



Wheaton College
2009–2010 Catalog

August 2009

Wheaton College Norton, Massachusetts

www.wheatoncollege.edu

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Wheaton: A History

Institutions, like people, are shaped by the experiences, individuals, people and events that fill their past. The forces that sparked the founding of Wheaton College began 175 years ago, with a father's wish to memorialize his recently deceased and much-loved daughter. In addition to erecting a granite obelisk, Judge Laban Wheaton, at the urging of his daughter-in-law, Eliza Baylies Chapin Wheaton, decided to create a living monument. The Wheaton Female Seminary opened its doors on April 22, 1835, with 3 teachers and 50 pupils.

From its founding, Wheaton Seminary was a pioneering institution, offering young women the means to pursue serious study at a time when women's educational options were few. In planning their school, the Wheaton family turned to one of the recognized leaders of the day in female education: Mary Lyon. Miss Lyon created the seminary's first curriculum with the goal that it be equal in the "English branches"—science, philosophy, mathematics, rhetoric, history, composition, logic and religious studies—to the curricula of men's schools.

Among those whose ideas and influence shaped the early Wheaton was Caroline Cutler Metcalf. Strong-willed, conscientious and creative, Mrs. Metcalf served as seminary principal from 1850 to 1876. Finding and retaining outstanding teachers was high on her list of priorities. Caroline Metcalf sought educators willing to put aside tradition and custom to employ the most effective teaching methods possible. Graduates paid tribute to Mrs. Metcalf's many contributions to their lives and to the institution by creating the Wheaton Alumnae Association in 1870, in honor of Caroline Metcalf's 20th year as seminary principal; the group also elected Mrs. Metcalf as its first president. One of the oldest such organizations in the country, the Wheaton Alumnae/i Association today numbers more than 14,000 members worldwide.

Educators of vision

Lucy Larcom, who taught writing, literature and history from 1854 to 1862, may be the best known of Wheaton's 19th-century faculty. She certainly characterized the innovative teacher-scholars who would follow her as Wheaton faculty members. The founder of the student literary magazine *Rushlight* (which still exists), Miss Larcom also was the catalyst behind the creation of "Psyche," an intellectual discussion group. In the classroom, she defied accepted methods of teaching history and English literature, eschewing recitation and memorization in favor of discussing ideas. A close friend of poet John Greenleaf Whittier, Miss Larcom compiled several anthologies published under his name, from which she received steady royalty income.

Seminary teacher Mary Jane Cragin, a graduate of Bridgewater Normal School (now Bridgewater State College), made significant contributions in mathematics. Nicknamed "Miss Why?" by students, Mary Jane

Cragin pioneered the teaching of geometry without textbooks, encouraging her pupils to think through and solve mathematical problems on their own. This teaching method earned Miss Cragin national acclaim after she left Wheaton to teach at the St. Louis Normal School (Missouri), where she later became principal. Five years after her death, National Teachers Monthly praised Mary Cragin as "a woman who came as near the ideal of true teacher, everything considered, as any that we have known."

A third outstanding educator during Wheaton's early history was Clara Pike, who graduated from Wheaton in 1866, and returned to teach science from 1869 to 1901. At her urging, Wheaton built science facilities and acquired equipment unusually sophisticated for a female seminary. Miss Pike regularly attended classes at the Women's Laboratory of Massachusetts Institute of Technology, and invited MIT professors to lecture at Wheaton. In planning the seminary's science courses, Miss Pike consulted extensively with Ellen Swallow Richards, the founder of the Women's Laboratory at MIT.

From seminary to college

Eliza Baylies Chapin Wheaton played an ongoing role in the life of the seminary. In the mid-1890s, she was among the first to recognize that the age of the seminary was ending. Four-year colleges were becoming the rule rather than the exception, for women as well as men. (Indeed, seminary enrollment in 1897 was a mere 25 students.) Convinced that Wheaton should seek collegiate status, Mrs. Wheaton called upon trustees to appoint one of their own, the Reverend Samuel Valentine Cole, as the seminary's first president. Within six months of assuming the position, President Cole announced his intention to seek a college charter "at some future time if circumstances shall seem to warrant."

So began a massive revitalization project that resulted in an expanded and strengthened curriculum and an almost entirely new campus. The effect of these improvements was dramatic: By 1899–1900, Wheaton's enrollment had more than tripled. In November 1911, trustees announced their decision to apply for a college charter, which was granted by the Massachusetts Legislature in February 1912.

The first half of the 20th century brought further expansion. In planning the physical development of Wheaton's campus, President Cole consulted with well-known Boston architect Ralph Adams Cram as early as 1897. Cram's pencil sketch of a "Court of Honor"—a rectangular, open space surrounded by groups of buildings based on the 1893 World's Columbian Exposition in Chicago—became a blueprint for campus development; a gymnasium, a power house, a chapel, four dormitories, a library dining hall, a science building and an observatory were constructed between 1900 and 1925. Ralph Adams Cram would later become supervising architect

at Princeton, Rice, MIT and the U.S. Military Academy at West Point.

Following Samuel V. Cole's death in 1925, the Reverend John Edgar Park became Wheaton's second president. He began his tenure by modernizing the curriculum. Among his accomplishments: introducing departmental honors and senior seminars, instituting a system of academic majors and minors, and establishing a Wheaton chapter of Phi Beta Kappa. The year 1935 brought Wheaton's centennial anniversary, which the college commemorated with a two-day celebration that included commencement, alumnae reunions, historical exhibits, and the performance of a pageant written by English department members Ellen Ballou and Louise Barr MacKenzie. Student enrollment and the size of the faculty increased steadily during Dr. Park's presidency, and new construction continued, including the Student Alumnae Building (1940), the first Modern building on an American college campus. Wheaton's growth and vitality during these years is particularly noteworthy in the context of two major world events: the Great Depression and World War II.

Growth and transformation

A. Howard Meneely began his 17-year tenure as Wheaton president when Dr. Park retired in 1944. By the mid-1950s, pursuing a college education had become an increasingly desirable goal for growing numbers of students nationwide. Noting Wheaton's own steady enrollment growth since World War II, President Meneely voiced his concern that unless college facilities and the number of faculty increased across the country, a crisis in education could result. At the same time, Dr. Meneely believed that Wheaton should remain a "small" college, continuing to provide students with individualized attention and a homelike atmosphere.

While agreeing with President Meneely in principle, trustees acknowledged the changing definition of a small college and voted, in 1955, to increase Wheaton's enrollment by 250 students. This initiative, combined with another vote taken six years later, doubled enrollment to 1,000 students. In turn, such growth allowed Wheaton to expand and improve its curriculum, faculty and building program.

On the academic front, Wheaton established in 1959 a major lecture series through the generosity of Henry Witte Otis. (Two of Mr. Otis's daughters graduated from Wheaton.) Wheaton Professor of Religion J. Arthur Martin developed the idea for the Otis Lecture Series to give students, as he put it, "an opportunity to hear and to come to know distinguished theologians and philosophers, and to profit from the inspiration and guidance of a person of such intellectual stature as is usually found in our leading universities." During the 1960s, the series attracted such speakers as Dr. Paul Tillich and Eleanor Roosevelt. Today, the purpose of the Otis Fund has

broadened to support a colloquium in social justice—a forum through which the Wheaton community may address key contemporary social issues. The first Otis Social Justice Award was presented in 1990 to former U.S. Surgeon General C. Everett Koop. Two years later, the award went to Jonathan Kozol, (son of Ruth Massell Kozol '25), author and critical observer of American public education. The annual Miriam Lee Tropp Memorial Lecture, meanwhile, has featured CBS *60 Minutes* correspondent Lesley Stahl '1963, economist Elizabeth Janeway and Chinese political observer William Hinton, among others; the Wright-Shippee Memorial Lecture has brought to campus well-known artists and art historians.

During his last year as Wheaton president, Dr. Meneely suffered from cancer, and the administration of the college fell increasingly to Dean of the College Elizabeth S. May. Dr. May was named acting president upon Dr. Meneely's death, and served in that capacity from 1961 to 1962 during the search for a new leader.

Trustees found President Meneely's successor in Dr. William C. H. Prentice, a psychology professor and administrator from Swarthmore College who was to hold the Wheaton presidency from 1962 to 1975. In completing the building program necessary to accommodate growing an enrollment that reached 1,200, President Prentice oversaw the creation of Wheaton's Watson Fine Arts building, Meadows residence hall and Clark Recreation Center. Additionally, in 1966, the college constructed the Elisabeth Amen Nursery School to replace the school built in 1931, which had been one of the first laboratory nursery schools in the country.

Faculty-student collaboration

Wheaton built on its long-standing commitment to student and faculty research in the sciences with the opening of a new science facility in 1968. Since the late 1950s, students had been conducting original research in ultrasonics under the direction of Professor of Chemistry Bojan Hamlin Jennings.

Grants from the National Science Foundation, the American Chemical Society, and other prestigious groups funded the purchase of scientific equipment and provided financial support for student researchers to study high-frequency sound. Professor Jennings and Suzanne Townsend Purrington '60, described this research in an article published in the *Journal of Physical Chemistry* in 1961.

Wheaton's tradition of faculty-student collaboration in the sciences continues as exemplified by Professor of Astronomy Tim Barker and his students. With support from the National Science Foundation, the Wheaton researchers are seeking to uncover supernovae in other galaxies. In June 1994, the team logged its first discovery: a dying star some 65 million light-years away.

Another of Wheaton's most distinguished faculty members was Rhodes Scholar Ernest John Knapton,

professor of history from 1931 to 1968. An authority on the French Revolution in general and the Napoleonic era in particular, Professor Knapton wrote more than 50 scholarly articles and book reviews as well as 10 books. Among the books he wrote was *Empress Josephine*, the definitive biography of Napoleon's wife. In May 1969 Jack Knapton was the only American invited to the Third International Congress of Napoleonic Studies, held at Portoferraio, Elba, to commemorate the bicentennial of Napoleon's birth. At the conference, he presented a paper titled "American Historical Writing on Napoleon in the Twentieth Century," for which Wheaton history major Susan Aivano Hall '70 did much of the bibliographic work. Wheaton recognized Professor Knapton's achievements by awarding him an honorary degree and naming the social sciences building in his honor in 1972.

Building on tradition

The 1970s also saw the inauguration of Wheaton's first woman president: Alice F. Emerson, former dean of students at the University of Pennsylvania. During her 16-year tenure, President Emerson continued the tradition of campus improvement and curricular innovation. Physical changes included a major addition to the library; a complete renovation and restoration of Mary Lyon Hall (the oldest classroom building still in use); and the creation of the Balfour-Hood Campus Center. The latter two initiatives were part of a major fund-raising campaign that the college conducted from 1983 to 1986. Alumnae, parents, friends, corporations and foundations contributed more than \$26 million for student scholarships, faculty development, library acquisitions and other priorities. Such support was characteristic of the renewed sense of purpose and pride with which Wheaton celebrated its 150th anniversary in 1984 to 1985.

Additions to campus facilities since the mid-1980s include the \$10 million Haas Athletic Center, which opened in 1991 and supports Wheaton's growing array of intercollegiate, intramural and recreational sports programs; Gebbie Hall, a residence for about 50 students, funded by a \$1.2 million grant from the Gebbie Foundation of Jamestown, N.Y.; and a new bookstore, housed in a restored historic building and expanded to serve the local community as well as the college.

In January 1987 Wheaton trustees recommended, in principle, that the 152-year-old women's college open its doors to young men. After several months of discussion among alumnae, parents and friends, the board approved the move in May of that year. Wheaton's first coeducational class—412 young men and women—arrived on campus in September 1988.

On July 1, 1992, Dale Rogers Marshall became Wheaton's sixth president. The former Wellesley College academic dean succeeded President Emerson, who left office in November 1991; Hannah Goldberg, Wheaton's provost and academic vice president since 1983, served as acting president during the interim. Dr. Marshall,

a political scientist who specializes in urban politics, holds degrees from Cornell University, the University of California at Berkeley and U.C.L.A.

In addition to the appointment of a new president, 1992 brought two other milestones: the graduation of Wheaton's first coeducational class and the enrollment of the largest freshman class in the college's history. The latter propelled total enrollment to an all-time high.

At Dale Marshall's inauguration ceremony on October 3, 1992, trustees urged her to "heed the proud history of Wheaton College, recognizing the promise of the future in the strengths of the past." The new leader also was charged with engaging the whole of the Wheaton family—students and their parents, alumnae/i, faculty, staff members and friends—in articulating and pursuing the mission of the college.

Toward that end, a strategic planning effort began in the fall of 1992 to identify and prioritize goals for the coming decade. The effort involved the entire college community, including alumnae/i and friends, and resulted in the adoption of a plan, Excellence and Equilibrium: Wheaton in the 21st Century, for ensuring the institution's strength for the future.

Central to the plan was the Campaign for Wheaton, successfully concluded in June 2000 with \$90 million raised in support for the college. The final total, which far exceeded the original \$65 million goal, included a \$10 million gift from Trustee Adrienne Bevis Mars '58 and her husband, John—the largest gift to Wheaton in its history. The effort created a wealth of new resources in diverse areas, including more than 70 new student scholarship funds, 12 new endowed faculty chairs, new programs such as the Davis International Fellows program and the Jane E. Ruby Lecture Series, and a host of new facilities. The campaign was capped by the largest building project in Wheaton history, the renovation of Mars Arts and Humanities and the expansion of Watson Fine Arts Center and Meneely Hall.

Following the Campaign, the college's faculty conducted a comprehensive review of the curriculum, which resulted in the adoption of an innovative new educational program. The Wheaton Curriculum reaffirms the college's commitment to the traditional breadth and depth of the liberal arts and sciences while encouraging students to explore connections among their academic, co-curricular and work experiences, and to think, learn, analyze, evaluate, understand and express themselves within and about all aspects of their lives.

On July 15, 2004, Ronald A. Crutcher became Wheaton's seventh president. A national leader in higher education and an accomplished cellist, President Crutcher shares the college community's commitment to active engagement with the world, and a core belief in the power of education to change lives. During his inauguration on April 16, 2005, the president observed that, "The world is a wonderful place, but surely it can

be better—and Wheaton can help. Our students can be a force for creating a more tolerant society, one that is more respectful of difference and open to all perspectives and viewpoints.”

Under President Crutcher’s leadership, the college community drafted a strategic plan, *Wheaton 2014: Transforming Lives to Change the World*, that builds on the college’s strength in providing a transforming liberal arts education to intellectually curious students. The plan envisions the college as an institution that prepares graduates to live purposeful lives, be engaged in their communities, be scientifically and technologically literate, and act effectively to promote change. Wheaton’s mission statement sums up those goals by stating: “Wheaton College provides a transformative liberal arts education for intellectually curious students in a collaborative, academically vibrant residential community that values a diverse world.”

The young women and men now on campus share with past generations the rich academic tradition of the liberal arts and sciences. At the same time, today’s students benefit from a host of curricular initiatives begun during the past two decades—new programs that help undergraduates explore ideas and concepts across academic disciplines, link academic study with learning outside the classroom, appreciate diversity in all its forms, and see themselves as active members of a global community.

Despite the diversity of the courses and programs that constitute the Wheaton curriculum, all draw on the college’s historic commitment to the liberal arts and sciences. And all help us meet the challenge confronting every institution of higher learning: to prepare young people for lives of consequence in the 21st century and beyond. Wheaton students and alumnae/i continue to embody Eliza Baylies Chapin Wheaton’s dream, that “the world shall be better for their having lived in it.”

The Liberal Arts at Wheaton

A liberal arts curriculum prepares students to think critically, analyze issues closely, communicate effectively and assume leadership roles in the communities in which they live and work. Students realize the benefits of the liberal arts at Wheaton through a course of study that spans the broad range of academic disciplines as well as an in-depth major focus on one or more fields of particular interest. And Wheaton is an institution engaged fully with contemporary society and issues; students' educational experience extends to a wide variety of learning opportunities on campus and around the world.

Students at Wheaton are encouraged to think, learn, analyze, evaluate, understand and express themselves within and about all aspects of their lives. These goals are accomplished through both the structure of the curriculum and the intellectual process that takes place inside and outside the classroom.

The Wheaton Curriculum encourages students to explore the conceptual and methodological approaches to knowledge inherent in the academic disciplines through connected courses that cover related topics from multiple perspectives. A first-year seminar and foundation courses in writing, quantitative analysis, foreign language and the world beyond the West are followed or accompanied by students' choosing among established cross-disciplinary Connections or by creating their own. The process of making explicit the connections among courses in different academic areas—painting and mathematics or chemistry, for example—highlight the unique contributions each discipline makes to our understanding and appreciation of the world. This innovative educational program combines the breadth of the liberal arts with the opportunity to develop a fully dimensional view of the world.

From the breadth of vision encouraged by the curriculum's foundation courses and Connections program, students move to in-depth study of a discipline by choosing a major field of interest. Students may choose to follow the paths outlined in department and interdepartmental programs or forge an independent course of study with guidance from faculty in the relevant areas and academic advisors. Through the major, which culminates with a senior capstone experience, students develop the capacity to apply the tools of scholarship to specific subjects of inquiry.

The intensity of discourse inside the classroom and the active learning promoted by a distinguished faculty are matched by out-of-class learning with one's peers in a multitude of settings on and off campus. This includes research, internships, service, study abroad and other co-curricular opportunities. In all these spheres, students gain critical understanding of the world and the leadership role they can play in it.

The Wheaton Curriculum

The Wheaton Curriculum consists of four parts:

- Foundations, to assure sophisticated skills in writing and quantitative analysis, and a knowledgeable approach to the broader world.
- Connections—pairs or sets of courses connected across disciplinary boundaries to provide a broad view of the world of knowledge.
- The Major and an optional Minor, to ensure students an in-depth exploration of their interests; a capstone experience completes a student's immersion in the major discipline.
- Electives, to allow students to expand their intellectual and creative interests.

The breadth requirement

Wheaton's liberal arts curriculum is designed to expand students' knowledge and give them the skills to make informed choices and wise judgments throughout life. Foundations courses enable students to improve their writing and thinking skills and expand their view of the world. Connections broaden their areas of knowledge and help them look at problems and issues from multiple perspectives and across disciplines.

Foundations

During their first two years, all students at Wheaton take courses that provide a foundation for further exploration and for the major. The schedule of courses identifies courses that fulfill these requirements by using a letter code in the last column of the course listing.

First-Year Seminar. Each section of this course focuses on a different topic, but each is designed to illustrate how differently people may interpret or understand these topics in the arts, humanities, sciences and social sciences. Required of students in their first semester, the course is designed to foster active learning and class participation and stresses many of the skills needed for success at Wheaton.

Writing. Unless exempted on the basis of Advanced Placement test scores or Wheaton's English placement procedure, all students complete a section of English 101 in the first year. The course is taught in small groups on a variety of topics; the instructional emphasis is on developing writing skills. Across all levels of the major, students will encounter increasing emphasis on writing within the discipline.

Foreign Language. Each student completes at least two semesters of study in a single language at a level appropriate to the student's proficiency. Advanced language courses may also fulfill the arts and humanities requirement. Wheaton offers language instruction in

Chinese, French, German, Ancient Greek, Italian, Latin, Russian, Japanese, Arabic and Spanish. Students are encouraged to include language courses early in their course of study, as this may open other opportunities within their academic careers, such as study abroad or work in major fields (international relations, art history or philosophy). Students for whom English is a second language may fulfill this requirement with English 106.

Quantitative Analysis. Students must complete one course that emphasizes quantitative analysis. Courses with the QA designation include courses in math, computer science and logic, and some statistical methods courses. Math courses are designed both for students planning to continue in math or use math in other areas and for students who do not expect to study math in depth. Some math courses also are linked with other courses (in art or English literature, for example) and can count toward the Connections requirement.

Beyond the West. Recognizing that most students will have had substantial exposure to the perspectives of Western societies (Europe and English-speaking North America), Wheaton expects students to complete at least one course that focuses on an aspect of non-Western societies. These courses are offered in several different departments, and may also serve other parts of the curriculum, such as Connections or even the major. Because the Wheaton Curriculum emphasizes issues of race, gender and global perspectives throughout the curriculum, a Foundations course in history, culture or issues that have been traditionally excluded from Western inquiry will enhance a student's entire academic career.

Infusions. Courses will be transformed across the curriculum to ensure that the education of Wheaton students emphasizes the study of race/ethnicity and its intersections with gender, class, sexuality, religion and technology in the United States and globally. To meet this goal, faculty members shall, whenever possible, transform their courses through initiatives, including those supported by the Office of the Provost.

Connections

Wheaton's unique Connections program provides an exciting way to explore different areas of knowledge and different approaches to problems. All Wheaton students must take either two sets of two-course connections (a total of four courses) or one set of three connected courses. Courses are linked across any two of six academic areas: creative arts, humanities, history, math and computer science, natural sciences and social sciences.

Each linked course is a regular Wheaton course that has been approved as part of a Connection. For example, the Connection Darwin, Evolution, Race and Culture links English 235 (Empire, Race, and the Victorians) with Biology 111 (Evolution and Ecology); African Worlds links

Anthropology 225 (African Cultures in Transition) with English 245 (African Literature) and/or Music 124 (World Music: Africa and the Americas) and/or History 143 (Africans on Africa) and/or Political Science 203 (African Politics). Genes in Contexts links Computer Science 121 (DNA) with Philosophy 111 (Ethics). For a complete list, see page 67.

Students are normally expected to take a pair or set of linked courses in the same or adjoining semesters. Students are also invited to discover their own possible linked courses and to approach the faculty and propose a Connection.

Students are encouraged to think about possible connections early on, though many will prefer to fulfill this requirement in their sophomore year. (Note that if the chosen Connections do not include courses from all three of the traditional academic divisions—arts and humanities, natural sciences and social sciences—students will be expected to take at least one course in the missing division(s). Faculty advisors help students plan accordingly.)

The major concentration

The major may be fulfilled in a variety of ways. Most Wheaton students elect a traditional academic major by the end of the sophomore year from among more than 36 available choices. The requirements for each of these established major programs are outlined under individual departmental headings in the "Courses of Instruction" section of this catalog. Students should meet with major advisors to discuss their plans and outline their major programs before formally declaring their major to the Office of the Registrar.

Wheaton offers a number of interdepartmental majors, such as international relations, psychobiology, women's studies, environmental studies, American civilization, mathematics and economics, and religion and philosophy, guidelines for which have been determined by the departments concerned and approved by the faculty. Information about these majors is available under appropriate headings in the sections which follow and, in greater detail, from major advisors.

A student may propose his or her own independent major, which allows the student to determine and define the focus of study. Such majors are normally designed with the guidance of faculty advisors and combine courses from two or more departments. These majors require the approval of the provost, and must be declared by the end of the fifth semester. Students interested in an independent major should talk with the dean of advising; petition forms are available in the advising center.

The minor concentration

All departments offering majors also offer minor concentrations in the same field. Some departments also

offer minors in more specialized areas. Other minors are offered in areas with no corresponding major, including:

- Development Studies
- Education (early childhood, elementary, secondary)
- Environmental Studies
- Judaic Studies
- Latin American Studies
- Legal Studies
- Management
- Public Policy Studies
- Statistics
- Urban Studies

Minor concentrations consist of at least five interrelated courses, at least one of which is taken at an advanced level (300 level or above). Students planning minors may consult with appropriate major advisors about guidelines and restrictions. Only one course in a minor program may also be counted toward the student's major, and no course may be included in more than one minor program.

Electives

The Wheaton Curriculum invites students to explore a broad range of topics, and to choose a large proportion of courses based entirely on where their interests lead. Additional courses in astronomy, biology, chemistry, computer science, geology or physics can empower an alert observer of the natural world and an informed participant in important changes happening in science and technology. Courses in the arts—music, theatre, dance, creative writing, literature, studio art and art history—can offer lifelong pleasure in artistic performance and expression. Courses in anthropology, classics or history will help put contemporary events and modern cultures into perspective. Courses in economics, psychology, political science or sociology will provide a foundation for understanding how individuals and groups function and interact. Additional courses in philosophy or mathematics will strengthen the ability to analyze problems, while advanced foreign language study will enrich understanding of others and provide a valuable tool for communicating with them. Students might even want to pursue one or more of these self-chosen courses through an additional Connection.

This is an opportunity to take risks—taking two of these self-chosen courses for “Pass” credit (students earn a “Pass” with C work or better). Or students may decide to pursue a minor, a coherent set of courses in either a traditional major area or one of Wheaton's of interdisciplinary areas, such as Latin American studies, urban studies, or women's studies. Students may even choose a second major, such as one in a foreign language, that will enhance other studies.

