and methods. Prerequisite: ANTH 110 (10) or permission of instructor. Enrollment limited.

Theory and Method in Archaeology: Household Archaeology ANTH 338 (1/2 unit) *Urban*

This year's method and theory in archaeology will deal with gender issues in archaeology. We will look at how archaeologists have attempted to see gender in past societies, examining successful and unsuccessful methods, theories, and models, and reading and discussing a variety of case studies. A second segment of the course will look at women as archaeologists: does gender affect one's education, funding, choice of job, pay, the questions one chooses to ask about the past, and/or the methods and ideas employed in research? This section will be set in a larger context of gender and scientific inquiry, and will include a research component of the students' devising. This course is especially appropriate for participants on the KenyonHonduras Program and those interested in working with actual field data. Permission of the instructor required.

Human Sexuality and Culture ANTH 350 (1/2 unit) Suggs

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

Psychological Anthropology ANTH 353 (1/2 unit) *Kipp*

First, we look at how cognition (perception, thinking, and memory) are affected by language and culture. Then we examine how anthropologists have used Freudian frameworks to interpret other cultures. The second half of the course turns to questions about emotions and the self. Is there a political economy of the emotions? That is, how do survival and the dynamics of power influence human feeling? We will look at the latter question through an extended case study of infant mortality and maternal love in an impoverished community in Brazil. Prerequisite: ANTH 113 (13) or permission of instructor.

Topics in Contemporary Anthropology: Working with Field Data ANTH 362 (1/2 unit) Schortman

What do anthropologists do with field observations once they have finished data collection? In this course, we will find out by beginning with raw field data and ending with a finished report. Topics covered will include how to: conduct a comprehensive literature review: code data: use various data types, such as free, semi-structured, and structured interviews, questionnaires, archival data, and so forth; work with coded data in a qualitative data base management program; place field research in its theoretical context. Students must have a body of data from field investigations, such as material gathered during study-abroad projects or summer research.

Linguistic Anthropology ANTH 461 (1/2 unit) *Kipp*

This is a general survey of one of the major subfields of anthropology. A brief introduction to the techniques and symbols used in describing unknown languages is followed by examining issues such as the following: the evolution of language; the relationship between language and thought; and the correspondence of social and linguistic variations. Prerequisite: ANTH 113 (13) or permission of instructor.

History of Anthropological Thought ANTH 465 (1/2 unit)

Schortman

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

Drinking Culture: The Anthropology of Alcohol Use ANTH 474 (1/2 unit) Suggs

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

Individual Study ANTH 493 (1/2 unit) Staff

This course is for students who wish to do advanced work beyond regular courses or to study topics not included in course offerings. Prerequisites: permission of instructor and department chair.

Senior Honors ANTH 497 (1/2 unit) Staff

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

Second-Semester Courses

This course examines the Order Primates, with particular emphasis on the origin and evolution of the human species as ascertained from studies of (1) primate paleontology and human evolution (paleoanthropology); (2) comparative primate behavior (primatology); and (3) the emergence of certain critical biocultural essentials. A laboratory is incorporated within the class and has two principal foci: (1) human osteology and (2) forensic anthropology. Both lecture and laboratory make extensive use of the department's collection of primate and human skeletal material and fossil hominid casts.

Contemporary Humans: Bioanthropology

> ♦ ANTH 111 (1/2 unit) Smail

See first-semester course description.

Introduction to Archaeology ♦ ANTH 112 (1/2 unit) Schortman

See first-semester course description

Introduction to Cultural Anthropology

◆ ANTH 113 (1/2 unit) Suggs, Kipp

See first-semester course description.

Doing Archaeology: An Introduction to Archaeological Research Methods

ANTH 230 (1/2 unit) Urban

This course covers the entire process of archaeological research, from development of a research design through project implementation, data collection and analysis, interpretation, and the theoretical positions that inform interpretations. Throughout the course, we will use case studies, actual artifactual materials, workbook exercises, and field notes from Kenyon-sponsored projects. Prerequisite: ANTH 112 (12). Enrollment limited.

Peoples and Cultures of Southern Africa

ANTH 243 (1/2 unit) Suggs

After establishing a background in the geography, prehistory, and history of sub-Saharan Africa, we survey its cultural diversity. This survey concentrates on several topics: the evidence regarding human evolution; foraging peoples of southern Africa: and the linguistic and archaeological evidence concerning the migration of the Bantu-speaking ethnic groups into southern Africa. Finally, the course considers how contemporary African peoples are responding to forces such as population growth, climate change, urbanization, migration, nationalism, and international politics. Prerequisite: ANTH 113 (13) or permission of instructor.

Cultures of Southeast Asia ANTH 244 (1/2 unit) *Kipp*

This is an introduction to the peoples and cultures of Southeast Asia, a region that is astoundingly diverse and historically complex, and one that is little known to most Americans. We cannot hope to survey the entire region, but we will gain a general overview of geography and history while focusing on several places, primarily Vietnam and Indonesia, and secondarily the Philippines and Singapore. This leaves out a great deal indeed. For example, we will not see much of the relatively isolated tribal peoples that anthropologists often study, and several countries are hardly represented at all. The primary theme of this course will be the rise of nationalism in the colonial period, and then the disillusionments or disappointments that have occurred after independence. Our sources will not be the ethnographies that are standard in anthropology courses, but rather novels and other forms of literature, as well as films.

Beginning Maya Hieroglyphs ANTH 254 (1/2 unit) Urban

This course will focus on the interpretation of Maya hieroglyphic texts. The first half will be devoted to methods of analysis: dating and calenderics, the structure of Maya discourse, phoneticism in the writing system, and basic vocabulary. The second part will consider texts from Yaxchilan, Tikal, Caracol, Uaxactun, Copan, Chichen Itza, and other sites. Topics covered will be the origins and growth of kingship, dynastic succession, warfare, religion, and the role of women among the elite. Enrollment limited.

Human Nature and Culture: Evolutionary Perspectives ANTH 326 (1/2 unit) Smail

This upper-level seminar will be organized around several recently published books in this controversial area, where the natural sciences and the social sciences come (uneasily) together in a continuing effort to apply contemporary Darwinian theory to the evolution of human nature. human behavior. and human culture. Discussion and readings will focus on at least three of the following topics: (1) recent thinking on the relationship between human nature and culture; (2) evolutionary (or Darwinian) medical practice; (3) evolutionary views on parenting and child-rearing; and 4) evidence for the evolutionary basis of morality. A variety of other readings will also be utilized in preparing student-led

seminars and in writing a term paper. Prerequisite: ANTH 110 (10) or ANTH 111 (11) and permission of instructor. Enrollment limited.

North American Indians ANTH 342 (1/2 unit) Schortman

This course examines the culture, history, and contemporary status of the Indians (Native Americans) of North America (excluding Mexico and Central America) from a variety of perspectives. Special emphasis is placed on how Native American groups have adapted to the challenge of continued survival within Euro-American society and the prospects for their persistence into the future. The areas to be covered this year are the Southwest, Northeast, Great Plains, and Northwest Coast. This course should be of interest to students of American studies, history, and religion. No prerequisite. Enrollment limited.

Women In Latin-American Culture ANTH 346 (1/2 unit)

Urban

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

Individual Study ANTH 494 (1/2 unit) Staff

This course is for students who wish to do advanced work beyond regular courses or to study topics not included in course offerings. Prerequisites: permission of instructor and department chair. Senior Honors ANTH 498 (1/2 unit) Staff

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

The following courses may be offered in 2001-2002:

ANTH 110 Human Origins ANTH 111 Contemporary Humans ANTH 112 Introduction to Archaeology ANTH 113 Introduction to Cultural Anthropology ANTH 243 Peoples and Cultures of Southern Africa ANTH 252 Anthropology of Religion ANTH 254 Beginning Maya Hieroglyphs ANTH 321 Evolution and Human Evolution: History, Theory, and **Contemporary Issues** ANTH 322 Primate Behavior and Social Organization ANTH 346 Women in Latin-American Culture ANTH 350 Human Sexuality and Culture ANTH 351 Gender in Cross-**Cultural Perspective** ANTH 357 Anthropology of Development ANTH 358 Theater and Performance Across Asia ANTH 464 Methods in Cultural Anthropology ANTH 465 History of Anthropological Thought ANTH 469 Topics in Mesoamerican Anthropology ANTH 471 Ethnomedicine ANTH 473 Topics in Contemporary Anthropology Theory

Art and Art History

FINE ARTS DIVISION

Faculty

Read Baldwin Visiting Assistant Professor of Studio Art

Sarah Blick Assistant Professor of Art History (on leave, first semester)

Melissa Dabakis Associate Professor of Art History

Eugene J. Dwyer Chair, Professor of Art History

Claudia J. Esslinger Professor of Studio Art

Martin J. Garhart Professor of Studio Art

Barry L. Gunderson Professor of Studio Art

Joseph F. Slate Professor Emeritus of Studio Art

Karen F. Snouffer Assistant Professor of Studio Art

Gregory P. Spaid Professor of Studio Art; Associate Provost

Daniel P. Younger Visiting Assistant Professor of Art History; Director, Olin Gallery

The purpose of the Department of Art and Art History is to provide instruction in and experience with the visual arts in the context of the liberal arts. The department offers two majors: studio art and the history of art. A major in studio art is intended to make the student particularly qualified to communicate ideas in visual form. A major in the history of art is intended to make the student particularly qualified to interpret ideas presented in visual form throughout the past. Look for the ◆ symbol, which designates courses particularly appropriate for first-year or upperclass students new to the art and art history curriculum.

Studio Art Introductory Courses

ARTS 101-106 offer the beginning student a wide variety of media and subject matter to explore. In each class, students confront the decisions that go into making personally meaningful artifacts via demonstrations and critique sessions, but most importantly by manipulating materials. Course content and approach will differ from section to section or class to class, but in each the goal is to introduce students to the ideas, techniques, and vocabularies of producing visual art.

The studio art course format is studio/laboratory with slides, lectures, demonstrations, and regular critiques. Usual enrollment in introductory courses ranges from fifteen to twentythree students per section, depending on facilities. No previous art experience is necessary.

Requirements for the Studio Art Major

Students majoring in studio art must complete 1 1/2 units of introductory work, which should be completed by the end of the sophomore year if possible (1 1/2 units must be from ARTS 101-106); 2 units of intermediate work in at least three different media (ARTS 210-279); 1 unit of advanced work (ARTS 480-481), preferably with two members of the studio faculty, one each semester of the senior year; and 1 unit of art history, which should be taken by the end of the sophomore year.

The Senior Exercise in Studio Art

The Senior Exercise in studio art consists of a public exhibition (usually in the Olin Gallery), a written statement, and an oral defense before each member of the studio faculty. The Senior Exercise usually occurs immediately after spring break in the second semester.

Art History Introductory Courses

ARHS 110-114 are introductory courses for students who have had little or no previous art history. They can be taken in any sequence. Each course introduces students to the concepts and methods of the discipline and prepares students for more advanced study. ARHS 110, 111, and 112 use the same text, Marilyn Stokstad's *Art History*, but different supplemental readings. Most intermediate courses and seminars require an introductory course as a prerequisite.

Requirements for the Art History Major

Students majoring in art history should take three semesters of introductory courses (ARHS 110-114); five intermediate-level courses, at least two of which must include the study of art prior to 1600 C.E. (ARHS 220-269); and two advanced seminars (ARHS 370-389). One additional seminar can be substituted for an intermediate-level course in the same area. Some classics (CLAS), American studies (AMST), and history (HIST) courses can be substituted for 1/2 unit at the foundation or intermediate level. The senior seminar (ARHS 480), offered first semester every year, is required of all majors. Also required is 1 unit of studio art (ARTS 101-106 or a beginning-level special topics

course). Reading competence in a foreign language (completion of beginning-level courses, such as FREN 111-112 at Kenyon) is desirable. German is recommended for those students planning to pursue graduate study in art history.

The Senior Exercise in Art History

The Senior Exercise, a comprehensive examination, is designed to measure the student's ability to treat significant concerns of the history of art with reference to traditional and contemporary literature. The exam is usually scheduled in February, with part on Friday afternoon, consisting of twenty-five slide identifications of basic monuments (three points each) and five unknowns (five points each), and part on Monday afternoon, consisting of two essays, each chosen from three general and three specific questions (two hours).

Requirements for the Art History Minor

Art history offers a departmental minor with five options, each totaling 3 units. A broad minor gives students an overview of the field. Requirements are 1 1/2 units at the foundation level (ARHS 101-114), 1 unit at the intermediate level (ARHS 220-269) in two or more areas, and a 1/2unit advanced seminar, preferably ARHS 480.

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

When focusing on ancient art, requirements are ARHS 110 plus 1/2 unit at the foundation level, 1 unit at the intermediate level in ancient art, 1/2 unit of advanced work in ancient art, and 1/2 unit above the foundation level in another area.

For Renaissance and baroque art, requirements include ARHS 111 plus

another 1/2 unit at the foundation level, 1 unit at the intermediate level in Renaissance and baroque, and 1/2 unit at the advanced level in Renaissance and baroque, plus 1/2 unit above the foundation level in another area.

A focused minor in modern art requires ARHS 112 plus another 1/2 unit at the foundation level, 1 unit at the intermediate level in modern art, and 1/2 unit at the advanced level in modern art, plus 1/2 unit above the foundation level in another area.

A minor in architectural history requires enrollment in ARHS 113 and one other foundation course, ARHS 379 and ARTS 102, and two of the following: ARHS 220, 221, 223, or 232

STUDIO ART

First-Semester Courses

Color Design ♦ ARTS 101 (1/2 unit) Baldwin

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

Drawing/Design

◆ ARTS 102 (1/2 unit) *Garhart, Snouffer*

This course introduces drawing and design as a means of creative expression. A variety of methods and media are introduced in the exploration of problems that are confronted both perceptually and conceptually. This course uses drawing as an introduction to visual creativity. The projects are done both in and out of class, using a variety of visual stimuli, and demand at least twelve hours per week. Students will be required to purchase individual supplies. No prerequisites. Enrollment limited.

Three-Dimensional Design ♦ ARTS 103 (1/2 unit) Gunderson

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

Thematic Studio ♦ ARTS 104 (1/2 unit) Esslinger

This introduction to studio art is based on inquiries into five separate themes: realism, formalism, social comment, fantasy, and ritual. The student will be introduced to how these themes have been addressed by other artists, along with the formal elements and skills necessary to complete assigned projects. Personal studio projects will use 2-D, 3-D, and time-based (video and/or performance) media. Previously, projects have included artists' books, maskmaking, printmaking, digital imagery, installations, and videos. Through theory and practice, students will learn effective art criticism, which will allow creative group interactions and act as a tool for the individual artist to define his or her values. No prerequisites. Enrollment limited.

Black and White Photography ♦ ARTS 106 (1/2 unit) Staff

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

Faces, Places, Trees and Apples: Sculptural Topics ARTS 214 (1/2 unit) *Gunderson*

Have you noticed that certain subjects in the art world are more extensively explored in two dimensions than they

are in three dimensions? When was the last time you saw a sculptural landscape? Or a sculptural still life? This course will explore those topics as well as other themes which are less frequently explored-the sculptural portrait and site-specific sculpture. While exploring these themes of artmaking in general, students will further their understanding and development in handling the tools, techniques, and materials of the third dimension. Projects will use wood, metal, clay, or plaster. Materials are the responsibility of each student. Slide lectures, group critiques and discussions, and individual instruction will be used in this studio class. Prerequisite: ARTS 103 (3) (preferred) or ARTS 101 (1), 102 (2), 104 (4) or 106 (6). Enrollment limited.

Drawing II ARTS 233 (1/2 unit) Garhart

This course will continue and expand the understanding developed in ARTS 102 (Drawing/Design). Increased attention will be paid to drawing as a means of personal expression. Students will explore advanced methods, media, and marking systems. Drawing projects will be done both in and out of class. Students will be expected to carry and use a sketch book extensively. Students can expect to be drawing fourteen or more hours a week out of class. Prerequisite: ARTS 102 (2). Enrollment limited.

Printmaking: Silkscreen ARTS 244 (1/2 unit) Esslinger

This course will introduce students to silkscreen printmaking, while encouraging the development of aesthetic sensibilities and inner vision. Versatile and straightforward silkscreening enables the artist to print on many different surfaces (paper, cloth, etc.) through the use of hand-drawn and photographic stencils. Preparatory drawings and photographs may be prepared on the computer. In the Kenyon shop, we use waterbased inks to limit exposure to toxic maaterials. Slides, demonstrations, readings, group and individual critiques, and discussions will help students formulate personal statements through this medium. Prerequisite: ARTS 101 (1), 102 (2), 103 (3), 104 (4) or 106 (6). Enrollment limited.

Beginning Painting ARTS 250 (1/2 unit) Snouffer

This course is an introduction to the fundamental principles of painting. The course will begin with an investigation into painting materials and how they influence ideas. The issues of color, composition, and surface development will be explored using oil paint on board and stretched canvas. The focus of this class will be to introduce the student to a wide range of basic approaches to painting. Genres of still life, landscape, and human form will be addressed in conventional and nonconventional methods. Visual literacy and conceptual growth will be stressed. Slide lectures, group critiques, and individual instruction

will help the student to develop ideas. Prerequisite: ARTS 101 (1), 102 (2), 104 (4) or 106 (6). Enrollment limited.

Advanced Studio ARTS 480 (1/2 unit) Garhart, Esslinger

This course is designed to enable the development of the student's personal artistic vision based on the foundation of intermediate studio courses. Students will be expected to generate projects in the medium of their choice with the aid of critiques, discussions, slides, videos, and field trips. This is a one-semester course with two different sections offered each semester. Majors are expected to take two different sections during different semesters, preferably with two different faculty members. Prerequisite: senior art major or permission of instructor. Enrollment limited.

Individual Study ARTS 493 (1/2 unit) Staff

This is an extension of advanced coursework; studio art should be scheduled during regular class hours. Prerequisites: permission of instructor and department chair.

Second-Semester Courses

Drawing/Design ♦ ARTS 102 (1/2 unit) Garhart, Snouffer

See first-semester course description.

Three-Dimensional Design ♦ ARTS 103 (1/2 unit) Gunderson

See first-semester course description.

Thematic Studio ♦ ARTS 104 (1/2 unit) Esslinger

See first-semester course description.

Black and White Photography ♦ ARTS 106 (1/2 unit) Staff

See first-semester course description.

Art with a Function ARTS 211 (1/2 unit) Gunderson

Throughout the history of art, creative people have been making functional objects that they believe are necessary to improve life-their own lives or those of individuals who purchase the objects from the maker. These functional objects have been as simple as a decorative hinge for a kitchen cupboard or as complex as a subway station. While making a subway station is not in the course plan, making chairs, lamps, tables, and other functional objects that reflect the maker's individuality is what the course is about. As this is a sculpture course, projects are limited only by the capabilities of the sculpture shop. Therefore, working with woods and metals will be emphasized. Project materials are the responsibility of each student. Slide lectures, group critiques, and individual instruction will be used. Prerequisite: ARTS 103 (3) (preferred) or ARTS 101 (1), 102 (2), 104 (4) or 106 (6). Enrollment limited.

Drawing: The Figure ARTS 230 (1/2 unit) Garhart

This course introduces an aesthetic and anatomical study of the human figure through drawing. Conceptual, perceptual, and technical problems, with respect to figure drawing, will be presented. The course will utilize a variety of drawing methods and materials. There will be both in-class and out-of-class assignments. Attendance for one hour of the evening open-drawing session each week will be required (Mondays, 8:00-10:00 p.m.). Prerequisite: ARTS 2 (2). Enrollment limited.

Monoprints and Relief Printmaking ARTS 245 (1/2 unit) Baldwin

If you need some relief from the hightech stranglehold, you may enjoy learning some of the most direct and fundamental forms of mechanical reproduction. While experimenting with new methods, we will make monoprints, woodcuts, linoleum prints, and finally mixed-media projects. Individual direction and experimentation will be encouraged. Prerequisite: ARTS 101 (1), 102 (2), 103 (3), 104 (4) or 106 (6). Enrollment limited.

Other Genres: Installation Art ARTS 260 (1/2 unit) Snouffer

In this course, the student will investigate other genre art forms through the media of installation art. An installation can include painting, text, moving light, sculpture, sound and video, all brought together to create a single environment. The class is not media-specific, which means that installations may incorporate 2-D media, 3-D media, and/or time-based media (video). The student will be introduced to basic skills in a variety of areas. Emphasis will be placed on conceptual development. Critical readings, slide lectures, demonstrations, group critiques, and individual instruction will help the student understand the basic principles of installation art. Prerequisite: ARTS 101 (1), 102 (2), 103 (3), 104 (4) or 106 (6). Enrollment limited.

Video Art I ARTS 261 (1/2 unit) Esslinger

In this studio art course, students will utilize the tools of video technology for their aesthetic inquiries. Students will work collaboratively and independently to produce single channel video art projects. Demonstrations of equipment will allow students to develop abilities in camera work and editing. Critical discussions will be aimed at providing students with an intellectual base to ground their work in their particular culture and history. Issues such as the unique properties of video in relationship to film, television, and popular culture, the manipulation of electronic imagery, conceptual and unorthodox narratives. and race and gender representations will be addressed through readings, discussions, guest lectures, screenings, and critiques. The College provides use

of digital cameras and editing equipment. Student cameras are encouraged (especially digital) but are not required. Prerequisites: ARTS 101 (1), 102 (2), 103 (3), 104 (4) or 106 (6) and permission of instructor. Enrollment limited.

Advanced Studio ARTS 481 (1/2 unit) Snouffer, Staff

This course is designed to enable the development of the student's personal artistic vision based on the foundation of intermediate studio courses. Students will be expected to generate projects in the medium of their choice with the aid of critiques, discussions, slides, videos, and field trips. This is a one-semester course with two different sections offered each semester. Majors are expected to take two different sections during different semesters, preferably with two different faculty members. Prerequisite: senior art major or permission of instructor. Enrollment limited.

Individual Study ARTS 494 (1/2unit) Staff

This is an extension of advanced coursework; studio art should be scheduled during regular class hours. Prerequisites: permission of instructor and department chair.

Additional courses available another year:

ARTS 210 Human Figure in Sculpture
ARTS 212 Art With Four Legs: Critters and Fantasies
ARTS 213 Site-Specific Sculpture
ARTS 226 Photography of Invention
ARTS 228 Photography II
ARTS 229 Documentary Photography
ARTS 231 Watercolor
ARTS 232 Watercolor II
ARTS 242 Printmaking: Lithography
ARTS 243 Printmaking: Intaglio
ARTS 251 Painting II
ARTS 262 Video Art II

ART HISTORY

Year Course

Museum Studies ARHS 371-372 (1/2 unit) Younger

This seminar serves as an introduction to the field of museum studies. Consisting primarily of readings, discussions, assigned papers, and special projects, the course will historicize the role of the museum. theorize about the nature of the audience, and study the representation and display of different cultures. Students will be engaged in the intellectual practice of curatorial and educational programming. As curators-in-training at the Olin Art Gallery, students will learn the skills and strategies involved in cultural interpretations through the display and narrative labeling of visual artifacts. Prerequisite: 1 unit of art history; permission of instructor.

Senior Honors Project ARHS 497-498 (1 unit) Staff

Prerequisite: permission of art history faculty.

First-Semester Courses

Survey of Art of Modern Europe and America ◆ ARHS 112 (1/2 unit)

Dabakis

This course will survey art and architecture from the eighteenth century to the present. Framing the study of art history within a social context, the course will provide students with the tools for understanding style and interpreting meaning in individual works of art ranging from the rococo to the postmodern. Additionally, the course will draw attention to the methodological practices of art history and introduce students to the theoretical underpinnings of the discipline. No prerequisite. Enrollment limited.

Survey of Architecture ♦ ARHS 113 (1/2 unit) Dwyer

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

Greek Art

ARHS 220 (1/2 unit) *Dwyer*

This course will emphasize the style and subject matter of Greek art: the gods and heroes (and their mythology), and humans (portraits, religion, history, and genre). The social context will also be considered with respect to individual subjects and monuments. The format is lecture and discussion. Prerequisite: ARHS 110 (10) or equivalent.

American Art to 1900 ARHS 227 (1/2 unit) Dabakis

This course presents an overview of painting, sculpture, and architecture from colonial times to 1900. It frames the development of American art and architecture within a broad sociohistorical context and addresses many of the issues pertinent to American studies. The following questions, among others, will be addressed in the course: Does American culture have a single, identifiable character? How have Americans reconciled their uneasy relationship with European culture? How have American political values, such as freedom, liberty, and democracy, informed the cultural expressions of the eighteenth and nineteenth centuries? Prerequisites: ARHS112 (12), AMST 108 (8), or equivalent. Enrollment limited.

The Women of Rome ARHS 378 (1/2 unit) Dabakis

Rome served as a vibrant intellectual and cultural center during the nineteenth century. American artists and writers gravitated to the city in search of inspiration, camaraderie, and adventure. This course will seek to understand Rome as both mythic legend and practical and cosmopolitan home to an international coterie of women artists. The significance of Rome to the visual arts will be our primary focus of study, with a particular emphasis on the community of American women sculptors who found opportunities in Rome unavailable to them in the United States. Nathaniel Hawthorne's Marble Faun and Henry James's Portrait of a Lady will provide us with the literary construction of femininity within this cosmopolitan world. Prerequisite: ARHS 112 (12) or ARHS 227 (27); AMST 108 (8) or 109 (9); or equivalent. Enrollment limited.

Individual Study ARHS 393 (1/2 unit) Staff

This course is an extension of advanced coursework. Prerequisites: permission of instructor and department chair.

Junior Honors Project ARHS 397 (1/2 unit) Staff

Prerequisite: permission of department chair.

Senior Seminar ARHS 480 (1/2 unit) Dwyer

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

Second-Semester Courses

American Art and Culture, 1900-1945 ♦ AMST 109 (1/2 unit) Dahakis

This course serves as the Introduction to American Studies. In it, we will study visual culture in the United States in the first half of the twentieth century. We will look at art, architecture and popular media within a broad cultural context—in relation to film, literature, history, and politics. We will explore such themes as the search for an American identity, the issue of cultural nationalism, the interaction between European modernism and a native realist tradition, and the relationship among art, politics, and social activism. In so doing, we will employ an American studies interdisciplinary model by focusing on a number of artifacts, such as the Armory Show, the Brooklyn Bridge, and the Gambier Post Office mural. This course may be taken for credit in either art history or American studies. Enrollment limited.

Survey of Art of the Ancient World

◆ ARHS 110 (1/2 unit) *Dwyer*

This course is a survey of art from the Stone Age to the Byzantine Empire. From the beginning, the student is introduced to the various forms of art and architecture that have evolved from the earliest times. The section on Egyptian art, for example, typically presents monumental funereal architecture, the temple, monumental freestanding sculpture, monumental and decorative relief sculpture, monumental and decorative painting, and the minor arts of ceramics, jewelry, and furniture. In addition to introducing these forms of art and relating them to their social functions, the course considers laws of internal (stylistic) development i.e., the evaluation of form and technique relative to each. No prerequisite. Enrollment limited.

Art of Christian Europe ♦ ARHS 111 (1/2 unit) Blick

This introductory lecture course is a survey of the art created in Christian Europe from the seventh to the early eighteenth century. We will examine the relationship among cultural artifacts and the religious beliefs and social conditions of the society producing them. Students will be introduced to the basic methods of art historical discourse. No prerequisites. Enrollment limited

Introduction to Asian Art ♦ ARHS 114 (1/2 unit) Blick

This course explores the highlights of Asian art, focusing on India, China, and Japan. The class will also briefly cover Central Asia, Bengal, Nepal, Tibet, Thailand, Cambodia, Java, and Korea. Buddhism, Hinduism, Confucianism, Taoism, and other Asian beliefs will be explained in the context of how they affect Asian art. Types of artwork examined will include painting, sculpture, decorative arts, and some architecture and gardens. The text for this class is Sherman E. Lee's A History of Far Eastern Art (fifth edition); other texts will be used to supplement it. Class requirements include slide examinations and a short paper. No prerequisites. Enrollment limited.

Roman Art ARHS 221 (1/2 unit) Dwyer

This course is intended as an intermediate-level history of Roman art. Artistic media including architecture will be considered as expressions of values and institutions of the Roman world. Prerequisite: ARHS 110 (10) or equivalent. Enrollment limited.

Art of Medieval Europe ARHS 232 (1/2 unit) Blick

This course concerns the arts of medieval Europe from the fourth through the fourteenth century. The class will learn about the major forms of architecture, sculpture, painting, and the decorative arts of the Middle Ages. Style and iconography will be considered within the cultural context of large societal movements including monastic reform, pilgrimage, and chivalry. The class format will consist of lecture, discussion, debate, and presentations. Prerequisite: ARHS111 (11) preferred. Enrollment limited.

Memory and Commemoration in American Culture ARHS 378 (1/2 unit) Dabakis

Public monuments resonate with cultural meaning despite their familiarity and, at times, invisibility as we pass them on the street without notice. From Horatio Greenough's infamous half-naked George Washington, to the plethora of civil war monuments that adorn city squares (as in Mount Vernon, Ohio), to Mount Rushmore, to the Vietnam Veterans Memorial, public monuments give visual form to the complicated and contested nature of American history. In this course, we will study the aesthetic, social, and political dimensions of public memory. Moreover, we will ask questions: How does one make visible the activity of memory in monuments? Whose history is commemorated? Who participates in the process of recollection? In what ways does civic or private patronage mediate the process of remembering? Prerequisites: ARHS 112 (12), ARHS 227 (27), or equivalent.

Problems in Architectural Design ARHS 379 (1/2 unit) Dwyer

This seminar will treat specific monuments in the history of architecture from the point of view of design. Such topics as harmony, symmetry, proportion, and orientation to a particular cosmos will be considered in the following monuments: Stonehenge, the Great Pyramid at Giza, the Parthenon, the House of the Faun at Pompeii, the Colosseum, the Pantheon, Hagia Sophia, Chartres Cathedral, the Alhambra, the Taj Mahal, Barabudur, the Forbidden City at Peking, and the Pyramids of the Sun and Moon at Teotihuacan. Reports will emphasize methods used and problems encountered in deducing an architect's design from the present state of a given monument. Prerequisite: ARHS 113 (13) or equivalent. Enrollment limited.

Individual Study ARHS 394 (1/2 unit) Staff

This course is an extension of advanced coursework. Prerequisites: permission of instructor and department chair.

Junior Honors Project ARHS 398 (1/2 unit) Staff

Prerequisite: permission of department chair.

Additional courses available another year include the following:

ARHS 116 Writing About Art ARHS 222 Art of the Northern Renaissance ARHS 223 Early Renaissance Art in Italy ARHS 224 The High Renaissance ARHS 225 Baroque Art in Italy, 1580-1650 ARHS 226 Early Modern Art, 1750-1900 ARHS 230 Modern Art II: Symbolism to Surrealism ARHS 231 Modern Art III: Art Since 1945 ARHS 235 Art of China ARHS 340 History of Portraiture ARHS 341 Political Art: Government as Patron ARHS 373 Seminar in Ancient Art ARHS 374 Seminar: Topics in Medieval Art ARHS 375 Seminar: Topics in Renaissance and Baroque Painting ARHS 376 Seminar: Books and Printing ARHS 377 Seminar: Topics in Modern Art

Asian Studies

INTERDISCIPLINARY

Faculty

Joseph A. Adler Associate Professor of Religion

Jianhua Bai Associate Professor of Chinese

Ruth W. Dunnell Storer Associate Professor of Asian History

John H. Finefrock Adjunct Instructor of Asian Studies

Susan Jevitt Visiting Instructor of Japanese

Shuchi Kapila Assistant Professor of English (on leave)

Rita S. Kipp Director, Professor of Anthropology

Michelle S. Mood Visiting Assistant Professor of Political Science

Vernon J. Schubel Associate Professor of Religion

Wendy F. Singer Associate Professor of History

Hideo Tomita Associate Professor of Japanese (on leave)

The Asian Studies Program at Kenyon offers a concentration that incorporates a variety of courses in history, religion, anthropology, and language. The program also sponsors films, invites speakers to the College, and promotes other social and cultural events to stimulate campus awareness of the societies of East and Southeast Asia, India and its neighbors, and the Islamic world.

With Asia as its point of reference, the curriculum encourages students to deal with Asian peoples as actors on the scene of regional and world history, rather than as objects of non-Asian peoples' enterprises and observations. An important goal of the concentration is the development of a critical understanding of the ways in which people of the interrelated regions of Asia have historically defined and expressed themselves.

The concentration in Asian studies comprises three elements: (1) at least one year of language study; (2) 1 1/2 units of coursework in selected areas of Asian culture, including an approved foundation course; and (3) a one-semester senior seminar. The concentration enables students to study formally the histories, cultures, and societies of Asia in a comparative and interdisciplinary format.

Beginning Asian Studies

First- and second-year students should begin with any of the approved foundation courses listed below. Sometimes the history department offers first-year seminars that focus on Asia. Classical Chinese Literature in English (CHIN 115, 116) is also suitable for entering students. Students hoping to spend all or part of their junior year in China or Japan should begin to study the appropriate language in their first two years at Kenyon. New students interested in Asia who have not yet declared a major or a concentration are welcome to seek specific advice from any of the Asian studies faculty members.

Concentration Requirements and Curriculum

1. Language study One year of instruction in a relevant Asian language is required. This requirement can be met by taking two semesters of Modern Chinese (CHNS), Japanese, or Sanskrit at Kenyon, or three semesters of Classical Chinese (CHIN). The equivalent of one year of approved college-level Asian language instruction at another accredited academic institution will also meet the requirement, as will some intensive summer programs, or a semester of language study abroad when paired with language immersion. In the case of transfer students, credit will be accepted for a year of Asian language study with a grade of C+ or better pursued at another institution. If the program committee determines that a student possesses native proficiency in an Asian language, it will waive the requirement.

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

2. Area and disciplinary coursework Students are required to take 1 1/2 units (three semester courses) in at least two different departments outside of the Department of Modern Languages and Literatures and dealing with two different regions of Asia, here defined as (1) East Asia (mainly China, Japan, and Inner Asia); and (2) South and West Asia (India and its neighbors, Southeast Asia. the Islamic world, and Central Asia). Students must take at least one course from the following list of approved foundation courses:

ANTH 244 Cultures of Southeast Asia

ARHS 114 Introduction to Asian Art HIST 158 Japan to 1800 HIST 156 South Asian History HIST 161 Imperial China HIST 160 Modern East Asia RELN 240 Classical Islam RELN 250 South Asian Religions RELN 260 Buddhist Thought and Practice RELN 270 Chinese Religions RELN 275 Japanese Religions

Comparative courses that deal with both regions may count for one area or the other, but not for both. A student focusing on East Asian history, for example, may take a course in Islamic religion to fulfill the distribution requirement.

Courses not specifically focused on Asia will not be counted toward the distribution requirement. Where any doubt arises, please ask a member of the Asian studies program committee. Courses that fulfill requirements for the Asian Studies Concentration are listed below and may be so noted in the course guide. Note: doublecounting for the major and the concentration is permitted, upon consultation with the relevant faculty advisors.

3. Senior Seminar: Asia in Comparative Perspective This 1/2-unit course is open to students fulfilling the requirements for the Asian Studies Concentration and to other students on a permission basis. The course will be offered every fall under the direction of a selected Asian studies faculty member and will meet in a seminar format.

Course content will be organized around a common theme that integrates the various disciplines and regions of Asia that students have been studying at Kenyon. Through readings, films, guest lectures by other Kenyon Asian studies faculty members and outside speakers, and other activities, the course will lead students to synthesize their academic and personal (e.g., off-campus) experiences in a broader comparative perspective. Students will produce work that examines one or more topics of their own special interest within the comparative Asian framework.

Off-Campus Study

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

First-Semester Courses

Senior Seminar: Buddhist Asia in Comparative Perspective ASIA 490 (1/2 unit) Adler

The topic of the senior seminar this year will be the social, economic, and cultural aspects of Buddhism throughout Asia. As one of the major connective links among the varied cultures of South, Southeast, and East Asia for over two millennia. Buddhism has reflected and influenced cultural change on a wide variety of levels. The seminar will focus on Buddhism's role in intra-Asian trade, urbanization, the construction of identity (personal, national, and transnational), conceptions of power (numinous, political, and economic), and conceptions of order (cosmic, spiritual, and temporal). Specific topics will include Buddhist cosmology, notions of kingship (the *cakravartin* and the *dharmaraja*), the Buddhist community (sangha) and the wider social order, missionary activity, pilgrimage, commerce, the confluence of spiritual and political power in Tibet, and the ways in which religious and mundane phenomena can be mutually conditioned.

This seminar may be taken for credit toward the major or minor in Religious Studies.

Elementary Classical Chinese CHIN 111 (3/4 unit) *Finefrock*

Classical Chinese is an introduction to the classical literature of China. It is not a spoken language. (See Modern Chinese in the modern languages and literatures department for spoken classes.) No previous language study, including Modern Chinese, is required.

Students learn five characters and read six lines of Chinese per day; the course moves at a pace that allows discussion of works read. There is a daily vocabulary quiz and in-class reading assignment, but no midterms, papers, or final examinations. Students read in the class from the first day, and by the end of the year they will be able to read simple prose with the aid of a dictionary.

In the first semester, students learn 500 characters, study basic grammar, and read selections from Mencius in Raymond Dawnson's *New Introduction to Classical Chinese*. In the second semester, students learn an additional 500 characters, finish the selections of Mencius, and read the whole of the *Analects*. Readings in the *Analects* and the *Hsiao Ching* are from H.G. Creels's *Literary Chinese by the Inductive Method*, Volumes 1 and 2. The course is taught in English. No prerequisites.

Classical Chinese Literature in English

◆ CHIN 115 (1/2 unit) *Finefrock*

This course is a survey of classical literature, including poetry and prose, in China. The course is taught in English using English translations and assumes no previous knowledge of Classical Chinese. No prerequisites.

Intermediate Classical Chinese CHIN 211 (1/2 unit) *Finefrock*

This course comprises readings in Classical Chinese and is taught in

English. No prerequisite, but CHIN 111 (11) and 112 (12) are advised.

Advanced Classical Chinese CHIN 371 (1/2 unit) *Finefrock*

This course covers readings in Classical Chinese. It is taught in English. No prerequisite, but CHIN 211 (21) and 212 (22) are advised.

Second-Semester Courses

Elementary Classical Chinese CHIN 112 (3/4 unit) *Finefrock*

See first-semester course description of CHIN 111.

Classical Chinese Literature in English ♦ CHIN 116 (1/2 unit) Finefrock

This is a survey of classical literature, including poetry and prose, in China. Major texts from all periods will be studied. The course is taught in English using English translations and assumes no previous knowledge of Classical Chinese. No prerequisites, although CHIN 115 (15) is a useful foundation course.

Intermediate Classical Chinese CHIN 212 (1/2 unit) Finefrock

See first-semester course description of CHIN 211.

Advanced Classical Chinese CHIN 372 (1/2 unit) *Finefrock*

See first-semester course description of CHIN 371.

Courses offered in 2001-2002 that meet Asian Studies Concentration requirements are as follows:

ANTH 244 Cultures of Southeast Asia ARHS 114 Introduction to Asian Art ARHS 235 Art of China ASIA 490 Asia in Comparative Perspective CHIN 111, 112 Elementary Classical Chinese CHIN 115, 116 Classical Chinese Literature in English CHIN 211, 212 Intermediate Classical Chinese CHIN 371, 372 Advanced Classical Chinese CHNS 111-112 Intensive Introductory Modern Chinese CHNS 213-214 Intermediate Modern Chinese CHNS 321 Advanced Chinese HIST 156 South Asian History HIST 161 Imperial China HIST 189 Ghandi and Civil Disobedience HIST 195 Imagined Histories: India in Film and Fiction HIST 196 Japan in the Age of Heike HIST 260 Medieval Islamic Empires HIST 458 Nations and Fragments: Issues in Twentieth-Century India HIST 460 Ethnicity and Empire in China JAPN 111-112 Intensive Introductory Modern Japanese JAPN 213-214 Intermediate Modern Japanese JAPN 321 Advanced Japanese PSCI 346 Comparative Asian Politics: India, China, and Japan PSCI 441 Socialism and Reform in the People's Republic of China RELN 240 Classical Islam **RELN 250** South Asian Religions **RELN 270** Chinese Religions **RELN 345** Medieval Islamic Empires RELN 360 Zen Buddhism **RELN 471** The Confucian Tradition

Biochemistry and Molecular Biology

INTERDISCIPLINARY

Faculty

Department of Biology Kathryn L. Edwards Professor (on leave)

M. Siobhan Fennessy Assistant Professor

Christopher M. Gillen Assistant Professor

E. Raymond Heithaus Jordan Professor of Environmental Science

Patricia A. Heithaus *Visiting Instructor*

Karen A. Hicks Assistant Professor

Haruhiko Itagaki Associate Professor

Wade H. Powell Assistant Professor

Joan L. Slonczewski Codirector, Associate Professor

Department of Chemistry Scott D. Cummings Assistant Professor

Kate E. Doan Visiting Assistant Professor

John K. Lutton Professor

Rosemary A. Marusak Associate Professor (on leave)

Dudley G. Thomas *Visiting Instructor*

Anthony T. Watson Codirector, Assistant Professor

The intersection of chemistry and biology provides a creative focus for understanding the molecular processes of life. In the scientific literature, interdisciplinary research efforts are now commonplace, while in the classroom, biological topics are frequently addressed by chemists and the chemistry of biological processes is often treated by biologists. Kenyon's chemistry and biology departments offer an interdisciplinary program including two majors, biochemistry and molecular biology, each of which combines aspects of their curricula. The biochemistry and molecular biology majors are intended for students whose interests lie at the exciting interface of chemistry and biology.

The biochemistry major provides a chemistry-based curriculum with a significant biology component, producing a solid background for continuing graduate work in biochemistry and chemistry. The molecular biology major combines a substantial chemistry background with detailed studies in cellular and molecular biology that will prepare students for postgraduate studies in these fields.

Biochemistry and molecular biology majors are encouraged to include undergraduate research as part of their curriculum, especially if they intend to continue in these fields after Kenyon. There are several options for collaborative research with faculty members from the departments of biology and chemistry. These include courses on research strategy (BIOL 385,386; CHEM 375, 376) as well as honors and independent study. Students should refer to the departmental descriptions for details.

An oversight committee for biochemistry and molecular biology, composed of faculty members from the chemistry and biology departments, administers the program and determines requirements for the Senior Exercise and for the Honors Program. Students interested in these majors should contact either of the program codirectors, Anthony Watson (for biochemistry) or Joan Slonczewski (for molecular biology).

Requirements for the Biochemistry Major

Courses required for the biochemistry major (BCHM) include the following:

CHEM 111;112 Introductory Chemistry I and II and CHEM 113;114 Introductory Chemistry Laboratory I and II

or

CHEM 115;116 Honors Introductory Chemistry I and II

and

CHEM 117;118 Honors Introductory Chemistry Laboratory I and II

In addition, the following courses are required:

- CHEM 231;232 Organic Chemistry I and II
- CHEM 233;234 Organic Chemistry Laboratory I and II
- CHEM 335 Chemical Kinetics and Thermodynamics (prerequisite: one semester of calculus; prerequisite or co-requisite: one year of physics)

CHEM 356 Biochemistry
CHEM 341 Instrumental Analysis
Two of the following advanced labs:
CHEM 371, 372, 375, or 376
BIOL 113 From Cell to Organism
BIOL 114 Genetics and Development of Organisms
BIOL 363 Molecular Biology
BIOL 364 Gene Manipulation
One elective from among these:

BIOL 109-111, 321, 238, 341, 345, or 366

We strongly recommend two additional chemistry electives from among these:

CHEM 336, 343, 445, 452, 453, or 460

Requirements for the Molecular Biology Major

Courses required for the molecular biology major (MBIO) include the following:

CHEM 111;112 Introductory Chemistry I and II and

CHEM 113;114 Introductory Chemistry Laboratory I and II

or

CHEM 115;116 Honors Introductory Chemistry I and II and CHEM 117;118 Honors Introductory Chemistry Laboratory I and II In addition, the following courses are required: CHEM 231;232 Organic Chemistry I and II CHEM 233;234 Organic Chemistry Laboratory I and II CHEM 335 Chemical Kinetics and Thermodynamics (prerequisite: one semester of calculus; prerequisite or co-requisite: one year of physics) CHEM 356 Biochemistry CHEM 371 or 372 (Advanced Laboratory, Biochemistry Section)

BIOL 113 From Cell to Organism
BIOL 114 Genetics and Development of Organisms
BIOL 109-111 Introduction to Experimental Biology (BIOL 110 may substitute for BIOL 111)
BIOL 345 Biophysical Processes in Plants

BIOL 363 Molecular Biology

BIOL 364 Gene Manipulation

One elective from among these:

BIOL 321,233, 238, 341, 255, or 366

On request, BIOL 233 may substitute for BIOL 345.

We strongly recommend one additional biology elective from the list above, as well as two 1/4-unit lab courses from among these:

BIOL 322, 234, 239, or 342



Faculty

Robert D. Burns Professor Emeritus

Kathryn L. Edwards Professor (on leave)

M. Siobhan Fennessy Assistant Professor

Christopher M. Gillen Assistant Professor

E. Raymond Heithaus Jordan Professor of Environmental Science

Patricia A. Heithaus *Visiting Instructor*

Karen A. Hicks Assistant Professor

Haruhiko Itagaki Chair, Associate Professor

Dorothy E. Jegla Professor Emerita

Thomas C. Jegla Professor Emeritus

Robert A. Mauck Visiting Assistant Professor

Wade H. Powell Assistant Professor

Joan L. Slonczewski Associate Professor

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

For new students who are considering biology courses, a number of options are available. Look for the ◆ symbol, which designates those courses particularly appropriate for first-year students or upperclass students new to the biology curriculum. Note that we have switched over to a 3-digit course numbering system this year from the earlier 2-digit numbering system. In case of prerequisites and requirements, the new course number is followed by the old course number in parentheses.

Biology majors must take all foundation courses: BIOL 112 (12), 113 (13), 114 (14) (unless specifically exempted by advanced placement along with departmental placement exams, which must be taken during Orientation of the first year), and the year-long introductory laboratory sequence, BIOL 109-110 (9-10) or BIOL 109-111(9-11). The foundation courses may be taken in any sequence desired, but they must be completed within a span of the first four semesters. Advanced courses may be taken after completion of the prerequisite foundation course, so students can begin advanced courses while completing the introductory series.

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

Nonmajors can choose innovative topical courses that approach biological issues in a human context (BIOL 102, 103, 104, 105). These courses are designed for students with minimal backgrounds in biology. The "foundation" courses—BIOL 112 (12),113 (13), and 114 (14)—allow more in-depth study. Nonmajors with special interests can take one foundation course followed by an allied advanced course-for example, BIOL 112 (12) with BIOL 228 (Ecology), BIOL 113 (13) with BIOL 238 (Microbiology), BIOL 114 (14) with BIOL 255 (Genetic

Analysis). Ecology courses also serve the interdisciplinary Environmental Studies Concentration.

Minor concentrations are available in biology or in one of these areas: general biology, environmental biology, plant biology, molecular biology and genetics, and physiology. The requirements for these minors are detailed below.

For students considering medical, dental, nursing, or veterinary postgraduate programs, there is usually a requirement of a minimum of two semesters of biology with the corresponding laboratory work. BIOL 113 (13) and 114 (14) plus the laboratory sequence BIOL 109-110 (9-10) or BIOL 109-111(9-11) satisfy this requirement.

Requirements for the Biology Major

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

- BIOL 112 (12), 113 (13), 114 (14) (or specific exemption) to be completed within four semesters of starting this series.
- BIOL 109 (9) and 110 (10) or BIOL 109 (9) and 111 (11) to be completed by the end of the sophomore year.
- Five upper-division lecture courses.
- Four upper-division laboratory courses (1/2 unit of credit earned as Research Strategies or Senior Honors can serve as one 1/4-unit laboratory course requirement).
- At least one course on plants: BIOL 233 (33), 345 (45).

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

The Senior Exercise for biology majors consists of a library research paper or multimedia project addressing a current research question in biology. For honors majors, the introduction to the honors thesis satisfies this requirement. In addition, all majors must attend a specified number of guest lectures in the Biology Seminar Series.

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

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

Advanced Courses Offered in Biology

Many courses and laboratories are offered in alternate years, so care should be taken in planning the major to suit individual goals.

Courses to be offered in 2000-01 include BIOL 228, 229, 233, 234, 236, 237, 238, 239, 251, 261, 262, 321, 322, 341, 342, 345, 352, 363, 364, and 366.

Courses not offered in 2000-01 include BIOL 255, 256, 346, 353, 358, 359, and 367.

Requirements for the Biology Minor

The Minor in Biology can be earned in one of five areas of biology, listed as A through E below. The minor requires a minimum of 3 units of credit earned in the major curriculum; these must include the introductory laboratories, BIOL 109 (9) and BIOL 110 (10) or 111 (11), and at least one upper-level laboratory. One vear of BIOL 385.386 would satisfy the upper-level laboratory requirement and one year of BIOL 393,394 would satisfy one upper-level lecture course requirement in any of the area minors. Specific course requirements for each area minor are specified below.

ATTENTION: Please be advised that the two 1-unit requirements below must include at least one upper-level laboratory. The 2 units mean 2 units of earned credit, *not* 4 courses per se.

A. Environmental Biology

BIOL 109-110 (9-10) or BIOL 109-111 (9-11) Introduction to Experimental BiologyBIOL 112 (12) Population and Environmental Biology

2 units from:

- BIOL 228 (28) Ecology
- BIOL 229 (29) Ecology Laboratory
- BIOL 251 (51) Marine Biology
- BIOL 261 (61) Animal Behavior
- BIOL 262 (62) Experimental Animal Behavior
- BIOL 352 (52) Aquatic Systems Biology
- BIOL 353 (53) Aquatic Systems Laboratory
- ENVS 461 (61) Environmental Studies

B. Plant Biology

BIOL 109-110 (9-10) or BIOL 109-111 (9-11) Introduction to Experimental Biology
BIOL 112 (12) Population and Environmental Biology
BIOL 113 (13) From Cell to Organism 1.5 units from:
 BIOL 233 (33) Plant Biology
 BIOL 234 (34) Laboratory Experiences in Plant Biology
 BIOL 345 (45) Plant Physiology
 BIOL 346 (46) Introduction to
 Microscopy and Image Analysis

C. Molecular Biology and Genetics

BIOL 109-110 (9-10) or BIOL 109-111 (9-11) Introduction to Experimental Biology BIOL 112 (12) Genetics and Development of Organisms

2 units from:

BIOL 255 (55) Genetic Analysis
BIOL 256 (56) Genetic Analysis
laboratory
BIOL 321 (21) Developmental
Biology
BIOL 322 (22) Experiments in
Developmental Biology
BIOL 363 (63) Molecular Biology
BIOL 364 (64) Principles of Gene
Manipulation

D. Physiology

BIOL 109-110 (9-10) or BIOL 109-111 (9-11) Introduction to Experimental Biology BIOL 113 (13) From Cell to Organism

2 units from: BIOL 236 (36) Animal Biology BIOL 237 (37) Experimental Animal Biology BIOL 238 (38) Microbiology BIOL 239 (39) Microbiology Laboratory BIOL 341 (41) Comparative Animal Physiology BIOL 342 (42) Experimental Animal Physiology BIOL 345 (45) Plant Physiology BIOL 346 (46) Introduction to Microscopy and Image Analysis BIOL 358 (58) Neurobiology BIOL 359 (59) Experimental Neurobiology BIOL 366 (66) Cell Physiology BIOL 367 (67) Experimental Cell Physiology

E. Biology

BIOL 109-110 (9-10) or BIOL 109-111 (9-11) Introduction to Experimental Biology BIOL 112 (12) Population and Environmental BiologyBIOL 113 (13) From Cell to OrganismBIOL 114 (14) Genetics and Development of Organisms

1 unit:

Any upper-level courses in biology

First-Semester Courses

Biology in Science Fiction ♦ BIOL 103 (1/2 unit) Slonczewski

Science fiction literature extends our knowledge of the natural world in extraordinary ways. Yet real biology is often more amazing than science fiction. This course explores bizarre biology in fact and fiction, from Herbert's Dune and Crichton's Jurassic Park to the bottom of the Marianas Trench. The impact of biology on human existence is examined through Wells's The Time Machine and Vonnegut's Galapagos. Quantitative reasoning in biology is introduced through Star Trek's "The Trouble with Tribbles." To learn scientific methods of investigation, we follow Scully and Mulder's pursuit of the deadly human fluke. Students use digital technology to interpret data and investigate the mysterious appearance of alien life forms. Visiting professors from neighboring planets present guest lectures on their native ecosystems. No prerequisites. Does not count toward the major or minor.

Introduction to Experimental Biology

◆ BIOL 109 (1/4 unit) P. Heithaus, Staff

This is the first laboratory course a student takes in the two-semester sequence and is a prerequisite for all upper-division laboratory courses. The decision to take BIOL 109-110 as opposed to BIOL 109-111 depends on a student's academic goals. BIOL 109-110 is taken by students who are interested in focusing on anatomy and physiology during the second

semester, and BIOL 109-111 is taken by students whose primary interest is molecular biology.

BIOL 109 introduces students to the processes of investigative biology and scientific writing in journal format. It is not designed to accompany any particular core lecture course. Laboratories cover topics presented in each of the core lecture courses, BIOL 112, 113, and 114, and introduce a variety of techniques including field sampling, plant embryo culture, enzyme biochemistry, isolation of DNA, and gel electrophoresis. The course emphasizes experimental design, data collection, statistical analysis, the integration of results with information reported in the literature, and the effective communication of conclusions. Evaluation is based on short lab assignments and two scientific papers. A laboratory manual must be purchased. There are no prerequisites. Enrollment is limited to sixteen students in each of five sections.

Population and Environmental Biology

◆ BIOL 112 (1/2 unit) *R. Heithaus, Fennessy*

This course examines environmental and population biology, especially the principles of ecology, evolution, the environments of our biosphere, and the effects of human activities on ecosystems. We will examine the processes that generate and maintain biological diversity. Topics will include evolutionary theory, methods for interpreting earth's biota, terrestrial and aquatic habitats, analyses of interactions among organisms as well as between organisms and their environments, models of ecosystems, and the conflicts between human population growth and conservation of the environment. Grades are based on two tests, weekly guizzes, and a final exam. The text is also used for BIOL 113 and 114. No prerequisites. Majors and nonmajors may enroll.

From Cell to Organism ♦ BIOL 113 (1/2 unit) Itagaki

The focus is on the structure and function of cells and multicellular tissues. A biochemical approach is used through most of the topics, which include molecular and subcellular organization of prokaryotic and eukaryotic cells, transport and energy management, and the structure of tissues in plants and animals. The course is designed to introduce the student to the process of scientific thinking as well as to the principles of cellular biology. Some research methodology and approaches to unanswered questions are examined. Evaluation is based on assignments, attendance, class participation, and exams. The text is also used for BIOL 112 and 114. This course is offered both semesters. Students who are comfortable with their high-school biology will find this course an appropriate challenge as a first course in biology. Those who are less comfortable may find BIOL 112 more amenable as a first course in biology. No prerequisites. Majors and nonmajors may enroll.

Plant Biology BIOL 233 (1/2 unit) Hicks

This course presents an introductory examination of plant function and structure. Physiology, morphology, reproduction, and development will be considered, with an emphasis on flowering plants. Comparative life cycles and structures of different divisions of plants and algae will also be discussed, as will problems with plant classification schemes. Emphasis will be placed upon current topics in plant biology, particularly as they relate to important scientific questions and practical outcomes. Prerequisite: BIOL 113 (13) or 114 (14) or permission of instructor. Enrollment limited.

Laboratory Experience in Plant Biology BIOL 234 (1/4 unit)

Hicks

Topics include the cell, tissue, and organ structure of vascular seed plants, and experimental and field investigation of selected plant processes such as flowering and hormonal interactions in growth and development. Prerequisite: BIOL 109-110 (9-10) or BIOL 109-111 (9-11). Prerequisite or co-requisite: BIOL 233 (33).

Animal Behavior BIOL 261 (1/2 unit) *R. Heithaus*

The evolution and ontogeny of animal behavior is explored in detail. The diversity of behavior and the ecological consequences of behavior will be studied, with emphasis on how research programs are designed to answer questions. Topics include the genetics and physiology of behavior, perceptual systems, integration and storage of information, learning and instincts, the ecology of reproduction, feeding behavior, habitat selection and migration, and social behavior. Prerequisite: BIOL 112 (12).

Experimental Animal Behavior BIOL 262 (1/4 unit) Mauck

This laboratory applies the principles of experimental design and inference to the study of animal behavior. There will be both laboratory and field components. Students should be aware that animals do not always "behave" in discrete, three-hour time periods, and that some work may have to be arranged outside of the regularly assigned class period. Prerequisites: BIOL 109-110 (9-10) or BIOL 109-111 (9-11) and permission of the instructor. Prerequisite or co-requisite: BIOL 261 (61). Enrollment limited.

Comparative Animal Physiology BIOL 341 (1/2 unit) *Gillen*

Animal physiology examines the processes of animal cells, tissues, and

organ systems. In this class, we will seek to understand how physiological processes relate to the survival of an animal in its environment. We will utilize three primary approaches: (1) comparative, contrasting the physiologies of animals that live in different environments; (2) environmental, exploring how animals survive in challenging environments; and (3) structure-function, examining how the anatomy of a system relates to its function. Each of the primary animal organ systems (nerve, muscle, cardiovascular, respiratory, gastrointestinal, renal, and excretory) will be covered in detail. Prerequisite: BIOL 113 (13).

Experimental Animal Physiology BIOL 342 (1/4 unit) *Gillen*

This laboratory class explores the techniques, equipment, and experimental designs common to animal physiology. Topics to be studied may include muscle physiology, cardiac physiology, salt and water balance, metabolism, and exercise physiology. A variety of different experimental techniques will be used. Students will participate in experimental design, perform experiments, and present results in oral and written form. Students will also read and analyze relevant papers from the primary literature. Prerequisite: BIOL 109-110 (9-10) or BIOL 109-111 (9-11). Prerequisite or corequisite: BIOL 341 (41). Enrollment limited.

Aquatic Systems Biology BIOL 352 (1/2 unit) Fennessy

This course is designed to introduce students to the study of freshwater ecosystems, including lakes, streams, and wetlands. Human activities have had profound impacts on fresh-water life. An understanding of the dynamics of freshwater systems is instrumental in determining how to protect and restore these habitats. This course will examine the structure and functions of freshwater ecosystems and will emphasize the application of ecological principles to the study of these systems. Possible topics include the effects of agricultural run-off and eutrophication; erosion resulting from human development; the introduction of nonnative species; toxic contaminants; and restoration techniques. Standard texts as well as primary literature will be used. Prerequisite: BIOL 112 (12) or permission of the instructor.

Molecular Genetics BIOL 363 (1/2 unit) Slonczewski

This course focuses on molecular genetics, the mechanisms by which the information of the genome is expressed to form the functional molecules of living cells and organisms. The processes of DNA replication, recombination and repair, transcription of RNA from DNA templates, and translation of RNA into protein are discussed in the context of current research. The function of genes and regulation of gene expression is treated in depth. Students analyze and publish interactive tutorials on the structure and function of key macromolecules. For further study of the function of proteins and membranes, the complementary course BIOL 366 (Cell Biology) is recommended. Prerequisites: BIOL 113 (13), 114 (14); CHEM 231 (31), 232 (32), or permission of the instructor.

Gene Manipulation BIOL 364 (1/4 unit) Powell

This course teaches advanced methods of modern gene isolation, manipulation, and characterization. An assortment of the following techniques will be covered: the isolation of DNA and RNA from prokaryotic cells; analyses of these molecules by Southern and Northern blotting; the building and screening of a DNA library in a plasmid vector; isolation of specific DNA clones: subcloning DNA fragments into plasmid vectors; characterization of DNA clones by restriction mapping; expression of eukaryotic genes in bacterial hosts; amplification of gene sequences by the polymerase chain reaction (PCR); and the use of bioinformatics to analyze sequence data. Prerequisite: BIOL 109-110 (9-10) or BIOL 109-111 (9-11). Prerequisite or co-requisite: BIOL 363 (63), CHEM 113, 114 or permission of instructor. Enrollment limited.

Research Strategies in Biology BIOL 385 (1/4 unit) Mauck

This combined discussion and laboratory course aims to develop abilities for asking sound research questions, designing reasonable scientific approaches to answer such questions, and performing experiments to test both the design and the question. We consider how to assess difficulties and limitations in experimental strategies due to design, equipment, organism selected, and so on. The course provides a detailed understanding of selected modern research equipment. Students select their own research problem in consultation with one or more biology faculty members. This course is designed for those who are not doing honors but who want some practical research experience. A student can begin the course in either semester. If a year of credit is earned, it may be applied toward one laboratory requirement for the major in biology. Prerequisites: BIOL 112 (12), 113 (13), 114 (14), 109-110 (9-10) or 109-111(9-11), and permission of instructor.

Independent Study in Biology BIOL 393 (1/4 or 1/2 unit) Staff

This course provides the student with the opportunity to pursue an independent investigation of a topic of special interest not covered, or not covered in depth, in the current curriculum. The investigation, designed in consultation with the chosen faculty mentor, may be designed to earn 1/4 or 1/2 unit of credit in a semester and may be continued in BIOL 394 in the second semester. BIOL 393 and 394 are ordinarily library-oriented investigations. (For laboratory-oriented independent research, see BIOL 385 and 386.) Normally students receive credit for no more than two semesters of independent study; independent study does not count toward diversification requirements for the biology major. Prerequisite: permission of the department.

Junior Honors BIOL 397 (1/4 unit) *Hicks*

This is an elective course for majors having an overall GPA of at least 3.2 and a GPA of 3.33 in biology. The GPA requirement serves as a guideline in the junior year, and a student wishing to do junior honors who comes close to this standard should consult with his or her advisor and the department chair about considering honors. The emphasis of the course is on research. The semester begins with faculty research presentations from which students work out a research program with a faculty sponsor, write a preliminary proposal, and begin work on the research project. Oral progress reports will be given each semester. The grade is pass/fail only and is determined by the instructor and the project advisor with approval by the department chair. Prerequisite: permission of department chair.

Senior Honors BIOL 497 (1/2 unit) *Gillen*

This course represents a continuation of the junior honors research. Emphasis is on the research project. Students are instructed in poster production and produce one or more posters of their honors work for presentation at Kenyon and possible outside meetings. There will be oral progress reports. The letter grade is determined by the instructor and project advisor in consultation with the department. Students must have an overall GPA of at least 3.2 and a GPA of 3.33 in biology. Prerequisites: BIOL 397 (95) and/or 398 (96) and permission of the department chair.
Second-Semester Courses

Biology of Exercise ♦ BIOL 105 (1/2 unit) Gillen

This is an introductory biology class that will examine human physiology by considering the response of the human body to exercise. We will ask basic questions about human exercise performance and seek to understand the biological mechanisms that are relevant to these questions. Questions that may be considered include: What limits human exercise performance? How does nutrition influence exercise? What are the mechanisms involved in increased performance during training? How does exercise influence the overall health of humans? Students will learn to directly evaluate the scientific basis of knowledge about physiology through the analysis of experimental methodology and data. No prerequisites. Does not count toward the major or minor. Enrollment limited

Introduction to Experimental Biology

◆ BIOL 110 (1/4 unit) P. Heithaus, Staff

BIOL 110 follows BIOL 109. This course first focuses on the relationship between structure and function using the cat as a model system. Then students will explore animal physiology using a variety of vertebrate and invertebrate organisms. The course culminates in fiveweek student-designed independent projects that reinforce the inquiry techniques developed in BIOL 109. Evaluation is based on a practical examination and oral presentation (for anatomy), short reports, the conduct and oral presentation of the independent research project, and a scientific paper. Prerequisite: BIOL 109. Enrollment is limited to sixteen students in each of four sections.

Introduction to Experimental Molecular Biology

◆ BIOL 111 (1/4 unit)

Powell

BIOL111 follows BIOL 109 and is an alternative to BIOL 110. The course

first focuses on experimental questions in genetics and molecular biology. It culminates in five-week student-designed independent projects, as does BIOL 110. Evaluation is based on short reports, laboratory papers, oral presentation of the independent research project, and the research paper. Prerequisite: BIOL 109. Enrollment is limited to sixteen students.

Introduction to Environmental Studies

◆ ENVS 112 (1/2 unit) Fennessy, Mauck

This interdisciplinary course examines contemporary environmental problems, introducing the major concepts pertaining to human interactions with the environment. We will explore both local and global scales of this interaction. Course topics include basic principles of ecology, the impacts of human technology, roots of our perceptions and reactions to nature, the social and legal framework for responding to problems, and economic issues surrounding environmental issues. We will discuss methods for answering questions regarding the consequences of our actions, and especially focus on methods for organizing information to evaluate complex issues. The format of the course will be three-quarters discussion and lecture, one-quarter "workshop." The workshops will include field trips and experience with collecting and analyzing data. This course is crosslisted with the Environmental Studies Concentration and does not count toward the biology major or minor.

From Cell to Organism ♦ BIOL 113 (1/2 unit) Itagaki, Powell

See first-semester course description.

Genetics and Development of Organisms

◆ BIOL 114 (1/2 unit) Slonczewski, Hicks

This course introduces the mechanisms of heredity, the expression of genetic information, and the means by which genes encode developmental programs. Genetics and development are part of a continuous process, and the genetic mechanisms and developmental patterns of living organisms reveal a fundamental kinship of life on earth. Genetics and molecular biology as tools for the study of biological problems will be introduced, as will current topics in biotechnology. The text is also used for BIOL 112 and BIOL 113. No prerequisites. Majors and nonmajors may enroll.

Ecology

BIOL 228 (1/2 unit) Fennessy

This course will study mechanisms that influence the distribution and abundance of organisms. Topics will include physiological ecology, population ecology, competition, predator-prey systems, mutualism, succession, energy and nutrient dynamics, and the ecology of communities, ecosystems, and landscapes. We will explore the influence of humans on natural systems. Students will use simulation models and original literature to supplement text, lectures, and discussions. Prerequisite: BIOL 112 (12) or permission of instructor. BIOL 229 is highly recommended.

Ecology Laboratory BIOL 229 (1/4 unit) Fennessy

This course experimentally examines ecological principles in the field and laboratory with attention to questions in terrestrial systems. Attention is given to experimental design, sampling, and quantitative methods. Topics include biological diversity, population dynamics, nutrient cycling, productivity, and species interactions. Several field trips are taken to local natural habitats. Prerequisites: BIOL 109-110 (9-10) or BIOL 109-111 (9-11), and permission of instructor. Prerequisite or co-requisite: BIOL 228 (28). Enrollment limited.

Animal Biology BIOL 236 (1/2 unit) *Gillen*

This course will seek to understand general principles in animal biology. We will attempt to develop crossdisciplinary understandings of animals, studying them from genetic, molecular, biochemical, physiological, organismal, and environmental approaches. To explore the diversity of animal life, we will study how anatomical forms relate to specific functions and how these functions relate to animals' ability to survive in specific habitats. Although both invertebrate and vertebrate animals will be studied. invertebrates will be the primary focus because of the large number and spectacular diversity of invertebrate species. Emphasis will be placed upon understanding the experimental evidence that has led to the current understanding of animal biology. Prerequisite: BIOL 112 (12), 113 (13), or 114 (14).

Experimental Animal Biology BIOL 237 (1/4 unit) *Gillen*

This laboratory class will explore the comparative structure and function of animals. Topics to be considered include comparative anatomy, animal diversity, species identification, biomechanics, evolutionary relationships, and measurement of function in living animals. Prerequisite: BIOL 109-110 (9-10). Prerequisite or correquisite: BIOL 236 (36). Enrollment limited.

Microbiology BIOL 238 (1/2 unit) Slonczewski

Microbes inhabit the most extreme environments on earth, ranging from superheated sulfur vents on the ocean floor to alkaline soda lakes. In medicine, newly discovered bacteria and viruses cause a surprising range of diseases, including heart disease; they may even hold the key to human aging. Yet other species live symbiotically with us, keeping us healthy; still others, such as nitrogen fixers, are essential to the entire biosphere. This course covers microbial cell structure and metabolism, genetics, nutrition, microbial communities in ecosystems, and the role of microbes in human health and disease. Prerequisite: BIOL 113 (13) or BIOL 114 (14). Co-requisite: BIOL 239. Enrollment limited.

Experimental Microbiology BIOL 239 (1/4 unit) Slonczewski

We learn the classic techniques of studying bacteria, protists, and viruses in medical science and in ecology. Contemporary high-throughput methods of analysis are performed, including use of the microplate UV-VIS spectrophotometer and 2-D gel electrophoresis. We practice microbial culture and examine life cycles, cell structure and metabolic pathways, and isolation of organisms from the field. For the final project, each student separates and identifies a pair of potential human pathogens, combining classic dichotomous analysis with quantitative digital technologies. Prerequisite: BIOL 109-110 (9-10) or BIOL 109-111 (9-11), or a chemistry lab course. Co-requisite: BIOL 238. Enrollment limited.

Marine Biology BIOL 251 (1/2 unit) *R. Heithaus*

This course applies ecological principles to the field of marine biology. Topics include chemical properties of seawater, ocean currents, waves, tides, animal and plant communities in the oceans and estuaries (e.g., coral reefs, sand flats, marshes), the importance of the sea to humans, aquaculture (farming the sea), and the problem of pollution in marine ecosystems. Prerequisite: BIOL 112 (12).

Developmental Biology BIOL 321 (1/2 unit) Hicks

This course concerns the mechanisms responsible for building multicellular organisms. The processes of fertilization, embryogenesis, postembryonic development, and aging will be examined at the molecular and cellular levels. Particular attention will be devoted to the experimental basis for current models of these processes. Students will read original research literature as well as standard texts. Prerequisites: BIOL 113 (13) and 114 (14).

Experiments in Developmental Biology BIOL 322 (1/4 unit) *Hicks*

This laboratory course introduces students to modern approaches for discovering developmental mechanisms, using model systems such as Drosophila, Xenopus, Caenorhabditis, zebrafish, and Arabidopsis. Students document major cellular and developmental events in embryogenesis of these organisms, and conduct experiments to investigate the cellular, molecular, and genetic bases of morphogenesis, pattern development, and developmental determination. Particular attention is paid to gene expression that is responsible for morphogenesis, pattern formation, and developmental determination. Prerequisites: BIOL 114 (14), and BIOL 109-110 (9-10) or BIOL 109-111 (9-11). Corequisite: BIOL 321. Enrollment limited.

Biophysical Processes in Plants BIOL 345 (1/2 unit) Staff

Plants have evolved a fundamentally different pattern of life from animals. Most plants are stationary and manufacture their own food, relying on the resources of their immediate environment. They grow and develop throughout their lifetimes, abandoning some parts while adding others, whereas vertebrate animals are limited in size and must maintain their original integrity. As a result of their architectural pattern of growth and nonmobile habit of life, plants have special problems that have been solved in a variety of unique ways. Therefore plant physiology is distinct from animal physiology and concerns itself with the biophysics and biochemistry of the cellular and molecular mechanisms governing such phenomena as photosynthesis,

cell-wall elongation, sugar transport, and environmental responses. Our focus is on flowering plants. The subject is presented through examination of experimental design and analysis of data. Prerequisites: BIOL 113 (13) or BIOL 114 (14); CHEM 111-112 (11-12) or PHYS 111-112 (11-12).

Cell Biology BIOL 366 (1/2 unit) Itagaki

This course is designed to introduce the student to the wide variety of questions that are being asked by researchers in this exciting field and the approaches they are taking to answer these questions. This course complements BIOL 363 (Molecular Biology) in content, concentrating on the nongenomic aspects of cell function. We will cover topics such as biological membranes and ion channels, cell organelles and their function, cell regulation, and intercellular and intracellular communication. Prerequisite: BIOL 113 (13), 114 (14). Prerequisite or co-requisite: CHEM 111-112 (11-12).

Research Strategies in Biology BIOL 386 (1/4 unit) Mauck

See first-semester description of BIOL 385.

Independent Study in Biology BIOL 394 (1/4 or ¹/₂ unit) Staff

See first-semester description of BIOL 393.

Junior Honors BIOL 398 (1/4 unit) Powell

During the second semester of Junior Honors, the student continues research work on the project begun in BIOL 397, develops a research proposal for submission to the Summer Science Scholar Program, and produces at the end of the semester a formal progress report and proposal for Senior Honors that is submitted to the department for approval. The letter grade is determined by the instructor and the project advisor with approval by the department. Prerequisite: BIOL 397 or permission of department chair.

Senior Honors BIOL 498 (1/2 unit) *R. Heithaus*

This course continues the honors research project and gives attention to scientific writing and the mechanics of producing a dissertation. A dissertation is required and is defended orally to an outside examiner. The letter grade is determined by the instructor and project advisor in consultation with the department. Prerequisites: BIOL 397 (95) or 398 (96) and 497.

The following courses will be taught in 2001-2002:

HIV and Infectious Disease ♦ BIOL 102 (1/2 unit) Edwards

This course introduces students to the biology of the Human Immunodeficiency Viruses (HIVs) and other microbial pathogens that are potential large-scale risks to the human population. Treatment of the basic biology of the immune system will be followed by consideration of virus life cycles at the molecular level and the pathology of AIDS. The emergence of deadly viruses into the human population will be studied in the context of the evolution of virulence. The social, economic, and political ramifications of infectious disease will be considered. This course does not count towards the major or minor. Enrollment limited. No prerequisites.

Women's Health ♦ BIOL 104 (1/2 unit) Edwards

This is an introductory biology course on contemporary issues in women's biology and health having a multidisciplinary backdrop and taught from a women's healthmovement perspective. The sexual and reproductive biology of the human female is examined as

physicians/scientists and women have come to describe and understand it, along with the societal values that influence the research on women. Topics may include the biological bases for understanding biotechnological advances in the areas of: cancer, heart disease, reproduction, infant survival. and contraception. Also considered is the impact of these areas on female life, sexuality, and reproduction in modern Western society. Attention is paid to voices of marginalized women, including black women, lesbians, and disabled women, throughout the course. The overall goal of the course is to improve our capacity to act as healthcare consumers, to forge a feminist understanding of women's health concerns in a social context, and to learn skills for bridging differences amongst our diverse selves. Texts include Ethel Sloane's Biology of Women, Evelyn White's The Black Women's Health Book, A New View of Woman's Body, and The Harvard Guide to Women's Health. No prerequisites. Enrollment limited.

Genetic Analysis BIOL 255 (1/2 unit) Staff

Human genetics is the focus of Genetic Analysis. Recent discoveries in mammalian cloning, whole genome sequencing, and embryonic stem cell culture promise extraordinary medical advances and societal dilemmas. In agriculture, the genetic manipulation of plants and plant pathogens is transforming our economy. Yet the unforseen genetic results of our progress, such as the rise of drug-resistant bacteria, threaten our future. We cover the fundamental techniques of molecular analysis that led to these discoveries, as well as the basics of population genetics and mechanisms of evolution. Recent research papers are analyzed. We conclude with speculative discussion of future genetic advances based on readings of science fiction texts. Prerequisite: BIOL 112 (12) or BIOL 114 (14). Enrollment limited.

Experimental Genetic Analysis BIOL 256 (1/4 unit) Staff

We learn contemporary techniques to study human and bacterial genes. A cloned human gene is analyzed structurally and expressed in a bacterial system. Regulation of gene expression in a human pathogen is observed using two-dimensional protein gel electrophoresis. Human genomic sequence is analyzed by advanced methods of bioinformatics. Prerequisite: BIOL 109-110 (9-10) or BIOL 109-111 (9-11). Prerequisite or co-requisite: BIOL 255 (55). Enrollment limited.

Introduction to Microscopy and Image Analysis

BIOL 346 (1/4 unit) Edwards

This laboratory is designed to give students theoretical background in and an opportunity to use the power of microcopy as an investigative tool. To accomplish this, we will be investigating questions pertaining to the physiology of plants and fungi. Techniques covered will include: bright, dark-field, phase-contrast, and differential interference microscopy (DIC); and the preparation and viewing of living cells and tissues. Confocal, digital deconvolution and electron microscopy will also be covered. Prerequisite: BIOL 109-110 (9-10) and BIOL 109-111 (9-11). Prerequisite or co-requisite: BIOL 345 (45). Enrollment limited.

Aquatic Systems Laboratory BIOL 353 (1/4 unit) Fennessy

In this laboratory course, students will employ methods used in the study of marine and freshwater organisms. It is designed to complement either BIOL 251 (51) or BIOL 352 (52). Students will learn to identify marine and freshwater organisms, quantify biological, chemical, and physical parameters that affect these organisms, and design ecological experiments. Throughout the course, laboratories will emphasize hypothesis testing, quantitative methods, and experimental design. Field trips will be taken to local natural habitats, and several lab periods will be spent doing field work. Prerequisites: BIOL 109-110 (9-10), BIOL 109-111 (9-11). Prerequisite or co-requisite: BIOL 251 (51) or 352 (52), or permission of instructor. Enrollment limited.

Neurobiology

BIOL 358 (1/2 unit) Itagaki

The study of the nervous system is a field that has experienced explosive growth in the past few decades. This course is designed to introduce the student to modern neurobiology by covering the basic foundations as well as the latest results from current research. Subject matter will range from the biophysics of membranes and ion channels, through sensory integration and simple behaviors, to the development of the nervous system. Rather than cover a wide variety of topics superficially, we will concentrate more time on selected topics that illustrate the current thinking of neurobiologists. Prerequisites: BIOL 113 (13), 114 (14) and MATH 111 (11). Prerequisite or co-requisite: CHEM 111 (11), 112 (12).

Experimental Neurobiology BIOL 359 (1/4 unit) Itagaki

This is a laboratory designed to complement the lecture course. We will concentrate mostly on the different electrophysiological techniques that have been crucial to the development of this field. We will use both extracellular and intracellular recording techniques on preparations that will illustrate various aspects of membrane function, ion channels, synaptic physiology, and sensory coding. Computer simulations will be used to illustrate some crucial techniques. Prerequisites: BIOL 109-110 (9-10) or BIOL 109-111 (9-11); MATH 111 (11). Prerequisite or co-requisite: BIOL 358 (58), CHEM 111 (11), 112 (12). Enrollment limited.

Experimental Cell Physiology BIOL 367 (1/4 unit) Staff

This laboratory course is designed to complement BIOL 366. The topics covered in the laboratory will expose the student to some of the standard techniques used in modern cell biology. The laboratories will also illustrate some of the fundamental ideas of the field. Instead of covering a wide variety of techniques and preparations superficially, we will concentrate on a select few, covering them in greater depth. Some topics that will be covered are protein and lipid separation, cell permeability, cell motility, and mitochondrial function. Prerequisites: BIOL 109-110 (9-10) or BIOL 109-111 (9-11). Prerequisite or co-requisite: BIOL 366 (66), CHEM 111(11), 112 (12). Enrollment limited.



Faculty

Russell H. Batt Professor Emeritus

Scott D. Cummings Assistant Professor

Kate E. Doan Visiting Assistant Professor

Gordon L. Johnson Professor Emeritus

John K. Lutton Chair, Professor

Rosemary A. Marusak Associate Professor (on leave)

Dudley G. Thomas Director of Chemistry Labs

Anthony T. Watson Assistant Professor

Owen York Jr. Professor Emeritus

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

Introductory courses are designed to respond to students' particular backgrounds and interests. Look for the \blacklozenge symbol, which designates those courses particularly appropriate for first-year or upperclass students new to the chemistry curriculum.

The curriculum has a definite vertical structure; that is, you must take courses at one level of sophistication before you may take courses at the next level. For this reason, it is very important to begin your study of chemistry as soon as you can, in your first year if possible, particularly if you are considering a chemistry major or are planning to take courses beyond the introductory level. If you are considering a major in chemistry or another natural science, then either CHEM 111 and CHEM 112 plus CHEM 113 and CHEM 114, or CHEM 115 and CHEM 116 plus CHEM 117 and CHEM 118, are the appropriate introductory courses.

CHEM 111 and CHEM 112 are lecture-and-discussion courses intended for those needing a thorough introduction to the fundamental concepts, theories, and methodologies of chemistry, as well as an introduction to selected topics in organic and inorganic chemistry. CHEM 115 and CHEM 116, also lecture-and-discussion courses, provide a rigorous continuation of the study of matter at the molecular level begun in your secondary-school course(s). CHEM 115 and CHEM 116 are open only to first-year students with good secondary-school preparations in chemistry.

CHEM 113 and CHEM 114 are

the laboratory courses normally taken in conjunction with CHEM 111 and CHEM 112. CHEM 117 and CHEM 118 are the laboratory courses that accompany CHEM 115 and CHEM 116, and are open only to first-year students. Either sequence—CHEM 111 and CHEM 112 plus CHEM 113 and CHEM 114, or CHEM 115 and CHEM 116 plus CHEM 117 and CHEM 116 plus CHEM 117 and CHEM 118—will enable you to enroll in more advanced chemistry courses or to major in chemistry, biochemistry, molecular biology, or neuroscience.

Either sequence will also satisfy medical-school requirements for a course in general chemistry. Transfer students and those with advanced placement credit or exceptionally strong secondary-school preparation in chemistry will be advised by the department about appropriate courses.

The department offers two courses designed to inform you about the chemical aspects of neuroscience and of environmental issues: CHEM 109, Neurochemistry, and CHEM 110, Environmental Chemistry. These courses have no prerequisites, and together fulfill the collegiate distribution requirement of 1 unit of work in a science department. CHEM 109 is a required core course for the Neuroscience Concentration and CHEM 110 is a required core course for the Environmental Studies Concentration. Neither course may serve as a prerequisite for more advanced courses in the department.

Our majors program, accredited by the American Chemical Society, prepares students for professional work or advanced study in chemistry, biochemistry, and related fields; the health sciences such as medicine, dentistry, and nursing; the veterinary sciences; secondary-school teaching; engineering; the environmental sciences; business and the law; and public service. The chemistry major stresses the development of independent, critical thinking, as well as problem solving and communication skills.

Numerous opportunities exist for students to participate in the life of the department through (1) participation in research with faculty members, (2) participation in social and academic activities sponsored by the Kenyon Chapter of the Student Affiliates of the American Chemical Society, (3) advising the department in the hiring and evaluation of faculty members and other matters, and (4) employment as stockroom assistants, laboratory proctors, paper graders, and tutors.

Requirements for the Major

The minimum requirement for a chemistry major is 5 3/4 or 6 units of credit in the department, including the following:

- 4 1/2 units of the core curriculum (111 and 112 plus CHEM 113 and CHEM 114) or (115 and 116 plus CHEM 117 and CHEM 118), 231, 232, 233, 234, 335, 336, 341
- 1/2 unit of advanced courses chosen from among 343, 356, 445, 452, 453, 460

and

• either of the following:

3/4 units from among CHEM 371, 372, **or**

1/2 unit from among CHEM 371, 372 plus 1/2 unit from CHEM 375 or CHEM 376

In addition, the major must complete PHYS 111 and 112 or PHYS 115 and 116 and one semester of calculus.

The courses in the core curriculum, listed above, are offered every year. Several advanced courses are offered on an alternate-year basis, so care should be taken in planning your chemistry program.

Advanced or nonmajor courses to be offered in 2000-2001 include the following first-semester courses: CHEM 343, 371, 375, 493, 497; and the following second-semester courses: CHEM 336, 356, 372, 494, 498.

Courses **not** offered in 2000-2001 include CHEM 109, 110, 452, 453, 460.

Those students planning to do graduate work in chemistry or related areas should take additional advanced courses in the department as well as in other sciences and mathematics. Those wanting an extended research experience should elect CHEM 375-376 and CHEM 497-498.

The minimum major does not meet American Chemical Society (ACS) certification requirements. For ACS certification, you must complete additional courses, including both CHEM 343 and CHEM 356.

The Senior Exercise in chemistry may consist of each student preparing and presenting a thirty-minute seminar discussion of two papers from the chemical research literature, followed by writing a paper complementing the oral presentation. The seminar presentations take place in February and March.

The chemistry and biology departments offer interdisciplinary majors in biochemistry and molecular biology. Refer to the biochemistry and molecular biology section in this catalogue for descriptions and course requirements. Interested students should consult with the appropriate directors: Anthony Watson for biochemistry and Joan Slonczewski for molecular biology.

Year Courses

Seniors Honors Course CHEM 497-498 (1-1 1/2 units) Staff

The emphasis is on independent research in collaboration with a faculty mentor, culminating with a thesis that is defended orally to an outside examiner. Credit to be determined at time of registration. Prerequisites: GPA of at least 3.2, enrollment in Section 02 of CHEM 375 or CHEM 376, and permission of department chair.

First-Semester Courses

Introductory Chemistry I ◆ CHEM 111 (1/2 unit) Staff

This course provides a thorough introduction to the fundamental concepts, theories, and methodologies of chemistry, and to selected topics in descriptive inorganic and organic chemistry. Topics to be studied include stoichiometry, theories of atomic and molecular structure and bonding, the periodic table, acid-base chemistry, chemical equilibria, selected aspects of chemical thermodynamics, and chemical kinetics. This course provides a basis for the further study of chemistry and the other sciences. The format is lecture and discussion. No prerequisites. Enrollment limited; juniors and seniors with permission of department chair.

Introductory Chemistry Laboratory I ◆ CHEM 113 (1/4 unit) Staff

This laboratory and lecture course offers an introduction to modern experimental chemistry. Laboratory projects include the synthesis and analysis of a transition metal coordination compound, the synthesis and analysis of a common drug, and the use of infrared and ultraviolet-visible spectrophotometry to elucidate molecular structure. The lecture component treats such topics as laboratory safety, accuracy and precision of measurements, interpretation of data, and the theory of visible and infrared spectrophotometry. Both the laboratory and lecture place special emphasis on developing an understanding of spectrophotometric instrumentation and its proper use for chemical analysis. Emphasis is placed on the use of computers for data analysis and reporting. Communication skills are developed through written laboratory reports and the proper use of a laboratory notebook. One laboratory or lecture session will be held per week. Prerequisite or corequisite: CHEM 111 or its equivalent. Enrollment limited; juniors and seniors with permission of department chair.

Honors Introductory Chemistry I ◆ CHEM 115 (1/2 unit) Staff

This lecture-discussion course is designed to build upon your previous study of chemistry. The central theme of the course is that the properties of materials are determined by the structures of their molecules. The course is organized around several major topics: energy transformations and chemical thermodynamics, reactions and equilibria in aqueous solutions, chemical kinetics and atmospheric chemistry (e.g., ozone depletion, acid rain, and the greenhouse effect), the relationships among molecular structure and the properties of synthetic polymers, biological macromolecules, inorganic coordination chemistry, and an introduction to metal complexes in biology. Prerequisites: at least one year of secondary-school chemistry or its equivalent and permission of department. The department will recommend placement into this course, which is open only to firstyear students. Enrollment limited.

Honors Introductory Chemistry Laboratory I

◆ CHEM 117 (1/4 unit) *Staff*

This laboratory and lecture course is intended to accompany CHEM 115 and CHEM 116 and is open only to first-year students. The laboratory work is organized around individual and team projects involving (1) the synthesis of organic and inorganic molecules, and the use of modern instrumentation to investigate their molecular structures and properties; (2) investigations of the thermodynamics and kinetics; and (3) the use of molecular modeling and computational software to investigate molecular structure and energetics.

Students will utilize such instrumental techniques as nuclear magnetic resonance spectroscopy; ultraviolet, visible, and infrared spectrophotometry; gas and liquid chromatography; and electrochemical potentiometry. The lecture portion presents material necessary to an understanding of the instrumentation and chemistry utilized in the laboratory work. Computerized data acquisition and analysis skills are developed through written laboratory reports. One laboratory or lecture session will be held per week. Prerequisite: permission of the department. Co-requisite: CHEM 115. The department will recommend placement into this course.

Organic Chemistry I CHEM 231 (1/2 unit) Staff

This lecture course offers a study of the chemical and physical properties of organic compounds. Theoretical principles are developed with particular emphasis on molecular structure and reaction mechanisms. The descriptive aspects of organic chemistry include strategies for synthesis and the study of compounds of biochemical interest. Prerequisites: CHEM 113 (13) and CHEM 114 (14) or CHEM 117 (17) and CHEM 118 (18) or placement, and permission of department chair. Enrollment is limited and requires a grade of C+ or higher in CHEM 111 (11) or CHEM 115 (15).

Organic Chemistry Laboratory I CHEM 233 (1/4 unit) Staff

This laboratory course introduces fundamental methods of purification such as extraction, distillation, recrystallization, and column chromatography. Experiments include the halogenation of an alkane, oxidation and reduction reactions, a Grignard reaction, and a SN2 reaction. Compounds are identified and assessed for purity by melting point determination, refractometry, gas chromatography, infrared spectroscopy, and proton nuclear magnetic resonance. Corequisite: CHEM 231.

Chemical Kinetics and Thermodynamics CHEM 335 (1/2 unit) Staff

This course presents a study of chemical kinetics and chemical thermodynamics. Specific topics include rate laws and reaction mechanisms, reaction-rate theories, the laws of thermodynamics, thermochemistry, properties of solutions, and equilibrium. Applications will be drawn from organic, inorganic, and biochemistry. Prerequisites: CHEM 111 (11) and CHEM 112 (12) or CHEM 115 (15) and CHEM 116 (16) and one semester of calculus. Two semesters are recommended. Prerequisite or corequisite: one year of physics.

Instrumental Analysis CHEM 341 (1/2 unit) Staff

This course serves as an introduction to modern instrumental techniques available to the chemist for quantitative and qualitative analysis of organic and inorganic samples. Emphasis will be placed on theory and instrumental design for spectroscopic (UV-Vis, luminescence, IR, NMR, MS), electrochemical (ionselective electrodes, voltammetry), and chromatographic (GC, HPLC) methods. Prerequisite: CHEM 233 (33) and 234 (34) or permission of instructor.

Inorganic Chemistry CHEM 343 (1/2 unit) Staff

The course emphasizes the correlation of structure and bonding, as well as correlations of thermodynamic and kinetic considerations, with the chemical and physical properties of inorganic systems. Special topics include organometallic compounds, and solid state chemistry. Prerequisite or co-requisite: CHEM 335 (35).

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Advanced Laboratory I
CHEM 371 (1/4 unit)
Staff
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This laboratory is offered in variable chemistry discipline modules. indicated each year by section number. All modules emphasize advanced instrumental techniques while covering either biochemical, physical, and/or synthetic inorganic or advanced synthetic organic topics. Each section meets for one threehour laboratory period per week. CHEM 371 may be taken after CHEM 372. Students are expected either to be concurrently enrolled in or to have completed CHEM 335 (35) and 336 (36) as well as CHEM 341 (41). CHEM 343 (43) and CHEM 356 (56) are a pre- or corequisite for the inorganic and biochemistry modules, respectively.

Chemical Research CHEM 375 (1/4 or 1/2 unit) Staff

Section 01 (1/4 unit). This section is open to first-year and sophomore students **only**. Students engage in independent research under the direction of a faculty mentor. The time requirement is at least three hours in lab per week. Students will learn to search the literature and give professional presentations. This course also provides an introduction to scientific writing. More details can be obtained from the department chair.

Section 02 (1/2 unit). This section is open to all students and is a prerequisite to Chemistry 497-498 (Senior Honors). The time commitment is six to eight hours per week in lab (instructor-dependent). Students will learn to search the literature and give professional scientific presentations as well as to write scientifically. Outside seminar speaker attendance is required. More details can be obtained from the department chair.

Independent Study in Chemistry CHEM 493 (1/4 or 1/2 unit) Staff

This course provides the student with an opportunity for independent investigation of a topic not covered in the curriculum or a topic related to a faculty member's research. Prerequisite: permission of department chair.

Second-Semester Courses

Introductory Chemistry II ♦ CHEM 112 (1/2 unit) Staff

This course is a continuation of CHEM 111. See first-semester description of CHEM 111. Prerequisite: CHEM 111.

Introductory Chemistry Laboratory II ◆ CHEM 114 (1/4 unit)

Staff

This is a continuation of CHEM 113. Laboratory projects may include investigations of the properties of acid-base buffers, the investigation of the kinetics of the hydrolysis of a simple drug, chromatographic separation of amino acids, and the synthesis of several polymers. The lecture component includes the fundamentals of acid-base chemistry, simple chemical kinetics, and thermochemistry. Emphasis is placed on the use of computers for data analysis and reporting. Communication skills are developed through written laboratory reports. One laboratory or lecture session will be held per week. Prerequisite: CHEM 113. Prerequisite or co-requisite: CHEM 112 or its equivalent. Enrollment limited; juniors and seniors with permission of department chair.

Honors Introductory Chemistry II ◆ CHEM116 (1/2 unit) Staff

This course is a continuation of CHEM 115. See first-semester description of CHEM 115. Prerequisite: CHEM 115. Co-requisite: CHEM 118.

Honors Introductory Chemistry Laboratory II ◆ CHEM 118 (1/4 unit)

Staff

This course is a continuation of CHEM 117. See first-semester description of CHEM 117. Prerequisite: CHEM 117.

Organic Chemistry II CHEM 232 (1/2 unit) Staff

This course is a continuation of CHEM 231. See first-semester description of CHEM 231. Prerequisite: CHEM 231.

Organic Chemistry Laboratory II CHEM 234 (1/4 unit) Staff

This laboratory course focuses on the chemistry of dienes, carbonyl compounds, and aromatic compounds, and carbohydrates. New techniques and instrumentation include thin-layer chromatography, Fourier transform nuclear magnetic resonance spectroscopy, and 13C magnetic resonance. Experiments include a Diels-Alder reaction, an aldol condensation, an ester synthesis, and electrophilic aromatic substitution. Prerequisite: CHEM 233. Co-requisite: CHEM 231 and CHEM 232. Quantum Chemistry CHEM 336 (1/2 unit) Staff

This course presents a study of quantum mechanics as applied to chemistry. Specific topics include general quantum theory; the timeindependent Schrödinger equation applied to electronic, vibrational, and rotational energy states; valence bond and molecular orbital theory; and molecular symmetry. Prerequisites: CHEM 335 (35) and one year of physics. Two semesters of calculus are recommended.

Biochemistry CHEM 356 (1/2 unit) Staff

This course is a study of the structure and function of biologically important compounds. Topics include proteins, enzymes, intermediary metabolism, and electron transport with emphasis on thermodynamic and kinetic analysis of biochemical systems. Prerequisite: CHEM 231 (31) and 232 (32). Enrollment limited.

Advanced Laboratory II CHEM 372 (1/4 unit) Staff

This laboratory is offered in variable chemistry discipline modules, indicated each year by section number. All modules emphasize advanced instrumental techniques while covering either biochemical, physical, and/or synthetic inorganic or advanced synthetic organic topics. Each section meets for one threehour laboratory period per week. CHEM 371 may be taken after CHEM 372. Students are expected either to be concurrently enrolled in or to have completed CHEM 335 (35) and 336 (36) as well as CHEM 341 (41). CHEM 343 (43) and CHEM 356 (56) are a pre- or corequisite for the inorganic and biochemistry modules, respectively.

Chemical Research CHEM 376 (1/4 or 1/2 unit) Staff

Section 01 (1/4 unit). See course description of CHEM 375, Section

01. Open to first-year and sophomore students **only**.

Section 02 (1/2 unit). See course description of CHEM 375, Section 02. Open to all students.

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Organometallic Chemistry
CHEM 445 (1/2 unit)
Staff
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This course focuses on the chemistry of transition-metal complexes containing metal-carbon and metalhydrogen bonds. The course includes a) discussion of the structure of organometallic compounds; b) reactions and mechanisms of organometallic compounds and; c) discussion of organometallics in homogeneous catalysis, organic synthesis, and biological systems. Prerequisite: CHEM 231 (31). Corequisite: CHEM 232 (32).

Independent Study in Chemistry CHEM 494 (1/4 or 1/2 unit) Staff

This course provides the student with an opportunity for independent investigation of a topic not covered in the curriculum or a topic related to a faculty member's research. Prerequisite: permission of department chair.

The following courses will be offered in 2001-2002:

See "Requirements for the Major" for courses not offered in 2001-2002.

Neurochemistry ◆ CHEM 109 (1/2 unit)

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

Bioinorganic Chemistry CHEM 445 (1/2 unit)

This course focuses on the inorganic chemistry of biological systems. The course includes a survey of the role of metal ions in (1) classical bioinorganic chemistry, e.g., ion transport, nucleic acids, and metalloproteins; (2) nonclassical bioinorganic chemistry, e.g., metalcontaining drugs, anti-tumor agents, and molecular biology tools. Course material includes introductions to both inorganic and biochemistry experimental techniques, and also covers current literature. The course is designed to be accessible to biology, chemistry, biochemistry, and molecular biology majors. Prerequisites: CHEM 111 (11) and CHEM 112 (12) or CHEM 115 (15) and CHEM 116 (16). Co-requisite: CHEM 233; 234.

Topics in Advanced Biochemistry CHEM 460 (1/2 unit)

This course covers selected topics in advanced biochemistry with an emphasis on intracellular signal transduction and structure-function relationships of proteins. Topics include tyrosine kinase, G-protein coupled, and ion channel receptors, DNA transcription factors, and viruses. Incorporated into the topics are approaches to drug discovery for diseases such as cancer, diabetes, and HIV. There is a strong emphasis on current scientific research and literature. Prerequisites: CHEM 356 (56) and one year of biology.



Faculty

Michael J. Barich Visiting Assistant Professor

Robert E. Bennett Chair, Professor

Carolin B. Hahnemann Assistant Professor

Dianna Rhyan Kardulias Visiting Assistant Professor

William E. McCulloh Professor Emeritus

Clifford W. Weber Professor

The study of the classics concerns itself with the one fixed point of reference in the liberal arts: the origins. The very notion of liberal arts is a creation of ancient Greece and Rome. Courses in the classics are intended to acquaint the student with the languages, literatures, and civilizations of those cultural wellsprings. Because classics comprehends all aspects of the ancient civilization of the West, it is in fact an interdisciplinary field. Hebrew, Modern Greek, and Sanskrit may usually be studied. Classical Chinese, another ancient language, is offered through the Asian studies curriculum.

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

The department encourages its students to study abroad, especially in Greece and Italy, either during the summer or for a year.

New Students

First-year students or students new to classics take Greek or Latin at an appropriate level, or any of the courses in classical civilization, except CLAS 471 (71). New students are particularly encouraged to take the classical civilization courses numbered 100-199 and marked by the \blacklozenge symbol. Two solid years of study in high school should qualify a student for an intermediate language course (if in doubt, consult the instructor). Courses in classical civilization do not require a knowledge of Greek or Latin. Under this heading, students' particular interests may lead them to those courses that have to do with ancient history, literature, or religion.

Elementary Greek has five onehour meetings per week; Elementary Latin has three. No specific

linguistic preparation is required or assumed for these courses, but regular attendance and thorough preparation are crucial. Courses at the 100 or 200 level, including Greek Literature in English, the Age of Augustus, Classical Mythology, the Greek World, and the Roman World, combine lectures and discussions, and the work involves papers and guizzes or tests. For further information, look for the courses numbered 100-199 and marked by the \blacklozenge symbol, which designates those courses particularly appropriate for first-year or upperclass students new to the classics curriculum.

Prospective Majors

Students thinking of majoring in classics should ordinarily begin Greek or Latin in their first or second year. Students considering majoring or minoring in classics should take either The Greek World or The Roman World or both. It is possible, however, to fulfill the requirements for the ancient history option within the classical studies major within the junior and senior years.

Requirements for the Major

Students majoring in classics may choose either Latin and Greek, or Classical Studies (which has three separate forms, see below). A Senior Exercise and the Senior Seminar, CLAS 471 (71), are required of all majors. The requirements for each form of the major are as follows. Please note that new requirements will be in effect for the class of 2003 and those after it. (This is also true of the minor).

Latin and Greek (6 units minimum as follows)

For the classes of 2001 and 2002:

- 5 units of Latin and Ancient Greek, with at least 1 unit in each
- 1/2 unit of ancient history—one course chosen from among CLAS

117 (17), 225 (25), 226 (26), 227 (27), 228 (28), 230 (30), 240 (20) or an approved substitute

• CLAS 471 (71) Senior Seminar

For the classes of 2003 and beyond:

- 5 units of Latin and Ancient Greek, with at least 1 unit in each
- Either CLAS 101 The Greek World or CLAS 102 The Roman World
- CLAS 471 (71) Senior Seminar

Classical Studies Three Forms: Greek, Latin, or Ancient History (5 units minimum in one of the following)

Note: All classical studies majors in the classes of 2003 and beyond must take either CLAS 101, The Greek World, or CLAS 102, The Roman World. They may substitute for the other course, as below.

Greek

For the classes of 2001 and 2002:

- 3 units of Ancient Greek
- 1/2 unit of Greek history—one course chosen from among CLAS 225 (25), 226 (26), 230 (30), 240 (20), or an approved substitute
- CLAS 471 (71) Senior Seminar
- 1 unit of classical civilization (any CLAS course) and/or approved cognate courses taught in other departments

For classes of 2003 and beyond:

- 3 units of Ancient Greek
- CLAS 101 The Greek World, or substitute CLAS 225 (25) or 226 (26) or another approved course*
- CLAS 102 The Roman World, or substitute CLAS 117 (17), 227 (27), 228 (28), or another approved course*
- CLAS 471 (71) Senior Seminar
- 1/2 unit of CLAS or GREK or LATN or Sanskrit or Modern

Greek or Hebrew or any approved cognate course taught in another department

*The substitution is allowed for either CLAS 101 or CLAS 102, but not both.

Latin

For the classes of 2001 and 2002:

- 3 units of Latin
- 1/2 unit of Roman history—one course chosen from among CLAS 117 (17), 227 (27), 228 (28), 230 (30), 240 (20), or an approved substitute
- CLAS 471 (71) Senior Seminar
- 1 unit of classical civilization (any CLAS course) and/or approved cognate courses taught in other departments

For the clases of 2003 and beyond:

- 3 units of Latin
- CLAS 101 The Greek World, or substitute CLAS 225 (25) or 226 (26) or another approved course*
- CLAS 102 The Roman World, or substitute CLAS 117 (17), 227 (27), 228 (28) or another approved course*
- CLAS 471 (71) Senior Seminar
- 1/2 unit of CLAS or GREK or LATN or Sanskrit or any approved cognate course taught in another department

*The substitution is allowed for either CLAS 101 or CLAS 102, but not both.

Ancient History

For the classes of 2001 and 2002:

- 2 units of either Latin or Greek
- 1 1/2 units of ancient history three courses chosen from among CLAS 117 (17), 225 (25), 226 (26), 227 (27), 228 (28), 230 (30), 240 (20), or any approved substitute
- CLAS 471 (71) Senior Seminar

 1 unit of classical civilization (any CLAS course) and/or approved cognate courses taught in other departments

For the classes of 2003 and beyond:

- 2 units of either Greek or Latin
- CLAS 101 The Greek World, or substitute CLAS 225 (25) or 226 (26) or another approved course*
- CLAS 102 The Roman World, or substitute CLAS 117 (17), 227 (27), 228 (28), or another approved course*
- CLAS 471 (71) Senior Seminar
- 1 1/2 units from CLAS or LATN or GREK or Hebrew or Sanskrit or Modern Greek or approved cognate courses taught in other departments (up to one unit of such cognate courses)

*The substitution is allowed for either CLAS 101 or CLAS 102, but not both.

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

Students who study abroad in Greece or Italy, or elsewhere, receive full credit for the work completed successfully there, but in advance each student should ascertain from the department how work done abroad will be credited to the departmental requirements for the major.

Senior Exercise

The Senior Exercise is divided into two parts. The first part is written during the fall semester and consists of one or more examinations designed to establish that a student is able to read straightforward prose and/or verse in the ancient languages in which he or she has done (or is doing) intermediate-level coursework required by the major. This part of the Senior Exercise will continue to be required of students in the classes of 2003 and beyond.

The second part of the Senior Exercise is written after spring vacation and consists, for the most part, of an essay examination on questions, both specific and general, relating to topics covered in the student's courses in classics. An alternative to this part of the exercise is offered in the form of a paper of fifteen to twenty pages on a classical topic chosen by the student in consultation with the department. This alternative is not available to honors majors. This part of the Senior Exercise will not be required of students in the classes of 2003 and beyond, because CLAS 471 (71), the Senior Seminar, in the fall of 2002 will become a class in which all students write a substantial paper.

Honors

Honors in classics involves a substantial senior thesis in the area of Greek, Latin, or ancient history. The thesis is written in the senior year under the direction of an advisor, as an independent study. Few students take junior honors; it is an independent study leading toward the senior thesis.

Beginning with the class of 2003, honors majors will not be required to take an essay examination in the spring semester. Students will have the option of including the Senior Seminar, CLAS 471 (71), as one semester of the their honors work. All honors students must take the Senior Seminar, in either case.

Requirements for the Minor

Three units of work are required for the minor in classics. The minor in classics does not require study of a language, but students pursuing a minor are encouraged to study the classical languages and to include language courses among the three units required.

For the classes of 2001 and 2002, there is only one form of the minor, which must include:

- CLAS 471 (71) Senior Seminar
- At least 1/2 unit chosen from among the following introductory or intermediate courses:

CLAS 114 (14) Classical Mythology

- CLAS 111 (11), 112 (12), 113 (13), or 117 (17) Greek and Latin literature read in English
- CLAS 225 (25), 226 (26), 227 (27), or 228 (28) An ancient history course
- 2 more units of work in any course in CLAS or GREK or LATN or Hebrew or Modern Greek or Sanskrit. This may include up to 1 unit chosen from cognate courses taught outside the department.

For the classes of 2003 and beyond,

there are three possible forms of the minor, as follows:

Classics Minor with Language Emphasis

- 2 1/2 units of Ancient Greek, or 2 units of Latin, or 2 units of Latin and Greek courses (including, in all three cases, 1 unit of courses at the intermediate and/or advanced level)
- CLAS 471 (71) Senior Seminar
- If necessary to complete 3 units, another course in CLAS.

Classics Minor with Language and Civilization Emphasis

- 1 unit of Ancient Greek and/or Latin
- CLAS 471 (71) Senior Seminar
- Either CLAS 101 The Greek World or CLAS 102 The Roman World
- 1 unit from any combination of the following: CLAS, LATN, GREK, Sanskrit, Modern Greek, Hebrew, or cognate courses taught outside the department

Classics Minor with Civilization Emphasis

- CLAS 101 The Greek World, or substitute CLAS 225 (25) or 226 (26) or another approved course*
- CLAS 102 The Roman World, or substitute CLAS 117 (17), 227 (27), 228 (28), or another approved course*
- CLAS 471 (71) Senior Seminar
- 1 1/2 units from any combination of the following: CLAS, LATN, GREK, Sanskrit, Modern Greek, Hebrew. This may include up to 1 unit chosen from cognate courses taught outside the department.

*The substitution is allowed for either CLAS 101 or CLAS 102, but not both.

Cognate Courses

Several of the forms of the classics major and minor allow 1/2 unit or 1 unit of cognate courses taught outside the department to be used to meet requirements. These courses include, but are not limited to, the following:

- ARHS 110 (10) Survey of Art of the Ancient World
- ARHS 220 (20) Greek Art
- ARHS 221 (21) Roman Art
- DRAM 51 Classical Theater
- IPHS 1/2 unit from IPHS 113-114 (13-14)
- PHIL 200 (31) History of Ancient Philosophy
- PSCI 220 (31) History of Political Philosophy: The Classical Quest for Justice

PSCI 422 (88) Thucydides

RELN 225 (21) The New Testament

To determine whether a particular course taught outside the department may be counted as a cognate course for a major or minor, see the chair of the classics department. To determine whether a course may serve as an approved substitute for some form of the major or minor, see the chair of the classics department.

CLASSICAL CIVILIZATION

The following courses in classical civilization do not require a knowledge of Greek or Latin.

First-Semester Courses

The Greek World ♦ CLAS 101 (1/2 unit) Bennett

This course, first taught in 2000, is a survey of masterpieces of Greek literature set in historical context and is therefore also a survey of Greek history from the Trojan War through the Hellenistic period. Readings will include Homer's Iliad and Odyssey, plays by Aeschylus, Sophocles, Euripides, Aristophanes, and Menander, selections from Herodotus and Thucydides, and short works of Aristotle, Plato, Hesiod, and Sappho. Particularly appropriate for first-year students, but available to all students, the course is a foundation for the classics major and minor. Work will include a term paper, prefaced by short papers; oral presentations; regular quizzes; and a midterm and final examination. Lecture and discussion. No prerequisite, no enrollment limit. We expect to offer the course again in the fall of 2001 and thereafter every other year.

Pagans and Christians: Greek and Roman Religion CLAS 230 (1/2 unit) Bennett

This course considers the interaction between paganism and Christianity between the time of Plato and Saint Augustine. It is particularly appropriate for students of at least sophomore standing, or first-year students with background in both Christianity and the study of antiquity. Readings will include Plato's Symposium, Gnostic texts, the Gospel of Luke, early Christian authors such as Justin, Athenagoras, Augustine, Basil and Gregory Nazianzenus, and secondary readings on mystery cults and the worship of the goddess. Work will include a term paper, prefaced by

short papers; oral presentations; regular quizzes; and a final examination. Lecture and discussion. No prerequisite, no enrollment limit. Ordinarily offered every fourth year.

Junior/Senior Research Seminar in Classics CLAS 360 (1/4 unit)

Bennett

This course is open to junior and senior majors and minors in classics or other students particularly interested in classics with a strong background, by permission. In the course, students present regular papers on their reading on a topic of their choosing, culminating in a fifteen- to twenty-page final paper.

Individual Study CLAS 393 (1/2 unit) Staff

Senior Seminar in Classics CLAS 471 (1/2 unit) Hahnemann

This course is required for senior majors and senior minors in classics. If spaces are available, it may also be taken by other students with some background in classics. The course will consider the principal texts of Greek and Latin literature in their historical context. A number of other faculty members may teach as guests. Each student will prepare a series of short papers and oral reports, and a final paper. We strongly recommend that you pick up a copy of the syllabus before the semester. Prerequisite: permission of instructor. Enrollment limited to eighteen.

Second-Semester Courses

The Roman World ♦ CLAS 102 (1/2 unit) Bennett

This course, first taught in 2000, is a survey of masterpieces of Latin literature, and Greek literature of the Roman period, set in historical context, and is therefore also a survey of Roman history from the Trojan War through the second century of the common era. Readings will

include plays of Plautus and Terence, selections from Polybius, Livy, and Tacitus, Vergil's Aeneid, the works of Horace, Ovid, and Juvenal, and novels by Petronius, Apuleius, Lucian, and Longus. Particularly appropriate for first-year students, but available to all students, the course is a foundation for the classics major and minor. Work will include a term paper, prefaced by short papers; oral presentations; regular quizzes; and a midterm and final examination. Lecture and discussion. No prerequisite, no enrollment limit. We expect to offer the course again in the fall of 2002 and thereafter every other year.

Greek Literature in English: Epic, Lyric, Drama

◆ CLAS 111 (1/2 unit) Hahnemann

In this course, we will study the earliest manifestations of the three basic types of poetry-epic, lyric, and drama-in ancient Greece. The epic poetry of Homer constitutes the beginning of Western literature. In the succeeding "lyric age," poets such as Archilochus, Sappho, and Pindar emerge as the first European authors whose personality we can still feel, shining even through the fragments that remain of their works. Aeschylus transforms the powers of both the epic and the lyric genres into a poetic vision of a new order: Attic tragedy. No prerequisite.

Classical Mythology ♦ CLAS 114 (1/2 unit) Bennett

This course acquaints students with the important myths of ancient Greece and Rome. We will explore the nature and evolution of the role that these myths played in antiquity as well as the various modern interpretations that have made them a foundation of Western thought. Throughout the course we will pay special attention to the relationship between men and women, gods and goddesses, and human and divine characters. Readings will include texts by Hesiod, Homer, Apollonius of Rhodes, Sophocles, Aeschylus, Virgil, Ovid, Apollodorus and

Apuleius, as well as Carl Jung's *Man And His Symbols*. Work will include short papers and creative projects; an oral presentation; regular quizzes, and a final examination. Lecture and discussion. This course is ordinarily offered every year. No prerequisite.

Junior/Senior Research Seminar in Classics CLAS 360 (1/4 unit)

Bennett

This course is open to junior and senior majors and minors in classics or other students particularly interested in classics with a strong background, by permission. In the course, students present regular papers on their reading on a topic of their choosing, culminating in a fifteen- to twenty-page final paper.

Individual Study CLAS 394 (1/2 unit) Staff

GREEK

Year Courses

Elementary Greek ♦ GREK 101-102 (1 1/2 unit) Hahnemann

This intensive course aims to develop the ability to read standard prose (Plato) and dramatic dialogue (Euripides) as part of a proper basis for the study of the intellectual and poetic creations of the West. The new Oxford text enables students to read more than fifty pages of increasingly mature Greek by the end of March, at which point the class makes a natural transition from the text to Plato's short masterpiece, the Crito, and the Medea, one of Euripides's greatest tragedies. The text and subsequent readings present political, social, literary, and philosophical topics from classical Athens. Students specifically interested in the New Testament may read that work instead of *Crito* and Medea.

No specific linguistic preparation is required or assumed: the course includes an introduction to grammatical concepts necessary for the rapid and accurate learning of Greek. Depending upon ability and experience, the student may need from one to two hours for the preparation of the daily assignments. A student assistant will conduct practice and problem-solving sessions for those who would like additional help. Quizzes are given weekly throughout the year. No prerequisites.

Junior Honors GREK 397-398 (1 unit) Staff

This course offers independent study in Greek for junior candidates for honors. Prerequisite: permission of instructor.

Senior Honors GREK 497-498 (1 unit) Staff

This course offers independent study in Greek for senior candidates for honors. Prerequisite: permission of instructor.

First-Semester Courses

Intermediate Greek: Prose GREK 201 (1/2 unit) Bennett

This course involves a substantial review of basic Greek grammar along with selected readings from Herodotus and from Sophocles's *Women of Trachis.* The twin aims of the course are to explore proficiency in reading Greek and to explore important literary and cultural issues. Prerequisite: GREK 101-102 (11-12) or permission of instructor.

Advanced Greek: Greek Literary Genres

GREK 201 (1/2 unit) Hahnemann

The readings vary each year and are designed to explore major authors within the great spectrum of Greek literature, such as Pindar and other lyric poets, the pre-Socratic philosophers, Aeschylus's *Agamemnon*, Sophocles, Aristophanes, Thucydides, Plato's *Symposium*, Theocritus, and *Daphnis and Chloe*. Selections from Byzantine and modern Greek may be included. The course may be repeated. Prerequisite: GREK 201-202 (21-22), or equivalent.

Individual Study: Greek GREK 393 (1/2 unit) Staff

This course may be taken either to supplement the work of another course in the department or to pursue a special course of reading not otherwise provided. Prerequisites: permission of instructor and department chair.

Second-Semester Courses

Intermediate Greek: Homer GREK 202 (1/2 unit) Weber

The course covers reading of extensive selections from Homer's works. We will emphasize interpretation in the light of oral techniques of composition, basic Greek values and cultural problems reflected in the poems, and the distinctive characteristics of both the major and minor characters. Prerequisite: GREK 201 (21) or permission of instructor.

Advanced Greek: Greek Literary Genres

GREK 302 (1/2 unit) *Kardulias*

This course is a continuation of the readings in GREK 301 (71). Prerequisite: GREK 201 (21), 202 (22), or equivalent.

Individual Study: Greek GREK 394 (1/2 unit) Staff

This course may be taken either to supplement the work of another course in the department or to pursue a special course of reading not otherwise provided. Prerequisites: permission of instructor and department chair.

HEBREW

Year Course

Individual Study: Classical Hebrew HEBR 293-294 (1 unit) Dean-Otting

This course may be offered on an individual basis. Permission only; see instructor.

LATIN

Year Courses

Elementary Latin ◆ LATN 101-102 (1 unit) Weber

This course meets three times a week. Its aim is to give students a thorough knowledge of the linguistic forms and grammatical constructions employed by Roman writers of the classical period (roughly 80 B.C. to A.D. 20). After completion of this course, little further grammatical study should be necessary in order to read with good comprehension the works of writers such as Cicero and Virgil. Students enrolled in LATN 101-102 (11-12) also commonly experience an improvement in their ability to think analytically and to deal with language in abstract terms. The importance of these skills extends, of course, far beyond the study of Latin.

Class assignments usually require from one-and-a-half to three hours to complete. Experience has shown that prior study of a foreign language has little effect on a student's success in this course. Regular attendance in class, however, is critical, as is the ontime completion of all assignments. Written exercises are limited to eight one-hour examinations in the course of the year, and one three-hour final in May. A student's final grade is determined by the scores on these examinations. No prerequisites.

Junior Honors LATN 397-398 (1 unit) Staff

This course offers independent study in Latin for junior candidates for honors. Prerequisite: permission of instructor.

Senior Honors LATN 497-498 (1 unit) Staff

This course offers independent study in Latin for senior candidates for honors. Prerequisite: permission of instructor.

First-Semester Courses

Intermediate Latin: Prose LATN 201 (1/2 unit) Weber

This course is intended for students who have completed LATN 101-102 (11-12) or have mastered the fundamentals of Latin grammar through two or more years of study in high school. Readings typically include a speech or dialogue of Cicero read in its entirety. P rerequisite: LATN 101-102 (11-12) or equivalent.

Roman Literature LATN 301 (1/2 unit) Barich

The readings will consist of major works of prose or verse suited to the interests and needs of advanced Latin students. Possible texts include plays by Plautus and Terence, philosophical essays by Cicero and Seneca, novels by Petronius and Apuleius, histories by Livy and Tacitus, satires by Horace and Juvenal, and epics by Ovid and Lucan. The course may be repeated. Prerequisite: LATN 202 (22) or the equivalent.

Individual Study: Latin LATN 393 (1/2 unit) Staff

This course may be taken either to supplement the work of another course in the department or to pursue a special course of reading not otherwise provided. Prerequisites: permission of instructor and department chair.

Second-Semester Courses

Intermediate Latin: Virgil's Aeneid LATN 202 (1/2 unit) Weber

More than any other single poem, the *Aeneid* has embodied the idea of the West. The course will provide an introduction to Virgil's unparalleled poetic language and his vision of passion and politics. Prerequisite: LATN 201 (21) or permission of instructor.

Roman Literature LATN 302 (1/2 unit) Bennett

This course is a continuation of the readings in LATN 301 (80). Prerequisite: LATN 201 (21), 202 (22) or equivalent.

Individual Study: Latin LATN 394 (1/2 unit) Staff

This course may be taken either to supplement the work of another course in the department or to pursue a special course of reading not otherwise provided. Prerequisites: permission of instructor and department chair.

SANSKRIT

Year Course

Individual Study: Sanskrit SANS 293-294 (1 unit) McCulloh

Prerequisites: GREK 101-102 (11-12) or permission of instructor and department chair.

Additional courses available another year include the following:

CLAS 112 Greek Literature Drama CLAS 113 Greek Literature in English CLAS 117 The History and Literature of the Age of Augustus

CLAS 121 The Latin Element in the English Language CLAS 222 Plato CLAS 225 Theseus and Pericles: Early Greek History CLAS 226 Athens and Alexander: Later Greek History CLAS 227 Romulus and Caesar: Roman Regal Period and Republic CLAS 228 The Roman Empire CLAS 240 Women and Men in Antiquity LATN 371 Roman Elegy LATN 373-374 Latin Prose Authors LATN 375-376 Horace and Catullus LATN 378 Virgil and His Antecedents

Dance and Drama

FINE ARTS DIVISION

Faculty

Belinda J. Craig-Quijada Assistant Professor of Dance

Wendy MacLeod James E. Michael Playwright-in-Residence

Harlene Marley Chair, Professor of Drama

Margaret S. Patton Professor of Dance and Drama Emerita

Andrew Reinert Associate Professor of Drama

Jonathan E. Tazewell Assistant Professor of Drama

Thomas S. Turgeon Professor of Drama (on leave second semester)

The enterprise of theater, encompassing both the arts of the drama and of the dance, past and present, is the concern of the Department of Dance and Drama. The central objects of our study are the play and the dance, and the ways they are brought to life in performance. Students learn by doing the jobs of the artists who collaborate to make the play and dance live on stage. Some courses concentrate on the play and dance as they were performed in their historical context; others explore in depth the work of the artists of the theater: the playwright, choreographer, actor, dancer, director, and designer. Almost all courses require, in conjunction with reading and critical writing, the performance of problems and exercises. Students are encouraged to pursue independent

work in either historical and critical research or in creative activity. All courses in the department are open to every student in the College; certain courses have prerequisites noted in the course descriptions.

DANC 105-106 and DRAM 111-112, designated by a \blacklozenge symbol, are considered especially appropriate introductory courses for first-year or upperclass students new to the dance and drama department. As the foundation on which the other coursework in the department is built, these courses are recommended to those students considering majors in the department. They are also recommended for other students wishing to diversify their course of study by fulfilling distribution requirements in the fine arts. The major in dance and drama is normally open to students whose performance in DRAM 111-112 or DANC 105-106 has been good.

Requirements for the Major

Students majoring in the department may emphasize either theater or dance, but in either case must fulfill the department's minimum requirements, distributed as follows:

Emphasis in Theater (5 1/2 units):

- DRAM 110 (audit)
- DRAM 111-112 (1 unit)
- DRAM 213 (1/2 unit)
- 1 1/2 units drawn from DRAM 220 through 337
- 1 unit drawn from DRAM 351 through 357

- 1 unit drawn from other course offerings in the department
- DRAM 493 or 494 (1/2 unit)

Emphasis in Dance (5 1/2 units):

- DANC 105-106 with lab (1 1/2 units)
- DANC 110 (audit)
- DANC 215 (1/2 unit)
- DANC 227-228 with lab (1 1/2 units)
- 1 unit drawn from DRAM 220 through 337
- 1/2 unit drawn from DANC 229
- DANC 493 or 494 (1/2 unit)

The Senior Exercise

The Senior Exercise comprises three parts: a project, an oral discussion of the project, and a written examination. Each senior major, with the advice and consent of the department's faculty, designs a senior project, a major piece of creative or scholarly work, consonant with the student's interests. The student will initiate the work, collaborate with others to make it, and see it through to completion, all with guidance from one or more faculty members. When the work is finished, the student and department faculty members will discuss the preparation and choices that shaped the project. At the end of the year, every senior major will complete a six-hour written examination. The awarding of "distinction" or, in the case of a student reading for honors, the degree of honors is based on the student's performance on all three parts of the exercise.

Requirements for the Minor in Dance

The following courses are required for a minor in dance (3 1/2 units):

- DANC 105-106
- DANC 107, 208, 209 or 309 (four semesters, 1/4 credit per semester)
- DANC 110 (audit)
- DANC 215
- DANC 227-228.

Year Courses

◆ DANC 105-106 (1 unit) Craig-Quijada

The content of this course encompasses the field of dance as an art form in its historical, theoretical, and creative aspects. The first semester's study includes twentieth-century dance artists and their contributions to the field. The format is lecture and discussion, supplemented by video and film presentations. Assignments include oral presentations on important aspects of the field and participation in instructordirected rehearsals of short dance works designed to help the student understand the basic tools of choreography and to experience composition through the eyes of the dancer.

The second semester's work concentrates on beginning choreography. Assignments include short movement studies composed by the students to demonstrate various aspects of the choreographic process. The modes of dance criticism will also be discussed. DANC 105-106 students must also enroll in DANC 107, 208, 209, or 309 (Dance Technique) as required for this course. Enrollment limited.

Introduction to the Theater ♦ DRAM111-112 (1 unit) Staff

This course examines how theater differs from other arts and how theatrical artists go about their jobs of bringing a play to life on stage. This examination is accomplished through a series of performance or creative assignments. The class is divided into four sections; two meet in the morning and two in the afternoon. Plays, problems, and exercises are performed and discussed in the sectional meetings; about every other week, sections are combined for lectures and demonstrations.

In the first semester, the course explores what a play is and how it is structured. Assignments consist of a series of playwriting problems, which students perform in class. In the second semester, students spend about six weeks studying the work of the designer and about six weeks studying the work of the actor. In both cases, the studies are carried out by a series of problems presented or performed in class by students working in teams. In addition, students read at least five plays and a series of essays about the theory and practice of the theater, complete a series of brief written assignments, and take written examinations. As a culmination of the work of both semesters, each student writes, directs, and presents to the class a short, ten-minute play, working with fellow students.

Any student with a general interest in the theater will find this a challenging course, regardless of previous experience. Because this course is an introduction to the arts of the theater, it has no prerequisite, but it is a prerequisite to many of the other courses in the department. Enrollment limited.

The Choreographer DRAM 227-228 (1 unit) *Craig-Quijada*

This course offers a study of the theory and practice of making dances. The focus is on the fundamentals of composing both solo and group works through improvisation and movement problem-solving. Work will include movement studies, presentations, readings, and discussions. Group preparation time outside of class for movement studies is required. Prerequisite: DANC 105-106 or permission of instructor. Enrollment in DANC 107, 208, 209, or 309 required. Enrollment limited.

The Play: Playwriting and Dramatic Theory DRAM 331-332 (1 unit) MacLeod

In this course, the student is given weekly exercises exploring dialogue, monologue, menace, politics, autobiography, and prismatic structure. The resulting short plays are first presented in a group critique and then rewritten. Students will finish the first semester with a collection of short plays that can later be developed into longer works. In the second semester, students will write a one-act play, which will be presented as a staged reading. Students will also read and discuss a variety of plays relevant to their weekly assignments, drawn from the works of such playwrights as Pinter, Mamet, Churchill, Congdon, Baitz, and McNally. Prerequisites: DRAM 111-112 and permission of instructor. Enrollment limited.

First-Semester Courses

Voice and Diction DRAM 103 (1/2 unit) Marley

This course is a practical study of the voice as an instrument for communication, using exercises and practice with a variety of materials. Prerequisite: sophomore standing. Enrollment limited.

Dance Technique DANC 107, 208, 209, and 309 (1/4 unit) Staff

The class will focus on developing expression in the medium of dance, both technically and artistically. Writing and reading assignments will emphasize the correlation between technique and theory. This is required for DANC 105-106 and DANC 227-228 or toward a major with a dance emphasis. Enrollment limited.

Beginning Modern Technique and Ballet Technique Fundamentals DANC 107 Staff

This course replaces Beginning Modern Dance and now includes technique work for the beginning-level student interested in becoming familiar with the styles of both modern dance and ballet. During the semester, the course will introduce vocabulary which crosses both styles of dance. The course involves intensive movement participation; however, there is no stress placed on public performance. No prior experience is necessary. No prerequisite. Intermediate Modern Technique DANC 208 Staff

Intermediate Modern Technique furthers the work of the beginninglevel course with increased application of movement principles established by creative artists and teachers from the American and European modern dance tradition. Movement fundamentals from other broad-based techniques and body therapies are also included. No prerequisite; however, permission of the instructor may be necessary if the student has no prior experience.

Intermediate Ballet Technique DANC 209 Staff

Intermediate Ballet Technique furthers the work of the beginninglevel course with a more in-depth application of the ballet vocabulary and style. Prerequisite: DANC 107 or equivalent or permission of instructor.

Advanced Modern Dance Technique DANC 309 Staff

Advanced technique work in modern dance encompasses the upper-level skills of this form. Students who enroll in this course need to have taken Intermediate Modern Technique or have permission of the instructor.

The Dance: Production and Performance DANC 110 (audit) Staff

The Fall and Spring Dance Concerts give dancers, choreographers, and designers an opportunity to present their work in concert. Advised and directed by dance faculty members and guest artists, these concerts are the culmination of one or two semesters' work of preparation, rehearsals, and regularly scheduled showings of work-in-progress.

The Fall Dance Concert: In order to be considered as a choreographer, students who are enrolled in or have successfully completed DANC 105-106 will be given priority. (Please note: DANC 110 audit will be awarded to those dancers, choreographers, and production personnel whose work exhibited high standards.) Choreography proposals must be submitted to the dance faculty by the date announced early each fall semester. Each choreographer then shows the work-in-progress for adjudication and final selection by the dance faculty. Spring Dance Concert choreographers are selected by the dance faculty.

Auditions to dance in either concert are held at the beginning of each semester. All dancers who perform in either concert are expected to participate in Dance Technique (DANC 107, 208, 209, or 309). Designers are recommended by the design faculty of the Department of Dance and Drama.

The Play: Production and Performance DRAM110 (audit) Staff

The work of DRAM 110 involves the realization in the theater of the work of an important playwright, as expressed in the text for a particular play. Problems in textual analysis, historical research, and the creation of a production lead, by way of independent and cooperative activity involving acting, design, and special problems, to public performance before an audience. Note: Students who, in the judgment of the instructional and directional staff, have made significant creative contributions to the effectiveness of the production will have "audit" indicated on their academic record.

History of the Western Theater DRAM 213 (1/2 unit) *Turgeon*

This course presents an historical study of Western theater from its origins to the present time. The course will examine the evolution of the physical theater structure and production elements of each period, as well as the relationship between each style and its historical context. The format will include lecture and discussion, readings, and projects. Prerequisite: sophomore standing. Enrollment limited.

The History of Clothing and Fashion DRAM 216 (1/2 unit) Staff

This course surveys the history of Western clothing and fashion from the ancient world to the present day. Work will include papers, oral presentations, lectures and discussion. Prerequisite: sophomore standing. Enrollment limited.

Elements of Theater, Film, and Dance Art (DANC, DRAM 220 through 337)

These courses provide a close examination of several aspects of theater and dance arts: acting, writing, choreography, directing, and design. Reading, discussion, problem solving, and laboratory exercises will increase the student's understanding of the theatrical and dance experience and development of skills in the arts of theater, film, and dance. DANC 105-106 or DRAM 111-112 is the minimum prerequisite for all of these courses. Certain courses have additional prerequisites as noted below.