Enhanced courses

Every year a number of introductory-level courses will offer an additional “enhanced” version designed to give

students the opportunity to work with more advanced materials or engage in additional independent work. Students will be expected to complete all the work for the regular introductory courses alongside other students, but may also meet separately for additional class hours and may earn additional credit. These courses are identified in the schedule of courses for each semester and, for entering students, in the advising publication sent to new students over the summer. Registration for these versions of a course will occur during the drop/add period after classes have begun. Any student is free to select an enhanced course after attending the first class meeting and learning more about it.

Experimental courses

From time to time, departments design new courses that are offered on an experimental basis. These courses may be offered only once or may eventually become part of the regular curriculum. Numbered 198, 298 or 398, many times such courses offer unusual opportunities to study at the cutting edge of a field of knowledge.

Individualized study

Independent majors. Wheaton students interested in creating interdisciplinary or cross-disciplinary majors may design their own independent major. Students will develop their own rationale for their proposed major in consultation with advisors from two or more departments and will select an appropriate program of courses from two or more areas of study in the established curriculum. Proposals must be approved by the faculty who will advise the program, by the dean for advising and by the provost. There is no minimum grade point average requirement. Guidelines and proposal forms are available in the Advising Center. Independent majors who are approved for honors in that field of concentration will be designated Wheaton Scholars.

Individual research. Individual research courses are typically undertaken as yearlong courses in the senior year and involve the production of a senior thesis or other advanced work to qualify the student for departmental honors. These courses are numbered 500.

Independent study. These courses are arranged individually between faculty and students, and provide the means by which students interested in pursuing a topic not covered in an existing course may do so with appropriate scholarly guidance. These courses are numbered 099, 199, 299, 399 or 499, depending on the level of the work involved, and are normally undertaken only after the first year.

Fieldwork. A number of departments offer opportunities to integrate fieldwork into a student's academic program. Students may complete up to four credits of fieldwork courses (but no more than two credits within the major). Some fieldwork courses are a part of a department's normal offerings, but other fieldwork opportunities are

arranged as independent study courses.

Internships. Students completing internships through the Career Services of the Filene Center may wish to develop these experiences into a fieldwork or independent study course yielding academic credit. Students interested in this possibility should speak with the dean of academic advising, or appropriate faculty before undertaking the internship to determine the best way to prepare for such a course. Normally the student can expect to complete additional research and reading and a paper or project to be evaluated by a faculty member. Fieldwork may consist of work in museums, with government or social service agencies, or in business or public service offices, but it must be primarily an educational rather than a career-oriented experience if it is to become the basis for academic credit.

Global study and intercultural learning. Over the past decade, the number of American students studying abroad has more than doubled, and at Wheaton international study has become an ever more popular feature of the undergraduate experience. Increasingly, Wheaton students understand that study abroad enriches their academic experience and better prepares them for life after college.

Wheaton offers an exciting range of study abroad options and activities through the Center for Global Education and opportunities for intercultural learning through the Marshall Center for Intercultural Learning to encourage students to broaden their cultural boundaries and knowledge of the world.

The Wheaton Curriculum emphasizes the infusion of global and intercultural perspectives, and the college has set a priority on preparing every graduate to be globally and interculturally competent. To support these goals, Wheaton now offers 33 study abroad programs in 19 countries, including Argentina, Australia, Austria, Chile, China, Costa Rica, Denmark, England, France, Germany, Ireland, Italy, Japan, Mexico, New Zealand, Russia, Scotland, South Africa and Spain. Students select from a wide range of academic disciplines, become immersed in the culture of their host country, and gain unique insights into themselves and their world. Students may also pursue intercultural learning opportunities within the United States and the Americas.

To be eligible for study abroad, students must be in good academic and social standing and must maintain an overall grade point average of 2.85. Most students elect to study abroad in their junior year, but applications from sophomores (second semester) and seniors (first semester) are considered in relation to the plan of study and preparation. Each fall, the Center for Global Education sponsors a Study Abroad Fair featuring information about Wheaton overseas partner schools and programs. Students may also take advantage of general, country-specific and major-specific information meetings, the resource library at the center, and peer advisors

who, as study abroad returnees, share their knowledge with prospective study abroad students. Students submit study abroad applications to the Center for Global Education and receive advice regarding the program most appropriate to meet their academic objectives. Prior to departure, a mandatory orientation program is offered, as well as a reception to honor those selected to participate in studying abroad.

In most cases, students who participate in Wheaton study abroad programs pay regular Wheaton comprehensive fees that cover most overseas fees and educational expenses. Details are outlined in specific program literature available at the Center for Global Education and on the center Web site at www.wheatoncollege.edu/global. Students participating in a Wheaton study abroad program may utilize their federal, state, merit and need-based aid while abroad.

Students whose academic needs cannot be met through Wheaton programs may petition to participate in an approved non-Wheaton program. Such petitions must receive strong support from the faculty advisor. Staff at the Center for Global Education will guide students through the process of identifying an appropriate non-Wheaton program.

In addition to the traditional semester and year-long options, students may participate in short-term, faculty-led study abroad programs. In past years, these opportunities have included field research in tropical biology in Belize and Costa Rica, sociology in Cambodia and Vietnam and elementary education/English literature in England.

Off-campus study in the U.S.

Salt Institute for Documentary Studies, Portland, Maine. Selected Wheaton students may participate in a semester of interdisciplinary studies with a concentration in documentary photography, nonfiction writing and editing, and field research at the Salt Institute. Selected student projects are published in the institute's magazine, become part of the permanent archives, and are displayed in the Salt Gallery for a wider public audience. Enrollment is limited to approximately 25 students, who receive close guidance and individual supervision as they develop their projects. Students learn the steps of field data collection and the development of professional skills needed to shape their independent research for publication. Grades and credits become part of a Wheaton student's academic record and students pay regular Wheaton tuition and fees for this Wheaton-affiliated program.

The Marine Biological Laboratory, Woods Hole, Massachusetts. Wheaton is a member of the Marine Biological Laboratory Consortium in Environmental Science. Select students with strong backgrounds in environmental studies may qualify for fall semester study at this world-renowned center for research, education

and training in biology. While at the MBL, students enroll in two core lab and lecture courses in aquatic ecosystems and terrestrial ecosystems, select elective seminars and undertake an independent project. A special effort is made to understand the links between ecosystems on land and in water at global, regional and local scales. The MBL library is jointly operated with the Woods Hole Oceanographic Institution, serving as a primary source of scientific information for the large, multi-institutional Woods Hole scientific community. Grades and credits become part of a Wheaton student's academic record and students pay regular Wheaton tuition and fees for this Wheaton-affiliated program.

Williams-Mystic Maritime Studies Program, Mystic, Connecticut. Under the auspices of Williams College and the Twelve College Exchange Program, described below, this program offers an interdisciplinary, field-based approach to studies of the sea: history of the sea, literature of the sea, oceanography or marine ecology, and marine policy. Students also learn maritime skills under professional instruction, including boat building, iron forging, sailing skills, celestial navigation or the history and culture of sea music. The program offers three field seminars each semester, with a ten-day offshore voyage on a traditionally rigged tall ship along coastal New England (fall semester), or the Florida Straits (spring semester), a ten-day seminar exploring the Pacific Coast of California (fall semester) or the Pacific Northwest (spring semester), and a field seminar to the Mississippi Delta and the Gulf of Mexico. Admission is competitive. Applications must be made in February of the preceding year. More information is available in the Filene Center for Academic Advising and Career Services. Grades do not become part of a Wheaton student's academic record, and students pay tuition and fees to Williams College for the Mystic Seaport Program. Wheaton merit scholarships are not available, but Wheaton grants are available.

The National Theater Institute at the Eugene O'Neill Theater Center, Waterford, Connecticut. Under the auspices of Connecticut College and the Twelve College Exchange Program, described below, students in theater may spend one semester of concentrated study in directing, play writing, acting, movement and voice, design and other electives. A final project draws together all these elements, culminating in a performance open to the public. Two weeks of the semester are either spent abroad or in New York City. NTI also offers a semester in Russia at the Moscow Art Theater School. The program is very competitive and requires an audition with NTI staff. Grades do not become part of a Wheaton student's academic record. Students pay tuition and fees to Connecticut College for the NTI Program. Wheaton merit scholarships are not available, but Wheaton grants are available.

The Twelve College Exchange Program. Regional colleges cooperating with Wheaton in exchanging junior-year students include Amherst, Bowdoin, Connecticut College, Dartmouth, Mt. Holyoke, Smith, Trinity, Vassar, Wellesley and Wesleyan. Admission is competitive, and students should indicate strong curricular reasons for wishing to participate in the exchange. Applications and information on eligibility are available through in the Filene Center for Academic Advising and Career Services; a minimum GPA of 2.67 (B-) is required. Grades do not become part of a Wheaton student's academic record. For the period of study away, no fees are paid to Wheaton; students pay tuition and fees to the host exchange institution. Wheaton merit scholarship and financial aid funds are not available, though students are eligible for state and federal aid programs.

Washington Semester, Washington, D.C. Qualified students may spend one semester of their junior year at American University, participating in one of twelve programs, with the approval of the appropriate Wheaton department chair. Students enroll in a core seminar, which consists of meetings with guest lecturers from a wide network of national and international organizations and agencies and class readings. An elective course or research project is undertaken, along with an internship placement two days a week. Grades do not become part of a Wheaton student's academic record. For the period of study away, no fees are paid to Wheaton; students pay tuition and fees to American University. Wheaton merit scholarship and financial aid funds are not available, though students are eligible for state and federal aid programs and may apply to American University for special scholarships.

Cross-registration options

Brown University. A limited number of Wheaton students may cross-register for Brown University courses in subjects or areas not covered in the Wheaton curriculum. A minimum GPA of 2.67 (B-) is required. Applications and details regarding eligibility and other limitations for Brown cross-registration are available in the Filene Center for Academic Advising and Career Services. Both institutions must approve all applications.

SACHEM. The Southeastern Association for Cooperation in Higher Education in Massachusetts is a collaborative effort among nine local colleges that allows full-time students to enroll in a limited number of courses at other SACHEM institutions. Members of SACHEM are Bridgewater State College, Stonehill College, University of Massachusetts–Dartmouth, Massachusetts Maritime Academy, Dean College, Cape Cod Community College, Bristol Community College and Massasoit Community College. Students may take courses for credit at any of the nine colleges with the approval of their faculty

advisors and the Wheaton Registrar, providing that such courses are unavailable at Wheaton.

Boston Marine Studies Consortium. Wheaton students may enroll through the normal preregistration process in marine studies courses offered through the member schools of the Boston Marine Studies Consortium. Students may generally enroll in no more than two courses, generally one per semester. Eligible students must be enrolled as full-time students at Wheaton and, where appropriate, have the necessary prerequisite courses. Courses may be taught at Bentley University, Wellesley College and the New England Aquarium. Students must provide their own transportation. Students should direct questions to the Filene Center for Academic Advising and Career Services.

Pre-professional programs

Wheaton actively encourages students to continue their education in professional and graduate programs. Information and advice about graduate schools and undergraduate preparation for graduate study is available in the Filene Center for Academic Advising and Career Services.

Dual-degree programs. Dual-degree programs permit a student to begin graduate-level study in studio art, communications, engineering, business, theology and optometry before graduating from Wheaton. A student will take one to three additional years to earn a second degree in one of these fields; the Wheaton A.B. is normally awarded at the same time as the second degree. More detailed information about these programs and the undergraduate programs of study that lead to them is available under dual-degree programs in the catalog. Dual-degree programs exist with the following institutions:

- Thayer School of Engineering, Dartmouth College (B.S. Engineering)
- Clark University Graduate School of Management (M.B.A.)
- Emerson College (M.A. Integrated Marketing Communication)
- Graduate School of Management, University of Rochester (M.B.A.)
- George Washington University (B.S. Engineering)
- School of the Museum of Fine Arts (B.F.A.)
- Andover-Newton Theological School (M.A. Religion)
- New England School of Optometry (Doctor of Optometry)

Pre-med and other health professions. Students interested in postgraduate work in medicine, dentistry, veterinary and other health professions should consult the pre-health careers advisor early in their first year to plan a program of study appropriate to the health career of the student's choice. Medical, dental and veterinary

schools normally require a minimum of two semesters of biology, two years of chemistry (including one year of organic chemistry), two semesters of physics, one semester of mathematics and two semesters of English. Some schools have additional requirements and all admit students who have completed majors outside of the sciences if their record in science courses is strong.

Law. Because law schools recognize the value of traditional liberal arts education, there are no set courses making up a pre-law program. An interested student should select courses that will develop an ability to write, to argue persuasively and to analyze critically the arguments of others. Students considering a career in law should consult one of the pre-law advisors about their academic program and to prepare for law school admissions. Wheaton offers a legal studies minor, but this minor is not a prerequisite for law school.

Architecture and related fields. Students interested in architecture and art-related fields such as architectural restoration, city planning, landscape design or urban design may enroll in advanced degree programs at other institutions after completing their Wheaton A.B. Their Wheaton program should include at least one year of calculus and physics, as well as courses in drawing, art and architectural history and design.

Communications. In addition to the Emerson College program, students may prepare for journalism or media careers in graduate schools of journalism or communications. Students may prepare by completing the writing/literature program in the English department, the studio art major (with an emphasis on graphic design or photography) or the sociology major (with an emphasis in documentary sociology or media and society). They are encouraged to meet with members of the relevant departments or the dean of academic advising about their interests.

Teaching. Students may earn a Massachusetts license in Early Childhood, Pre-K–Grade 2 and Students with Special Needs, Elementary and Secondary school teaching through the Education Department. Observation and practical teaching experience through supervised student teaching is available at local private and public schools, as well as at the nursery school run by the college. Students considering teaching careers may major in any liberal arts field, but should meet with members of the Education Department in their freshmen year to plan courses leading to licensure. More information may be found under the Education Department listing of courses.

Management. Preparation for postgraduate education in management requires no prescribed undergraduate curriculum; most schools offering the Master of Business Administration degree are concerned with the overall quality of an applicant's undergraduate work, and many

prefer students who have completed majors in traditional liberal arts fields. Some work, however, in mathematics, economics and/or the behavioral sciences is relevant for M.B.A. programs.

Graduate school

Many students will be interested in postgraduate education in an academic discipline or field, and will find that opportunities for careers in college and university

teaching and research will grow rapidly in the next two decades. A liberal arts education offers the best preparation for most graduate school programs, and interested students should consult major advisors in appropriate departments at their earliest opportunity. Further information about graduate school admissions is available in the Filene Center for Academic Advising and Career Services.

Academic Resources

Academic Advising, Career Services, Academic Resources/Tutoring and Disability Services

Academic advising at Wheaton College is a shared responsibility between student and advisor. Advisors assist students as they:

- explore learning inside and outside the classroom,
- reflect upon their goals and academic choices,
- plan their academic programs, and
- monitor their progress toward completion of all degree requirements.

Academic advisors can recommend courses and fields of study appropriate to the individual student's interests and abilities. Students are responsible for understanding the college's requirements and for seeking appropriate academic advice to guide them in their choices; students, not their advisors, are ultimately responsible for their own academic decisions and for fulfilling the requirements for the degree.

Advisors may also guide students' adjustment to the academic expectations of the college. Students should turn freely to their advisors for information and guidance in all matters that have an impact on their academic activities. If an advisor is unable to help, he or she will refer the student to other resources in the college.

First-Year Seminar advisors and transfer advisors.

All first-year students are assigned a faculty advisor when they select their First-Year Seminars. Most students are advised by the faculty member who serves as the instructor for their seminar. This enables the advisor to offer guidance based upon firsthand knowledge of the student's academic skills. Normally, students remain with this advisor until they declare their major.

Similarly, all new transfer students are assigned to a faculty advisor. They work with that advisor to resolve any transfer credit questions and make their initial course choices. With the transfer advisor, students identify their areas of academic interest, explore major options and initiate the major declaration process.

New student advising teams. In addition to their First-Year Seminar advisor or transfer advisor, each new student is assigned peer and administrative advisors. Advising teams are led by the faculty advisor and offer each student academic, peer and staff support throughout their transition to Wheaton.

Preceptors are academic peer advisors who assist new students throughout orientation and their first year at Wheaton. They provide peer perspectives on academic issues and responsibilities, guide students in their preliminary course selections in preparation for meetings with their faculty advisors, and serve as study-strategy tutors, offering reading, time management, note-taking and test-taking strategies.

Administrative mentors assist students during their first two years at the college. They offer guidance on any administrative questions students may have, from financial to residential to life planning. They can assist with referrals and problem solving as students navigate their life at the college.

Major advisor. Once a student declares a major at Wheaton, typically during the sophomore year, he or she will be advised by a major advisor. Assigned by the departments, major advisors help students find courses inside and outside of the major that fit their field of interest, find faculty who share their academic focus, and assist students in setting and making progress on their postgraduate goals.

Pre-professional advisors. In addition to advisors assigned by the college, Wheaton students interested in a range of professional fields may also consult faculty with expertise in those professions. Students may seek pre-professional advice in the fields of medicine and health, education, law, business, communications, theology, engineering and art.

The Filene Center for Academic Advising and Career Services.

Wheaton College offers professional advising and learning support through the Filene Center for Academic Advising and Career Services, which consists of four units: Academic Advising, Career Services, Academic Resources/Tutoring and Disability Services.

Center for academic advising

Academic deans are available to deal with specialized academic concerns (domestic off-campus study, study skills, learning differences, graduate school, scholarships and advising for students at academic risk). In addition, they serve as part of a team of advisors.

Career Services

Students uncertain about their majors or students ready to explore the life and career implications of their identified majors should consider consulting an advisor in the Filene Center. Staff members assist students seeking out-of-class learning opportunities, service learning, jobs and summer stipends, in addition to helping students explore the life and career implications of a range of academic choices.

Since its inception in 1986, the Filene Center has assisted students in the pursuit of meaningful out-of-classroom experiences. The center's goals are for students to discover and make connections among their academic, co-curricular, civic and professional interests. Students work with the Filene Center in multiple ways through individual advising, workshops, information sessions and peer mentors. During advising conversations, students gain an understanding of their goals, skills and strengths, and next steps. To support advising, students can also

utilize the career resource library Web-based career learning tool kit and discuss careers with alumnae/i.

Learning from experience. Learning from experience provides Wheaton students with the opportunity to preview potential career paths, experience “real world” connections to their course work, choose their academic majors and minors with greater discernment, and learn more about their emerging interests, strengths and values. Whether undertaken during summers, winter breaks or incorporated into the academic year, internships, jobs and community service enable students to experience and learn from the world beyond Wheaton. Students partner with staff to explore opportunities in a wide variety of organizations, including museums, hospitals, newspapers, social service organizations, government agencies, brokerage houses and television stations. Through this advising partnership, students learn to reflect upon and connect their interests and values to future career and educational choices.

By developing a relationship with advisors early and continuing to meet with them often, students can integrate experiences with their academic interests, and build a portfolio of skills and relevant activities to successfully pursue graduate school and employment opportunities.

Summer stipends. With the support of foundations, alumnae/i and college funds, the Filene Center administers several competitions, which award students stipends of from \$3000 to \$5000 to students who devise their own summer internships, service experiences, and/or structured independent research in the United States and abroad. Additionally, students can apply to funded summer programs to work as English as a Second Language instructors and camp counselors in Turkey and summer counselor positions working with inner-city youth in Providence, Rhode Island.

Balfour/Community/Trustee Scholars. Some students arrive as merit scholars to Wheaton and have a summer stipend designated for use during the summer immediately following their sophomore or junior year. The Filene Center collaborates with these students to explore options for how they can use their stipend to support their summer experiences

Off-campus job location. The Filene Center collects local and regional off-campus job postings for summer and term-time employment. Filene Center staff partner with students to explore part-time and/or seasonal summer job options, and students can attend thematic workshops offered throughout the academic year pertaining to part-time and summer job search strategies.

Workshops and Web-based resources. The Filene Center offers workshops throughout the year on such topics as self-exploration, résumé writing, researching, interviewing, and job-hunting techniques and strategies. Students can develop and refine their career and life

planning skills through frequent workshop attendance and use of the center’s Web-based career learning tool kit (wheatoncollege.edu/Filene).

Gertrude Adams Professional Development

Program. This program began in 1988 to provide students with a comprehensive approach to examining life and career choices. Projects and activities include programs such as “Major Connections,” a series of career panels that bring Wheaton alumnae/i back to campus to talk about the links between their college academic major areas of study and their professions. Additionally, there is an alumnae/i Filene Center Liaison Network in selected cities nationwide to assist seniors and graduates with their relocation and career networking. The Gertrude Adams Professional Development Program is underwritten with the generous support of a Wheaton alumna and trustee in honor of her mother. Visit the Filene Center online at wheatoncollege.edu/filene.

Tutoring and Academic Resources

Peer tutors facilitate tutoring and collaborative learning through the Center, which is open 24 hours through most days of the academic calendar as a study space for students. Kollett Hall also provides Windows and Macintosh computers, laser printers, scanners, photocopiers and a fax machine for students. Students can access course-specific software, Web, and writing applications or just take a quick look at e-mail as they pass through.

The Center is part of an ongoing planning project to provide technology-rich workstations, student-centered services and inviting learning spaces. The Center’s labs and computer classrooms comply with the Americans with Disabilities Act and multiple stations are equipped with universal access technologies, including specialized software and scanners that may assist patrons with hearing, visual and learning impairments. Workshops are available to augment instruction from professors. The Filene Center for Academic Advising and Career Services also offers resources, programs and services for faculty and for students to enhance teaching and learning across Wheaton’s liberal arts curriculum.

Academic Resources supports collaborative student learning through the College Writing Program and the Center for Quantitative Analysis and by coordinating a robust tutoring program that offers students the opportunity to work with department-selected peer tutors trained and paid by the center in introductory and intermediate courses across the curriculum. Students desiring to work in this program, either as tutors or tutees, will find information and schedules at wheatoncollege.edu/Kollett

College Writing Program. The Wheaton College English Department oversees the College Writing Program, keeping a long-standing commitment to writing as an intellectual activity. Every member of our English

Department teaches First-Year Composition (English 101), which is required of all first-year students, except those who have passed the Advanced Placement examination with a 4 or 5, or have passed the Wheaton exemption examination. But attention to writing proficiency does not end with the completion of a student's first year. Supported by a grant from the Mellon Foundation, the new Wheaton Curriculum allows each department to develop its own discipline-situated approach to writing. Within each department students both write to learn and learn to write.

Support for student writing is provided through consultations with our writing associate and our peer writing tutor program. Our writing associates teach First-Year Writing and consult individually with students about their writing projects and processes. Our peer writing tutor program, begun in 1978, offers a collaborative learning model for students at all stages in their writing development.

Evidence of writing beyond the classroom takes many forms, including publications such as *Midnight Oil* and *Rushlight*, which are written, edited and managed by Wheaton students.

Center for Quantitative Analysis. The Center for Quantitative Analysis supports the faculty in developing curricular and pedagogical resources that fulfill the college's commitment to making quantitative analysis and numeracy an integral part of the educational experience of every Wheaton graduate. Through its QA learning associates and peer tutors, it seeks to provide students with the means to appreciate and further develop quantitative reasoning skills and numeracy, not only in calculus and statistics courses, but also across the curriculum.

Tutoring. Peer writing tutors, trained and supervised by the Writing Program, provide assistance on written assignments. This tutoring is available in the Kollett Center; hours are posted each semester. In addition, writing associates offer professional assistance to students on special projects.

Quantitative associates in the Department of Mathematics and Computer Science offer professional assistance with quantitative questions. In addition, peer Quantitative Analysis (QA) tutors provide assistance to students in need of fundamental quantitative skills development necessary for success in quantitative and quantitative-influenced fields such as statistics, calculus and mathematical concepts. Like the writing tutors, the QA tutors work out of Kollett Hall, and their hours are posted each semester.

Course tutors, trained and supervised by Academic Resources staff, provide academic tutoring in all academic areas at Wheaton. Tutoring is offered on a drop-in basis on Sunday through Thursday evenings according to the schedule, which is published each semester. In addition to the study skills tutoring offered by precep-

tors, the Filene Center for Academic Advising and Career Services offers academic success workshops throughout the academic year. Topics covered include time management, major declaration and academic support groups. The center also hosts two "for-fee" reading and study strategy courses offered by the Baldrige Reading and Study Skills course, offered one weekend in November. Visit the center online at wheatoncollege.edu/advising.

Disability services. The Filene Center for Academic Advising and Career Services also provides services for Wheaton students with disabilities. The Assistant Dean for Academic Resources and Disability Services is available to discuss accommodations and services that are available to students with documented disabilities. For more information, see the college Web site at wheatoncollege.edu/Advising/Help/ADA.html.

Marshall Center for Intercultural Learning

The Marshall Center offers a variety of programs and services to the entire college community, including individual and group academic advising, cultural month programming, advising of student clubs, and women and gender programs. The Intercultural Pre-Orientation program and New Student Orientation program, "First Impressions," traditionally kick off the academic year, which is filled with academic, social and cultural events that support Wheaton College's academic mission.

The Center's work is best understood through a three-part model of "ABCs," as developed by Beverly Daniel Tatum. We strive to:

Affirm identity. Each and every member of the community should see his or her experience reflected in the curriculum, in co-curricular programs and in social events. One example of how the center affirms identity is annual theme month programming. Celebrations include Latino/a Heritage Month, National Coming Out Day and Pride Week, Holocaust Remembrance Day, Native Peoples' Heritage Month, Black History Month, and APIMESA (Asian Pacific Islander Middle Eastern South Asian) History Month. The Center supports students, faculty and staff who wish to develop events and programs to recognize, celebrate and educate about many aspects of identity, including ethnic, racial, gender, sexual identity or orientation, or religious facets of identity.

Build community. In addition to recognizing his or her identity at Wheaton, each person should have the opportunity to learn about and share in the identities of others. Community-building programs include our Intercultural Pre-Orientation Program, monthly theme workshops for students at different points in their Wheaton careers, our specialized programming for science students, and our women and gender programs. Through such programs the center creates safe spaces for asking questions and expressing curiosity about experiences different from one's own.

Cultivate leaders. The Center aims to work individually and collectively with students toward achieving curricular as well as co-curricular success. Cultivating academic leadership and excellence through mentoring, cohort groups and individual academic advising allows our students to set meaningful, attainable goals. Students learn about the diverse array of academic opportunities available, including travel and research fellowships, graduate school opportunities, and postgraduate fellowships and scholarships. Additionally, the Center advises and mentors students to develop leadership abilities outside of the classroom. Through their involvement in campus organizations, student, staff and faculty committees, curricular and co-curricular initiatives and other activities of personal interest, students are able to develop and practice their growing leadership skills.

All programs of the Marshall Center are an extension of the college's commitment to diversity as an educational asset.

Center for Global Education

Students interested in study abroad opportunities may consult one of the advisors in the Center for Global Education. Both peer and professional advisors are available to assist Wheaton students as they explore global learning opportunities.

The Center for Global Education was established in 2002 to focus attention and resources on the task of preparing Wheaton students to be globally competent. The Center's mandate is linked to the Wheaton Curriculum, which redefines a liberal education to include a significant grounding in global perspectives. The Center supports faculty as they develop academic experiences that help students encounter, negotiate and understand global issues in relation to their own lives.

The Center manages a wide range of study abroad programs, the result of numerous connections and partnerships with overseas institutions. Wheaton programs are located in 19 countries as diverse as Australia, South Africa, Argentina, China, Denmark, Japan and Botswana. As extensions of Wheaton's curriculum, these opportunities enrich the academic experience of students and provide unique cross-cultural insights. Generally, students participate in study abroad during their junior year, but sophomores (second semester) and seniors (first semester) can also receive consideration in relation to their plan of study and preparation. Most forms of financial aid and merit scholarships may be used on Wheaton study abroad programs.

The Center provides services to Wheaton's growing and important population of international students, visiting scholars and language assistants. It sponsors the annual United World College retreat and works closely with the Worldfest Committee and other student groups to bring cross-cultural programming to campus. The center is committed to institutionalizing global education values on campus—one of the significant ways in which

Wheaton is transforming itself to make its educational experience relevant for the 21st century. For further information, visit the Center in the Davis House (9 Howard Street) or online at wheatoncollege.edu/Global/.

Library and Information Services

Library and Information Services (LIS) is a partner in the provision and use of information resources and technology at Wheaton College. Its operations touch all areas of campus life, including the resources and services of the Madeleine Clark Wallace Library. A primary LIS goal is to meet diverse information and technology needs for learning and teaching as well as fostering a community of self-sufficient, lifelong learners.

Within the First-Year Seminar, librarians teach basic information-access skills, strategies for effective research and methods for critical evaluation of information. LIS technologists conduct orientations (e.g., connecting to and navigating the Wheaton wireless network and file services, assistance in maintaining and repairing computers, consulting and training students who may benefit from the use of assistive technologies, and so on) upon request. In addition, librarians and academic technology specialists collaborate with Wheaton faculty to incorporate discipline-specific research and technology skills into course work beyond the first year, with the intent that students develop these critical skills by the time they graduate. Students may schedule consultations with subject specialist librarians and academic technologists for in-depth research assistance.

Madeleine Clark Wallace Library. The Madeleine Clark Wallace Library is the intellectual hub of the Wheaton campus. The library's facilities, resources and services are central to and support the educational mission of the college. LIS staff are readily available to assist students with research or use of the library facilities.

The library's collections are carefully selected to support undergraduate research at Wheaton. They include over 375,000 volumes, approximately 475 newspapers and periodicals in print, thousands of audio and video recordings, microforms and many unique and historic items in Archives and Special Collections. The rapidly expanding collections of electronic resources, including more than 36,000 electronic journals, numerous research databases, historic primary source material, e-books, encyclopedias and electronic reserve course readings are available on campus via the Web, 24 hours a day. Off-campus access to these resources is available to authorized Wheaton users.

Wheaton is a member of the HELIN (Higher Education Library and Information Network) Consortium, a group of colleges, universities and health sciences libraries in Rhode Island plus Wheaton. The HELIN catalog is a shared catalog used to locate and request materials in these libraries, including Brown University via the InRhode link. Wheaton's HELIN membership provides

ready access to well over 3 million volumes. Through other cooperative borrowing and lending agreements with libraries worldwide, the Madeleine Clark Wallace Library assists students who need materials not available in local or HELIN collections.

The library provides public computing and printing facilities, opportunity to borrow laptop computers on short-term loan, as well as both wired and wireless access for laptop users throughout the building. The library's public computers offer productivity software, specialized academic software and assistive technology applications. Listening and viewing facilities for multimedia materials are also available. Collaborative workrooms, group study spaces, individual carrels, study tables and comfortable seating arrangements are located throughout the building.

Academic computing. LIS maintains various computer labs across the campus that include areas for students to access productivity software and public printing, as well as subject-specific technology in areas such as graphic design and photography, foreign languages, psychology, physics, astronomy, biology and geographical information systems (GIS). Many classrooms on campus have instructional technology installations (computer, projector and other equipment) designed by faculty and Media Services specialists to meet specific teaching requirements.

Office of the Registrar

The Office of the Registrar handles all matters pertaining to course registration and academic records, including transcripts and letters certifying enrollment at the college. The Web-based schedule of classes, catalog and course selection process, through which students can

complete their registration (as well as many forms and publications), are available online through the Office of the Registrar. Declarations of majors and minors are filed in this office by the established deadlines. Students can also find answers to many of their academic, registration and graduation questions at the information desk in the Office of the Registrar.

Elisabeth W. Amen Nursery School

The Elisabeth Amen Nursery School at Wheaton College is the laboratory school for the Psychology Department. Students from Developmental Psychology are required to perform observation at the nursery school as a part of the course requirements. In the Developmental Lab course, upperclass psychology majors conduct research on various topics. In addition, seniors from the Psychology Department, as well as other departments such as Anthropology and Sociology conduct research as a part of their senior thesis.

The Elisabeth Amen Nursery School has been a site for child study and research since its beginning in 1931. The primary functions of the laboratory school are to demonstrate good nursery school practices, provide a sound educational setting for preschool children and serve as an active center for child study and research. Thus, in addition to providing a supportive atmosphere for preschoolers, the nursery school offers a wide range of experiences to college students in the fields of psychology, education, family studies and related areas. The children in this laboratory school benefit from expert guidance by teachers and college professors actively working in the fields of child development and early childhood education; college students gain hands-on experience in both teaching and research.

Academic Standards

Credits for the A.B. degree

Credit for work at Wheaton. The unit of credit is the semester course. One course credit (the equivalent of four semester hours of credit) is awarded upon the completion of a semester course, and up to two credits for a yearlong course. Fractional credit may be awarded for courses that involve less than a semester's work and these fractional credits may also be divided across two semesters. These regulations govern the earning of course credits:

1. At least 16 of the 32 credits must be earned in courses taken at Wheaton ("in residence"); normally these must include the last eight credits (the "senior residency requirement"). Students may, ordinarily at the time of their matriculation and before the end of their first year, seek transfer and/or advanced placement credit for work or examinations completed before enrolling at Wheaton, and all students may earn transfer credit for appropriate work completed at other accredited institutions. Students planning to complete the degree requirements in fewer than eight semesters, or wishing to waive one or both semesters of the senior residency requirement, should petition the Committee on Academic Standing before they have completed 20 course credits.

2. The normal semester load is four course credits (16 semester hours). A full-time student must enroll in at least seven credits for any two consecutive semesters to maintain good academic standing. Students seeking to enroll in fewer than four credits or more than 5.5 credits must have the permission of the Committee on Academic Standing. Part-time status (fewer than three credits a semester) is only granted upon successful petition to the Committee on Academic Standing.

3. It is recommended that no more than 6 credits among the first 16 (normally in the first two years) be completed in any one department, ensuring that most of the work in the major will be completed in the final two years.

4. At least sixteen course credits of work must be outside the field of the major.

5. Both semesters of a yearlong course must be completed before final credit and a grade are earned.

Alternative sources of credit. Credit toward the A.B. may be earned in ways other than through Wheaton courses. Transfer students may apply up to 16 credits toward the Wheaton degree from courses earned at other institutions before enrolling at Wheaton. These courses may be applied toward fulfillment of the Wheaton Foundations requirement and major requirements, as appropriate; however, neither the Connections requirement nor the three Divisional requirements (Social Science, Arts and Humanities, Natural Science) may be met by any credits earned outside of Wheaton College. Normally, transfer credits will be evaluated before the transfer student begins work at Wheaton.

Wheaton students may also earn credit at other

institutions that can be applied toward graduation requirements. Students completing summer school or January courses or who enroll at other institutions while on a leave of absence from Wheaton normally submit an "Application for Transfer Credit" to the Office of the Registrar before beginning course work elsewhere.

Transfer credits must be approved by the chairperson of the Wheaton department into which the credit shall be transferred. Students must earn grades of C or better for courses to transfer successfully to Wheaton College, though transfer grades do not appear on the Wheaton transcript and are not computed in the Wheaton G.P.A.

The college also grants academic credit for scores earned on College Entrance Examination Board (C.E.E.B.) Advanced Placement examinations and other examinations such as the General Certificate of Education (British University A-Levels), the French Baccalaureate and the International Baccalaureate, as approved by the associate dean of studies. The amount of credit and any conditions on recording it will be determined on the basis of departmental evaluation of the examination and the student's score. The college will grant advanced placement credit for college-level work completed before matriculation only when that work has been reviewed and credit recommended by the appropriate department, subject to the approval of the associate dean of studies. College courses taken during secondary school and used for graduation requirements are not eligible for transfer. Application for credit based on placement exams or college-level work is ordinarily made at the time of matriculation and completed by the end of the student's first year. A limit of eight course credits is placed on credits earned in this way.

Graduation Requirements

1. A student must present 32 course credits for graduation.

2. A student must attain an average of 2.00 (C) for all credits earned at Wheaton to maintain good academic standing and to qualify for graduation.

3. Among the 32 course credits presented for graduation, each student must include courses that fulfill the general requirements of the Wheaton Curriculum.

4. Each student must include among the 32 course credits presented for graduation courses that complete requirements for a major field of concentration. These are outlined in general here, but each major has its own specific requirements, which are detailed under departmental sections. Students are expected to declare their majors by no later than the end of the fourth semester by submitting a declaration form, signed by the appropriate major advisor, to the Office of the Registrar.

- The major consists of a minimum of nine courses (more in some departments), at least three of which must be at the 300 level or above. Some majors require

more than three advanced-level courses.

- At least half the courses in the major must be completed at Wheaton, and at least 6 course credits in the major must be among the last 16 earned (that is, normally completed in the final two years).

- A student must maintain an average of 2.00 (C) across all courses taken in the major. Courses in the major cannot be completed under the pass/fail grading option.

Honors

Outstanding students may attain a variety of academic honors at Wheaton. Students with semester averages of 3.25 (through the Class of 2011), 3.50 (effective with the class entering the fall of 2008) or better may be named to the Dean's List. Others with outstanding achievements in particular areas may earn departmental prizes at Honors Convocation at the close of the academic year.

Students may become candidates for honors in their fields of concentration at the invitation of their major departments or advisors at the end of their junior year. Candidates for honors complete at least two semesters of special or independent work beyond the usual departmental requirements and an oral examination on that work. Most students will fulfill this requirement with two semesters of senior thesis (Individual Research 500) in their senior year. Candidates must also have an average of B+ (3.33) in all courses in the major and an overall average of B (3.0). Independent majors who meet the requirements for honors will be designated Wheaton Scholars.

Students may be granted the degree with Latin honors (*cum laude*, *magna cum laude* or *summa cum laude*) on the basis of their overall academic record. High-ranking juniors and seniors may be elected to the Wheaton College chapter (Kappa of Massachusetts) of Phi Beta Kappa. Selected departments also nominate students to major honor societies within the discipline. Criteria vary by department.

Academic Standards

Grading. Letter grades are awarded in courses on a four-point scale as follows:

- A = 4.00
- B = 3.00
- C = 2.00
- D = 1.00
- F = 0

Plus and minus grades are proportioned fractionally (e.g., B+ = 3.33, C- = 1.67). Wheaton awards grades of A+ as a commendation, but these grades award no more than 4.00 points.

In yearlong courses, a temporary grade is awarded at the end of the first semester and is replaced by a full-credit grade (most often two credits) at the end of the

year. Students must complete both semesters of a year-long course to earn a permanent grade and all credits.

Pass/D/F. Students admitted in Fall 2003 and later may complete three courses under the Pass/D/F option. This permits students to enroll in courses they might not otherwise take, with a minimal risk to their academic standing. Instructors are not informed that students have selected this option and will submit normal letter grades, which are then converted to P by the Office of the Registrar if the course is completed with a grade of C or better. This grade is not computed in the G.P.A. Any grade below C is recorded as submitted by the instructor and computed in the G.P.A.

Students may select this option at any time up to two weeks after final registration by properly informing the Office of the Registrar. Students should not expect to be able to use this option after that deadline in order to deal with academic difficulties in a course. The decision to use this grading option must be made on the basis of a student's self-assessment of interests and abilities before the deadline, not on the basis of poor performance after the deadline.

Wheaton students may not elect the Pass/D/F option for courses used to fulfill the Foundations, Connections, or Divisional requirements of the Wheaton Curriculum, or courses for majors and minors.

Incomplete courses. Students who, for reasons beyond their control, find that they are unable to complete course work as scheduled may ask for an Incomplete by meeting with one of the deans in academic advising. Students are expected to provide documentation of the circumstances necessitating this Incomplete and the request must be supported by the instructor. Incompletes are recorded with the symbol "I" and must be removed within a specified time, normally before the end of the following semester. Incompletes cannot be granted by individual instructors. The notation "NG" is used only when an instructor has been unable to award a final grade; it must be replaced by a letter grade or Incomplete before the beginning of the next semester. Failure to resolve "NG" grades or overdue Incomplete grades will result in the grade being converted to "F" by the close of the following semester.

Occasionally, students may seek to drop or withdraw from a course for which they have registered. Students may do so up to the deadline simply by consulting their advisor and submitting a Drop form in the Office of the Registrar, as long as this does not leave them with fewer than four credits of course work (a normal course load). Students seeking to adjust their schedule below a normal course load or seeking to withdraw from a course after the deadline must petition the Committee on Academic Standing to do so and are urged to meet with one of the deans in the advising center to review the circumstances of their request before submitting it to the committee.

When such requests are granted, the course will normally appear on the student's transcript with the notation "WD." A student who wishes to withdraw from a course after the deadline without permission will receive a "WF" or "Withdrawal with Failure," computed in the G.P.A. as a failing grade.

Audit. Students may elect to audit a course (register for it without doing the work that would earn academic credit) with the permission of the instructor. Students seeking to audit a course must submit a Course Override form, signed by the instructor, to the Office of the Registrar by the audit deadline. Students may not switch a course from credit status to audit status after this deadline. The grade "AU" designates successful completion of a course as an auditor and is assigned only when the student has met the requirements of the instructor for attendance and participation as an auditor throughout the semester.

Good standing and normal progress. To remain in good standing, a student must maintain at least a 2.00 (C) semester and cumulative average, maintain at least a 2.00 (C) average in courses in their major, and maintain normal progress toward the degree. Normal progress requires that a student fall no more than two credits behind his or her class standing. Class standing is defined as follows:

Sophomore standing—8 course credits

Junior standing—16 course credits

Senior standing—24 course credits

Failure to meet any of these criteria could result in a range of institutional actions, from placing the student on academic probation through suspension for one year or academic dismissal. A student on academic probation who fails to regain normal good standing after one semester may be subject to suspension or dismissal by the Committee on Academic Standing. If a student demonstrates exceptionally poor academic performance, the college may suspend that student immediately, rather than first placing the student on academic probation. First-time probationary students are considered in conditional good standing and remain eligible for financial aid. (For students receiving federal financial aid, please refer to the Student Aid section for more specific information on the relationship between good academic standing and the aid award.)

Mid-semester evaluations. In their first year, students will be evaluated in each course at the mid-semester point; any first-year student whose work is unsatisfactory (below C level) at that time will receive a course warning, which obliges the student to meet with his or her instructor immediately. Warnings are not a part of a student's permanent record, but provide an opportunity for students to remedy academic deficiencies at a point when positive results are still possible. Upper-class

students may also receive warnings, although instructors are not required to submit warnings for these students. A student whose work is sufficiently poor as to make passing the course improbable may be prohibited by the instructor from completing the final examination and failed in the course before the end of the semester.

Students who have been excessively absent may also receive a mid-semester excessive absence notification. A student receiving such a notice should meet immediately with the instructor to determine the impact of those absences on their grade and the probability of successful completion of the course, and to resolve any registration errors.

Students may also receive mid-semester commendations, identifying that the work they have completed, to date, is of exceptional quality. Students receiving commendations are urged to meet with their instructors and advisors to discuss further work in this area.

Family Educational Rights and Privacy Act. The college complies with the federal Family Educational Rights and Privacy Act (FERPA). FERPA precludes the college from sharing grades or other confidential information with anyone other than the student without the student's consent. In particular, unless a student has signed a Release of Information form, parents will not be notified of their son's or daughter's grades. This can prove a challenge for parents accustomed to receiving report cards or notices from their son's or daughter's school. Students may complete a release through the Office of the Registrar to authorize the college to mail copies of grade reports to the individuals designated.

Similarly, if a parent wishes to have a conversation with an academic dean, instructor, faculty advisor or mentor, the student must sign a Release of Information form. Forms are available in the Office of the Registrar and the Advising Center.

Course Completion Requirements

Course registration. Continuing students register for courses online using our web-based system known as WINDOW (Wheaton Information Delivered over the Web). In order to maintain the faculty/student advising partnership, every student must meet with their faculty advisor to obtain a new registration PIN in each advising period preceding course selection week. Students away from the campus at these times will be contacted by the Office of the Registrar and may follow different procedures for course registration. Students not registered or improperly registered may not receive credit for their work.

Students may change course registrations without penalty or fee within the first seven days of instruction each semester. Specific deadlines for adding courses, dropping courses, and choosing the pass/grade/fail grading option are published in the college academic calendar.

Complete instructions for using the system, processing exceptions and possible late fees as well as the academic calendar can be found on the Office of the Registrar's Web site: wheatoncollege.edu/Admin/Registrar/Registration.html

Integrity of academic work. All work submitted for evaluation in a course must be completed in accordance with the standards of academic integrity in the college's Honor Code. All dependence on the ideas or language of others in a student's written work must be properly acknowledged and documented; students should consult their instructors whenever they are unsure of their responsibilities toward the Honor Code. The code also means that a student may not give or receive aid in completing laboratory assignments, computer programs or other work assigned in courses. The Honor Code also precludes a student from submitting the same assignment in two or more classes.

Examinations and quizzes are normally unproctored—completed without faculty present. Students are on their honor to refrain from giving or receiving aid during an exam or quiz, and are obliged by the Honor Code to report any allegations of academic dishonesty, either to the College Hearing Board chair or the dean of students' office. Regulations governing the administering of final examinations are available in the Office of the Registrar and distributed each semester to all students taking final examinations.

Students are required to acknowledge in writing the integrity of all work submitted and all exams or quizzes completed.

Class attendance. Students are expected to attend classes regularly and are responsible for all work conducted or assigned in classes they miss. Individual instructors may set individualized attendance policies and enforce them. In certain classes, it may not be possible to pass the course once a student exceeds the number of allowed absences, no matter how valid the reasons for the absences. Accommodations for students who have missed classes, examinations or quizzes, labs, or deadlines for written work will be made only at the discretion of the instructor, who may require the student to have medical or other external confirmation that the accommodation is justified by circumstances beyond the student's control.

In addition, according to Massachusetts state law, any student whose religious beliefs prevent class attendance or participation in any examination, study or work requirement on a particular day shall be excused from

any such requirement. The student will also receive an opportunity to make up any examination, study or work requirement that may have been missed because of such absence on a particular day; however, such makeup examination or work shall not create an unreasonable burden upon the school. No fees of any kind shall be charged by the institution for making this opportunity available. No adverse or prejudicial effects shall result to any student who takes advantage of the provisions of this section.

Completing course work. All course assignments except for final examinations or work in lieu of final exams must be completed by the last day of classes each semester. All final examinations or work in lieu of exams must be completed by the end of the examination period. No regular course work may be submitted after the last day of classes. Failure to meet these deadlines may, under special circumstances outlined above, be accommodated by granting the grade of "I" (or Incomplete). All Incompletes must be approved by one of the academic deans and require documentation of the circumstances necessitating the Incomplete.

Final exams. Students normally complete their final exams during the week following the last week of classes. Faculty may substitute a final research paper or some other project in lieu of an examination.

Final examinations may be pre-scheduled or self-scheduled, as determined by the instructor. Pre-scheduled exams are offered by the instructor during the final examination time associated with that class, as published by the Office of the Registrar each semester. Once a student's registration in a class is final, he or she should identify any pre-scheduled final exam times prior to making any end-of-semester travel arrangements. Alternatively, final examinations may be self-scheduled, allowing students to select the date and time during exam week in which they wish to take that course final.

Please note: The college cannot reschedule exams to accommodate family plans or holiday travel. The exam schedule is available at the beginning of each semester. Incompletes (I) may be granted only when circumstances are confirmed to be beyond the student's control; students must receive permission from an associate dean in academic advising and work out a contract with the instructor for the completion of all work before the end of the next semester. Failure to complete work by that date shall result in instructions to the faculty member to submit a final grade, with zero points awarded for the work still outstanding or the award of a grade of "F."

The Wheaton Community

Student life at Wheaton is characterized by a strong sense of community. The college has a long-standing tradition of student involvement and participation in all levels of campus affairs. Wheaton students become aware that learning takes place both inside and outside the classroom, and they are encouraged to use their liberal arts experience as preparation for creative involvement in a changing society. A residential learning environment prepares students to become global citizens. Students at Wheaton acquire an understanding of and appreciation for responsibility by learning to manage their own lives, actively participating in institutional governance and engaging in community service. Women and men at Wheaton learn to work in partnership, care about others, balance independence and interdependence, and celebrate human differences. In the course of four years here, we expect students to become open to differences in race, class, religion, age, gender, sexual orientation and lifestyle, culture, physical ability, language and nationality.

The Honor Code

Wheaton accepts and encourages individuality while also affirming the community dimensions of college life. The Honor Code describes each individual's responsibility as a member of the Wheaton community:

As members of the Wheaton community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of campus life. We are accountable for all that we say and write. We are responsible for the academic integrity of our work. We pledge that we will not misrepresent our work nor give or receive unauthorized aid. We commit ourselves to behave in a manner which demonstrates concern for the personal dignity, rights and freedoms of all members of the community. We are respectful of college property and the property of others. We will not tolerate a lack of respect for these values.

I accept responsibility to maintain the Honor Code at all times.

A student's continuing enrollment at Wheaton is contingent upon the student's willingness to uphold and live within the Honor Code.