The Director DRAM 221 (1/2 unit) *Marley*

This course examines the work of the director through the analysis of plays and the exploration of the visual means of realizing that analysis on stage. Work includes laboratory exercises, written assignments, readings, discussion, and lectures. Prerequisite: DRAM 111-112. Enrollment limited.

The Actor DRAM 222 (1/2 unit) *Turgeon*

Through the rehearsal and performance of various scenes, drawn from diverse periods of playwriting, students will explore the nature of the actor's contribution to the theater. Work will include readings, written assignments, and performance exercises. Prerequisite: DRAM 111-112. Enrollment limited. The Scene Designer DRAM 223 (1/2 unit) Staff

Working from varied scripts, students will move from a study of the visual choices implicit in the text to the process of designing scenery. The work of the course places an emphasis on collaboration and includes written assignments, drafting, sketching and model building. Prerequisite: DRAM 111-112. Enrollment limited.

The Lighting Designer DRAM 225 (1/2 unit) Reinert

This course introduces students to the properties of light and electricity, and explores the creative process of designing light for both plays and dances, with an emphasis on collaboration. Work includes reading, written assignments, research, drafting, lectures and discussions, laboratory sessions, and design projects. Prerequisite: DRAM 111-112. Enrollment limited.

Acting and Directing for the Camera

DRAM 336 (1/2 unit) Tazewell

Acting on stage and in front of the camera are very similar, with several very important exceptions. The technique of acting for the camera is a skill like any other that can be taught, and with practice it can be made to look effortless. Directing dramatic narratives is essentially the art of communicating with actors in an effort to assist them in portraying the text. However, in directing film and video, the director has the added responsibility of staging not only the actors, but also a movable fourth wall-the camera. This semester course will focus on those techniques by giving the actors an opportunity to act for the camera and to take direction from someone else in scenes developed through improvisation, then polished and staged. Additional prerequisites: DRAM 221 or 222 and permission of instructor. Enrollment limited.

The Stage and Its Plays (DRAM 351 through 357)

These courses provide a study, in terms of the theater, of selected plays of a period of notable dramatic achievement or the work of an important playwright. Emphasis, by means of problems and exercises, is on the theatrical qualities of the plays and their staging. Sophomore standing is the minimum requirement for all of these courses. Certain courses have additional prerequisites as noted below.

Theater of the African Diaspora DRAM 357 (1/2 unit) Tazewell

This course will study the theater made by and about people of the African Diaspora. The emphasis will be on a textual understanding for the stage. An examination of these texts may reveal fundamental cultural similarities. Also considered will be the circumstances of enslavement, colonization, and political oppression and the effects these have on the play-making of these particular people. Moreover, the tradition of oral storytelling as an element of African culture will be studied as it relates to play making. The readings will include the plays of Soyinka, Fugard, Baraka, Fuller, Hansberry, Hurston, Shange, Walcott, and Wilson. Prerequisite: sophomore standing. Enrollment limited.

Junior Honors

DANC or DRAM 397 (1/2 unit) Staff

Prerequisite: permission of department chair.

Individual Study DANC or DRAM 493 (1/2 unit) Staff

Students may undertake a project involving either creative activity leading to a major piece of work in one of the aspects of theater or dance art, or reading and scholarly research on a critical or historical subject culminating in a long paper. The course is intended primarily for the student majoring in dance or drama who is engaged in the preparation of a thesis as part of the Senior Exercise. Prerequisite: permission of department chair.

Senior Honors DANC or DRAM 497 (1/2 unit) Staff

Prerequisite: permission of department chair.

Second-Semester Courses

Beginning Modern Technique and Ballet Technique Fundamentals DANC 107 (1/4 unit)

Intermediate Modern Technique DANC 208 (1/4 unit)

Intermediate Ballet Technique DANC 209 (1/4 unit)

Advanced Modern Dance Technique DANC 309 (1/4 unit) Staff

See first semester course descriptions.

The Dance: Production and Performance DANC 110 (audit) Staff

The Spring Dance Concert: To be considered as choreographers, students who have choreographed for the Fall Dance Concert or students who are enrolled in or have successfully completed DANC 227-228 will be given priority. Dance faculty will announce the selected student choreographers early in the spring semester. The same adjudication and selection process is followed for both Fall and Spring Dance Concerts. See first semester course description for more detailed information.

The Play: Production and Performance DRAM 110 (audit) Staff

See first semester course description.

Introduction to Film DRAM 218 (1/2 unit) Tazewell

In this course we will consider the collaborative nature of film-making and how the various crafts combine to tell stories with perhaps the greatest mass appeal of any artistic medium. We will explore narrative structure, mise-en-scene, cinematography, editing, and film genres as they have been used and advanced in the history of cinema. This course requires attendance at weekly film showings in addition to regular class meetings. Prerequisite: sophomore standing. Enrollment limited.

Elements of Theater, Film, and Dance Art (DRAM, DANC 220 through 337)

These courses provide a close examination of several aspects of theater and dance arts: acting, writing, choreography, directing, and design. Reading, discussion, problem solving, and laboratory exercises will increase the student's understanding of the theatrical and dance experience and development of skills in the arts of theater, film, and dance. DANC 105-106 or DRAM 111-112 is the minimum prerequisite for all of these courses. Certain courses have additional prerequisites as noted below.

The Costume Designer DRAM 224 (1/2 unit) Staff

This course presents an introduction to the costume designer's creative process. Through a series of projects, students will explore the relation of the costume to the character, the plot, the work of the director, the actor, and the other designers. Projects involve drawing, painting, collage, writing, and research. Prerequisite: DRAM 111-112. Enrollment limited.

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Directorial Analysis
DRAM 330 (1/2 unit)
Marley
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This course offers a study of the director's analysis of the play, concentrating on its structure and the theatrical means by which the play is brought to life in performance. Each student will direct a series of scenes and a short play, leading to an understanding of a completed work of art. The format will also include performance problems, reading of the plays as well as theoretical works, and discussion. Prerequisite: DRAM 111-112. Enrollment limited.

Scene Painting DRAM 334 (1/2 unit) Reinert

This course studies the history and practice of scene painting as it is used to create a persuasive fiction on stage. Each student will produce a series of projects concerned with the tools and techniques of the scene painter's art, culminating in a large project to be completed by the class as a whole. The format will include lectures, demonstrations, projects, and discussion. Sophomore standing and instructor's permission required. Enrollment limited.

The Stage and Its Plays (DRAM 351 through 357)

These courses provide a study, in terms of the theater, of selected plays of a period of notable dramatic achievement or the work of an important playwright. Emphasis, by means of problems and exercises, is on the theatrical qualities of the plays and their staging. Sophomore standing is the minimum requirement for all of these courses. Certain courses have additional prerequisites as noted below.

The Nineteenth-Century Drama DRAM 354 (1/2 unit) Marley

This course explores the major theatrical developments of the nineteenth century by means of a close study of the plays of Ibsen, Shaw, and Chekhov, emphasizing a theatrical understanding of the plays. Coursework includes reading, written assignments, projects, lectures, and discussion sessions.

Junior Honors DANC or DRAM 398 (1/2 unit) Staff

Prerequisite: permission of department chair.

Individual Study DANC or DRAM 494 (1/2 unit) Staff

Students may undertake a project involving either creative activity

leading to a major piece of work in one of the aspects of theater or dance art, or reading and scholarly research on a critical or historical subject culminating in a long paper. The course is intended primarily for the student majoring in dance or drama who is engaged in the preparation of a thesis as part of the final integrating exercise. Prerequisites: permission of department chair.

Senior Honors

DANC or DRAM 498 (1/2 unit) Staff

Prerequisite: permission of department chair.

The following courses may be offered in 2001-2002:

DANC 215 History of the Dance DRAM 220 Drama as a Visual Art DRAM 226 Character Analysis DANC 229 Twentieth-Century Choreographers DRAM 333 Playwriting Workshop DRAM 335 Finding Your Story DRAM 337 Shakespearean Scene Study DRAM 355 The Modern Theater DRAM 356 The Contemporary Theatre DRAM, DANC 397, 398 Junior Honors DRAM, DANC 497, 498 Senior Honors

Economics Social Sciences Division

Faculty

Carl T. Brehm *Professor Emeritus* Priscilla A. Cooke

Assistant Professor Bruce L. Gensemer

Chair, Professor David E. Harrington

Himmelright Associate Professor (on leave)

James P. Keeler Professor

Kathy J. Krynski Himmelright Associate Professor; Associate Provost

William R. Melick Associate Professor

Edward A. Sayre Visiting Assistant Professor

Richard L. Trethewey *Professor*

Personal fulfillment and effective citizenship require some understanding of the principles of human interaction in society. Economics is the scientific study of those aspects of social behavior concerned with choosing how best to use technology and limited resources so as to maximize individual or social welfare. Through its analysis of behavior, economics can add much to our understanding of vital public-policy issues. A grasp of the principles of economic life enables students to analyze problems such as inflation, unemployment, economic growth, pollution, monopoly power, consumer exploitation, race and sex discrimination, strikes, urban blight, and restrictions of international trade.

Economics can also be defined by its methods of analysis. In seeking to understand and predict social behavior, economists build, test, and revise models. Economics students learn to work with models of the behavior of consumers, producers, factor suppliers, and government. They study the markets in which these economic agents interact. This technique for understanding the experience of men and women in society differs sharply from the literary and intuitive methods of the humanities and fine arts.

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

New Students

ECON 101 (11) (Principles of Microeconomics and Public Policy) and ECON 102 (12) (Principles of Macroeconomics and International Trade) are the complementary set of foundation courses in economics. Both are lecture and discussion courses with between twenty and thirty students in each section. The introductory courses survey theories of producer and consumer behavior and show how these theories can be used to predict the consequences of individual, business, and government actions. Current public-policy issues are also studied. Sections of these courses are taught by different instructors, using different teaching styles. All sections, however, feature several essay examinations each semester, and in most sections there are also homework assignments or quizzes and one paper. In addition to a common major text, most sections also introduce readings about current issues. These courses are an excellent introduction to economics for those who plan no further work in the discipline, but they are also the foundation and prerequisites for all upper-level courses in the department and the first courses in the economics major.

When should one enroll in ECON 101 and ECON 102? Even though ECON 101 and 102 are challenging introductory courses, most first-year students who take these courses perform well. Those students who are most successful in the principles courses have a strong general preparation for college, reasonably good study habits, and academic motivation to keep up with reading and homework assignments every week.

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

Can economics majors participate in off-campus study in the junior year? Yes, but those who plan to major in economics and study off campus should seriously consider enrolling in ECON 101 and 102 as first-year students and ECON 201 (21) and 202 (23) (intermediate economic theory) as second-year students to provide a sound base for off-campus study.

Requirements for the Major

Successful completion of ECON 101 and ECON 102 with a grade of at least C in each is a prerequisite for admission to the major program. A minimum of 3 1/2 additional units. for a total of 4 1/2 units within the department, is required, including ECON 201 (21) and 202 (23), a semester of seminar, and a course in quantitative methods. This last requirement may be satisfied by either ECON 205 (25) (Empirical Economics) or ECON 375 (75) (Introduction to Econometrics). both of which have a prerequisite of a college introductory statistics course. Cognate subjects may be chosen, with the help of the student's advisor. so as to provide an integrated major program with a particular emphasis. For example, combinations of courses from various departments can be arranged to emphasize international problems, political economy, or quantitative economics.

The Honors Program

The Honors Program in economics provides an opportunity for more independent research and study than is available in regular courses of study. Honors candidates are required to participate in both the junior and senior honors seminars, and in ECON 375 (75) (Introduction to Econometrics). In the honors seminars, students present and discuss with their peers the results of their research. Those interested in the Honors Program should discuss this possibility with a member of the department.

The Senior Exercise

The Senior Exercise involves a systematic effort to understand social behavior using basic economic principles. The exercise will allow majors to gain an appreciation of the integrity of economics as a discipline. Majors must answer two essay questions. Students typically receive the questions in early December and their answers are due at the beginning of the second week of classes for the spring semester. There is also a standardized written examination and an oral examination conducted by the economics faculty members for each student who completes the written portion of the exercise. Honors majors must answer a third essay question in addition to the two which all the majors must answer. Their oral examination is conducted by an outside examiner.

First-Semester Courses

Principles of Microeconomics and Public Policy

◆ ECON 101 (1/2 unit) Staff

This course studies issues of economic choice, economic efficiency, and social welfare. The course presents theories of consumer and producer behavior and shows how these theories can be used to predict the consequences of individual, business, and government actions. Topics covered include opportunity cost, supply and demand analysis, and price controls; consumer choice; production and cost; product pricing, market structure, monopoly power, and government regulation; labor markets, wages, discrimination, and poverty; energy problems, resource conservation, and pollution; and foreign trade. This course is required of students who major in economics.

Microeconomic Theory ECON 201 (1/2 unit) Gensemer

This course offers an intensive study of the internal structure of a market economy. Theories of consumer behavior, production, exchange, the determination of prices and wages, and income distribution are examined. Market performance is evaluated with reference to the efficiency with which resources are allocated. Prerequisites: ECON 101 (11) and ECON 102 (12).

Environmental Economics ECON 336 (1/2 unit) Staff

This course will use economics to understand better the nature of environmental issues and the choices concerning the use of natural resources. The course will also examine the economic rationales for policies aimed at improving the quality of the environment and altering our use of natural resources. The choice between alternative policies to achieve similar objectives will be discussed using a series of case studies of actual policies aimed at correcting environmental problems. Prerequisites: ECON 101 (11) and ECON 102 (12), or permission of the instructor.

Money and Financial Markets ECON 343 (1/2 unit) *Melick*

This course examines U.S. money and financial markets and their influence on prices, real output, employment, and international trade. The operations of financial institutions and the Federal Reserve System will be considered. The implementation of monetary policy and its effect on domestic and foreign financial markets, real output, and foreign trade will also be examined. Alternative domestic and international monetary arrangements will be considered. Prerequisites: ECON 101 (11) and ECON 102 (12), or permission of the instructor.

Economic Analysis of Politics and Law ECON 345 (1/2 unit)

Trethewey

This course uses economic analysis to explain political and legal phenomena such as voting behavior, specialinterest-group activities, the development of property rights, institutional change, economic justice, and the interactions of law and economics. Prerequisites: ECON 101(11) and ECON 102 (12), or permission of the instructor.

International Economics ECON 349 (1/2 unit) Trethewey

Students study the nature and consequences of international economic relations. Specialization and exchange are examined by reference to the theory of comparative advantage. Government policies such as tariffs, quotas, and exchange controls are studied, with emphasis on their effects on incomes and welfare. Prerequisites: ECON 101(11) and ECON 102 (12), or permission of the instructor.

Introduction to Econometrics ECON 375 (1/2 unit) Keeler

This seminar will study the empirical testing of economic models. Emphasis will be given to linear-regression techniques, special problems associated with estimating economic relationships, and interpretation of the results. Each student will undertake and report on a research project. Prerequisites: a semester of college statistics, ECON 101 (11) and ECON 102 (12), or permission of the instructor. Enrollment limited.

Economics of Health ECON 386 (1/2 unit) Sayre

This seminar examines the economic aspects of the production, distribution, and organization of health-care services. Topics include measuring output; structure of markets; demand for, supply of, and pricing of services; cost of care; and financing mechanisms and their impact on the relevant markets. Analysis will also focus on government policy toward health care and public health, its impact upon institutions and resource allocation, financing mechanisms and their impact on the relevant markets, and major policy alternatives. Each student will write and present a seminar paper. Prerequisites: ECON 101 (11) and ECON 102 (12), or permission of the instructor. Enrollment limited.

Individual Study ECON 393/493 (1/2 unit) Staff

This course is for students who wish to do advanced work beyond regular courses or study subjects not included in course offerings. Prerequisites: ECON 101 (11), ECON 102 (12), and permission of both the instructor and the chair of the department.

Junior Honors Seminar ECON 397 (1/2 unit) *Keeler, Melick*

This course is for juniors who are candidates for honors in economics. Students undertake a series of research projects, write papers, and discuss the results of their research with fellow students. Prerequisites: junior standing and permission of instructor.

Senior Seminar in Public Policy PPOL 440 (1/2 unit) Trethewey; Baumann, professor of political science

This seminar brings together a political scientist and an economist to consider how these disciplines approach the study of public policy. The course will concentrate on applying both of the disciplines to the study of public policies in the broad realm of urban problems and poverty. We will explore the substantive issues and the process of governmental policy-making in these two realms. How is policy made? What should the policy be? The work of scholars in each discipline will be studied to better understand the differences in approaches and to consider the potential for combining them. What does political science contribute to

the study of economic policy-making? What can the tools and perspective of economics contribute to the study of a topic like urban politics? The course is required for students completing the Public Policy Concentration, and it is open to other seniors. Prerequisites: ECON 101 (11), ECON 102 (12), and one course in American politics, or permission of instructors. Enrollment limited.

Senior Honors Seminar ECON 497 (1/2 unit) Keeler, Melick

This course is for seniors who are candidates for honors in economics. Prerequisites: senior standing and permission of instructor.

Second-Semester Courses

Principles of Microeconomics and Public Policy

◆ ECON 101 (1/2 unit) Staff

See first-semester course description.

This course studies national economic performance. Building upon the microeconomic theories of consumer and producer behavior developed in ECON 11, this course introduces models that focus on the questions of unemployment, inflation, and growth. Topics covered include measurement of national income and inflation: macroeconomic models: saving and investment; money and banking; fiscal and monetary policy; and international trade and finance. This course is required of students who major in economics. Prerequisite: ECON 101 (11).

Macroeconomic Theory ECON 202 (1/2 unit) Trethewey

This course is a theoretical and applied study of the level of national income and employment. The

performance of the economy, in terms of prices, interest rates, unemployment rates, international trade relations, business cycles, and the long-run growth of income, has significant effects on our standards of living. The course will offer explanations of macroeconomic performance in these aspects. Diverse schools of thought exist, distinguished by theoretical concepts, priorities in performance goals, and empirical evidence. The course will consider these approaches and also emphasize the microeconomic foundations of macroeconomic theory. Government is active in the management of both domestic and international aspects of the macroeconomy, and the course will consider the current publicpolicy issues and historical economic events. Prerequisites: ECON 101 (11), ECON 102 (12), and ECON 201 (21), or permission of the instructor.

Empirical Economics ECON 205 (1/2 unit) *Keeler*

Students learn how to express economic concepts in quantitative terms, perform basic statistical measures and tests of hypotheses using a spreadsheet program, and interpret quantitative presentations of information. Students will learn how the economics literature presents research by studying examples from journal articles. They also study the choice of appropriate methods for analyzing empirical economic research questions. Topics include the scientific method, applications of statistical concepts in economics, measurement of economic concepts, and the use of mathematical models. graphs, and data sources. All economics majors, beginning with those declaring the economics major during the 2000-2001 academic year, will be required to take either this course or Introduction to Econometrics. Prerequisites: ECON 101 (11), ECON 102 (12), and a college course in statistics, or permission of the instructor. Enrollment limited.

Economics of Development ECON 331 (1/2 unit) Staff

Students examine the economic conditions and problems of the Third World. Alternative theories of economic development are studied, as are strategies for achieving development goals. Specific topics include the meaning of development; historical and theoretical perspectives; income distribution; agriculture, population, and human resources; industrialization, employment, and technology; urbanization and migration; foreign trade, investment, and aid; and government planning. Prerequisites: ECON 101 (11) and ECON 102 (12) (or ECON 102 concurrently), or permission of the instructor.

Labor Economics ECON 344 (1/2 unit) Sayre

This course entails the economic analysis of labor markets, focusing on the determination of wages and employment, the distribution of income, discrimination by race and sex, and job satisfaction. The impact of labor unions, minimum-wage laws, labor policies, and wage-price controls are also studied. Prerequisites: ECON 101 (11) and ECON 102 (12), or permission of the instructor.

Managerial Economics ECON 351 (1/2 unit) Gensemer

Managerial economics studies the application of microeconomic theory to the practical problems which managers confront in business, governmental, and nonprofit organizations. The purpose of the course is to introduce important management issues and to show students how to use analytical and empirical tools to clarify and solve managerial problems. More specifically, the course demonstrates the application of calculus-based optimization techniques, organization theory, game theory, and decision theory to the resource allocation decisions and competitive strategies

of managers. It also features empirical estimation of demand and production functions, using elementary regression analysis. The class is conducted in a lecture/discussion format, with frequent use of case studies. Students are responsible for regular class participation, homework, analyses of case studies, and both midterm and final examinations. Prerequisites: Econ 101 (11), ECON 102 (12), and ECON 201 (21), or permission of the instructor. Enrollment limited.

Introduction to Econometrics ECON 375 (1/2 unit) Melick

See first-semester course description.

American Economic History ECON 383 (1/2 unit) Trethewey

This seminar examines the American past with special emphasis on issues such as the influence of the Constitution on economic growth, welfare, and income distribution; the economics of slavery and the postemancipation plight of blacks in the economy; and twentieth-century economic policy with special emphasis on the Great Depression. Each student will write and present a seminar paper. Prerequisites: ECON 101 (11) and ECON 102 (12), or permission of the instructor. Enrollment limited.

Special Topics: Market Reforms Around the World ECON 392.01 (1/2 unit) *Gensemer*

This seminar course examines the current market reform efforts of selected countries, primarily those in east-central Europe and Asia. Special attention will be given to Russia, China, and the formerly socialist countries of east-central Europe. Although very few countries currently desire to retain a centrally planned socialist economy, every economy has both market and nonmarket (government) sectors, and controversy continues over the appropriate roles of these two sectors. A study of the changing roles of market and non-market sectors in the economic systems currently in transition will thus enable students to understand tensions that exist in every economy, including that of the U.S. Class discussion, based on common readings and on questions prepared by each student, will be central to the course. Each student will also write and present for discussion a major research paper, and there will be a midterm examination. Prerequisites: ECON 101 (11) and ECON 102 (12), or permission the instructor. Enrollment limited.

Special Topics: Poverty and Discrimination in America ECON 392.02 (1/2 unit) Sayre

This seminar examines selected topics on poverty, discrimination, and the distribution of income, including the nature and extent of poverty in the U.S., race and sex discrimination in the workplace, racial segregation in the housing market, and changes in the distribution of income. Special attention is focused on policy issues including comparable worth, income redistribution, and fair housing laws. Each student will write and present a research paper. Prerequisites: ECON 101 (11) and ECON 102 (12), or permission of the instructor. Enrollment limited.

Individual Study ECON 394/494 (1/2 unit) Staff

This course is for students who wish to do advanced work beyond regular courses or study subjects not included in course offerings. Prerequisites: ECON 101 (11), ECON 102 (12), and permission of both the instructor and the chair of the department.

The following courses may be offered in 2001-2002:

ECON 101 (11) Principles of Microeconomics and Public Policy ECON 102 (12) Principles of Macroeconomics and International Trade ECON 201 (21) Microeconomic Theory ECON 202 (23) Macroeconomic Theory ECON 205 Empirical Economics ECON 331 (31) Economics of Development ECON 332 (32) Russian Economic History ECON 336 (36) Environmental Economics ECON 337 (37) Economics of Financial Markets ECON 342 (42) Economics of Regulation ECON 343 (43) Money and Financial Markets ECON 344 (44) Labor Economics ECON 345 (45) Economic Analysis of Politics and Law ECON 346 (46) Industrial Organization ECON 348 (48) Comparative Economic Systems ECON 349 (49) International Economics ECON 351 (51) Managerial Economics ECON 355 (55) Business Cycles ECON 371 (71) History of Economic Thought ECON 372 (72) Macroeconomic Policy ECON 375 (75) Introduction to Econometrics ECON 383 (83) American Economic History ECON 385 (85) The Environment and the Developing World ECON 386 (86) Economics of Health ECON 388 (88) Economic Justice ECON 397 (95, 96) Junior Honors ECON 497 (97, 98) Senior Honors PPOL 440 (80) Senior Seminar in Public Policy



Faculty

Erin Belieu Visiting Instructor

Bianca F. Calabresi Assistant Professor

James P. Carson Chair, Associate Professor

Jennifer S. Clarvoe Associate Professor

Galbraith M. Crump Professor Emeritus

Adele S. Davidson Associate Professor (on leave)

Shuchi Kapila Assistant Professor (on leave)

William F. Klein Associate Professor

P. Frederick Kluge Writer-in-Residence (on leave, second semester)

Deborah Laycock Associate Professor

Perry C. Lentz McIlvaine Professor

Sergei Lobanov-Rostovsky Associate Professor (on leave)

David H. Lynn Associate Professor /Editor, The Kenyon Review

Ellen Mankoff Visiting Instructor

Theodore O. Mason John B. McCoy-Bank One Distinguished Teaching Professor

Jesse Matz Assistant Professor

Kim McMullen Associate Professor (Exeter Program)

Ronald A. Sharp John Crowe Ransom Professor; Provost

Timothy B. Shutt Associate Professor

Judy R. Smith Professor (on leave, second semester) Patricia Vigderman Visiting Assistant Professor (on leave, second semester)

The Department of English encourages and develops the ability to read with active understanding and wide appreciation, to write with clarity and grace, and to explore oneself and the world through the intensive study of literature.

New Students

ENGL 101-102 is designed for students beginning the serious study of literature at the college level, and as such is especially appropriate for first-year students. ENGL 101-102 (1-2) or its equivalent, or junior standing, is a prerequisite for further study in English at Kenyon. Firstyear students who present its equivalent through advanced placement or some other means may select from courses in the department numbered 210-289, or they may seek special permission to enroll in any of the department's other offerings. Look for the \blacklozenge symbol, which designates those courses particularly appropriate for first-year students or sophomores new to the English department curriculum.

ENGL 101-102 Literature and Language

Through small, discussion-centered classes, each section of this year-long course will introduce students to the analysis of distinguished examples of major literary genres. Students will receive close and intensive instruction in writing. Please see the course description below for more details.

ENGL 210-289

Entering students who have scored a 4 or 5 on the advanced placement exam in English may choose to enroll in ENGL 101-102, or may consider one of the courses numbered 210-289.

These courses have been designed for and are limited to sophomores who have taken ENGL 101-102 or its equivalent and to first-year students with advanced placement credit. Like ENGL 101-102, these classes are small in size, so that classroom interaction can be discussion-centered and so that instructors can devote more time to helping students with their writing. These courses provide an introduction to fundamental terms, techniques, and methods for the advanced study of literature. Students may expect to learn some of the following: how to do a close reading of a literary text, how to conduct research in literary study (including an introduction to library and information resources, and basic reference tools), some of the basic principles of different approaches to literary criticism, important terms used in literary analysis (including prosody in poetry courses), and the proper documentation of sources. While the subject matter of these courses sometimes parallels that of courses for upper-level students (e.g., Shakespeare, postcolonial discourse), all are intended as introductions to a focused and intensive consideration of particular genres, themes, periods, or critical questions. (Note: Beginning with the class of 2002, only 1 unit of courses numbered 210-289 can count toward the 5 units required for the major.)

Requirements for the Major

English majors are required to complete the following:

- To pass the Senior Exercise
- To take at least 1/2 unit in each of six of the following eight areas:
 1. Old and Middle English (ENGL 220-27, 320-27)
 - 2. Renaissance and seventeenthcentury English (ENGL 230-39, 330-39)
 - 3. Eighteenth-century English (ENGL 240-49, 340-49)

4. Nineteenth-century English (ENGL 250-59, 350-59)

- 5. Modern Anglophone literature (excluding that of the United States): African, Australian, British, Canadian, Caribbean, Irish, South Asian (ENGL 260-69, 360-69)
- 6. Shakespeare (ENGL 228-29, 328-39)
- 7. American literature pre-1900* (ENGL 270-79, 370-79)
- 8. American literature post-1900* (ENGL 280-89, 380-89) [* 371-381 is indivisible and will count for both 7 and 8 above]
- To select at least four additional half-units of course credit from among any of the department's offerings except ENGL 101-102. (For the class of 2001, only three additional half-units are required.) Based on the individual curricular choices they have made within the major, students may propose that a maximum of 1/2 unit of literature courses taken in a department other than the English department be counted toward their major. Students will need to present solid arguments about how and why such courses are integrated with the English major.

Some courses (e.g., ENGL 410-489) may fulfill distribution requirements, although they are not listed above. See specific course descriptions to determine if the course fulfills one of these categories.

Requirements for a Major with Emphasis in Creative Writing

Students wishing to major in English with an emphasis in creative writing are required to complete the following:

- To meet all requirements for the regular English major.
- To take as two of the three additional half-units of course credit before the spring semester of their senior year:

- 1. One section of ENGL 200 (Introduction to Writing Fiction) or ENGL 201 (Introduction to Writing Poetry)
- 2. One section of ENGL 300 (Advanced Fiction-Writing) or ENGL 301 (Advanced Poetry-Writing)
- To complete significant creative work in fulfillment of the Senior Exercise or for their honors project.

Qualified seniors who have taken both introductory and advanced creative writing workshops may, with faculty approval, pursue an Individual Study in creative writing (ENGL 493 or 494); this course is not available to students who have not taken both workshops.

ENGL 200, 201, 300, and 301 (Creative Writing)

Admission to all creative writing courses, introductory and advanced, in the 2000-01 academic year, is based on the submission of a writing sample in March 2000 and permission of the instructor. ENGL 200 or 201 is a prerequisite for ENGL 300 and 301. Creative writing courses are not open to first-year students but they are open to nonmajors. For specific course offerings, sample requirements, and submission deadlines, check with the English department administrative assistant.

Kenyon/Exeter Program

The department directs a program of study at the University of Exeter in England for junior majors who qualify for admission. A member of our department teaches at the university, conducts seminars for Kenyon students, and administers the program. See the Director of International Education or the department chair for more information.

Honors Program

Students of demonstrated ability who would like to undertake more independent work are encouraged to enter the Honors Program. Please see the description of the Honors Program in English, available from the department administrative assistant, for details.

Senior Exercise

English majors may fulfill the College-wide requirement to complete a Senior Exercise in one of three ways, depending upon their particular interests and abilities. Since specific details and deadlines for the Senior Exercise in English may vary slightly from year to year, English majors are urged to request, from the English department administrative assistant, a copy of the description of the Senior Exercise for their particular graduating class.

For the class of 2001, every English major may elect to take an examination based on a list of texts, chosen from a wide chronological range of Anglophone literature and from texts typically taught in courses in the English department. While individual texts and writers may vary from year to year, the general historical span and organization of the list remain constant; majors should obtain a "Senior Exercise Reading List" for their particular graduating class. The examination is typically set in the second semester of the student's senior year.

Some English majors may complete the Senior Exercise by writing a fifteen- to twenty-page essay. To qualify for this option, a student must devise a clearly defined research project, submit an acceptable proposal describing that project (due during the fall of the senior year—see the Senior Exercise description for your graduating class for specific deadlines), show progress on the project throughout the year, and submit a final draft of the essay before the announced deadline (typically in the second semester). The project may derive from a particular theoretical application, research problem, or interpretive question; or it may build upon work that the student has completed in courses or in previous essays, but it should approach the material from a fresh perspective, requiring additional elaboration and development.

English majors who are pursuing an Emphasis in Creative Writing must submit significant creative work to fulfill the Senior Exercise. This option is open only to those completing a creative writing emphasis. Like the essay described above, the Senior Exercise in creative writing requires that students propose an acceptable project (during the fall of the senior year), make steady progress toward its completion, and submit a final draft before the deadline. Such projects should be of fifteen- to twenty-five pages in length and of an appropriate range and scope. The proposal should outline the project's coherence and identify its thematic and/or formal goals and challenges, and must also include a five-page sample of the student's creative work, as well as other documentation. (See the Senior Exercise description for your graduating class for specific details and deadlines).

Year Courses

Literature and Language ◆ ENGL 101-102 (1 unit) Staff

While there is no standard syllabus for the many sections of ENGL 101-102, all instructors design their courses around a list of challenging texts, drawn from a wide chronological range and chosen to represent major literary genres (tragedy, comedy, lyric poetry, epic, novel, short story, autobiography, etc.). Class sessions of ENGL 101-102 are based almost exclusively on the discussion of literature. To enable these discussions to be as wideranging and intense as possible, class size is limited to allow each student to participate. While ENGL 101-102 is not a "composition" course as such,

students in each section are asked to work intensively on composition as part of a rigorous introduction to reading, thinking, speaking, and writing about literary texts.

Throughout the year, each instructor assigns about a dozen essays of short or medium length, and may also require quizzes, hourly examinations, or longer research projects. Specific descriptions of each section of ENGL 101-102 are available through the English department administrative assistant at the beginning of each academic year. This course is not open to juniors and seniors, without permission of the department chair. Enrollment limited.

American Literature ENGL 371-381 (1 unit) Lentz

The course entails close critical study of some major writers and traditions in American literature. The first part of the course concentrates on writers up to the mid-nineteenth century, the second on writers from Whitman to the early modern period.

First-Semester Courses

Introduction to Fiction Writing ENGL 200 (1/2 unit) *Kluge*

This course is a workshop-style seminar that introduces students to the elements of fiction writing. The course begins with exercises emphasizing various aspects of fiction: place, dialogue, character. Students then write a story based on a situation suggested by the instructor. Later they devise and revise a work of their own. The course assumes a basic English writing competence. It is not a composition course. An important goal is developing the sense of an audience. The course also requires a mature approach to offering and receiving criticism. Prerequisites: submission of writing sample in March 2000 and permission of instructor. Check with the English department administrative assistant

for submission deadlines. Enrollment limited.

Introduction to Poetry Writing ENGL 201 (1/2 unit) *Clarvoe*

This course will introduce the student to the writing of poetry, with a special emphasis on poetic forms. Work will consist of (1) the examination of literary models, (2) writing exercises, (3) writing workshops, and (4) conferences with the instructor about the student's own work. Requirements will include outside reading, participation in class discussion, and submission of a final portfolio. Prerequisites: submission of writing sample in March 2000 and permission of instructor. Check with the English department administrative assistant for submission deadlines. Enrollment limited.

Twentieth-Century Women Poets ◆ ENGL 210 (1/2 unit) Belieu

In this course we will read poetry by a number of contemporary women poets as well as poetry by their influential predecessors. The readings will include work by Elizabeth Bishop, Sylvia Plath, Adrienne Rich, Caroline Kizer, Denise Levertov, Jorie Graham, Lucille Clifton, Ellen Bryant Voigt, Stephanie Strickland, Lynne McMahon, Karen Volkman, Brigit Pegeen Kelly, Susan Aizenberg, and Martha Rhodes. The course will include various critical approaches to literary interpretation and explore the evolution of women's poetry over the last half of the century. This course is open only to sophomores and first-year students with advanced placement credit. Prerequisite: permission of instructor. Enrollment limited.

Film As Text

◆ ENGL 219 (1/2 unit) *Vigderman*

In this course we will discuss film using methods similar to those used in analysis of literary texts. The purpose will be to examine the "language" of film and to explore film history and theory. The class will acquire a working use of film terms and basic understanding of both narrative structure and formal elements. We'll look at how Hollywood has shaped and reshaped melodrama as well as at nonmelodramatic cinema, including films from other countries. In addition to regular classes, film screenings will be held on Monday evenings, and are mandatory. This course is not open to students with credit for INDS 217 (17). This course may be counted as credit for the major by students of dance and drama or English. This course is open only to sophomores and first-year students with advanced placement credit. Prerequisite: permission of instructor. Enrollment limited.

Chaucer

◆ ENGL 221 (1/2 unit) *Klein*

The central focus of this course is a close reading of Chaucer's Canterbury Tales in the author's Middle English. The appraisal of the achievement of this collection of "tales" will be conducted in the context of some contemporary narratives including Sir Gawain and the Green Knight and selections from Boccaccio's Decameron. The writing required will include text-centered reading examinations, three short essays, and one major research study. Class meetings will be a mixture of student recitations, informal lecture, and open discussion. This course is open only to sophomores and first-year students with advanced placement credit. Prerequisite: permission of instructor. Enrollment limited.

Shakespeare: Playhouse and Printhouse

◆ ENGL 228 (1/2 unit) Calabresi

A survey of Shakespeare's works coupled with an introduction to the status and conditions of writing and performing in Shakespearean England. We will discuss a range of genres—tragedy, history, comedy and sonnet—as we investigate the contexts of playing and publishing in the early modern period and, most broadly, explore the relation of Shakespeare's productions to the production of "Shakespeare." This course is open only to sophomores and first-year students with advanced placement credit. Prerequisite: permission of the instructor. Enrollment limited.

American Fiction ♦ ENGL 270 (1/2 unit) Smith

We will concentrate on American fiction of the nineteenth and the early twentieth centuries, tracing its development from romantic to modern. Some of the questions we will pose include: How do the American landscape and revolution figure in this genre? How do American writers translate the British gothic impulse? How do major American cultural/political eventsthe Civil War, for examplecontribute to changes in the genre? How do race, class, and gender affect the way authors shape their fiction? We will read from a broad variety of short stories and novels by writers such as Poe, Hawthorne, Melville, James, Crane, Gilman, Davis, and Toomer. This course is open only to sophomores and first-year students with advanced placement. Prerequisite: permission of instructor. Enrollment limited.

Introduction to African-American Literature

◆ ENGL 288 (1/2 unit) Mason

This course considers the African-American literary tradition from early slave narratives to Wright's *Native Son.* This course is open only to sophomores and first-year students with advanced placement credit. Prerequisite: permission of instructor. Enrollment limited.

American Novel, 1950 to Present ◆ ENGL 289 (1/2 unit) Kluge

This course involves close examination of ten American novels written after World War II. Consideration will be given to styles and methods: the authorial choices that make the novels what they are. Beyond this, however, we'll examine these novels as comments on American life. The reading list may be organized around a specific theme—politics, ethnic experience, sport, small-town life—or a combination of themes. In any case, the study of authors whose place in or out of the canon has not yet been determined should give the class an opportunity for intelligent, critical reading. This course is open only to sophomores and first-year students with advanced placement credit. Prerequisite: permission of instructor. Enrollment limited.

Advanced Fiction-Writing Workshop ENGL 300 (1/2 unit) Lynn

This workshop will focus on discussion of participants' fiction as well as on exercises and playful experimentation. Principally, we will be concerned with how stories work rather than what they mean. This perspective can prove a useful lens for reconsidering works long accepted as "great," and a practical method for developing individual styles and strategies of writing. Prerequisites: ENGL 200 (3), submission of a writing sample in March 2000, and permission of instructor. Check with the English department administrative assistant for submission deadlines. Enrollment limited.

Advanced Poetry Workshop ENGL 301 (1/2 unit) Belieu

The course consists of "workshop" discussions of the students' own poems, composed during the semester, plus discussions on the nature of poetry, the creative process, and the interpretation of poems. Prerequisites: ENGL 201 (4), submission of a writing sample in March 2000, and permission of instructor. Check with the English department administrative assistant for submission dead-lines. Enrollment limited.

Medieval Literature ENGL 320 (1/2 unit) Shutt

This course offers study of some of the landmarks of medieval literature in modernized versions. Most works considered will be English, but we will take at least a brief look at texts from classical antiquity, France, and Italy. Works to be studied will include *Beowulf, Sir Gawain and the Green Knight, Njal's Saga*, and selections from Chaucer's *Canterbury Tales*. In addition, we will read Old English and Middle English lyrics. Prerequisite: permission of instructor. Enrollment limited.

Shakespeare: Shakespeare's Alterity

ENGL 328 (1/2 unit) *Calabresi*

A study of the marginal, the liminal, the normative, the obligatory in Shakespearean England. We will explore early modern "rehearsals of cultures" in Shakespeare's poetry and plays, discussing the following, among other, issues: the coexistence of local and national identities; Shakespeare and forms of whiteness; Queer Shakespeare and the emergence of compulsory heterosexuality; the production of "high" and "low" cultures; the viability of Shakespeare as "feminist"; the status of the villainous, the monstrous, and the revolting in Shakespearean texts. Throughout our discussions we will be concerned with the obligatory or liminal nature of Shakespeare "himself" in the early modern and the postmodern age. Prerequisite: permission of the instructor. Enrollment limited.

Late Eighteenth-Century Literature ENGL 341 (1/2 unit) Laycock

In this course, we will concentrate on the literature and discourse of travel of the later eighteenth century. This is the period of the "grand tour," resulting in the rise of tourism and the tourist industry. Writers were increasingly preoccupied with the issue of cultural identity—are human beings everywhere ("from China to Peru") the same or are there important essential or cultural differences between them? Is there such a thing as national identity and, if so, what attempts can be made to preserve or construct that national identity? What are the relationships of so-called "civilized" cultures to "primitive" or undeveloped ones? Many travelers in the eighteenth century embarked on the grand tour to Italy to examine the origins of a culture the English sought to emulate in self-consciously "neoclassical" forms (represented in literature, architecture, landscape gardens), but travelers also ventured north-to Scandinavia, to the polar regions, to the Celtic fringes of Britain—hoping to find and observe people deemed to exist in a state of nature. We will examine how various writers use travel as a "vehicle" to explore such larger issues as the history of human society and notions of progress. We will read Mary Shelley's Frankenstein both in this context and in relation to her mother's (Mary Wollstonecraft's) personal and philosophical investigations of these issues in her *Letters* from Sweden.

We will also examine the horror of travel in the eighteenth century by focusing on the slave trade—Africans being forced to travel in chains to the Caribbean and the New World. We will examine the narrative of a man with an interesting double perspective: Olaudah Equiano not only recounts his enforced transportation from Africa as a slave but also recounts his voyages to the North Pole as a free man. We will also study issues of perception-how travelers regarded and transformed what they viewed. Many British travelers on the grand tour, after having traveled through the Alps en route to Italy, sought to find picturesque and sublime landscapes at home. They half perceived and half created these landscapes in the Lake District and in Wales. In addition to reading narratives of eighteenth-century tours, we will also study representations of the sublime and picturesque

in landscape painting, landscape gardening and theatre design.

Readings will include James Boswell's London Journal and his Tour to the Hebrides with Samuel Johnson, Johnson's Rasselas, Voltaire's Candide, Richard Brinsley Sheridan's School for Scandal, Mary Wollstonecraft's Letters from Sweden, Tobias Smollett's Humphry Clinker, Olaudah Equiano's Interesting Narrative and two Gothic novels—William Beckford's Vathek and Mary Shelley's Frankenstein. Prerequisite: permission of instructor. Enrollment limited.

The Eighteenth-Century Novel ENGL 342 (1/2 unit) Carson

This course aims to define the novel, to trace the causes of its rise in eighteenth-century England, to study some great and various examples of the novel form from Aphra Behn to Jane Austen, and to learn about a historical period quite different from our own even though we may find there some of the roots of our own culture. The novel will be defined against epic, romance, drama, historiography, and news-writing. Various types of novel will also be distinguished: fictional biography and autobiography, epistolary fiction, the picaresque, the fictional travelogue, the Oriental tale, sentimental fiction, and Gothic fiction. Particular attention will be paid to authorial prefaces, dedications, and advertisements to determine what the novelists themselves thought about the emerging genre and how they imagined their relationship to the reader. Prerequisite: permission of instructor. Enrollment limited

Twentieth-Century British Fiction ENGL 361 (1/2 unit) Matz

In the early part of the twentieth century, Great Britain dominated world culture. In imperial power and in its role in the making of "modernist" culture, Britain played the leading part in politics and in the arts. But the eminence is by now gone: in postcolonial world culture,

Britain now plays a smaller part, and has had to redefine its identity and the nature of its cultural contributions. This course surveys the legacies of imperialism and modernism in British writing from the beginning of the century to the end. It begins at the high point at which Joseph Conrad wrote Heart of *Darkness*, and then proceeds through a series of key moments in the development of British literary culture: the triumph of Modernism, as epitomized in the fiction of Virginia Woolf and James Joyce; the end of empire, as reflected in the fiction of E. M. Forster and as it is the occasion for writing by V. S. Naipaul, Doris Lessing, and Salman Rushdie; the turn to political and social realism in writing by George Orwell and Henry Green; the persistence of Modernism, tempered by realist requirements, in Anthony Burgess and Jeanette Winterson; the effects of postmodernism (Ballard, Rushdie); the confusion about what to make of British "heritage" (Ishiguro); and other such key moments, through the fiction that has reflected and helped to make them. Prerequisite: permission of instructor. Enrollment limited.

The Modern Short Story ENGL 364 (1/2 unit) Klein

This course is a survey of the modern short story in English with emphasis upon stories written by Americans beginning with Hawthorne and ending with Oates and Updike, a historical line of what has traditionally been called "The Major Writers of Short Fiction." The dominant mode of classroom activity will be lecture with opportunity for comment, question, and challenge. Student writing will include short essays in formal analaysis, textcentered reading examinations, and one longer essay in the genre of "analytical appreciation" (Henry James's phrase). The critical approach of the lectures and the writing assignments is based upon the informal critical writings of the short

story writers themselves, particularly Henry James, Eudora Welty, and Flannery O'Connor. All students (including nonmajors) interested in the art of short fiction are welcome. Prerequisite: permission of instructor. Enrollment limited.

Canadian Literature and Culture ENGL 369 (1/2 unit) Laycock

In this course, we will examine works of authors from English- and Frenchspeaking (in translation) Canada, as well as works by native Canadian writers, some of whom choose to write in either of the two "official" languages. We will consider issues of national identity both within an officially bilingual, multicultural Canada and within a North American context—Canadians defining themselves in relation to a powerful neighbor to the south. We will thus begin by focusing on Canadian writers, film makers, and musicians as they characterize that border or "medicine line" along which so many Canadians choose to live, against which so much of Canadian identity is defined, and over which they constantly trespass. In the process, we will also examine the many ways in which Canadians characterize the United States and Americans. This will provide us an opportunity to examine "American" culture while studying a culture that is at once reassuringly similar and disturbingly different.

As so much of Canadian identity is defined in relation to the land itself (the wilderness, the "bush garden," the north) as well as by history many of the works that we will be reading interweave history and fiction-we will concentrate on writers (Margaret Atwood, Michael Ondaatje, Gabrielle Roy, Marie-Claire Blais, Anne Hébert, Tomson Highway, Rudy Wiebe, Earle Birney, Mavis Gallant, Alice Munro) who have very self-consciously, and from very different perspectives, contributed to the task of defining what constitutes Canadian culture (while at the same time raising questions

about mythologies and stable identities). We will examine the interesting new voices of Canadian culture (including the Inuit) and interesting subject positions embodied in the Canadian multicultural "mosaic" (the Sri Lankan Canadian Michael Ondaatje writing a history of the American outlaw Billy the Kid).

Some of Canada's most renowned poets are also musicians: Leonard Cohen, Neil Young, Joni Mitchell, Bruce Cockburn, Robbie Robertson, Jane Siberry. We will also hear from them. Also, some of Canada's strongest representations of cultural difference have appeared in the form of films sponsored by the National Film Board of Canada. We will be able to view and study some of these (Jesus of Montreal, Decline of the American Empire, Léolo, I've Heard the Mermaids Singing, The Sweet Hereafter, and 32 Short Films about Glenn Gould, for example) in relation to the literary works we will be reading. This course also satisfies a requirement of the Women's and Gender Studies Concentration. Prerequisite: permission of instructor. Enrollment limited.

American Nature Writing INDS 375 (1/2 unit) Hyde

See INDS 375 course description. This course may be counted as elective credit toward the requirements for the English major.

The Jazz Age ENGL 382 (1/2 unit) Smith

We will study in its cultural contexts the remarkable literature that emerges from the so-called Jazz Age or Roaring Twenties, an era framed by the ending of World War I and the beginning of the Great Depression. We will pay particular attention to the ways in which authors of narrative and lyric sought a form to capture their transformed visions of what might be called their modern American selves. As we do so, we will also be discussing the parallel developments in other artistic disciplines, including music, fashion photography, and painting. We will read widely, including works by Fitzgerald, Hemingway, Toomer, Stein, Eliot, Dreiser, Glasgow, Cather, Larsen, Williams, Faulkner, and Dos Passos. Prerequisite: permission of instructor. Enrollment limited.

Contemporary American Poetry ENGL 385 (1/2 unit) *Clarvoe*

This course will offer a sampling of American poetry since 1945, with particular attention to questions of poetic "voice" and form. We will focus primarily on poets from the generation of Ashbery, Bishop, Ginsberg, and Merrill, but we will end the course with a sampling of more recent writers. Prerequisite: permission of instructor. Enrollment limited.

The following are seminars:

Hawthorne and Melville ENGL 471 (1/2 unit) Smith

This seminar will be an intensive study of Hawthorne and Melville. We will examine not only their works but also their lives and their cultures as we seek to understand the extraordinary literature they created and the extraordinary relationship between them. I expect that members will have read both *The Scarlet Letter* and *Moby-Dick* before the course begins and will be committed to a thorough rereading of those texts during the course. Prerequisite: permission of the instructor. Enrollment limited.

Individual Study ENGL 493 (1/2 unit) Staff

This course offers independent programs of reading and writing on topics of a student's own choice. It is limited to senior English majors who are unable to study their chosen subject in a regularly scheduled course. Prerequisites: permission of instructor and department chair. Enrollment limited.

Senior Honors ENGL 497 (1/2 unit) Mason

This seminar, required for students in the Honors Program, will relate works of critical theory to the literary texts covered on the honors exam. The course seeks to extend the range of interpretive strategies available to the student as he or she begins a major independent research project in English. We will examine contemporary critical theory in relation to historical texts and debates concerning the role of the author, the reader, and the critic in creating and/or discovering textual meaning. In discussion, the class will investigate a variety of approaches to literary and cultural studies, including feminist, formalist. New Historicist. and psychoanalytic criticism. We will also explore the current profession and the social and political institutions that shape literary studies. Issues of authority and education will receive particular emphasis. The course is limited to students with a 3.2 GPA overall. a 3.5 cumulative GPA in English, and the intention to become an honors candidate in English. Enrollment limited to senior English majors in the Honors Program; exceptions by permission of the instructor.

Second-Semester Courses

Introduction to Poetry Writing ENGL 201 (1/2 unit) Belieu

See first-semester course description.

Prosody and Poetics ◆ ENGL 215 (1/2 unit) Clarvoe

This course introduces students to the fundamentals of prosody and poetics. "Ecstasy affords the occasion" for poetry, Marianne Moore wrote, "and expediency determines the form." We will read poems from a broad range of historical periods in a range of forms (sapphics, syllabics, sonnets, sestinas, etc.), as well as statements by poets, critics, and theorists about the aims and effects of poetic form. In addition to a series of short critical analyses of poetry, students will practice writing in the forms studied. Prerequisite: permission of the instructor. Enrollment limited.

Shakespeare: Playhouse and Printhouse

◆ ENGL 228 (1/2 unit) Calabresi

See first-semester course description.

Highwaymen, Harlots, Thieves, and Spectators: Early Eighteenth-Century Literature

◆ ENGL 240 (1/2 unit) Laycock

We will begin this course by spending several weeks on Jonathan Swift's Gulliver's Travels (examining in passing another work of the eighteenth century inspired by Gulliver's Travels and recently made into a film by Terry Gilliam—The Adventures of Baron Munchausen). Satire is one of the predominant forms of the eighteenth century and finds its grotesque complement in the graphic arts. We will study various examples of visual satire-notably the "progress" narratives of William Hogarth (The Rake's Progress, The Harlot's Progress). We will examine the emergence of the novel in this period, focusing on its multi-generic character. We will explore the overlapping of categories—history and fiction, travel and novel, news and novels, philosophy and fictionin works ranging from Swift's Gulliver's Travels, Daniel Defoe's Robinson Crusoe, and Margaret Cavendish's Blazing World to Lady Mary Wortley Montagu's epistolary account (structured as a narrative) of her travels to Turkey. Periodical literature (the famous Tatler. Spectator, and Female Spectator) first appears in the long eighteenth century. Through periodical literature and spy/masquerade novels, we will explore the phenomenon of spectatorship in this period in relation to the institution of the masquerade, the science and philosophy of empiricism, and the

rise of the penitentiary and systems of surveillance. Set in the London prison of Newgate is one of the most unusual satires of the eighteenth century-a ballad opera complete with highwaymen, thief-takers, and prostitutes: Gay's Beggar's Opera, the inspiration for Brecht's Threepenny Opera. We come back then to Swift (Gay wrote his play following a suggestion from Swift that he write a "Newgate pastoral"), but we are never far from Monty Python's Flying Circus. This course is open only to sophomores and first-year students with advanced placement credit. This course also satisfies a requirement of the Women's and Gender Studies Concentration. Prerequisite: permission of instructor. Enrollment limited.

Modernism

◆ ENGL 260 (1/2 unit) *Matz*

"Modernism" refers to art that aimed to break with the past and innovate new forms of expression. The modernists, writing between 1890 and 1939, tried in various ways to make literature newly responsive to the movements of a rapidly changing modern world. Alienated by the upheavals of modernity, or inspired by modern discoveries and developments in psychology, technology, and world culture. modernist literature reflects new horrors and traces new modes of insight; experimental, often difficult and shocking, modernist literature pushes language to its limits and tests the boundaries of art and perception. This course studies the nature and development of modernist literature, reading key texts in the context of the theoretical doctrines and cultural movements that helped to produce them. The key texts include poetry and fiction by W. B. Yeats, Joseph Conrad, T. S. Eliot, Virginia Woolf, James Joyce, Ford Madox Ford, Marianne Moore, Langston Hughes, and others; the secondary material includes essays, paintings, and manifestoes produced at the moment of Modernism, as well as later criticism that will help explain what

Modernism was all about. Prerequisite: permission of the instructor. Enrollment limited.

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Time and Narrative
ENGL 311 (1/2 unit)
Matz
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Long ago, in answer to the question, "What is time?" St. Augustine wrote: "If no one asks me, I know; but when someone does I do not." Time continues to be hard to define or explain. But where philosophy and physics fail, some say, narrative succeeds: Narrative literature, as the creative record of history, or the form for personal recollection, or the way to trace the succession of moments in an ordinary day, may be the cultural form through which we truly understand the meaning of time. This course aims to test this theory, primarily in two ways. We will read narrative fiction that experiments with the representation of time, to see (1) what such fiction has to say about time, and (2) how the problem of time determines the forms, styles, and techniques of narrative fiction. Primary texts will include novels and stories by James Joyce, Virginia Woolf, Ford Madox Ford, William Faulkner, Salman Rushdie, Marcel Proust, Gabriel Garcia Marquez, and T. C. Boyle. Secondary reading will include philosophical treatments of time, literary-critical accounts of the way time and narrative influence each other, and cultural histories of time's changing meaning. Prerequisite: permission of the instructor. Enrollment limited.

Divine Comedy ENGL 323 (1/2 unit) Shutt

In this course, we shall study the whole of Dante's *Divine Comedy* in John Sinclair's Oxford translation. Prerequisite: permission of instructor. Enrollment limited.

Shakespeare: Queer Shakespeare ENGL 328 (1/2 unit) Calabresi

A study of the sexually marginal, liminal, normative, obligatory in Shakespeare's England. We will

explore early modern representations of sex and gender in Shakespeare's poetry and plays, discussing the following, among other, issues: Shakespeare and the erotics of whiteness; affective relationships and the emergence of compulsory heterosexuality; sodomy as a criminal and critical category; the viability of Shakespeare as "feminist"; the production of desire and the pleasures of the Shakespearean text. Throughout our discussions we will be concerned with the normative or liminal nature of desiring Shakespearean bodies in the early modern and the postmodern age. Prerequisite: permission of the instructor. Enrollment limited.

Transatlantic Renaissance Literature ENGL 332 (1/2 unit) Calabresi

An introduction to oral, ceremonial, and written cultures in Europe and the Americas, as represented primarily, but not exclusively, by early modern English works. We will look at a range of visual objects and texts created in and around the "discovery" of the Americas, in order to discuss the following issues, among others: the imagination of physical (human and geographical) space; early modern conceptions of "race" and national identity; the appropriation of America as metaphor, particularly in the visual and verbal construction of gender and sexuality, monstrosity and cultural difference; the "Old" world and the "New" as historical sites of the production and consumption of commodities; the class status of exploration. Class readings will focus mainly on primary material from the periods: on canonical works by Shakespeare, More, Donne, Aphra Behn, and Sor Juana de la Cruz but equally on travel narratives, printed illustrations, and explorers' accounts of the "New World." Prerequisite: permission of instructor. Enrollment limited.

Restoration Drama ENGL 339 (1/2 unit) Laycock

We will study the plays of a period deemed to be one of the most licentious in history both morally and politically. Samuel Richardson in 1734 complained that the theater was dominated by "an infamous Troop of wretched Strollers, who by our very Laws are deem'd Vagabonds, and a collected String of abandon'd Harlots ... impudently propagating, by heighten'd Action and Scenical Examples, to an underbred and unwary Audience, Fornication, Adultery, Rapes and Murders, and at best teaching them to despise the Station of Life, to which, or worse, they are inevitably destin'd" Byron, however, later lamented the absence of such a culture: "What Plays! What wit!-helas! Congreve and Vanbrugh are your only comedy. Our society is too insipid for the like copy." We will examine the place of the stage from 1660 to 1720. What is the relation of this pernicious drama to its age? How does this drama reflect and represent the age's ambivalence to traditional notions of morality and authority? This was also a time that reintroduced women to the stage as actors (as opposed to boys playing female roles), and women playwrights (most notably Aphra Behn) had a new and influential voice in the competitive literary marketplace. Many of the plays that we will be reading in the course are written by women. There has been such a resurgence of interest recently in Restoration Drama that the Royal Shakespeare Company at Stratford has adopted the policy of staging at least one Restoration play each year. We shall see why. This course also satisfies a requirement of the Women's and Gender Studies Concentration. Prerequisite: permission of instructor. Enrollment limited.

Modernism Versus Colonialism ENGL 363 (1/2 unit) Lynn

The recent development of postcolonial studies has led us to reexamine our understanding of modern literature. Lord Jim, for example, can now be recognized as raw imperial fantasy conjoined with the dark self-destructiveness that ultimately doomed empire itself. Many of the classic texts from the early modern period in Britain (and Ireland), 1900-1930, can be newly illumined in the context of colonial tensions and anticolonial struggles. The collapse of the values underpinning Victorian culture and empire gave rise to modern questions of personal as well as national identity, to the struggle to create new artistic as well as social forms, to the need to understand language and race in new ways. Authors will include Conrad, Yeats, Kipling, T.S. Eliot, Orwell, Woolf, Forster, Lawrence, We will also read more recent critics and theorists to provide context and comment. Prerequisite: permission of instructor. Enrollment limited.

Race in the Nineteenth-Century Literary Imagination ENGL 378 (1/2 unit) Mason

This course will consider the role played by the concept of "race" in the development of nineteenth-century American literature. Specifically, we will concern ourselves with how "whiteness," "blackness," and "Indianness" become constructed as important categories and as literary "figures" in the developing literary production of the period. Readings will include Puritan histories and narratives, as well as works by Wheatley, Jefferson, Cooper, Melville, Twain, Cable, and DuBois, among others. Prerequisite: permission of instructor. Enrollment limited.

First Books, New Voices: Contemporary American Poetry ENGL 386 (1/2 unit) Belieu

This course is designed to introduce students to some of the best new poetry written recently in the United States. The class focus will be on learning to do sustained close readings and critical explications of the poems discussed. We will also consider what the books teach us

about the idea of poetic influence, how and why first books construct the notion of poetic "voice," and where American poetry may be headed in the immediate future. Some of the poets to be discussed include Olena Kaltyiak Davis, Greg Williamson, Joseph Lease, Brigid Pegeen Kelly, and Larrisa Szporluk. Students will be expected to complete six two- to three-page explication papers over the course of the semester, as well as a twentyminute class presentation on another contemporary poet not already included on the class syllabus. Prerequisite: permission of the instructor. Enrollment limited.

Twentieth-Century African-American Women's Fiction ENGL 388 (1/2 unit) Mason

This course is a consideration of the range of fiction produced by African-American women from the Harlem Renaissance to roughly the present. We will focus on the differences among these writers as well as their many similarities. Authors to be studied include Fauset, Hurston, Jones, Larsen, Marshall, and Williams, among others. Prerequisite: permission of instructor. Enrollment limited.

The following are seminars:

The Literature of Friendship ENGL 412 (1/2 unit) Sharp

This seminar explores the treatment of friendship in a wide range of texts, mainly literary but also historical and philosophical, from antiquity through the present, including works by Aristotle, Cicero, Sappho, Po Chu-I, Shakespeare, Montaigne, Dr. Johnson, Keats, Wilde, Frederick Douglass, Jorge Luis Borges, Anna Akhmatova, Lillian Hellman, Elizabeth Bishop, Groucho Marx, Adrienne Rich, and Carol Smith-Rosenberg. Prerequisite: permission of instructor. Enrollment limited. Short Story Sequence ENGL 464 (1/2 unit) *Klein*

In this seminar we will read some important cycles of short stories that have appeared since James Joyce's Dubliners. Hemingway's In Our Time was written in Paris under the direct influence of Joyce's model. The direct line of literary descent leads to Raymond Carver's What We Talk About When We Talk About Love and Isabel Allende's The Stories of Eva Luna. We will also read story cycles by John Updike, Grace Paley, Tim O'Brien, and others, depending upon the availability of texts. Three essays involving critical analysis and research as well as a final examination covering the reading of the whole semester will be required. Prerequisite: permission of the instructor. Enrollment limited.

Individual Study ENGL 494 (1/2 unit) Staff

This course offers independent programs of reading and writing on topics of the student's own choice. The course is limited to senior English majors who are unable to study their chosen subject in a regularly scheduled course. Prerequisites: permission of instructor and department chair. Enrollment limited.

Senior Honors ENGL 498 (1/2 unit) Staff

Prerequisite: permission of department chair.
Environmental Studies

INTERDISCIPLINARY

Faculty

Joseph A. Adler Associate Professor of Religion

Priscilla A. Cooke Assistant Professor of Economics

Miriam Dean-Otting Associate Professor of Religion

M. Siobhan Fennessy Assistant Professor of Biology

Bruce Gensemer Professor of Economics

David E. Harrington Codirector, Himmelright Associate Professor of Economics (on leave)

E. Raymond Heithaus Codirector, Jordan Professor of Environmental Science

Rosemary A. Marusak Associate Professor of Chemistry (on leave)

Robert A. Mauck Visiting Assistant Professor of Biology

George E. McCarthy Professor of Sociology (on leave)

Wade H. Powell Assistant Professor of Biology

Kenneth J. Smail Professor of Anthropology

David N. Suggs Associate Professor of Anthropology

Stephen E. Van Holde Associate Professor of Political Science

Note: Additional faculty who teach courses approved for credit toward the Environmental Studies Concentration constitute the program's extended faculty. Consult a program codirector for a list.

The Environmental Studies Concentration provides an interdisciplinary framework for understanding the interactions of individuals, societies, and the natural world. The concentration seeks to address issues relating to the environment by bringing together the different perspectives of the humanities, life sciences, physical sciences, and social sciences. The academic program is enhanced by the 380-acre Brown Family Environmental Center (BFEC). The BFEC, within walking distance of campus, features a wide range of natural and managed habitats and includes part of the Kokosing River (Ohio's newest State Scenic River). In addition, Kenyon encourages students to think in more global terms through affiliations with the School for Field Studies (which provides classes in Australia, British West Indies, Costa Rica, Kenya, Mexico, and Pacific Northwest Canada), with the Marine Science Education Network (through Duke University), and with the Marine Biological Lab Consortium in **Environmental Science (Woods** Hole). Our goals are to increase basic knowledge in the relevant subjects and to learn techniques for evaluating complex issues, especially those with both technological and social components.

Understanding the place of humans in the world has long been a core goal of the liberal arts; the historical perspective is complemented by a future that depends on this understanding. Noting that human domination of the world environment has reached unprecedented levels, the president of the American Association for the Advancement of Science noted in her Presidential Address of 1997 that we should enter the "Century of the Environment" with a new "contract for science." The implications of our interaction with the environment extend well beyond either natural or social sciences, however, as ethics and aesthetics are integral to those interactions. Consequently, the Environmental Studies Concentration integrates many traditional academic disciplines.

The program consists of four components: a one-semester introductory course, ENVS 112 (1/2 unit); three semester courses in "core" subjects (biology, chemistry, and economics, for 1 1/2 units); a selection of 1 1/2 units (three courses) from affiliated courses in at least two departments; and a onesemester capstone seminar, ENVS 461 (1/2 unit). The concentration requires a total of 4 units. Affiliated courses are offered in anthropology, biology, chemistry, economics, history, philosophy, political science, sociology, and religion.

In the listings that follow, the \blacklozenge symbol designates a course particularly appropriate for first-year students or for upperclass students new to the environmental studies curriculum.

Concentration Requirements

Required Environmental Studies Courses: 1 unit

ENVS 112 (1/2 unit) Introduction to Environmental Studies ENVS 461 (1/2 unit) Seminar in Environmental Studies

Core Courses in Environmental Studies: 1 1/2 units

BIOL 112 (1/2 unit) Population and Environmental Biology
CHEM 110 (1/2 unit) Environmental Chemistry (CHEM 111, 112 can serve as a replacement.)
ECON 101 (1/2 unit) Principles of Microeconomics

Elective Courses for Environmental Studies: 1 1/2 units selected from the following courses

Anthropology courses

ANTH 111 Contemporary Humans: Bioanthropology ANTH 33 Old World Prehistory ANTH 357 Anthropology of Development

Biology courses

BIOL 228, 229 Ecology and Ecology LaboratoryBIOL 251 Marine BiologyBIOL 352, 353 Freshwater Biology

and Aquatic Biology Laboratory

Chemistry courses

CHEM 231, 232 Organic Chemistry CHEM 341 Instrumental Analysis CHEM 356 Biochemistry

Economics courses

ECON 336 Environmental Economics ECON 345 Economic Analysis of Politics and Law ECON 347 Economics of the Public Sector ECON 377 Economics of Regulation

Philosophy courses

PHIL 110 Introduction to Ethics PHIL 115 Practical Issues in Ethics PHIL 26 Environmental Ethics PHIL 45 Social Justice and Equality

Political science courses

PSCI 361 International Political Economy PSCI 362 North and South in the International System PSCI 363 Environmental Politics PSCI 480 Science and Politics

Religion courses

RELN 481 Religion and Nature

Because careful course selection is necessary to achieve specific objectives, students are urged to consult as early as possible with a program codirector and other faculty members in the Environmental Studies Concentration.

First-Semester Courses

Seminar in Environmental Studies: Capstone Seminar ENVS 461 (1/2 unit) Van Holde

The intention of this capstone seminar is to draw together and apply the concepts learned in earlier courses in the Environmental Studies Concentration. The focus of the course will be on case studies of natural-resource management, with the specific area to be determined. In this strongly interdisciplinary effort, we will explore ecological, economic, social, and legal issues that influence how people exploit natural resources, and whether that exploitation is sustainable. Students will be expected to develop and communicate their understanding of the complex and inseparable relationships of human need and environmental management. Prerequisites: junior or senior standing and ENVS 112. Enrollment limited.

Individual Study ENVS 493 (1/2 unit) Staff

Students conduct independent research under the supervision of one of the faculty members affiliated with the concentration. Prerequisites: permission of instructor and one of the concentration codirectors.

Second-Semester Courses

Introduction to Environmental Studies

◆ ENVS 112 (1/2 unit) *R. Heithaus, Mauck*

This course examines contemporary environmental problems, introducing the major concepts pertaining to human interactions with the environment. We will explore both local and global scales of this interaction. Course topics include basic principles of ecology, the impacts of human technology, the roots of our perceptions about and reactions to nature, the social and legal framework for responding to problems, and economic issues surrounding environmental issues. We will discuss methods for answering questions regarding the consequences of our actions and especially focus on methods for organizing information to evaluate complex issues. The format of the course will be three-quarters discussion and lecture, one-quarter "workshop." The workshops will include field trips, experience with collecting data, and application of computer modeling. No prerequisites.

Individual Study ENVS 494 (1/2 unit) Staff

Students conduct independent research under the supervision of one of the faculty members affiliated with the concentration. Prerequisites: permission of instructor and one of the concentration codirectors.



Faculty

Christopher D. Barth Instructor

Jeffrey A. Bowman Assistant Professor (on leave)

Reed S. Browning Professor

Mary E. Chalmers Visiting Assistant Professor

Clifton C. Crais Associate Professor

Ruth W. Dunnell Storer Associate Professor of Asian History

Michael J. Evans Professor

Elizabeth W. Kiddy Visiting Assistant Professor

Bruce L. Kinzer *Chair, Professor*

Peter M. Rutkoff Professor (on leave)

Kai P. Schoenhals Professor

William B. Scott Professor (on leave)

Pamela F. Scully Assistant Professor (on leave)

Wendy F. Singer Associate Professor

Roy T. Wortman *Professor*

As historians we look for and examine what women and men of the past have left behind, what they have created, and what marks they have left on the world. We listen to the stories others have told, look at the pictures others have painted of those pasts. We shape and articulate our own narratives and understandings of historical evidence. We discern and analyze varieties of and connections among human experiences. Through departmental course offerings, the major, and participation in interdisciplinary studies, we teach students to join us in exploring the world's past. We encourage off-campus study and foreign language study, sponsor diverse speakers, and arrange formal and informal gatherings to encourage students to reflect on the human past as a way to understand their world.

Courses numbered between 100 and 199 are designed as introductory courses, suitable both for those who plan further work in the field and for those who intend to enroll in only one history course during their college career. The department recommends them as appropriate first courses. Nevertheless, unless otherwise noted, all courses numbered below 300 are open to any interested student. Courses numbered from 300 to 499 are seminars. Enrollment in seminars is limited and, except in unusual circumstances, first-year students will not be admitted to them. Look for the \blacklozenge symbol, which designates those courses particularly appropriate for first-year or upperclass students new to the history department curriculum.

Principles of the Major

The department believes that a sound history curriculum presents the following seven elements: (1) authentic research and writing opportunities; (2) a variety of different classroom interactions; (3) a blending of studies focusing on breadth with studies focusing on depth; (4) opportunities to learn about different world cultures; (5) engagement with events that occurred well before recent times; (6) an introduction to the ways historians do their work and the theoretical considerations that undergird that work; and (7) an obligation to integrate the various discrete courses that the curriculum offers. The requirements for the major are designed to assure that all history majors experience these elements.

Requirements for the Major

History majors at Kenyon must receive credit for at least 5 1/2 units of work in courses taught by the history department or in extradepartmental courses approved by the history department. (No more than 1 unit may be earned outside the department. For information on nondepartmental courses that count for history credit, see the department chair.) The 5 1/2 required units must include: 1 1/2 units of work in foundation courses; 2 units of work in a concentration within the major; the 1/2-unit course on the Practice and Theory of History (HIST 387 or 388; or HIST 397 or 398, the Junior Honors seminar on Practice and Theory of History); and (except for honors majors) the Senior Research Seminar. While taking the courses that meet the requirements in the previous sentence, history majors must make sure to meet the following three distribution requirements: at least 1 unit in Asia and/or Africa; at least 1 unit in Europe and/or the Americas; at least 1 unit in premodern courses. The student majoring in history must also, while pursuing the program outlined above, complete at least one advanced seminar (i.e., any seminar except the foundation seminars, HIST 387, 388, 397, 398, and HIST 490, 497, 498).

In addition to course requirements, majors must meet the collegiate requirement of passing the Senior Exercise, usually conducted in the spring semester. The history Senior Exercise consists of: (1) a newly prepared and significantly revised version of the research paper completed in the Senior Seminar; (2) a set of questions about the student's concentration within the major that will have been distributed in advance; and (3) a forty-five minute oral examination. For details, contact the history department in Seitz House.

The Foundation Courses (1 1/2 units)

Ordinarily students meet this requirement by taking 1 unit of study in survey courses and 1/2 unit of study in introductory seminars. The 1-unit requirement in survey courses must be met by taking 1/2 unit in Africa/Asia and 1/2 unit in Americas/Europe. The 1/2-unit requirement in introductory seminars must be met by taking either a first-year or a sophomore seminar. (Students with advanced-placement credit have alternatives. They should consult the advanced placement section below.) It is advisable that the foundation-course requirement be met by the end of the sophomore year.

The Concentration within the Major (2 units)

The purpose of the concentration is to give students the opportunity to organize their history courses into a coherent thematic or geographic area of specialization within the major. When students declare a major, they will submit to the department chair and their department advisor a brief proposal that defines their anticipated field of concentration. The concentration proposal should identify: (1) the geographic area(s) or theme(s) or issue(s) that the student will explore; (2) the courses that the student proposes to take to complete the concentration; (3) the reasons for these choices; and (4) the role, if any, that off-campus study will play in the concentration. Concentrations may be revised as needed. Students may select their field of concentration from the recommended fields below:

Africa Americas Asia Colonialism/Imperialism Comparative History Ethnic/Diaspora Histories Europe Gender/Women's History Intellectual/Social/Cultural/ Economic/Religious Labor/Political/Diplomatic History Law and Society Medieval Studies National/Regional Histories Renaissance Studies Urban/Rural Studies War/Revolution/Peace

Advanced Placement

Students who have received Advanced Placement (AP) scores of 4 or 5 in American and/or European history have the following opportunities: (1) they are exempt from the relevant survey foundation requirement—indeed, they may not enroll in it; (2) they may enroll directly in courses in their AP field above the foundation-course level; (3) they may enroll in sophomore seminars in their first year to fulfill the foundation seminar requirement; (4) they may apply 1/2 unit of AP credit toward the distribution requirements.

Off-Campus and Foreign Language Study

Faculty members in the department believe that study in another country strengthens academic work in history. Students may meet the above

requirements with courses taken off campus, but only with departmental approval. If you contemplate offcampus study, either in the summer or during the regular academic year, you should consult with your advisor to clarify whether or not you may receive departmental credit for offcampus work. History majors should give serious consideration to foreignlanguage study. Up to 1/2 unit of advanced foreign- language study may count toward a concentration in the major. Foreign-language competence not only enriches study abroad, it enhances opportunities for historical research at Kenyon.

Honors

Prior to their senior year, honors candidates should have completed HIST 397 or 398. In their senior year, honors candidates enroll in HIST 497 and 498. Students interested in writing for honors in history should speak with their advisor or the department chair. Honors seminars can be used to meet general major requirements. Senior Honors fulfills the senior research seminar requirement.

First-Semester Courses

Foundation Surveys

United States History: Colonial Life through the Civil War ♦ HIST 101 (1/2 unit) Wortman

This course presents a thematic survey of American history from European colonization to the end of the Civil War. Lectures and discussions will examine the nation's colonial origin, the impact of European conquest of the native peoples, independence and the shaping of American political culture and institutions, the establishment of a free-market economy, slavery, early industrialization and urbanization, the rise of egalitarianism, the transformation of the American family, the beginnings of the women's movement, and the defeat of southern secession and the formation of the American nation. Not for seniors. (Fulfills history major foundation survey requirement.)

Early Modern Europe, 1500-1815 ♦ HIST 131 (1/2 unit) Browning

Through lectures and discussions, this course will introduce the student to early modern Europe, with special attention to Austria, Britain, France, Prussia, and Russia. It will treat such topics as the Reformation, the emergence of the French challenge to the European equilibrium, Britain's eccentric constitutional course, the pattern of European contacts with the non-European world, the character of daily life in premodern Europe, the Enlightenment, the appearance of Russia on the European scene, the origins of German dualism, and the impact of the French Revolution on Europe. Student responsibilities include regular attendance, informed participation in the discussions of the texts, at least one research essay, and at least two examinations. The course is open to all students. (Fulfills history major foundation survey and premodern requirements.)

Early African History ♦ HIST 145 (1/2 unit) Crais

We will explore the history of Sub-Saharan Africa from about the ninth century through the late eighteenth century. Using films, books, articles, and primary sources, we will learn about the great empires of West Africa, the stateless societies on the coast, the Kingdom of Kongo in West Central Africa. the Swahili coast of East Africa, and early colonialism in South Africa. Ongoing themes in the course will include analysis of debates about the origins of the transatlantic slave trade and its effect on Africa. and the role of oral histories and oral traditions in the reconstruction of the precolonial past. This course assumes no knowledge of Africa or African

history. (Fulfills history major foundation survey and premodern requirements.)

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South Asian History

♦ HIST 156 (1/2 unit)

Singer
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India is the world's largest democracy! It has a middle class larger than the population of France and produces one-half to one-third of the software that we all use in our computers. It contains some of the most beautiful mountains, forests, deserts, and jungles in the world. Not only does it defy most simple categorization, but the stereotypes and cliches readily placed on it are grossly misleading.

This course is both an introduction to the study of India and to the process through which Indian history has been written. Using films, literature, art, and a surprising breadth of primary and secondary sources, we will explore the history of the one of the most diverse regions in the world.

The course begins with Muslim conquest and immigration in the fifteenth century and continues to the present. We will examine the diversity of South Asia, where Hindus, Muslims, Christians, and others have lived side by side, mostly peacefully, for hundreds of years. A key theme in the course will be the process through which people define their own culture and those of others around them. There are no prerequisites. (Fulfills history major foundation survey requirement.)

Imperial China

◆ HIST 161 (1/2 unit) Dunnell

This course will trace the emergence and expansion of the imperial state in China from the Han (200 B.C.E.-200 C.E.) through Ming (1368-1644) dynasties, roughly. Principal themes of the course will be the structure and dynamics of imperial government, the expansion of the Chinese state and society and its interaction with non-Han peoples along its ever-shifting frontiers, and the emergence of particular cultural forms and practices that are considered distinctively Chinese (and were often in tension or competition with the imperial state). The class will feature lectures (often with slides), discussions of readings, short written assignments, map quizzes, and tests. Readings include texts, sourcebooks, and selections from Chinese literature. No prerequisites. (Fulfills history major foundation survey/Asia/ premodern requirement.) No seniors permitted.

African-American History: Slavery to Emancipation ♦ HIST 175 (1/2 unit) Kiddy

This is an introductory lecture and discussion course that surveys the history of African Americans. The course will trace the development of slave communities, the evolution of African-American cultures, the social construction of racial ideologies, and the lives of free people of color in slave societies in the Americas until the destruction of slavery. (Fulfills history major foundation survey requirement.)

First-Year Foundation Seminars

First-Year Seminar: Revolutions of the Twentieth Century ♦ HIST 187 (1/2 unit) Schoenhals

In this seminar, we will examine not only the major European revolutions of the twentieth century (the Russian revolutions of 1917, the Nazi revolution in Germany, etc.) but also the important anti-imperialist revolutions after World War II. We will read works of such revolutionary leaders as Lenin, Mao Tse-Tung, Ho Chi Minh, Fidel Castro, "Che" Guevara, and Nasser as well as essays by such theoreticians of revolution as Brinton, Hobsbawm, Keddie, and Berenson. No prerequisites. Firstyear students only. (Fulfills history major foundation seminar requirement.)

First-Year Seminar: Women in Modern Europe

♦ HIST 188 (1/2 unit) Chalmers

This course explores the experiences and images of European women from the late eighteenth to the early twentieth century. It will also seek to understand the role of gender in political and cultural thought. Topics may include women in the era of the French Revolution, utopian socialism and sexual identities, reproduction and population, women and imperialism, consumerism, feminist reforms in law, marriage, and education, the suffrage movement, and the new woman. This seminar is limited to first-year students. (Fulfills the history major foundation seminar requirement.)

First-Year Seminar: Gandhi and Civil Disobedience

◆ HIST 189 (1/2 unit) Singer

Nonviolent protests, sit-ins, marches, jailings, passive resistance, and hunger strikes are all techniques attributable to civil disobedience and to its major twentieth-century exponent, Mohandas Gandhi. This course examines the changing definitions of civil disobedience across different cultures and societies. We will study Gandhi, Martin Luther King Jr., who studied Gandhi, and other movements, including the Mothers of the Plaza de Mayo in Argentina, who protested the disappearances of the children at the hands of an authoritarian government.

We will read Thoreau, Gandhi, and King as well as others who have debated the issue of peaceful resistance, including Steve Biko and Malcolm X. There are, of course, many recent films that will fuel our discussion, including *Gandhi* and *Cry Freedom*. This is a research seminar in which we will have common readings and also engage in individual projects. First-year students only. (Fulfills history major foundation seminar requirement.)

Mid-level Survey Courses (200-288)

American Revolution HIST 201 (1/2 unit) Browning

Through lectures, discussion, and student reports the course will illumine the creation of the novus *ordo saeclorum* by examining the political and ideological foundations of the colonies' break from Britain, the military and social course of the War of Independence, and the postwar struggles to construct a constitutional order that would preserve republican liberties. Special attention will be paid to the discoveries, directions, and implications of recent scholarship. Student responsibilities include regular attendance, informed participation in discussion, one oral report, one research essay, and a final examination. (Fulfills premodern requirement.)

Latin-American History, 1492-1920 HIST 220 (1/2 unit) *Kiddy*

This discussion/lecture course examines Latin American history from the time of Columbus's first voyages to the end of the first century of independent Latin American nations. We will study this history through discussions of political, economic, social, and cultural factors and how they played off one another throughout this period of more than four hundred years. The readings will be a combination of primary texts and scholarly works on Latin American history, and the class will be divided evenly between lecture and discussion.

The British Empire HIST 226 (1/2 unit) *Kinzer*

Painting in broad strokes on a huge canvas, this course will examine the history of the British Empire from its origin in the sixteenth century through its dissolution in the twentieth. The British Empire, whose beginnings were modest, would by the close of the nineteenth century encompass something like

thirteen million square miles and a population of nearly four hundred million. Well before the end of the twentieth century, this empire, the largest the world had ever seen, virtually ceased to exist. Its story, from inception to extinction, is a remarkable one. The forces shaping the British imperial experience were both endogenous and exogenous. Internal imperatives, global imperial competition, and developments on the periphery impelled the empire forward and ultimately brought about its demise. This course will seek to elucidate the evolving characteristics of the British Empire and endeavor to explain the dynamics responsible for its rise and fall.

Studies in Russian and Soviet History: The Age of Empire, 1800-1960

HIST 233 (1/2 unit) Schoenhals

This course will center on a number of key problems: the influence of Byzantium upon the Eastern Slavs, the impact of the Mongol invasion, the role of Peter the Great in Russian history, the problems of a multinational empire in an age of nationalism, the role of women in the nineteenth-century revolutionary movements in Russia. the relationship of Marxism to Leninism and Stalinism, the collapse of Communism and the Soviet Union under Gorbachev, and the rise of Russian criminal groups under Yeltsin. The format is lecture and discussion.

Sophomore Foundation Seminar

The Second World War ♦ HIST 289 (1/2 unit) Wortman

This seminar is specifically designed for sophomores. It focuses on the political, military, social, and cultural experiences of World War II. The seminar will pay special attention to the rise of global fascism and militarism and to their diverse manifestations in Western and Central Europe and in Asia. Students will also assess the responses of the liberal democracies to fascism. Additionally, students will analyze the ways in which the war changed human perceptions of freedom and human nature.

Seminar material will include historical, literary, theological, artistic, and film sources. Examples of works to be read in the seminar may include, pending availability of paperback readings, primary historical sources of the Nazi and imperial Japanese experience; a monograph on the diplomatic background to World War II; novels by Shohei Ooka, James Jones, Norman Mailer, Irwin Shaw. Willi Heinrich. or the Soviet writer Rybakov, among others; Reinhold Niebuhr for theology and human nature; and U.S., British, Soviet, and German or Italian documentary films of the era. Prerequisite: 1 unit in either English or history. Enrollment limited to sophomores only. (Fulfills a history major foundation seminar requirement.)

Advanced Seminars (300-490)

Seminars numbered 300-490 are designed primarily as advanced courses for those majoring in history but are open to anyone of at least sophomore standing. Enrollment limited.

Modern Germany HIST 335 (1/2 unit) Schoenhals

This seminar will examine the origin of the German Empire in the nineteenth century, the adjustment of Germany to democracy after World War I, the rise of Hitler and the Nazi defeat, the postwar division of Germany, and the difficult process of reunification after 1989-90. (Fulfills history major advanced seminar requirement.)

Utopian Thought HIST 372 (1/2 unit) Evans

This seminar will explore the phenomenon of Western (European and American) utopianism from its origins in the Renaissance to the near present. Readings will include Thomas More, Bacon, Shakespeare, Swift, Voltaire, Marx, Morris, Bellamy and Marcuse. (Fulfills history major advanced seminar and premodern requirement.)

Practice and Theory of History HIST 387 (1/2 unit) Chalmers

This course focuses on the conceptual frameworks used by historians and on debates within the profession about the nature of the past and the best way to write about it. The seminar prepares students of history to be productive researchers, insightful readers, and effective writers. The seminar is required for history majors, who should take it before their senior year, and it is open to all students who have taken at least one history course. Rising seniors must have the instructor's permission to enroll. (Fulfills history major practice and theory requirement.)

Junior Honors: Practice and Theory of History HIST 397 (1/2 unit) *Crais*

See course description for HIST 387, above.

North American Indian Life and Culture through Canadian and United States Indian Autobiography and Literature HIST 408 (1/2 unit) Wortman

This seminar will examine Canadian and United States Indian and Metis life and culture by using autobiographical and literary works to illuminate major themes in the history of native peoples. We will begin the seminar by critically examining the nature of autobiography as a way of interpreting individual and collective experiences in history. We will also examine aspects of oral and written traditions as vehicles for understanding the past. Although the precontact era will be considered. the bulk of the seminar will deal with the period since Indian-European contact. Seminar participants will analyze both change and persistence in cultural values, family life, gender, residential schools, urbanization, religion, and racial tension, among other issues. Prerequisite: 1 unit of work in history, political science, literature, or anthropology, and permission of instructor. (Fulfills history major advanced seminar requirement.)

Red, White, and Black: Clash of Cultures in North America, 1492-1963

HIST 426 (1/2 unit) Browning

This seminar will examine the interactions among the three dramatically different cultural groups that confronted each other in North America in the two hundred fifty years after Columbus's voyages. Europeans seeking wealth and opportunities for self-government, Native Americans trying to cope with the crises of invasion, Africans caught up in Europe's imperial ambitions: these are the three great cultural actors who share the stage in North America. Readings and discussions will explore the reasons for Europe's interest in America, the character of the Indian civilizations that already called America home, the foundations of slavery in America, and the ways in which these people from Africa, America, and Europe worked (with differing degrees of success) to realize their various ambitions, to protect their separate interests, to preserve their diverse traditions, and to manage the pace and course of change. (Fulfills history major advanced seminar requirement.)

Rethinking the Victorians HIST 430 (1/2 unit) *Chalmers*

This upper-level seminar will examine some of the historiography of the past two decades, beginning with Foucault's *History of Sexuality* (1976), that has completely rethought the notion that the Victorians were sexually repressed and prudish. Underneath this repression of sexuality were discourses and institutions that demonstrated an obsession with the sexual in all its myriad forms. This course will explore some of these sexualities and the discourses and institutions that developed around and through them. Possible topics include marriage and motherhood, sex crimes and popular culture, empire and sexuality, homosexuality, hermaphrodism, incest and sexual abuse, and sexology. (Fulfills history major advanced seminar requirement.)

Connections: Making of the Modern World HIST 471 (1/2 unit)

Crais

The seminar introduces students to the study of comparative history by exploring the emergence of an interconnected world especially since the fourteenth century. Much of the seminar will focus on three questions. How do we understand cross-cultural contact and cultural change, for example the widespread adoption of Christianity in the Americas? Why did Africa, and not some other part of the world, come to be the source for slave labor? And, finally, how do we explain capitalist development and the "rise" of the West? The major requirements of the seminar are completion of the weekly readings, participation in class discussions, and a short research paper. (Fulfills history major advanced seminar, Asia/Africa, or premodern requirements.)

Senior Research Seminar HIST 490 (1/2 unit) Staff

The goal of the course is to give each history major the experience of a sustained, independent research project, including: formulating a historical question, considering methods, devising a research strategy, locating and critically evaluating primary and secondary sources, placing evidence in context, shaping an interpretation, and presenting documented results. In consultation with the instructor, students will select topics and decide on formats for the presentation of results, which may take such forms as a research paper, a documentary videotape, an exhibit, a series of newspaper articles, or a historical reenactment. Students may work individually or in groups. Classes will involve student presentations on various stages of their work and mutual critiques, as well as discussions of issues of common interest, such as methods and bibliography. This seminar is open only to senior history majors. Prerequisite: permission of department chair. (Fulfills history major senior research seminar requirement.)

Several sections of the senior seminar will be offered each year. For 2000-2001, the sections are as follows:

Senior Seminar: Open Topics HIST 490.01 (1/2 unit) *Kinzer*

The seminar will be devoted mainly to formulating ideas about, identifying sources for, and pursuing individual research projects. Students will report on their work to one another and assist one another at every stage of their projects. We will take advantage of the variety of topics by appreciating and profiting from the expertise of each student and by constituting a receptive and constructive general audience for one another's work. The seminar ends with presentation and discussion of the research projects.

Senior Seminar: The Americas HIST 490.02 (1/2 unit) *Kiddy*

The seminar will be devoted mainly to formulating ideas about, identifying sources for, and pursuing individual research projects that focus on the Americas. The format of the course and the kinds of student activities involved are the same as those of HIST 490.01 (Open Topics), above.

Senior Seminar: Open Topics HIST 490.03 (1/2 unit) Dunnell

See course description for HIST 490.01 (Open Topics) above.

Senior Honors HIST 497 (1/2 unit) Dunnell

The honors candidates enrolled in this course will devote their time to the research and writing of their honors theses under the direct supervision of a history faculty member. Prerequisite: permission of instructor. (Fulfills a history major senior research seminar requirement.)

Individual Study HIST 293; HIST 393; HIST 493 (1/2 unit) Staff

This is a special study course, generally given as a tutorial, for a student majoring in history who desires to study some topic in depth. The choice of subject will be made by the student with the approval of the instructor who is to direct his or her work. Prerequisites: permission of instructor and department chair.

History Research Laboratory HIST 293.01; HIST 393.01; HIST 493.01 (1/4 unit) Staff

This course offers the opportunity for supervised student research projects at all levels, from the first to the senior year. Students may apply to take the course individually or in groups: faculty members may organize laboratories on specific subjects. The projects will be focused, extensive research efforts on a particular topic. Subjects may emerge from the student's interests within or beyond the regular history curriculum. The lab may be taken independently of, or in conjunction with, a course. If taken in conjunction with a course, the student's plan must be specifically designed to surpass regular course requirements: the lab is intended to permit a student to explore a new subject, develop a subject in depth, or treat a subject at a more advanced level.

Students wishing to enroll in the research laboratory must develop a research plan with special attention to the primary sources available in the Kenyon library. Prerequisites: permission of the supervising faculty member and department chair.

Second-Semester Courses

Foundation Surveys

United States History, 1865 to 1975 ♦ HIST 102 (1/2 unit)

Wortman

This course presents a thematic survey of American history from Reconstruction to the present. Lectures and discussions will examine the transformation of the United States from a rural, largely Protestant society into a powerful and diverse, urban-industrial state. Topics will include constitutional developments, formation of the industrial economy, urbanization, immigration, political reform, the secularization of public culture, the formation of the Welfare State, the impacts of World War I and World War II, the cold war and the Vietnam War. suburbanization. the civil rights and women's movements, and the resurgence of conservative politics. (Fulfills history major foundation survey requirement.)

Modern Europe, 1815-Present ♦ HIST 132 (1/2 unit) Schoenhals

The course analyzes major themes and issues that shaped contemporary Europe from the end of the Napoleonic era to the present. The format is lecture and discussion. (Fulfills history major foundation survey requirement.)

Modern Africa ♦ HIST 146 (1/2 unit) Crais

This introductory course examines the colonial and postcolonial history of Sub-Saharan Africa. We will be using novels, films, and secondary readings to explore issues of resistance, identity, and culture in the nineteenth and twentieth centuries. This period witnessed the European conquest of the African continent, the dissolution of empire, and the coming of independence. We will read works such as Achebe's *Things Fall Apart*, discuss in detail spirit possession through a viewing of *The Mad Masters*, and explore contemporary issues such as the ending of apartheid in South Africa. (Fulfills history major foundation survey and Asia/Africa requirements.)

Contemporary African-American History

• HIST 176 (1/2 unit) *Kiddy*

This discussion/lecture course will begin with the emancipation of the slaves and trace the social, cultural, and political history of Africans in the Americas to the present. We will focus especially on comparing racial ideas and the impact of those ideas on African Americans in the United States, the Caribbean, and Brazil. We will examine artistic and political movements in all three regions, and see how those movements have interacted with one another and with the larger society over the one hundred and twenty years under study. We will read a combination of primary sources and secondary texts, and will use both audio and visual materials to gain a deeper understanding of African-American history this century. (Fulfills history major foundation survey requirement.)

First-Year Foundation Seminars

The seminar examines major episodes in American Indian and American history through assessment of historical works and mythic forms of remembering and memorializing conflict between natives and settlers. For colonial New England, students will read the captivity narrative of a Puritan woman, a modern scholarly interpretation of the abduction of a settler, and an historical analysis of tension between natives and colonists.

The second episode is the French and Indian War. Students will study the 1757 Fort William Henry "massacre" and James Fenimore Cooper's mythic tale of the incident, *The Last of the Mohicans* (1826). Additionally, students will critically assess two film versions against the historical background of Fort William Henry.

The final episode involves a study of native Americans, General George Armstrong Custer, and the Battle of Little Bighorn (1876). Students will explore the background to the battle from a variety of sources, native and non-Indian, as well as from modern scholarly accounts and from film sources memorializing "the epic of defeat."

The seminar deals with specifics of time, place, event, and individuals, but broader themes emerge for the student of history about historical methodology, sources, issues of interpretation, and memory. First-year students only. (Fulfills history major foundation seminar requirement.)

First-Year Seminar: Imagined Histories: India in Film and Fiction

◆ HIST 195 (1/2 unit) Singer

People make sense of their past by telling stories about it. This course focuses on the rich and exciting traditions of literature in India as a way of studying its past, but also as a way of studying history itself. Some Indian writers have, in fact, brought India's history to the world through their fiction, such as Salman Rushdie, Arundati Roy, and Anita Desai. But what different visions of India do they choose to portray? This course will examine their work, but also the work of lesser known Indian writers and filmmakers, as a way of seeing how Indian intellectuals themselves have defined and described both India on the one hand and "history" on the other. How have these images changed over time? Among the recent films we may see are Earth, Train to Pakistan, East is East, Hyderabad Blues; each challenges viewers' notions of the past as their characters confront it. This course has no prerequisites. It presumes no previous knowledge of India. Firstyear students only. (Fulfills history major foundation seminar requirement.)

First-Year Seminar: Japan in the Age of Heike HIST 196 (1/2 unit)

Dunnell

In this seminar we will examine Japanese society during the period in which the samurai rose to political dominance (twelfth-fourteenth centuries). The great medieval military epic of The Tale of Heike will provide a central framework around which we will explore the lively question of gender and the role of Buddhism in the lives of medieval Japanese (Confessions of Lady Nijo, The Karma of Words), the solidifying practices of marriage and inheritance that underpinned the samurai as an emerging socioeconomic class, and the complicated alliances that tied them to the old imperial aristocracy. The seminar will require active participation in class discussion, a class presentation, short written exercises to develop critical reading and writing skills, and a final essay. No prerequisites. First-year students only. (Fulfills history major foundation seminar and Asia or premodern requirements).

Mid-level Survey Courses (200-288)

British History, 1485-2000 HIST 227 (1/2 unit) Browning

This course will survey British history from the accession of the Tudors until the present day. Topics to be considered include the Reformation, the unification of Britain. the civil wars, the rise of parliament, the origins of empire, the industrial revolution, the political response to urbanization, Britain as a great power, the secularization of Britain, the end of empire, and the adjustment to diminished global status. Student responsibilities include regular attendance, attentive reading of the texts, at least one research paper, and at least two examinations.

Working-Class Europe HIST 229 (1/2 unit) *Chalmers*

This mid-level survey (lecture/ discussion format) will examine the working classes from the beginning of industrialization to the creation of the forty-hour work week just before World War II. The course will focus on men and women workers in England, France, Germany, and Russia, though student projects/ research papers may cover other countries. Worker autobiographies will provide a window into workers' lives economically and socially. We will read from and discuss the writings promoting and opposing many of the ideologies that inspired revolutions and in time led to changes in working conditions. Finally, we will address some of the more recent historiography that is dramatically changing our perceptions about working-class Europe in the nineteenth and early twentieth centuries.

The Habsburg Empire: A Lost Alternative HIST 231 (1/2 unit) Browning

As a political entity, the aggregation of central European lands ruled from Vienna for almost four centuries constitutes the strangest major power on the European scene in the past five hundred years. Alone among the great states of Europe, the Habsburg realm accepted cultural heterogeneity and actively sought to avoid war. This course will assess the Habsburg experiment in political multiculturalism, seeking finally to account for the Empire's inability to survive the tensions of the twentieth century. Among the subjects to be considered are: the creation of the modern religious map of Germany, Vienna as the musical capital of Europe, the role of language in politics, the creative rivalry between Prague and Vienna, the emergence and character of nationalism, and the concept of "Central Europe." Lectures and discussions. No knowledge of German required.

Medieval Islamic Empires HIST 260 (1/2 unit) Singer; Kilic-Schubel, visiting assistant professor of religious studies

In 1344, when Ibn Battuta left his native Tunis and traveled across

North Africa and Asia, his way was facilitated by his knowledge of Islamic law. He found connections with communities that shared some of his world view. This was a moment of florescence of Islamic cultures. art. music. science. and politics, much of which continued to influence Europe and Asia for many centuries. This course will use the period of Islamic rule in Central Asia, South Asia, and West Asia, not only to understand diverse and wideranging cultures in a critical period in world history, but also to study the different approaches that the fields of religious studies and history shed on this moment in time. Among the readings for this course will be the Travels of Ibn Battuta and the Introduction to History by Ibn Khaldun—one of the first and important works of social science. We will also make extensive use of art as a way of studying the past. Students may take this course for credit in either history or religious studies.

Sophomore Foundation Seminars

Modernism: The Dilemma of Art and Authority IPHS 218 (1/2 unit) *Evans*

See the description of IPHS 218 in the Intergrated Program in Humane Studies section. (Fulfills history major foundation seminar requirement.)

Sophomore Foundation Seminar: Race, Nation, and Gender in Latin America HIST 290 (1/2 unit)

Kiddy

When the Latin American nations gained independence in the first decades of the nineteenth century, they began to forge identities for themselves as nations. The formation of those national identities hinged on how they defined gender roles, both male and female, and how they understood their own population's racial mixtures. In this course we examine how changing ideologies of race and gender impacted, and were impacted by, notions of national identity in Latin America. The period covered will be approximately 1820 to 1950, and we will compare many different regions of Latin America. The course will use secondary and primary texts, and will be a mixture of discussion formats with some lecture.

Advanced Seminars (300-490)

Seminars numbered 300-490 are designed primarily as advanced courses for those majoring in history but are open to anyone of at least sophomore standing. Enrollment limited.

City Life: Gender and Culture in Modern Europe HIST 328 (1/2 unit)

Chalmers

This upper-level seminar will be a topical examination of culture and city life through the lens of gender. Our focus will mainly be on England and France, with some reference to the United States. Beginning with a brief theoretical analysis of gender and sexuality, we will then examine topics from among the following: male honor, science and culture, urban spectacle, consumerism, empire, and sexuality of the new woman. Research papers will focus on a gender analysis of one or more primary sources from nineteenthcentury history, whether an event, a novel, a piece of art, a political manifesto, etc. (Fulfills history major advanced seminar requirements.)

Middle East HIST 338 (1/2 unit) Schoenhals

This seminar offers an interpretive survey of the history of the Middle East from the Ottoman Empire until the present.

Tudor and Stuart Britain HIST 340 (1/2 unit) Browning

This seminar will explore England during the tumultuous centuries that began with Henry VII's effort to restore medieval order and ended with the Glorious Revolution and the origins of the modern constitutional order. Topics include the Reformation, the Age of Exploration and Colonization, and the Civil War. Enrollment limited. (Fulfills history major advanced seminar and premodern requirements.)

Race, Resistance, and Revolution in South Africa HIST 350 (1/2 unit) *Crais*

This seminar explores the recent past of South Africa. We will begin by examining the major debates about South African history, especially those concerning white supremacy, economic change, and the state. The seminar will then investigate the consequences of the discovery of diamonds and gold, segregation and apartheid, cultural change, and the history of African resistance. We will end the semester with in-depth discussions of the ending of apartheid and contemporary challenges in a democratic South Africa. Enrollment limited. (Fulfills history major advanced seminar and Asia/Africa requirements.)

The Practice and Theory of History HIST 388 (1/2 unit) Kinzer

See first-semester course description for HIST 387.

The History of Kenyon College HIST 394.01 (1/4 unit) Barth

This laboratory will explore the history of Kenyon College and the Village of Gambier from 1824 to the present. The course will include theoretical and practical instruction on archival research methods. Research tools will include primary source material such as print and photographic archival collections, oral histories, and historical artifacts. The capstone of the course will be a collaborative research project focusing on one aspect of the College's history. This project will include: (1) researching, preparing, and installing an archival exhibit; and (2) preparing a parallel multimedia virtual exhibit to be published

online. The class format will be seminar discussion. Enrollment limited to ten students.

Radical Movements in United States History, 1865-1960 HIST 410 (1/2 unit) Wortman

This seminar analyzes the origins and development of anarchism, socialism in its various forms, and the Communist Party USA. These movements were not isolated solely to an American context; thus the seminar will also pay attention to their broader historical contexts in the Western world. Depending on the availability of paperback books, the seminar will also assess the twentiethcentury political conversion from radical movements on the left to conservatism and mainstream liberalism. Enrollment limited to juniors and seniors with at least 1 unit in history, political science, or English.

History of Ireland HIST 434 (1/2 unit) *Kinzer*

This seminar will introduce students to the history of Ireland. Although it will give some attention to the premodern era, the emphasis will be on the period after 1800. A small country it may be, but Ireland occupies an important place in the history of modern imperialism, nationalism, economic and demographic crisis, mass emigration, political revolution, and sectarian strife. The seminar format will allow us to investigate these and other themes in some detail. It will also furnish students with the opportunity to pursue a concentrated study of a specific aspect of Irish history. The major requirements for the course include a close engagement with weekly readings, participation in discussion, and a research paper. Enrollment limited to fifteen. (Fulfills history major advanced seminar requirement.)

Nations and Fragments: Issues in Twentieth-Century India HIST 458 (1/2 unit) Singer

What is Indianness? This course examines in depth questions of identity in twentieth-century India. Using key events such as the Partition of India in 1947 or the Shah Bano divorce case of 1988, it interrogates the complexity of Indian identity. For example, when Shah Bano sued for maintenance (alimony) after her divorce, she brought a controversy to the fore of Indian politics that raised questions about her rights as a woman, as a Muslim. and as a Muslim woman. This course presumes some knowledge of Indiasuch as a prior course from Schubel, Kapila, Khandelwal, or Singer-or permission of the instructor. We will tailor our inquiry to meet the interests of the students in the course. Among the books we may read are Partha Chatterjee's A Nation and its Fragments, which is about ideas of nationalism in India. and Shashi Tharoor's From Midnight to Millenium. Other sources include Jawaharlal Nehru's Discovery of India and novels by R.K. Narayan and Rohinton Mistry. Critical to this course will be a series of Indian films, including Hyderabad Blues and East is East. (Fulfills history major advanced seminar requirement.)

Ethnicity and Empire in China HIST 460 (1/2 unit) Dunnell

China in the year 2000 is the only empire left intact from the previous millennium. On December 20, 1999, the Portuguese government returned formal control over Macao (Aomen), the tiny enclave on the coast of Guangdong opposite Hong Kong, to the PRC government, ending more than four centuries of European presence on the Chinese mainland. Yet the Euro-American economic and cultural presence permeates the eastern seaboard in the rapidly expanding consumer economy transforming China's cities.

This seminar will take an in-depth look at the evolution of the Chinese

empire under the Manchu Qing dynasty (1644-1911) and its twentieth century reconfiguration, focusing on issues of ethnicity and the politics of identity. The Manchu incorporation of large territories (Xinjiang, Tibet, Mongolia, Manchuria, Taiwan), most still part of China (minus Mongolia and Taiwan), engendered complex and sophisticated imperial policies regarding the pacification and control of non-Han Chinese areas of the vast Qing empire. Non-Han themselves, the Manchus devoted great attention to issues of ethnicity and their position as rulers of China. In the late nineteenth and early twentieth centuries, a militant Chinese (Han) nationalism targeted first the Manchus and then the European colonial powers. The 1949 communist revolution brought a new definition of the Chinese people, one that formally designated fifty-five groups as "national minorities." We will examine the legacies of both the Manchu empire as well as the Stalinist one in the formulation of PRC ethnicity policy; the ways in which ordinary people resist, undermine, or take advantage of state-mandated identities; and the increasingly diverse meanings of being "Chinese" in the twenty-first century. Prerequisites: HIST 14, 15, 161, or permission of instructor. (Fulfills history major advanced seminar requirement.)

Individual Study HIST 294/394/494 (1/2 unit) Staff

This course is a special study, generally given as a tutorial, for a student majoring in history who desires to study some topic in depth. The choice of subject will be made by the student with the approval of the instructor who is to direct his or her work. Prerequisites: permission of instructor and department chair. History Research Laboratory HIST 294.01 (1/4 unit); HIST 394.01 (1/2 unit); HIST 494.01 (1/2 unit) Staff

See first-semester course description of HIST 293.01.

Senior Honors Seminar HIST 498 (1/2 unit) Dunnell

The candidates for honors enrolled in this course will devote their time to the research and writing of their honors theses under the direct supervision of a history faculty member. Prerequisite: permission of instructor.

Additional courses available another year include the following:

Victorian Culture and Society Politics and Society in Twentieth-Century South Africa American Thought American Modern Gilded Age History of the South Chicago Japan to 1800 Jazz Age Modern East Asia Medieval Spain North By South Vietnam

Other courses that meet history department requirements

History faculty members have determined that certain courses taught in other departments may be counted as meeting various history department requirements for the major. The following are examples of such courses. Course titles and numbers may change from year to year. History majors should see the department chair regarding how this may apply. AMST 108 Introduction to American Studies ASIA 490 Asia in Comparative Perspective CLAS 101 The Greek World CLAS 102 The Roman World CLAS 117 The History and Literature of the Age of Augustus CLAS 225 Theseus and Pericles CLAS 227 Romulus and Caesar CLAS 228 The Roman Empire CLAS 240 Women and Men in Antiquity INDS 231 The Holocaust: An Interdisciplinary Inquiry RELN 210 The Judaic Tradition RELN 211 Modern Judaism RELN 230 Religion in America RELN 240 Classical Islam RELN 250 South Asian Religions **RELN 270** Chinese Religions RELN 328 Women in Christianity RELN 491 Religion and Colonialism

Integrated Program in Humane Studies

INTERDISCIPLINARY

Faculty

Michael E. Brint Director, Associate Professor of Humane Studies

Harry M. Clor Professor of Political Science Emeritus

Michael J. Evans Professor of History

Timothy B. Shutt Professor of English

The Integrated Program in Humane Studies (IPHS), the oldest of Kenyon's interdisciplinary programs, involves students in an intensive study of classic works that bridge diverse historical contexts, cultural settings, and fields of knowledge. Our mission is to encourage and guide intellectual exploration and experimentation. Balancing tradition and innovation, IPHS is dedicated to helping students clearly and articulately express their interpretations, analyses, and evaluations of classic works ranging from Homer and Dante to Kafka and Borges. By discovering or creating links between areas of knowledge and ways of knowing that are currently segregated by disciplines and departments, IPHS encourages students to think holistically and critically about these works. It also provides students with the opportunity to experiment with an array of expressive media, including essays, films, multimedia presentations,

graphic arts, and plays. These projects enable students to develop their craft in written communication, oral communication, critical thinking, and new media skills, including design and composition.

Unlike any other program of its kind, IPHS blends lectures, small seminars (typically eight students) and one-on-one student-faculty tutorials. This unique approach to learning allows students to work closely with their professors. IPHS promotes a sense of community in which intellectual differences are respected and intellectual ties and relations are forged.

By completing the first-year course, students can fulfill 1 1/2 units of their diversification requirements. Beyond the first-year course, IPHS students can earn a concentration by completing at least 1/2 unit of intermediate-level study and at least 1/2 unit during the senior year.

Enrollment is limited. Look for the \blacklozenge symbol, which designates the courses appropriate for first-year students new to the IPHS curriculum.

Year Course

Art and Authority IPHS 113-114 (1 1/2 units—for students in their first year of IPHS) *Brint, Evans, Shutt, Clor*

In the first semester we explore the themes of love and justice, purity and power, fidelity to the family and

loyality to the state. With the Hebrew Bible and Homer, we investigate these themes through the Judeo-Christian and Greco-Roman traditions and their European legacies. In the second semester, we focus on the themes of law and disorder, harmony and entropy, modernity and its critics. Beginning with Machiavelli, Shakespeare, and Hobbes, we investigate the desire to construct a unified vision through reason and the disruption of that vision in the works of such authors as Nietzche and Camus. Throughout the year, we explore the connections between film, literature, and philosophy. In tutorial sessions, students concentrate on developing the craft of writing. In addition, we offer them an opportunity to express their creative talents in short performances and hypermedia projects. IPHS 113-114 will fulfill some of the College's diversification requirements: up to 1/2 unit of history and/or political science and/or up to 1 unit of English and/or religious studies. Enrollment limited.

First-Semester Courses

Senior Research Seminar IPHS 484 (1/2 unit—for students in their senior year of IPHS) Brint

This course, designed as a studio workshop, allows students to create their own interdisciplinary projects. Students are encouraged to take thoughtful, creative risks in developing their ideas and themes.

Individual Study IPHS 493 (1/2 unit) Staff

This course is for students who wish to do advanced work beyond regular courses or to study topics not included in course offerings. Prerequisites: permission of instructor and director of IPHS.

Second-Semester Courses

Modernism: The Dilemma of Art and Authority

IPHS 318 (1/2 unit; an option for intermediate-level study in IPHS) *Evans*

Modernism represented a massive fissure in Western consciousness. What had been a hidden, slowly growing fault since the Renaissance suddenly fractured. One consequence of this fissure was that something utterly unique, highly unsettling, and profoundly revolutionary occurredthe role of art and the artist leapt into extraordinary prominence. Why do the issues of "self," "society," and "authority" figure so prominently in the aesthetic domain? What does the signal role of art suggest about the character of modernism itself? How successful has art been as the focal point of questions regarding authority? Is art's centrality itself a paradoxical response to the issues of complexity, specialization, fragmentation, and relativity which continue to inform the modern world? These are the kinds of issues we plan to address in this course.

Consonant with modernism's paradoxes and chief concerns, we will address contending views of art and authority in terms of the following five themes: (1) art and the artist; (2) art and memory; (3) art and order; (4) art and technology; and (5) art and rebellion. This course may be used as 1/2 unit of history for purposes of meeting the diversification requirements.

Individual Study IPHS 494 (1/2 unit) Staff

This course is for students who wish to do advanced work beyond regular courses or to study topics not included in course offerings. Prerequisites: permission of instructor and director of IPHS.

Additional courses available another year:

Politics and Tragedy IPHS 321 (1/2 unit)

This course explores the politics of drama and the drama of politics in postmodern literature and philosophy. Students create and perform a dramatic work drawing from their course readings and discussions.

Cityscapes

IPHS 286 (1/2 unit; an option for seniors in IPHS)

Cityscapes continues the themes of art and authority in an exploration of different regions of the world. The course focuses on the relationship between literature and film in Latin American politics and history. Each student will have the option to create a multimedia project, film, play, or research paper on a specific theme.

Interdisciplinary Courses

INTERDISCIPLINARY

First-Semester Course

American Nature Writing INDS 375 (1/2 unit) Lewis Hyde, Richard L. Thomas Professor of Creative Writing

This course will combine a writing workshop with study of the American tradition of nonfiction nature writing. Students will read texts from the early days of European settlement, through the age of Thoreau and early Darwinism, and on into the present with its growing ecological focus. At the same time, students will write analytic responses to the reading as well as essays of their own about nature.

In both reading and writing, a prime concern will be to reflect on the cultural assumptions that writers inevitably bring to their views of nature. In America, we have often mixed nature and religion, for example. The Puritans imagined that wilderness contained a promise of salvation and renewal; nineteenthcentury American Romantics continued this tradition, reading nature for spiritual truths; even early Darwinians such as John Muir combined practical science with a sense of indwelling mystery. What has happened to this legacy in this century? Why have some parts of the tradition persisted, while others have changed? What do our writers find now when they go to nature?

Readings will include work by William Bartram, Hector St. John de Crevecoeur, John James Audubon, Ralph Waldo Emerson, Henry Thoreau, John Muir, Mary Hunter Austin, Aldo Leopold, Edward Abbey, Annie Dillard, Barry Lopez, and others. There will be writing every week. This course may be used to fulfill requirements toward the major in English. Enrollment limited.

Second-Semester Course

The Holocaust: An Interdisciplinary Inquiry INDS 231 (1/2 unit) Allan Fenigstein, professor of psychology; Mary Suydam, visiting assistant professor of religion

This course presents an interdisciplinary inquiry into the destruction of European Jewry during the Second World War. How was it that in our own century, in the midst of civilized Europe, a policy of genocide was formulated and systematically implemented?

We will examine the Holocaust within the contexts of modern European history, Nazi ideology and practice, the Jewish experience in Europe, the history of anti-Semitism, and the psychology of human behavior. Data for our work will be drawn from film, literature, art, memoirs, theology, and historical investigations. An ongoing concern of the course will be the significance of the Holocaust in contemporary political discourse and in our own thinking as individuals. The course may be counted as credit toward the major by students of history or religion. Prerequisite: sophomore standing or higher. Enrollment limited.

International Studies

INTERDISCIPLINARY

Faculty

Joseph A. Adler Associate Professor of Religion (China, Japan)

Jianhua Bai Associate Professor of Chinese

Jean Blacker Associate Professor of French (Francophone Literature) (on leave)

Sarah Blick Assistant Professor of Art History (Asia) (on leave, first semester)

Priscilla A. Cooke Assistant Professor of Economics (Nepal, Development) (on leave)

Clifton C. Crais Associate Professor of History (Africa)

Ruth W. Dunnell Storer Associate Professor of Asian History (China, Japan, Central Asia)

Bruce L. Gensemer Professor of Economics

Shuchi Kapila Assistant Professor of English (India, Postcolonial) (on leave)

Elizabeth W. Kiddy Visiting Assistant Professor of History (Latin America, Brazil)

Rita S. Kipp Professor of Anthropology (Southeast Asia)

Joseph L. Klesner, Director Professor of Political Science (Latin America)

Alex R. McKeown Associate Professor of Political Science (Russia, International Relations)

Linda Metzler Professor of Spanish (on leave)

Michelle Mood Visiting Assistant Professor of Political Science (China)

Charles A. Piano Professor of Spanish Clara Román-Odio Associate Professor of Spanish

Kai P. Schoenhals Professor of History (Russia, Middle East, Caribbean)

Edward M. Schortman Professor of Anthropology (Latin America)

Vernon J. Schubel Associate Professor of Religion (Islam, Central and South Asia)

Pamela F. Scully Assistant Professor of History (Africa) (on leave)

Wendy F. Singer Associate Professor of History (India, Asia)

David N. Suggs Associate Professor of Anthropology (Africa)

Hideo Tomita Associate Professor of Japanese (on leave first semester)

Richard J. Trethewey Professor of Economics

Patricia A. Urban Professor of Anthropology (Latin America)

Stephen E. Van Holde Associate Professor of Political Science (Environmental Politics, Comparative Politics)

The International Studies Program challenges students to confront what is surely an increasingly global society using the foundations of the liberal arts. It depends upon language study, experience abroad, and interdisciplinary courses here at Kenyon to provide opportunities for majors to work together to analyze, interpret, and discuss relevant issues in the modern world.

The Major

To major in international studies, students must be adventurous because they will have to live and study in a distant country and adapt the curriculum to meet their intellectual interests. Focusing on Asia, Africa, the Middle East, Latin America, and the former Soviet Bloc, the International Studies Program has three complementary goals for its students: (1) to focus on a particular place and study its language, history, culture, and society; (2) to understand that place in the larger context of global society; and (3) to learn the tools of one discipline in depth while also engaging in interdisciplinary studies. The international studies major allows students to shape their own curriculum based on participating fields, which are as diverse as music and economics, environmental studies and anthropology. But it also provides valuable structure to help students develop necessary skills and modes of thinking that enhance their understanding of both their region of specialization and the world.

The primary departments that participate in the program are anthropology, economics, history, modern languages and literatures, political science, and religious studies. In addition, students often take related courses in art history, Asian studies, English literature, environmental studies, legal studies, sociology, and women's studies.

Critical to this intellectual encounter is the interaction among the majors, who advise each other across classes, sharing their studyabroad experiences and research interests.

There are common experiences in the international studies sophomore course and senior seminar, each of which requires individual work and group projects. Similarly, students work closely with area-studies faculty members in each region. Kenyon faculty bring to the encounter their own specialties and experience in Mexico, Central America (Honduras), South America (Colombia, Brazil), China, Japan, India, Central Asia, Indonesia, Nepal, Russia, Southern Africa (Botswana), and South Africa.

Articulation with Other Programs

Because international studies is interdisciplinary and cross-cultural, many of the courses in the international studies major permit students to complete most of the requirements of some of Kenyon's concentrations, minors, and even majors with little extra effort. We have found students interested in combining the global perspective of international studies with the following programs.

International studies and Asian studies: Those international studies majors who concentrate in Asia will normally also fulfill the requirements for the Asian Studies Concentration. The only additional course required is ASIA 490, which also counts for the comparative requirement in international studies. Consult the director of Asian studies, Professor Rita Kipp.

International studies and African and African-American studies: Students who focus on Africa within international studies can usually complete the African and African-American Studies Concentration as well, by taking 1/2 unit of African-American studies and enrolling in AAAS 110, Introduction to African and African-American Studies. Consult the director of African and African-American studies, Professor Theodore Mason.

International studies and environmental studies: Many international studies majors find that their focus of interest is on the environment in the region in which they will be studying. There are many valuable connections between international studies and the study of the environment. To combine the international studies major with environmental studies, plan early. Here are a few key steps: (1) use ENVS 112 as one of the foundation courses in international studies and ENVS 461 as one of the comparative courses; (2) use the biology or chemistry requirements for the Kenyon distribution requirement in the sciences; (3) choose courses that meet the needs of both programs among the list of courses on the following page; (4) plan to spend the junior year in one of the field-studies programs. Consult the codirector of environmental studies, Professor E. Raymond Heithaus.

International studies and public policy: A key realm of public policy is foreign policy, a topic in which many international studies majors have an interest. International studies majors who wish to complete a public policy concentration would be encouraged (1) to take public policy required courses ECON 101 and ECON 102 as international studies foundation courses and (2) to take ECON 336, ECON 392.01, PSCI 241, PSCI 363, or PSCI 461 as courses toward the international and comparative courses requirement. Consult one of the codirectors of the Public Policy Concentration, Professors John Elliott and Bruce Gensemer.

International studies and women's and gender studies: Women and development issues, the study of gender in a cross-cultural perspective, and comparative women's studies are all relevant concerns to international studies majors. Linking the women's and gender studies concentration to an international studies major requires taking WMNS 111 or an equivalent and WMNS 481, plus four more courses on women and/or gender. Some courses taken abroad will meet these requirements and others can be taken at Kenyon. Look for courses that meet both international studies and women's and gender studies requirements at the same time. Consult the director of women's and gender studies, Professor Laurie Finke.

International studies and other concentrations, minors, and majors: See the directors or chairs of the applicable programs to talk about other ways of integrating your interests with an international focus. For example, students find various ways to incorporate the Integrated Program in Humane Studies into their international studies curriculum.

New Students

Most critical to new students is that they begin language study early. Also, they should speak to the director of international studies and to faculty members who have worked in the region that interests them. While this major appears to have more requirements than most majors, students tend to accomplish them with little extra effort. In the same way, the major is flexible enough to accommodate broad intellectual curiosity.

Students need not choose international studies as their major

until their sophomore year, but those considering it as a major are reminded that they must spend at least one semester of their junior year abroad in the geographical area in which they are concentrating—China, Japan, India, Central Asia, Latin America, the Middle East, Africa, Frenchspeaking areas of Africa or Asia, or the lands of the former Soviet influence.

First-year students should explore foundation and area-studies courses. This will give you a sense of different disciplines and the region in which you will be spending a semester or year as a junior. The Department of History offers area-studies courses and special seminars for first-year students, many of which are appropriate for international studies. Similarly, a number of courses in the Department of Religious Studies meet international-studies requirements—for example, the introductory course, Classical Islam, and Chinese Religions.

Curriculum

International studies is an interdisciplinary major with two complementary objectives: (1) Students explore several disciplines in the humanities and social sciences (and in some cases the arts and sciences as well), but also focus 3 units of work (six courses) in one single discipline; (2) Students specialize in an area of the world— Asia, Africa, Latin America, or the former Soviet regions—learning a relevant language and at the same time studying that region's connection to the rest of the world.

To accomplish this, the major has eight overlapping requirements, most of which students meet anyway based on their international interests.

1. Foundation Courses (2 units). These are courses in a discipline that introduce its methodology.

2. The Sophomore Course (INST 201). This course explores the growth of international society.

3. Language. Language study one year beyond the introductory level is required. This may include languages

taught at Kenyon or studied in summer programs and abroad.

4. Off-Campus Study. All international-studies majors spend a semester or year abroad in a country relevant to their program of study.

5. Disciplinary Concentration (3 units). Three units of coursework are focused in one discipline, which may be language or history, political science, religion, anthropology, economics, or another field approved by the director.

6. Area Concentration (2 units). Two units of area courses are devoted to the geographic region in which the student plans to study—for example, Latin America or China. Both discipline and area requirements are often completed abroad. Some classes, obviously, meet both requirements at the same time.

7. International and Comparative Courses (1 unit). These include any class that cuts across regions or covers an international subject. For example, ECON 331 (Economics of Development), HIST 471 (Connections: Making of the Modern World), and PSCI 363 (Global Environmental Politics) all meet these criteria.

8. Senior Seminar. This is a comparative course that brings all international-studies majors together to look at significant global problems from the various perspectives they bring based on their specializations.

Senior Exercise

The Senior Exercise in international studies usually comprises a twenty-fivepage research paper that grows out of a student's experience abroad and an understanding of that experience in comparative or broader terms.

Honors

Students wishing to pursue a degree with honors in international studies should consult the director as soon as possible. It is assumed that some of the research for honors will have been completed during the junioryear experience abroad.

Of course, research continues at Kenyon. Candidates for honors will ordinarily submit an informal proposal in the spring of their junior year, or, if abroad, then immediately upon returning to the College in the fall. Honors candidates enroll in INST 497-498 and write an extended essay (thesis), which is defended before an outside examiner in May. See this catalogue's description for INST 497-498. Kenyon requires a 3.25 GPA to pursue honors.

Requirements for the Major

1. Foundation Courses (2 units)

Select from the following list:

- ANTH 113 Introduction to Cultural Anthropology
- ECON 101 Principles of
- Microeconomics and Public Policy ECON 102 Principles of Macroeco-
- nomics and International Trade HIST 132 Modern Europe, 1815 to
- Present
- HIST 146 Modern Africa
- HIST 156 South Asian History
- PSCI 240 Modern Democracies
- PSCI 241 State and Economy: An Introduction to Comparative Political Economy (not offered 2000-01)
- PSCI 242 States, Nations, Nationalism
- PSCI 260 International Relations
- RELN 101 Introduction to the Study of Religion
- RELN 240 Classical Islam
- RELN 250 South Asian Religions
- RELN 270 Chinese Religions
- SOCY 110 Human Society: Symbol and Structure

For students interested in environmental studies, ENVS 112 may substitute for a foundation course. See the director of the international studies program, Professor Joseph L. Klesner. No more than 1 unit of foundation courses may be earned in a single department. It is advisable to finish foundation courses early, before studying abroad. Also, students should recognize that ECON 101 and 102 are required for advanced study in the Department of Economics. Likewise, ANTH 113 is a prerequisite for some other anthropology courses.

2. Sophomore Course (1/2 unit)

The sophomore course, INST 201 (The Expansion of International Society), is offered in the second semester. (See the second-semester course description below.)

3. Language (at least 1 year beyond Introduction)

See the modern languages and literatures offerings for Chinese, Japanese, Russian, Spanish, and French. Other languages may be studied off-campus.

4. Off-Campus Study

Ordinarily, all international studies majors are expected to spend a semester or one year abroad in a setting approved through the Office of International Education in Acland House. Approved courses taken abroad, of course, fulfill many of the international studies requirements, and the international studies faculty want to make study abroad as rewarding as possible. Note that to study abroad you must be approved by Kenyon and have achieved a minimum GPA of 2.75.

5. Disciplinary Concentration (3 units)

Students may draw from any courses in the discipline they choose, but should stress courses about their region or ones that have an international focus.

6. Area Concentration (2 units)

Students can build their area-studies courses from the lists below and also from their off-campus experience. For students who devise an area study that does not easily fit into these broad categories, there are ways to design their own program. Consult the director for further advice. Please note that area concentration courses may not also count as foundation courses.

Africa

- ANTH 243 Peoples and Cultures of Southern Africa
- FREN 439 Francophone Literature HIST 145 Early African History
- HIST 146 Modern Africa
- HIST 350 Race. Resistance and
- Revolution in South Africa

Asia

ANTH 244 Cultures of Southeast Asia ARHS 114 Introduction to Asian Art ASIA 490 Asia in Comparative Perspective HIST 156 South Asian History HIST 161 Imperial China HIST 195 First-Year Seminar: Imagined Histories: India in Fil

- Imagined Histories: India in Film and Fiction HIST 196 First-Year Seminar: Japan
- in the Age of Heike
- HIST 260/RELN 345 Medieval Islamic Empires
- HIST 338 Middle East
- HIST 458 Nations and Fragments: Issues in Twentieth Century India HIST 460 Ethnicity and Empire in China
- PSCI 346 Comparative Asian Politics: India, China, and Japan PSCI 441 Socialism and Reform in
- the People's Republic of China
- RELN 240 Classical Islam
- RELN 250 South Asian Religions
- RELN 270 Chinese Religions
- RELN 345/HIST 260 Medieval Islamic Empires
- RELN 360 Zen Buddhism

Latin America

- ANTH 346 Women in Latin-American Culture HIST 220 Latin-American History, 1492-1920 HIST 290 Race, Nation and Gender
- in Latin America
- PSCI 344 Dictatorship and Democracy in South America
- SPAN 338 Introduction to Contemporary Spanish-American Fiction
- SPAN 340 Introduction to Latin-American Cinema
- SPAN 454 Spanish-American Poetry since 1880

Russia and Areas of Former Soviet Influence

HIST 223 Studies in Russian and Soviet History: The Age of Empire, 1800-1960

- RUSS 110-113 Intensive Introductory Russian
- RUSS 214-215 Intermediate Russian RUSS 321 Advanced Russian

7. International and Comparative Courses (1 unit)

These courses vary widely from year to year. Please note that foundation courses cannot also be counted toward this requirement. Here are the offerings for 2000-01:

- ANTH 350 Human Sexuality and Culture
- ANTH 353 Psychological Anthropology
- ANTH 461 Linguistic Anthropology ASIA 490 Asia in Comparative Perspective
- ECON 331 Economics of Development
- ECON 336 Environomental Economics
- ECON 349 International Economics ECON 392.01 Market Reforms

Around the World

- ENGL 363 Modernism Versus Colonialism
- HIST 176 Contemporary African-American History
- HIST 187 First-Year Seminar: Revolutions of the Twentieth Century
- HIST 189 First-Year Seminar: Gandhi and Civil Disobedience
- HIST 226 The British Empire
- HIST 289.01 The Second World War HIST 471 Connections: Making of
 - the Modern World
- PSCI 240 Modern Democracies
- PSCI 242 States, Nations, Nationalism
- PSCI 260 International Relations PSCI 346 Comparative Asian
- Politics PSCI 362 Haves and Have Nots: Developed and Developing Countries in the Contemporary World
- PSCI 363 Global Environmental Politics

- PSCI 371 The Second World War: Origins, Diplomacy, Strategy and Campaigns
- PSCI 460 Ethics and International Relations
- PSCI 461 U.S. Defense Strategy in the 1990s

Year Course

Senior Honors in International Studies INST 497-498 (1 unit)

Klesner, Staff

The Honors Program is designed to recognize and encourage exceptional scholarship and to allow able students to do more independent work than is otherwise feasible. The senior honors candidate works with a member of the International Studies Committee to prepare an extended essay (thesis) on a topic of mutual interest, which is defended before an outside examiner in May. Note: students standing for honors also take the senior seminar. Prerequisite: permission of the International Studies Committee.

First-Semester Courses

Senior Seminar in International Studies

INST 401 (1/2 unit) Staff

This seminar will examine some of the problems inherent in crosscultural comparison and will explore the ways in which a variety of disciplines grapple with these difficulties by investigating contemporary themes in international affairs. Some of these will include (1) ethnic conflict; (2) comparative perspectives on development, including those that advocate small-scale development and those that argue for integration into the world economy; (3) religion and socioeconomic development; (4) contemporary environmental problems, particularly the international dimension of environmental pollution; (5) the ethics of armed intervention; (6) the emergence of a world popular culture and its

consequences for national cultures; and (7) the challenge of democratization in the formerly communist countries of the former Soviet bloc. Prerequisites: international studies major and senior standing.