At the March 7, 2003, faculty meeting, Wheaton faculty approved the following resolution: For all course work, students will write and sign the following: "I have abided by the Wheaton College Honor Code in this work."

There are specific requirements of academic and social integrity that are to be followed by community members. The College Hearing Board is the vehicle that is used to maintain the education, application and protection of these standards set forth by the Honor Code. Students who have violated the requirements of the Honor Code, or who have reason to believe that others have violated the academic or social provisions of

the code, should report themselves, confront others and encourage them to report themselves, or report violations or alleged violations either to the chair of the College Hearing Board or to the Senior Associate Dean of Students.

Honor Code history. The honor system for social responsibility at Wheaton was established in 1921 to replace the demerit system that Wheaton had practiced since its founding in 1834. In 1925, the honor system expanded to encompass all academic work. This was the beginning of a self-governance system at Wheaton that required not only academic and social integrity of students, but the responsibility of all community members to uphold the honor system. Over the past decades, the Honor Code has evolved to meet the changing needs of students and this institution, but it has continued to maintain unquestionable integrity and purpose. For a complete set of guidelines, please refer to the Student Government Constitution.

Academic responsibility. The rights and responsibilities that accompany academic freedom are at the heart of the intellectual integrity of the college. Academic integrity requires that all work for which students receive credit be entirely the result of their own effort. Plagiarism will not be tolerated in any form. Examinations at Wheaton are not proctored. All students are responsible for the integrity of their examination papers and for the integrity of the work of others taking examinations.

Statement on plagiarism. The long history of the Honor Code at Wheaton College is indicative of the uniqueness of its faculty and students, who have worked hard to maintain high standards of academic integrity. In order to ensure that these standards are upheld, we must remind ourselves of the academic responsibilities that we all inherit as members of the Wheaton community.

We should all be aware that we are part of a wider community of scholars, and it is the exchange of ideas, information, concepts and data that make the advancement of knowledge possible. However, just as we expect others to acknowledge the ideas that we have worked hard to develop, so must we also be careful to recognize the people from whom we borrow ideas.

There are several reasons why we should acknowledge our borrowing from the work of others. We do this certainly to show our gratitude, but also in order to provide our readers with the opportunity to consult our sources if they wish to review the evidence, consider other interpretations or determine the basis for the cited material. Moreover, we can determine the author's own originality and insight only in the context of appropriately identified sources. The citation of relevant background material is also evidence that the author has tried to become familiar with the views developed by others in the field.

Plagiarism (from the Latin for “kidnapper”) in its most general form is the taking of ideas from another and passing them off as one’s own. Authors who fail to acknowledge their sources are, at the very least, guilty of being ignorant about the ethics governing the wider community of scholars; at the worst, they are guilty of blatant dishonesty. In any case, plagiarism in any form constitutes a serious violation of the most basic principles of scholarship, and cannot be tolerated.

Plagiarism can take many forms, from the inadvertent passing off as one’s own the work of another due to ignorance or carelessness to the hiring of someone else to write a paper or take an examination. The following examples serve to illustrate the most common forms of plagiarism:

1. Submitting papers, examinations or assignments written by others is perhaps the most blatant form of plagiarism.
2. Word-for-word copying of portions of another’s writing without enclosing the copied passage in quotation marks and acknowledging the source in the appropriate scholarly convention is equally unacceptable.
3. The use of a particularly unique term or concept that one has come across in reading without acknowledging the author or source, while less blatant, is also a form of plagiarism.
4. The paraphrasing or abbreviated restatement of someone else’s ideas without acknowledging that another person’s text has been the basis for the paraphrasing is a form of academic dishonesty.
5. False citation: Material should not be attributed to a source from which it has not been obtained.
6. False data: Data that has been fabricated or altered in a laboratory or experiment, although not literally plagiarism, is clearly a form of academic fraud.
7. Unacknowledged multiple submission of a paper for several purposes without prior approval from the parties involved is a violation of the ethics of scholarship.
8. Unacknowledged multiple authors or collaboration: although collaboration is entirely appropriate in many instances, the contributions of each author or collaborator should be made clear. In cases in which collaboration is not permitted, such collaboration is a form of academic fraud.

Although students have the responsibility of avoiding any form of plagiarism or academic dishonesty, it is the task of the faculty to clarify these responsibilities for students. Although the most general forms of plagiarism are clear, Wheaton recognizes that the precise manner in which these guidelines are implemented may vary across disciplines. For this reason, it is extremely important that individual faculty members and departments make explicit what their expectations are about academic honesty and integrity. Faculty members also have the responsibility of making use of the Honor Code procedures and reporting violations of these when it is

necessary to do so. When both students and faculty recognize their respective responsibilities and have a shared understanding of them, we can ensure that our system of academic values is upheld consistently and equitably.

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

New Student Experience

Each new academic year begins with an orientation program to welcome new, transferring and continuing education students to the college community. In addition, new students who are members of underrepresented groups, including international students, are invited to an optional two-day pre-orientation program, which introduces students to various campus resources. Orientation allows students to sample aspects of college life and to become familiar with the values Wheaton considers an important part of our liberal arts tradition. Academic choices are explored through meetings with advisors, student preceptors and residence hall staff, placement examinations and workshops designed to address key aspects of academic success. To strengthen a sense of community, orientation includes co-curricular activities such as concerts, athletic events, and workshops on residential life, multicultural diversity and the Wheaton Honor Code.

Residential Life

The college has 19 residence halls and 14 houses shared by members of all four classes. Wheaton students are expected to live on campus for four years and to enroll in the college’s meal plan. Students who live in communities contiguous to Norton and continuing education students may enroll as day students. Both single-sex and coeducational housing options are available. First-year students and sophomores live in double rooms, triples or quads; juniors and seniors in double and single rooms. Room assignments for new students are based on residence questionnaires. Returning students select their rooms in a campus-wide lottery each spring.

Students take an active role in planning and maintaining their living environments. Residence halls are staffed by professionals from the student affairs staff who live in each residential area. In addition, upper-class students, known as Resident Advisors (RAs), live on each

floor. These Resident Advisors are available to offer peer counseling on issues of academic and social adjustment. They also serve as resources within the hall, answering questions about the campus, sponsoring educational and social programs, and promoting a sense of community and respect for diversity on the floors and in the buildings. Students share responsibility for making decisions about residence policies, promoting security within their buildings, and maintaining appropriate standards so residents may live together harmoniously.

The residence halls are an important learning environment at Wheaton. Students study together, visit and relax with friends, build friendships and work through the issues associated with living in a community. Residence halls and larger residential areas, known as quads, initiate social events, faculty-led discussions, potluck dinners and intramural teams, and sponsor campus-wide events.

On Campus

Wheaton offers many opportunities for active learning outside the classroom. Students, faculty and administrators serve together on college committees that formulate college policy and organize campus events. Elected student representatives serve as members of a variety of administrative groups, including the Student-Trustee Liaison Committee, the Educational Policy Committee and the college's Budget Advisory Committee. Students are regularly asked to serve on search committees and task forces of the college.

All students are members of the Student Government Association (SGA) at Wheaton. The SGA Executive Board is composed of elected student officers who oversee a variety of campus functions, including the Student Senate, Programming Council, Educational Council, College Hearing Board, Intercultural Board and Finance Committee. The SGA administers a budget from student activities fees, which supports an extensive program of educational, social and cultural events, campus communications and more than 60 student organizations each year.

Activities abound in the arts, athletics, academics, politics, religion, service and communications. Special-interest clubs enrich intellectual and social life, and new organizations are formed by students every year to accommodate the changing needs of the campus population. Among them are academic interest clubs, global awareness groups, foreign language clubs and cultural organizations, such as Black Students' Association, Asian American Coalition, International Student Association, Latino Students' Association and Hillel. Additionally, political organizations, religious groups, and various men's and women's groups, such as the Lesbian, Gay, Bisexual, Transgender Alliance and the Wheaton Organization for Women, contribute to the richness of our campus culture. Finally, a variety of sports clubs are funded and administered by the Student Government Association.

Students who participate in sports clubs are required to sign a waiver of liability and participate at their own risk.

Wheaton students also find opportunities to discover or expand upon their creative talents. They become active in the theatre company, which often produces the works of student writers, or act in major productions of the Theatre Department. They perform with student bands and read their original poetry and prose in the campus coffeehouse. The Wheaton Dance Company, Trybe Dance Group, Chorale, Jazz Band, World Music Ensemble, Voices United to Jam and the Orchestra all sponsor major productions each year. Four a cappella singing groups entertain at campus functions: the Whims, the Wheatones, the Gentlemen Callers, and The Blend. Many students write for one of the student publications: the *Wheaton Wire*, the campus newspaper; *Rushlight*, the literary magazine; or *Niké* the yearbook. Students interested in broadcast media take part in managing and operating Wheaton's campus radio station, WCCS.

Among college- and student-sponsored events are drama and dance presentations, concerts, art exhibitions, scholarly colloquia, films and lectures.

Wheaton students also celebrate a number of annual events, including Homecoming, the Academic Festival, the Boston Bash, Spring Weekend, Relay for Life and class-sponsored events such as Class Weekend and the Rosecliff formal.

Balfour-Hood Campus Center

The Balfour-Hood Campus Center is open Monday through Friday, 6 a.m. to 2 a.m., and Saturday and Sunday, 10 a.m. to 2 a.m., during the academic year. The following is a list of facilities and services located in the center. For further information, dial the Information Desk line at ext. 3833.

1962 Room. This lounge area is equipped with a 52-inch-screen television with access to cable and a DVD/VCR. It is located on the Atrium level to the right of the Continuing Education and Day Student Lounge.

Atrium. The Atrium is the large open area adjacent to the Information Desk on the first floor of the Balfour-Hood Campus Center. The space is used for large campus events such as the Health and Wellness Fair, campus dances, visiting speakers and dance performances. The space is also used for outside vendors to sell their merchandise.

Band Practice Room. This room is scheduled and coordinated by the Band Club this room is located on the mezzanine level. The room is generally available at 5 p.m., after the close of the work day.

Campus Mail Services. Located adjacent to the Atrium on the first floor, the Post Office houses student, faculty and administrative mailboxes, and facilities for sorting and distributing campus mail.

Hood Café. Located on the mezzanine level of the Balfour-Hood Campus Center, off the Dimple-side entrance, the Café serves as the campus coffee shop and provides a retail dining option for the Wheaton community. The Café offers specialty coffees, sandwiches, soups, salads, muffins and bagels, as well as a variety of beverage options.

Ellison Dance Studio. This large dance studio is used as rehearsal space by the Dance Company as well for aerobics and cultural dance classes. It is located on the Atrium level of the Balfour-Hood Center and can be accessed by the staircase by the Hood Café.

Fitness Center. Free weights, Nautilus stations and aerobic workout equipment are available in the Fitness Center, which is located at the end of the first floor hallway past the Office of Events and Conferences. Locker rooms are adjacent to the Fitness Center. The fitness center is open from 6 a.m. to 2 a.m. Monday through Friday and 10 a.m. to 2 a.m. on weekends.

Game room. The Game Room, open daily from 10 a.m. until 2 a.m., offers pool, foosball, air hockey, ping pong, darts and board games. It is located on the first floor, adjacent to the Atrium.

Information Desk. Located in the Atrium and staffed by Campus Center Assistants, the Information Desk is the central location for information dissemination on campus. This desk handles the Info Desk Line (ext. 3833), transportation schedules, Game Room equipment signout, flower delivery and pickup and access to the Band Practice Room.

Loft. The night spot for pizza, wings, entertainment and social events, the Loft is located one level below the Hood Café. The loft is open only to Wheaton students, faculty and staff. A Wheaton identification card is required to enter the Loft. The Loft is open from 9 p.m. to 2 a.m. daily.

Media Center. Located on the balcony level of the second floor, the Media Center supports campus events with projection systems, loudspeakers and videotaping.

Meeting Rooms. The New Yellow Parlor and the 1960 Room are located on the balcony level of the Balfour-Hood Campus Center. Both rooms can be reserved through the Office of Events and Conferences.

Office of Events and Conferences Services. Coordinates campus events, including room reservations, equipment requests and food requests. It is located on the left through the double doors to the right of the WCCS broadcast booth (past the dance studio).

Office of Health and Wellness. Located next to the Office of Events and Conferences, this office provides coordination for student health services as well as programming and outreach focused on campus wellness.

Office of Student Life. The Office of Student Life is

composed of Residence Life and Housing as well as Student Activities. The office is located above the Café.

Office Services. The campus printing shop, with copy and fax machines, is located beyond the Atrium, behind the Post Office mailboxes.

Student Government Association. Offices for the Student Government Executive Board, Class Officers, Programming Council, Student Banker, Wheaton Wire (newspaper) and Nike (yearbook). This space is available to all SGA-recognized clubs and organizations. It is located on the mezzanine level of the Balfour-Hood Campus Center, above the Atrium.

WCCS Radio Station. The student-coordinated radio station, with offices and a broadcast studio, is located near the Dance Studio on the first floor.

Athletics, Recreation and Physical Education

Reaching for excellence on the athletic field can be the perfect complement to intellectual growth in the classroom. Wheaton athletics, whether at the intercollegiate, intramural or recreational level, offer students the opportunity to tone the spirit as well as the body, to sharpen the will to succeed and the desire to compete, to teach the value and rewards of team-work. Wheaton athletes are students who seek an education as well as opportunities to develop and mature both on the playing field and off. The college generally attracts student athletes who are looking for good competition, which the New England Men's and Women's Conference (NEWMAC) provides, who want to develop their skills and who want a challenge as well.

With a natatorium, gymnasium and field house, the Haas Athletic Center is the setting for both recreational and intercollegiate athletics. The eight-lane stretch pool provides a place for recreational swimming and diving, intramural water polo and volleyball; it is the home of Wheaton's nationally ranked synchronized swimming team and the intercollegiate swimming and diving teams for women and men. The Emerson Gymnasium offers facilities for basketball, volleyball and badminton. The Beard Field House, home of Wheaton's national champion track team, includes a six-lane track, five indoor tennis courts, three basketball courts, and space for long jump and batting practice. Indoor soccer and Frisbee are also played there.

In addition, the college has seven lighted outdoor tennis courts, plus a practice court; playing fields for soccer, lacrosse, field hockey and softball; the Sidell Baseball Stadium; and the Clark Recreation Center for intramurals and social activities. The Papas Fitness Center, housed in the Balfour-Hood Student Center, contains Nautilus equipment, free weights and cardiovascular machines.

Wheaton competes in the NCAA Division III. Women's teams include cross-country, basketball, soccer, field

hockey, volleyball, lacrosse, softball, synchronized swimming, tennis, track and field, and swimming and diving. The college fields men's teams in baseball, cross-country, soccer, lacrosse, basketball, tennis, track and field, and swimming and diving.

Intramural activities are organized in flag football, floor hockey, volleyball, softball, soccer, basketball and water polo, as well as several other sports. Recreational opportunities abound, with a full schedule of classes and the availability of the fitness center and swimming pool.

Wheaton values recreational and intercollegiate athletics not only for its importance in developing lifelong practices of fitness but for the leadership skills it fosters in participants.

Health Care

Wheaton student health services are provided by the Norton Medical Center (NMC). The NMC is associated with Sturdy Memorial Hospital in Attleboro, Massachusetts. The center is located on the Wheaton campus on Taunton Avenue next to the bookstore. Norton Medical Center provides outpatient services Monday through Friday by appointment only. Some services and referrals are billable to students' required health insurance, but routine care is provided without charge during Wheaton Hours, as part of the college's service contract. Wheaton Hours are designated appointment slots reserved for Wheaton students.

Provider alternatives. Sturdy Memorial Hospital in Attleboro and the Mansfield Health Center (in neighboring Mansfield) provide direct care when the Norton Medical Center is not open.

Emergency health care. For all emergencies, call Wheaton Public Safety (x3333) or Emergency Medical Services (dial 9-911 from campus phones).

Outreach

The Office of Health and Wellness, in cooperation with the Wheaton Counseling Center, the Office of Student Life, the Student Health Advisory Board and local public health agencies, provides regular programs on sexuality, stress, wellness, drug and alcohol abuse, and current health topics that are relevant to college students.

More information on student health services, including details on contacting the Office of Health and Wellness, is available at wheatoncollege.edu/StudentLife/Health/.

Confidentiality. Health service providers observe strict rules of confidentiality in the doctor-patient relationship. Under no circumstances are records ever shown or discussed with anyone without knowledge and written consent of the student. Medical records are kept on file to ensure continuity and quality health care. Only the health services staff has access to the contents of medical charts. This policy means that no one has access to

information about medical or personal histories without signed authorization from the sender. This information remains confidential.

Students should be aware that if they have their own insurance policy (not Wheaton's), treatment will be billed to that policy (which is not covered by Wheaton's confidentiality regulations) and a statement for services provided may be sent to the policy owner.

Counseling. The Counseling Center provides support and counseling services to students as they deal with the inevitable problems, stress, difficulties in relationships and conflicts they will encounter in their young adult years. In order to meet the developmental needs of an increasingly diverse student body, the Center provides flexible and varied approaches to helping students, both on campus and with referrals to off-campus resources. The Center offers a variety of outreach programs ranging from lunchtime discussion groups to workshops focusing on specific themes. The Counseling Center is staffed by licensed mental health professionals and graduate interns in advanced training. Any concern that a student brings to the Center is treated with respect, caring and confidentiality.

Counseling services are confidential and free of charge to all Wheaton students.

Service, Spirituality and Social Responsibility

As an integral part of Wheaton's commitment to transformational education, the Office of Service, Spirituality and Social Responsibility (SSSR), located in the basement of Cole Memorial Chapel, coordinates three areas of personal and academic development. Through SSSR, the college supports both curricular and co-curricular programming that encourages students to reflect upon their actions, values and beliefs and on the ways these affect their own intellectual development, the people around them and the communities of which they are a part.

Service at Wheaton is all about partnership—recognizing that involvement with our closest neighbors in southeastern Massachusetts, as well as those in our extended global neighborhood, transforms students' lives, as well as the lives of their community partners. A commitment to service has long been a hallmark of a Wheaton education. Wheaton students are involved in a broad range of local volunteer opportunities and participate in student-run service clubs and activities, including the Community Service Council, the HERO Tutoring Program, AIDS Prevention and Education Team (APET), and Habitat for Humanity.

At Wheaton, spiritual exploration is valued and encouraged at a secular but vividly multi-faith academic community. Wheaton's support for spiritual inquiry and practice is based on the belief that such activities enhance intellectual development by promoting

religious literacy—an essential prerequisite to global citizenship—and encouraging students to examine and re-examine their values and to live those values to the best of their ability. The college provides opportunities for interfaith dialogue and seasonal interfaith worship services, in collaboration with the student-run Interfaith Alliance, and for tradition-specific study and practice through such organizations as Hillel, Christian Fellowship and the Zen Meditation Group.

Social responsibility describes Wheaton's approach to civic engagement, global citizenship and constructive political action. Wheaton promotes student-initiated social activism on campus through leadership development, training in community organizing and ample opportunities to explore critical political and social issues from a broad range of ideological perspectives. In this richly diverse learning community, nurturing the ability to build coalitions and to engage in rigorous and respectful political dialogue with people whose experience and opinions differ from one's own are among our most important functions. Few skills will be more important

to our students as they prepare to embrace the complex world they are soon to inherit.

The Larger Community

Students at Wheaton have the benefit of attending a college in a New England town with access to nearby Boston and Providence, Rhode Island. Boston and Providence provide opportunities for internships, jobs, fieldwork or shopping. Students are also actively involved in internships and community service projects in local communities, including Norton, Mansfield, Attleboro and Taunton.

The local public transportation system, GATRA, provides regular connections to trains and the Boston metropolitan transportation system. Students travel regularly to visit museums and to attend concerts, the theatre or social events at other colleges and universities. College vans are rented to student organizations for field trips and sponsored excursions. Students may also register cars on campus. There is a limit on the number of parking permits available for first-year students.

Admission

Wheaton enrolls a diverse group of students who share certain characteristics: the desire to explore knowledge in the classroom and in the world, the willingness to seek challenges and the confidence to participate in the exchange of ideas.

Admission is very competitive and is based on both the applicant's academic and personal qualifications. Wheaton students come from hundreds of different secondary schools each year, and the college recognizes and values the variations in curricular background and academic preparation represented among applicants. Each student's secondary school performance and background will be considered individually in assessing his or her potential for success at Wheaton.

It is the college's policy to admit students without regard to gender, race, color, creed, national origin or sexual orientation. Wheaton complies with the requirements set forth in the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, and the regulations in implementation thereof.

Admission of First-Year Students

Although Wheaton does not prescribe rigid entrance requirements, the college strongly recommends the following high school curriculum: four years of English with emphasis on composition skills, three or four years of mathematics, three or four years of a foreign language, three years of social studies, and three years of laboratory science and several academic electives. Honors-level, advanced placement (AP) and International Baccalaureate (IB) courses as well as substantive courses in the visual and performing arts add further strength to an applicant's record. These guidelines are not requirements, however; each student's program is viewed in light of the opportunities open to him or her. Academic achievement, challenge of the curriculum, evaluations by teachers and counselors, and writing skills are all used to determine the quality of a candidate's record.

The submission of SAT or other standardized test results is optional. Applicants who wish their scores to be considered should arrange for official score reports to be sent from the appropriate testing agency (the College Board and/or ACT) directly to the Wheaton Admission Office. Reports must be received no later than the application deadline for the corresponding decision plan. Unofficial test scores (i.e., those reported on high school transcripts) will not be considered. Non-native English speakers must submit the results of the Test of English as a Foreign Language (TOEFL) or English Language Placement Test (ELPT) exams.

Because of the college's commitment to evaluating all applicants as individuals, the Admission Office encourages students to submit any additional material that may illuminate their particular talents and interests. Though not required, such submissions may include: slides of original artwork, samples of creative writing and audiotapes or videotapes. Once received in the

Admission Office, these items will not be returned. Therefore, students should make all necessary copies prior to including them with their application materials. Please note that CDs and computer disks will not be reviewed by the Art Department. Studio art faculty will review only slide and print portfolios.

All admission offers are contingent upon completion of all secondary school requirements in good standing (i.e., graduation or its equivalent).

Interviews. Students who apply to Wheaton are strongly encouraged to have a personal interview with a member of the admission staff prior to the application deadline. On-campus interviews for current-year applicants are available by appointment between April 1 and January 15. If you are unable to schedule a visit to the campus, the Office of Admission will, upon request, attempt to arrange an interview with a member of the Alumni and Parent Admission Committee (APAC) near your home or school.

Please contact the Office of Admission well in advance to schedule an on-campus or APAC interview. We recommend that you make your arrangements by calling the office toll free at 800-394-6003 (or 508-285-8251 outside the United States) between the hours of 8:30 a.m. and 4:30 p.m. (Eastern Time) Monday through Friday. Appointments for overseas students may be scheduled by e-mailing the Office of Admission at admission@wheatoncollege.edu.

Applying. Wheaton uses the Common Application as its only application (with supplementary submissions). Students may obtain all necessary forms and instructions directly from the Wheaton Admission Office Website, from the Common Application Website, or from most high school counseling offices. Applications must be submitted with the required application fee of \$55 by January 15 of the student's senior year. Applicants will be notified of admission committee decisions by early April. Because Wheaton subscribes to the Candidates' Reply Date, admitted students wishing to enroll must do so by May 1 with a non-refundable deposit of \$300.

Merit Scholar Programs

No separate applications is required for merit scholarship consideration at Wheaton. Students are selected from the pool of first-time freshman applicants at the time of admission to the college. If a financial aid applicant is a merit scholarship recipient, it will reduce his/her eligibility for need-based financial aid.

Class of 2010 Awards

Balfour Scholars. Established in 1983 with a gift from the Lloyd G. and Mildred Balfour Foundation, the Balfour Scholar award enables Wheaton to recognize entering freshmen who have demonstrated outstanding academic ability, unusual talents and potential for leadership. Each Balfour Scholar receives a \$15,000 scholarship in addi-

tion to a one-time \$3,000 stipend to support research, career development or community service opportunities in the summer of either their sophomore or junior year. Balfour Scholars represent the most outstanding students in the applicant pool.

Trustee Scholars. Trustee Scholars are recognized for their superior academic achievement and demonstrated extracurricular commitment. As a Trustee Scholar, each student receives a \$10,000 scholarship in addition to a one-time \$3,000 stipend to support research, career development or community service opportunities in the summer of either their sophomore or junior year.