Other First-Semester Courses Offered in Departments

See the departmental listings for a complete description. The following provide credit toward the international studies major:

ANTH 113 Introduction to Cultural Anthropology

- ANTH 350 Human Sexuality and Culture
- ANTH 353 Pychological Anthropology
- ASIA 490 Asia in Comparative Perspective
- ECON 101 Principles of Microeconomics
- ECON 102 Principles of Macroeconomics
- ECON 336 Environmental Economics
- ECON 349 International Economics
- FREN 439 Francophone Literature
- HIST 145 Early African History
- HIST 156 South Asian History
- HIST 161 Imperial China
- HIST 187 First-Year Seminar: Revolutions of the Twentieth Century
- HIST 189 First-Year Seminar: Gandhi and Civil Disobedience
- HIST 220 Latin-American History, 1492-1920
- HIST 226 The British Empire
- HIST 233 Studies in Russian and Soviet History: The Age of Empire, 1800-1960
- HIST 289 The Second World War
- HIST 471 Connections: Making of
- the Modern World
- PSCI 242 States, Nations, Nationalism
- PSCI 260 International Relations
- PSCI 346 Comparative Asian Politics
- PSCI 461 U.S. Defense Strategy in the 1990s
- RELN 101 Introduction to the Study of Religion
- RELN 240 Classical Islam
- **RELN 270** Chinese Religions

- SPAN 338 Introduction to Contemporary Spanish-American Fiction SPAN 454 Spanish-American Poetry
- since 1880

Second-Semester Courses

The Expansion of International Society INST 201 (1/2 unit) *Klesner*

This course will explore the development of the modern international society of nation-states, from its beginnings in Western Europe in the sixteenth century, through the two major waves of European colonization of other areas of the world, to the decolonization following the Second World War. We will examine the roles of economic change, the spread of individualist ideas and attitudes, and power politics in promoting the expansion of the state system, capitalism, and aspects of Western culture from Europe to the rest of the world. The political and cultural resistance of colonized peoples to European expansion and the incorporation of colonial economies into the world economy will be examined. Chronologically, topics to be considered include the rivalry between emerging European empires and Islamic empires at the beginning of Western expansion; the conquest of the New World; nineteenthcentury imperialism-explanations for the new wave of imperialism and consequences of it; and the rapid growth of independent states due to decolonization in the postwar period. Finally, the political, economic, and cultural/ religious consequences of imperialism and decolonization will be explored.

Other Second-Semester Courses Offered in Departments

See the departmental listings for a complete description. The following provide credit toward the international studies major:

ANTH 113 Introduction to Cultural Anthropology ANTH 243 Peoples and Cultures of Subsaharan Africa ANTH 244 Cultures of Southeast Asia ANTH 346 Women in Latin-American Culture ARHS 114 Introduction to Asian Art ECON 101 Principles of Microeconomics ECON 102 Principles of Macroeconomics ECON 331 Economics of Development ECON 392 Market Reforms Around the World HIST 156 Modern Africa HIST 176 Contemporary African-American History HIST 195 First-Year Seminar: Imagined Histories: India in Film and Fiction HIST 196 First-Year Seminar: Japan in the Age of Heike HIST 290 Race, Nation and Gender in Latin America HIST 260 Medieval Islamic Empires HIST 338 Middle East HIST 350 Race, Resistance, and **Revolution in South Africa** HIST 458 Nations and Fragments: Issues in Twentieth Century India HIST 460 Ethnicity and Empire in China PSCI 240 Modern Democracies PSCI 260 International Relations PSCI 344 Dictatorship and Democracy in South America PSCI 362 Haves and Have Nots: Developed and Developing Countries in the Contemporary World PSCI 363 Global Environmental Politics PSCI 371 The Second World War: Origins, Diplomacy, Strategy, and Campaigns PSCI 441 Socialism and Reform in the People's Republic of China PSCI 460 Ethics and International Relations **RELN 101** Introduction to the Study of Religion **RELN 211** Modern Judaism **RELN 250** South Asian Religions

RELN 345 Medieval Islamic Empires
RELN 360 Zen Buddhism
RELN 471 The Confucian Tradition
SPAN 340 Spanish-American Cinema

Law and Society

INTERDISCIPLINARY

Faculty

Ric S. Sheffield Director, Associate Professor of Sociology and Legal Studies

Those faculty members who teach courses approved for credit in the Law and Society Concentration constitute the program's extended faculty. Consult the director for a list.

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

Students pursuing this area of study will ponder the relationship between law and human behavior and the role of law in society. They will focus their work in three primary areas: philosophies of law, law as a social institution, and law and government. Students will begin their exploration of law in society with the Introduction to Legal Studies and conclude it with a Senior Seminar in Legal Studies, which will encompass a directed research project within a selected theme or topic.

Introduction to Legal Studies is a survey course which attempts to expose students to a variety of disciplinary approaches to the study of law and legal phenomena. It is intended for students who have attained at least sophomore standing and have had some exposure to the social sciences, usually through an introductory course. The Senior Seminar in Legal Studies is open to juniors and seniors who have taken Introduction to Legal Studies and at least two other courses counting toward fulfillment of the concentration requirements (or to students with permission of the director).

The Law and Society Concentration requires students to complete 2 1/2 units of "specified" law-andsociety coursework. These units comprise the following: Introduction to Legal Studies (LGLS 110 or 111, 1/2 unit); a semester's work in a philosophy-of-law subject area (philosophy, political science, or history offerings, 1/2 unit); two courses in two different departments examining "law as a social institution" (1 unit); and the Senior Seminar in Legal Studies (1/2 unit). See the director for a list of approved courses.

First-Semester Courses

Introduction to Legal Studies LGLS 110 (1/2 unit) Sheffield

This course examines the law, legal profession, and legal institutions from a variety of traditional social-science perspectives. The primary frame of reference will be sociological and social psychological. The objective of the course is to expose students to a variety of interdisciplinary perspectives on law and to encourage the examination of law-related phenomena through the literature of multiple disciplines. Topics to be covered include law as a social institution; law as a social-control mechanism; a history of law in the United States; the U.S. criminal justice system; philosophies of law; law and psychology; comparative legal cultures; and law and social change.

This survey course is intended to encourage and facilitate a critical study of "law in society" and serve as a foundation from which to pursue the study of law and legal issues in other curricular offerings. This course is required for those students who intend to complete a Law and Society Concentration. Prerequisites: sophomore standing or higher and permission of instructor. Enrollment limited.

Race, Ethnicity, and American Law SOCY 254 (1/2 unit)

Sheffield This course is designed to be a

middle-level seminar that focuses on the American legal system's effect on racial, ethnic, and minority groups in the United States as well as the manner in which such groups have influenced the state of the "law" in this country. It is intended to stimulate critical and systematic thinking about the relationships between American legal institutions and selected racial, ethnic, and minority populations.

The class will examine various

social and cultural conditions. as well as historical and political events, that were influenced in large part by the minority status of the participants. These conditions will be studied to determine in what ways, if any, the American legal system has advanced, accommodated, or frustrated the interests of these groups. Through exposure to the legislative process and legal policy-making, students should gain an appreciation for the complexity of the issues and farreaching impact that legal institutions have on the social, political, and economic condition of racial. ethnic, and minority groups in America. Prerequisite: permission of instructor. Enrollment limited to fifteen students. This course is cross-listed as both sociology and legal studies.

Individual Study (Junior) LGLS 393 (1/2 unit) Staff

Prerequisites: permission of instructor and concentration director.

Senior Seminar in Legal Studies LGLS 410 (1/2 unit) Sheffield

This is an upper-level seminar that offers students in the concentration an opportunity to integrate the various topics and approaches to which they were exposed in the lawrelated courses they have taken. Each year, the senior seminar will be designed around a specific substantive theme or topic; the themes as well as the format and approach to the course will change from year to year, depending upon the faculty members teaching the course and their interests. The topic of this year's senior seminar will be "Crime and Punishment." Prerequisite: permission of instructor. Enrollment limited.

Individual Study (Senior) LGLS 493 (1/2 unit) Staff

Prerequisites: permission of instructor and concentration director.

Second-Semester Courses

Media and the Law LGLS 220 (1/2 unit) Sheffield

This lecture and discussion course will introduce students to the law. legal profession, and legal systems as they are portrayed, presented, affected, and utilized by the media. The primary frames of reference from which to examine both issues and legal phenomena will be sociological and social psychological. Students will examine the significant role that the media play in the American justice system as well as the critical legal issues that the media face in pursuing their craft. Central to the foundation of this course is an exploration of the meaning of the speech and press clauses of the first amendment to the U.S. Constitution.

Topics to be explored include government censorship, libel, invasion of privacy, obscenity and pornography, impact of press coverage upon the right to fair trial, and hate speech. A portion of this course will focus on understanding the role of the media in relation to crime and criminal justice, particularly through the advent of new technologies. Another segment will examine the public's perception of law and justice in popular culture, using examples in literature, film, and television. Prerequisites: sophomore standing or higher and permission of instructor. Enrollment limited.

Individual Study (Junior) LGLS 394 (1/2 unit) Staff

Prerequisites: permission of instructor and concentration director.

Individual Study (Senior) LGLS 494 (1/2 unit) Staff

Prerequisites: permission of instructor and concentration director.

Additional courses available another year:

LGLS 255 Women, Crime and the Law LGLS 276 Women, Law, and the Constitution LGLS 277 Select Themes in U.S. Legal History LGLS 283 African Americans, Crime, and the Law PHIL 243 Philosophy of Law SOCY 257 Law and the American Family

SOCY 258 Sociology of Law

Also check other departmental listings for courses granting law and society credit.

Literature in Translation

The courses on this page are offered in the Departments of Classics, English, and Modern Languages and Literatures. Each one uses texts originally written in languages other than English. However, since the classes are all taught in English, and the texts are read in translation, no previous knowledge of an ancient or modern foreign language is required. For a full description of the class, please refer to the home department in which it is taught.

First-Semester Courses

CLAS 101 The Greek World

MLL 483 Critical Theory and its Application to Texts

Second-Semester Courses

CLAS 102 The Roman World

CLAS 114 Classical Mythology

CLAS 111 Greek Literature in English: Epic, Lyric, Drama

ENGL 323 The Divine Comedy

GERM 374 Uncanny Love Stories: Theories of Love in German Literature from the Enlightenment to the Present

Mathematics

NATURAL SCIENCES DIVISION

Faculty

Robert M. Fesq Jr. Professor Emeritus

Bradley A. Hartlaub Chair, Associate Professor

Judy A. Holdener Assistant Professor

Keith E. Howard Assistant Professor

Albin L. Jones Assistant Professor

Brian D. Jones Visiting Assistant Professor

Robert M. McLeod Professor Emeritus

Carol S. Schumacher Associate Professor

Stephen P. Slack Professor

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

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

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

New Students

For those students who want only an introduction to mathematics, or perhaps a course to satisfy a distribution requirement, selection from MATH 105, 106, 110, 111, and 118 is appropriate. Students who think they might want to continue the study of mathematics beyond one year, either by pursuing a major or minor in mathematics or as a foundation for courses in other disciplines, usually begin with the calculus sequence (MATH 111, 112, and 213). Students who have already had calculus or who want to take more than one math course may choose to begin with the Elements of Statistics (MATH 106) and Data Analysis (MATH 206) or Introduction to Computer Science (MATH 118). A few especially well-prepared students take Linear Algebra (MATH 224) or Foundations (MATH 222) in their first year. (Please see Associate Professor Brad Hartlaub for further information.)

Pre-calculus (MATH 110) is a course for students with a weak background in mathematics who wish to prepare for calculus. MATH 111 is an introductory course in calculus. Students who have completed a substantial course in calculus might qualify for one of the successor courses, MATH 112 or 213. MATH 106 is an introduction to statistics, which focuses on quantitative reasoning skills. MATH 118 introduces students to computer programming.

Please read the course descriptions for further information concerning these courses, and look for the \blacklozenge symbol, which designates those courses particularly appropriate for first-year or upperclass students new to the mathematics curriculum. To facilitate proper placement of entering students, the department administers a calculus readiness exam and a calculus placement exam during Orientation. This and other entrance information is used during the orientation period to give students advice about course selection in mathematics. We encourage all students who do not have advanced placement credit to take the placement exam that is appropriate for them.

The ready availability of powerful computers has made the computer one of the primary tools of the mathematician. Students will be expected to use appropriate computer software in many of the mathematics courses. However, no prior experience with the software packages or programming is expected, except in those courses that have MATH 118 as a prerequisite.

Course Requirements for the Major

There are two concentrations within the mathematics major: classical mathematics and statistics. The coursework required for completion of the major in each concentration is given below.

Classical Mathematics

A student must have credit for the following core courses:

Three semesters of calculus (MATH

111, 112, 213, or the equivalent
MATH 118 Introduction to Computer Science
MATH 222 Foundations
MATH 242 Linear Algebra
MATH 335 Abstract Algebra or MATH 341 Real Analysis

In addition, majors must have credit for at least four other courses selected with the consent of the department. However, MATH 110 may not be used to satisfy the requirements for the major.

Statistics

A student must have credit for the following core courses:

Three semesters of calculus (MATH

111, 112, 213 or the equivalent)
MATH 118 Introduction to Computer Science
MATH 222 Foundations of Analysis
MATH 224 Linear Algebra
MATH 336 Probability
MATH 341 Analysis
MATH 316 Linear Regression Models or MATH 346 Mathematical Statistics

In addition to the core courses, majors must also have credit for two of the following:

MATH 106 Elements of Statistics MATH 206 Data Analysis MATH 216 Nonparametric Statistics MATH 226 Design and Analysis of Experiments

Experiments

Additional Requirements for the Major

Majors should present to the department, through their advisor and prior to the start of the senior year, a written statement on how their major program will meet expectations that go beyond the accumulation of units of credit, as follows:

1. Mathematics is a vital component in the methods used by other disciplines. Therefore, majors are expected to present a program of study that includes courses (at least 1 unit) that use mathematics in significant ways. While many such courses may be found in the natural sciences, suitable courses may also be found in other disciplines, such as economics.

2. Majors are expected to attain a depth of study within mathematics, as well as breadth. Therefore majors are expected to present a program of study that will fulfill these expectations. Ordinarily, depth of study results from election of a two-course sequence that systematically progresses into one of the branches of mathematics, algebra, analysis, or geometry, broadly conceived. A concentration in statistics within the mathematics major will automatically meet the expectation of depth of study.

Senior Exercise

The Senior Exercise begins promptly in the fall of the senior year with independent study on a topic of interest to the student and approved by the department. The independent study culminates in the writing of a paper which is due in mid-February. (Juniors are encouraged to begin thinking about possible topics before they leave for the summer.) Students are also required to take the Major Field Test in Mathematics produced by the Educational Testing Service. Evaluation of the Senior Exercise is based on the student's performance on the paper and the standardized exam. A detailed guide on the Senior Exercise is available from the department office or on the math department website, accessible via Kenyon's site, www.kenyon.edu.

Suggestions for Majoring in Mathematics

Students wishing to keep open the option of a major in mathematics typically begin with the study of calculus in their first year and normally complete the calculus sequence, MATH 222 (Foundations of Analysis) and either MATH 118 or MATH 106 by the end of the sophomore year. A major is usually declared no later than the second semester of the sophomore year. Those considering a mathematics major should consult with a member of the mathematics department in order to plan their course of study.

The requirements for the major are minimal. Anyone who is planning a career in the mathematical sciences, or who intends to read for honors, is encouraged to consult with one or more members of the department concerning further studies that would be appropriate. Similarly, any student who wishes to propose a variation of the major program is encouraged to discuss the plan with a member of the department prior to submitting a written proposal for a decision by the department.

Students who are interested in teaching mathematics at the highschool level should take MATH 230 (Geometry), since this course is required for certification in most states, including Ohio.

Honors in Mathematics

The Honors Program in mathematics requires three semesters of honors work: the Junior Honors Seminar in the spring of the junior year and two semesters of Senior Honors. The purpose of the Junior Honors Seminar is to allow honors students to explore widely so as to broaden their mathematical horizons and at the same time decide on a topic (or topics) on which to concentrate during their senior year. Students must have the consent of the department to undertake honors work. To be considered for the Honors Program, students must have an excellent academic record both in their mathematics courses and overall, and they must show promise for continued in-depth study of mathematics.

Requirements for the Minors

There are two minors in mathematics. Each minor deals with core material of a part of the discipline, and each reflects the logically structured nature of mathematics through a pattern of prerequisites. A minor consists of satisfactory completion of the courses indicated.

Mathematics

The calculus sequence MATH 111, 112, 213, and four courses from the following: MATH 105, 106, 107, 108, 222, 224, 227, 230, 232, 233, 324, 335, 336, 237, 341, 347, 352, 435, 460, 461. (Students may count at most **one** of the following: MATH 105, 106, 107, and 108.)

Statistics

The calculus sequence MATH 111, 112, 213, and four courses from the following: MATH 106, 206 216, 226, 316, 336, 436.

Deviations from the list of approved courses must be ratified by the mathematics department. Students considering a minor in mathematics are urged to speak with a member of the department about the selection of courses and the ways in which the major discipline and a proposed mathematics minor are related.

First-Semester Courses

This is a basic course in statistics. The topics to be covered are the nature of statistical reasoning, statistical description, probability, random variables and probability distributions, binomial and normal distributions, t- and chi-square distributions, sampling, estimation and tests of population proportions, inferences concerning population means, and the difference of two population means. A computer statistical package is used. Enrollment limited.

Pre-calculus

◆ MATH 110 (1/2 unit) *Slack*

This course prepares students for the study of calculus. It is particularly directed to those planning to enter the calculus sequence that begins with MATH 111. Primary emphasis is placed on the study of real valued functions, particularly polynomial, rational, logarithmic, exponential, trigonometric, and inverse trigonometric functions. Conceptual understanding will be emphasized. Computer labs that use graphing programs and a computer algebra system will be employed. Students with 1/2 unit of credit for calculus may not receive credit for MATH 110. Enrollment limited.

Calculus A

◆ MATH 111 (1/2 unit) *Holdener, A. Jones*

The first in a three-semester calculus sequence, this course covers the basic ideas, techniques, and applications of differential calculus. Those who have had a year of high-school calculus but do not have advanced placement credit for MATH 111 should take the Calculus Placement Exam to determine whether they are ready for MATH 112. Students who have 1/2 unit of credit for calculus may not receive credit for MATH 111. Prerequisites: solid groundings in algebra, trigonometry, and elementary functions. Enrollment limited.

Calculus B

◆ MATH 112 (1/2 unit) Schumacher, Slack

The second in a three-semester calculus sequence, this course

continues with the calculus of elementary functions, integration and the fundamental theorem, techniques of integration, numerical methods, applications of integration, improper integrals, and additional topics as time permits. Prerequisite: MATH 111 (11) or permission of the instructor. Enrollment limited.

An Introduction to Computer Science

◆ MATH 118 (1/2 unit) *A. Jones*

This course presents an introduction to computer science intended for those planning to take additional courses in computing, for those with a strong foundation in mathematics, and for those intending to major in science or mathematics or one of the social sciences where a strong background in computation is desirable. This course will expose the student to a variety of applications where an algorithmic approach is natural and will include both numerical and non-numerical computation. The principles of structured programming will be emphasized. Enrollment limited.

Calculus C MATH 213 (1/2 unit) *Holdener*

The third in a three-semester calculus sequence, this course includes the topics of sequences and series, vectors, functions of two variables, partial derivatives, multiple integrals, and additional applications. Prerequisite: MATH 112 (12) or permission of the instructor.

Linear Algebra I MATH 224 (1/2 unit) A. Jones

Linear algebra grew out of the study of the problem of organizing and solving systems of equations. Today, ideas from linear algebra are highly useful in most areas of higher-level mathematics. Moreover, there are numerous uses of linear algebra in other disciplines, including computer science, physics, chemistry, biology, and economics.

This course involves the study of vector spaces, an appealing geometric

way of formulating many of the most important ideas in the subject. Two familiar vector spaces from calculus are the plane and 3-space. In addition. students in MATH 224 examine matrices, which may be thought of as functions between vector spaces. In the past, linear algebra involved tedious calculations. Now we have computers to do this work for us, allowing us to spend more time on concepts and intuition. A computer algebra system such as Maple will likely be used. Prerequisite: MATH 112 (12) or permission of instructor.

Dynamical Systems MATH 291 (1/2 unit) *Howard*

The theory of dynamical systems is the study of the behavior of physical or mathematical systems that change over time according to specific rules. Dynamical systems have applications to many areas of science and social science-research, including models of population growth and decline, interspecies relationships, traffic-flow problems, battles, river meanders, weather patterns, heartbeat rates, chemical reactions, and financial markets. In this course we will study both discrete and continuous time models, presenting the two approaches in a unified manner. Upon completion of the course, students should comprehend the basic concepts and recent developments in the field of dynamical systems, including the stability theory of equilibria and the theory of transitions to chaos. Students will develop the ability to analyze simple nonlinear discrete and continuous dynamical systems and to chart parameter regions of stability, periodicity, and chaos. Further, students will gain an appreciation for the power as well as the limitations of dynamical systems theory and chaos when applied to realistic systems such as ecologies and financial markets. Rather than taking a formal theorem-proof style, the course will be taught in a manner that stresses the geometry, intuition, and appreciation of dynamical

systems. Computer technology will be used extensively to perform simulations and experiments. Prerequisite: MATH 111 (11). Corequisite: MATH 112 (12)

Abstract Algebra I MATH 335 (1/2 unit) Holdener

The phrase "abstract algebra" correctly suggests some sort of a generalization of a topic most of us learned in high school, though it goes very much beyond that, of course. Three of the most important structures in abstract algebra are groups, rings, and fields; all three are, in fact, abstractions of familiar objects-the integers form a group or ring, while the real numbers give us an example of a field. Each of these structures has the property that any two of the subjects in the system may be "combined" in some way to produce a new object in the system. In the system of integers, for example, this "combining" might be addition or multiplication. Groups and rings are fundamental tools for any mathematician and many scientists, but these concepts are beautiful and worthy of study in their own rightgroup theory and ring theory currently are both very active areas of mathematical research.

In this course, the student examines the basics of groups and rings, with emphasis on the many examples of these algebraic structures. A possible example might be a study of symmetry with the aid of group theory. Prerequisite: MATH 222 (22) or permission of the instructor.

Probability

MATH 336 (1/2 unit) Hartlaub

This course provides a mathematical introduction to probability. Topics include basic probability theory, random variables, discrete and continuous distributions, mathematical expectation, functions of random variables, and asymptotic theory. Prerequisite: MATH 213 (21).

Real Analysis I MATH 341 (1/2 unit) Schumacher

This course is a first introduction to Real Analysis. "Real" refers to the real numbers. Much of our work will revolve around the real number system. We will start by carefully considering the axioms that describe it. Students will be asked to consider many functions that take on real values-that is, each object in our domain will be associated with a real number. For instance, every point in the plane can be associated with its distance from the origin. Two points in the plane give rise to a real number: the distance between them. The concept of distance will be a major theme of the course.

"Analysis" is one of the principle branches of mathematics. One often hears that analysis is the theoretical underpinnings of the calculus, but though this has a kernel of truth, it is an answer that misleads by oversimplifying. Certainly, analysis had its inception in the attempt to give a careful, mathematically sound explanation of the ideas of the calculus. But over the last century, analysis has grown out of its original packaging and is now much more than simply the theory of the calculus. Analysis is the mathematics of "closeness"-the mathematics of limiting processes. The idea of continuity can be phrased in terms of limits. Both derivatives and integrals are the end results of taking a limit. Compactness is a property of sets that underlies many of the most important theorems encountered in calculus. These and related ideas will be the subject of the course. Prerequisites: MATH 213 (21) and MATH 222 (22).

Topology

MATH 460 (1/2 unit) *Slack*

Topology is a relatively new branch of geometry that studies very general properties of geometric objects, how these objects can be modified, and the relations between them. Three key concepts in topology are

compactness, connectedness, and continuity, and the mathematics associated with these concepts is the focus of the course. Compactness is a general idea helping us to more fully understand the concept of limit, whether of numbers, functions, or even geometric objects. For example, the fact that a closed interval (or square, or cube, or n-dimensional ball) is compact is required for basic theorems of calculus. Connectedness is a concept generalizing the intuitive idea that an object is in one piece: the most famous of all the fractals, the Mandelbrot Set. is connected. even though its best computergraphics representation might make this seem doubtful. Continuous functions are studied in calculus, and the general concept can be thought of as a way by which functions permit us to compare properties of different spaces or as a way of modifying one space so that it has the shape or properties of another. Economics, chemistry, and physics are among the subjects that find topology useful. The course will touch on selected topics that are used in applications. Prerequisite: permission of instructor.

Individual Study MATH 493 (1/2 unit) Staff

This course enables students to study a topic of special interest under the direction of a member of the mathematics department. Prerequisites: permission of instructor and department chair.

Senior Honors MATH 497 (1/2 unit) Hartlaub, A. Jones

The content of this course is variable and adapted to the needs of senior candidates for honors in mathematics. Prerequisite: permission of department.

Second-Semester Courses

Surprises at Infinity ♦ MATH 105 (1/2 unit) Schumacher

Our intuitions about sets. numbers. shapes, and logic all break down in the realm of the infinite. The paradoxical facts about infinity are the subject of this course. We will discuss what infinity is, how it has been viewed through history, why some infinities are bigger than others, how a finite shape can have an infinite perimeter, and why some mathematical statements can be neither proved nor disproved. This will very likely be quite different from any mathematics course you have ever taken. Surprises at Infinity focuses on ideas and reasoning rather than algebraic manipulation; a calculator will be entirely useless. The class will be a mixture of lecture and discussion, based on selected readings. You can expect essay tests and frequent writing assignments. No prerequisites.

Elements of Statistics ♦ MATH 106 (1/2 unit) Slack, B. Jones

See first-semester course description.

Calculus A ♦ MATH 111 (1/2 unit) Howard

See first-semester course description.

Calculus B ♦ MATH 112 (1/2 unit) Howard, Slack

See first-semester course description.

An Introduction to Computer Science ◆ MATH 118 (1/2 unit)

A. Jones

See first-semester course description.

Data Analysis MATH 206 (1/2 unit) *Hartlaub*

This course follows MATH 106 and focuses on (1) additional topics in statistics, including linear regression, nonparametric methods, discrete data analysis, and analysis of variance; (2) efficient use of statistical software in data analysis and statistical inference; and (3) writing and presenting statistical reports, including graphics. The MATH 106-206 sequence provides a foundation for statistical work in applied fields such as econometrics, psychology, and biology. It also serves as preparation for study of theoretical probability and statistics. Prerequisite: MATH 106 (6).

Calculus C MATH 213 (1/2 unit) A. Jones

See first-semester course description.

Data Structures and Program Design MATH 218 (1/2 unit) A Jones

This course is intended as a second course in programming, as well as an introduction to the concept of computational complexity and the major abstract data structures (such as arrays, stacks, queues, link lists, graphs, and trees), their implementation and application, and the role they play in the design of efficient algorithms. Students will be required to write several programs using a high-level language. Prerequisite: MATH 118 (18).

Foundations MATH 222 (1/2 unit) Schumacher

This course introduces students to mathematical reasoning and rigor in the context of set-theoretic questions. The course will cover basic logic and set theory, relations—including orderings, functions, and equivalence relations—and the fundamental aspects of cardinality. Emphasis will be placed on helping students in reading, writing, and understanding mathematical reasoning. Students will be actively engaged in creative work in mathematics.

The course should be taken no later than the spring semester of the sophomore year. Advanced first-year students interested in mathematics are encouraged to consider taking this course in their first year. (Please see a member of the mathematics faculty if you think you might want to do this.) Prerequisite: credit for at least one Kenyon mathematics course numbered above 110 or permission of instructor.

Linear Regression Models MATH 316 (1/2 unit) Hartlaub

This course will focus on linear regression models. Simple linear regression with one predictor variable will serve as the starting point. Models, inferences, diagnostics, and remedial measures for dealing with invalid assumptions will be examined. The matrix approach to simple linear regression will be presented and used to develop more general multiple regression models. Building and evaluating models for real data will be the ultimate goal of the course. Time series models, nonlinear regression models, and logistic regression models may also be studied if time permits. Prerequisites: MATH 106 (6) and MATH 224 (24) or permission of instructor.

Differential Equations MATH 333 (1/2 unit) Slack

Differential equations arise naturally to model dynamical systems such as occur in physics, biology, and economics, and have given major impetus to other fields in mathematics, such as topology and the theory of chaos. This course covers basic analytic, numerical, and qualitative methods for the solution and understanding of ordinary differential equations. Computer-based technology will be used. Prerequisite or corequisite: MATH 213 (21).

Mathematical Models MATH 347 (1/2 unit) *Howard*

This course introduces students to the concepts, techniques, and power of mathematical modeling. Both deterministic and probabilistic models will be explored, with examples taken from the social, physical, and life sciences. Students engage cooperatively and individually in the formulation of mathematical models and in learning mathematical techniques used to investigate those models. Prerequisites: MATH 106 (6) and MATH 112 (12) or permission of instructor.

Junior Honors MATH 398 (1/2 unit) Staff

The goal of the Junior Honors Seminar is twofold: to develop a greater understanding of a broad selection of mathematical topics, and to gain the experience of independent exploration in mathematics. Students will work under the close supervision of a faculty member on three areas of interest. Topics of study will be chosen by the student. As a culmination of the course, each student will write a proposal describing his or her plan of study for senior honors. Prerequisite: permission of department.

Real Analysis II MATH 441 (1/2 unit) Schumacher

This is an analysis course with variable content, depending on the needs and interests of the students. Prerequisite: MATH 341 (41).

Individual Study MATH 494 (1/2 unit) Staff

This course enables students to study a topic of special interest under the direction of a member of the department. Prerequisites: permission of instructor and department chair.

Senior Honors MATH 498 (1/2 unit) Hartlaub, A. Jones

The content of this course is variable and adapted to the needs of senior candidates for honors in mathematics. Prerequisite: permission of department.

Additional courses available another year include the following:

Introduction to Number Theory ♦ MATH 107 (1/2 unit)

Part of the appeal of number theory, the study of the properties of the system of whole numbers, is the lure of the unknown: even a beginner can understand problems that the greatest mathematicians in history have been unable to solve. In this course, we will probably not solve them either. but we will learn what they are. We will also learn about such topics as primes and prime factorization, perfect numbers, arithmetic modulon, Diophantine equations, "Fermat's Last Theorem," and possibly continued fractions or quadratic number fields.

The only prerequisites are a good understanding of high-school algebra and an interest in learning mathematics for its own sake. Prospective majors and students who plan to take only one or two math courses in college are equally welcome. Enrollent limited to first- and secondyear students.

Modeling Biological Growth and Form

◆ MATH 108 (1/2 unit)

This course will explore various areas of mathematics involved in modeling the growth and form of biological organisms and populations. In particular, we will ask such questions as: How do you model the growth of a population of animals? How can you model the growth of a tree? How do sunflowers and seashells grow? How do mathematicians quantify symmetry? The course will be a "hands-on" course and will make extensive use of the graphical capabilities of the computer software package Maple. The course will not involve significant amounts of symbolic manipulation. Rather, assignments will usually involve readings, papers, and computer projects. The course will rely on ideas from a wide range of

mathematical fields, including geometry, linear algebra, mathematical modeling, and computer graphics. Prerequisites: Pre-calculus or permission of the instructor. Enrollment limited.

Nonparametric Statistics MATH 216 (1/2 unit)

This course will focus on nonparametric and distribution-free statistical procedures. These procedures will rely heavily on counting and ranking techniques. In the one and two sample settings, the sign, signed-rank, and Mann-Whitney-Wilcoxon procedures will be discussed. Correlation and one-way analysis of variance techniques will also be investigated. A variety of special topics will be used to wrap up the course, including bootstrapping, censored data, contingency tables, and the two-way layout. The primary emphasis will be on data analysis and the intuitive nature of nonparametric statistics. Illustrations will be from real data sets, and students will be asked to locate an interesting data set and prepare a report detailing an appropriate nonparametric analysis. Prerequisites: MATH 106 or permission of instructor.

Design and Analysis of Experiments

MATH 226 (1/2 unit)

This course will focus on standard methods of designing and analyzing experiments. Simple comparative designs, factorial designs, block designs, and appropriate post-hoc comparisons will be discussed. These techniques are commonly used by statisticians and experimental scientists in a wide variety of fields. Statistical software will be introduced and heavily used throughout the course. No prior experience with the software is necessary. Each student will be asked to design an experiment, conduct the experiment, and collect and analyze the appropriate data. Prerequisite: MATH 106 (6) or permission of instructor. Enrollment limited.

Methods of Discrete Mathematics MATH 227 (1/2 unit)

Discrete mathematics is concerned with modes of reasoning and mathematical techniques that are useful in investigating questions about large (but finite) sets or intricate relationships among the members of a large set. Such questions abound in the contemporary world. This course focuses on techniques of analysis and problemsolving that are especially appropriate for students interested in such studies as computer science, sociology, government, and urban planning. Mathematical topics include Boolean algebra, graphs, trees, combinatorial methods of counting, finite induction, and recursion. Prerequisite: MATH 107 (7) or 222 (22) or permission of instructor.

Euclidean and Non-Euclidean Geometry

MATH 230 (1/2 unit)

The Elements of Euclid, written over two thousand years ago, is a stunning achievement. The *Elements* and the non-Euclidean geometries discovered by Bolyai and Lobachevsky in the nineteenth century formed the basis of modern geometry. From this start, our view of what constitutes geometry has grown considerably. This is due in part to many new theorems that have been proved in Euclidean and non-Euclidean geometry but also to the many ways in which geometry and other branches of mathematics have come to influence one another over time. Geometric ideas have widespread use in analysis, linear algebra, differential equations, topology, graph theory, and computer science, to name just a few areas. These fields, in turn, affect the way that geometers think about their subject. Students in MATH 230 will consider Euclidean geometry from an advanced standpoint. but will also have the opportunity to learn about several non-Euclidean geometries such as (possibly) the Poincare plane, geometries relevant to special relativity, or the geometries of Bolyai

and Lobachevsky. In addition, the course may take up topics in differential geometry, topology, vector space geometry, mechanics, or other areas, depending on the interests of the students and the instructor. Prerequisite: MATH 222 (22) or permission of instructor.

Vector Analysis MATH 232 (1/2 unit)

Physical and natural phenomena depend on a complex array of factors, and to analyze these factors requires the understanding of geometry in two and three (or more) dimensions. This course will continue the study of multivariable calculus begun in MATH 213. Topics of study will include vector fields, line and surface integrals, potential functions, classical vector analysis, and Fourier Series. Computer labs will be incorporated throughout the course, and physical applications will be plentiful. Prerequisite: MATH 213 (21).

Numerical Analysis MATH 237 (1/2 unit)

This course presents a study of the major topics of classical numerical analysis. These include the solution of nonlinear equations, interpolation and approximation, numerical integration, matrices and systems of linear equations, and the solution of differential equations. The course requires extensive use of the computer. Prerequisites: MATH 118 (18) and MATH 213 (21) or permission of department chair.

Linear Algebra II MATH 324 (1/2 unit)

This course deepens the studies begun in MATH 224. Topics will vary depending on the needs and interests of the students. However, the topics are likely to include some of the following: abstract vector spaces, linear mappings and canonical forms, linear models and eigen vector analysis, inner product spaces. Prerequisite: MATH 224 (24).

Complex Functions MATH 352 (1/2 unit)

The course starts with an introduction to the complex numbers and the complex plane. Next students are asked to consider what it might mean to say that a complex function is differentiable (or *analytic*, as it is called in this context). For a complex function that takes a complex number z to f(z), it is easy to write down (and make sense of) the statement that f is analytic at z if

exists. The main subject of the course will be the amazing results that come from making such a seemingly innocent assumption. Differentiability for functions of one complex variable turns out to be a very different thing from differentiability in functions of one real variable. Topics covered will include analyticity and the Cauchy-Riemann equations, complex integration, Cauchy's theorem and its consequences, connections to power series, and the residue theorem and its applications. Prerequisites: MATH 213 (21) and 234 (24).

Mathematical Statistics MATH 436 (1/2 unit)

This course follows MATH 336 and introduces the mathematical theory of statistics. Topics include sampling distributions, point estimation, interval estimation, and hypothesis testing; these will also be applied to real data sets. Prerequisite: MATH 336 (36).

Modern Languages and Literatures

Humanities Division

Faculty

Jianhua Bai Associate Professor of Chinese

Jean Blacker Associate Professor of French (on leave)

Mary Jane Cowles Associate Professor of French

Ana del Sarto Visiting Assistant Professor of Spanish

Robert H. Goodhand Professor Emeritus of French

Mortimer M. Guiney Associate Professor of French

Edmund P. Hecht Professor Emeritus of German

Susan Jevitt Visiting Instructor of Japanese

Linda Metzler Professor of Spanish (on leave)

Don A. Monson Visiting Professor of French

Evelyn Moore Chair, Associate Professor of German

Natalia Olshanskaya Assistant Professor of Russian

Charles A. Piano Professor of Spanish

P. Lyn Richards Associate Professor of Italian

Clara Román-Odio Associate Professor of Spanish

B. Peter Seymour Professor Emeritus of French

Patricia A. Simpson Visiting Assistant Professor of German

Hideo Tomita Associate Professor of Japanese (on leave) The Department of Modern Languages and Literatures (MLL) offers a range of language, literature, and culture courses in French, German, and Spanish to majors and nonmajors. Language and culture courses in Chinese, Italian, Japanese, and Russian are available. In addition, courses in other languages or literatures may occasionally be offered. The department offers courses in literature taught in the original languages, as well as others taught in translation. Courses requiring no knowledge of foreign languages appear among the following offerings and are also listed separately under "Literature in Translation."

A student may major in French, German, or Spanish. There are three types of majors, depending on the focus of study: (1) literature, (2) language (a primary and a secondary one), and (3) area studies.

All major programs are devised by the student in consultation with an MLL faculty member of his or her choosing. All students majoring in the department must, as part of their Senior Exercise, take a languagecompetency examination, given at the beginning of their senior year. Language majors must take an examination in each of their two languages. Please see below for a description of the three types of majors and their respective requirements. A minor is available in Chinese, Italian, Japanese, and Russian. Study toward the minor must begin by the sophomore year. Because of limited staffing, study abroad may be necessary in order to complete a minor. See below for further information about the minor.

Placement Examinations

During the Orientation Program, placement tests are given in French, German, and Spanish. If you have had little or no exposure to one of these languages and are thinking of enrolling in a beginning course in one of them, there is no need to take the placement test. You should take the test, however, if you want to be placed in an intermediate or advanced course in French, German, or Spanish. The list of departmental recommendations will be made available to your faculty advisor and will be posted outside the Language Practice Room (Ascension 102) as soon as the placement tests have been processed. Should there be cogent reasons why you cannot take the placement test at the scheduled time, consult with your faculty advisor or an MLL faculty member to make alternate arrangements.

If you have studied more than one modern language in secondary school and are considering courses in more than one language or literature, you are best advised to take the placement test in the language in which you feel most competent or which you are most likely to continue studying at Kenyon. Arrangements can be made with individual instructors to determine placement for the other language(s).

Students who have scored 4 or 5 on the College Board Advanced Placement test in language or literature need not take a placement examination in that language. Kenyon faculty advisors will have a list noting any advanced placement credit and will recommend appropriate courses.

Diversification and Courses Open to New Students

Depending on your interests, your language background, and the results of your placement test, almost every departmental offering listed in the course catalogue is open to you and is appropriate for diversification. Look for the \blacklozenge symbol, which designates those courses particularly appropriate for first-year or upperclass students new to the MLL curriculum.

Course Assignments

Since many of the courses have no prerequisites and hence are open to first-year students, it is impossible to note here typical assignments for each course. Be sure to attend the departmental discussions during the Orientation Program, and feel free to seek out individual instructors for further information and help in making your course selections.

Beginning and Middle Levels: Language Skills

Courses numbered 111-112 are beginning language classes. Courses numbered 213-214 are middle-level language classes. These courses stress language skills with some treatment of literary and/or cultural materials. All introductory courses listed as 111-112 are taught through the Kenyon Intensive Language Model (KILM), an intensive approach that compresses into one year beginning and intermediate materials. KILM classroom activities aim at dispelling inhibitions and encouraging communication. For each meeting with the professor (typically five times per week in 111 and four times per week

in 112), there is a daily session with Kenyon undergraduate apprentice teachers working with groups of approximately ten students. Daily work in the Language Practice Room is also required. Apprentice-teacher classes are arranged when the class first meets with the professor. Some middle-level courses numbered 213-214 meet for a fourth hour with an apprentice teacher.

Middle Level: Literature and Culture

The following courses serve as an introduction to literature and/or culture and also continue the development of language skills.

Courses offered in 2000-01:

- FREN 323 Introduction to French Poetry and Theater (fall)
- FREN 324 Introduction to French Prose (spring)
- GERM 325 Introduction to German Literature (spring)
- SPAN 323 Survey of Spanish Literature I (fall)
- SPAN 324 Survey of Spanish Literature II (spring)
- SPAN 338 Introduction to Spanish-American Fiction (fall)

Courses to be offered in other years:

FREN 328 Aspects of French Civilization

Students are placed in these courses on the basis of their scores on the placement examination or as the result of advanced placement credit.

Advanced Level: Language and Culture

Courses numbered 300-399 are advanced-level language and/or civilization courses. Courses numbered in the 400s and above are usually advanced-level literature or culture courses. See below for a full description of these courses.

Requirements for the Major

Three types of majors are available to students:

I. Literature major

The primary concerns of this major program are the cultivation of the skills of literary analysis and the appreciation of works of literature in their cultural and historical contexts.

Course requirements: **4 units** (minimum).

The department offers three distinct literature majors: French literature, German literature, and Spanish literature. Literature majors take a minimum of 4 units of work in literature courses in the chosen discipline. They must also take courses covering a certain range of time periods, according to their chosen discipline: in French, a minimum of one pre-1800 and one post-1800 literature course; in German and Spanish, a minimum of one pre-1900 and one post-1900 literature course. Literature majors must take at least one semester of Introduction to Literature (331, 333, or 334) or the equivalent course taken off-campus (with prior approval by the department), preferably when they begin their work towards the major. Introduction to Literature courses do not count towards fulfillment of the time-period requirement.

In addition, an advanced-level language and/or civilization class (300-399) and a course on the theory of literary criticism are strongly recommended.

II. Modern Languages major The aim of this major program is to enable students to develop proficiency in reading, listening, speaking, and writing in at least two modern languages.

Course requirements: **5 units** (minimum).

At least 5 units of language or culture/literature courses drawn from two disciplines within MLL are required. A variety of combinations is possible: French, German, or

Spanish may be elected as the first language in the major program, and Chinese, French, German, Italian, Japanese, Russian, or Spanish chosen as the student's second language. Under exceptional circumstances a student may choose Chinese, Italian, Japanese, or Russian as her or his primary language **if** she or he studies abroad for the junior year, taking as many courses in the target language as possible and achieves the appropriate level of proficiency. However, the student must first obtain approval from the appropriate faculty member, and then inform the department chair and the departmental senior-majors liaison of such a change, in writing, by the end of the second week of classes of her or his senior year. A course at the introductory level (111-112) in the student's first language does **not** count toward the modern languages major; the 111-112 level course in the student's second language does count toward the major requirements. In the first language, students must take at least 2 units above the 213-214 level. In the second language, students must take a minimum of 1/2unit above the 213-214 level.

It is recommended that the student take 1 unit in areas related to the study of foreign languages and cultures. In the study of the phenomenon of language, students may elect courses in linguistics and in the philosophy and psychology of language as offered by MLL and the departments of anthropology, classics, English, philosophy, and psychology. In the area of classical languages, students may elect language courses in ancient Greek, Latin, or Classical Chinese. In the area of culture, students may choose among appropriate offerings within fine arts, humanities. and social sciences.

III. Modern Languages and Literatures Area Studies: French Studies major, German Studies major, Spanish Studies major This major program enables students to pursue a broadly based major by combining the study of foreign language, culture, and literature with such fields as anthropology, art history, classical civilization, drama, economics, history, the Integrated Program in Humane Studies, music, philosophy, political science, and religion. Language competency and a breadth of knowledge of the particular culture are the desired results. The student must provide a two- to three-page written statement of interest and plan of study, developed in consultation with a faculty member in his or her proposed discipline, as a precondition to obtaining the approval of the MLL **chair**. The plan should explore disciplines outside the MLL department. By the end of the first week of classes of the senior year, the student must meet with the advisor to ensure that the program of study has been

proceeding according to plan. Course requirements: **6 units**

(minimum).

I. In the target discipline, the student must take 4 units above the 111-112 level consisting of the following:

A. 1 unit of 213-214 or of an appropriate language course above that level.

B. A minimum of 3 units above the 213-214 level with at least 1 1/2 units in literature.

II. In related areas, the student must take 2 units of courses outside the department, which provide opportunity for interdisciplinary study of a foreign culture or for study of issues of an international nature. An updated list of suitable courses will be provided by each of the three major disciplines in the department. In order for courses taken outside the department to qualify for credit toward the major, the student must give evidence to the faculty advisor that work has been done that involved reading and research in a foreign language, as follows:

1. The student must submit for the advisor's signature course validation sheets specifying use of a reasonable number of foreignlanguage sources. The student will confer with the advisor to determine what may constitute, in any given case, a reasonable number of sources.

2. The student must submit to the advisor copies of papers written for courses outside of the department. These papers, attached to the course validation sheet and filed in the advisor's office, will serve as documentation of the student's completion of requirements outside of the department.

Requirements for the Minor

The department provides students with the opportunity to declare a minor in Chinese, Italian, Japanese, or Russian. Because entering students who might want to declare a minor may or may not have had previous experience in the language, we offer two different minor tracks within the department.

Plan A:

For students who have had little or no previous instruction in a language, the minor will consist of a minimum of 3 units beginning with the 111-112 level. It will include at least one semester of coursework above the 213-214 level, that is, beyond the second-year level of proficiency. Please note that this means a student who chooses to pursue a minor will have to begin his or her study of the language at Kenyon before the junior vear.

Plan B:

For students who have had extensive experience in the language and place out of 111-112 or 213-214 (normally by virtue of an advanced placement test score or a Kenyon placement test), the minor will consist of a minimum of 2 1/2 units above either the 111-112 or the 213-214 level. It will include at least 1 1/2 units above the 213-214 level for students who place out of 111-112 and 2 1/2 units above the 213-214 level for those who place out of 213-214.

Because of limited course offerings, students who qualify under Plan B will be expected to fulfill all but
one course requirement above the 213-214 level through study abroad, transfer credit, independent study, or a combination thereof.

Additional Requirements

In order to declare a minor in a language, students must obtain approval from the chair of MLL and from the faculty advisor for the minor by the end of the second full week of the first semester of their senior year, at the latest.

Students must pass a languageproficiency test appropriate to minors, administered in early October of their senior year.

Students can apply up to 1/2 unit of advanced-placement credit toward the MLL minor provided that, in the case of students on Plan B, it be at least equivalent to the 213-214 level.

A minimum of 1 unit toward the minor must be completed in residence.

Students should not expect to fulfill the requirements for the minor by registering for Individual Study.

Students are encouraged to undertake study abroad.

Senior Exercise

All departmental majors are required, as part of the Senior Exercise, to pass a language-proficiency exam in the language(s) of their major. These exams are administered in September. The second language exam for modern language majors is administered in early October, on the same day as the exam for minors. In addition, each of the three majors offered by the department requires a written project, the first draft of which is due in February. Oral exams in the language of the major follow the submission of the final draft.

Modern Language Major The written portion of the exercise is a research paper of at least fifteen (double-spaced) pages. It must be written in the first foreign language. The advisor(s) and student will agree on a topic for an oral exam to be held in the second foreign language.

French, German, and Spanish Studies Majors The written portion of the exercise consists of a research paper of twenty to thirty (double-spaced) pages. The paper may be written in English. No special credit is given to papers written in the foreign language. An oral exchange of ideas in the foreign language between the student and appropriate faculty member takes place within three weeks of the submission of the final draft.

Literature Major

The written portion of the exercise consists of a research paper of twenty (double-spaced) pages. The paper may be written in English. No special credit is given to papers written in the foreign language; however, it is expected that the student will write the foreign language with a reasonable degree of accuracy and fluency. An oral exchange of ideas in the foreign language between the student and appropriate faculty member takes place within three weeks of the submission of the final draft. (See the department chair for a full description of the expectations and requirements for the Senior Exercises.)

Honors Projects

Candidates seeking to do an honors project must apply to the MLL department, whose members will then meet to approve the honors candidacy. Candidates must submit to the department a description of the proposed project and a writing sample. This should be done prior to the end of the second week of the senior year.

LANGUAGES AND LITERATURES

First-Semester Course

Critical Theory and Its Application to Texts

MLL 483 (1/2unit) Cowles, Moore

The objective of this course is to provide students with a working understanding of three to four of the most influential literary theories of the twentieth century. The literary theories introduced may vary in any given year, but will include such critical approaches as structuralism, feminism, reader-response theories, psychoanalytic criticism, deconstruction, and narratology. The course will focus on the application of these theories to specific examples of literary works by authors such as Cortázar, Kleist, E.T.A. Hoffmann, Madame de Lafayette, Baudelaire, and Lispector. Classes will be taught in English, using English translations, with the opportunity to read and discuss the texts studied in the original language. This course is strongly recommended for all departmental majors, especially literature majors, but is open to students from other departments. Prerequisites: two upper-division literature courses.

CHINESE

Year Courses

Intensive Introductory Modern Chinese

◆ CHNS 111-112 (1 1/2 unit) Bai

This is the basic introductory language course in Modern Standard Chinese (Putonghua). The course will develop speaking, listening, reading, and writing skills. In the first semester, pronunciation and some basic grammar will be taught. The bulk of in-class work will be devoted to developing oral and aural skills. There will also be an introduction to the Chinese writing system. By the end of the first semester, approximately two hundred Chinese characters will have been introduced. By the end of the second semester, most of the basic grammar will have been introduced, as will another two hundred fifty Chinese characters. Class meetings range from nine hours per week in the first semester to eight hours per week in the second. There will be required Language Practice Room work. Enrollment limited to twenty students.

Intermediate Modern Chinese CHNS 213-214 (1 unit) Bai

This course is a continuation of CHNS 111-112. By the end of the first semester, all the basic grammar of Modern Standard Chinese (Putonghua) and another three hundred Chinese characters will have been introduced. There will be extensive oral and written assignments. In the second semester, there will be a review of the basic grammar through in-class oral work and an introduction to the elements of Modern Written Chinese grammar. Approximately three hundred more Chinese characters will be introduced. Students will also learn how to use dictionaries and will read unedited Modern Chinese texts. In both semesters, there will be required Language Practice Room work and two discussion sections per week with an apprentice teacher. Prerequisite: CHNS 111-112 (11-12) or equivalent.

First-Semester Course

Advanced Chinese: Empower Reading by Reading About China CHNS 321 (1/2 unit) Bai

This course is an upper-level course for students who wish to develop and refine their ability to understand, speak, read, and write Modern Standard Chinese. There will be extensive reading that deals with aspects of Chinese culture and society. Students are required to finish most of the assigned reading materials, which will serve as points of departure for discussion and composition. Video materials will also be used for this purpose. Reading and writing assignments will emphasize use of both simplified and traditional or "complex" forms of Chinese characters. This course is recommended for students wishing to specialize in any field related to China. The course may be repeated with credit. Prerequisite: CHNS 213-214 (13-14) or equivalent or permission of instructor.

Second-Semester Course

Individual Study CHNS 394 (1/2 unit) Bai

Students who have completed three years or more of Chinese language

may be eligible to do independent study in Chinese language and literature. Topics will be arranged in consultation with the instructor and may include readings in Chinese literature (stories, essays, etc.) or advanced conversation (Kouyu). Credit earned will vary depending upon the topic.

FRENCH

Year Courses

Intensive Introductory French ◆ FREN 111-112 (1 1/2 unit) *Cowles*

This is a year-long course offering the equivalent of three semesters of conventional language study. Work for the course includes practice (in class, in scheduled drill and conversation sections with an apprentice teacher, and in the Language Practice Room) in understanding and using the spoken language. Written exercises and elementary reading materials serve to reinforce communicative skills, build vocabulary, and promote discussion. During the second semester, the class continues the study of the fundamentals of French with the addition of more literary and cultural materials, introduced with a view to developing techniques of reading, expanding vocabulary, and enhancing cultural awareness.

There are normally nine hours of class instruction in the first semester (including the conversation drill sessions) and eight hours in the second semester. Students are expected to spend twenty minutes working in the Language Practice Room for each day of class. This course is intended for students who have had no prior experience with French or who are placed in FREN 111-112 on the basis of a placement exam administered during fall Orientation. Enrollment limited.

Intermediate French FREN 213-214 (1 unit) Guiney, Monson

This is an intermediate-level course open to students who have successfully completed FREN 111-112 or who qualify by virtue of a placement test. It is designed for students interested in developing their ability to speak, write, and read French. The course includes a comprehensive grammar review and short cultural and literary readings, which will serve as points of departure for class discussion. Course requirements include attendance at one to two extra discussion sections per week with a native assistant. Attendance at a weekly French Table is strongly encouraged. Prerequisite: FREN 111-112 (11-12) or equivalent. Enrollment limited.

Senior Honors FREN 497-498 (1 unit) Staff

This course offers independent study for senior candidates for honors, under the direction of the honors supervisor. Prerequisite: permission of instructor.

First-Semester Courses

Advanced Composition and Conversation FREN 321 (1/2 unit) *Guiney*

This course is designed to provide advanced students with the opportunity to strengthen their abilities to write, read, and speak French. The conversation component of the course will focus on the discussion of articles from the current French and Francophone press, television programs, films, and web sites, and on developing the fluency in French to perform linguistically and culturally appropriate tasks. The composition component will seek to improve the ability to write clearly and present a coherent argument in French. There will also be a comprehensive review of advanced grammatical structures. Prerequisite: FREN 213-214 (13-14) or equivalent.

Introduction to French Poetry and Theater FREN 323 (1/2 unit) Monson

This is an introduction to French poetry and theater, with an emphasis on techniques of close analysis of texts. The works studied span the period from the sixteenth to the twentieth centuries and include such authors as Ronsard, Racine, Molière, Baudelaire, Rimbaud, Valéry, and Anouilh. Prerequisite: FREN 213-214 (13-14) or equivalent

Francophone Literature FREN 341 (1/2 unit) Staff

This survey course is designed to introduce students to Francophone literature of the Americas and Africa. Students will read a selection of novels, short stories, plays, and poems by male and female authors from different parts of the French-speaking world, such as Manitoba and Québec, Martinique, Guyana, Morocco, Madagascar, Senegal, and Chad. Authors may include Gabrielle Roy, Michel Tremblay, Anne Hébert, Aimé Césaire, Tahar Ben Jelloun, Mariama Bâ, Léopold Senghor, and Baba Moustapha. Universal themes, such as the individual's search for self-understanding and the tension between civilization and nature, will be discussed together with more culturally specific themes such as the effects of colonialism on colonizers and colonized, and *la négritude*. Prerequisite: FREN 213-214 (13-14) or equivalent.

Introduction to Early Lyric FREN 350 (1/2 unit) Monson

This course is designed to introduce students to the language, forms, images, and themes that characterize the French lyric, from the trouvères, troubadours, and trobairitz of the medieval period to the *Pléiade* of the sixteenth century. Poets to be read may include Marcabru, Bernard de Ventadorn, the Contessa di Dia, the Châtelain de Coucy, Thibaut de Champagne, Guillaume de Machaut, Christine de Pisan. Charles d'Orléans. Francois Villon, and Pierre de Ronsard. Medieval texts will be read in bilingual (original language and modern French) editions. Prerequisite: FREN 213-214 (13-14) or equivalent.

Individual Study FREN 293/393/493 (1/2 unit) Staff

This course offers an opportunity to study on an individual basis in special-interest areas, literary or linguistic, under the regular supervision of a faculty member. This course is normally available only to majors or, in unusual cases, to prospective majors. Prerequisites: permission of instructor and department chair.

Second-Semester Courses

Introduction to French Prose FREN 324 (1/2 unit) Monson

This is an introduction to French prose fiction and essays with an emphasis on techniques of close analysis of texts. The works studied span the period from the sixteenth to the twentieth centuries and include such authors as Montaigne, Voltaire, Rousseau, Chateaubriand, Balzac, Flaubert, Sartre, Camus and Robbe-Grillet. Prerequisite: FREN 213-214 (13-14) or equivalent.

Contemporary French Society and Film FREN 328 (1/2 unit) Monson

This course will explore various aspects of contemporary French society as depicted primarily in film. Attendance at regular two-hour film-showings outside of class is required. Please refer to the *Enrollment Handbook* for a more complete description. Prerequisite: FREN 213-214 (13-14) or equivalent.

Seventeenth-Century French Literature

FREN 343 (1/2 unit) Cowles

This course is designed to introduce students to the literature and intellectual history of late sixteenthcentury and seventeenth-century France. We will read texts such as fairy tales by Charles Perrault; letters by Madame de Sévigné; philosophical and religious prose by Montaigne and Pascal: three of the most important plays of the period by Corneille, Racine, and Molière: and what is often considered the first French psychological novel, La Princesse de *Clèves*, by Madame de Lafayette. The course will be conducted in French. Prerequisite: FREN 213-214 (13-14) or equivalent.

Twentieth-Century French Prose FREN 348 (1/2 unit) *Guiney*

Though centered on the novel, this course examines various genres and their boundaries: drama, short narrative, and film. Close readings of classic modern texts will serve to illuminate questions such as the role and nature of the subject, narrative coherence and incoherence, the incorporation of marginal voices into the literary mainstream, and the relationship between literature and modernism. Examples of authors studied are Marcel Proust, Samuel Beckett, and Marguerite Duras. This course is designed to accommodate advanced students as well as those with little or no previous experience in French literature. Prerequisite: FREN 213-214 (13-14) or equivalent.

Individual Study FREN 294/394/494 (1/2 unit) Staff

This course offers an opportunity to study on an individual basis in special-interest areas, literary or linguistic, under the regular supervision of a faculty member. This course is normally available to majors or, in unusual cases, to prospective majors. Prerequisites: permission of instructor and department chair.

Additional courses available in other years include the following:

FREN 344 Medieval French Literature
FREN 345 Heart and Reason: Eighteenth-Century French Prose
FREN 346 Romantics and Realists: Nineteenth-Century French Literature
FREN 352 From Baudelaire to Valéry
FREN 353 The Meaning and Myth of the French Revolution in Literature and Film
FREN 361 Symbolism to Surrealism:

Twentieth-Century Poetry and its Context

Please also consult listings in modern languages and literatures for interdisciplinary courses related to French studies.

GERMAN

Year Courses

Intensive Introductory German GERM 111-112 (1 1/2 units) Simpson

This is a year-long course for students who are beginning the study of German or who have had only minimal exposure to the language. The first semester comprises an introduction to German as a spoken and written language. The work includes practice (in class, in scheduled drill sessions with an apprentice teacher, and in the Language Practice Room as well as in the computer lab) in understanding and using the spoken language. Written exercises and elementary reading materials serve as a basis for vocabulary-building and discussion. During the second semester there is more advanced practice (in class, drill sessions, and the Language Practice Room) in the use of the spoken and written language, and literary and cultural materials are introduced with a view to developing techniques of reading. The class meets eight and one-half hours per week.

Reading, Speaking, and Writing German GERM 213-214 (1 unit)

GERM 213-214 (1 unit *Moore*

This middle-level course is designed to develop German reading, writing, and speaking skills beyond GERM 111-112. The class is conducted in German. The course is structured around a textbook, which will serve as a point of departure for discussions and compositions. Grammar is systematically reviewed. A fourth weekly meeting will be scheduled with the native informant for German, who will conduct grammar drills as well as introduce cultural materials. Prerequisite: successful completion of GERM 111-112 (11-12) or equivalent as established by the language placement exam.

Senior Honors GERM 497-498 (1 unit) Staff

This course offers independent study for senior candidates for honors under the direction of the honors supervisor. Prerequisite: permission of instructor.

First-Semester Courses

Advanced Conversation and Composition GERM 321 (1/2 unit) Moore

This is a third-level course for students who wish to develop and refine their ability to understand, speak, and write German. The course has a clear areastudies orientation and will use materials such as German documentaries, television news programs, and feature films. A fourth weekly meeting will be scheduled with the native informant for German, who will conduct grammar drills and discussions of literary and film materials used in the master class. Prerequisite: GERM 213-214 (13-14) or equivalent as determined by the language placement exam.

Violence and Civilization: German Romanticism and Beyond GERM 322 (1/2 unit) Simpson

This course will explore the relationship between concepts of violence and civilization in texts from the early nineteenth century to the present. Violence and civilization (Kultur) are often represented as opposites. The purpose of the seminar is to read carefully the works of German literature, philosophy, and culture in general (including film, art, music, and popular culture) that question that assumed opposition in an effort to comprehend the nature of violence in private and public spheres. We will read works by Hegel, Heinrich von Kleist, Goethe, E.T.A. Hoffmann, Georg Buechner, Friedrich Nietzsche, Sigmund Freud, Walter Benjamin, Bertolt Brecht, Emine Sevgi Oezdamar, and others. All reading and discussion will be in German. Prerequisite: German 321 (21) or the equivalent.

Individual Study GERM 293/393/493 Staff

This course offers an opportunity to study on an individual basis in special-interest areas, literary or linguistic, under the regular supervision of a faculty member. This course is normally available to majors or, in unusual cases, to prospective majors. Prerequisites: permission of instructor and department chair.

Second-Semester Courses

Introduction to German Literature GERM 325 (1/2 unit) Moore

The course is designed to be an introduction to the close reading of literary texts. The organization of the course reflects basic differences in literary form. We will read representative samples from various genres: drama, prose, and lyric poetry. We will consider the relationship of formal criteria (the structure of the work) to the ideas expressed in the text. We will read selections from the eighteenth and nineteenth centuries, as well as pre- and postwar twentieth-century literature. We will read works by some of the following authors: Goethe, Lessing, Rilke, Kafka. Elfriede Jelinek. and Christa Wolf. The course will be conducted in German. Prerequisite: GERM 214 (14) or equivalent.

Uncanny Love Stories: Theories of Love in German Literature from the Enlightenment to the Present

GERM 374 (1/2 unit) Simpson

The purpose of this course is twofold: to provide an overview of the development of German literature from the eighteenth century to the present; and to focus on the ways different writers and thinkers (and later, filmmakers) represent the fundamental human experience of love in exceptional or "uncanny" ways. The texts we will read in this seminar reflect the intervention of various social institutions in the private experience of the emotional. The course begins with a consideration of the role of the emotions versus reason in the German

Enlightenment. We then turn to the literary works from major German authors from Goethe to Kleist, Kafka, Heinrich and Thomas Mann, in which love is marked by loss, violence, and tragedy and/or elevated to the realm of the aesthetic. Freud's theory of love as outlined in his psychoanalytic writings informs the course in general; specifically, we will read his essays on sexuality. The course will conclude with a selection of films from the postwar era. All readings and discussion are in English. There are no prerequisites.

Multicultural Deutschland? GERM 343 (1/2 unit) Simpson

This course examines the recently reunified Federal Republic of Germany as a multicultural society along with issues of German identity and its contested relationship to minority culture. The historical burden of World War II and the legacy of fascism complicate the construction of German identity, which is in turn reflected in the fraught relationship of German "host" culture to the presence of predominantly Turkish "guest workers" (Gastarbeiter). After a consideration of Germany's colonial past, we will explore the impact of this discourse on the course of German history in the twentieth century. Readings will include literary and political works by Zafer Senocak, Alev Tekinay, Emine Sevgi Oezdamar, Saliha Scheinhardt, Kemal Kurt, Ismet Elci, and others. There will also be a section on film. All reading and discussion will be in German. Prerequisite: German 321 (21) or the equivalent.

Individual Study GERM 294/394/494 (1/2 unit) Staff

This course offers an opportunity to study on an individual basis in special-interest areas, literary or linguistic, under the regular supervision of a faculty member. This course is normally available to majors or, in unusual cases, to prospective majors. Prerequisites: permission of instructor and department chair.

ITALIAN

Year Course

This is a year-long course for students who are beginning the study of Italian or who have studied it only minimally. The first semester's work comprises an introduction to Italian as a spoken and written language. The work includes practice (in class, in scheduled drill sessions with an apprentice teacher, in the Language Practice Room, and in the computer lab) for understanding and using the spoken language. Written exercises, themes, and readings serve for vocabulary-building, discussion, and writing. During the second semester, more advanced practice occurs in the use of the spoken and written language. Literary and cultural materials develop reading ability.

First-Semester Course

Language and Culture ITAL 213 (1/2 unit) *Richards*

This course comprises an intermediate-level review of grammar as well as an introduction to syntax through the analysis of modern short stories. We will examine notions of cultural variation among the regions, with attention to history, geography, art, and gastronomy. The course will also introduce the conventions of formal writing in Italian. Required work will include weekly short written assignments, biweekly language tests, and a final examination. Attendance at film showings in the evening is also required. Prerequisite: ITAL 111-112 (11-12).

Second Semester Course

Introduction to Literature ITAL 214 (1/2 unit) Richards

This course introduces students to important authors in Italian literature, such as Dante, Petrarca, Boccaccio, Ariosto, Leopardi, and Pirandello, through close readings of selected passages in the original language. Our study of these texts will include not only stylistic analysis but also an exploration of historical context as well as discussion of critical approaches to interpretation. Requirements include response and research papers along with a midterm and a final examination. Prerequisite: Italian 213 (13) or the equivalent. May be taken (with special assignments) by students returning from Italy.

JAPANESE

Year Courses

Intensive Introductory Modern Japanese

◆ JAPN 111-112 (1 1/2 units) *Jevitt*

This is the basic introductory language course in Modern Standard Japanese (Tokyo dialect). The course will develop speaking, listening, reading, and writing skills. In the first semester, pronunciation and some basic grammar will be taught. The bulk of in-class work will be devoted to developing aural and oral skills. The second semester is a continuation of the first semester. with more of the basic grammar of Modern Standard Japanese introduced. There will also be an introduction to kanji (Chinese characters); students will learn how to use Japanese-English dictionaries as well as kanji dictionaries.

Class meetings range from nine hours per week in the first semester to eight hours per week in the second, with a language practice session of at least twenty minutes for each day of class. Enrollment limited to twenty students.

Intermediate Modern Japanese JAPN 213-214 (1 unit) Jevitt

This course is a continuation of JAPN 111-112. By the end of the year, all the basic grammar of Modern Standard Japanese (Tokyo dialect) will have been introduced, as will approximately three hundred *kanji*. In both semesters, there will be extensive oral and written assignments. Two additional fifty-minute practice sessions per week are required. In both semesters, Language Practice Room work will be required. Prerequisite: JAPN 111-112 (11-12) or equivalent. Enrollment limited to twenty students.

First-Semester Course

Advanced Japanese JAPN 321 (1/2 unit) Jevitt

This is an upper-level course for students who wish to develop and refine their ability to understand, speak, read, and write Modern Standard Japanese. The course will be taught in Japanese. Reading materials include writings on Japanese culture, short stories, and newspaper articles, which will serve as points of departure for discussion. There will be a variety of written assignments, which will include essays, letters, and short academic papers. This course is strongly recommended for students who wish to specialize in any field related to Japan. The course may be repeated for credit. Prerequisite: JAPN 213-214 (13-14) or equivalent or permission of instructor. Enrollment limited to ten students.

RUSSIAN

Year Courses

Intensive Introductory Russian RUSS 111-112 (1 1/2 units) Olshanskaya

This is a year-long course equivalent to one and a half years of conventional Russian language study. During the first semester, students will concentrate on the Cyrillic alphabet, pronunciation, and basic grammar. They will learn a basic conversational vocabulary, use conversational phrases in questions and answers, and develop good accents through work with an apprentice teacher and with tapes in in the Language Practice Room. In the second semester, continuing language study will be supplemented by materials on contemporary Russian society. Students will have covered the six grammatical cases and will have an understanding of verbal aspects and of verbs of motion.

The class will meet five hours per week with the master teacher and four hours per week with the apprentice teacher; students must also work in the Language Practice Room for at least twenty minutes, four times per week. Students will also attend a weekly Russian Table.

Intermediate Russian RUSS 213-214 (1 unit) Olshanskaya

This course provides a review of basic Russian grammar in the context of modern Russian usage. Specific areas to be covered are verbs of motion and prefixed verbs of motion, the formation of the genitive/ accusative plural of nouns and adjectives, and the use of participles and verbal adverbs. Conversation will be emphasized in class. Students will also begin reading short stories and articles. Regular quizzes will help in expanding vocabulary. The class meets three times a week with the master teacher and twice a week with a native assistant teacher. Attendance at a weekly Russian Table is also required. Prerequisite: RUSS 111-112 (11-12) or equivalent.

First-Semester Course

Advanced Russian RUSS 321 (1/2 unit) *Olshanskaya*

This is an upper-level course for those students who wish to develop and refine their ability to understand, speak, read, and write modern Russian. Students will read materials in Russian on political, social, economic, and cultural affairs. In addition. short stories and articles from the Russian press will be used. We will read and discuss topics in class; then students will write short academic papers and essays. Difficulties in translation and in grammar will also be covered. Prerequisite: RUSS 213-214 (13-14) or permission of instructor.

SPANISH

Year Courses

Intensive Introductory Spanish ◆ SPAN 111-112 (1 1/2 units) Román-Odio

This is a year-long course for students who are beginning the study of Spanish or who have had only minimal exposure to the language. The course offers the equivalent of conventional beginning and intermediate language study. The first semester's work comprises an introduction to Spanish as a spoken and written language. The work includes practice (in class, in scheduled drill sessions with an apprentice teacher, and in the Language Practice Room) in understanding and using the spoken language. Written exercises and elementary reading materials serve to reinforce communicative skills, build vocabulary, and enhance discussion.

During the second semester, the class undertakes a rapid review and continued study of the fundamentals of Spanish. Literary and cultural materials are introduced with a view to developing techniques of reading, cultural awareness, and mastery of the spoken and written language. Spanish magazines, Hispanic films, and multimedia programs are among the materials around which class activities may be centered.

Class meetings range from nine hours per week in the first semester to eight hours per week in the second, with a Language Practice Room session of at least twenty minutes for each day of class. Enrollment limited.

Conversation and Composition SPAN 213-214 (1 unit) *Piano. Staff*

This is an intermediate-level language course designed for students who are interested in developing their ability to speak, read, write, and understand Spanish. A comprehensive grammar review is included. The texts chosen for the course serve as a general introduction to Hispanic culture and literature. Short articles from the Hispanic press and Spanishlanguage magazines, language software, and a video series of images from Spanish-speaking cultures are among the materials around which class activities may be centered. One additional fifty-minute practice session per week, conducted by a native assistant, will be required. Prerequisite: SPAN 111-112 (11-12) or equivalent. Enrollment limited.

Advanced Grammar, Conversation, and Composition SPAN 321-322 (1 unit) *del Sarto, Román-Odio*

This course is designed to give advanced students the opportunity to refine and increase their abilities to write, read, and speak Spanish. The course will have a strong emphasis on oral proficiency. Cultural and literary readings, writing software, and selected Spanish-language films are among the materials around which class discussion and assignments may by centered. A grammar review, focused mainly on typical areas of difficulty, will be included. One additional fifty-minute practice session per week, conducted by a native assistant, may be required. Prerequisite: SPAN 213-214 (13-14) or equivalent. Enrollment limited.

Senior Honors SPAN 497-498 (1 unit) Staff

This course offers independent study for senior candidates for honors under the direction of the honors supervisor. Prerequisite: permission of instructor.

First-Semester Courses

Survey of Spanish Literature I SPAN 323 (1/2 unit) *Piano*

This course presents an introduction to the literature of Spain and to techniques of literary analysis. Readings are entirely in Spanish, and they include selections from major literary works of different time periods and genres: short stories, poetry, a play, and essays on techniques of literary analysis. The class will also read short prose pieces providing relevant historical background. In the second semester, complete works, mostly novels, of major authors will be read. Prerequisite: three or four years of high school Spanish, SPAN 213-214 (13-14), or permission of instructor. Enrollment limited.

Introduction to Spanish-American Fiction SPAN 338 (1/2 unit)

del Sarto

This course is designed to introduce students to contemporary Spanish-American fiction. The course will rely on the examination of novellas and short-stories dealing with a variety of contemporary issues in Latin America: identities and subjectivities. feminism. vouth subcultures, urban violence, and mass culture. Among the authors included are: Gabriel García Márquez, Elena Poniatowska, Luisa Valenzuela, Osvaldo Soriano, Carmen Boullosa, Ana Lydia Vega, Diamela Eltit, and José Donoso. Almost all readings and class discussions will be in Spanish. Prerequisite: SPAN 321-322 (21-22) or equivalent. Enrollment limited.

Spanish American Poetry Since 1880 SPAN 354 (1/2 unit) *Román-Odio*

This course is designed to introduce students to the literary trends and the poetics that underlie twentiethcentury Spanish-American poetry, including those labeled "modernism," "avant-garde," "social poetry" and "feminine poetry." Through close readings of representative works, the course will examine the notions of "authorship," "text," and "literature" as they are transformed by the practice of these poetics. Some of the authors included are: José Martí. Rubén Darío, Vicente Huidobro, César Vallejo, Nicolás Guillén, Pablo Neruda, Octavio Paz, Ernesto Cardenal, Alfonsina Storni, Rosario Castellanos, Nancy Morejón, and Claribel Alegría. Readings and class will be conducted in Spanish. Prerequisite: 1 unit of Spanish or Spanish-American literature or permission of the instructor.

Individual Study SPAN 293/393/493 (1/2 unit) Staff

This course is offered primarily to candidates for honors, to majors and, under special circumstances, to potential majors. Staff limitations restrict this offering to a very few students. Prerequisites: permission of instructor and department chair.

Second-Semester Courses

Survey of Spanish Literature II SPAN 324 (1/2 unit) Piano

This course presents an introduction to the literature of Spain and to techniques of literary analysis. Readings are entirely in Spanish, and they include selections from major literary works of different time periods and genres: short stories, poetry, a play, and essays on techniques of literary analysis. The class also reads short prose pieces providing relevant historical background. In the second semester, complete works, mostly novels, of major authors will be read. Prerequisite: three or four years of high school Spanish, SPAN 213-214 (13-14), or permission of instructor. Enrollment limited.

Introduction to Latin American Cinema

SPAN 340 (1/2 unit) del Sarto

This course is designed to introduce students to the cinematic work of a number of Latin American film artists. The objective is to enable students to see present-day Latin America, and the forces which have helped to shape it, through the eyes of Latin American films. In the United States, we have been exposed to images of and discourses about Latin America that are totally different from those which are generated from within those cultures. Not only are the perceptions different, but the filming methods and styles in which those perceptions are organized are different from Hollywood's. Latin American cinema, despite its lack of international visibility until very recently, has a long and complex history which merits study. Prerequisites: Span 221-222 (21-22) or the equivalent, or permission of instructor.

Don Quijote

SPAN 343 (1/2 unit) *Piano*

This course offers a close reading of the Quijote with particular emphasis on Cervantes's contribution to the novel form, the comic hero and the anti-hero, the interplay of fiction and history, and the confusion of appearance and reality. The novel will be studied in its social and historical context. Prerequisite: 1 unit of Spanish or Spanish-American literature or permission of instructor.

Individual Study SPAN 294/394/494 (1/2 unit) Staff

This course is offered primarily to candidates for honors, to majors and, under special circumstances, to potential majors. Staff limitations restrict this offering to a very few students. Prerequisites: permission of instructor and department chair.

Additional courses available in other years include the following:

- SPAN 333-334 Spanish-American Literature of the Colonial Period and Nineteenth Century
- SPAN 347 The Nineteenth-Century Spanish Novel
- SPAN 361 Spanish Literature of the Siglo de Oro
- SPAN 363-364 Spanish Literature of the Twentieth Century
- SPAN 373 Spanish Short Story of the Twentieth Century

Foreign Literature and Civilization Courses in English Translation

The Department of Modern Languages and Literatures offers the following courses in English translation for the 2000-2001 academic year. The classes are conducted in English. The full description and prerequisites, if any, may be found among the department's listings in this catalogue.

GERM 374 Uncanny Love Stories: Theories of Love in German Literature from the Enlightenment to the Twentieth Century MLL 483 Critical Theory and Its Application to Texts



Faculty

Theodore E. Buehrer Visiting Assistant Professor

Camilla Cai Associate Professor

Dane O. Heuchemer Assistant Professor

Benjamin R. Locke Chair, James D. and Cornelia W. Ireland Professor

Adjunct Faculty

Stephanie Adrian (voice) Michael Bjelica (guitar) Lois Brehm (harpsichord and organ) Abra Bush (voice) Jim Ed Cobbs (percussion and jazz ensemble) Tim Cummiskey (guitar) Cary Dachtyl (percussion) Jane Ellsworth (clarinet and saxophone) Robert Firdman (violin) Nancy Jantsch (voice) Sabrina Lackey (cello) Charles Lawson (string bass) Kristen Matson (voice and voice coordinator) Suzanne Newcomb (piano) Jill Pearon (voice) Patricia Pelfrey (piano) Matthew Pittman (voice) Jeff Poole (guitar) Deborah Price (violin and viola) James Reed (trumpet) John Reitz (piano and piano coordinator) Lorree Ridenbaugh (French horn) Jane Smail (piano) Bailey Sorton (oboe and recorder) Ann Stimson (flute) Janet Thompson (harp)

The Department of Music offers several types of study. Each course, whether it results in a student's own performance or in heightened perception of others' performances, is designed to increase the student's sense of the richness and importance of music in the human experience.

MUSC 101 (Basic Musicianship) and MUSC 102 (Introduction to Music History) are considered especially appropriate introductory courses for first-year or upperclass students new to the department. As the foundation on which the other coursework in the department is built, these courses are required for students considering majors in the department. To facilitate proper placement of entering students, the department administers a music theory/history exam during Orientation.

Students not contemplating a major in music, but having prior experience in music, should also take the placement exam. If the exam is not taken, the student will begin with MUSC 101 or 102. Those who wish to develop basic skills should take MUSC 101, which covers the rudiments of music theory and the aural skills needed by practicing musicians. MUSC 102 is designed to provide both an overview of the subject and the requisite skills needed for active, informed listening. All other music courses follow logically from MUSC 101 and 102. For additional courses particularly appropriate for first-year or upper-class students new to the music department curriculum, look for the \blacklozenge symbol.

Students may also continue their instrumental playing or singing, or they may wish to begin such study. The majority of those taking individual lessons (applied music) at Kenyon begin without formal study before college. Lessons are offered as follows: Levels I and II: 25 minutes (1/8 unit) or 50 minutes (1/4 unit); Levels III and IV: 50 minutes (1/4 unit) or 100 minutes (1/2 unit). Students may take Level I for only two semesters, at which point they must advance to Level II, via a jury, in order to receive academic credit. Past the second semester, lessons may still be taken at Level I for audit credit.

The department's applied music program coordinator, Judy Brandenburg, can provide all pertinent information about the programs of studio instruction.

About one in four Kenyon students takes part in the department's applied music program, which consists of weekly lessons offered by distinguished adjunct faculty. These lessons are taken for credit or audit and involve an additional fee. When such instruction is required for the major or minor, these fees are waived.

Student recitals for nonmajors will be sponsored by the Department of Music only if the student has taken MUSC 102, Introduction to Music History, or passed that section of the placement exam.

As a corollary to the applied music program, the department offers ensemble work. The instrumental ensembles call for some degree of proficiency and are usually formed by audition. The Chamber Singers is open only by competitive audition. The Kenyon Community Choir is open to all with a voice-placement audition. Other ensembles include the Kenyon Concert Band, the Kenyon Jazz Ensemble, the Musical Theater/Opera Workshop, the Early Music Ensemble, the Flute Choir, string, guitar and woodwind ensembles, and other groups as determined by student interest. As with lessons, it is best to plan to begin such an activity as early in one's academic career as possible.

Requirements for the Major

The minimum requirement of 5 1/2 units is distributed as follows:

- Theory: 1 1/2 units (MUSC 121-122 and either 221 or 222)
- History: 1 1/2 units (MUSC 102 and two of MUSC 202-205)
- Electives: 1 1/2 units (MUSC 302-308 or additional from MUSC 202-205)
- Senior Seminar: 1/4 unit (MUSC 401-402)
- Applied study/performance: 3/4 unit (3 semesters of 50-minute lessons) compiled from applied lessons at Level II or above
- Senior Exercise

Additional requirements: For students whose major instrument is not piano, two semesters of 25minute piano lessons. (Note: A grade average of 3.33 or higher must be earned for these lessons in order to meet this requirement.)

Requirements for the Minor

The minimum requirement of 3 1/8 units is distributed as follows:

- Theory: 1 unit (MUSC 121-122)
- History: 1 unit (MUSC 102 and one of MUSC 202-205)
- Electives: 1/2 unit (MUSC 302-308 or additional from MUSC 202-205)
- Senior Seminar: 1/4 unit (MUSC 401-402)
- Applied study/performance: 3/8 unit (3 semesters of 25-minute lessons) compiled from applied lessons at Level II or above.

Senior Exercise

There are several possible types of Senior Exercise for majors: A music theory or music history paper (thirty pages in length with a public presentation); a composition of at least ten minutes with a public performance; or the performance of a recital of thirty to sixty minutes on the major instrument.

Year Courses

Music Theory MUSC 121-122 (1 unit) Buehrer

This course offers a basic investigation of traditional music theory. The first semester, MUSC 121, will center around diatonic and beginning chromatic harmony. MUSC 122 will cover extended chromatic harmony and will introduce twentieth-century techniques. Emphasis will be on writing skills and visual/aural analysis of musical scores. Also included will be an in-depth study of the parameters of music and how these parameters function within a composition. A holistic approach to style is taken, and elements of music are compared with similar principles in the other arts. Student work will

include two short composition projects. Prerequisite: MUSC 101 and 102 or placement by exam. Enrollment limited.

Senior Seminar MUSC 401-402 (1/4 unit) Heuchemer

This seminar is the required capstone course for students majoring or minoring in music. The goal of the course is to provide a forum wherein students may synthesize their knowledge about the practical, theoretical, and historical aspects of music, as well as to consider the role of music in other contexts (social. political, etc). Students will, in consultation with the instructors and applied teachers, make presentations based upon their own interests as senior majors or minors. These presentations will be critiqued by other members of the course as a way of encouraging better research strategies and/or interpretive ideas. Open for credit to senior music majors and minors; nonmajors presenting recitals may audit the course.

Senior Honors Project MUSC 497-498 (1 unit) Staff

Prerequisite: permission of department chair.

First-Semester Courses

Basic Musicianship ♦ MUSC 101 (1/2 unit) Buehrer

This is an intensive course in the basic materials of music: pitch elements (scales, intervals, chords), time elements (meter, rhythm), and notation. Emphasis is on the development of basic techniques of music-making: sight-singing, eartraining, and keyboard work. Suggested for freshmen or those new to the department. No prerequisite. Enrollment limited.

Introduction to Music History ◆ MUSC 102 (1/2 unit) *Cai, Heuchemer*

This course provides a concise yet thorough chronological introduction to Western art music and its scholarship from the Middle Ages through the twentieth century. Music listening skills and learning to write about music will be emphasized. Some concert attendance may be required. Readings from primary sources will supplement the basic text. This course is a prerequisite for upper-level courses offered by the music department. Suggested for first-year students or those new to the department. Should be paired with MUSC 101 (or MUSC 121-122 if the music placement test shows advanced music theory skills). No prerequisite. Enrollment limited.

Music History: Middle Ages and Renaissance MUSC 202 (1/2 unit) Heuchemer

This course is a survey of Western music from antiquity through the end of the sixteenth century. While the stylistic development of music is central to the course, other issues to be discussed include aesthetics, philosophy, performance practice, and cultural/political influences that significantly affected music. Primary and secondary source readings will be used to augment the basic text. Prerequisite: MUSC 101 and 102 or placement by exam. Enrollment limited.

Music History: Nineteenth Century MUSC 204 (1/2 unit)

Cai

This course is a survey of Western music from Beethoven to the end of the nineteenth century. While the stylistic development of music is central to the course, other issues to be discussed include aesthetics, philosophy, performance practice, and cultural/political influences that significantly affected music. Primary and secondary source readings will be used to augment the basic text. Prerequisite: MUSC 101 and 102 or placement by exam. Enrollment limited.

Women and Music MUSC 303 (1/2 unit) *Cai*

In this course, which focuses primarily on music within the Western sphere, we will examine a select number of works by women composers from the eleventh century to the present. We will also explore gender issues as they have affected women's participation in musical life and as they relate to the musical canon. Source readings from various historical periods will inform our study. Some projects may focus on women and music outside of the Western sphere. Prerequisite: MUSC 101 and 102 or placement by exam. Enrollment limited.

Level-I Harpsichord or Organ ♦ MUSC 140 (1/4 unit)* L. Brehm

This course is an introduction to the technique and literature of the harpsichord or organ. A fee is charged; the course may be repeated once. Prerequisite: permission of applied music coordinator.

Level-I Piano

◆ MUSC 141 (1/4 unit)* Newcomb, Pelfrey, Reitz, J. Smail

This course is an introduction to basic piano technique: how to practice, sight-reading, relaxation, and memorization. Works studied will be representative of the baroque, classical, romantic, and modern periods. A fee is charged; the course may be repeated once. Prerequisites: attendance at a regularly scheduled placement interview (see *Newscope*) and permission of applied music coordinator.

Level-I Harp

◆ MUSC 142 (1/4 unit)* *Thompson*

This course is an introduction to harp technique and literature. Classical, folk, popular, and improvisation are possible avenues of study. An instrument will be available for instruction and practice time. A fee is charged; the course may be repeated once. Prerequisite: permission of applied music coordinator.

Level-I Voice ◆ MUSC 143 (1/4 unit)* Adrian, Bush, Jantsch, Matson, Pearon, Pittman

This course is an introduction to basic vocal technique. Work will be based on the needs of the individual student. The repertoire includes folk and popular tunes as well as classical selections. A fee is charged; the course may be repeated once. Prerequisites: attendance at a regularly scheduled placement interview (see *Newscope*), ability to match pitch, and permission of applied music coordinator.

Level-I Recorder ♦ MUSC 144 (1/4 unit)* Sorton

This course is an introduction to basic recorder technique. A fee is charged; the course may be repeated once. Prerequisite: permission of applied music coordinator.

Level-I Woodwinds

◆ MUSC 145 (1/4 unit)* Ellsworth, Sorton, Stimson

This course offers study of one of the orchestral woodwinds. Work will be based on the needs of the individual student. A fee is charged; the course may be repeated once. Prerequisite: permission of applied music coordinator.

Level-I Percussion ♦ MUSC 146 (1/4 unit)*

Cobbs, Dachtyl

This course introduces fundamental techniques for snare drum (e.g., music reading) and basic drum-set technique, including patterns and fills in various styles. A fee is charged; the course may be repeated once. Prerequisite: permission of applied music coordinator.

Level-I Brass

◆ MUSC 147 (1/4 unit)* Reed, Ridenbaugh

This course offers study of one of the orchestral brass instruments. Work will be based on the needs of the individual student. A fee is charged; the course may be repeated once. Prerequisite: permission of applied music coordinator.

Level-I Guitar ♦ MUSC 148 (1/4 unit)* Bjelica, Cummiskey, Poole

This course is an introduction to guitar technique and literature. Classical, folk, acoustic pop, and jazz are possible avenues of study. An acoustic, classical, or electric guitar is acceptable for instruction. A fee is charged; the course may be repeated once. Prerequisite: attendance at a regularly scheduled placement interview (see *Newscope*) and permission of applied music coordinator.

Level-I Strings ♦ MUSC 149 (1/4 unit)* Firdman, Lackey, Lawson, Price

This course offers study of one of the orchestral strings. Work will be based on the needs of the individual student. A fee is charged; the course may be repeated once. Prerequisite: permission of applied music coordinator.

* For level I applied music lessons, 1/8 unit of credit, instead of 1/4 unit, may be available at the discretion of the individual instructors.

Level-II Harpsichord or Organ MUSC 240 (1/4 unit)* L. Brehm

Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 140 and permission of applied music coordinator.

Level-II Piano MUSC 241 (1/4 unit)* Newcomb, Pelfrey, Reitz, J. Smail

The course will cover representative works from all periods and emphasize practice methods, sight-reading and memorization techniques, and expression and interpretation. Appearance in a scheduled music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 141 and permission of applied music coordinator.

Level-II Harp MUSC 242 (1/4 unit)* Thompson

Work will be based on the needs of the individual student. Appearance

in a scheduled music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 142 and permission of applied music coordinator.

Level-II Voice

MUSC 243 (1/4 unit)* Adrian, Bush, Jantsch, Matson, Pearon, Pittman

This course offers a continuation of flexibility and range development and includes a required music-jury performance. Problems of stage deportment and interpretation are considered. A fee is charged; the course may be repeated. Prerequisites: MUSC 143 and permission of applied music coordinator.

Level-II Recorder MUSC 244 (1/4 unit)* Sorton

This course will consider representative sonatas and suites of the seventeenth and eighteenth centuries, as well as historical sources of recorder technique from the sixteenth to the middle of the eighteenth centuries. Simple figured bass is used. Appearance in a scheduled music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 144 and permission of applied music coordinator.

Level-II Woodwinds MUSC 245 (1/4 unit)* Ellsworth, Sorton, Stimson

Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 145 and permission of applied music coordinator.

Level-II Percussion MUSC 246 (1/4 unit)* Cobbs, Dachtyl

This course is a continuation of snare-drum technical studies with application to orchestral and concert band music, rudimental solos, advanced drum-set styles for jazz-rock applications, and chart reading for big band and show drumming. **Music majors:** This course presents an introduction to keyboard percussion and timpani, as well as orchestral techniques for various trap-percussion instruments. Performance in a scheduled music jury is required. A fee is charged. Prerequisites: MUSC 146 and permission of applied music coordinator.

Level-II Brass MUSC 247 (1/4 unit)* *Reed, Ridenbaugh*

Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 147 and permission of applied music coordinator.

Level-II Guitar MUSC 248 (1/4 unit)* Bjelica, Cummiskey, Poole

Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 148 and permission of applied music coordinator.

Level-II Strings MUSC 249 (1/4 unit)* Firdman, Lackey, Lawson, Price

Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 149 and permission of applied music coordinator.

* For level II applied music lessons, 1/8 unit of credit, instead of 1/4 unit, may be available at the discretion of the individual instructors.

Level-III Harpsichord or Organ MUSC 340 (1/4 unit)* L. Brehm

Work will be based on the needs of the individual student. Presentation of a recital or half recital is encouraged; a music jury is required. A fee is charged. Prerequisites: MUSC 240 and permission of applied music coordinator.

Level-III Piano MUSC 341 (1/4 unit)* Newcomb, Pelfrey, Reitz, J. Smail

The course will cover major works of the baroque, classical, romantic, impressionist, and contemporary periods. A standard concerto may also be studied. Presentation of a recital or half recital is encouraged; music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 241 and permission of applied music coordinator.

Level-III Harp MUSC 342 (1/4 unit)* Thompson

Work will be based on the needs of the individual student. Presentation of a recital or half recital is encouraged; music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 242 and permission of applied music coordinator.

Level-III Voice MUSC 343 (1/4 unit)* Adrian, Bush, Jantsch, Matson, Pearon, Pittman

The year's work encourages a recital or half recital featuring representative styles; music jury is required. Diction and interpretation are given special consideration. A fee is charged; the course may be repeated. Prerequisites: MUSC 243 and permission of applied music coordinator.

Level-III Recorder MUSC 344 (1/4 unit)* Sorton

Work will be based on the needs of the individual student. Presentation of a recital or half recital is encouraged; music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 244 and permission of applied music coordinator.

Level-III Woodwinds MUSC 345 (1/4 unit)* Ellsworth, Sorton, Stimson

Work will be based on the needs of the individual student. Presentation of a recital or half recital is encouraged; music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 245 and permission of applied music coordinator. Level-III Percussion MUSC 346 (1/4 unit)* Cobbs, Dachtyl

This course offers study of contemporary literature for all percussion instruments, including mallet instruments, timpani, multiple percussion, and drum set. Study will include orchestral repertoire for various percussion instruments and possible solo percussion recital. A music-jury performance is required. A fee is charged. Prerequisites: MUSC 246 and permission of applied music coordinator.

Level-III Brass MUSC 347 (1/4 unit)* Reed, Ridenbaugh

Work will be based on the needs of the individual student. Presentation of a recital or half recital is encouraged; music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 247 and permission of applied music coordinator.

Level-III Guitar MUSC 348 (1/4 unit)* Bjelica, Cummiskey, Poole

Work will be based on the needs of the individual student. Presentation of a recital or half recital is encouraged; music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 248 and permission of applied music coordinator.

Level-III Strings MUSC 349 (1/4 unit)* Firdman, Lackey, Lawson, Price

Work will be based on the needs of the individual student. Presentation of a recital or half recital is encouraged; music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 249 and permission of applied music coordinator.

* For level III applied music lessons, 1/2 unit of credit, instead of 1/4 unit, may be available at the discretion of the individual instructors.

Level-IV Harpsichord or Organ MUSC 440 (1/4 unit)* *L. Brehm*

Work will be based on the needs of the individual student. Presentation

of a recital or double music jury is required. A fee is charged. Prerequisites: MUSC 340 and permission of applied music coordinator.

Level-IV Piano MUSC 441 (1/4 unit)* Newcomb, Pelfrey, Reitz, J. Smail

The course will cover major works of the baroque, classical, romantic, impressionist, and contemporary periods. A standard concerto may also be studied. Presentation of a recital or double music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 341 and permission of applied music coordinator.

Level-IV Harp MUSC 442 (1/4 unit)* Thompson

Work will be based on the needs of the individual student. Presentation of a recital or double music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 342 and permission of applied music coordinator.

Level-IV Voice MUSC 443 (1/4 unit)* Adrian, Bush, Jantsch, Matson, Pearon, Pittman

The year's work leads to a recital featuring representative styles. Diction and interpretation are given special consideration. Presentation of a recital or double music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 343 and permission of applied music coordinator.

Level-IV Woodwinds MUSC 445 (1/4 unit)* Ellsworth, Sorton, Stimson

Work will be based on the needs of the individual student. Presentation of a recital or double music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 345 and permission of applied music coordinator.

Level-IV Percussion MUSC 446 (1/4 unit)* Cobbs, Dachtyl

This course offers study of contemporary literature for all percussion instruments, including mallet instruments, timpani, multiple percussion, and drum set. Study will include orchestral repertoire for various percussion instruments and possible solo percussion recital. A double music-jury performance is required. A fee is charged. Prerequisites: MUSC 346 and permission of applied music coordinator.

Level-IV Brass MUSC 447 (1/4 unit)* *Reed, Ridenbaugh*

Work will be based on the needs of the individual student. Presentation of a recital or double music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 347 and permission of applied music coordinator.

Level-IV Guitar MUSC 448 (1/4 unit)* Bjelica, Cummiskey, Poole

Work will be based on the needs of the individual student. Presentation of a recital or double music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 348 and permission of applied music coordinator.

Level-IV Strings MUSC 449 (1/4 unit)* Firdman, Lackey, Lawson, Price

Work will be based on the needs of the individual student. Presentation of a recital or double music jury is required. A fee is charged; the course may be repeated. Prerequisites: MUSC 349 and permission of applied music coordinator.

* For level IV applied music lessons, 1/2 unit of credit, instead of 1/4 unit, may be available at the discretion of the individual instructors.

Voice Class ♦ MUSC 182 (1/4 unit) Matson

This course covers basic principles of voice production in music. There is no fee, and the class meets two hours per week. The course may not be repeated. Prerequisite: permission of voice coordinator. Enrollment limited.

Kenyon Community Choir ♦ MUSC 471 (1/4 unit) Locke

The Kenyon Community Choir is a large chorus designed to perform literature for chorus and orchestra (or piano accompaniment). Sacred and secular works from the baroque period to the present will be performed at concerts and college functions. Membership is open to students, faculty, staff, and other community members; those who formally enroll should expect to meet requirements beyond the regular weekly rehearsals. The course may be repeated. Prerequisites: a voice-placement audition and permission of instructor.

Knox County Symphony ♦ MUSC 472 (1/4 unit) Locke

The Knox County Symphony is a community-based orchestra that performs three times per year, including one combined concert with the Kenyon choirs. Literature includes the standard symphonic and concerto repertoire. The course may be repeated. Enrollment is limited depending on the needs of the orchestra; therefore a competitive seating audition is required. Prerequisite: permission of instructor.

Kenyon College Chamber Singers ◆ MUSC 473 (1/4 unit) Locke

The Kenyon College Chamber Singers is a small choir devoted to the literature for chamber ensemble, both a cappella and accompanied. The class meets five hours per week. Members are required to make concerts and the spring tour a priority. The course may be repeated. Prerequisites: a voice-placement audition and permission of instructor.

Flute Choir ♦ MUSC 475 (1/4 unit) Stimson

This course is open to all qualified flutists upon audition. Special emphasis will be placed on aspects of ensemble playing, intonation, phrasing, and style. Numerous performances will be given. Prerequisite: permission of instructor. Woodwind Chamber Ensemble ♦ MUSC 476 (1/4 unit) Sorton

This ensemble is open to students with sufficient ability to play chamber music for winds. The course may be repeated. Prerequisite: permission of instructor.

String Chamber Ensemble ◆ MUSC 477 (1/4 unit) Lackey

This ensemble is open to students with sufficient ability to play chamber music for strings. The course is also open to keyboard players. Prerequisite: permission of instructor.

Guitar Ensemble ♦ MUSC 478 (1/4 unit) Staff

This ensemble is open to all qualified guitarists upon audition. The repertoire will consist of selections encompassing a variety of styles and periods of music. One, perhaps two, performances will be given each semester. The group may also perform with other ensembles. Prerequisite: permission of instructor.

Concert Band ♦ MUSC 479 (1/4 unit) Heuchemer

This ensemble, involving the standard concert band instrumentation (woodwinds, brass, and percussion), rehearses and performs a variety of music from the wind ensemble repertoire, including works for smaller chamber-style ensembles. There will be at least one performance per semester. Prerequisites: section-placement hearing and permission of instructor.

Instrumental Jazz Ensemble ♦ MUSC 480 (1/4 unit)

Cobbs

This course offers study of improvisational techniques, jazz, and jazz fusion from the early 1900s to the present. Application is toward individual style and ensemble performance. Work will include reading of lead sheets, transposition, and playing by ear. One or two concerts per semester will be given, with the strong possibility of other performance opportunities and possible inclusion of original works. Prerequisite: permission of instructor.

Individual Study MUSC 493 (1/2 unit) Staff

This course covers selected topics in history, theory, performance, and composition. Prerequisites: permission of instructor and department chair.

Junior Honors Project MUSC 397 (1/2 unit) Staff

Second-Semester Courses

Basic Musicianship ♦ MUSC 101 (1/2 unit) Staff

See first-semester course description.

Introduction to Music History ◆ MUSC 102 (1/2 unit) Cai. Heuchemer

See first-semester course description.

Music History: Baroque and Classical MUSC 203 (1/2 unit)

Heuchemer

This course is a survey of Western music from the early seventeenth century through the era of Haydn and Mozart. While the stylistic development of art music is central to the course, other issues to be discussed include aesthetics, philosophy, performance practice, and sociopolitical influences. Primary and related secondary readings will be used to enhance the basic texts. Prerequisite: MUSC 101 and 102 or placement by exam. Enrollment limited.

Music History: Twentieth Century MUSC 205 (1/2 unit) Cai

This course is a survey of major trends of twentieth-century Western art music, from Debussy's rejections of classical rules to today's musical eclecticism. While the stylistic development of music is central to the course, other issues to be discussed include aesthetics, philosophy, performance practice, and cultural/ political influences that significantly affected music. Primary and secondary source readings will be used to augment the basic text. Prerequisite: MUSC 101 and 102 or placement by exam. Enrollment limited.

Musical Counterpoint MUSC 221 (1/2 unit) Buehrer

This course presents a study of contrapuntal forms and techniques, concentrating primarily on stylistic writing of the eighteenth century in two to four voices. Among the contrapuntal forms and procedures that will be studied are the dance suite, canon, invention, sinfonia, fugue, trio sonata, chaconne, and passacaglia. Students will learn the eighteenth century contrapuntal style through an equal balance of analysis of existing works and composition of new works. A holistic approach to music will be taken, and comparison with other arts and sciences will be investigated. Prerequisite: MUSC 102 and 122 (102 may be taken concurrently). Enrollment limited.

Brahms and His Times MUSC 308 (1/2 unit) *Cai*

Johannes Brahms, one of the most performed composers today, reflects nineteenth-century musical thought. This course will examine his music, his life, how he fits into his own time, and how he fits into ours. Listening examples from Brahms and his contemporaries will be used. Prerequisite: MUSC 101 and 102 or placement by exam. Enrollment limited.

Introduction to Computer Music and MIDI Technology MUSC 324 (1/2 unit) Buehrer

This semester-long course will investigate the ways in which computers and MIDI (Musical Instrument Digital Interface) technology may be used in the field of music today. Beginning with an

introduction to the physics of sound and an historical overview of electronic music, the course will provide students with an understanding of basic sound production and how recent advances in music technology fit into the larger context of electronic music experimentation in the twentieth century. The bulk of the course will be focused on modern music technology and its use, the basics of MIDI, music notation software (such as Finale), sequencing software (such as Cakewalk or Vision), and the instruments commonly used with desktop MIDI workstations, such as synthesizers and digital samplers. Prerequisite: MUSC 102 and 122 (may be taken concurrently) or permission of instructor.

Kenyon College Chamber Singers ♦ MUSC 474 (1/4 unit) Locke

See first-semester course description of MUSC 473.

Early Music Ensemble ♦ MUSC 481 (1/4 unit) Heuchemer

The Early Music Ensemble performs music of the Middle Ages, Renaissance, and Baroque using modern instruments as well as replicas of historical instruments. Performance practice issues will be explored through an examination of surviving primary sources as well as a select number of high-quality secondary sources discussing historical performance techniques. Prerequisites: ability to read music fluently and permission of instructor.

Musical Theater and Opera Workshop

MUSC 483 (1/4 unit) Matson

This course covers preparation and study of representative scenes from the musical theater and opera repertoire. Special attention will be given to diction and characterization. The course will lead to an end-ofsemester production. The course may be repeated for credit. Prerequisites: audition and permission of instructor. Individual Study MUSC 494 (1/2 unit) Staff

See first-semester course description of MUSC 493.

Junior Honors Project MUSC 398 (1/2 unit) Staff

Prerequisite: permission of department chair.

The following courses are also offered second semester; see first-semester course descriptions:

Level-I Harpsichord or Organ ♦ MUSC 140 (1/4 unit)

Level-I Piano ♦ MUSC 141 (1/4 unit)

Level-I Harp ♦ MUSC 142 (1/4 unit)

Level-I Voice ♦ MUSC 143 (1/4 unit)

Level-I Recorder ♦ MUSC 144 (1/4 unit)

Level-I Woodwinds ♦ MUSC 145 (1/4 unit)

Level-I Percussion ♦ MUSC 146 (1/4 unit)

Level-I Brass ♦ MUSC 147 (1/4 unit)

Level-I Guitar ♦ MUSC 148 (1/4 unit)

Level II Lessons MUSC 240-249

Level III Lessons MUSC 340-349

Level IV Lessons MUSC 440-449

Kenyon Community Choir ◆ MUSC 471 (1/4 unit)

Woodwind Chamber Ensemble ♦ MUSC 476 (1/4 unit)

String Chamber Ensemble ♦ MUSC 477 (1/4 unit)

Guitar Ensemble ♦ MUSC 478 (1/4 unit) Concert Band ♦ MUSC 479 (1/4 unit)

Instrumental Jazz Ensemble ♦ MUSC 480 (1/4 unit)

Additional courses available another year include the following:

MUSC 111 Theoretical Listening and Basic Counterpoint MUSC 222 Musical Structure and Analysis MUSC 304 Current Issues in Music and the Millennium MUSC 305 Court Musical Patronage MUSC 306 J.S. Bach MUSC 307 Haydn and Mozart MUSC 322 Composition MUSC 323 Instrumentation and Arranging MUSC 331 Conducting MUSC 403 Production and Performance

- Neuroscience

Faculty

Christopher M. Gillen Assistant Professor of Biology

E. Raymond Heithaus Jordan Professor of Environmental Science and Biology

Haruhiko Itagaki Associate Professor of Biology*

John K. Lutton Professor of Chemistry*

Hewlet G. McFarlane Assistant Professor of Psychology

Andrew J. Niemiec Assistant Professor of Psychology*

Susan Palmer Director of the Five Colleges Program

Charles E. Rice Professor Emeritus of Psychology

Joel F. Richeimer Associate Professor of Philosophy

J. Kenneth Smail Professor of Anthropology

Linda M. Smolak Professor of Psychology

Ellen R. Stoltzfus Associate Professor of Psychology

Jon L. Williams Director of the Neuroscience Program, Cummings Professor of Psychology*

* Members of the Neuroscience Committee

Neuroscience is the study of brainbehavior relationships in order to understand the roles they play in regulating both animal and human behavior. A thorough knowledge of the functions of the nervous system is essential to understanding the vicissitudes of psychological experience, general behavior, and clinical disorders. Therefore, the study of the nervous system and the brain anatomically, physiologically, and biophysically, at both the microscopic and macroscopic levels, is central to the Neuroscience Program. In the "Decade of the Brain," neuroscience has become the most rapidly developing interdisciplinary area in the sciences. This field integrates the knowledge, research methods, and modern laboratory technology of biology, chemistry, psychology, and other scientific fields toward the common goal of understanding animal and human behavior. For this reason, the program's curriculum and list of instructors reflect a diversity of subdisciplines within a variety of departments.

The Neuroscience Program at Kenyon is interdisciplinary, differing from College departments in which faculty hold specific appointments. A primary objective of this program is to prepare students for entrance into graduate training or research occupations in neuroscience, neurochemistry, neurobiology, anatomy, physiology, physiological psychology, clinical psychology, behavioral science, and the health sciences (medicine and allied fields).

Students who are considering electing a concentration or a major in neuroscience should inquire about the program from any of the affiliated faculty members and should consult with Professor Williams, the program's director. Please note the ◆ symbol, which designates those courses particularly appropriate for first-year students and upperclass students desiring to enter the neuroscience program.

First-Year and New Students

This second-semester entry-level course begins by emphasizing that neuroscience is truly an interdisciplinary field. Consistent with this view, a number of faculty members from various departments give lectures and lead discussions throughout the semester. After covering brain evolution and the genetic basis of behavior, there is a review of the organization of the nervous system and the processes responsible for neural conduction and synaptic transmission. This knowledge is then applied to a comprehensive examination of the neurochemical, sensory, motor, developmental, motivational, cognitive, and emotional processes and structures that influence both normal and abnormal behavior. No prerequisites.

Neuroscience Concentration: Curriculum and Requirements

The neuroscience concentration is neither a major nor a minor, but an interdisciplinary program in which most of the course requirements are derived from the current course offerings in biology, chemistry, psychology, and anthropology. Specifically, this concentration involves three types of course requirements: required neuroscience courses, required basic science courses, and selected advance science courses. For a student to have a neuroscience concentration listed on his or her transcript, a minimum of 4 units is required. Obviously, many of these courses could also count toward a major in biology, chemistry, psychology, or anthropology.

Required Neuroscience Courses: 1 unit

♦ NEUR 112 (1/2 unit) Introduction to Neuroscience This course will serve in lieu of PSYC

101 for all advanced psychology courses that are listed in the neuroscience curriculum. This multidisciplinary, introductory course is offered during the second semester.

NEUR 471 (1/2 unit) Current Current Research Topics in Neuroscience

This culminating seminar for juniors and seniors is offered first semester for students who intend to fulfill the requirements for the concentration.

Required Basic Science Courses:

2 units minimum

BIOL 113 (From Cell to Organism) and BIOL 114 (Genetics and Development of Organisms)CHEM 109 Neurochemistry (CHEM 111, 112 or 115, 116 can serve as

a replacement) PSYC 305 Physiological Psychology

Selected Advanced Science Courses: 1 unit selected from the following:

Biology Courses

BIOL 261 Animal Behavior
BIOL 321 Developmental Biology
BIOL 341 Comparative Animal Physiology
BIOL 358 Neurobiology
BIOL 363 Molecular Genetics
BIOL 366 Cell Biology

Chemistry Courses

CHEM 231, 232 Organic Chemistry CHEM 341 Instrumental Analysis CHEM 356 Biochemistry

Psychology Courses

PSYC 301 Cognitive Psychology PSYC 302 Comparative Psychology PSYC 303 Learning and Motivation PSYC 304 Neuropsychology PSYC 307 Sensation and Perception PSYC 347 Psychopharmacology

Anthropology Courses

ANTH 110 Human Origins ANTH 321 Evolution and Human Evolution

Neuroscience Major: Curriculum and Requirements

The neuroscience major is intended primarily for students who are planning to attend graduate school in the many specialized fields of neuroscience, such as medical neuroscience, developmental neuroscience, cognitive neuroscience, or behavioral neuroscience. It is also an excellent major for students who are seriously interested in pursuing research careers or becoming clinical practitioners concerned with the biochemical or the biopsychological aspects of the nervous system or behavior (e.g., psychopharmacology, psychiatry, neuroclinical psychology).

One of the primary reasons for the development of this recently established major is the increasing number of students who have graduated with self-designed "neuroscience" synoptic majors. Although synoptic majors allow individualistic and descriptive titles, the "neuroscience major" is now reserved for students who want to take a more uniform set of designated courses that is consistent with the expectations of the top medical and graduate schools.

Despite the need for uniform curriculum requirements for the neuroscience major, two tracks are available to fulfill the major: (a) a biochemical track and (b) a biopsychological track. Both tracks require 5 units of neuroscience core courses, plus 2 1/2 units of courses in one of the two tracks, for a total of 7 1/2 units for the major. The core courses, as well as the required courses for each of the tracks, are as follows:

Neuroscience Core Courses: 5 units

- ◆ NEUR 112 (1/2 unit) Introduction to Neuroscience
- NEUR 471 (1/2 unit) Current Research Topics in Neuroscience NEUR 493 or NEUR 494 (1/2 unit) Individual Study

or

NEUR 497-498 (1/2 unit) Senior Honors

or

- BIOL 385 (1/4 unit) and BIOL 386 (1/4 unit) Research Strategies in Biology
- BIOL 113 and BIOL 114 (1 unit) From Cell to Organism, and Genetics and Development of Organisms
- BIOL 358 (1/2 unit) Neurobiology
- CHEM 111, 112 (or CHEM 115, 116) (1 unit) Introductory Chemistry I, II (or Honors Introductory Chemistry I, II)
- PSYC 401 (1/2 unit) Research Methods in Biopsychology
- PSYC 305 (1/2 unit) Physiological Psychology

Biochemical Track: 2 1/2 units

One selected biology course from the concentration list above (1/2 unit) CHEM 231, 232 (1 unit) Organic

Chemistry Recommended courses: CHEM 113, 114 or CHEM 117, 118 CHEM 233, 234 CHEM 356

One selected psychology course from the concentration list (1/2 unit) MATH 111 (1/2 unit) Calculus

Biopsychological Track: 2 1/2 units

One selected biology course from the concentration list above (1/2 unit) CHEM 113, 114 (or CHEM 117,

118) (1/2 unit) Introductory Chemistry Laboratory I and II (or Honors Introductory Chemistry Laboratory I and II)
PSYC 200 (1/2 unit) Statistical Analysis in Psychology
Two selected psychology courses from the concentration list above (1 unit)

Senior Exercise

The Senior Exercise consists of an original research proposal, written in a format appropriate for a scientific grant. The exercise can be completed at one of two times at the option of the student. It is due sometime within the first two months of either the first or second semester of the student's senior year. This exercise is evaluated by two members of the advisor's department and one member of the Neuroscience Program from another department. Students gain research experience by participating in Independent Study (NEUR 493 and/or 494) or Senior Honors (NEUR 497-498), or Research Strategies in Biology (BIOL 385-386), under the supervision of a faculty advisor.

Seniors participating in the Honors Program must complete an honors project and pass an oral exam. Assessment of the honors candidates is accomplished by two members of the advisor's department, one member of the Neuroscience Program from another department, and an outside examiner brought in by the advisor's department.

Year Courses

Senior Honors NEUR 497-498 (1 unit) Staff

This is a program for senior honors students that culminates in the completion of a senior honors research project. The research is expected to be on a topic of particular relevance to the student's postgraduate plans. Students need to select a research advisor from the faculty members in the Neuroscience Program. They are expected to have done a thorough bibliographic search of the literature, written a short review paper, and formulated some tentative hypotheses during the spring semester of their junior year. Prerequisites: The student must have a 3.3 overall GPA, a 3.5 GPA in the neuroscience core courses, and have completed at least 5 units toward the major. Permission must be granted by the director of the Neuroscience Program.

First-Semester Courses

Current Research Topics in Neuroscience NEUR 471 (1/2 unit)

Williams (coordinator), Palmer

This capstone seminar is required of all students who plan to graduate with a neuroscience concentration or major. The seminar is intended to bring together the knowledge acquired from courses required for, or relevant to, the concentration. During the course of the semester. each student will submit a critique of a published article and write a research proposal with the assistance of an instructor. Oral presentations are given in conjunction with each of these exercises. This seminar is limited to juniors or seniors who have taken NEUR 112 and completed two of the three required basic science courses for the concentration.

Individual Study NEUR 493 (1/2 unit) Staff

Students conduct independent research under the supervision of one of the faculty members affiliated with the Neuroscience Program. This course is restricted to juniors or seniors who are neuroscience majors or have taken (or are concurrently enrolled in) courses required for the neuroscience concentration. Prerequisites: permission of instructor and neuroscience director, along with demonstrated special interest.

Second-Semester Courses

This course begins with a definition of neuroscience as an interdisciplinary field, in the context of the philosophy of science. Consistent with this view, a number of faculty members from various departments are responsible for giving lectures and leading discussions throughout the semester. After covering the basics of cellular neurophysiology, the development and organization of the human nervous system are examined in terms of sensory, motor, motivational, emotional, and cognitive processes. The neurological and biochemical bases of various brain and behavioral disorders are also examined. This course can be used as a substitute for PSYC 101 as a prerequisite for all advanced-level psychology courses listed for the Neuroscience Concentration. No prerequisites.

Individual Study NEUR 494 (1/2 unit) Staff

Students conduct independent research under the supervision of one of the faculty members affiliated with the Neuroscience Program. This course is restricted to juniors or seniors who are neuroscience majors or have taken (or are concurrently enrolled in) courses required for the neuroscience concentration. Prerequisites: permission of instructor and neuroscience director, along with demonstrated special interest.



Faculty

Cyrus W. Banning Professor Emeritus

Juan E. De Pascuale Chair, Associate Professor

Edward S. Hinchman Visiting Assistant Professor

Daniel Kading Professor Emeritus

Ronald E. McLaren *Professor*

Ulf S.G. Nilsson Assistant Professor

Andrew W. Pessin Associate Professor

Joel F. Richeimer Associate Professor

The great philosophers seek to answer the most basic questions about the world and our place in it. Can we distinguish between what is real and what is unreal? What is knowledge? What are the roles of reason, perception, and feeling in shaping our relations with the world and with each other? What does it mean to be a person? What is the value of art? What are we to think about religion?

Many philosophical questions are inescapable. How is one to live one's life? What are good and bad, right and wrong? How do we acquire obligations? How are we to make moral decisions? In every life, such questions arise, and everyone assumes one answer or another. To attempt to articulate your answer and to search for better answers is to become a philosopher. Original works of the great classical and contemporary philosophers are used in all courses. Texts are analyzed critically in order to understand what is being said and judge their merit. In class discussion and in written work, we raise questions, develop additional ideas, and construct new arguments. Classes in philosophy are generally small and usually emphasize discussion and dialogue. Students are encouraged to engage in critical thought and to come to their own conclusions.

Nearly all courses are designed to be of interest and accessible to both majors and nonmajors. Look for the symbol, which designates those courses particularly appropriate for first-year or upperclass students new to the philosophy department curriculum.

Regardless of background, students should normally take the introductory course, PHIL 100 (10), before they take any other philosophy course at Kenyon. Each member of the philosophy faculty offers a section of the introductory course. This course serves as an introduction to the subject through the reading of original works by major philosophers. Although many of our texts derive from earlier centuries and from classical Greece, we are concerned with what is of timeless and present importance in them. We emphasize classroom discussion, focusing on interpretation of the texts and

consideration of the philosophical issues raised by them. We assign several short papers and we give a final examination.

Other courses that may be taken without prerequisites are PHIL 105 (13), Introduction to Logic; PHIL 115 (14), Practical Issues in Ethics; PHIL 120 (18), Ethics and Professional Life; PHIL 200 (31), History of Ancient Philosophy; PHIL 210 (32), History of Modern Philosophy; PHIL 225 (41), Existentialism; and PHIL 240 (44), Philosophy of Religion.

Intermediate-level courses

include PHIL 120 (23), Symbolic Logic; PHIL 245 (24), Philosophy of Science; PHIL 250 (25), Philosophy of Social Science; PHIL 215 (33), Nineteenth-Century Philosophy; PHIL 325 (38), The Marxist Critique of Capitalism; PHIL 300 (42), Nietzsche; PHIL 330 (51), Contemporary Political Philosophy; and PHIL 420 (53), The Postmodern Perspective.

PHIL 335 (75), Wittgenstein, and PHIL 315 (48), Phenomenology, are among the **more advanced courses**. Although the seminars—PHIL 400 (71), Contemporary Ethics; PHIL 405 (72), Theory of Knowledge; and PHIL 410 (73), Metaphysics—are primarily for majors, they may be of interest to other advanced students as well.

Requirements for the Major

- 1. Course Requirements
- 4 1/2 units of philosophy, including the following courses:

PHIL 100 (10) Introduction to Philosophy **or** PHIL 125 (27) Philosophical Writing Workshop

PHIL 105 (13) Introduction to Logic **or** PHIL 120 (23) Symbolic Logic

In addition, the following courses are required:

PHIL 200 (31) History of Ancient PhilosophyPHIL 210 (32) History of Modern Philosophy

- One course from each of the three core areas (see "Core Area Courses" below)
- Two additional 1/2-unit courses in philosophy of the student's choice
- 2. Senior Exercise

All students must successfully complete the Senior Exercise (see description below).

3. Friendly Advice

Here are some tips on course planning. PHIL 100 (10) is normally the first course. PHIL 105 (13) or PHIL 120 (23), PHIL 200 (31), and PHIL 210 (32) should normally be taken as early as possible. PHIL 400 (71), PHIL 405 (72), and PHIL 410 (73) should normally begin no earlier than the second semester of the junior year. We encourage all majors to take PHIL 125 (27).

Students who expect to do graduate work in philosophy should take PHIL 120 (23) and should consider entering the Honors Program.

Requirements for Honors Majors

Central to the Honors Program is a series of three related courses culminating in a thesis at the end of the senior year. The first of these courses, PHIL 398 (96), is designed to acquaint the student with contemporary methods of philosophical thought as a preparation for writing a thesis, as well as to help in finding and developing a suitable thesis topic. The second, PHIL 497 (97), enables the student to pursue the search for and development of a suitable topic. By the second semester of the senior year, the student should have the background necessary for writing an honors thesis in PHIL 498 (98). Students interested in the Honors Program should submit a written request to the chair of the department before the second semester of their junior year.

- 1. Course Requirements
- 5 units of philosophy, including the following courses:

PHIL 100 (10) Introduction to Philosophy **or** PHIL 125 (27) Philosophical Writing Workshop

In addition, the following courses are required:

PHIL 120 (23) Symbolic Logic

PHIL 200 (31) History of Ancient Philosophy

PHIL 210 (32) History of Modern Philosophy

PHIL 215 (33) Nineteenth-Century Philosophy

PHIL 398 (96) Junior Honors
 Seminar
 PHIL 497 (97) and 498 (98)

Senior Honors

For normal sequence of courses, see "Friendly Advice," above

• One course from each of the three core areas (see below), one of which must be a seminar

2. Senior Exercise

All honors candidates must successfully complete the Senior Exercise (see description below).

3. Honors Thesis and Oral Examination

Upon completion of the thesis, an outside examiner and a department faculty member will read the honors thesis and participate in an oral examination on it.

4. Divisional Approval

The candidate must meet the requirements of the College and of the Humanities Division for admission to and retention in the Honors Program.

Core Area Courses

There are three core areas: ethics, epistemology, and metaphysics. The courses that may be selected to satisfy the core area requirements are listed below under the core area they satisfy. Additional courses may be announced.

Ethics

- PHIL 110 (20) Introduction to Ethics
- PHIL 400 (71) Seminar in Contemporary Ethics
- PHIL 340 (45) Social Justice and Equality

Epistemology

PHIL 405 (72) Seminar on the Theory of Knowledge PHIL 245 (24) Philosophy of

Natural Science Metaphysics

PHIL 410 (73) Seminar on Metaphysics

PHIL 240 (44) Philosophy of Religion

PHIL 315 (48) Phenomenology

PHIL 215 (33) Nineteenth-Century Philosophy

Senior Exercise

The Senior Exercise consists of a comprehensive essay examination with questions drawn from the

History of Modern Philosophy, the History of Ancient Philosophy, and core area courses.

Students with a grade point average of 3.5 and above in the major, however, have the option of writing a paper in place of sitting for the examination. The paper option is designed as an opportunity for the student to display and refine his or her philosophical skills, as well as engage in close philosophical dialogue with a faculty member. It consists of the writing of a paper under the close supervision of a faculty member, who guides the paper from its earliest stages as a mere proposal, through several drafts, until the final, polished version. The exercise concludes with the student delivering the paper before an audience of senior majors and faculty members and then, typically, replying to questions raised by the audience. This discussion also gives the student the opportunity to expand upon his or her ideas. The written work and oral work are evaluated as a unit.

Graduate School Considerations

Philosophy majors interested in attending graduate school are strongly encouraged to select PHIL 120 (23) to satisfy the logic requirement, and to select PHIL 400 (71), PHIL 405 (72), and PHIL 410 (73) to satisfy the core area course requirement. Such students should also consult with a faculty member as early as possible.

Synoptic Majors

Philosophy courses are often suitable for inclusion in synoptic majors, and the department welcomes such majors.

Off-Campus Studies

Philosophy majors who wish to do so are generally able to participate in off-campus study programs, particularly if they begin their major programs as sophomores.

Requirements for the Minor

The minor in philosophy consists of the following:

- 2 1/2 units of work in the department, including the following courses:
 - PHIL 100 (10) Introduction to Philosophy **or** PHIL 125 (27) Philosophy Writing Workshop
 - PHIL 105 (13) Introduction to Logic **or** PHIL 120 (23) Symbolic Logic
- One course from the history sequence (either PHIL 200 (31), or PHIL 210 (32), or PHIL 215 (33)
- Two additional 1/2-unit courses in philosophy of the student's choice

First-Semester Courses

The primary aim of this course is to acquaint the student with the spirit, methods, and problems of philosophy. An attempt is made to show the range of issues in which philosophical inquiry is possible and to which it is relevant. Major works of important philosophers, both ancient and modern, will be used to introduce topics in metaphysics, theory of knowledge, ethics, and other traditional areas of philosophical concern. Enrollment limited.

Introduction to Logic ♦ PHIL 105 (1/2 unit) Hinchman

This course presents an introductory examination of the nature of reasoning. Basic formal systems of deductive logic will be developed. The nature of language, inductive arguments, and fallacious reasoning will also be explored. Emphasis will be on providing the student with the basic tools necessary to identify and evaluate both formal and informal reasoning.

Introduction to Ethics PHIL 110 (1/2 unit) Hinchman

This course is an historical introduction to ethical theory. We will examine the nature of happiness and the nature of moral value and motivation by reading and discussing some of the most important texts on these matters in the Western philosophical tradition, together with some recent writings that attempt to build on these texts. Thus we'll see how John McDowell builds on Aristotle. David Gauthier on Hobbes. Annette Baier on Hume. David Velleman on Kant, Peter Railton on Mill. and Bernard Williams on Nietzsche. The principle aim of the course is to teach you to think critically and philosophically about Socrates' Question: How should one live? The format will be lecture/ discussion. Prerequisite: sophomore standing or 1/2 unit of philosophy.

Practical Issues in Ethics ♦ PHIL 115 (1/2 unit) Nilsson

This course examines moral issues we face in private and public life from a philosophical point of view. It considers three kinds of issues problems of life and death, such as abortion and the death penalty; questions of economic justice, such as exploitation and welfare; and conflicts between groups, such as racism and multiculturalism. The course encourages discussion, and requires some independent research and writing on a moral issue. This course is suitable for first-year students.

History of Ancient Philosophy PHIL 200 (1/2 unit) *Richeimer*

Ancient Greek philosophy is not only the basis of the Western and the Arabic philosophical traditions, but it is central for understanding Western culture in general, whether literature, science, religion, or values. In this course, we examine some of the seminal texts of Greek philosophy, focusing on the work of Socrates, Plato, and Aristotle. But we also examine the work of the pre-Socratics (such as Heraclitus, Zeno, and Democritus) and the Sophists (such as Protagoras and Gorgias). This is a lecture/discussion course. It is recommended that students complete PHIL 100 (10), but there are no formal prerequisites for this course.

History of Modern Philosophy PHIL 210 (1/2 unit) Pessin

This course examines seventeenththrough eighteenth-century philosophy. Major emphasis will be placed on Descartes, Locke, Berkeley, Hume, and Kant, but we will also stop in on figures such as Malebranche, Arnauld, and Reid. We will stress metaphysical and epistemological issues throughout. It wouldn't be unfair to say that Descartes sets the agenda by creating a certain conception of the mind and the nature of knowledge, while each of the subsequent figures works out various implications of that conception. As such, the course content takes something of a narrative form, where we start with a certain optimism about knowledge, work our way into a deepening skepticism, only to be rescued at the end (by a rescuer whose price may not be worth paying). There are no official prerequisites, but PHIL 100 (10) is recommended.

Pragmatism PHIL 220 (1/2 unit) *Richeimer*

Pragmatism is the only major philosophical tradition on the world stage originating in the United States. It is the only tradition of philosophy since Kant that is respected and taken seriously in both the Anglo-American philosophical tradition and the continental philosophical tradition. Many movements claim their origins in the American pragmatism-these include Verificationism, Husserlian phenomenology, Quinean naturalism, and some trends in postmodernism, cybernetics, vagueness logic, semiotics, the dominant trend in American educational philosophy, Italian fascism, American experimental psychology, and Gandhi's philosophy of nonviolence. We will examine that tradition by reading the major works of Peirce, James, and Dewey and their critics.

Existentialism

PHIL 225 (1/2 unit) De Pascuale

Existentialism is one of the most influential philosophical movements in modern culture. Unlike other recent philosophies, it has had an impact extending far beyond the cloistered walls of academia into literature (Beckett, Kafka, Ionesco), art (Giacometti, Bacon, Dadism), theology (Tillich, Rahner, Buber), and psychology.

Existentialism is at once an expression of humanity's continual struggle with the perennial problems of philosophy (knowledge, truth, meaning, value) and a particularly modern response to the social and spiritual conditions of our times (alienation, anomie, meaninglessness).

In this course, we will study existentialism in its complete form as a cultural and philosophical movement. After uncovering the historical context from which this movement emerged, we will view the "existential" paintings of de Chirico and Munch; read the fiction of Kafka, Dostoevsky, Tolstoy, and Beckett; and closely study the thought of Kierkegaard, Nietzsche, Heidegger, and Sartre. Among the topics we shall examine are alienation, authenticity, self-knowledge, belief in God, the nature of value, and the meaning of life. No prerequisite, but PHIL 100 (10) or RELN 111 (11) is desirable. Enrollment limited.

Philosophy of Art PHIL 230 (1/2 unit) De Pascuale

This course is a seminar/workshop in which we will attempt to philosophically scrutinize the delightful, complicated, and varied world of art.

The philosophy of art is not art history, art appreciation, or art criticism. It is, instead, that division of philosophy in which we critically examine the assumptions made by artists and the appreciators, historians, and critics of art. In philosophy of art, we try to define art, establish general criteria for distinguishing what is important or unique in artworks, understand creativity, and ascertain the role of art in human life and society.

The aim of this course is to enable us to see and hear more clearly the kinds of objects that art presents for our contemplation and experience, so that we may come to know more and feel more. The first half will be spent reading and discussing the theories of Bell, Tolstoy, Aristotle, Collingwood, Langer, Hanslick, and others. The second half of the course will largely be spent viewing, hearing, feeling, reading, and otherwise experiencing artworks and philosophically questioning that experience. We shall discuss the nature of art, the ontology of objects of art, and the problems of the interpretation and criticism of art. No prerequisite. Enrollment limited.

Philosophy of Religion PHIL 240 (1/2 unit) Pessin

This course might be subtitled "God and His Problems." We will subject the concept of "God" to rigorous philosophical analysis, examining both historical and contemporary work on the subject. Among the topics we will cover: the most important theist and atheist arguments, the objections raised to them, and replies to these objections; the divine attributes-omnipotence, omniscience, benevolence, perfection, simplicity, etc., and the puzzles arising from them; the problems of reconciling God and His attributes with the existence of evils, or with our free will. or with scientific explanations; the problem of understanding the causal relationship between God and the world; the nature of miracles; and the question whether belief in God without evidence may be rational. In short, we will examine the question of whether it's possible to develop a coherent and satisfying concept of "God." Prerequisite: PHIL 100 (10).

Philosophy of Social Science PHIL 250 (1/2 unit) Hinchman

Can there be a science of human behavior? This course will consider two paradigms of social-scientific explanation: (1) game theory; and (2) regulism (for lack of a better term), the theory of societies as rulegoverned practices. Game theory is a paradigm in the economic sciences, regulism a paradigm in the anthropological sciences. Game theory views social practices and institutions as explained by individual choice; regulism views individual choices as explained by social practice or institutional context. I have no agenda for reconciling these perspectives, or of using one to poke holes in the other. Approximately one half of the term will be devoted to the philosophical consideration of each perspective. Prerequisite: Students either should have taken PHIL 100 (10) and some coursework in a social science, or should be junior or senior social-science majors.

Seminar on the Theory of Knowledge

PHIL 405 (1/2 unit) *Richeimer*

This is an advanced course on the central debates in epistemology: internalism versus externalism, foundationalism versus coherentism, naturalism versus antinaturalism. We examine these issues through the writings of Quine, Rorty, Putnam, Stroud, Dretske, Wittgenstein, and others. Prerequisites: PHIL 100 (10), junior standing, and permission of instructor.

Individual Study PHIL493 (1/2 unit) Staff

Prerequisites: permission of instructor and department chair.