Community Scholars. The Community Scholars program recognizes students who demonstrate both strong academic performance and an ongoing commitment to community service and/or leadership. Community Scholars each receive a \$7,500 scholarship and a one-time \$3,000 stipend to support community service, internships or research opportunities in the summer of either their sophomore or junior year at Wheaton.

Regional Scholars. The Regional Scholars program recognizes students who demonstrate both strong academic performance and come from a region outside New England. Regional Scholars each receive a \$7,500 scholarship and a one-time \$3,000 stipend to support community service, internships or research opportunities in the summer of either their sophomore or junior year at Wheaton.

Each of these scholarship awards is renewable annually upon the achievement of at least a 3.0 GPA.

Merit scholarships may be used only during terms of enrollment at Wheaton or on Wheaton-affiliated programs. Merit scholarship funds may not be used for non-affiliated programs (abroad or domestic). For a current list of Wheaton-affiliated programs abroad, contact the Center for Global Education. For a current list of Wheaton-affiliated programs in the United States, contact the Academic Advising Office.

Early Decision Plan

If Wheaton is a student's first-choice college, she or he may wish to consider one of the early decision plans. For "ED I," completed applications are due November 15 and should include grades from the first term of twelfth grade (and the results of the SAT or ACT exam, if the applicant wishes these scores to be considered). Notifications are sent by the end of December. Students who decide that Wheaton is a first choice after November 15 may utilize "ED II," which requires that all application materials be received by January 15.

Students applying under either early decision plan are free to initiate applications to other colleges, but must withdraw them when notified by Wheaton of acceptance and financial aid (if eligible).

It is not always possible to reach a definite decision on an application under the early decision plans. In

this case, a student is released from the Early Decision Agreement and will be considered among the regular applicant pool for an April 1 decision. In some cases, early decision candidates may be denied admission rather than being reconsidered with the regular decision applicant pool.

Applicants accepted under the early decision plans will be expected to pay a nonrefundable deposit of \$300 in early January (ED I) or early March (ED II).

Second Semester Admission

Wheaton accepts a limited number of students for admission in the second semester. Candidates applying for mid-year admission must complete their applications by November 15; notifications are sent by January 1. Candidates for freshman admission may be considered for mid-year entrance, depending upon individual circumstances.

Deferred Admission

For many students, a college career is richer and more relevant if, between high school and college, they take some time to gain the broader experience and added maturity that may come from some non-academic, interim activity. For this reason, Wheaton usually will grant deferred admission for one year to candidates who are accepted through the normal process, upon receipt of the \$300 nonrefundable tuition deposit. Accepted applicants who wish to enroll as full-time students in other colleges before coming to Wheaton should plan to reapply for admission, and must submit transcripts of all post-high school academic work.

Early Admission

An unusually mature and well-qualified student who wishes to enter college after three years of high school may apply for early admission to Wheaton. A strong academic record and supporting recommendations from teachers and counselors will be major factors in the evaluation of candidates for early admission. A personal interview is required.

International Students

Wheaton encourages applications from international students. Students for whom English is not the native language must submit scores earned on the TOEFL in addition to all other required application materials. Students are expected to earn a minimum score of 550 on the paper version (or 213 on the computer-based version) of TOEFL, and must submit their scores by January 15 of the year they intend to enter Wheaton. To receive Wheaton application forms, students should write directly to the Admission Office for detailed information. Where possible, the Admission Office will arrange an interview with a Wheaton graduate in the applicant's home country.

Wheaton encourages all U.S. citizens and permanent residents who seek support for their education to apply

for financial aid. Non-U.S. citizens without permanent residency status who require financial aid to meet their educational expenses are not encouraged to apply for admission to Wheaton, as the college is unable to provide them with need-based financial support. Non-U.S. citizens are eligible to receive Wheaton's merit scholarships.

Every financial aid decision is based on a combined evaluation of the student's demonstrated financial need and overall high school record. No student who can finance only one year at Wheaton should enroll with the expectation that financial aid and/or scholarships will be available in subsequent years.

International students at Wheaton hail from more than 50 countries and territories, including Austria, Belgium, Bhutan, Brazil, Canada, Chile, Colombia, Egypt, England, France, China, Central African Republic, Germany, Guatemala, Haiti, Hong Kong, India, Indonesia, Israel, Hong Kong, Japan, Jordan, Republic of Korea, Kuwait, Lichtenstein, Malaysia, Nepal, Netherlands, Nicaragua, Norway, Pakistan, Panama, Peru, Philippines, Portugal, Russia, Saudi Arabia, South Africa, Spain, Switzerland, Taiwan, Thailand, Turkey, Ukraine, the United Arab Emirates, Venezuela, Vietnam and Wales.

Admission of Transfer Students

Each year Wheaton admits students to the freshman, sophomore and junior classes. To transfer to Wheaton, a candidate must combine strong secondary school preparation, a promising record at another college and satisfactory personal credentials. In order to receive a Wheaton degree, a student must attend Wheaton for at least two years (four semesters), one of which is normally the senior year, and must complete a minimum of 16 course credits in residence.

The admission committee considers candidates for entrance in both the fall and spring terms; candidates for the spring term should submit their applications by November 15. They will be notified of the admission decision by early January.

Transfer applicants for the fall term who complete their applications by the April 1 deadline will be notified by mid-May. Applications received after April 1 will be reviewed individually and decided upon as space at the college permits. Official transcripts of college work in progress should be forwarded as soon as possible after the close of the term. An interview and campus visit for transfer applicants are strongly recommended. If the candidate is unable to visit the campus, the Admission Office will attempt to arrange an interview with a Wheaton graduate near the student's home or college.

Readmission

Students seeking readmission to the college must submit an application to the Committee on Academic Standing. This will include a statement of their activities while away from the college and of their plans if readmit-

ted. Students who have enrolled in another college or taken courses elsewhere must submit transcripts of that work with their application.

Students who voluntarily withdraw from the college in academic good standing and with no history of medical, disciplinary or academic problems may expect to be readmitted. Students who have a history of medical, disciplinary or academic problems should understand that the Committee on Academic Standing will want to determine how these problems have been addressed while the student has been away from Wheaton. The committee will sometimes recommend that a student be conditionally readmitted with the understanding that the student must meet specified expectations in order to continue.

Admission of Special Students

Wheaton encourages qualified individuals who live within commuting distance of the college to enroll as special students in regular course work at the college. They are invited to discuss their specific interests with the Admission Office. Students not seeking a Wheaton degree may enroll in courses directly through the Office of the Registrar. Financial aid is not available for special students.

Admission of Non-Traditionally Aged Students

Wheaton does not offer a specific program for non-traditionally aged students. The Office of Admission will use broadly defined and flexible criteria to assess candidates on an individual basis, including an evaluation of each candidate's individual academic goals and background. An interview, therefore, is a most important feature of the application process. Application forms and interview appointments should be requested from the Admission Office. Applications for the fall semester should be submitted by April 1.

Admission of Students with Disabilities

Wheaton is committed to achieving equal educational opportunity and full participation for students with disabilities. It is the college's policy that no qualified person shall be excluded from participating in any college program or activity, be denied the benefits of any Wheaton program or activity, or otherwise be subjected to discrimination with regard to any program or activity. Wheaton College will make every effort to provide reasonable accommodations and appropriate support for otherwise qualified students with disabilities. Students requesting accommodations or seeking support services should notify the ADA/504 coordinator at least one month prior to the start of classes for a given semester so that the college has sufficient time to evaluate and respond to the request.

The college Committee on Admissions and Academic Standing is charged with responsibility for reviewing ap-

peals of college policies and practices on issues related to current students with disabilities and the college's efforts to provide reasonable accommodations and support.

Visiting Students

Students attending colleges or universities within the Twelve College Exchange who wish to spend a year or a semester at Wheaton should make arrangements with the exchange coordinator at their own institutions.

Students from other colleges may apply for visiting student status for a year or a semester through the

Wheaton Admission Office. These students should arrange to take leaves of absence from their own institutions to assure their readmission upon completion of their work at Wheaton. Visiting students are considered nondegree candidates; students wishing to transfer to Wheaton upon completion of their visiting semester or year should follow the guidelines for transfer admission.

Contacting the Admission Office

To contact the Admission Office, you may write a letter, call 800-394-6003, or e-mail admission@wheatoncollege.edu. We are accessible online at wheatoncollege.edu/admission.

Financial Aid

Financial aid at Wheaton is a partnership that draws on the combined resources of the student and his or her family, federal and state governments, and the college itself. Wheaton believes that the primary responsibility for paying for college lies, to the extent possible, with families themselves. Eligibility for all need-based aid from the college is determined by a combination of financial need and academic promise, with financial need the predominant factor.

Wheaton also offers merit-based scholarships to recognize outstanding academic achievement at the high-school level and continued achievement in college. If a financial aid applicant is the recipient of one of the college's merit scholarships, this award will reduce his or her eligibility for need-based aid.

Institutional financial aid and merit scholarship support are limited to a maximum of eight semesters. Students who require additional semesters to complete their degree are not eligible for need-based or merit scholarship funding after their eighth semester. Institutional financial aid and merit scholarships may only be used while enrolled at Wheaton or on a Wheaton-affiliated program.

Determining Eligibility

Wheaton determines the amount that a family can realistically be expected to contribute toward total college expenses by reviewing the family's overall financial circumstances as presented on the financial aid application. This needs analysis takes into account such factors as family income and assets, mandatory expenses (federal, state and local taxes and Social Security payments, for example), extraordinary expenses, family size and the number of siblings attending undergraduate college. In addition to examining the family's current circumstances, the needs analysis attempts to assess the family's ability to finance college costs. Thus, families may meet their responsibility to the educational partnership through a combination of resources: savings, current income and, often, some long-term financing.

Wheaton also expects the student to pay a portion of his or her own expenses, from summer earnings, savings or other assets as well as from wages earned during the academic year. We typically expect students to contribute at least \$1,600 each academic year.

Together, the amount of the parents' responsibility and the student's resources make up the expected family contribution. The difference between the total cost of education (tuition, fees, room, board, books and supplies, and personal and travel expenses) and the expected family contribution is the student's eligibility for aid.

Sources of Aid

Each year, Wheaton funds as many financially eligible students as possible. Eligible students who complete the aid application on time may receive a "package" of resources. A financial aid package typically includes a

combination of grant assistance from Wheaton, student loans (on which no payments are required until after the student leaves school) and/or work-study awards (subsidized student employment). The level of grant funding will depend on a student's need level, academic promise and availability of funds. In years when the demand for institutional grant assistance exceeds available funds, we may not be able to fully fund every eligible aid recipient. In such cases, the student and family must work together to secure adequate funding. In all cases, families are encouraged to seek other sources of financial assistance.

Federal Aid Programs

Federal Pell Grant. This is a federal grant awarded to students with high financial need. Pell Grants may range from \$976 to \$5,350 and need not be repaid. Wheaton requires all students applying for financial assistance to apply for Pell funds via the Free Application for Federal Student Aid (FAFSA) each year.

Federal SEOG Grant. The Federal Supplemental Educational Opportunity Grant (FSEOG) is awarded to students who demonstrate an exceptional need for assistance. Wheaton determines the size of the student's award based on the amount of FSEOG funds available to the college each year. Ranging from \$500 to \$3,000, these grants need not be repaid.

Federal Perkins Loan. This low-interest federal loan is offered through Wheaton to students with exceptional need. No interest is charged and no payments are required until nine months after the student leaves school. Once repayment begins, interest accrues at 5 percent. The minimum monthly payment is \$40 with a maximum 10-year repayment. This loan may be deferred if the student attends graduate school full time. Wheaton determines the size of a student's Perkins Loan, which may range from \$500 to \$4,000 per year.

Federal Subsidized Stafford Student Loan. This is a federally subsidized student loan, administered by Wheaton and funded by the Department of the Treasury. No interest is charged and no payments are required until six months after the student leaves school. At that time, interest begins to accrue at a fixed rate of 6 percent. The minimum monthly payment is \$50 and the maximum repayment period is 10 years. Repayment may be deferred if the student goes on to full-time graduate school. Repayment of principal and interest begins six months after the student leaves school, graduates or drops below half-time attendance. Maximum eligibility for freshmen is \$3,500, sophomores, \$4,500, and juniors and seniors, \$5,500.

Federal Unsubsidized Stafford Loans. Students who are not eligible for the Subsidized Stafford Loan program may still be eligible for a Stafford loan without the federal interest subsidy. Although repayment of principal is deferred during enrollment, interest does accrue. The

student borrower has the option of making interest payments while in school, or having the accrued interest capitalized (added to the principal borrowed prior to the start of repayment). Interest accrues at a fixed rate of 6.8 percent. Freshmen may borrow up to \$5,500 for the year, sophomores up to \$6,500, and juniors and seniors up to \$7,500. Repayment of principal (and interest, if deferred) begins six months after the student leaves school, graduates or drops below half-time attendance. Repayment requires a minimum monthly payment of at least \$50 and extends for up to 10 years. Students who wish to apply for the Unsubsidized Stafford Loan must complete the Free Application for Federal Student Aid.

Federal Work Study. This is a campus employment program in which the federal government pays a portion of the student's wage. It is intended to assist with personal expenses (such as travel, books and supplies) during the academic year. Although it is the student's responsibility to find a position, Student Financial Services maintains an online job directory of positions available on campus as well as community service opportunities. Wheaton is a participant in the America Reads program, in which federal work study students are placed as reading tutors for preschool and elementary school students. The college holds a job fair early in the fall semester during which students can meet potential campus employers. Wheaton students typically work between eight and ten hours per week; paychecks are issued every other week.

Special Considerations. Federal and state programs are subject to annual appropriations approval. Programs or funding levels may be subject to change based on federal or state budgetary constraints.

State Aid Programs

State Scholarships/Grants. Connecticut, Maine, Massachusetts, New Hampshire, Pennsylvania, Rhode Island and Vermont have scholarship/grant programs for students who are residents of those states. Students should check with their state scholarship office for specific eligibility information and application deadlines. Wheaton requires students from these states to apply properly for such scholarship funds. Wheaton will not replace anticipated state scholarship or grant dollars with institutional funds for students who fail to complete the application process. If a state scholarship/grant is approved after the student's initial aid award, the college reduces the Wheaton Grant award dollar for dollar, providing that all need has been met.

Gilbert Grants. The Gilbert Grant Program is made up of funds allotted to Wheaton by the Commonwealth of Massachusetts. Awarded to high-need residents of the state, Gilbert Grants usually range from \$500 to \$2,500.

Special Considerations. Federal and state programs are subject to annual approval. Programs or funding

levels may be subject to change based on federal or state budgetary constraints.

Wheaton Grants

The college funds these need-based student grants with income from operating revenue, endowed funds and annual gifts from alumnae/i, parents and friends. Awards range from \$2,000 to \$39,000 and need not be repaid. Because of the college's commitment to meeting the needs of first-year and returning students, the availability of Wheaton grant aid is limited for new transfer students.

Student Employment

The Office of Student Financial Services (SFS) coordinates the on-campus student employment program. In order to work on campus, students must demonstrate that they are eligible to work in the United States. In addition, student employees must complete required payroll and work authorization forms. Students are not eligible to work or be paid until all required paperwork has been completed. The SFS staff is available to help students with these forms.

Priority for campus jobs is given to students who have been awarded Federal Work-Study funding as a part of their need-based aid package. The college does not guarantee the availability of on-campus employment for all students. The college may limit the hours or earnings of students to comply with federal regulations and to make employment more widely available to the student population. For more information on student employment policies and procedures, visit wheatoncollege.edu/SEO.

Wheaton Scholarships

There are no separate applications required for merit scholarship consideration at Wheaton. Students are selected from the pool of first-time freshman applicants at the time of admission to the college. If a financial aid applicant is a merit scholarship recipient, it will reduce his/her eligibility for need-based financial aid.

Merit Scholarship Program

Balfour Scholars. Established in 1983 with a gift from the Lloyd G. and Mildred Balfour Foundation, the Balfour Scholar award enables Wheaton to recognize entering freshmen who have demonstrated outstanding academic ability, unusual talents and potential for leadership. Each Balfour Scholar receives a \$15,000 scholarship (starting with the Class of 2013) in addition to a one-time \$3,000 stipend to support research, career development or community service opportunities in the summer of either their sophomore or junior year. Balfour Scholars represent the most outstanding students in the applicant pool.

Trustee Scholars. Trustee Scholars are recognized for their superior academic achievement and demonstrated extracurricular commitment. As a Trustee Scholar, each student receives a \$10,000 scholarship in addition to a one-time \$3,000 stipend to support research, career

development or community service opportunities in the summer of either their sophomore or junior year.

Community Scholars. The Community Scholars program recognizes students who demonstrate both strong academic performance and an ongoing commitment to community service and/or leadership. Community Scholars each receive a \$7,500 scholarship and a one-time \$3,000 stipend to support community service, internships or research opportunities in the summer of either their sophomore or junior year at Wheaton.

Regional Scholars. The Regional Scholars program recognizes students who demonstrate both strong academic performance and come from a region outside New England. Regional Scholars each receive a \$7,500 scholarship and a one-time \$3,000 stipend to support community service, internships or research opportunities in the summer of either their sophomore or junior year at Wheaton.

Each of these scholarship awards is renewable annually upon the achievement of at least a 3.0 GPA.

Merit scholarships may be used only during terms of enrollment at Wheaton or on Wheaton-affiliated programs. Merit scholarship funds may not be used for non-affiliated programs (abroad or domestic). For a current list of Wheaton-affiliated programs abroad, contact the Center for Global Education. For a current list of Wheaton-affiliated programs in the United States, contact the Academic Advising Office.

Private Outside Scholarships

Outside sources of funding can significantly reduce a student's debt burden and work commitment over the years. For those reasons, we encourage students to investigate as many alternative funding sources as possible. If Wheaton has not been able to meet the full amount of a student's need-based financial aid eligibility, outside scholarships may be used first to replace any unmet eligibility. If the scholarship amount exceeds the amount of unmet eligibility, we will reduce the "self-help" portion of the package (work-study and/or student loan). Only when all self-help has been eliminated will we have to reduce the grant portion of the package.

Students and families should research private scholarships through as many means as possible. The best sources are within the student's local community and high school. Students may use the Web to research a myriad of scholarship possibilities.

Applying for Aid

Once a student is admitted to the college, aid is awarded based on a combined assessment of financial eligibility and the overall strength of the candidate. We urge all prospective students concerned about meeting college costs to apply for financial assistance when applying for admission. We also encourage students and their families to investigate all forms of financial aid that may be

available outside the college (for example, community-based scholarships).

Students applying for financial assistance must complete both the CSS PROFILE and the FAFSA. The Wheaton CSS code number is 3963 and the Wheaton FAFSA code number is 002227. For more information, please call the Office of Student Financial Services at 508-286-8232. Please note that need-based financial aid is available to U.S. citizens and U.S. permanent residents; a limited amount of need-based financial aid is awarded annually to non-U.S. citizens.

Required documents for financial aid

The Free Application for Federal Student Aid (FAFSA).

The FAFSA is used to determine eligibility for federal and state funding and is required of all financial aid applicants. The FAFSA is available from high school guidance offices and college financial aid offices. The FAFSA is also available on the Internet at www.fafsa.ed.gov. Students and their parents should complete and submit the form to the processor as soon as possible after January 1 every year. Although the form asks for specific information from student and parent tax returns, applicants should not wait to complete tax returns for the current year before submitting the FAFSA. Complete the aid forms in early January using the best possible estimates of family income; corrections can be submitted later. Wheaton's federal code number for the FAFSA is 002227.

CSS/PROFILE application. Wheaton uses the information from PROFILE to determine eligibility for institutional and campus-based federal funding. The PROFILE is available only on the Internet at www.collegeboard.org, and processing takes only 48 hours. A small fee is charged for processing; some students may qualify for a fee waiver. CSS will send each student an individualized application based on the registration information provided. Wheaton's institutional code number for PROFILE is 3963. Applicants with questions about the PROFILE service should call the Office of Student Financial Services at 508-286-8232.

Student and parent tax returns. Wheaton also requires students and their parent(s) to submit copies of their federal income tax returns to the College Board's IDOC service. Applicants should include all pages, schedules and W-2 forms. IDOC will copy and send electronic images of all tax-related documents direct to Wheaton. Students and parents who have not and will not be filing a federal tax return must send a letter stating this and listing all sources of income for the year. Details on the process may be found on the college Website at wheatoncollege.edu/Admin/SFS.

Noncustodial parent's statement. If a student's natural parents are separated, divorced or never married, the parent with whom the student does not live (the non-

custodial parent) must complete a Noncustodial Parent's Statement. When the student completes the CSS PROFILE online, they will be given instructions to forward to their noncustodial parent for the online Noncustodial Parent's Statement. If the noncustodial parent cannot access the online form, please contact SFS.

Business/Farm Supplement. Student or parent(s) who own a business or farm must submit a Business/Farm Supplement to Wheaton. This form will be sent to the student with the PROFILE application. Applicants who do not receive this form may request one directly from the Office of Student Financial Services. Applicants return this form directly to Wheaton when completed; returning students will submit the form with their IDOC packet. If the business files a corporate or partnership tax return, Wheaton requires a copy of the business tax return along with the Business/Farm supplement.

Aid Deadlines

Submit FAFSA/PROFILE documentation by:

Early Decision I: Nov. 15*

Early Decision II: Jan. 15

Regular Decision Freshmen: Jan. 15

Regular Decision, Transfer Candidates: Apr. 1

Returning students: Mar. 1/Apr. 1

Submit all other documentation by:

Early Decision I: Nov. 15

Early Decision II: Jan. 15

Regular Decision Freshmen: Feb. 1

Regular Decision, Transfer Candidates: Apr. 15

Returning students: Apr. 20

* ED I candidates cannot submit the FAFSA by Nov. 15. Wheaton will send an estimated award based on the CSS PROFILE, tax returns and supplements. In order to finalize the financial aid award, ED candidates must file the FAFSA between Jan. 1 and Apr. 1 and submit current year tax returns by May 1.

It is critical that applicants complete their applications on time. We cannot ensure that funding will be available for late applicants. Late applicants may be placed on a financial aid waitlist.

Financial Aid in Continuing Years

Financial aid is awarded for one year at a time; students must reapply to be considered in subsequent years. As during the first year, eligibility for aid is based both on the family's financial circumstances and the student's academic performance. Although the college strives to minimize fluctuations in a student's award from year to year, some changes will be inevitable. A sibling's graduation from college or an increase in a parent's salary, for example, would decrease the student's need, and, correspondingly, his or her financial aid package. Likewise,

the loss of a parent's job or a sibling entering college has the potential to increase the overall aid award.

Academic Standing and Satisfactory Progress

Continued receipt of federal financial aid depends on your meeting the following academic progress standards. Some of Wheaton's satisfactory academic progress standards are the same as the academic standing standards that the college applies to all students; others may be more stringent in order to comply with federal regulations governing student eligibility for funding. The Office of Student Financial Services reviews student records for satisfactory academic progress at the end of each academic year. Students must meet the following standards for progress to be met.

Quantitative standard. Wheaton does not have an explicit maximum time frame in which all students must complete their degree program. The college does monitor earned credits, and reclassifies students who fall more than two courses behind their grade level to the next class year. Students who fall more than two courses behind may also be subject to other institutional actions, such as suspension or dismissal. Course deficiencies are reviewed by the Committee on Admission and Academic Standing after grades are posted each term.

The Office of Student Financial Services utilizes the federal maximum time frame of 150 percent of program length as the enrollment maximum for students to maintain eligibility for federal funding. For the four-year bachelor's degree this is equal to six years of full-time enrollment. The maximum time frame for part time students is also equivalent to 150 percent of the time to completion based on their enrollment level.

Full-Time = 4 Acad. Years 6 Acad. Years (max)

Three-Quarter Time = 5.5 Acad. Years or 8 Acad. Years (max)

Half-Time = 8 Acad. Years or 12 Acad. Years (max)

First year students who do not earn at least 70 percent of attempted credits are placed on probation for federal aid. Students who have not earned 70 percent of attempted credits by the end of their second year are ineligible for further federal financial aid until they have earned enough credits to bring them up to the 70 percent requirement.

Please note that enrollment at less than full-time status requires the approval of the Committee on Admission and Academic Standing.

Qualitative standard. Wheaton's satisfactory academic progress policy requires that students must meet the 2.0 cumulative GPA required for graduation by the end of their second year. Until that time, a minimum GPA of 1.67 must be maintained. If the student's GPA does not

meet these standards, he or she will lose eligibility for financial aid funding.

Study Away

Wheaton-affiliated programs abroad. Students participating in Wheaton-affiliated programs abroad pay tuition, room and board charges directly to Wheaton, and may use their financial aid award and merit scholarships to fund these programs. The only portion of a student's award that is not available for use in a Wheaton-affiliated program abroad is the work award; Wheaton does not replace these funds unless a student has eligibility for an increased federal Stafford Loan. Wheaton's Center for Global Education has significantly expanded the number of Wheaton's program affiliations; qualified Wheaton students may now enroll in a Wheaton program abroad in many countries around the world. Additional program affiliations are considered each year in response to student and faculty interest. Program affiliations are also periodically reviewed and may be discontinued. To obtain a current list of Wheaton-affiliated programs abroad, contact the Center for Global Education directly or visit wheatoncollege.edu/global.

Wheaton-affiliated programs in the United States

(domestic). Wheaton maintains affiliations with a very limited number of specialty programs located in the United States. Students participating in Wheaton-affiliated programs in the United States pay tuition, room and board charges directly to Wheaton, and may use their financial aid award and merit scholarships to fund these programs. The only portion of a student's award that is not available for use in a domestic Wheaton-affiliated program is the work award; Wheaton does not replace these funds unless a student has eligibility for an increased federal Stafford Loan. A current list of Wheaton-affiliated programs in the United States may be obtained from the Academic Advising Center.

Non-affiliated programs abroad. Students may petition for approval to attend non-affiliated programs abroad. If the student's program is approved, she or he

may apply for need-based financial aid based on the program cost (not to exceed Wheaton's cost). Institutional need-based grant aid for non-affiliated programs is limited. In years when the demand for financial support for non-affiliated programs exceeds available dollars, the college may reduce awards, or may limit support to one semester. Merit scholarships may not be used on non-affiliated programs abroad.

Non-affiliated programs in the United States

(domestic). Although remaining eligible for federal and state aid, students attending approved, but non-affiliated programs in the United States are not eligible for institutional funding (need-based grant or merit scholarship) or work awards. This includes the 12X and American University (Washington Semester) programs.

Exceptions to this policy are for the programs at the National Theater Institute and the Mystic Maritime Program, for which a student may apply for need-based grant funding only. Merit Scholarships may not be used for NTI or Mystic.

Eligible terms. Wheaton funding (merit and need-based) is available only for programs during the fall and spring semesters. Students interested in participating in short-term programs (summer or winter) may contact Student Financial Services to determine whether they have any remaining federal or state eligibility for use on these programs.

Annual review. Study away policies are reviewed yearly and are subject to change.

Beyond Financial Aid

Though not all students qualify for financial aid, Wheaton offers a variety of programs to every family working to finance a college education. Alone or in tandem with other financing options, these programs can help aided families meet their contribution as well as assist all families with financing college costs. Programs may change from year to year; the staff in Student Financial Services will provide you with current program information.

Costs and Payments

Wheaton tuition and fees represent approximately two-thirds of the annual cost of a Wheaton education. The difference between costs and tuition fees is met by income earned on endowed funds and gifts to the Wheaton Fund.

Tuition and Fees

Annual fees for 2009–2010. The tuition fee for both resident and non-resident students is \$39,565. The student activities fee is \$285 for all students. The residence fee is \$5,040 for room. Board charges are \$4,550. All resident students are also charged a \$120 network access fee and a \$80 laundry facilities fee.

General fee. All new students will be charged a general fee of \$50, which is used to defray the cost of common area damage to dorms and other buildings. This is a one-time fee that is charged in the first semester of enrollment.

Study abroad administrative fee. Students participating in a non-Wheaton approved program will be charged a \$500 administrative fee per program to support the Center for Global Education in providing services to students. Students participating in a non-Wheaton short-term study abroad program (January or Summer) will be charged a \$250 administrative fee. This fee will be applied to the Wheaton College student bill during regular billing cycles.

Special fees and expenses

- Music performance fees are \$450 per semester for non majors taking performance courses for academic credit. Noncredit lessons are \$300 per semester for 30-minute lessons; \$600 per semester for 60-minute lessons.
- The transcript fee is \$2 for each copy.
- Automobile registration is \$50 per year.

Special fees are set each year and are subject to change.

Health services fees. There are no charges for visits to the professional staff of the Norton Medical Center during clinic hours. There are small charges, however, for medicines dispensed by the health center, for laboratory work and for some clinical services.

Student health insurance. All college students in Massachusetts are required to be covered by health insurance and to indicate that they have coverage equivalent to or in excess of that provided by the Wheaton College Student Health Insurance Plan. (Information is available through the Office of Student Financial Services.) Students are automatically enrolled in the plan unless a waiver is requested and approved. In accordance with Massachusetts state law, students who are granted a waiver must be enrolled in a health insurance plan that satisfies state regulations. Families can

find information describing the Wheaton College Student Health Insurance Plan, the process for requesting a waiver, and the state requirements for student health insurance on our Web site.

The plan offered by Wheaton provides twelve-month coverage for areas including preventive health care, accidents, illness, hospitalization, emotional disorders, alcoholism and sports injuries. Information on the health plan and health care providers can be obtained through the director of student health services or the Office of Student Financial Services.

The college requires international students, or U. S. students living abroad who do not have coverage by a domestic carrier, to enroll in the Wheaton College Student Health Insurance Plan.

Optional accident insurance plan. Wheaton also offers an optional accident insurance plan for any student who waives the Wheaton Student Health Plan. The purpose of the accident plan is to provide low-cost secondary insurance coverage, particularly for varsity athletes (under the accident sections of both policies, varsity athletes are covered 100 percent, subject to the policy limitations).

Other expenses. It is estimated that approximately \$2,000 will cover a student's general expenses for such items as books, supplies, clothing, recreation and transportation during the academic year. This estimate is based on a modest standard of living and may vary from student to student depending on individual needs and expectations.

Fines. There are various fines administered by different offices of the college. These include library fines, fines for violation of the alcohol policy, fire safety violation fines and fines for damage to college property. Students who violate college policies will be subject to disciplinary action, which may also include a substantial fine. Questions should be directed to the Office of the Dean of Students or the office issuing the fine. Failure to pay fines may result in the withholding of grades or transcripts or prevent registration.

Tuition policy for degree students. Tuition charges for degree students are not based on credit hours for courses. Though the normal course load is four courses per semester, some students are approved by the Committee on Admissions and Academic Standing to take additional courses; extenuating circumstances may justify an occasional request for a reduced course load. Students living on campus are required to pay full tuition regardless of the number of courses they take in a given semester. Additional tuition charges may apply for enrollment above five courses in a single term. Please contact the Office of Student Financial Services for more information.

Students who are within two credits of completing the requirements for graduation and who do not live

on campus may request a prorated tuition charge; if a student chooses to reside on campus, full tuition will be charged. Students should be aware that requesting a reduced course load could affect the financial aid they are receiving in the current or future semesters. We recommend that any financially aided student petitioning for a reduced course load meet with a Student Financial Services counselor to review the impact on their aid eligibility.

Tuition special programs for 2009–2010. All part-time nondegree (special) students are required to pay for all classes at the time of registration.

Program	Cost	Condition	Audit cost
Part-time nondegree (special) student	\$4,945 per course	May not live in campus housing	\$100 per course
Part-time degree student	\$4,945 per course	Per course; approval by petition to CAAS and SFS only; may not live in campus housing	
Visiting student	Full-time tuition	Apply through admission office, full-time status, approved for campus housing	
Alumnae/i Audit			\$50 per course
Norton resident	\$150 per course	Maximum four courses (no more than one course per semester for four semesters)	\$15 per course

Fees may change. In the face of rising costs affecting all facets of higher education, tuition and fee increases have been necessary each year for the past decade. As such increases may continue to be necessary, parents and students are advised that the Board of Trustees may change the fee schedule from one academic year to the next, and make changes required by law during the academic year.

Payments

Schedule of payments. Statements including tuition, room, board, activities fee, health insurance, phone and network fee, laundry and general fee are mailed in July and December. The payment due date is August 1 for the fall semester and January 1 for the spring semester. Other fees and miscellaneous charges will be billed as incurred through the monthly billing process. Miscellaneous charges are due on the first of the month following the billing statement. Checks should be made payable to Wheaton College, include the student name and identification number, and be mailed as instructed.

To avoid late-payment fees, students should provide the college with an accurate and up-to-date billing address and complete payment by the published deadline. Please allow sufficient time to mail in payment, particularly if you experience difficulty with the postal service in your area. Late-payment fees will be assessed at the rate of \$50 per month.

Payment policy. Full payment and/or acceptable documentation that demonstrates the balance will be fully paid must be received prior to the published deadline. Payment must be made in U.S. dollars and checks must be drawn on U.S. banks.

Acceptable documentation includes enrollment in the Interest-Free Monthly Payment Option, a copy of an award letter for an outside scholarship or a copy of a billing authorization or sponsorship letter.

Please note that loans based on the creditworthiness of the borrower may not be deducted without approval from the lender. A copy of an approval notice with disbursement dates will be accepted as documentation for this type of loan.

Late payment. Late payment fees will be assessed at the rate of \$50 per month. Students who reside in campus housing may not be permitted to move into their campus residences until their accounts are settled with the Student Financial Services Office.

Wheaton College policy states that any student with a balance greater than \$2,000 and 60 days past due may not be permitted to enroll. In addition, college policy requires the withholding of all credits, educational services, issuance of transcripts and certifications of academic records from any person whose financial obligations to the college (including delinquent accounts, deferred balances and liability for damage) are overdue and/or unpaid. If any overdue obligation is referred either to the college collection department or to an outside agency or attorney for collection efforts and/or legal suit, the debt is increased to cover all reasonable costs of collection, including collection agency and attorney fees and court cost. Accounts referred for collection may also be reported to a national credit bureau. By registering for any class in the college, a student accepts and agrees to be bound by the foregoing college policy as applied to any preexisting or future obligation to the college.

Late payments by bank or cashier's check. The college reserves the right to require that a late payment be made in the form of bank or cashier's check, payable to Wheaton College. This may be requested in cases where the student is seeking immediate clearance of a past due balance for such purposes as participation in registration, room lottery or release of an official transcript or diploma. A certified or bank check may also be requested if there is an account history of payments returned for insufficient funds.

Interest-Free Monthly Payment Option®. Education expenses can be easier to pay when spread over predictable, interest-free monthly payments. Our Interest-free Monthly Payment Option®, offered in partnership with Tuition Management Systems, Inc.,® is an alternative to large annual or semester payments and helps limit borrowing. The Interest-Free Monthly Payment Option® is available for an enrollment fee of \$65, which includes:

convenient, interest-free, monthly payments; life insurance coverage for your payment balance; 24-hour, toll-free automated account information through Family InfoLine and personal account service Monday through Saturday.

Families and students may also take advantage of Tuition Management Systems' free education payment counseling service, BorrowSmart®. This service helps families and students make informed choices about combining the Interest-Free Monthly Payment Option® with low-interest educational loans. Using BorrowSmart® helps you determine the loan amount you need, keeping your monthly payments within your budget and helping reduce debt burden after graduation. For more information or to enroll in the Interest-Free Monthly Payment Option®, call 800-722-4867 and speak with an education payment counselor.

Holds

Financial leave policy and registration hold. Any student whose past-due account balance is \$2,000 or more will have a registration hold placed on his or her student record. This action will prevent the student from participating in the registration process for the following term until the past-due account is paid in full. If the balance is not paid by the end of the term, the student will be placed on financial leave of absence for the following term.

Diploma and official transcript holds. Any student who has a past-due account balance will have a financial hold placed on his or her official transcript and diploma. Once the balance is paid in full, the official record can be released.

Room lottery hold. Any student who has a past-due account balance will have a financial hold placed on his or her participation in the room selection process (lottery). Once the past-due balance is paid in full, the student can select from the remaining rooms.

Refund Policy

Students must notify the Office of the Registrar in writing that they are leaving Wheaton in order to be eligible for a refund. The date the written notice is received by the Office of the Registrar is used as the official date of withdrawal. The refund policy does not apply to students asked to leave the college involuntarily during an academic term. Students on involuntary leave or dismissal are eligible for a prorated board charge only, based on the last date of enrollment.

Eligible students who leave during their first semester at the college will have their charges prorated based on the number of weeks of attendance, until the tenth week. Students who complete at least ten weeks, but do not complete the full first semester, will not be eligible for a refund.

All other eligible students will have their charges

refunded as follows:

Tuition Refund Per Semester

100 percent if notice is received prior to the start of the term.

Fall 2009–September 2, 2009

Spring 2010–January 27, 2010

80 percent if notice is received by the end of the 2nd week of classes.

Fall 2009–September 11, 2009

Spring 2010–February 5, 2010

60 percent if notice is received by the end of the 3rd week of classes.

Fall 2009–September 18, 2009

Spring 2010–February 12, 2010

40 percent if notice is received by the end of the 4th week of classes.

Fall 2009–September 25, 2009

Spring 2010–February 19, 2010

20 percent if notice is received by the end of the 5th week of classes.

Fall 2009–October 2, 2009

Spring 2010–February 26, 2010

Room and Board Per Semester. There will be no refund of the room charge once classes begin each semester.

Seventy-five percent of the board charge will be refunded on a pro-rata basis determined by the date the written notice is received by the Office of the Registrar.

Tuition refund insurance. Because Wheaton's refund policy provides only limited refunds for tuition, board and fees (and only for withdrawal for non-academic and non-disciplinary reasons), it is recommended that consideration be given to purchasing Tuition Refund Insurance. Tuition Refund Insurance minimizes the financial loss in the event that your son/daughter is unable to complete the academic term due to a medical or psychological issue. The cost of this plan is automatically charged to your student account. For those who do not wish to purchase the insurance, waiver forms are available for printing at wheatoncollege.edu/Admin/SFS/. Waiver forms must be returned to the Office of Student Financial Services prior to the start of the term.

Credit balances. Wheaton College will maintain and apply credit balances for continuing students to future charges. You may request a refund of a credit balance by submitting a written request to Student Financial Services.

To request a refund, you must complete a Refund Request form, a printable copy of which is available at wheatoncollege.edu/Admin/SFS/Forms and forward it to the Office of Student Financial Services. Please allow 7–10 business days for a response.

Courses of Instruction

This section of the catalog outlines, by department, the requirements for all major and minor concentrations at the college and provides descriptions of the courses offered by each department at the time of publication. It also provides information about dual-degree programs offered by the college in conjunction with other institutions.

While information in the catalog and in these schedules is intended to be accurate at the time of publication, the college reserves the right to make changes in courses, course scheduling and instructors as necessary. Up-to-date information regarding departmental requirements for major and minor programs may always be obtained from major advisors or from the Office of the Registrar. Current information about degree requirements and courses is available in the on-line version of the catalog, available at: wheatoncollege.edu/Catalog/.

Academic Planning

Students planning a program of study or concentration are urged to review requirements and course descriptions before meeting with their advisors. Not all courses listed here are taught every year, and students should consult the sources identified above for current information about offerings in a particular semester. Courses are numbered to indicate levels of advancement as follows: 100–199, elementary or introductory; 200–299, intermediate; 300 and above, advanced. Information is available on-line through WINDOW (at <https://window.wheatoncollege.edu>) about prerequisites that must be completed before enrolling in a course and whether the course fulfills a breadth requirement of the Wheaton Curriculum or a general education requirement. Most courses are offered for one course credit; a course credit at Wheaton is the equivalent of four semester hours.

African, African American, Diaspora Studies

Coordinator: Jonathan David Walsh

Matthew Allen

Chair, Ruby Associate Professor of Music

Marcus Allen

Assistant Professor of Political Science

John Bezis-Selfa

Associate Professor of History

Claire Buck

Professor of English

Dolita Cathcart

Assistant Professor of History

Shawn Christian

Assistant Professor of English

Cecile Danehy

Chair, Associate Professor of French

R. Tripp Evans

Associate Professor of Art History
Chair, Art and Art History

Peony Fhagen-Smith

Assistant Professor of Psychology

James Freeman

Associate Professor of Economics

Gerard Huiskamp

Associate Professor of Political Science

Jacqueline M. Jones

Visiting Instructor of AAADS

Donna O. Kerner

Professor of Anthropology

Paula M. Krebs

Professor of English

Kim Miller

Assistant Professor of Women's Studies and Art History; Coordinator, Women's Studies

Leah Niederstadt

Assistant Professor of Museum Studies, Art History and Curator of the College's Permanent Collection

Joel C. Relihan

Chair, Professor of Classics

Julie Searles

Director of World Dance, Instructor of Music

Ann Sears

Heuser Professor of Music

Sue Standing

Professor of English, Writer in Residence

Josh Stenger

Associate Professor of Film Studies and English

Jonathan David Walsh

Professor of French, Coordinator of African, African American, and Diaspora Studies

Russell Williams

Associate Professor of Economics

As a field of inquiry, African, African American, diaspora studies examines the experiences of people of African descent in the United States, Africa and the Caribbean, as well as in Latin America, Europe and Asia. The program allows students and faculty to explore the range of interrelated cultures, histories, art, and intellectual contributions of Africans and people of African descent throughout the diaspora. The faculty also views participation in co-curricular activities (student and faculty colloquia, guest lectures, campus projects) as vital to the development of students as responsible citizens of the college community and the world. The interdisciplinary program in African, African American, diaspora studies is an essential component of the college's mission to enable students to understand and participate in shaping the multicultural, interdependent world of which they are a part. It encourages students to complement classroom learning with study, research and internship opportunities abroad and in the United States.

Major

The major in African, African American, diaspora studies consists of 10 courses. At least one course from each of the five areas listed below must be taken, along with two courses that focus on the continent of Africa and are marked with an asterisk. Afds 103, or Introduction to African, African American, diaspora studies, is recommended but not required. Three 300-level courses must be taken, one of which can be a capstone course or project. The final requirement is to complete a capstone project. Capstone projects may involve study abroad and/or independent study work. Please speak with the coordinator to discuss possible capstone projects.

Area A: Art History and Music

Arth 212 African Visual Cultures

Arth 263 African American Art

*Arth 312 Contemporary African Arts

*Musc 212 World Music: Africa and the Americas

Musc 272 African American Originals I: Spirituals, Blues and All That Jazz

Musc 273 African American Originals II: Rhythm and Blues, Rock and Contemporary Jazz

Area B: Anthropology, Psychology and Sociology

*Anth 225 Peoples and Cultures of Africa

*Anth 255 Women in Africa

Psy 251 Multicultural Psychology

Soc 230 Race and Ethnicity

Wmst 315 Black Feminist Theory

Area C: Economics and Political Science

Econ 222 Economics of Race and Racism

Econ 252 Urban Economics

Econ 305 International Finance

Econ 306 International Trade

Pols 201 Contemporary Urban Politics

*Pols 203 African Politics

Pols 271 African American Politics

Pols 327 Black Political Thought

Area D: Literature, Film and Language

Clas 130 Egypt in the Greco-Roman World

Eng 209 African American Literature and Culture

Eng 235 Empire, Race and the Victorians

Eng 244 Contemporary Caribbean Literature in English

*Eng 245 African Literature

Eng 257 Race and Racism in U.S. Cinema

Eng 347 Contemporary African American Fiction

Fr 235 Introduction to Modern French Literature

Fr 331 Other Voices, Other Stories: Great Works by Women from France and the Francophone World

Area E: History

*Hist 143 Africans on Africa: A Survey

Hist 201 North American Colonial History

Hist 209 African American History to 1877

Hist 210 African American History: 1877 to the Present

Hist 213 The History of the Civil Rights Movement

Hist 337 Power and Protest in the United States

Hist 339 Slavery in the Americas

*Courses that focus on the continent of Africa.

Minor

The minor in African, African American, diaspora studies consists of five courses, including at least one course that focuses on the continent of Africa. The remaining three courses may be taken from any of the five areas listed in the major requirements. Afds 103 (Introduction to African, African American, diaspora studies) is recommended but not required.

Courses

103. Introduction to African, African American, Diaspora Studies

An introduction to the study of Africa and its diaspora, primarily in the Americas, but also Europe. The course takes an interdisciplinary approach to a range of historical, literary, artistic, economic and political questions crucial to the understanding of the experiences of people of African descent.

American Studies

Coordinators: Alexander Bloom, Samuel Coale

John Bezis-Selfa

Associate Professor of History

Alexander Bloom

Keiter Professor of History

Samuel Coale

Chair, Professor of English

Kathryn Tomasek

Associate Professor of History

Major

A major in American studies is offered jointly by the English and History departments. The major consists of 11.5 courses in History, English, Religion, Art and Art History, Philosophy and related fields.

English

At least four courses are required:

Eng 253 American Literature to 1865

Eng 255 Cultural Diversity in American Literature: From the Civil War to the 1940s

And two from the following:

Eng 256 The Discourses of Cultural Diversity in U.S. Fiction

Eng 260 American Voices in Lyric Combat

Eng 341 Public Poetry, Private Poetry

Eng 343 Fiction of the Modern

Eng 376 Literary and Cultural Theory

or any other course in American literature.

History

At least four courses are required:

Hist 331 Social and Intellectual History of the United States to the Civil War

Hist 332 Social and Intellectual History of the United States Since 1876

And two from the following:

Hist 201 North American Colonial History

Hist 202 America: The New Nation, 1776-1836

Hist 203 America: The Nation Divided, 1836-1876

Hist 204 Industry and Empire: The United States, 1876-1914

Hist 205 America Between the Wars: 1914-1945

Hist 206 Modern America: 1945 to the Present

Hist 209 African American History to 1877

Hist 210 African American History: 1877 to the Present

Hist 220 The Making of Latino America

Hist 232 Women in North America to 1790

Hist 233 U.S. Women, 1790-1890

Hist 234 U.S. Women since 1890

Hist 338 U.S. Labor History

or any other course in American history.

One additional course chosen from any of the above groups or from a related field is required. At least one related course from another discipline is required.

Seminar

An appropriate seminar (depending upon the individual focus of the major) is required for seniors.

Eng 401 Seminars

Hist 401 Senior Seminar

Hist 050 Senior Colloquium in American Studies

Ancient Studies

Coordinator: Nancy Evans

Department homepage:

wheatoncollege.edu/Acad/Classics

The Classics and Religion departments sponsor an interdepartmental major in ancient studies.

Major

Majors in ancient studies choose one of three tracks: Hebrew, Greco-Roman and New Testament. Students are required to study at least one ancient language (Hebrew, Greek or Latin) and to be able to apply that language in a required two-semester independent research project. In preparation for this independent research project, each track requires students to take two language courses at the 200 level, and six courses relevant to the ancient world, choosing courses from those offered in the departments of Classics, Religion, Art and Art History and Philosophy. Students should complete the minimum language requirement by the end of the junior year. A minimum of two courses must be at the 300 level. All majors must complete a senior independent research project (two semesters).

Hebrew track, 10 courses total

(for students who enter with a knowledge of Hebrew)

Rel 109 Introduction to the Hebrew Bible

and Rel 209 Hebrew Bible Studies

Two courses in Classics at or above the 200 level

Two additional approved elective courses

Two courses at the 300 level

Two-semester senior independent research project

Greco-Roman track, 10 courses total

Two courses in either Greek or Latin at or above the 200 level

Two appropriate courses in Religion

Two additional approved elective courses

Two courses at the 300 level

Two-semester senior independent research project

New Testament track, 10 courses total

Rel 110 Literature of the New Testament: The Real Jesus, Ancient and Modern Views and Rel 210 Jesus and the Gospels

One course in Classics at or above the 200 level

Either Rel 109 Introduction to the Hebrew Bible

or Rel 209 Hebrew Bible Studies

One other appropriate course in Religion

One additional approved elective course

Two courses at the 300 level

Two-semester senior independent research project

Approved elective courses

Any course in the Classics Department at or above the 200 level.

Approved courses in the Religion Department are those that feature any of the cultures of the ancient Mediterranean, including:

Rel 109 Introduction to the Hebrew Bible

Rel 110 Literature of the New Testament: The Real Jesus, Ancient and Modern Views

Rel 204 Scripture in Judaism, Christianity and Islam

Rel 209 Hebrew Bible Studies

Rel 210 Jesus and the Gospels

Rel 310 New Testament: Acts and Letters

Rel 316 Islam: Faith and Practice

Rel 322 Judaism: Faith and Practice

Arth 273 Greek Art and Architecture

Arth 274 Visualizing Power in Ancient Rome

Phil 203 Ancient Philosophy

Anthropology

Chair: Bruce Owens

Department homepage:

wheatoncollege.edu/Acad/Anthropology/

Donna O. Kerner

Professor of Anthropology

Megan B. McCullough

Visiting Assistant Professor of Anthropology

Bruce Owens

Chair, Associate Professor of Anthropology

Christine N. Reiser

Brown Teaching Fellow

Ninian R. Stein

Post-Doctoral Teaching Fellow in Environmental Studies

M. Gabriela Torres

Assistant Professor of Anthropology, Program Coordinator of Development Studies

The anthropology major provides students with an understanding of human social behavior, social systems and cultures within a dynamic global context. It examines the social and cultural forces that operate within Asia, Africa, Latin America, Europe and the Pacific, as well as in American society.