Senior Honors PHIL497 (1/4 unit) Staff

Prerequisite: permission of department chair.

Second-Semester Courses

See first-semester course description.

Introduction to Logic ♦ PHIL 105 (1/2 unit) Hinchman

This course presents an introductory examination of the nature of reasoning. Basic formal systems of deductive logic will be developed. The nature of language, inductive arguments, and fallacious reasoning will also be explored. Emphasis will be on providing the student with the basic tools necessary to identify and evaluate both formal and informal reasoning.

Symbolic Logic ♦ PHIL 120 (1/2 unit) *Richeimer*

This course presents an introduction to modern formal logic. The nature of deductive reasoning is examined through the study of formal systems, representing the principles of valid argument.

History of Medieval Philosophy PHIL 205 (1/2 unit) Pessin

Philosophically speaking, the period between the eleventh and sixteenth centuries was a remarkably fertile one which both warrants and rewards close study. In this course we will examine some of the major thinkers and themes from the Jewish, Muslim, and Christian late medieval traditions, with an emphasis on understanding both how the medievals synthesized the wisdom of Aristotle with their dominant religious concerns and how they developed the world view against which early modern philosophy (seventeenth through eighteenth century) must be understood. Among the figures we may study are Maimonides, al-Ghazali, Averroes, Aquinas, Scotus, William of Ockham, Suarez, and Molina. Among the topics we may address will be the existence and

attributes of God, ethics and the problems of sin and evil, foreknowledge and free will, miracles, continuous creation, the nature of motion, the nature of voluntary action, and God's causal relation to the world. Prerequisite: either PHIL 200 or PHIL 210.

Nineteenth-Century Philosophy PHIL 215 (1/2 unit) Nikson

This course follows the rise and fall of German idealism. The German idealists attempted to demonstrate the unity of all experience and knowledge by formulating allencompassing philosophical systems. We will study the most elaborate of these attempts-Hegel's encyclopedic system of philosophy-and then turn to a succession of critics: Marx. who argued that philosophical reflection could not unify experience; Schopenhauer, who argued that no such unity can be found in life; and Nietzsche, who argued that we must create our own unified experience. Throughout the course, we will focus on these philosophers' understanding of the idea that we are alienated and their prescriptions for how to overcome such alienation.

The readings in this course are extraordinarily difficult, and it is strongly recommended that students have some previous experience with the history of philosophy. Prerequisite: sophomore standing or above.

Contemporary Kantian Ethics PHIL 265 (1/2 unit) Hinchman

Since roughly 1980 there has been a resurgence of interest in Kant's ethics, and a number of prominent philosophers (for example, Barbara Herman, Thomas Hill, Christine Korsgaard, Onora O'Neil, and David Velleman) have reformulated Kant's position in an effort to meet traditional objections to it. In this course we will look at Kant's original formulations and consider traditional objections (from, for example, Hegel, Nietzsche, and sundry utilitarians). At least half of the term, however, will be devoted to the contemporary debate, especially to the rapprochement of Kantianism with Freudian and Aristotelian strands in recent ethics. Prerequisite: PHIL 110 (20) or equivalent background in moral philosophy.

Nietzsche's Philosophy PHIL 300 (1/2 unit) De Pascuale

Nietzsche is a disturbing presence in the modern world. In a series of beautifully written books that are at once profound, elusive, enigmatic, and shocking, Nietzsche does nothing less than challenge our most precious and fundamental beliefs: the idea of truth, the existence of God, the objectivity of moral values, and the intrinsic value of the human being. As a critic of both the Western metaphysical tradition and the Judeo-Christian religion, Nietzsche may well be the most controversial thinker in the entire history of philosophy.

In this seminar, we will submit some of Nietzsche's most important books to a close, critical reading in an effort to come to terms, so far as this is possible, with his mature thought. We will examine his most famous yet perplexing views-the death of God, will to power, the Übermensch, nihilism, perspectivism, the eternal recurrence—as they are developed in Untimely Meditations, Twilight of Idols, Genealogy of Morals, Beyond Good and Evil, and selections from Will to *Power*. There are no prerequisites for this course, though PHIL 100 (10) or PHIL 225 (41) would certainly be helpful.

Rawls

PHIL 330 (1/2 unit) Nilsson

John Rawls is undoubtedly the most important American political philosopher of the twentieth century. His monumental *A Theory of Justice* (1971) reinvigorated the field of political philosophy by providing a contemporary framework within which to raise classical questions about distributive justice (who should get how much of what?), civil and political liberties, and the legitimacy of political rule. In the end, his views have not been widely accepted, but it is a mark of the enduring power of his book that those who advocate different positions usually start by explaining just how they differ from Rawls. In the 1980s Rawls's work turned to problems generated by moral pluralism-the question of how a state can be legitimized in the context of deep and enduring disagreements about the nature of good lives. His Political Liberalism (1993) set the agenda for extensive debates around this problem in the 1990s. Now, finally, he has published his views on international justice, in The Law of Peoples (1999).

In this course we will read Rawls's major works and pursue some of the debates they have generated. The course will be a seminar, with ample opportunity for students to define and pursue their own agendas of reading and writing. Prerequisites: one unit of philosophy or political science.

Special Topic:

Metaphilosophy: The Analytic/ Continental Split PHIL 392 (1/2 unit)

De Pascuale

For most of the twentieth century, the discipline of philosophy has been split into two divergent traditions: analytic philosophy and continental philosophy. Analytic philosophy is the dominant tradition in Englishspeaking countries, especially in the United States and Great Britain. Its roots lie in the work of the German logician Frege and run through Russell, Austin, Wittgenstein, and most leading contemporary British and American philosophers. Continental philosophy is the dominant tradition in Latin America as well as in France, Germany, Belgium, Italy, and other European countries. Its roots lie in the philosophies of Hegel and Kant and run through such diverse figures as Kierkegaard, Nietzsche, Husserl, Heidegger and contemporary European thinkers like Derrida, Foucault, Habermas, and others.

The two traditions have had little to do with each other, so little in fact that they do not share the same jargon or formulate the problems of philosophy in the same way. And in the case of some of the representatives of these traditions, a comparison of their work would not even lead you to think that they represent different traditions of the same discipline.

The bewildering state of contemporary philosophy raises many important and puzzling questions. How did the split between analytic and continental philosophy come about? Why is there so much animosity between the two camps? Does the split represent differences in methods of doing philosophy? Styles of writing philosophy? Or does the split represent radically different conceptions of what philosophy itself truly is?

In this seminar we will attempt to answer these and related questions by reading programmatic statements about the discipline of philosophy from leading analytic and continental philosophers as well as other important essays on the issue. Among the authors we will read are Russell, Moore, Strawson, Dummett, Davidson, Putnam, Rorty, Nietzsche, Husserl, Heidegger, Horkheimer, Habermas, Foucault, and Derrida. Prerequisites: This course is intended for philosophy majors with junior standing or above.

Junior Honors Seminar: Philosophical Analysis PHIL 398 (1/2 unit) *Richeimer*

This course will examine one or more major philosophical issues in contemporary form. We will seek both to comprehend the problem(s) and to understand and apply contemporary techniques of philosophical analysis. Students will be expected to present reports in the seminar. The course is intended for junior honors candidates and those interested in honors. The topic(s) for this year will be announced. Prerequisite: junior honors candidacy. Seminar on Metaphysics PHIL 410 (1/2 unit) Pessin

The content of this course varies but includes such topics as the nature and scope of reality, causality, space, time, existence, free will, necessity, and the relations of logic and language to the world. Traditional topics such as the problems of substance and of universals may be discussed. Much of the reading will be from contemporary sources. Prerequisites: This course is for junior or senior philosophy majors; others may be admitted with permission of the instructor.

Individual Study PHIL 494 (1/2 unit) Staff

Prerequisites: permission of instructor and department chair.

Senior Honors PHIL 498 (1/4 unit) Staff

Prerequisite: permission of instructor and department chair.

Physical Education and Athletics

Faculty

Vincent S. Arduini Head Football Coach, Assistant Athletic Director

Jennifer E. Bruening Interim Athletic Director, Head Volleyball Coach

Jamie Harless Men's Basketball, Assistant Baseball Coach

William J. Heiser Men's Lacrosse Coach, Assistant Football Coach

Suzanne K. Helfant Women's Basketball Coach, Assistant Softball Coach

Desmond J. Lawless Head Men's Soccer Coach, Assistant Track Coach

Emily F. Mountain Fitness Coordinator, Assistant Cross Country and Track Coach

James A. Steen Swimming and Diving Coach, Assistant Cross Country Coach

William J. Taylor Men's Track and Field Coach, Assistant Football Coach

E. Scott Thielke Men's and Women's Tennis Coach

Wendi M. Weimer Assistant Athletic Director, Head Field Hockey Coach, Assistant Women's Lacrosse Coach

Courses are offered in four six-week sessions during the year. Each course is 1/8 unit, except where noted.

Goals for the courses include:

engaging in physical activities
 that maintain and improve personal
 health; (2) developing practical
 activities that bring enjoyment and
 well-being while in college and in

future years; (3) promoting an understanding of the changes to one's health as a result of physical activity; and (4) learning how to obtain maximum physical benefits during one's life.

The grading for these courses is pass/fail, but these do not count against Kenyon's limit of 2 units of pass/fail credit. Evaluation includes attendance, effort and cooperation, written tests, and physical proficiency. Students may take only one physical education course per sixweek session. Physical education and athletics (PHSD) courses may not be repeated for credit. Students may apply a maximum of 1/2 unit of PHSD courses toward the 16 units needed for graduation.

Personal Fitness ♦ PHSD 110 (1/8 unit) Staff

This course features a self-directed program of fitness activities, designed by the student and a member of the physical-education faculty. The student and faculty member develop fitness goals and strategies (activities and a schedule) to reach those goals.

Lifeguard Training ♦ PHSD 113 (1/4 unit) Staff

This course is designed to provide the individual with the knowledge, skills, and methods for teaching swimming strokes and water safety. Successful completion of the course results in a Red Cross Certificate. The course yields 1/4 unit of credit and runs for two consecutive sessions during the fall semester. Prerequisite: intermediate or advanced level of swimming proficiency.

Racquetball ♦ PHSD 122 (1/8 unit) Staff

The course is designed for participants with all levels of experience. Basic techniques, mechanics, and tactical considerations are taught in an environment where the activity itself is the teaching tool. A brief history of the activity and safety considerations for the participant prior to and during play will be presented. Physical preparation for play, technical performance, and tactical strategies will be introduced within the context of the physiological principles and laws of movement.

Tennis

◆ PHSD 124 (1/8 unit) *Staff*

The course is designed for participants with all levels of experience. Basic techniques, mechanics, and tactical considerations are taught in an environment where the activity itself is the teaching tool. A brief history of the activity and safety considerations for the participant prior to and during play will be presented. Physical preparation for play, technical performance, and tactical strategies will be introduced within the context of the physiological principles and laws of movement.

The course is designed to introduce the basic techniques and principles of strength training through the use of Nautilus, Universal, and free-weight equipment. Physiological principles of isokinetic, isotonic, and isometric training will be developed. Safe and appropriate methods of equipment use will be emphasized.

Golf

◆ PHSD 136 (1/8 unit) *Staff*

This course is designed for participants with all levels of experience. Basic fundamentals and techniques of the game are taught. The strategy of the game is explored and individ-

Beginning Weight Training ◆ PHSD 132 (1/8 unit) Staff

ualized to the student. Successful completion of the course will result in an understanding and appreciation of the game.

Intermediate Weight Training ♦ PHSD 139 (1/8 unit) Staff

This course presents some of the more advanced techniques of weight training through the use of Nautilus and free-weight equipment. Physiological principles of isokinetic, isotonic, and isometric training will be developed. Safe and appropriate methods of equipment use will be emphasized.

Physics NATURAL SCIENCES DIVISION

Faculty

Thomas B. Greenslade Jr. *Professor*

John D. Idoine Chair, Professor

Franklin D. Miller Jr. Professor Emeritus

Benjamin W. Schumacher Associate Professor

Timothy S. Sullivan Associate Professor

Paula C. Turner Associate Professor

Physics is the study of the most basic principles of nature that describe the world around us, from the subatomic particles to the motion of everyday particles to the galaxies and beyond. Courses in physics allow students to develop a sound knowledge of these principles, as well as the analytical and experimental techniques necessary to apply them to a broad range of theoretical and experimental problems.

The Department of Physics offers three options for students wishing to begin their exploration of physics. Look for the ◆ symbol, which designates those courses particularly appropriate for first-year or upperclass students new to the physics department curriculum.

Students who want a less mathematical approach to interesting subfields of physics should consider PHYS 101 (Natural Philosophy), PHYS 103 (Fundamentals of Modern Electronics), PHYS 105 (Unifying Ideas in Physics), PHYS 106 (Astronomy: Planets and Moons), or PHYS 107 (Astronomy: Stars and Galaxies). These courses are suitable for diversification in the sciences and are accessible to any Kenyon student. All contain some laboratory sessions in which students become familiar with the phenomena discussed in lectures.

The second option is PHYS 111 and 112 (General Physics I and II). PHYS 111 and 112 constitute a general survey of physics designed primarily for students who will take only one year of physics. These courses make use of mathematical techniques from high-school algebra and trigonometry. There is a weekly laboratory that makes extensive use of computers for data acquisition and analysis.

The third option is PHYS 115 (Classical Physics) and PHYS 116 (Modern Physics), which, together with PHYS 223 (Fields and Spacetime), form a calculus-based introduction to the fundamentals of physics. These courses are more analytical than PHYS 111 and 112 and treat topics in greater depth. PHYS 115 and PHYS 116 are particularly suitable for students who plan to take more physics or upper-level chemistry or mathematics courses. They require current enrollment in or credit for calculus. There is a weekly laboratory that makes extensive use of computers for data acquisition and analysis.

Students who have an unusually strong background in high-school physics, or who receive high scores on the Advanced Placement C-level Physics Examination, should consider beginning their study of physics with PHYS 223 (Fields and Spacetime). Placement in this course is done in consultation with the instructor and chair of the department.

Requirements for the Major

The program for a major in physics consists of the following:

- PHYS 111 and 112, or 115 and 116 (115 and 116 recommended); 223; 224; 231; 445
- One additional unit selected from physics courses numbered above 300 and including PHYS 332, 335, or 441.
- MATH 111; 112; 221; either 224 or 333.

Additional physics courses may be elected; a student preparing for graduate study in physics should enroll in several advanced physics courses in addition to the minimum requirements and may wish to take further work in mathematics and chemistry. Honors work in physics involves directed research on a specific topic in experimental physics, theoretical physics, or the history of physics, culminating in a written thesis, an oral presentation to a departmental colloquium, and a written and oral examination by an outside specialist. The Senior Exercise consists of a paper on a topic in physics. Each senior also presents

a talk related to the exercise at a physics department colloquium.

Note: All courses in physics numbered above 220 have as prerequisites PHYS 111 and 112, or 115 and 116 and MATH 111 and 112, unless otherwise noted. Laboratory work is included in PHYS 111; 112; 115; 116; 223; 224; 231; 442; and 445.

Requirements for the Minor

The department offers two minors (physics and astronomy), both requiring 2 1/2 units of work in physics. Students considering one of these minors should work with a faculty member in the physics department as the minor is being planned, since some courses are not offered every year.

Requirements for the Physics Minor The program for a minor in physics consists of the following:

- PHYS 111 and 112, or 115 and 116 (115 and 116 recommended); PHYS 223
- One additional unit selected from physics courses numbered above 220.

This minor is open to students with all majors, but may be especially attractive to students in disciplines that have strong ties to physics, such as chemistry, mathematics, and biology. Other combinations of introductory courses may also be acceptable. Note: All courses in physics numbered above 220 have as prerequisites PHYS 111 and 112 (11-12) or 115 and 116 (15 and 16) and MATH 111 (11) and 112 (12), unless otherwise noted.

Requirements for the Astronomy Minor The program for a minor in astronomy consists of the following:

 PHYS 111 and 112, or 115 and 116; 106; 107 • An additional 1/2 unit selected from all physics courses (see suggestions below).

There are several options for the choice of the fifth course. PHYS 223 (Fields and Spacetime) and PHYS 224 (Oscillations and Waves) provide further experience with the foundations of physics (note that these two courses have prerequisites in mathematics). Students with interests in instrumentation can choose PHYS 231 (Electronics). Other options may include Independent Study and Special Topics courses related to astronomy.

Year Courses

Senior Honors PHYS 497-498 (1 unit) Staff

This course offers guided experimental or theoretical research for senior honors candidates. Prerequisite: permission of department chair.

First-Semester Courses

Astronomy: Planets and Moons ◆ PHYS 106 (1/2 unit) Turner, Schumacher

An introduction to the modern understanding of the solar system, including planets, moons, and smaller bodies (asteroids, comets, meteorites). Topics include: planetary interiors; surface modification processes; planetary atmospheres; the evolution of the solar system. An evening laboratory will be scheduled. This course is complementary to PHYS 107 (Astronomy and Cosmology). Limited enrollment. No prerequisites.

General Physics I ♦ PHYS 111 (1/2 unit) *Turner*

This course is taught through lectures, with one afternoon laboratory per week. A basic introduction to the discipline of physics, the course includes theoretical and experimental work in mechanics, wave phenomena, thermodynamics, electricity, magnetism, optics, atomic physics, and nuclear physics.

College Physics, by Franklin Miller Jr., is the textbook for the course. Three one-hour examinations, one formal laboratory report or other paper, a laboratory examination, and regular problem sets are assigned. A knowledge of calculus is not required. Prerequisites: high-school algebra and trigonometry. **All students enrolled in this course must reserve one afternoon each week for the required laboratory.**

Classical Physics ♦ PHYS 115 (1/2 unit) Sullivan

This course is the first in a threesemester, calculus-based introduction to physics. It is taught through lectures, with one afternoon laboratory session per week. Topics include the kinematics and dynamics of particles and solid objects, work and energy, linear and angular momentum, gravitational, electrostatic, and magnetic forces, and usually the theory of single, directcurrent circuits as well. PHYS 115, 116. and 223 are recommended for students who may wish to major in physics, and are also appropriate for students majoring in other sciences and mathematics.

The course will include weekly homework assignments, three midterm exams, one formal lab report, and a lab exam. Prerequisite: trigonometry. Co-requisite: MATH 111 or 112 taken concurrently, or equivalent. (While calculus is a corequisite, we will develop the necessary mathematical tools in our lectures as well.) All students enrolled in this course must reserve one afternoon each week for the required laboratory. PHYS 115 is open only to first- and second-year students, or by permission of the instructor.

Fields and Spacetime PHYS 223 (1/2 unit) Schumacher

This course is the third semester of the calculus-based introductory

sequence in physics, which begins with PHYS 115 and PHYS 116. It is taught through lectures, with one afternoon laboratory session per week. Topics covered include electric charge, electric and magnetic fields, electrostatic potentials, Ampere's law, electromagnetic induction, Maxwell's equations in integral form, electromagnetic waves, the postulates of the special theory of relativity, relativistic kinematics and dynamics, and the connections between special relativity and electromagnetism.

This course may be an appropriate first course for students with advanced placement in physics or two years of high-school physics; such students should contact the chair of the physics department. Prerequisites: PHYS 115 (15) or equivalent and MATH 111 (11). **All students enrolled in this course must reserve one afternoon each week for the required laboratory.**

Classical Mechanics PHYS 335 (1/2 unit) *Greenslade*

This is an analytic course in physical mechanics. Topics include the general theory of Newtonian mechanics, fluid statics and dynamics, rigid body motion, Langrangian mechanics, and Hamiltonian mechanics. Prerequisites: PHYS 224 (24) and MATH 221 (21).

Quantum Mechanics PHYS 441 (1/2 unit) Sullivan

This course presents an introduction to theoretical quantum mechanics. Topics to be covered include wave mechanics, the Schrödinger equation, angular momentum, the hydrogen atom, and spin. Prerequisites: PHYS 223 (23), 224 (24), and MATH 221 (21).

Advanced Laboratory in Experimental Physics PHYS 445 (1/2 unit) Idoine

This advanced course in experimental physics includes extensive laboratory work and the theory and methods of data analysis. Students will gain experience with nuclear detection equipment, x-ray diffraction and fluorescence techniques, noise reduction using phase-sensitive detection, computer data acquisition and analysis in Fortran and/or C, Fourier techniques in optics, and use of superconducting quantum interference devices. Prerequisites: PHYS 223 (23), 224 (24), and 231 (31).

Individual Study PHYS 493 (1/2 unit) Staff

The student may conduct special experimental or theoretical work on advanced topics in physics. Prerequisites: permission of instructor and department chair.

Second-Semester Courses

Natural Philosophy ♦ PHYS 101 (1/2 unit) Greenslade

This is a lecture course with evening laboratories. The course is designed for nonscience majors who wish to study topics in acoustics and optics. It starts with general discussions of oscillations and waves, and then applies these ideas to a number of examples, including human vision and hearing, cameras, theater lighting instruments, optical illusions, and architectural and musical acoustics. These are placed in historical contexts when appropriate.

The text for the course is *College Physics*, by Franklin Miller Jr. Required work includes two examinations, regular problem assignments, and a paper relating course material to an area of interest to the student. No prerequisite.

General Physics II ◆ PHYS 112 (1/2 unit) Idoine

See first semester description for PHYS 111.

Modern Physics ♦ PHYS 116 (1/2 unit) Schumacher

This course is a calculus-based introduction to the physics of the

twentieth century. The course meets for three morning lectures and one afternoon laboratory session per week. Topics include geometrical and wave optics, special relativity, photons, photon-electron interactions, elementary quantum theory (including wave-particle duality, the Heisenberg uncertainty principle, and the time-independent Schrödinger equation), atomic physics, solid-state physics, nuclear physics, and elementary particles.

PHYS 116 is recommended for students who may wish to major in physics, and is also appropriate for students majoring in other sciences or mathematics. There will be two or three midterm exams, regular homework assignments, one formal laboratory report, and a laboratory exam. Prerequisite: MATH 111 (11) and PHYS 115 (15) or permission of the instructor. Co-requisite: MATH 112 (12) taken concurrently or equivalent. All students enrolled in this course must reserve one afternoon each week for the required laboratory.

Complex Systems and Scientific Computing

◆ PHYS 219 (1/2 unit) Schumacher

The underlying laws governing nature are usually fairly simple, yet the phenomena of nature are often extremely complex. How can this happen? In this course we discuss several definitions of "complexity" and use computers to explore how simple rules can give rise to complex behavior. We will construct cellular automata and related models to simulate a variety of systems: the growth of random fractals, the spread of forest fires, magnetic materials near phase transitions, the statistics of avalanches, the movements of flocks of birds, and even the formation of traffic jams. A number of common ideas and characteristics will emerge from these explorations. Since the computer is our primary tool, some knowledge of computer programming will be required. Prerequisite: MATH 218 (18) or permission of the instructor.

Oscillations and Waves PHYS 224 (1/2 unit) Sullivan

The topics of oscillations and waves serve to unify many subfields of physics. This course begins with a discussion of damped and undamped, and free and driven, mechanical and electrical oscillations. Oscillations of coupled bodies and normal modes of oscillations are studied along with the techniques of Fourier analysis and synthesis. It then considers waves and wave equations in continuous and discontinuous media, both bounded and unbounded.

The course may also treat properties of special mathematical functions that are the solutions to the various wave equations in certain coordinate systems. Lab experiments focus on the mathematical analysis of oscillating systems, while written lab reports help students learn to express quantitative ideas and explain physical phenomena in words. Prerequisites: MATH 111 (11); 112 (12); 221 (21) (may be taken concurrently), and PHYS 115 (15) or equivalent or permission of instructor.

Electronics

PHYS 231 (1/2 unit) Greenslade

The emphasis of this course is on the two laboratory sessions each week. The accompanying classes provide the theoretical background to the work. The course begins with the study of logic circuits and continues with other digital circuits. Analogue electronics is then investigated using discrete and integrated circuits. Laboratory projects allow the students to try out ideas developed in the formal laboratory work. Prerequisites: MATH 111 (11); 112 (12) (may be taken concurrently); and PHYS 116 (16).

Atomic and Nuclear Physics PHYS 442 (1/2 unit) *Turner*

Application of quantum mechanics to atomic, nuclear, and molecular systems. Topics to be covered include atomic and molecular spectra, the Zeeman effect, nuclear structure and reactions, cosmic rays, scattering, and perturbation theory. Prerequisite: PHYS 441.

Special Topics: Elementary Particles PHYS 492 (1/2 unit) Idoine

All matter consists of leptons and quarks. In this course we will use conservation laws, symmetry arguments, and Feynman diagrams to study these elementary particles and the fundamental strong, weak, and electromagnetic forces. Topics will include the Pauli exclusion principle, fermions and bosons, gluons, hadrons, radioactive decay, high-energy physics, and antimatter.

Individual Study PHYS 494 (1/2 unit) Staff

The student may conduct special experimental or theoretical work on advanced topics in physics. Prerequisites: permission of instructor and department chair.

The following courses will be offered in 2001-2002:

PHYS 107 Astronomy: Stars and Galaxies PHYS 111 and 112 General Physics PHYS 115 Classical Physics PHYS 116 Modern Physics PHYS 223 Fields and Spacetime PHYS 224 Oscillations and Waves PHYS 231 Electronics PHYS 332 Electromagnetic Theory PHYS 333 Thermal and Statistical Physics PHYS 335 Theoretical Mechanics PHYS 336 Optics PHYS 445 Experimental Physics PHYS 493, 494 Individual Study PHYS 497-498 Senior Honors

Political Science

Social Sciences Division

Faculty

Fred E. Baumann Professor

Pamela G. Camerra-Rowe *Visiting Assistant Professor*

Harry M. Clor Professor Emeritus

John M. Elliott Professor (on leave)

Kirk R. Emmert Chair, Professor

Pamela K. Jensen Harry M. Clor Professor (on leave)

Joseph L. Klesner Professor

Alex R. McKeown Associate Professor

Michelle S. Mood Visiting Assistant Professor

Timothy J. Spiekerman Visiting Assistant Professor

Devin A. Stauffer Assistant Professor

Stephen E. Van Holde Associate Professor

The Department of Political Science pursues three basic objectives: to explore the nature of politics—its purposes, limitations, and significance in human life; to promote understanding of the various forms of political regimes and movements; and to develop a capacity for intelligent evaluation of public policies and a sensitive awareness of opposing points of view in the political conflicts of our time.

Throughout the program, emphasis is on the role of moral considerations in politics and the fundamental ideas concerning human nature, justice, and the purposes of government. Reflecting the importance of conflicting opinions in politics, course readings present students with sharply differing points of view. Students are encouraged to participate in discussion and debate of controversial questions.

The Department of Political Science offers several introductory courses for diversification. Look for the \blacklozenge symbol, which designates those courses particularly appropriate for first-year or upperclass students new to the political-science department curriculum. We especially recommend PSCI 101-102 (Quest for Justice). It is the only politicalscience course designed expressly for first-year students. Although PSCI 101-102 is not required for a major in political science, we strongly recommend it as an introduction to the department's program. This course is broad in scope and is designed to provide an effective introduction to college work in the humanities and social sciences generally. If you wish to take a political-science course for diversification as a sophomore or above, you may enroll in PSCI 101-102, but we also call to your attention the introductory courses offered in each of our subfields: PSCI 200 (American Politics), PSCI 220, 221 (Political

Philosophy), PSCI 240, 241, 242(Comparative Politics), and PSCI260 (International Relations).

Quest for Justice PSCI 101-102

This year-long course is taught as a first-year seminar, with class size kept to a maximum of eighteen students. There are usually seven or eight sections of the course, all with common readings. Sessions are conducted through discussion, thereby helping students overcome any reservations they may have about their capacity to make the transition from high school to college work.

The course, which emphasizes the development of reading, writing, and speaking skills, is an introduction to the serious discussion of the most important questions concerning political relations and human wellbeing. These are controversial issues that in the contemporary world take the form of debates about multiculturalism, diversity, separatism, gender equality, and the like; but, as students will discover here, these are issues rooted in perennial questions about justice. In the informal atmosphere of the seminar, students get to know one another well and debate often continues outside of class.

The course is divided into nine major units. The first concerns the relationship between human beings as such and as citizens, using the Greek *polis* as an apposite example. Sophocles's tragedy *Antigone* introduces a group of classical readings that investigate the conflict between the claims of the individual and those of the community.

The second unit examines the solution to the problem of justice found in the American Constitution, starting with the Declaration of Independence, and including readings from the English philosopher John Locke, the *Federalist Papers*, the Lincoln-Douglas debates, and the writings of Frederick Douglass and Martin Luther King. The third unit turns to nineteenth-century liberal theory, which begins to raise serious but generally friendly critiques of liberal democracy. The readings are from J.S. Mill and Alexis de Tocqueville as well as Ibsen's play *An Enemy of the People*.

The fourth unit, divided into two subunits, explores two fundamental practical issues as they relate to liberal democracy—the production and distribution of wealth, and war and foreign policy. Here we read selections from Adam Smith and Milton Friedman on economics, and Tocqueville once more, along with the ancient Greek historian Thucydides on war and justice.

The second semester begins with the fifth unit of the course, which presents the radical critique of liberal democracy from the left, in the writings of Karl Marx, as well as some more moderate criticisms, in the writings of contemporary social democrats and of George Orwell. The sixth unit presents the radical challenge to liberal democracy from irrationalist thought (corresponding roughly to a challenge from the right), in the thought of Nietzsche and his heirs. The sixth unit introduces the perspective of revealed religion, which radically criticizes any and all human attempts to achieve or even understand justice by unaided reason. Students will read excerpts from Genesis and Exodus as well as The Gospel According to St. Matthew.

The seventh unit returns to the ancient Greeks and to their philosophers, Plato and Aristotle. By returning to the beginnings of Western political thought in Plato's *Apology of Socrates* and *Crito* and readings in Aristotle's *Ethics* and *Politics*, we sharply juxtapose the claims of reason and unreason in human things. In doing so, we in fact are turning to deep contemporary questions of value and cultural relativism and the possibility of rational agreement about justice.

Thus, the eighth unit of the course allows students to use what they have learned to examine contemporary cultural and theoretical issues. The unit features feminist writings by Catherine MacKinnon and Susan Okin and the novel *Things Fall Apart* by Chinua Achebe.

The ninth and final unit allows for general reflections on the question of justice. Typically included here, a reading of Shakespeare's *Tempest* allows for reflection on the question of human nature and political rule. Throughout the course, readings are juxtaposed so as to present diverse and sometimes sharply conflicting points of view.

So that students may prepare adequately for each class, assignments from the common syllabus tend to be short. The course, an ongoing seminar that explores great issues, is designed to develop analytical skills, especially careful reading and effective discussion. Six to eight brief, analytical papers are assigned and carefully graded (for grammar and style as well as intellectual content). Instructors discuss the papers individually with students. Thus, this is also a "writing course" as well as one devoted to thinking and discussion.

The papers typically account for 60 percent of the course grade, with the remainder dependent on class participation and the final examination. On the first day of class of each term, every student receives a syllabus listing the assignments by date, due dates of the short papers, examination dates, and all other information that will enable the student to know what is expected in the course and when.

Introductory Courses in Political Science Subfields

The following courses are particularly recommended to sophomores, juniors, and seniors new to the political science curriculum.

I. American Politics

PSCI 200 Liberal Democracy in America

This is our introductory course to the field of American politics. The

course is taught in multiple sections of about twenty-five students. Classes are taught with lectures and discussions. The course begins with a study of the American founding and the political thought of the Founders, including readings from the *Federalist* Papers. We then study each of the major institutions of our political system: the presidency, bureaucracy, Congress, Supreme Court, political parties and elections, and other topics. This section of the course regularly employs current events to illuminate and challenge the analyses of institutions. The course concludes with a broad overview of the character of liberal democracy, through a reading of Tocqueville's Democracy in America.

II. Political Philosophy

- PSCI 220 History of Political Philosophy: The Classical Quest for Justice
- PSCI 221 History of Political Philosophy: Moderns Versus Ancients

These courses form our introductory sequence for the field of political philosophy. The sequence is taught every year with two sections offered each semester; each section averages twenty-five to thirty students. The classes are taught with lectures and discussions. The first semester concentrates on Plato and Aristotle. We read Platonic dialogues such as the *Apology, Crito,* and the *Republic,* and Aristotle's *Politics* and *Ethics.*

The second semester examines and evaluates the revolutionary challenge to classical and medieval political philosophy posed by such writers as Machiavelli in *The Prince* and *Discourses*, Hobbes in *The Leviathan*, Locke in the *Second Treatise*, and Rousseau in the *Social Contract* and *Discourses*. In order to compare and evaluate critically the philosophic views that have shaped our own political and psychological opinions, these classes emphasize careful reading of the texts.

III. Comparative Politics

Three alternative courses are offered as introductions to the field of comparative government. These courses are normally taught in a lecture-and-discussion format, with sections averaging twenty-five to thirty students.

PSCI 240 Modern Democracies This course explores the practice of democracy in contemporary Western liberal democracies, such as Britain, France, or Germany. It also examines the breakdown of democracy, as exemplified by Weimar Germany in the 1930s, and explores the challenges of implanting democracy in non-Western settings such as Japan and in post-Communist contexts such as Russia. The problems posed to democratic politics by multi-ethnic societies such as India may also be explored.

PSCI 241 State and Economy This course is an introduction to comparative political economy. It explores the variety of forms of state intervention in the economy, ranging from the relatively laissez-faire regulatory state in the U.S., through the welfare states and social democracies of Western Europe, to central planning as practiced in the former Soviet Union. The developmentalist states of Japan and the newly industrializing countries will also be explored.

PSCI 242 States, Nations, Nationalism

This course is an introduction to comparative political development, which focuses on two key issues in the development of the contemporary world: the rise of the modern state and the emergence of modern nationalism. By analyzing the process of state formation and nationbuilding in Europe, Japan, Russia, and selected countries in the developing world, we will come to understand the means by which state power is constructed, maintained, and legitimated in political systems as varied as absolutist monarchies and modern nation-states. And by

examining nationalism in a variety of historical and geographical settings, we will begin to comprehend the intriguing power and persistence of national identities in an increasingly multinational world. Although the course will be explicitly analytic and comparative in character, analysis will be supplemented with case studies drawn from countries around the world.

IV. International Relations

PSCI 260 International Relations This course provides a brief introduction to the study of international relations. It focuses on three central themes: (1) contending theories of international relations; (2) the rise of the modern international system; and (3) recent developments in the international arena. Other topics to be addressed will include the causes of war and the chances of peace, the shift from politics based primarily on military power to more complex relations rooted in economic interdependence and dependency, the recent resurgence of nationalism and ethnic conflict, and the increasing salience of environmental issues in the international arena. Issues such as nuclear proliferation, human rights, peaceful conflict resolution, and the role of ethics in international politics may also be covered.

Requirements for the Major

Students majoring in political science must complete 5 units in the subject, including PSCI 220 and 221; 240, 241, or 242; 260; and 1 unit of work in American politics. The American politics unit consists of PSCI 200 and any semester course numbered from 300 through 315. Every major must also take 1/2 unit of work in either comparative politics or international relations beyond the introductory courses in those subfields, and at least one political-science seminar. each of which is limited to fifteen students. The introductory course in political science, PSCI 101-102

(Quest for Justice), is designed for first-year students and is recommended for all students considering a major in political science.

There are a number of upperclass electives open to students without any prerequisites, but we encourage students seeking an exposure to political science to begin with the core courses of our curriculum: PSCI 101-102; 200; 220 and 221; 240, 241, and 242; and 260.

Senior Exercise

Senior political science majors have two options for completing the required Senior Exercise: a twenty- to twenty-five-page analytical essay, or a four-hour written exam. The exam option, taken the Saturday before spring break, is the traditional option taken by most majors. Students answer two two-hour questions that cut across subfields and require integration and application of knowledge learned in various courses. Under the essay option, students write an essay on one of six or seven comprehensive questions. The essay is due December 1. Those who fail to earn a grade of B or better on their revised essay take the exam option at the end of February.

Year Courses

Quest for Justice ♦ PSCI 101-102 (1 unit) Staff

This course explores the relationship between the individual and society as exemplified in the writings of political philosophers, statesmen, novelists, and contemporary political writers. Questions about law, political obligation, freedom, equality, and justice and human nature are examined and illustrated. The course looks at different kinds of societies such as the ancient city, modern democracy, and totalitarianism, and confronts contemporary issues such as race, culture, and gender. The readings present diverse viewpoints and the sessions are conducted by

discussion. The course is designed primarily for first-year students. Enrollment limited.

Senior Honors PSCI 497-498 (1 unit) Staff

The Honors Program in political science is designed to recognize and encourage exceptional scholarship in the discipline and to allow able students to do more independent work in the subject than is otherwise permitted. Honors candidates are admitted into the program based on an oral examination conducted by faculty members, normally at the end of the junior year. Political-science majors who are considering honors are encouraged (but not required) to enroll in PSCI 397 (Junior Honors) during their junior year. The senior honors candidate works with two members of the department to prepare a major essay on a topic of his or her choice, which is then defended before an outside examiner in May. Prerequisite: permission of department chair.

First-Semester Courses

Liberal Democracy in America ◆ PSCI 200 (1/2 unit) *Camerra-Rowe*

The course explores the guiding principles, major institutions, and national politics of the American political order. The Founders' view of liberal democracy and of the three branches of our government (presented in the Federalist Papers) will provide the basis for consideration of the modern Supreme Court. presidency, bureaucracy, Congress, news media, and political parties and elections. The course concludes with Tocqueville's broad overview of American democracy and its efforts to reconcile liberty and equality. The material in the course will be illustrated by references to current political issues, events, and personalities. Prerequisite: sophomore standing. Enrollment limited.

History of Political Philosophy: The Classical Quest for Justice ◆ PSCI 220 (1/2 unit) Stauffer

This course introduces the student to classical political philosophy through analysis of Platonic dialogues-the Apology, Crito, and Republic—and of Aristotle's *Ethics* and *Politics*. The course addresses enduring questions about the community, the individual, happiness, and justice. Other themes to be discussed include the possible resolution of social conflict, the relationship between politics and economics, the political responsibility for education, the role of gender in politics, and philosophy as a way of life. Prerequisite: sophomore standing. Enrollment limited.

States, Nations, Nationalism ◆ PSCI 242 (1/2 unit) Mood

This course provides an introduction to comparative political development. It focuses on two key issues in the development of the contemporary world: the rise of the modern state and the emergence of modern nationalism. By analyzing the processes of state and nation-building in selected countries, we will come to understand the means by which state power is constructed, maintained, and legitimated in political systems as varied as absolutist monarchies and modern nation-states. And by examining nationalism in a variety of historical and geographical settings, we will begin to comprehend the intriguing power and persistence of national identities in an increasingly multinational world. Although the course will be explicitly analytic and comparative in character, analysis will be supplemented as appropriate with case studies drawn from countries around the world. Prerequisite: sophomore standing. Enrollment limited.

International Relations ♦ PSCI 260 (1/2 unit) Van Holde

This course provides a brief introduction to the study of international relations. It focuses on three central

themes: (1) contending theories of international relations; (2) the rise of the modern international system; and (3) recent developments in the international arena. Other topics to be addressed will include the causes of war and the chances of peace, the shift from politics based primarily on military power to more complex relations rooted in politics among democracies, economic interdependence and dependency, and the recent resurgence of nationalism and ethnic conflict. Issues such as nuclear proliferation, human rights, peceful conflict resolution, and the role of ethics in international politics may also be covered. Prerequisite: sophomore standing. Enrollment limited.

Elections and Political Parties in the United States PSCI 303 (1/2 unit) Camerra-Rowe

This course examines the influence American citizens have on their government through political parties and elections. Major topics include the character of American parties; the political behavior and beliefs of American citizens, especially as voters; recent history of the party system and elections: election campaigning; the role of the news media in elections; the impact of public opinion and elections on government policies; the future of the party system; and an evaluation of the party and electoral systems from the perspective of democratic theory. We will pay special attention to the presidential election of 2000 and to the topic of how we choose presidents. (This course can be used to complete the requirement in American politics for political science majors.) Prerequisite: sophomore standing. Enrollment limited.

American Public Policy: School Reform PSCI 311 (1/2 unit) Emmert

What are the purposes of primary and secondary education? Can those purposes be fulfilled in institutional schools? How well are American
schools doing? What is right and what is wrong with them? How can they be improved? In this course, students are expected to come to their own thoughtful answers to these questions. To this end, the course will immerse participants in a debate among various critics and defenders of American schools who come from different policy and disciplinary perspectives (economics, history, political science, psychology, sociology). Students will work both individually and in groups. Later in the course they will be asked to apply what they have learned to an actual classroom or school. This course should be particularly relevant to students considering a career in education. (This course can be used to complete the requirement in American politics for political science majors.) Prerequisite: sophomore standing. Enrollment limited.

Special Topic: Comparative Asian Politics: India, China, and Japan PSCI 346 (1/2 unit) Mood

This course uses the cases of India, China, and Japan to explore some of the enduring questions of comparative politics as well as to introduce the historical, political, and economic development of three major actors in the Asian region. Two longstanding Asian democracies (India, Japan), two large, poor, linguistically diverse Asian countries (India, China), and two ethnically homogeneous Confucian East Asian states (China, Japan) are compared. In this way, many key questions of comparative politics are explored. Most centrally, the course inquires into the causes of the differences between these countries. The relative contributions of history, culture, religion, and ethnicity to the development of the current political structure are explored. These factors are also addressed with regard to the ways in which political institutions function and the success of the state in implementing its policies. In addition, the course more generally asks about the roles and functions of a state. How is the success of a state measured? And, finally, what is the relationship between politics and

economic development? Prerequisite: sophomore standing. Enrollment limited.

U.S. Foreign Policy, 1776-1920: From the Revolution through World War I

PSCI 370 (1/2 unit) McKeown

The course will examine the history of U.S. foreign policy from the Revolutionary War until the end of World War I. It will study how U.S. foreign policy changed as the United States grew from a small, weak, and new nation into a global power. It will focus on the diplomacy and the wars used by the United States to attain and maintain its independence, to expand its territory, to preserve its union, and, finally, during the First World War, to establish its position as a great power and to preserve the global balance of power. This course will attempt to judge the wisdom and morality of U.S. foreign policy during this span of almost one hundred and fifty years. Prerequisite: sophomore standing. Enrollment limited.

Women and Politics PSCI 380 (1/2 unit) Staff

The fundamental question of political philosophy is the question of justice, including the prospects for harmonizing a just society and individual happiness. From the outset, this question has been posed with a view toward women as well as men. In this course, we will examine the treatment of women in political philosophy in works of literature that show philosophic principles in action, and in the writings of feminists. We will address such issues as the place of reason in the definition of woman, domestic or private life, sexuality, and views on women's education and civic status. The readings will aim at contextualizing contemporary debates about feminism by reading authors whose views, however influential they have been in shaping these debates, make their arguments on different grounds. Readings will include selections from

Plato, Machiavelli, Rousseau, Mill, and Nietzsche; novels by Jane Austen and Henry James; and feminist writers such as Simone de Beauvoir and Luce Irigaray. Prerequisite: sophomore standing.

Junior Honors Seminar PSCI 397 (1/2 unit) *Clor*

This course is designed primarily for political science majors interested in entering the senior Honors Program. The seminar will explore controversial questions about the appropriate study or theory of politics and the practice of it by statesmen. What are the purposes, methods and limits of political science? What is statesmanship or successful leadership? How are political science and practical statesmanship related to ethical norms and insights? What kind of political education is appropriate for citizens? Readings will include Max Weber's "Politics as a Vocation." selections from Leo Strauss's Natural Right and History, James Ceaser's Liberal Democracy and Political Science, and writings on Lincoln, Franklin Roosevelt, and "judicial statesmanship," reflecting different points of view. We will conclude with consideration of whether culture wars are amenable to any statesmanlike political amelioration. The seminar is largely for junior majors, but if any places remain open a few sophomores may be admitted. Prerequisite: permission of instructor.

Constitutional Controversy: The Federalist/Anti-Federalist Debate PSCI 430 (1/2 unit) Emmert

This seminar explores the case for and against the U.S. Constitution as presented in the Constitutional Convention (1787) and the subsequent ratifying debates. We will consider the controversies regarding the nature of the Union, commerce, citizen virtue, separation of powers, the three branches of the government, a Bill of Rights, and foreign relations. Our main texts will be the *Federalist Papers* and selected anti-Federalist writings and speeches, with some attention to James Madison's *Notes on the Constitutional Convention of 1787.* Prerequisite: junior standing or permission of instructor. Enrollment limited.

The Idea of Community PSCI 432 (1/2 unit) Spiekerman

Political thinkers regularly claim to have discovered the community best suited to man, the just community. Yet suspicion toward the idea of community also enjoys a venerable history. Is not the individual prior to, and thus more important than, the community? Don't communities typically stifle, violate, and oppress individuals, particularly members of the minority? Individualism is so pervasive in the most advanced countries that many now wonder if we have gone too far. Has concern for the individual at the expense of the community made us selfish, disconnected, alienated, and unhappy? In this seminar we will read classic statements on the ideal community (e.g., Plato, Thomas More, Rousseau, Huxley) on our way toward studying contemporary "communitarian" thinkers (e.g., Bellah, Barber, McIntyre, Sandel, Walzer). Prerequisite: sophomore standing.

Senior Seminar in Public Policy PPOL 440 (1/2 unit) Baumann; Richard Trethewey, professor of economics

See course description in Public Policy section.

U.S. Defense Strategy in the Twenty-First Century PSCI 461 (1/2 unit) McKeown

This seminar analyzes and debates some of the main issues and choices facing the makers of U.S. defense strategy and foreign policy in the post-Cold War world. The seminar addresses such issues as the meaning and nature of defense strategy, the causes of war and the possibility of peace, the character of modern war, the effectiveness and usability of U.S. military power in the post-Cold War world, and the extent to which the United States still faces actual or potential military challenges now that the Soviet superpower has collapsed. The war against Iraq in the Persian Gulf will be studied in depth. Prerequisite: sophomore standing. Enrollment limited.

Individual Study PSCI 493 (1/2 unit) Staff

This course is for students who wish to do advanced work beyond regular courses or to study subjects not included in course offerings. Prerequisites: permission of instructor and department chair.

Second-Semester Courses

Liberal Democracy in America ◆ PSCI 200 (1/2 unit) *Camerra-Rowe*

See first semester course description. Prerequisite: sophomore standing. Enrollment limited.

The Expansion of International Society

INST 201 (1/2 unit) Klesner

See INST 201 course description in the International Studies section. INST 21 can be used to satisfy, in part, the political science major's requirement in the subfields of international relations and comparative politics.

History of Political Philosophy: Moderns Versus Ancients ◆ PSCI 221 (1/2 unit) Baumann

This course examines and evaluates the world revolutionary challenge to classical political philosophy posed by such writers as Machiavelli in his *Prince* and *Discourses*, Hobbes in the *Leviathan*, and political writings of Locke, Rousseau, and Nietzsche. We will consider the differing views of these authors about how best to construct healthy and successful political societies; the role of ethics in domestic and foreign policy; the proper relations between politics and religion, and between the individual and the community; the nature of our rights and the origin of our duties; and the meaning of human freedom and the nature of human equality. Prerequisite: sophomore standing. Enrollment limited.

Modern Democracies ♦ PSCI 240 (1/2 unit) *Camerra-Rowe*

Representative democracy came to be the most common form of government in Europe and the Americas in the twentieth century, and in the last half of the century it became increasingly popular among the peoples of the rest of the world. Representative democracy takes many forms and confronts many constraints in its implementation. This course will explore the institutional variety of representative democracy, the causes of political stability and instability in democratic regimes, and the possibility of successful creation of democratic regimes in countries in which the political culture has not traditionally supported democracy. Case studies will include Great Britain, Germany, Japan, Russia, and Mexico. Prerequisite: sophomore standing. Enrollment limited

International Relations ◆ PSCI 260 (1/2 unit) McKeown

See first-semester course description. Prerequisite: sophomore standing or permission of instructor. Enrollment limited.

The American Presidency PSCI 301 (1/2 unit) Camerra-Rowe

This course explores different views of the presidency and of the nature of presidential leadership. The Founders' view will be compared with developments since Franklin Roosevelt, including the imperial and postimperial presidencies. A central concern will be the question of presidential power: How strong is the current presidency? How strong ought it to be? The course concludes with a study of presidential leadership and of the proper ends and means by which to exercise political power, with particular attention to the presidencies of Ronald Reagan, George Bush, and Bill Clinton. (This course can be used to complete the requirement in American politics for political science majors). Prerequisite: sophomore standing. Enrollment limited.

Public Policy PSCI 310 (1/2 unit)

Emmert

This course studies a broad range of public policies and analyzes the process of making policy through case studies, which range from foreign policy to economics. We will study various views of the policy-making process in our national government and consider the different stages of policy-making, including how problems are defined, how new proposals emerge, and how certain solutions make it onto the national agenda and are debated before adoption, altered during implementation, and subsequently evaluated. We will also consider the role of politicians, experts, and bureaucrats in policy-making, study why specific policies were adopted, and debate whether these were the best possible policies. Finally, students will be asked to arrive at their own policy positions on an important issue by taking into account the full range of issues—constitutional, moral, political. economic. circumstantial. and so on-to be considered in deciding on a sound policy.

This course is one of the required foundation courses for the Public Policy Concentration and is also open to other upperclass students. (This course can be used to complete the requirement in American politics for political science majors.) Prerequisite: sophomore standing. Enrollment limited.

American Constitutional Law PSCI 312 (1/2 unit) *Clor*

This course explores basic issues in constitutional law relevant to the principles and problems of our liberal democracy. We begin with cases of the Marshall Court, which lay the foundations of our constitutional order and define the role of the judiciary. But most of the course is devoted to controversial themes in our twentieth-century jurisprudence. Emphasis will be placed on recent Supreme Court decisions in the areas of equal protection of the laws, the right to privacy, freedom of speech and press, religious freedom, and the rights of persons accused of crime. (This course can be used to complete the requirement in American politics for political science majors.) Prerequisite: sophomore standing. Enrollment limited.

Politics and Literature: Hyphenated-Americans PSCI 323 (1/2 unit) Spiekerman

Many Americans identify themselves with a qualification: African-American, Asian-American, Native-American, Mexican-American. Reading (mostly) contemporary novels by and/or about Americans whose ethnic or racial background is a central part of their identity, this course will ask what it means to be a hyphenated-American. Authors treated may include Gish Jen, Frank Chin, Lois-Ann Yamanaka, Richard Rodriguez, Ralph Ellison, Barbara Kingsolver, and William Least Heat Moon. Prerequisite: sophomore standing.

Dictatorship and Democracy in South America PSCI 344 (1/2 unit) Klesner

The struggle for economic development has had profound consequences for Latin American political systems, including the extent to which democracy has been attractive to competing political actors. This course explores South American politics in the twentieth century, focusing on the cycles of military dictatorship and democracy which have characterized the countries of Argentina, Brazil, Chile, Colombia, and Peru since the turn of the century. We will thus examine the oligarchical democracies of the beginning of the century, the military coups that overthrew them, the

populist democracies of mid-century, the institutional military governments of the 1960s and 1970s, and the most recent processes of liberalization and democratization. A central theme will be the politics of economic-development strategies characteristic of these successive political regimes. Prerequisite: sophomore standing. Enrollment limited.

Haves and Have Nots: Development and Developing Countries in the Contemporary World PSCI 362 (1/2 unit)

Mood

This course focuses on relations between the developed "North" and the less developed countries of the "South." After briefly examining the historical origins of southern underdevelopment, the focus shifts to the legacies of such underdevelopment in the "Third World" today. Specific issues to be addressed include the politics of trade and aid, the debt crisis, the impact of transnational corporations, the link between democracy and development, and southern calls for a more equitable relationship between North and South. Related topics such as northern and southern perspectives on the environment. transfers of resources and technology, and the politicization of Third World economies will also be examined. Although the main focus of the course will be substantive rather than theoretical, contending theories of development and underdevelopment will also be considered. Prerequisite: sophomore standing. Enrollment limited.

Global Environmental Politics PSCI 363 (1/2 unit) Van Holde

This course will examine a variety of issues in environmental politics, placing special emphasis on international politics and policy. It will begin by considering the environmental impact of population growth, industrial development, and technological change. Topics such as global

warming, resource depletion, the management and disposal of toxic waste, and threats to biodiversity will be examined, and their political implications analyzed in detail. A variety of possible responses to environmental threats will also be assessed, including "green" activism, sustainable development, international efforts to negotiate treaties and agreements, and multilateral conferences and forums, such as the 1992 Rio Conference. Case studies and films will be used as appropriate to supplement lectures and discussions. Prerequisite: sophomore standing. Enrollment limited.

The Second World War: Origins, Diplomacy, Strategy, and Campaigns PSCI 371 (1/2 unit) McKeown

This course presents a military and diplomatic history of the Second World War, focusing on the origins, conduct, and consequences of the war. The format of this course is primarily lecture, but there will be discussion sessions on all of the assigned readings. There will also be some discussion of political and moral issues raised by the lectures in many of the classes. The course will explain why the allies won the war and why the fascists lost. It will discuss the performance of allied and enemy military forces. It will examine the possibility that the allies could have prevented the war by pursuing different policies. It will explain why the Grand Alliance of the United States. Great Britain. and the Soviet Union which defeated Nazi Germany collapsed after the war and will examine the origins of the Cold War conflict. It will look at the experience of battle for and on the men who were in the thick of the fighting. It will examine the end of the war in the Pacific theater and the use of atomic weapons by the United States to hasten that end. Prerequisite: sophomore standing. Enrollment limited.

Thucydides: War and Philosophy PSCI 422 (1/2 unit) Stauffer

This seminar will be devoted to a careful reading of Thucydides's *Peloponnesian War*. The themes of the course will be Thucydides's account of international relations, the connections between foreign and domestic politics, and his account of human nature and of political morality. Prerequisite: sophomore standing. Enrollment limited.

Special Topic: Socialism and Reform in the People's Republic of China

PSCI 441 (1/2 unit) Mood

This course is a seminar focusing on the politics of twentieth-century China. Organized thematically, the course uses readings, lectures, and films to provide a comprehensive exploration of China's revolution and the subsequent twists and turns of its socialism. Main topics covered include the roots and causes of the 1949 revolution. land reform. radical communist experimentation in the 1950s and 1960s, and post-Mao policy changes such as political and economic institutional reform and its effects on society. Key issues will be the enduring legacies of prerevolution China, policy debates among factions and over time, changing lines of social cleavage, and the effect of the economy on society and politics. Specifically, students will be asked to explore the relationship between political leadership and popular spontaneity and between state and society (both rural and urban), debates about "socialist democracy," post-1978 emergence of civil society, gender relations over time, and the viability of China's hybrid political and economic system. Students will be required to participate actively in the running of the seminar and will present their own papers to the class. Prerequisite: junior standing or permission of instructor. Enrollment limited.

Ethics and Law in International Relations PSCI 460 (1/2 unit) McKeown

This seminar will explore the relationships among ethics, law, and power in the international realm. Among the themes analyzed will be the morality of war, human rights, the nature and effectiveness of international law, and the sources, if any, of international moral obligations. Prerequisite: sophomore standing. Enrollment limited.

Science and Politics PSCI 480 (1/2 unit) Van Holde

This seminar examines the relationship of science and politics from early modernity to the present, and considers the probable course and character of that relationship in the foreseeable future. Topics to be considered include Galileo's conflict with the Church, the theory of evolution, Social Darwinism, and the origins and implications of nuclear weapons research. We also will examine a number of contemporary controversies at the intersection of science and politics, including genetic testing and therapy, intelligence testing and the IQ debates, global warming, feminist critiques of science, and the debates surrounding the science and politics of AIDS. Issues such as the value neutrality of science, the politics of risk assessment, and the proper role of scientists in shaping policy also will be examined. Prerequisite: permission of the instructor. Enrollment limited.

Individual Study PSCI 494 (1/2 unit) Staff

This course is for students who wish to do advanced work beyond regular courses or to study subjects not included in course offerings. Prerequisites: permission of instructor and department chair.

The following courses may be offered in 2000-2001:

PSCI 300 Congress and Public Policymaking PSCI 304 The News Media and American Politics PSCI 313 The Making of American Foreign Policy PSCI 320 Historicism PSCI 331 American Political Thought PSCI 341 Soviet and Russian Politics PSCI 342 Politics of Development PSCI 345 European Politics PSCI 360 The Relations of Nations PSCI 361 International Political Economy PSCI 400 Politics and Journalism PSCI 424 Rousseau and Modern Political Philosphy PSCI 427 Nietzsche and Political Philosophy



Faculty

Allan Fenigstein Professor

Michael P. Levine Professor (on leave)

Hewlet G. McFarlane Assistant Professor

Sarah K. Murnen Chair, Associate Professor

Andrew J. Niemiec Associate Professor

Charles E. Rice *Professor Emeritus*

Rowland H. Shepard Professor Emeritus

Linda M. Smolak Professor

Ellen R. Stoltzfus Associate Professor

Jon L. Williams Cummings Professor

At Kenyon, psychology is taught as the scientific study of the processes governing human and infrahuman behavior, and it is therefore classified as a natural science. The psychology curriculum provides an opportunity for majors and nonmajors to examine diverse theoretical views and findings in such areas as physiological psychology, cognition, human development, perception, personality, social behavior, and abnormal psychology. At all levels of study, the department enables students to have access to the most recent laboratory equipment and to become involved in the work of local educational and mental-health agencies that are affiliated with the Off-Campus Activities in Psychology Program (OAPP).

New Students

Look for the \blacklozenge symbol, which designates those courses particularly appropriate for first- or second-year students new to the psychology curriculum.

PSYC 101 (1/2 unit) Introduction to Psychology: Basic Processes Psychology is the science of behavior and mental processes. In this introductory course, which is a prerequisite to all of the other psychology courses, you will explore a variety of areas in which psychologists conduct research. For example, you will study the biological foundations of behavior, sensory and perceptual processes, and learning and memory processes. PSYC 102 examines behavior in context.

Requirements for the Major

The following information applies to students beginning with the Class of 2000. Students majoring in psychology must earn at least 4 1/2 units of credit in the psychology department. PSYC 101 (1) and PSYC 200 (20) are required of majors, and majors are strongly advised to complete PSYC 200 by the end of their sophomore year. A grade of C- or better in PSYC 200 is required in order to declare a major in psychology.

Majors are required to have a balanced curriculum within the discipline that reflects coursework concerning the basic processes of behavior as well as behavior in context. To satisfy the basic process requirement, 1 unit of work must be completed by earning at least 1/2 unit of credit in any two of the following categories: (1) learning and motivation, (2) perception, visual perception, or comparative; (3) physiological or neuropsychology; and

(4) psychology of language or cognition. The behavior-in-context requirement can be fulfilled by taking at least 1/2 unit of credit in any two of the following categories: (1) developmental psychology or adult development; (2) abnormal psychology; (3) personality or psychology of women; (4) social; and (5) history of psychology. Further, students are expected to take one 1/2-unit course in research methods in the basic process area (i.e., research methods in biopsychology, research methods in comparative psychology, research methods in cognitive psychology) as well as one 1/2-unit course involving research methods employing a contextual approach to behavior (i.e., research methods in developmental psychology, research methods in social psychology, research methods in personality psychology).

The Senior Exercise for psychology majors consists of two portions. The first portion involves a standardized multiple-choice exam that evaluates the student's breadth of knowledge in psychology. The second portion requires that the student write two papers, the first detailing a proposed experiment and the second providing an in-depth literature review related to one of a selected list of current topics of interest.

Students who do excellent work are encouraged to apply to the department chair during the second semester of their junior year if they are interested in admission to the Honors Program. Participants complete a large-scale research project or literature review on an approved topic of their choice during their senior year. Each project is supervised by a single faculty member, but is also reviewed periodically by all members of the department prior to an oral examination by an outside examiner in the spring.

Year Courses

Individual Study PSYC 493-494 (1 unit) Staff

Students conduct independent research under the supervision of a member of the department. This course is restricted to juniors and seniors. Prerequisites: permission of instructor and department chair, along with demonstrated special interest.

Senior Honors PSYC 497-498 (1 unit) Staff

This is a program for senior candidates for honors in psychology, culminating in a senior honors thesis. The course will consist of either an experimental research investigation or independent study in an area of psychology of particular relevance to the postcollegiate professional plans of the student. Students who wish to conduct an honors project must meet each of the following three criteria: (1) the student must have a GPA of 3.5 in psychology and an overall GPA of 3.3; (2) the student must have participated in a psychologydepartment-approved research experience (which might be research in a research methods course, independent study, or summer lab work); and (3) the student must have completed a minimum of 4 units in psychology and have taken the appropriate core courses for the proposal before the senior year. It is also recommended that the student have had exposure to calculus and other courses within the Natural Science Division.

First-Semester Courses

Introduction to Psychology: Basic Processes ◆ PSYC 101 (1/2 unit) Staff

In this introductory course, which is a prerequisite for all of the other psychology courses, you will explore a variety of areas in which psychologists conduct research. For example, you will study the biological foundations of behavior, sensory and perceptual processes, learning and memory processes, developmental psychology, personality and social psychology, and psychological disorders. The course is for first-year students and sophomores.

Statistical Analysis in Psychology PSYC 200 (1/2 unit) Mumen

In this course, which is required of all majors starting with the Class of 2000, students will learn to conduct a variety of statistical tests that are commonly used in psychological research. In addition, the skills of choosing the appropriate statistical tests for particular research designs, and writing and interpreting the results of statistical analyses, will be emphasized. The computer statistical package SPSS will be used. Prerequisite: PSYC 101 (1). Enrollment limited.

Cognitive Psychology PSYC 301 (1/2 unit) Stoltzfus

This course will consider research and theories regarding basic cognitive processes such as perception and memory, as well as higher-level thinking (including problem-solving, decision-making, language processing, and social cognition). Students will also explore several "focus" topics with real-world applications. Each student will collect data and write short research reports for at least three projects over the course of the semester. Prerequisites: PSYC 101 and 102 (1). Enrollment limited.

Psychology of Learning and Motivation PSYC 303 (1/2 unit)

Williams

This course is concerned with the basic theories and principles underlying the concepts of learning and motivation as they apply to animal and human behavior. A thorough review will be made of the theoretical issues, experimental methods, and findings relevant to the processes of learning and motivation. Finally, a major part of the course will be concerned with how the fields of learning and motivation have been applied to societal problems (e.g., special education, drug addiction, behavioral therapy, biofeedback, and self-control). Prerequisite: PSYC 101 (1). Enrollment limited.

Sensation and Perception PSYC 307 (1/2 unit) Niemiec

This course focuses on the ways in which the brain gathers, processes, and interprets information from the external environment in order to construct an internal representation that the organism construes to be reality. The goal is to provide students with an understanding of the evolution. structure. and function of various sensory systems as well as an understanding of how the brain interprets incoming sensations and turns them into perceptions that allow organisms to act on their environment. Prerequisite: PSYC 101 (1). Enrollment limited.

Abnormal Psychology PSYC 321 (1/2 unit) Smolak

This course provides students with an introductory overview of the nature, causes, and treatment of adolescent and adult mental disorders, including anxiety disorders, emotional disorders, schizophrenia, and organic mental disorders. In the process, there will be discussion of critical issues and controversies in this field, such as the definition of abnormality and the labeling of abnormal behavior. Students will also read detailed case histories. Prerequisites: PSYC 101 and PSYC 102 (1). Enrollment limited.

Child Development PSYC 323 (1/2 unit) Smolak

This course focuses on normal human development from conception through adolescence. Biological and social influences on development are considered with an emphasis on their interaction. Prerequisites: PSYC 101 and 102 (1). Enrollment limited. Social Psychology PSYC 325 (1/2 unit) Fenigstein

Social psychology is the systematic study of social behavior. In general, it examines how we are affected by our social environment: how we perceive and interpret the behavior of others and the social situation, how we respond to others and they to us, and the nature of social relationships. Application of social psychological theory and methodology is encouraged through participation in smallscale laboratory or field observational studies. Prerequisites: PSYC 101 and PSYC 102 (1). Enrollment limited.

Human Sexual Behavior PSYC 344 (1/2 unit) Fenigstein

This course examines the biological, psychological, and social bases of human sexuality. Topics include the physiology of sex functions, variations of sexual behavior, nature and treatment of sexual malfunctions, sexual identity and attitudes, sex differences in social behavior, and the social dynamics of sexual interaction. Prerequisites: PSYC 101 and 102 (1). Enrollment limited.

Psychology of Race and Ethnicity

PSYC 345 (1/2 unit) Staff

This course explores theoretical and practical issues of race, culture, and ethnicity in the field of psychology. These issues are considered both individually and in social contexts, as they relate to human behavior. Many of the traditional topics in psychology (e.g., moral and cognitive development) will be examined from a multicultural, multiethnic perspective. Readings, films, and discussions will be used to investigate the many forms of cultural and ethnic influences in cognition, affect, and behavior. Prerequisites: PSYC 101 and PSYCH 102 (1). Enrollment limited.