Major

The major in anthropology consists of 10 courses that must include the following **four core courses:**

Anth 102 Introduction to Cultural Anthropology

Anth 301 Seminar in Anthropological Theory

Anth 302 Research Methods

Anth 401 Senior Seminar

Six electives that must include:

At least one world culture area course from the following list:

Anth 225 Peoples and Cultures of Africa

Anth 235 Peoples and Cultures of Latin America

Anth 245 Indigenous Movements of Latin America

Anth 255 Women in Africa

Anth 275 Peoples and Cultures of the Himalaya

Anth 285 Peoples and Cultures of the Pacific

Anth 295 Peoples and Cultures of South Asia

And one 300-level elective

Anth 306 Infancy Across Cultures

Anth 333 Economic Anthropology

Anth 340 Seminar on Religion in Anthropological Perspective

Anth 350 Gender and Social Organization

Anth 357 Indigenous Religions

Anth 101 is highly recommended. Majors who have taken a first-year seminar with a member of the Anthropology Department faculty may petition to count the FYS towards credit for the major.

Minor

The minor in anthropology consists of either Anth 101 or Anth 102, at least one 300-level course and at least one, but not more than two, world culture area courses for a total of five courses in anthropology.

Courses

101. Human Evolution

Discoveries related to human and cultural evolution are constantly changing our view of where we came from and how we got to be the way we are. This course considers the latest findings and controversies concerning evolutionary theory, our relationship to apes, our sexuality, bipedalism and capacity for language, the relevance of "race," our links to Neanderthals, the development of what we call civilization and other topics.

(Bruce Owens, Dean Alfredo Varela)

102. Introduction to Cultural Anthropology

This course explores cultural diversity in the contemporary world and introduces the analytical and methodological tools that anthropologists use to understand cultural similarities and differences in a global context. This course will acquaint students with the extraordinary range of human possibility that anthropologists have come to know, provide a means of better understanding the culturally unfamiliar and offer a new perspective through which to examine the cultures that they call their own.

(Donna O. Kerner, Bruce Owens, M. Gabriela Torres)

Connections:

Conx 20023 Global Music

210. Feast or Famine: The Ecology and Politics of Food

This course concerns how food is produced, distributed and consumed. Topics covered include: how culture shapes taste, cuisine, nutrition and food production systems, as well as the ecological, economic and political factors that cause famine and food shortage. Films, case studies, guest speakers, action/service fieldwork and modeling exercises provide opportunities to think creatively about policy and action to increase food security for the most vulnerable at home and abroad. Students are expected to meet the

challenge of bringing these issues into a forum for discussion on the Wheaton campus.

(Donna O. Kerner)

Connections:

Conx 23002 Food

225. Peoples and Cultures of Africa

This course takes a topical/historical approach to the study of sub-Saharan African societies. The diversity of unique African cultural features (in kinship, economy, politics and ritual) will be considered against the backdrop of historical interactions with Europe, the Americas, the Middle East and Asia from the precolonial period to the present. Topics covered include: lineages and stateless societies, chiefdoms and long-distance trade, slavery, colonialism and underdevelopment, social movements and resistance, cosmology, warfare and stratification by ethnicity and gender.

(Donna O. Kerner)

Connections:

Conx 23001 African Worlds

226. Anthropology of Art

This course considers art as diverse as Maori canoe prows, Warhol's Pop, aboriginal sand drawings, gang graffiti, Tibetan tangkas, children's finger painting and Mapplethorpe's photographs from an anthropological perspective, asking: Why do humans make art? How and why does art affect us and those of other cultures? What are the relationships between art, artists and society? Artists are encouraged to participate.

(Bruce Owens)

230. Language and Culture

Linguistic anthropology is concerned with the many ways that language and communication make us what we are as human beings and affect our daily social and cultural lives. Topics covered include: evolution of language; how language and culture affect the way we know the world; language acquisition; and language and communicative behaviors associated with social classes, races and genders.

(Department)

235. Peoples and Cultures of Latin America

The course looks at the issues faced by peoples and cultures of Latin America primarily through the careful reading of ethnographies. The ethnographies, as well as the associated articles and films used in the course, highlight the social realities and history of Latin American region. In this course we focus on understanding the interconnectedness of the Americas, the relationship between gender and state development, multiple forms of violence (structural, gendered, political,

symbolic and everyday), religious change, and the impact of migrations, as well as the legacies of historical constructions of race, gender and ethnicity.

(M. Gabriela Torres)

Connections:

Conx 23003 Modern Latin America

240. Urban Anthropology

The 20th century has been characterized by massive urban growth throughout the world. Ethnographic studies serve as a basis for studying the causes, processes and consequences of urban migration and urbanization, as well as cross-cultural similarities and variations in urban ways of life. This course examines how people negotiate urban life as a particular sociocultural world. We develop an anthropological view of cities by surveying rural-urban influences, neighborhoods, ethnicities, subcultures, social networks and stratification to understand how social relations are constructed and how cultural knowledge is distributed in cities, including the metropolitan area.

(Department)

245. Indigenous Movements of Latin America

This course takes a topical approach to contemporary challenges facing indigenous peoples in Latin America. The course uses recent ethnographic accounts to give us an in-depth understanding of the struggles, achievements and meaning-making practices of indigenous peoples in Latin America. We focus on identity-making practices of indigenous ethnic groups in their struggles within the states of Ecuador, Peru, Bolivia, Guatemala and Mexico.

(M. Gabriela Torres)

250. Political Anthropology

What is power and what are the many forms in which we can see it being exercised? This course starts by exploring the evolution of political structures from stateless societies to advanced civilizations. We will analyze some classic anthropological studies of local political systems in different parts of the world and then shift our focus to how changes in the global economy affect citizens in such areas as employment, immigration, health and human rights.

(Donna O. Kerner)

255. Women in Africa

What contributions have women made to the societies of Africa prior to colonialism? How and why did colonialism affect men and women differently? What are the implications of gender inequality for economic development in Africa today? These

questions are considered from ethnographic, autobiographical and fictional accounts. Gender, class and cultural identity will be focal points.

(Donna O. Kerner)

Connections:

Conx 23001 African Worlds

260. Women and Development

Without a consideration of women's lives in the Third World, our understanding of worldwide problems such as poverty, famine and AIDS is seriously deficient. This course is concerned with the impact of conquest, colonialism and postcolonial dependency on women in Africa, Asia and Latin America. The approach is anthropological, entering the subject "from the bottom up." Through the use of life histories, novels and films, we will have the privilege of hearing the voices of Third World women as they recount their strategies for coping with the difficult circumstances of their daily lives and their dreams for the future.

(Donna O. Kerner)

270. Psychological Anthropology

Shamanic cures, ecstatic trance, spirit possession, dream interpretation, identity negotiation and other psychological phenomena that pose challenges for anthropological explanation are examined in order to better understand the relationship between sociocultural context and individual experience and thought. Case studies from diverse cultural settings are bases for exploring contemporary issues and topics in this field.

(Bruce Owens)

275. Peoples and Cultures of the Himalaya

The Himalayan region provides extraordinary opportunities for pursuing fascinating issues that interest anthropologists everywhere, including the relationship between ecology and culture, the politics of gender, negotiating ethnic identity, religious diversity and interaction, and globalization. This region is also home to some of the most widely known fantasies about the ideal society, usually called Shangrila. This course uses intimate, detailed portraits of cultures and societies that the best of anthropology provides in order to examine these issues (and fantasies) in Himalayan contexts, while at the same time providing a broad overview of the enormous diversity to be found in the region and the challenges that those who live there share.

(Bruce Owens)

285. Peoples and Cultures of the Pacific

The island cultures of the Pacific represent a dazzling array of social, political and economic styles, as well as a set of puzzling questions as

they undergo rapid social changes in the 21st century. Some of the classic debates in anthropological scholarship will be considered, including: the origins of the inhabitants, the reasons for local warfare, ritual cannibalism, institutionalized homosexuality and exchange without money. We will also examine current debates about economic development, migration, environmental threats, political movements for integration and independence, the impact of tourism and the Western media, new religious movements, and language revivalism.

(Donna O. Kerner)

295. Peoples and Cultures of South Asia

Religious and ethnic diversity and conflict, ritual performance and festivity, caste, colonialism, cultural heritage, nationalism and modern struggles over sovereignty and development schemes are all features of South Asia that anthropologists find particularly interesting. This course explores the extraordinary cultural diversity of this region, which extends from the Himalayas to Sri Lanka and Pakistan to Bhutan in order to better understand the differences and commonalities that divide and unite its peoples.

(Bruce Owens)

Connections:

Conx 20032 Cultural Flows in South Asia

298. Experimental Courses

Environmental Anthropology

Clean air, clean water and food are environmental factors that underlie all of our lives. Our cultural backgrounds influence how we understand and perceive where we live and the natural resources around us as well as our ties to more distant environments. Natural resources from land to oil and water are at the heart of recent and historical conflicts as well as many international agreements. In this class, we will use the tools of anthropology to ask questions about society and environment. Topics may include landscapes, development, disasters, indigenous knowledge, activism, gender and sustainability.

(Ninian R. Stein)

Native North America

This course introduces students to the major themes that have shaped the lives and experiences of Native American groups north of Mexico. We will explore the social, economic, ethical and legal issues confronting Native communities today such as concerns for sovereignty, repatriation, health, wealth and poverty, race and public representation. The course is interdisciplinary and draws from the fields of archeology, history,

cultural anthropology, art, literature, film/media studies, law, and public policy. Prior knowledge of anthropology, Native American cultures, or Native American history is not a prerequisite.

(Christine N. Reiser)

301. Seminar in Anthropological Theory

This seminar provides a selective survey of the past one hundred years of anthropological theory, with a particular focus on the contributions of American, British and French theorists in the development of anthropological paradigms that are now most important in the discipline. These include evolutionary, functionalist, historical particularist, culture and personality, structuralist, symbolic/interpretive, ecological materialist, Marxist world systems, feminist, poststructuralist, practice and postmodernist theory, which will all receive major attention. Readings may include primary theoretical texts, classic and contemporary ethnographies and biographical materials on a number of influential anthropologists.

(Donna O. Kerner, Bruce Owens)

302. Research Methods

In this seminar, students learn how to develop a testable hypothesis, conduct a review of research literature, define an appropriate sample and employ a range of ethnographic methodologies in one or more research sites. The course culminates in the design of a pilot project and proposal. (Previously Anth 280)

(Donna O. Kerner)

306. Infancy Across Cultures

(See Psy 306.)

333. Economic Anthropology

The seminar explores capitalism and alternative forms of economic organization, challenging students to reconceptualize "economy" as a cultural system. Students compare nonmonetized economic relations in different societies and interactions between economic cores and peripheries. This reconceptualization informs a critical understanding of the implications for participation in the global economic system and its impact on the rest of the world.

(Department)

340. Seminar on Religion in Anthropological Perspective

In various places throughout the world, people are killing themselves and others in the name of 'religion' or 'religious beliefs.' Attempts to make sense of these and other phenomena (such as trance, fundamentalism and ecstatic worship) that we call religious often reveal deep-seated prejudices and unfounded assumptions. This

seminar examines how anthropologists have sought to understand such phenomena from the perspectives of practitioners in order to develop conceptual frameworks that facilitate cross-cultural understanding.

(Bruce Owens)

350. Gender and Social Organization

A unified analysis of gender and kinship is considered essential to an understanding of social organization. This course starts from the premise that cultural conceptions of gender are not "natural" categories. In this course we will consider how marriage, family and household organization both reflect and structure cultural definitions of gender and sex-role behavior and the dynamic interaction of public and private domains in the production of culture. We will be comparing small-scale societies to more complex forms (peasant and industrial economies) and we will also consider the differences among those societies that organize descent bilaterally, matrilineally and patrilineally. Seminar participants are responsible for preparing and presenting the readings and conducting two small fieldwork projects.

(Donna O. Kerner)

Connections:

Conx 23006 Sexuality

357. Indigenous Religions

(See Rel 357 for course description.)

398. Experimental Courses

401. Senior Seminar

A semester of directed research in which students explore topics of their own choice through their own original research. Students meet regularly in a seminar setting, which provides a framework in which to discuss the many stages of the research process and offer collaborative support for fellow students pursuing their individual projects. Students will be expected to produce a completed thesis in February as their capstone to the major.

(Donna O. Kerner, Bruce Owens,

M. Gabriela Torres)

500. Individual Research

Open to majors at the invitation of the department.

Arabic

Safaa A. Shaheen

Visiting Instructor of Arabic

Courses

101. Introduction to Arabic

This course provides the first-time learner with basic knowledge and skills in Arabic.

This is a yearlong beginning course designed for students with no previous study of Arabic. Its goal is to provide an introduction to modern standard Arabic within the cultural context of the Arab world. The course develops the fundamental skills: understanding, speaking, reading, writing and cultural awareness. Four class meetings per week, plus work in the language laboratory and media center.

(Safaa A. Shaheen)

102. Introduction to Arabic

A continuation of Arbc 101.

Art History

Chair: R. Tripp Evans

Department homepage:

wheatoncollege.edu/Acad/Art/

Tim Cunard

Professor of Art

R. Tripp Evans

Associate Professor of Art History

Chair, Art and Art History

Claudia R. Fieo

Professor of Art

Touba Ghadessi Fleming

Assistant Professor of Art History

Andrew Howard

Professor of Art

Jake Mahaffy

Associate Professor of Art and Film

Ellen McBreen

Assistant Professor of Art History

Sean McPherson

Assistant Professor of Art History

Kim Miller

Assistant Professor of Women's Studies and Art History; Coordinator, Women's Studies

Ann H. Murray

Professor of Art, Director of Beard and Weil Galleries

Leah Niederstadt

Assistant Professor of Museum Studies, Art History and Curator of the College's Permanent Collection

Evelyn Ruth Staudinger

Associate Provost and Associate Professor of Art History

Patricia Stone

Associate Professor of Art

The Department of Art and Art History is composed of two interdependent major programs: studio art and art history. Students majoring in each of these programs fulfill coursework in both sides of the department, and some declare double majors in both studio art and art history.

The art history program at Wheaton examines the artistic traditions of all periods and places, as well as the full spectrum of visual media. While our curriculum is particularly strong in the history of architecture, printmaking and painting, it also encompasses the history of sculpture, photography, decorative arts, graphic media and many aspects of material and performative culture. To develop and sharpen students' visual literacy, we emphasize close, object-based study in our own collection and in local museums, and encourage specialized research in areas of the student's choice.

Because our approach is founded upon the intersection between art history and social history, we encourage the practice of a politically responsible art history—one that weighs and interprets the stories these works tell concerning their cultures of origin, and that considers the works' meanings within the contemporary world. Our program's emphasis upon critical thinking and its strong commitment to interdisciplinary inquiry prepares students for a variety of specialized professions, including architecture, museum and gallery work, conservation/preservation, graduate work in art and architectural history, teaching, law and business.

Major

The art history major consists of at least 12 semester courses, including:

Arth 401 Seminar

Arts of the Western Tradition, Arth 111/Arth 211, taught in the fall, and Arts of Asia, Africa, and the Americas, Arth 112, taught in the spring. It is highly recommended that these courses be taken in sequence (Arth 111 or Arth 211, followed by Arth 112).

Any student who has already taken our former survey course, Great Works I and Great Works II,

may substitute these courses for Arth 111 and Arth 112; if you have taken only one of the Great Works courses, you may substitute this course for Arth 111 but not for Arth 112.

Two semester courses in Studio Art:

One must be either Two-Dimensional Design Arts 111, Three-Dimensional Design Arts 112 or Drawing I Arts 116.

The other may be any 100- or 200-level Studio Art course. Any 100-level Studio Art course must be taken before the senior year.

Seven additional courses.

Majors must take at least one semester course from each of the following five groups, and two semester courses from the non-Western category:

Ancient Art

One of the following:

Arth 105 Art in East Asia I

Arth 255 Pre-Columbian Art and Architecture

Arth 273 Greek Art and Architecture

Arth 274 Visualizing Power in Ancient Rome

Arth 288 Buddhist Art and Architecture

Medieval Art

One of the following:

Arth 105 Art in East Asia I

Arth 231 Italian Medieval Art and Culture

Arth 288 Buddhist Art and Architecture

Arth 352 Early Medieval Art and Culture

Arth 353 Castles and Cathedrals

Early Modern Art (1400-1700)

One of the following:

Arth 106 Art in East Asia II

Arth 208 or Arth 308 Print Cultures in Early Modern and Modern Japan

Arth 224 Chinese Art and Culture

Arth 225 Status, Gender and Identity in Japanese Visual Culture

Arth 232 Art and Architecture of the 14th and 15th Centuries in Italy

Arth 241 Northern Renaissance Painting 1400-1550

Arth 270 The Art of the Print

Modern Art (1700-1900)

One of the following:

Arth 106 Art in East Asia II

Arth 208 or Arth 308 Print Cultures in Early Modern and Modern Japan

Arth 224 Chinese Art and Culture

Arth 225 Status, Gender and Identity in Japanese Visual Culture

Arth 260 American Art and Architecture: Colonial to 1865

Arth 270 The Art of the Print

Arth 275 Arts in an Age of Revolution: Neoclassicism, Romanticism, Realism

Arth 276 Impressionism and Post-Impressionism

Arth 333 Architecture and Identity in Modern Japan

Contemporary Art (1900-present)

One of the following:

Arth 263 African American Art

Arth 312 Contemporary African Arts

Arth 314 Modern Architecture

Arth 317 Cubism, Expressionism and Surrealism

Arth 318 Art since 1945

Arth 333 Architecture and Identity in Modern Japan

Arth 360 American Art and Architecture: 1865-1945

Non-Western Art

One of the following:

Arth 105 Art in East Asia I

Arth 106 Art in East Asia II

Arth 212 African Visual Cultures

Arth 208 or Arth 308 Print Cultures in Early Modern and Modern Japan

Arth 221 Arts of India

Arth 223 Islamic Art

Arth 224 Chinese Art and Culture

Arth 225 Status, Gender and Identity in Japanese Visual Culture

Arth 255 Pre-Columbian Art and Architecture

Arth 256 Native North American Arts and Culture

Arth 288 Buddhist Art and Architecture

Arth 312 Contemporary African Arts

Arth 333 Architecture and Identity in Modern Japan

Museum Studies

One of the following:

Arth 230 Introduction to Museum Studies

Arth 334 Exhibiting Africa: Past & Present

Arth 398 Exhibition Design

Note: Students who declare an Art History major after the academic year 2008-2009 will be required to take one course in Museum Studies, as well as one course in Non-Western Art, in addition to Arth 112, Arts of Africa, Asia and the Americas. Students who declare an Art History major in the academic year 2008-2009 may choose to take either one course in Museum Studies and one course in Non-Western Art in

addition to Arth 112, Arts of Africa, Asia and the Americas OR two courses in Non-Western Art, in addition to Arth 112, Arts of Africa, Asia and the Americas.

For the major, the college requires at least three courses at the 300 level or above.

Students may elect up to 16 credits in art. It is urged that students take a course in European history prior to 1800. Students who plan to do graduate work in art history are strongly advised to develop a reading knowledge of German and French. Italian may sometimes be substituted.

Minor

A minor in art history consists of (Arth 111 or Arth 211) and Arth 112. Any student who has already taken our former survey course, Great Works I and Great Works II, may substitute these courses for Arth 111 and Arth 112; if you have taken only one of the Great Works courses, you may substitute this course for Arth 111 but not for Arth 112.

Three additional courses, at least one of which must be at the 300 level. The minor is designed to provide a cohesive chronological survey of art history, augmented by in-depth study of three areas in which the student has a particular interest. Studio art majors may minor in art history by taking three additional art history courses beyond the three required for the studio major (for a total of six).

Courses

105. Art in East Asia I

The course examines the art and architecture of China, Japan and Korea. Lectures will survey East Asian art chronologically and thematically, beginning with Neolithic ceramics, and ending with developments in Buddhist and secular art and architecture in the 9th and 10th centuries. We will be concerned throughout with issues pertinent to the wider study of visual and material culture, including the interpretation of meaning from objects and images; the relationship between archaeology and modern nationalism; cultural interconnections and the diversity of individual cultural traditions; reflections of social stratification in material culture; issues of style and artistic intent; and the interplay between literary, visual and performative artistic production.

(Sean McPherson)

106. Art in East Asia II

The course examines the art and architecture of China, the Japanese archipelago and the Korean peninsula. Lectures will survey East Asian art chronologically and thematically, from the Song

Dynasty (960–1279) in China, the Heian Period (794–185) in Japan, and the Koryo Dynasty (918–1392) in Korea, through recent developments. We will examine both canonical works of art and architecture, as well as popular visual culture and “folk” art production. We will be concerned throughout with issues pertinent to the broader study of visual and material culture, including the meaning(s) expressed by or derived from objects and images; transnational influences and cultural hybridity in art production; the artistic contributions of regional and ethnic minorities and women; material and visual culture as a reflection of and legitimation for social stratification; art as a forum for social protest and change; issues of style and artistic intent; the interplay between material, visual and performative art forms; and the relationship between art and cultural identity.

(Sean McPherson)

111. Arts of the Western Tradition

This is an introductory course designed for students who seek a survey of Western art and architecture and an understanding of critical approaches to visual culture. This course covers the entire Western visual culture from prehistoric to 20th-century productions and approaches them from interdisciplinary and multi-theoretical perspectives. Lectures focus upon a set of 40 works chosen as paradigms of their particular period, style, or regional school. In addition, students will be exposed to a number of supplemental works within each lecture that will deepen their understanding of the primary works under discussion. Students will be trained to place works of art and architecture within their historical contexts, while also developing a critical vocabulary and familiarity with a variety of interpretive discourses.

*(Touba Ghadessi Fleming,
Evelyn Ruth Staudinger, Leah Niederstadt)*

Connections:

Conx 23008 Italian Culture, Language and Society

Conx 20047 Molecules to Masterpieces

Conx 20025 The Math in Art and the Art of Math

112. Arts of Africa, Asia and the Americas

The second half of the required introductory survey of world visual culture for the Art History major examines the art and architecture of Africa, Asia and the Americas. This interdisciplinary introduction to the discipline examines not only diverse objects and images, but also multiple approaches to understanding visual culture. Each lecture focuses upon a particular object, image or site paradigmatic of a particular period, style, regional school or cultural connection. In addition, students

will be exposed to a number of supplemental works within each lecture that will deepen their understanding of the primary works under discussion. Students will be trained to place works of art and architecture within their historical contexts, while also developing a critical vocabulary and familiarity with a variety of interpretive discourses.

*(Sean McPherson, R. Tripp Evans,
Kim Miller, Leah Niederstadt)*

198. Experimental Courses

208/308. Print Cultures in Early Modern and Modern Japan

Development of the woodblock prints in Japan from the Edo period (1615–1868) through the 20th century. We examine the technical, thematic and stylistic development of woodblock prints, the work of individual print designers and schools, the role of prints as reflection of and stimulus for the Edo period “Floating World” of urban popular culture, and the thematic, technical and other changes generated by wartime propaganda prints, and the New Print and Creative Print movements of the 20th century. Attention to issues of censorship, collaborative artistic production, representation of gender, sexuality and social status, and dilemmas of cultural identity and modernity. (Previously Arth 218)

(Sean McPherson)

211. Arts of the Western Tradition (Enhanced)

Arts of the Western Tradition provides an in-depth examination of Western visual culture from prehistoric to 20th-century productions and approaches them from interdisciplinary and multi-theoretical perspectives. Arth 211 is designed for students seeking greater academic challenge in the field of art history than is available in the standard introductory Arth 111 course (see above). Students will approach the material on several levels: through lecture classes held jointly with Arth 111; through a 90-minute weekly discussion section based on a seminar model and including student-led discussions and seminal readings in the field, and through a spring trip to New York City led by both faculty and students, and intended to emphasize the significance of the study of original works of art and architecture. Because of the advanced nature of this course, an additional half credit is offered.