Psychology of Women PSYC 346 (1/2 unit) Mumen

Psychological research about women is examined critically in this course. Topics such as gender differences, gender stereotypes, hormonal effects on women's behavior, eating disorders, and violence against women will be addressed with particular attention to the effects of sociocultural factors on the research in these areas. A variety of learning tools (e.g., conducting projects, engaging in discussion, taking exams) will be used by the class. Prerequisites: PSYC 101 and PSYC 102 (1). Enrollment limited.

Psychopharmacology PSYC 347 (1/2 unit) McFarlane

There are two components to this course. Initially, there is discussion of the indications, efficacy, and side effects of drugs used in addressing such psychiatric problems as schizophrenia, affective disorders, anxiety, drug abuse, and attention deficit disorder. Recreational drug use and drug abuse will then be examined. Both legal and illicit drugs will be investigated, with an emphasis on the physical and psychological correlates and consequences of acute and chronic use. The effects of some of the drugs discussed in class will be demonstrated in laboratory animals. Prerequisites: PSYC 101 (1). Enrollment limited.

Research Methods in Sensation and Perception PSYC 406 (1/2 unit)

Niemiec

This methods course teaches students the skills necessary for conducting research in sensation and perception. It will provide students with firsthand experience with a number of concepts and measurement techniques as well as an understanding of the ways in which sensory psychologists investigate how the brain gathers, processes, and interprets information from the external environment in order to construct an internal representation of reality. Students will learn to design experiments; collect, analyze, and present data using computer software packages; and write a scientific paper. Prerequisites: PSYC 200 (20) and previous or concurrent enrollment in either PSYC 307 (43), PSYC 301 (46), or PSYC 305 (67) as well as permission of the instructor. Enrollment limited.

Research Methods for Studying Gender

PSYC 425 (1/2 unit) Mumen

This course explores methods for studying gender and gender-role influences on behavior. The topics to be discussed include ways to study societal representations of gender, ways to measure gender-role adherence and feminist identity, and specific methodologies such as metaanalysis. Students will critique articles, collect and analyze data, and report on a topic related to gender and gender roles. Prerequisites: PSYC 200 (20) and either PSYC 323 (35) or PSYC 346 (74).

Individual Study PSYC 493 (1/2 unit) Staff

The student conducts independent research under the supervision of a member of the department. The course is restricted to juniors and seniors. Prerequisites: permission of instructor and department chair, along with demonstrated special interest.

Second-Semester Courses

Introduction to Psychology: Behavior in Context

◆ PSYC 102 (1/2 unit) *Staff*

This is the second part of the introductory psychology course. While PSYC 101 dealt with basic processes of behavior, in PSYCH 102 you will examine behavior in context. You will study developmental psychology, personality and social psychology, psychological disorders, and other issues. Prerequisite: PSYCH 101. Statistical Analysis in Psychology PSYC 200 (1/2 unit) Mumen

See first-semester course description.

Comparative Psychology PSYC 302 (1/2 unit) *Niemiec*

This course presents an evolutionary perspective on behavior. Each topic considers examples of animal and human behavior that appear to have common origins. Beginning with the simplest organisms, it traces topics such as perception, motivation, learning, and communication as they appear in the behavior of more and more physiologically complex species, always concluding with analogues to human behavior and development. Preprequisite: PSYC 101 (1). Enrollment limited.

Neuropsychology PSYC 304 (1/2 unit) McFarlane

This course will examine recent advances in our understanding of brain mechanisms involved in human higher mental processes. With a focus on cortical functions, the course will range from the study of brain development in infancy, across a variety of deficits attributable to brain dysfunction, to a consideration of assessment and treatment. Prerequisite: PSYC 101 (1). Enrollment limited.

Physiological Psychology PSYC 305 (1/2 unit) McFarlane

This course will investigate the relationships among the brain, the body, and behavior. Material covered will include neuroanatomy as well as the organization and function of the central, peripheral, and endocrine nervous systems. The ways in which this knowledge can be used to understand sensory and motor phenomena will be explored as a prelude to attempts to relate knowledge of human and animal physiology to psychological processes such as motivation, thought, mood, and emotion. Prerequisite: PSYC 101 (1). Enrollment limited.

Psychology of Language PSYC 306 (1/2 unit) Stoltzfus

This course considers several basic questions about language from a psychological point of view. How do we come to know a language? What is it that we know when we know a language? How are language production and comprehension involved in the larger context of cognitive behavior? In what ways is language a special ability and in what ways is language determined by other basic cognitive processes? Special topics such as animal communication, language and the brain, and reading will also be considered. Prerequisite: PSYC 101 (1). Enrollment limited.

Child Development PSYC 323 (1/2 unit) Smolak

See first-semester course description.

Theories of Personality PSYC 326 (1/2 unit) Fenigstein

This course introduces students to major approaches to understanding both consistencies in individual behavior and differences between individuals. This survey will focus on five paradigms: psychodynamic, phenomenological, dispositional, social learning, and existential. Prerequisites: PSYC 101 and PSYC 102 (1). Enrollment limited.

Research Methods in Biopsychology PSYC 401 (1/2 unit) *Niemiec, Williams*

This introductory course teaches students the skills necessary for conducting research in biopsychology and neuroscience. It will provide students with firsthand experience with a number of concepts and measurement techniques as well as an understanding of the ways in which biopsychologists investigate the brain and its relationship to behavior. Students will learn to design experiments; collect, analyze, and present data using computer software packages; and write a scientific paper. Prerequisites: previous or concurrent enrollment in either PSYC 101 (1) or NEUR 112 (12) as well as permission of the instructor.

Research Methods in Cognitive Psychology PSYC 402 (1/2 unit) Stoltzfus

This course will examine the specific methodologies used by cognitive psychologists to study mental processes. The course will include lectures, discussions, and laboratory experiences designed to demonstrate and critique various data-collection procedures in various subfields of cognition. Students will design experiments, collect data, analyze data, and write professional reports describing their experiments. Prerequisites: PSYC 200 (20) and PSYC 301 (46). Enrollment limited.

Research Methods in Development Psychology PSYC 421 (1/2 unit) Smolak

This course explores the methods used in life-span developmental psychology research. Among the issues addressed are: ethics of research with children and elderly, developmental research designs, developing measures, and data analysis. Prerequisites: PSYC 200 (20) and either PSYC 323 (35) or 322 (36). Enrollment limited to fifteen.

Seminar in Animal Cognition PSYC 441 (1/2 unit) *Niemiec*

Readings, lectures, discussions, and student research and presentations will be used to explore the relationship between psychology and animal cognition. Topics to be addressed include animal thinking, predation, construction of artifacts, concept formation, physiological indices of thinking, symbolic communication, deception, and the significance of animal consciousness. Prerequisite: PSYC 101 (1) and either PSYC 301 (46) or PSYC 302 (62). Enrollment is limited to fifteen students. Psychobiology of Abnormal Behavior PSYC 445 (1/2unit) McFarlane

In this seminar, we examine the interplay of biological and psychological factors in the development, nature, and treatment of various forms of psychopathology. The concept of "mental illness" is examined from perspectives relevant to psychobiology and psychiatry. We study claims for the biological basis of any particular behavioral disorder by becoming familiar with diagnosis, neurochemistry, behavior genetics, endocrinology, and psychopharmacology. Behavioral problems discussed include schizophrenia, affective disorders, anxiety disorders, organic brain disorders, personality disorders, and "addictions." Prerequisite: PSYC 305 (67) or NEUR 112 (12) or permission of instructor.

Sexual Violence Seminar PSYC 446 (1/2 unit) Mumen

In this seminar students will read and discuss contemporary empirical articles and books pertaining to the topic of sexual aggression. A variety of theoretical explanations of the high rate of sexual violence against women in the United States will be considered, including the feminist social-control model. A background in psychology, sociology, and/or women's studies would be of advantage to course participants.

Indvidual Study PSYC 494 (1/2 unit) Staff

Students conduct independent research under the supervision of a member of the department. This course is restricted to juniors and seniors. Prerequisites: permission of instructor and department chair, along with demonstrated special interest.

- Public Policy Interdisciplinary

Faculty

Kirk R. Emmert Codirector, Professor of Political Science

Bruce L. Gensemer Codirector, Professor of Economics

This concentration stresses the analysis and understanding of public policy issues. Participants will learn how to apply the disciplines of economics and political science to analyze public-policy problems and to understand how public policy is formulated, decided upon, and implemented. Students will begin by taking foundation courses in the two disciplines. The principles learned in these foundation courses will then be applied to specific policy areas in the elective courses. The concentration culminates in an interdisciplinary capstone course, which will focus on the economic, moral, and political considerations entailed in analyzing and evaluating public policy and its purposes. In a typical program, a student would take ECON 101 (11) and ECON 102 (12) as a first- or second-year student, PSCI 310 (20) in the sophomore year, 1.5 units of electives following these foundation courses, and the capstone course, PPOL 440, in the senior year.

Requirements of the Program

The concentration encompasses 3 1/2 units in economics and political science. All students are required to take the three foundation courses and the capstone course. The foundation courses are ECON 101 (11) (Principles of Microeconomics and Public Policy), ECON 102 (12) (Principles of Macroeconomics and International Trade), and PSCI 310 (20) (Public Policy). The remaining 1 1/2 units will be selected from the electives designated as appropriate for the concentration. Economics majors must take at least 2 units in political science, and political science majors must take at least 2 units in economics, excluding the capstone course. Other majors must take at least 1 1/2 units in each department.

Required Courses

ECON 101 (11) Principles of Microeconomics and Public Policy

ECON 102 (12) Principles of Macroeconomics and International Trade

PSCI 310 (20) Public Policy

PPOL 440 (80) Senior Seminar in Public Policy

Economics Electives

ECON 336 (36) Environmental Economics (offered fall 2000)

ECON 342 (42) Economics of Regulation

ECON 345 (45) Economic Analysis of Politics and Law (offered fall 2000)

ECON 347 (47) Economics of the Public Sector

ECON 348 (48) Comparative Economic Systems

ECON 372 (72) Macroeconomic Policy

ECON 378 (78) Economics of Women and Work

ECON 383 (83) American Economic History (offered spring 2001)

ECON 386 (86) Economics of Health(offered fall 2000) ECON 388 (88) Economic Justice ECON 392 (01) Market Reforms Around the World (offered spring 2001)

ECON 392 (02) Poverty and Discrimination in America (offered spring 2001)

Political Science Electives

PSCI 300 (25) Congress and Public Policy Making

PSCI 305 (23) Urban Politics

- PSCI 311 (22) American Public Policy: School Reform (offered fall 2000)
- PSCI 313 (55) Making of American Foreign Policy
- PSCI 363 (65) Global Environmental Politics (offered spring 2001)
- PSCI 372 (57) U.S. Foreign Policy Since World War II

PSCI 450 (81) From State to Market: Deregulation and Retrenchment in Advanced Industrial Democracies

- PSCI 461 (75) U.S. Defense Strategies in the Twenty-First Century (offered fall 2000)
- PSCI 480 (70) Science and Politics (offered spring 2001)

The codirectors from the two departments, economics and political science, will certify when students have completed the concentration. Courses taken for the concentration may also count for the major.

First-Semester Course

Senior Seminar in Public Policy PPOL 440 (1/2 unit) Fred Baumann, professor of political science; Richard Trethewey, professor of economics

This seminar brings together a political scientist and an economist to consider how these disciplines analyze and understand the process of public policy. First we will explore public policy and institutions from the general perspective of political theory and the economic analysis of politics. The contrasting approaches of economic and political science will be studied, and an attempt will be made to find common ground. The seminar will also examine in depth a set of public policy questions. One will be a question that is perhaps generally regarded as more political, such as affirmative action. Another will be a question more heavily weighted towards economics, such as rising income inequality. In each instance an examination will be made of what the perspectives of political science and economics can contribute to the process of public policymaking.

The course is required for students completing the Public Policy Concentration, and is open to seniors. Prerequisites: ECON 101 (11) and 102 (12) and one course in American politics or permission of instructors. Enrollment limited.

Religious Studies

Humanities Division

Faculty

Joseph A. Adler Associate Professor

Miriam Dean-Otting Associate Professor

Judith C. Fagan Assistant Professor

Nurten Kilic-Schubel Visiting Assistant Professor

Eugen Kullmann Professor Emeritus

Robert A. Oden, Jr. Adjunct Professor

Royal W. Rhodes Professor (on leave)

Donald L. Rogan Professor Emeritus

Vernon J. Schubel Chair, Associate Professor

Mary Suydam Visiting Assistant Professor

The Department of Religious Studies approaches religion as a global and pluralistic phenomenon. We understand the study of religion as a crucial element in the larger study of culture and history. Our goals include helping students (1) to recognize and examine the important role of religion in history and the contemporary world; (2) to explore the wide variety of religious thought and practice, past and present; (3) to develop methods for the academic study of particular religions and religion in comparative perspective; and (4) to contribute to the ongoing discussion of the nature of religion.

Since the phenomena that we collectively call "religious" are so

varied, it is appropriate that they be studied from a variety of theoretical perspectives and with a variety of methods. The diversity of areas of specialization and approaches to the study of religion among our faculty members ensures the representation of many viewpoints. Our courses investigate the place of religion in various cultures in light of social, political, philosophical, and psychological questions. We also encourage religious studies majors to take relevant courses in other departments, and our faculty members frequently team-teach with members of other departments.

The curriculum mirrors the diversity of the faculty. We offer courses in Judaism, Christianity, religions of the Americas, Islam, Buddhism, South Asian religions, and East Asian religions. Religious studies majors are required to take courses in at least three of these areas. In our courses we emphasize work with primary sources, both textual and nontextual. To this end, students are encouraged to study relevant languages, and to spend at least part of their junior year abroad in an area of the world relevant to their particular interests. Our courses require no commitment to a particular faith. However, students of any background, secular or religious, can benefit from the personal

questions of meaning and purpose that arise in every area of the subject.

Our introductory courses (RELN 101, 102, and 103) are designed especially for students new to the study of religion, although they are not prerequisites to other courses. RELN 101 is a regular class; RELN 102 covers the same material in the format of a seminar limited to firstyear students; RELN 103, also a firstyear seminar, covers equivalent material with a focus on women and religion. Students who enroll in any one of these and wish to fulfill their humanities requirement with religious studies courses may do so by taking any other course in the department. For this purpose we especially recommend our foundation courses (200 level), which can also serve as first courses in religious studies. The introductory and foundation courses are indicated below by the \blacklozenge symbol. A few upper-level courses do have specific prerequisites, and a few with no specific course prerequisites do require sophomore or junior standing. They are so noted below.

Requirements for the Major

Students majoring in religious studies are required to take RELN 101, 102, or 103; RELN 390 (Approaches to the Study of Religion); RELN 490 (Senior Seminar), and 3 1/2 other units. These units must include foundation courses (200 level) in traditions or areas representing at least *four* of the five fields of study (see lists below). In one of the traditions/areas, at least one more advanced course must also be taken. (Note: there are seven traditions/ areas grouped in five fields of study. The advanced course must be in the same tradition or area, not just the same field.)

It is highly recommended that majors take all four of their required foundation courses, if possible, before their senior year. Students who are considering spending the second semester of the junior year abroad should take RELN 390 (Approaches) in the sophomore year; otherwise the junior year is recommended.

Unless specified otherwise in the course description, any student may take any course; the numbering system does not correspond to levels of difficulty.

A. Fields of Study

(covering seven traditions/areas)

- 1. Judaism
- 2. Christianity
- 3. Religions of the Americas
- 4. Islam, South Asian religions
- 5. Buddhism, East Asian religions

2. Foundation Courses (by tradition/area)

Judaism:

RELN 210 The Judaic Tradition RELN 211 Modern Judaism

Christianity:

RELN 220 Faith of Christians RELN 225 The New Testament

Americas:

RELN 230 Religion in America

Islam:

RELN 240 Classical Islam

South Asian: RELN 250 South Asian Religions

Buddhism: RELN 260 Buddhist Thought and Practice

East Asian:

RELN 270 Chinese Religions RELN 275 Japanese Religions

The Senior Exercise in religious studies consists of (1) the Senior Seminar, RELN 490; (2) a comprehensive examination consisting of short-answer, objective questions on the student's four major traditions; (3) a short comparative essay on an assigned topic, which is then revised and expanded into a paper of fifteen to twenty pages; OR, if approved by the department faculty, a longer comparative research paper (twenty to twenty-five pages); and (4) satisfactory participation in a Senior Symposium (a discussion and critique, with a small group of students and faculty, of the comparative papers).

Students with an overall grade point average of 3.25 or better and 3.5 or better in religious-studies courses are eligible to submit a proposal for an honors project. Honors candidates select a field of concentration entailing 1 to 1 1/2 units of advanced research and writing under the supervision of one or more faculty members.

Requirements for the Minor

The religious studies minor is designed to expose students in a systematic way to the study of religion, while simultaneously giving them some degree of more advanced knowledge in at least one religious tradition. A total of 3 units is required for the minor in religious studies. The following are the minimum requirements:

- RELN 101, 102, or 103 (11 or 12) (1/2 unit)
- A foundation course and at least one further course in one of the seven areas listed above (1 unit)
- A second foundation course in another religious tradition (1/2 unit)
- Two additional courses (1 unit)
- At least one course must be a seminar.

Year Course

Senior Honors RELN 497-498 (1 unit) Staff

Prerequisite: permission of department.

First-Semester Courses

Introduction to the Study of Religion

◆ RELN 101 (1/2 unit) *Staff*

The format of this course is lecture and discussion. The usual enrollment in each section is twenty to twentyfive students. The course includes brief introductions to four or five major religious traditions, while exploring concepts and categories used in the study of religion, such as sacredness, myth, ritual, religious experience, and social dimensions of religion. Traditions such as Judaism, Christianity, Buddhism, Islam, Confucianism, Taoism, Hinduism, and native American traditions are presented through their classic scriptures and traditional practices.

Readings vary among sections, but typically include important primary sources on Hindu thought and practice (e.g., the Upanishads, the *Bhagavad-gita*), Buddhist thought and practice (The Questions of King Milinda, the Heart Sutra), Jewish life and thought (selections from the Hebrew Bible, the Sayings of the Fathers), Christian origins (one or more Gospels, selected Pauline letters), Islam (selections from the Qur'an and Sufi mystical poetry), Confucianism (the Analects), Taoism (the Tao Te Ching), and modern expressions of religion (e.g., Martin Buber's I and Thou). Many of the primary sources are studied in conjunction with relevant secondary sources (e.g., Rudolf Otto's The Idea of the Holy, important articles by anthropologists of religion, etc.). The Department of Religious Studies emphasizes writing, and several essays are assigned in this course.

The Judaic Tradition ♦ RELN 210 (1/2 unit) Dean-Otting

This course will serve as an introduction to Jewish life and thought. Subjects to be considered include holy days and festivals, home and synagogue worship, prayer, ritual objects, and the role of women in the tradition. A brief foundation in biblical lore, law, and prophecy will be laid prior to addressing historical factors that have shaped the development of Judaism: the varieties of Judaism in the Hellenistic world, the impact of Islam on medieval Jewish philosophy and poetry, and the effect of the Christian Church on medieval European Jewry. A number of texts, beginning with the Torah and rabbinic literature and ending with the Zohar, an early work of Jewish mysticism, will be carefully studied. Enrollment limited.

Faith of Christians ♦ RELN 220 (1/2 unit) Suydam

This course presents an enquiry into the main elements of the traditional beliefs held in common by Christians and an examination of how those beliefs function in the modern world. Students will explore the diversity of views expressed by Christians on central issues such as God, Christ, the Spirit, the church, creation, history, and the end-time.

Religion in America ♦ RELN 230 (1/2 unit) Fagan

This course introduces students to some of the religious ideas, practices, and themes in American culture by focusing on ways in which religion intersects social, political, economic, racial, gendered, ethnic, and national identities. Texts include autobiography, fiction, and case studies, and students will be engaged in local fieldwork.

Classical Islam ♦ RELN 240 (1/2 unit) Schubel

Islam is the religion of nearly a billion people and the dominant

cultural element in a geographical region that stretches from Morocco to Indonesia. This course examines the development of Islam and Islamic institutions, from the time of the Prophet Muhammad until the death of Al-Ghazali in 1111 C.E. Special attention will be given to the rise of Sunni, Shi'i, and Sufi piety as distinctive responses to the Qur'anic revelation.

Chinese Religions ♦ RELN 270 (1/2 unit) Adler

This course is a survey of the major historical and contemporary currents of religious thought and practice in Chinese culture. Our aim will be to gain a richer understanding of some characteristic Chinese ways of experiencing the self, society, and the world. We will examine the three traditional "teachings" (Confucianism, Taoism, and Buddhism), as well as "popular religion," and the contributions of all four to Chinese culture. Specific themes will include ancestor worship, sacrifice and divination, religious ethics, meditation, and longevity techniques. In each section we will attempt to identify those aspects of Chinese religion which are inextricable from traditional Chinese culture and those which are capable of crossing cultural boundaries. Readings will focus on primary religious texts, supplemented by films and slides.

Christian Mysticism RELN 329 (1/2 unit) Suydam

This course explores the evolution and development of the Christian mystical traditions from the origins of Christianity to about 1500. It analyzes the philosophical traditions based upon neoplatonic theories, the development of monasticism, and ecstatic mystical practices. One goal of the course is to problematize the term "mysticism" and trace its linguistic and philosophical development through the nineteenth and twentieth centuries. Questions we will be asking include: Is mysticism a solitary or a communal experience? Do mystics who engage in somatic practices (such as copious weeping, bleeding, or fasting) represent a "less pure" variant of mysticism than those who prefer solitary contemplation? Questions of gender are also pertinent, as women's access to the philosophical traditions were more limited than men's. We will also explore the role of mystical traditions in "mainstream" Christianity.

Prophecy RELN 382 (1/2 unit) Dean-Otting

Prophets have been the messengers of justice and social responsibility from antiquity to the present day. This course will focus both on the origins of prophecy in the ancient Near East and on parallels to shamans in a variety of native cultures. The second half of the semester will treat a number of contemporary prophets and prophetic movements. Readings will be from the Bible. Max Weber. and a selection of modern voices such as Mary Frances Berry, Aldo Leopold, Dorothy Day, Martin Luther King, Jr., Jonathan Kozol, and Wendell Berry. The course will end with a study of Flannery O'Connor's The Violent Bear it Away. Prerequisite: sophomore standing.

Senior Seminar RELN 490 (1/2 unit) Schubel

This year the topic will be the comparative study of holy persons in different religious traditions. We will examine the role of ascetics, saints, priests, and religious scholars in a variety of religions including Buddhism, Hinduism, Christianity and Islam. The seminar is required for, and this year limited to, senior religious studies majors.

Buddhist Asia in Comparative Perspective ASIA 490 (1/2 unit) Adler

This course, the senior seminar for the Asian Studies Program, focuses on the social, economic, and cultural aspects of Buddhism throughout Asia. The seminar may be taken for credit toward the major or minor in religious studies. See the section on the Asian Studies Program for a complete course description.

Blood, Power, and Gender in the Christian Tradition RELN 491.01 (1/2 unit) Suvdam

In this course we will examine the importance of blood in the history of Christianity, and the extent to which blood in that tradition is perceived as gendered and/or enabling power. Although people in contemporary societies often view themselves as governed by a scientific perspective, religious ideas about blood often reflect much older conceptions. This seminar will explore the historical context and contemporary attitudes towards blood in Christianity. Topics to be considered include the idea of sacrifice, Jesus's redemptive blood, the Eucharist, and blood in the human body (both saintly and otherwise) and in religious places (sacred sites, altars). The seminar will explore the historical matrix from which Christianity arose, analyze Hellenistic Roman and Jewish concepts about blood, and trace the origin of continuing as well as different attitudes towards blood in religion, as animal sacrifices ceased to be performed.

Religion and Colonialism RELN 491.02 (1/2 unit) Fagan

Modern Western conceptions of the nature of religion have developed through and been markedly shaped by contact with the "Other" through colonialist activities including imperialist, intellectual, and missionary enterprises. Although the issue of domination cannot be dismissed, it is necessary to go beyond a simple binary opposition between oppressor and oppressed to understand the role religion plays in colonialist contact and the effect of this contact on both the oppressed and the oppressor. In what ways has religion been conceived in colonialist contact? What kinds of relationships and forms of agency have developed

through these contacts? How has religion been used both as a form of domination and as a form of resistance? What happens when different religions come into contact in a colonialist context? How has colonialism informed an understanding of religion in the West? This seminar investigates these and other critical issues arising from the complex interplay between colonialist interests and religious sensibilities. Prerequisite: RELN 230 (35), RELN 332 (92.03), or permission of the instructor. Enrollment limited.

Individual Study RELN 493 (1/2 unit) Staff

Prerequisites: Permission of instructor and department chair.

Second-Semester Courses

Introduction to the Study of Religion ◆ RELN 101 (1/2 unit) Staff

See first-semester course description.

First-Year Seminar: Introduction to the Study of Religion: Women and Religion

◆ RELN 103 (1/2 unit) Dean-Otting

This course presents an introduction to the study of religion, focusing particularly on women. A variety of religious traditions will be explored as we look into myths, rituals, and practices particular to women. Traditions to be explored may include Buddhism, Hinduism, Judaism, Christianity, and some native American religions. Students will have a hand in shaping the syllabus in the last third of the semester with the expectation that individual interests can be accommodated. Enrollment limited to twelve firstyear students.

Modern Judaism ♦ RELN 211 (1/2 unit) Dean-Otting

This course will survey the history and religious practices of the Jews

from the sixteenth century through the modern period. The course will explore the following topics: messianic expectation (Sabbatai Zevi); the Enlightenment (Baruch de Spinoza, Moses Mendelssohn); Hasidism (the Baal Shem Tov); the development of the branches of Judaism; worship; ceremonial art; love of Zion and the foundation of the modern state of Israel: feminist responses; and other contemporary expressions of Judaism. The class will make use of a large selection of primary sources (documents, selections from the liturgy, journals, philosophical works, literature, and films).

The New Testament ♦ RELN 225 (1/2 unit) Fagan

This course is an introduction to the literature of the New Testament. It focuses on the careful reading and analysis of the figure of Jesus in the gospels, but it also includes an investigation into the development of early Christianity within the culture, politics, and religions of the Eastern Mediterranean world. We will examine a number of themes. including the relation between Christianity and Judaism, the relation between Christianity and the Roman Empire, early Christian understanding of community, and the role and treatment of women as represented in the books of the New Testament.

The Holocaust: An Interdisciplinary Inquiry INDS 231 (1/2 unit) Suydam; Allan Fenigstein, Professor of Psychology

This course presents an interdisciplinary inquiry into the destruction of European Jewry during the Second World War. How was it that in the twentieth century, in the midst of civilized Europe, a policy of genocide was formulated and systematically implemented? We will examine the Holocaust within the contexts of modern European history, Nazi ideology and practice, the Jewish experience in Europe, the history of anti-Semitism, and the psychology of human behavior. Data for our work will be drawn from film, literature, art, memoirs, theology, and historical investigations. An ongoing concern of the course will be the significance of the Holocaust in contemporary political discourse and in our own thinking as individuals. The course may be counted as credit toward the major by students of history or religious studies. Prerequisite: sophomore standing or higher. Enrollment limited.

South Asian Religions ♦ RELN 250 (1/2 unit) Schubel

The South Asian subcontinent has been the home of a fascinating array of religions and religious movements. Focusing on Hinduism, this course will examine the development of religious practice in South Asia and the interaction of competing religious ideas over time. The course will include discussions of Indus Valley religion, Vedic Brahmanism, Jainism and Buddhism, the *Upanishads*, classical Hinduism, Bhakti, Islam, and Modern Hinduism.

Women in Christianity RELN 328 (1/2 unit) Suydam

This course explores the significance of Christianity for women in that tradition. Why wasn't Mary considered one of the disciples? How did a system of church government evolve that excluded women? How have women responded to that system? We will examine founders of church-reform movements such as Clare of Assisi. as well as founders of new Christian churches (e.g., Ellen White, founder of Seventh-Day Adventism, and Mary Baker Eddy, founder of Christian Science). The course will also explore contemporary Christian issues involving women, such as ordination, abortion, and marriage and divorce laws. One of the goals of the course is to explore the importance and consequence of gender in the Christian experience. Is Christianity different for men and women? A respect for the variety within Christianity and the choices

made by different women within it are also important parts of this course.

Medieval Islamic Empires RELN 345 (1/2 unit) Kilic-Schubel; Singer, associate professor of history

In 1344, when Ibn Battuta left his native Tunis and traveled across North Africa and Asia, his way was facilitated by his knowledge of Islamic law. He found connections with communities that shared some of his world view. This was a moment of florescence of Islamic cultures, art, music, science, and politics, much of which continued to influence Europe and Asia for many centuries.

This course will use the period of Islamic rule in Central Asia, South Asia, and West Asia, not only to understand diverse and wide-ranging cultures in a critical period in world history, but also to study the different approaches that the fields of religious studies and history shed on this moment in time. Among the readings for this course will be the Travels of Ibn Battuta and the Introduction to History by Ibn Khaldun (one of the first and important works of social science). We will also make extensive use of art as a way of studying the past. This course is cross-listed as HIST 260.

Zen Buddhism RELN 360 (1/2 unit)

Adler

This course will cover the history, doctrines, and practices of Zen Buddhism in China, where it originated and is called Ch'an, and Japan, where it has influenced many aspects of Japanese culture and from where it was exported to the West. We will also touch on aspects of Zen practice and influence in Korea (where it is called Son) and the United States. The class format will be a combination of lecture and discussion. Readings will be in both primary texts and secondary studies, and will be supplemented by slides and several films.

Approaches to the Study of Religion RELN 390 (1/2 unit) Fagan

This is an introductory survey intended to acquaint students with major methods employed in the academic study of religion. The course will cover phenomenological, psychoanalytical, sociological, and anthropological approaches to religion. Authors to be discussed will include Frazer, Marx, Freud, Weber, Durkheim, Eliade, Levi-Strauss, Douglas, Geertz, and Turner. This course is required for religious studies majors. Prerequisite: RELN 101 (11 or 12).

Journey and Illumination: Jewish and Hindu Mystical Expression RELN 412 (1/2 unit) Dean-Otting

Both Judaism and Hinduism have a variety of mystical writings formulated over centuries. While the two traditions emerge in distinct historical periods and geographical areas, the study of the mystical expressions of each in context with the other will lead to deeper understanding of both. This course will first address a fundamental question: What is mysticism? We will then focus on the mystical writings of Judaism and Hinduism. Primary texts will be the main focus of study, along with supplementary secondary readings. At the end of the semester, we will undertake comparative work, with the goal of noting similarities and differences in the mystical expressions of the two traditions. Prerequisite: a course on either Judaism or Hinduism, and permission of the instructor. Enrollment limited.

The Confucian Tradition RELN 471 (1/2 unit) Adler

This seminar will explore the philosophical and cultural history of the Confucian tradition, primarily in China, from its inception to the present day. The emphasis will be on primary texts, from the Five Classics and the sayings of Confucius and Mencius, to the Neo-Confucians of the Sung and Ming dynasties, to the "New Confucians" of the twentieth century. We will also examine the possible influences of Confucianism on East Asian economies. its involvement in the tension between tradition and modernity, and its influence on East Asian family dynamics and values. Among the general questions to be considered are: In what senses can Confucianism be considered a religious tradition? Which aspects of the tradition are culture-bound and which are universally applicable? Enrollment limited. Prerequisite: RELN 270 (29), RELN 272 (79), or HIST 161.

Religion and Nature RELN 481 (1/2 unit) Adler

This seminar will examine various religious perspectives on the meaning and value of the natural world and the relationship of human beings to nature. Topics to be explored will include creation myths, rituals, gender symbolism, ecology, and environmental ethics. We will draw material from Judaism, Christianity, Taoism, Buddhism, Shinto, and native American religions. Prerequisite: RELN 101 (11) or a foundation course in Religious Studies (200level). Enrollment limited.

Readings of Genesis RELN 492 (1/2 unit) Rogan

This course will focus on Genesis, this most compelling and baffling beginning of the Bible, by examining approaches that are traditional and modern, religious and literary, and Jewish, Christian, and secular. Prerequisite: junior standing and permission of the instructor. Enrollment limited.

Individual Study RELN 494 (1/2 unit) Staff

Prerequisites: permission of instructor and department chair.

The following courses may be offered in 2001-02:

RELN 260 Buddhist Thought and Practice RELN 310 Hebrew Scriptures/Old Testament **RELN 312** The Jews in Literature **RELN 313** Souls on Fire: Jewish Mystical Expression **RELN 320** Medieval Christianity **RELN 321** The Reformation RELN 332 African-American Religions RELN 380 Ethics and Social Justice **RELN 381** Meanings of Death RELN 410 Women in Judaism RELN 421 Modern Catholicism **RELN 422** Victorian Religion **RELN 440** Seminar on Sufism RELN 472 Taoism **RELN 480 Religious Communities**

Courses in other departments that meet requirements for the Department of Religious Studies:

The list below is a sample of courses taught in other departments that may be counted as meeting religious studies department requirements for the major, up to 1 unit. Religious studies majors who wish to use these courses (or others) to satisfy requirements for the major must discuss them with their advisors and with the chair of the department.

ANTH 252 Anthropology of Religion
ARHS 111 Art of Christian Europe
CLAS 114 Classical Mythology
CLAS 230 Pagans and Christians: Greek and Roman Religion
INDS 231 The Holocaust: An Interdisciplinary Inquiry
PHIL 200 History of Ancient Philosophy
PHIL 240 Philosophy of Religion
SOCY 232 Religion in Modern Society

Scientific Computing

INTERDISCIPLINARY

Faculty

Scott D. Cummings Assistant Professor of Chemistry

Bradley A. Hartlaub Associate Professor of Mathematics

John D. Idoine Professor of Physics

Albin L. Jones Assistant Professor of Mathematics

Andrew J. Niemiec Assistant Professor of Psychology

Benjamin W. Schumacher Director, Associate Professor of Physics

Carol S. Schumacher Associate Professor of Mathematics

Timothy S. Sullivan Associate Professor of Physics

Paula C. Turner Associate Professor of Physics

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

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

Curriculum and Requirements

The Scientific Computing Concentration requires a total of 3 units of Kenyon coursework. MATH 118 (1/2 unit) serves as a foundation course for the program, introducing students to programming and other essential ideas of computer science.

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

Students in the concentration will also take at least 1 unit of "intermediate" scientific computing courses. These courses have computational methods as their main focus and develop these methods extensively.

In addition to regular courses that are identified as "contributory" or "intermediate," particular specialtopics courses or independent studies in various departments may qualify in one of these two categories. Students who wish to credit such a course toward the Scientific Computing Concentration should contact the program director at the earliest possible date.

The capstone course of the program is SCMP 401 (1/2 unit), a project-oriented, seminar-style course for advanced students.

Required courses (1 unit)

MATH 118 Introduction to Computer Science

SCMP 401 Advanced Scientific Computing

Contributory courses (1 unit)

CHEM 336 Quantum Chemistry

ECON 375 Introduction to Econometrics

MATH 206 Data Analysis

MATH 226 Design and Analysis of Experiments

MATH 347 Mathematical Models

PHYS 115 Classical PhysicsPHYS 223 Fields and SpacetimePHYS 231 ElectronicsPHYS 445 Experimental Physics

Intermediate courses (1 unit)

MATH 228 Data Structures and Program Design

MATH 237 Numerical Analysis

PHYS 218 Dynamical Models in Scientific Computing

PHYS 219 Complex Systems and Scientific Computing

SCMP 493 or 494 Individual Study in Scientific Computing

First-Semester Course

Individual Study SCMP 493 (1/2 unit) Staff

Students conduct independent research projects under the supervision of one of the faculty members in the scientific computing program. Prerequisites: permission of the instructor and the program director.

Second-Semester Courses

Advanced Scientific Computing SCMP 401 (1/2 unit) B. Schumacher

This capstone seminar course is intended to provide an in-depth experience in computational approaches to science. Students will work on individual computational projects in various scientific disciplines, exchanging ideas and information in weekly discussion meetings, formal oral presentations, and papers. This year the course will focus on the use of parallel computers for large-scale computations. Prerequisites: MATH 118 and junior or senior standing. Enrollment limited.

Individual Study SCMP 494 (1/2 unit) Staff

Students conduct an independent research project under the supervision of one of the faculty members in the scientific computing program. Prerequisites: permission of the instructor and the program director.



Faculty

Marla H. Kohlman Assistant Professor

Timothy M. Koponen Visiting Assistant Professor

John J. Macionis Professor

George E. McCarthy Professor (on leave)

Howard L. Sacks Professor

Ric S. Sheffield Chair, Associate Professor of Sociology and Legal Studies

Jan E. Thomas Visiting Assistant Professor

Sociology involves the systematic examination of human social activity, from everyday face-to-face encounters to the movements of civilizations throughout history. Unlike disciplines that focus on a single aspect of society, sociology stresses the complex relationships governing all dimensions of social life, including the economy, state, family, religion, science, social inequality, culture, and consciousness. Its inquiry is guided by several theoretical traditions and grounded in the empirical observation of social reality.

The discipline emerged in the nineteenth century as a critical analysis of modern, western society; yet it is informed by philosophers and theorists from earlier centuries. Today, sociologists study ways in which the modern world continues to change, often by making comparisons with societies at other times and in other places. Sociology majors go on to take active roles in corporate boardrooms, law offices, government departments, social service agencies, classrooms, and policy think tanks. In a broader sense, everyone can benefit from sociology's unique understanding of our common humanity and the diversity of social life.

Beginning Studies in Sociology

Students may begin their study of sociology in any of five foundation courses. Each course combines lecture and discussion and has an enrollment limit of twenty-five students. All of these courses apply the theory and methods of sociology to achieve an understanding of the character of life in modern societies, especially our own. The courses are distinguished by their particular thematic focus and course materials. Look for the \blacklozenge symbol, which designates those courses particularly appropriate for first-year or upper-class students new to the sociology curriculum.

SOCY 110 Human Society: An Introduction to Sociology

This course examines the structure and culture of modern U.S. society, developed through comparisons with other times and places.

SOCY 111 Identity in American Society

This course explores the relationship between the individual and society within the American experience, with particular attention given to the character of rural life.

SOCY 112 Dreamers and Dissenters: Marx, Nietzsche, and Freud

This course offers an introduction to some of the great works of modern

European social thought, including Descartes, Marx, Weber, Freud, Nietzsche, and Camus.

SOCY 113 Sociological Perspectives on Current Social Issues

This course examines a number of contemporary social problems from several different sociological perspectives.

SOCY 114 Society in America

This course analyzes the impact of social structure on individual experience, with attention to issues such as poverty and welfare, changes in families, and violence in society.

Any of these introductory courses serves as prerequisite to most upperlevel courses in the sociology program. Alternatively, with departmental approval, students may enroll in another introductory course to gain a broader understanding of sociology. Diversification credit is earned either by taking an introductory course and an upper-level course or two introductory courses in sociology.

The Sociology Major (minimum of 5 units)

Foundation Courses

One introductory course is required: SOCY 110, 111, 112, 113, or 114. Any introductory course is the prerequisite to most advanced courses in sociology.

Core Courses

Classical Social Theory (SOCY 361), Contemporary Social Theory (SOCY 362), and Logic and Methods of Social Research (SOCY 363) are required and are typically completed by the end of the junior year.

Upper-level Courses

A minimum of six upper-level courses (3 units) is required. At least one of these courses (1/2 unit) must be an advanced seminar (numbered 470 through 489) and is typically taken in the junior or senior year.

The Senior Exercise

The Senior Exercise in sociology is designed to provide majors with an opportunity to (1) undertake original scholarship on topics of their own choosing; (2) present the results of this scholarship to students and faculty members in a professional setting; and (3) produce high-quality papers through a process of discussion and rewriting.

Each student submits a paper proposal in September, to which all faculty members participating in the exercise respond in writing. The student then prepares the paper, in consultation with faculty members, to be submitted in January. All participating students read each paper, posting comments via computer prior to the paper's scheduled presentation. Faculty members provide written comments on the paper to each student. All Senior Exercise participants meet in February for student presentations and discussion of their work. Following these sessions, each student revises the paper in light of faculty and student comments, submitting a final paper by March 1.

Faculty members evaluate student work with regard to the quality of the final paper (50 percent), the clarity and effectiveness of the oral presentation (25 percent), and the extent and quality of student participation in discussion (25 percent). Written notification of the results of the evaluation is provided by March 25, noting whether or not the student has passed and earned distinction. Students who fail the Senior Exercise are required to take a written or oral comprehensive examination, at the option of the faculty, covering material presented in the major program.

Reading for Honors

The honors program in sociology is designed to facilitate significant independent research by our department's finest students. Typically, the student will propose a topic for research in consultation with a member of the faculty who agrees to serve as the project advisor. The department will then approve (or decline to approve) the honors research on the basis of the merit of the proposal itself as well as the student's past classroom performance, motivation to excellence, and demonstration of the organizational skills required for successful completion. In consultation with the project advisor, the student will then build an honors committee consisting of two members of the sociology faculty (including the advisor), one member from another department on campus. and one member from another institution of higher education (chosen by the advisor). The student will then spend the senior year conducting the research and writing an honors thesis. The thesis is finally defended orally before the honors committee. the members of which then determine whether to award no honors, honors, high honors, or highest honors.

Students interested in reading for honors should meet with a faculty member no later than January of the junior year to discuss procedures and develop a proposal. Students approved for participation in the honors program will enroll in two semesters of independent study (SOCY 497, 498) in their senior year.

The Sociology Minor

All minors will include a minimum of 2 units of coursework. No more than half of the courses may be taken at the foundation level (i.e, SOCY 110, 111, 112, or 113). Courses will typically be taken from at least two department faculty members.

The courses selected for the minor will have a clear and cohesive focus (e.g., a subdiscipline within sociology) or a substantive theme to be examined within a discipline.

The specific cluster of courses to be included within the minor will be selected by the student in consultation with a member of the department's faculty, who will serve as advisor. The final selection of courses will be approved by the department chair. Successful completion of the minor will be certified by the faculty advisor and department chair and subsequently reported to the registrar.

The Curriculum

SOCY 110, 111, 112, 113, and 114 are all entry-level courses designed to introduce students to the perspective of sociology as a discipline. As introductory courses, they are most appropriately taken by first- and second-year students; juniors and seniors are admitted only by written permission of the instructor. The individual courses differ in their thematic focus and content. Any of these introductory courses serves as prerequisite to upper-level courses in sociology.

Year Course

Fieldwork: Rural Life SOCY 367-368 (1 unit) Sacks

This course provides an introduction to fieldwork techniques and to the ethical and political issues raised by our purposeful involvement in other people's lives. Students will spend considerable time conducting original field research throughout Knox County, with the results to be presented publicly. Our research will consider the character of rural society, with particular attention given to life along the Kokosing River. Topics to be considered include the interplay of natural and cultural environments, agricultural land use, the character of small-town life, and the meaning of community. This course satisfies the senior seminar requirement in American studies. Prerequisite: permission of instructor.

First-Semester Courses

Human Society: An Introduction to Sociology

◆ SOCY 110 (1/2 unit) *Macionis, Koponen*

This introductory course in sociology explores what is surely the most fascinating of this planet's life forms, *Homo sapiens*. Humans stand out in this world as thinking creatures who are, biologically speaking, unfinished at birth. Lacking a genetically fixed "nature," humans go about completing themselves as they construct societies. Understanding how we accomplish this task is the focus of this course.

The course begins by describing the perspective and methods of sociology and then applies these tools to the exploration of human societies. Discussions raise issues such as how and why cultures differ and how people are socialized into their particular way of life; and explore the experience of confronting cultural practices that violate one's own standards. Additional concerns include a comparison of traditional and modern social organization, with particular emphasis on the expansion of bureaucracy and changing patterns of social inequality. The course helps to develop student writing skills and highlights applications of sociological research and theory to various occupations. Enrollment limited.

Identity in American Society ♦ SOCY 111 (1/2 unit) Sacks

This introductory course in social psychology explores the collective foundations of individual identity within the American experience. In what sense is the self fundamentally social? How are changes in identity attributable to the organization of experience throughout life? What are the effects of gender, race, and social class on consciousness? How have changes in American industrial capitalism shaped the search for selfworth? In what ways have science and technology altered our relationship to nature? What challenges to identity are posed by events in American history, including immigration and the African Diaspora? How has the very advent of modernity precipitated our preoccupation with the question "Who am I?" Situated as we are in a farming community, we will consider these questions of identity through an examination of local rural life. Students will conduct group research projects to connect our ideas to everyday life.

Society in America ♦ SOCY 114 (1/2 unit) Thomas

This introductory course will focus on an analysis of social structure and its impact upon the experiences of individuals. We will look at the ways in which social structures construct and constrain reality for individuals and how society and social institutions shape individual values, attitudes, and behaviors. We will begin by discussing the perspectives and methods of sociology, reading the research and theories of classical and contemporary sociologists. The course will then examine sociological concepts through an analysis of social inequality, social institutions, and social change. We will consider current social issues including poverty and welfare, changes in families, violence in society, and the antiabortion movement.

Social Movements and Social Change

SOCY 242 (1/2 unit) *Thomas*

This mid-level course will examine social movements as attempts to bring about social change through collective action. The major goals of the course are (1) to acquaint students with sociological literature on social movements; (2) to examine the development, life cycle, and impact of several important social movements in the United States; (3) to examine issues of race, class, and gender within social movements; and (4) to develop students' skills in thinking sociologically about social discontent and social change. The course will analyze three social movements in particular: the civil-rights movement, the student movement, and the women's movement. Students will also be required to do volunteer work in a community agency. Prerequisite: SOCY 110 (10), 111 (11), 112 (12), 113 (13), or 114 (14) or permission of instructor.

American Folk Music SOCY 246 (1/2 unit) Sacks

Music, like all art, is created, expressed, and understood within a social context. This mid-level course examines the relationship between art and society through a focused investigation of American folk music. Themes of particular interest include the movement of music across the color line and between folk and popular culture. Prerequisite: SOCY 110 (10), 111 (11), 112 (12) or 113 (13).

Race, Ethnicity, and American Law

SOCY 254 (1/2 unit) Sheffield

This course is designed to be a midlevel course that focuses on the American legal system's effect on racial, ethnic, and minority groups in the United States as well as the manner in which such groups have influenced the state of the "law" in this country. It is intended to stimulate critical and systematic thinking about the relationships among American legal institutions and selected racial, ethnic, and minority populations.

The class will examine various social and cultural conditions, as well as historical and political events, that were influenced in large part because of the minority status of the participants. These conditions will be studied to determine in what ways, if any, the American legal system has advanced, accommodated, or frustrated the interests of these groups. Through exposure to the legislative process and legal policymaking, students should gain an appreciation for the complexity of the issues and far-reaching impact that legal institutions have on the social, political, and economic condition of racial, ethnic, and minority groups in America. The primary requirement of this course is completion of a comprehensive research project. Prerequisite: permission of instructor. Enrollment limited to fifteen students. **This course is cross-listed in both sociology and legal studies.**

Gender Stratification SOCY 256 (1/2unit) Kohlman

This course examines theoretical and empirical literature on the social roles of men and women at both the social-psychological and structural levels of society. We will discuss in particular concepts such as socialization, attitudes, interpersonal behavior, work roles, stratification by race and class as related to gender, and social problems which arise due to gender inequality. Prerequisite: SOCY 110 (10), 111 (11), 112 (12) or 113 (13), 241 (41), or permission of instructor. This course is strictly limited to twelve students.

Classical Social Theory: Marx, Durkheim, and Weber SOCY 361 (1/2 unit) *Koponen*

This course presents an analysis of the development of social theory in the classical works of nineteenth- and twentieth-century theorists. The first part of the course will stress the philosophical and intellectual foundations of classical theory in the works of Marx, Durkheim, and Weber. It is in their political, moral, and epistemological writings that the secrets to an interpretation of the later social theorists lie.

The second part of the course will emphasize modern socioeconomic developments and the historical/ structural origins of western society. The development of European capitalism and democracy will be contrasted with the development of both institutions in the United States. We will read Rosa Luxemberg and Georg Simmel to understand the European perspective. We will read various works by American authors (possibly Mead, DuBois, or Carey) to compare the theoretical perspective which founded the scientific study of society at the beginning of the "Modern Era."

The function of the course is to make students understand the basis upon which social science is built, and to establish the roots of the three main theoretical perspective in sociology. Prerequisites: SOCY 110 (10), 111 (11), 112 (12), or 113 (13), and one additional sociology course or permission of instructor.

Individual Study SOCY 493 (1/2 unit) Staff

This course is for students who wish to do advanced work beyond regular courses or to study topics not included in course offerings. Prerequisites: permission of instructor and department chair.

Senior Honors SOCY 497 (1/2 unit) Staff

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

Second-Semester Courses

Human Society: An Introduction to Sociology

◆ SOCY 110 (1/2 unit) *Koponen*

See first-semester course description.

Sociological Perspectives on Current Social Issues ◆ SOCY 113 (1/2 unit) Kohlman

The objective of this course is to examine a series of social problems from several different sociological perspectives. To that end, there are three main goals of this course: (1) to introduce you to several different sociological perspectives; (2) to provide a basic understanding of the application of the principles of socialproblems research from a sociological perspective; and (3) to encourage an increased understanding of the extent of, causes of, and possible solutions to a number of contemporary social problems. One additional, and perhaps more significant, goal is to promote critical thinking, discussion, and writing about contemporary topics of interest and concern.

Society in America ♦ SOCY 114 (1/2 unit) Thomas

See first-semester course description.

Deviance and Social Control SOCY 220 (1/2 unit) Macionis

Our common sense tells us that certain acts are "wrong," that particular persons who engage in them are "deviant." But common sense suggests little about how and why a particular act or actor comes to be understood in this way. Using both sociological research and literature this course explores the origins and significance of deviance within social life. The distinction between being different and being deviant is carried throughout the semester. Emphasis is also given to the increasing importance of psychotherapy in our response to the deviant. This course provides a substantial introduction to criminology with consideration of the social characteristics of offenders and victims. crime rates. and various justifications of punishment. The course should be of interest to students within many majors who are concerned with theoretical, practical, and ethical questions concerning the concepts of good and evil as foundations of human society. Prerequisite: SOCY 110 (10), 111 (11), 112 (12), or 113 (13), or permission of instructor.

Marriage and the Family SOCY 225 (1/2 unit) *Kohlman*

We all come from families, and the family is therefore a familiar social institution. But family is constituted not just by our individual experiences but also as a product of historical, social, and political conditions. This

course will examine how these conditions have shaped family life as we know it today. We will look at the social construction of the family, the psychosocial interiors of families. and how governmental policy has shaped and will shape families in the future. In addition, we will discuss the increasing diversity of family structures, the institution of marriage. and the social construction of childhood and parenting. Our underlying framework for analysis will be the gendered nature of family systems. Prerequisite: SOCY 110 (10), 111 (11), 112 (12), or 113 (13).

Sociology of Health and Illness SOCY 243 (1/2 unit) Thomas

Critics of the health-care system charge that the current system delivers "sick" care, not "health" care, and that the trends toward nongovernment interference of the 1980s have left us with skyrocketing medical costs, increasingly unequal access to health care, little public accountability, and increasing rates of chronic illness.

This class will examine these charges, first by discussing the social context of health and illness: who gets sick, who gets help, and the medicalization of social problems. We will then look at the health-care system (institutional settings, policies, and structures) and the health-care work force, including physicians, nurses, and other nonphysician providers. We also will explore the interaction between people and their health-care providers with respect to language, information exchange, and power relationships. The course will close with a discussion of reform and change within medical institutions. Prerequisites: SOCY 110 (10), 111 (11), 112 (12), 113 (13), or 114 (14) or permission of instructor.

Demography SOCY 292 (1/2 unit) *Koponen*

This is a course about populations and how they grow and shrink. When historians or sociologists look at civilizations, past or present, they usually judge the success of the civilization by the ability of that culture to "be fruitful and multiply." Demography is the social science that marries the biological aspects of reproduction and death to the social factors that influence the growth and death of societies.

We will look into the reasons that people in one place or social class give birth more or less than others. We will investigate why certain groups or cultures as wholes die sooner, or of different causes than others. We will find the reasons for people moving in and out of certain areas, and how social institutions affect each of these factors in the growth and shrinking of populations.

The goals of this class are (1) to help you understand the three basic aspects of demographic change: birth, death, and mobility; (2) to define the relationship of scientific inquiry to demographic arguments; (3) to offer examples of demographic change in the United States and other places in the world; and (4) to challenge your own perception of what makes a population change. Prerequisite: SOCY 110 (10), 111 (11), 112 (12), or 113 (13); and one 300-level course.

Contemporary Social Theory SOCY 362 (1/2 unit) Sacks

In this course, we will investigate the twentieth century's major theories concerning the nature of society and the human social process. Most of these sociological theories are American in origin, but some new developments in Western European thought will be included as well. Specific theories to be considered include (1) the functionalist theories of Talcott Parsons and his contemporaries; (2) exchange theories, rooted in economic and psychological models of behavior; (3) the sociology of knowledge; (4) symbolic interactionism, as articulated by George Herbert Mead and his followers; (5) critical theory, including the writings of Herbert Marcuse and others in the Frankfurt School: (6) sociobiology; and (7) current feminist theory.

The consideration of the intellectual and social contexts in which these theoretical traditions have arisen will be central to our analysis throughout. This course will be of value to students interested in developing a systematic approach to understanding society and should be especially relevant to those concentrating in the social sciences. Prerequisites: SOCY 110 (10), 111 (11), 112 (12), or 113 (13), and one additional sociology course or permission of instructor.

Logic and Methods of Social Research SOCY 363 (1/2 unit) Macionis

Knowing how to answer a problem in a systematic way has considerable value; such knowledge is vital simply to be able to read critically the research of others. This course will provide an introduction to the conduct of research, including scientific, interpretive, and critical approaches. The primary concern is to understand when and how to use such techniques as field study, questionnaires, interviews, and laboratory experiments. During the second half of the semester, attention will turn to the basic statistical techniques that are most commonly used in social-science research. An introduction to the use of computers to analyze data is included. No background in statistics or computers is assumed. This course welcomes anyone who wishes to gain competence in basic research skills. Prerequisites: SOCY 110 (10), 111 (11), 112 (12), or 113 (13), and one additional sociology course or permission of instructor. Enrollment is limited so that individual attention can be provided.

Science and Technology SOCY 492.01 (1/2 unit) Koponen

The sociology of science is a new and vibrant field within sociology. The foundations of sociological theory are challenged by some of the empirical and theoretical questions put forward by the researchers concerned with the study of science and its effects on social structure. Feminists, political economists, organizational behavior specialists, and researchers from many other subdisciplines have contributed to and continue to be provoked by the insights from the sociologists who focus their attention on the construction and impact of science and technology.

The class will cover basic sociological approaches to the study of science and how these perspectives shed light on various social problems. We will also be able to describe the main methods of research in the field. In addition, it is my hope that by training yourself to understand the social construction of scientific facts and how those "facts" create the world around us, you will be able to see science as part of the society you live in, not an "ivory-tower" activity free of social constraints. Imagine for a moment, if you will, a world without the technologies we take for granted today: the electric light, the internal combustion engine, central heating, etc. Prerequisite: permission of instructor.

Women in Socioloy SOCY 492.02 (1/2 unit) *Thomas*

Female sociologists have helped shape and change the world, yet their contributions have been largely omitted, buried, and rendered invisible. In this course, we will explore the contributions made by women to the discipline of sociology. We will begin our analysis with an historical overview of women's experiences and contributions, beginning in the mid-nineteenth century and progressing to the present. We will engage in spirited debate over the contributions of female sociologists, what hindered or facilitated their careers, and what their lasting marks have been on the discipline. Each student will be asked to lead class discussion on two articles, to participate in discussions, and to write an in-depth paper on a female sociologist of her or his choice. Prerequisite: SOCY 110

(10), 111 (11), 112 (12), 113 (13), or 114 (14) or permission of instructor.

Individual Study SOCY 494 (1/2 unit) Staff

This course is for students who wish to do advanced work beyond regular courses or to study topics not included in course offerings. Prerequisites: permission of instructor and department chair.

Senior Honors SOCY 498 (1/2 unit) Staff

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

The following courses may be offered in 2001-2002:

SOCY 110 Human Society: An Introduction to Sociology SOCY 111 Identity in American Society SOCY 112 Dreamers and Dissenters: Marx. Nietzsche. and Freud SOCY 113 Sociological Perspectives on Current Social Issues SOCY 114 Society in America SOCY 221 Social Problems SOCY 230 Sociology of U.S. Race Relations SOCY 232 Religion in Modern Society SOCY 233 Wealth and Power SOCY 236 Economy and Society SOCY 241 Sociology of Gender SOCY 244 Political Economy and the Modern State SOCY 255 Women, Crime, and the Law SOCY 257 Law and the American Family SOCY 258 Sociology of Law SOCY 361 Classical Social Theory SOCY 362 Contemporary Social Theory SOCY 363 Logic and Methods of Social Research SOCY 367. 368 Fieldwork: Rural Life

SOCY 372 Modern German Social Theory: From Freud to Habermas SOCY 478 Intersection Theory SOCY 492 Themes on Crime and Punishment

Women's and Gender Studies

INTERDISCIPLINARY

Faculty

Laurie A. Finke Director, Professor of Women's and Gender Studies

In addition, the following faculty members teach courses that have been approved for 2000-2001, and they constitute the extended faculty for this interdisciplinary concentration.

Camilla Cai Associate Professor of Music

Bianca F. Calabresi Assistant Professor of English

Mary E. Chalmers Visiting Assistant Professor of History

Mary Jane Cowles Associate Professor of French

Melissa Dabakis Associate Professor of Art History

Miriam Dean-Otting Associate Professor of Religion

Elizabeth W. Kiddy Visiting Assistant Professor of History

Marla R. Kohlman Assistant Professor of Sociology

Deborah Laycock Associate Professor of English

Theodore O. Mason, Jr. Associate Professor of English

Evelyn Moore Associate Professor of German

Sarah Murnen Associate Professor of Psychology

Mary A. Suydam Visiting Assistant Professor of Religion

The Women's and Gender Studies Concentration offers students an opportunity to engage in two important and interrelated areas of study. Students in the concentration will examine those aspects of experience that have traditionally been underrepresented (if not invisible) in academic studies-e.g., the lives and works of women, the experiences of gays and lesbians. Students will also examine gender as a cultural phenomenon: as a system of ideas defining "masculinity" and "femininity," delineating differences between "the sexes," as well as "normal" expressions of sexuality. In the process, students will encounter some fundamental methodologies of women's and gender studies, and work toward an increasingly rich understanding of gender as a social construction, one that intersects with class, race, age, ethnicity, nationality, sexual orientation, and sexual identity. In addition, students will explore the methods and concepts of women's and gender studies in a variety of academic disciplines, integrating, for instance, sociology, psychology, literature, the biological sciences, and art history.

From the debates between Wollstonecraft and Rousseau to the homosocial worlds of Walker's *The Color Purple* and Melville's *Moby Dick*, from Barbara McClintock's work in genetics to the gendered symbolism of Mozart's *Magic Flute*, students will come to understand how questions of gender are deeply embedded in the liberal-arts tradition.

The Women's and Gender Studies Concentration encourages and enables students to take responsibility for their own learning. Toward this end, courses in the concentration will invite students to participate in a range of collaborative work. This culminates in the senior seminar, where students determine the content and intellectual direction of the course as a whole. Ultimately, students are encouraged to acquire a sophisticated insight into the consequences of the social construction of gender for both women and men, an insight that empowers them to engage and question the pervasive role of gender in their own lives and communities.

First-Year and New Students

Introduction to Women's and Gender Studies (WMNS 111) is a wideranging interdisciplinary course designed to help students develop a critical framework for thinking about questions relating to gender. Through a focus on a series of cultural artifacts, ranging from poems and films to legal cases and psychiatric disorders, students will examine the historical development of gendered public and private spheres, the relation of biological sex to sociological gender, and the difference between sex roles and sexual stereotypes. They will attempt to understand how racism, heterosexism, and homophobia intersect with the cultural constructions of masculinity and femininity, and consider ways to promote more egalitarian gender relations. Look for the \blacklozenge symbol, which designates the courses appropriate for first-year or upperclass

students new to the Women's and Gender Studies curriculum.

Curriculum and Requirements

Three units are required for the program. Of these, 1 unit will consist of either Feminist Theory, WMNS 330 (30), or Feminist Methodologies, WMNS 331 (31)-these are offered in alternating years—and a capstone senior seminar. The remaining 2 units will consist of four courses drawn from the Women's and Gender Studies program or departmental courses approved by the program's Advisory Board. (See the end of this section for the list of approved courses.) No more than 1 unit in a single department may count toward the requirements for the program, and at least two divisions of the College must be represented among the 2 elective units. The women's and gender studies Senior Seminar (WMNS 481) examines a topic central to feminist thought. It includes current feminist texts and incorporates multidisciplinary analyses of race, class, and sexuality, in addition to gender. The course culminates in a public presentation by seminar members.

First-Semester Courses

Introduction to Women's and Gender Studies

◆ WMNS 111 (1/2 unit) *Finke*

This course is designed to help students develop a critical framework for thinking about questions relating to gender, including such important contemporary issues as sex discrimination and harassment, women's health, and developmental issues. In addition, the course will introduce students to the interdisciplinary field of women's and gender studies, out of which some of the most innovative and challenging developments in modern scholarship are arising. Emphasis will be placed on women's significant contributions to knowledge and culture. The course is organized around a series of cultural artifacts which students will examine for what they say about a particular culture's organization of gender. Artifacts may include contemporary legal cases, such as Sears v. EEOC, or cases involving gay parents' custody of minor children, films like *Daughters of the Dust*, historical documents, or diagnostic tools like the DSM-IV. The emphasis will be on developing students' critical thinking and research skills. Enrollment limited.

Feminist Theory WMNS 330 (1/2 unit) *Finke*

In this course, we will read both historical and contemporary feminist theory with the goal of understanding the multiplicity of feminist approaches to women's experiences, the representation of women, and women's relative positions in societies. Theoretical positions that will be represented include liberal feminism, cultural feminism, psychoanalytic feminism, socialist feminism, and poststructuralist feminism. In addition, we will explore the relationship of these theories to issues of race, class, sexual preference, and ethnicity through an examination of the theoretical writings of women of color and non-Western women. Prerequisite: WMNS 111 (11), any approved departmental course, or permission of instructor. Enrollment limited.

Individual Study WMNS 493 (1/2 unit) Staff

Prerequisites: permission of instructor and concentration director.

Second-Semester Courses

Introduction to Women's and Gender Studies ♦ WMNS111 (1/2 unit) *Finke*

See first-semester course description.

Lesbian and Gay Cultures ♦ WMNS 121 (1/2 unit) Finke

This course will examine topics in the lesbian and gay cultures from theoretical, historical, literary, artistic, multicultural, and/or political perspectives. The focus will be established by the instructor. The topic will be American lesbian and gay history and culture, particularly through history, biography, literature, and film. No prerequisite. Enrollment limited.

Senior Seminar WMNS 481 (1/2 unit) *Finke*

The seminar will be organized around a theme to be determined by students registered for the course in consultation with the instructor during the semester prior to the beginning of the course. Previous topics include "Multicultural Feminism," "The Streets," "Transgressing Gender," and "The Girl." Prerequisite: WMNS 330 (30) or 331(31) or permission of instructor. Enrollment limited.

Individual Study WMNS 494 (1/2 unit) Staff

Prerequisites: permission of instructor and concentration director.

The following courses have been approved for the Women's and Gender Studies Concentration and will be offered in 2000-2001:

First Semester ARHS 378 The Women of Rome ENGL 369 Canadian Literature and Culture HIST 188 Women in Modern Europe HIST 430 Rethinking the Victorians MLL 483 Critical Theory and Its Applications to Texts MUSC 303 Women and Music PSYC 346 Psychology of Women PSYC 425 Research Methods for Studying Gender RELN 491 Blood, Power, and Gender in the Christian Tradition SOCY 256 Gender Stratification Second Semester ENGL 240 Early Eighteenth-Century Literature ENGL 328 Queer Shakespeare ENGL 339 Restoration Drama ENGL 388 Twentieth-Century African-American Women's Fiction HIST 290 Race, Nation and Gender in Latin America HIST 328 City Life: Gender and Culture in Modern Europe PSYC 446 Sexual Violence Seminar RELN 103 First-Year Seminar: Women and Religion RELN 328 Women in Christianity SOCY 225 Marriage and the Family

The following courses will be offered in 2001-02:

WMNS 331 Feminist Methodologies WMNS 333 Language, Gender, and Power

Faculty of the College

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Schedule Planning Form

Fall Semester

Spring Semester

Monday	Wednesday	Friday	Period	Monday	Wednesday	Friday
			1 8:10 a.m.			
			2 9:10 a.m.			
			3 10:10 a.m.			
			4 11:10 a.m.			
			5 12:10 p.m.			
			6 1:10 p.m.			
			7 2:10 p.m.			
			8 3:10 p.m.			
			Evening 7:00 p.m.			

Tuesday	Thursday	Period	Tuesday	Thursday
		A 8:10 a.m.		
		B 9:40 a.m.		
Common Hour		11:10 a.m.	Common Hour	
		D 1:10 p.m.		
		E 2:40 p.m.		
		Evening 7:00 p.m.		