*(Touba Ghadessi Fleming,
Evelyn Ruth Staudinger)*

Connections:

Conx 23008 Italian Culture, Language and Society

Conx 20047 Molecules to Masterpieces

Conx 20025 The Math in Art and the Art of Math

212. African Visual Cultures

This course provides an introduction to the rich, diverse and inspiring world of African art. We will examine the varied ways that African art has shaped and been shaped by the histories and cultural values of different African peoples, both in the past and during the present day. This course will strengthen the student's ability to critically assess the role of art in Africa for the people who produce and use it, and will provide an understanding of the role of African art in the West for the people who collect, exhibit, view and study it. Topics of study will include social, political, religious, philosophical, gendered and aesthetic practices.

(Kim Miller)

Connections:

Conx 23001 African Worlds

221. Arts of India

This course surveys the development of Indian art from the Indus Valley civilization to the present, studied against the background of India's cultural history and religious faiths. Art and architecture of the Indian subcontinent and Sri Lanka, Buddhist, Hindu, Jain and Islamic.

(Sean McPherson)

223. Islamic Art

The development of Islamic art throughout the Near East, Persia, Iran, North Africa and Spain. Special attention to architectural monuments and painting.

224. Chinese Art and Culture

Thematic, interdisciplinary exploration of selected art and architectural developments in China from Neolithic through modern times. Attention to issues relevant to study of material and visual culture, including the interpretation of meaning from objects and images; the relationship between archaeology and modern nationalism; cultural interconnections and the hybridity of "native" cultural traditions; social stratification in the production and reception of material culture; discourses of aesthetic cultural values; the interplay of literary, visual and material cultural production.

(Sean McPherson)

225. Status, Gender and Identity in Japanese Visual Culture

Survey of selected aspects of Japanese art and architecture from Neolithic through recent times. Particular attention to issues of gender, cultural identity and social status in the production and reception of art and architecture. Exploration of transnational and intercultural sources of

Japanese visual culture. Our inclusive exploration of Japanese art and architecture will address fundamental questions about when, how and why particular images and monuments have come to be considered part of a canon of "great works" in the discipline of Japanese art history.

(Sean McPherson)

230. Introduction to Museum Studies

This course introduces students to museum history and practice and to theoretical issues in museum studies. Students will explore the ways in which museums and like institutions represent people and cultures and will consider their missions, organizational structure and architecture, their role in the community and the contemporary challenges faced by museum practitioners.

(Leah Niederstadt)

231. Italian Medieval Art and Culture

Italian medieval art is very different from that of the rest of Europe, because it clings to a classicism inherited from its Roman past, augmented by frequent borrowings from Byzantium. The course concentrates on the art of Italy from the time Constantine made Rome a "Christian" capital until the time of Giotto, with particular attention to the ecclesiastical and social structures peculiar to Italy that shaped its art in a distinct way.

(Evelyn Ruth Staudinger)

232. Art and Architecture of the 14th and 15th Centuries in Italy

This course introduces students to the art of the early Renaissance in Italy, with special attention paid to Florence. Issues such as technique, style, iconography, patronage, historical context and art theory are discussed in detail.

241. Northern Renaissance Painting 1400-1550

The effects of secular patronage on late Gothic painting in France and Flanders (Pucelle, the Limbourg brothers), followed by a thorough analysis of the realistic and mystical currents in northern culture and painting from Jan van Eyck to Hieronymus Bosch; a study of the spread of the Flemish style to Germany and France and the impact of humanism (Dürer, Grünewald, Brueghel).

(Evelyn Ruth Staudinger)

242. Patronage and the Artist in Early-Modern Italy

This course will explore the relationship between various patrons and artists in Italy from circa 1400 until circa 1650. The class examines the influence held by patrons such as churches, monasteries and court rulers on art production and, in turn, how artists affected patrons' taste. In

addition, the course addresses issues of gender and politics to understand the process of art production and art reception in early-modern Italy.

(Touba Ghadessi Fleming)

255. Pre-Columbian Art and Architecture

A historical and cultural examination of the architecture, sculpture and allied arts of the ancient Andes and Mesoamerica. Spanning the first millennium B.C.E. to the time of the Spanish Conquest, this course considers the role of the arts in the establishment and maintenance of pre-Columbian political/religious authority.

(R. Tripp Evans)

256. Native North American Arts and Culture

An introduction to the art, architecture and allied arts of native North American peoples. Students will consider cultural periods from the prehistoric to the present and regions from the Eastern Woodlands to the Pacific Northwest, with special emphasis placed upon artistic production following European contact. Required museological study involving local collections.

(R. Tripp Evans)

260. American Art and Architecture: Colonial to 1865

An examination of the visual arts in North America from the 17th century to the era of the Civil War, considering their role in the formation of national identity. In addition to class readings and lectures, students will study original works and extant structures in Boston, Providence and Newport.

(R. Tripp Evans)

263. African American Art

This course explores the contribution of African American artists to the visual culture of the United States, from the work of 18th- and 19th-century enslaved and free blacks to the production of contemporary African American artists. Students examine the various strategies that African American artists have used to establish an independent artistic identity and to provide a political voice for their audiences.

(R. Tripp Evans)

Connections:

Conx 23010 Black Aesthetics

270. The Art of the Print

The development of woodcut, engraving, etching, lithography, etc., from the 15th century to the present. Special attention to the work of Dürer, Rembrandt, Daumier, Whistler and Cassatt. Religious, social and/or political aspects of their work also considered. Print collections at Wheaton and the Museum of Fine Arts, Boston,

will be highlighted. This course culminates in the organization and mounting of an exhibition of prints drawn from Wheaton's collection of 1,000 impressions.

(Evelyn Ruth Staudinger)

Connections:

Conx 20020 The Art of the Print

273. Greek Art and Architecture

An investigation of the art and architecture of the Greek world from the Aegean Bronze Age cultures to the Hellenistic period. Taught chronologically, but from a sociocultural perspective, particular attention is paid to the role and representation of gender in Greek society.

(Department)

274. Visualizing Power in Ancient Rome

After a brief consideration of Etruscan art, the course concentrates on Roman art and architecture with particular emphasis on the cultural role played by visual art in Roman society. Etruscan and Roman holdings in the Rhode Island School of Design Museum, Museum of Fine Arts, Boston, and the Wheaton Collection are spotlighted.

(Evelyn Ruth Staudinger)

275. Arts in an Age of Revolution: Neoclassicism, Romanticism, Realism

A survey of European painting and sculpture from the eve of the French Revolution to the mid-19th century. Emphasis on concurrent developments in France, England and Germany, with Italy and Spain also considered. Works of art examined in terms of style, content and theory and in relation to the social and political context.

(Department)

276. Impressionism and Post-Impressionism

An examination of Impressionist and Post-Impressionist painting in France. Works of art considered in terms of style, theory, content and social context (e.g., the transformation of Paris in the Second Empire). Emphasis on painting, although sculpture and the decorative arts are included as time permits.

(Department)

288. Buddhist Art and Architecture

Buddhist art, architecture and ritual have reflected and forged connections among the linguistically and culturally diverse societies of South, Central and East Asia. This course examines changes and continuities in Buddhist art and architecture from developments after the death of the historical Buddha in the 5th century B.C.E. through modern times.

Our historically and culturally structured

examination of Buddhist material and visual culture will be informed throughout with thematic questions. What do material, visual and ritual culture contribute to the religious experience?

How can we reconcile Buddhism's doctrinal rejection of material and visual reality with its rich artistic legacy? To what extent can we understand devotional objects as "art"? How have secular and religious agendas intersected in the spread of Buddhism? How has Buddhist art, architecture and ritual accommodated itself to widely differing cultural and historical contexts? How have the iconography and aesthetic of Buddhist art both reflected and influenced prevailing notions of social status, gender and sexuality?

(Sean McPherson)

298. Experimental Courses

Art of the Avant-Gardes, 1900–1945

This course examines the artistic avant-gardes during the first half of the 20th century. We study individual artists and their associated movements (Cubism, Constructivism, Dada, Surrealism, e.g.) through select themes: the influence of mass culture, non-western arts and new forms of technology; representations of sexual and racial identity; and the relationship between art, nationalism, war and revolution. Critical analysis of individual works of art and primary texts, especially those by artists, forms the basis of the course.

(Ellen McBreen)

208/308. Print Cultures in Early Modern and Modern Japan

Development of the woodblock prints in Japan from the Edo period (1615–1868) through the 20th century. We examine the technical, thematic and stylistic development of woodblock prints, the work of individual print designers and schools, the role of prints as reflection of and stimulus for the Edo period "Floating World" of urban popular culture, and the thematic, technical and other changes generated by wartime propaganda prints, and the New Print and Creative Print movements of the 20th century. Attention to issues of censorship, collaborative artistic production, representation of gender, sexuality and social status, and dilemmas of cultural identity and modernity. (Previously Arth 218)

(Sean McPherson)

311. Anatomies 1400–1600: Sexual, Forbidden and Monstrous

This course will look at the ways in which the body was understood and visualized in the early-modern period. Focusing mostly on France and Italy, the class will address topics such as: the perceived imperfections of the female body; the

mystery held by reproductive organs and their function; the theological and physical challenges posed by human dissections; the production of illustrated anatomical treatises; the implication of artists and anatomists in exploring monstrous bodies; and the intellectual and physical fascination with hermaphrodites.

(Touba Ghadessi Fleming)

312. Contemporary African Arts

This course will explore contemporary African art and the discourses that frame its production, reception and history. Issues considered include authenticity, tradition, modernity, nationality and African diasporic art. We will also examine the complex relationship of African art to colonialism, European art and its discourses, and the influence of globalization and popular culture. We will focus on several artists or artistic traditions as case studies, including the art scene in Dakar (Senegal); artistic production in post-Apartheid South Africa; and the revival of "traditional" forms through studio art markets. We will also explore the collection and display of contemporary African art. Readings include debates over the nature of representation in the postcolonial world, critiques of the place of African art in the symbolic and monetary economies of the Western metropolis, African feminism as expressed in the arts, and studies of the new contexts of so-called ethnographic objects.

Students are not expected to have prior knowledge of African art, but some background in either Africana studies (theoretical discourses) or art history (historical and stylistic traditions) is recommended. The emphasis in this course will be on honing visual observational skills as well as techniques of theoretical analysis.

(Kim Miller)

Connections:

Conx 23001 African Worlds

314. Modern Architecture

A study of architectural evolution in the West from the French Revolution to the present, in light of technological, political and social developments. Particular attention focused on avant-garde movements of the late 19th and 20th centuries.

(R. Tripp Evans)

317. Cubism, Expressionism and Surrealism

A study of major developments in art during the first half of the 20th century: Cubism and related styles in France (Picasso, Braque, Sonia and Robert Delaunay); Expressionism in Germany (Kirchner, Marc, Kandinsky, Münter, Kollwitz); the international Dada and Surrealist movements

(Duchamp, Miró, Dalí). Works of art considered in terms of style, content, theory and in relation to their social and political context.

(Department)

318. Art since 1945

An introduction to art, art theory and criticism in the second half of the 20th century. Emphasis on Abstract Expressionism, Pop art, Color-field painting, Minimal, Conceptual, Environmental and Performance art. Class time devoted to issues and developments through the mid-1980s. Exhibitions in Boston, Providence and Wheaton's gallery provide exposure to more recent work and an opportunity to engage in art criticism.

(Department)

Connections:

Conx 20034 The Historical Context of Contemporary American Culture

333. Architecture and Identity in Modern Japan

Development of modern architecture in Japan from the Meiji Period (1868–1912) through recent decades. Chronological coverage of major stylistic, structural and spatial changes, supplemented by attention to thematic concerns such as the relationship between cultural identity, architectural form, and modernity; the influence of discourses of “traditional” Japanese architecture upon modern movements in Japan and the West; the dialectic between “native” and “foreign” forms and design philosophies; the influence of social status, gender and colonialism upon architectural design and consumption; competing pressures of urbanization and preservation; issues of cultural “authenticity” in the context of global, transnational cultures.

(Sean McPherson)

334. Exhibiting Africa: Past & Present

This course explores the ways in which Africa and its animals, peoples and material culture have been represented by museums. We will study how economic, political and social change influence the collection and display of Africa and Africans and how debates over cultural heritage and repatriation apply to the African continent.

(Leah Niederstadt)

336. Sex and Death in Early Modern Venice

This course, organized thematically, offers a critical look into the complexities of ritual, space and spectatorship in early modern Venice. Investigations of visual culture are framed by issues of gender, race and other identity categories.

352. Early Medieval Art and Culture

The transformation of late antique art and

architecture to suit the needs of Christian cultures in the Greek East and Latin West, from the early paintings in catacombs to the year 1000.

(Evelyn Ruth Staudinger)

353. Castles and Cathedrals

The art of the Western medieval world from the 11th to the 13th centuries. Special attention paid to the Romanesque monastic pilgrimage sites, their architecture and decorations; to the castles of northern Europe, their construction and design; and to the great cathedrals of Gothic France, their architecture, sculpture and stained glass. Social, political and economic factors involved in the production of this art are stressed.

(Evelyn Ruth Staudinger)

Connections:

Conx 20029 Living Architecture

360. American Art and Architecture: 1865–1945

Between the Civil War and World War II, American art and architecture demonstrated an unprecedented sense of confidence. Examining the roles of empire building, commerce and the rise of urban culture, this course will chart the development of American art from the American Renaissance to the triumph of the midcentury New York School.

(R. Tripp Evans)

398. Experimental Courses

Picturing New York

In this seminar, we will explore artists' attempts to capture the essence of New York City, from its origins in the 17th century to the 9/11 period and beyond. Considering architecture, prints, photography, painting, sculpture and film, we will examine the conditions under which New York gave rise to a uniquely American form of urban imagery, attempting to understand the roles that geography, politics, capitalism, race and gender have played in New York's development. In addition, we will investigate how these images and designs broke from traditional practices/forms, seeking to understand what “Modernism” means in its New York context.

(R. Tripp Evans)

399. Selected Topics

An opportunity to do independent work in a particular area not included in the regular courses.

401. Seminar

The study of particular periods, special topics or individual artists. A list for the following year is announced each spring. Subjects are chosen to meet the needs and interests of the particular group of art history majors.

500. Individual Research

Offered to selected majors at the invitation of the department.

Studio Art

Chair: R. Tripp Evans

Department homepage:

wheatoncollege.edu/Acad/Art/

Tim Cunard

Professor of Art

R. Tripp Evans

Associate Professor of Art History
Chair, Art and Art History

Claudia R. Fieo

Professor of Art

Touba Ghadessi Fleming

Assistant Professor of Art History

Andrew Howard

Professor of Art

Jake Mahaffy

Associate Professor of Art and Film

Ellen McBreen

Assistant Professor of Art History

Sean McPherson

Assistant Professor of Art History

Kim Miller

Assistant Professor of Women's Studies and Art History; Coordinator, Women's Studies

Ann H. Murray

Professor of Art, Director of Beard and Weil Galleries

Leah Niederstadt

Assistant Professor of Museum Studies, Art History and Curator of the College's Permanent Collection

Evelyn Ruth Staudinger

Associate Provost and Associate Professor of Art History

Patricia Stone

Associate Professor of Art

For any questions regarding studio art, please contact the studio coordinator, Andrew Howard.

The Art and Art History Department offers two areas of concentration within the major, one with emphasis on the history of art (Art and Art History), the other with emphasis on the making of art (Studio Art).

Major

The studio art concentration consists of at least 13 semester courses, including:

Arts of the Western Tradition, Arth 111/Arth 211, taught in the fall, and Arts of Asia, Africa, and

the Americas, Arth 112, taught in the spring. It is highly recommended that these courses be taken in sequence (Arth 111 or Arth 211, followed by Arth 112).

Any student who has already taken our former survey course, Great Works I and Great Works II, may substitute these courses for Arth 111 and Arth 112; if you have taken only one of the Great Works courses, you may substitute this course for Arth 111 but not for Arth 112.

Three foundation courses in studio art:

Arts 111 Two-Dimensional Design
Arts 112 Three-Dimensional Design
and Arts 116 Drawing I

These foundation courses must be taken before the senior year.

One semester of Arts 402.

One additional semester course in Art and Art History.

And six additional semester courses in studio art from the following areas (with a possible emphasis in the student's major interest): drawing, painting, printmaking, sculpture, photography and graphic design. Studio concentrators are urged to take Arth 318. Arts 399 is normally reserved for fall semester seniors.

For permission to enter the studio concentration, students must submit a portfolio of their work to the department during their sophomore year. Faculty review portfolio submissions occurs once during the fall and once during the spring semester. All students who wish to be studio majors must be approved and accepted by the end of their sophomore year. Please see the studio coordinator, Andrew Howard, for more information.

Minor

A minor in studio art consists of five studio courses, at least one of which must be at the 300 level. This means that the student must take two foundation-level courses (Arts 116 or Arts 111 or Arts 112) and three additional courses, one of which is a 300-level course. Students contemplating a studio minor should take careful note of the prerequisites for 200- and 300-level courses. Art history majors may minor in studio art by taking four additional studio courses above and beyond the two required for the major (for a total of six).

Courses

Foundation programs

111. Two-Dimensional Design

As an introduction to visual language, this course will focus on the development of problem-solving skills as it applies to the fundamental concepts of design. Projects explore the integration of art elements and principles as a foundation for visual composition and creative expression.

(Claudia R. Fieo)

Connections:

Conx 20047 Molecules to Masterpieces
Conx 20011 Communication through Art and Mathematics

112. Three-Dimensional Design

An introduction to basic sculptural concepts for beginners. Emphasis on learning to see three-dimensionally by working in a variety of media. No previous experience required.

(Tim Cunard)

116. Drawing I

An introductory course that explores basic drawing techniques through various media and motifs. A strong emphasis will be placed on working from perception and learning to see. No previous experience required.

(Andrew Howard, Patricia Stone)

Connections:

Conx 20047 Molecules to Masterpieces

Upper-level courses

205. Drawing II

Continued exploration of drawing principles and techniques; emphasis on personal visual statements.

(Tim Cunard, Patricia Stone)

210. Sculpture I

A course exploring sculptural concepts based on the observation of the human form through modeling and construction. Emphasis on various techniques.

(Tim Cunard)

215. Relief Printmaking

An introduction to relief printing; students will create both black-and-white and color prints in woodcut, linocut and contemporary relief techniques. Emphasis is placed on the development of personal imagery.

(Claudia R. Fieo)

Connections:

Conx 23013 Animal Power in Religion, Art and Science

220. Painting I

An introduction to oil painting, focusing on the basic problems of color, form and composition. Projects will include still life, the figure and color exercises. Emphasis will be placed on working from perception.

(Patricia Stone)

240. Beginning Photography

The fundamentals of photography including the use of the camera, composition, light and subject; developing, printing and enlarging processes also studied and performed by the student. Students must have a 35mm camera or a medium-format camera that allows for total control.

(Andrew Howard)

250. Graphic Design I

The concept of design as communication will be explored as students solve graphic design problems and develop an understanding of traditional and modern typography and design layout.

(Claudia R. Fieo)

Connections:

Conx 20042 Graphic Design and Web Programming
Conx 23012 Visualizing Information

260. Film Production I

This is a beginner's studio production course introducing the student to the fundamentals of creative 16mm filmmaking. The student will learn the basics of constructing cinematic narrative from concept to edit by producing a series of exercises in and outside of class as well as several larger group and individual projects. Our class sessions will be spent in technical demonstrations, critiques of projects, discussions, shooting exercises and screening films. The majority of the student's learning experience will come from practical endeavors in the field and the personal challenges each sets for him/herself (i.e., the more you work, the more you learn).

(Jake Mahaffy)

261. Video Production I

An intensive, hands-on beginner's course in digital video making. Students work individually and in groups to produce a series of short videos, including a final project. Focus on concept development, editing, directing techniques and production methods.

(Jake Mahaffy)

262. Screenwriting

This is an introductory course to screenwriting. Students learn screenplay format and the requirements of the genre. Different techniques in creat-

ing characters, voices and scenes are developed. Fundamentals of dramatic writing are studied and provide a general template for students' own creative work. This is a very time-intensive course and students will produce well over a dozen short form screenplays.

(Jake Mahaffy)

298. Experimental Courses

Experimental Animation

This introductory course explores animation techniques and processes in order to provide students with a hands-on creative experience while they learn the potential of this rich and dynamic form of expression. Through the class projects, students are introduced to the basic principles of animation, including timing, sound and basic editing. A wide range of independent animation is screened to provide creative stimulus and demonstrate a variety of aesthetic and technical approaches.

(Steven Subotnick)

Interactive Animation

This course introduces students to basic principles of interactive animation using Adobe Flash as our primary tool. Through the class projects, students are introduced to the basic principles of this new art form, including timing, sound, button-states and branching. A range of work will be shown, including traditional animation as well as examples of interactivity to provide creative stimulus and demonstrate a variety of aesthetic approaches.

(Steven Subotnick)

310. Sculpture II

An exploration of sculptural concepts through some advanced techniques.

(Tim Cunard)

315. Intaglio Printmaking

This course introduces the various traditional and contemporary platemaking techniques and the printing process used to create an intaglio print. Emphasis is placed on experimentation and the development of personal imagery.

(Claudia R. Fieo)

Connections:

Conx 20020 The Art of the Print

Conx 23013 Animal Power in Religion, Art and Science

316. Arts in Ireland

Arts in Ireland is a 21-day intensive studio art course. It is designed to provide studio majors and minors with an opportunity to develop their artistic vision while living on the west coast of Ireland.

This course is taught in association with the Burren College of Art, Ballyvaughan, Co. Clare.

(Andrew Howard)

320. Painting II

A continuation of Painting I, more emphasis will be placed on developing an individual response to subject matter. Painting technique, color mixing and compositional development within a series will be explored.

(Patricia Stone)

325. Lithography

This course will explore the fundamental drawing techniques and printing process of stone lithography and pronto plate lithography while emphasizing the development of personal imagery.

(Claudia R. Fieo)

Connections:

Conx 23013 Animal Power in Religion, Art and Science

330. Intermediate Photography

This course is designed to encourage students to explore and develop visual perception and a personal point of view. Basic techniques will be reviewed and refined and more sophisticated techniques introduced. This is a rigorous course with weekly visual assignments. Admission to the course is based on portfolio examination and/or interview with the instructor.

(Andrew Howard)

340. Figure Drawing and Anatomy

Students will develop their drawing skills through a focused study of the human figure. Weekly drawing sessions with the model will be supplemented by studies from the human skeleton as well as anatomical texts covering the major muscle groups at rest and in motion. This course connects to Bio 106. (Previously Arts 230.)

(Patricia Stone)

Connections:

Conx 20010 Body, Form and Motion

350. Graphic Design II

This course continues to focus on design as communication with further exploration of the relationship between typography and image using traditional design techniques and computer graphics.

(Claudia R. Fieo)

Connections:

Conx 23012 Visualizing Information

360. Film Production II

This is an advanced film production course focusing on directing actors, montage techniques,

location sound recording and short form narrative. Students learn and shoot in small groups on HD camera kits and edit in Final Cut HD to produce a series of short films from concept to exhibition.

(Jake Mahaffy)

398. Experimental Courses

Special Topics in Printmaking: Painterly Printmaking to Create Print Suites and Artist Books

This printmaking course will focus on painterly, contemporary, and safer, less toxic printmaking materials and techniques, with an emphasis on a more in-depth exploration of themes, ideas and various formats, including artist books, to enhance content. Students will develop their creative process; they will explore materials and methods, exploiting their potential to create unique prints and multimedia prints; and they will experiment with different formats to see how content is affected by presentation.

(Claudia R. Fieo)

399. Selected Topics

An opportunity to do independent work at an advanced level. Students must preregister with their independent advisor after submitting a written statement of intent for faculty approval.

402. Senior Projects

This is the capstone experience for studio art majors. This is a semester-long course that meets once per week for three hours. Senior students are expected to produce a defining body of work in the medium of their choice, which will be exhibited in the Beard Gallery at the end of the semester. A variety of topics will be discussed in this seminar. The seminar will also provide students with a series of critiques on the development of their work as it progresses toward the Senior Studio Majors Exhibition.

500. Individual Research

Offered to selected students at the invitation of the department.

Asian Studies

Coordinator: Bruce Owens

Matthew Allen

Chair, Ruby Associate Professor of Music

Jonathan Brumberg-Kraus

Professor of Religion

Vipan Chandra

Professor of History

Hyun Sook Kim

Professor of Sociology

Yuen-Gen Liang

Assistant Professor of History

Sean McPherson

Assistant Professor of Art History

Bruce Owens

Chair, Associate Professor of Anthropology

Jeffrey R. Timm

Chair, Professor of Religion

Jeanne Wilson

Chair, Professor of Political Science

The Asian Studies program draws upon the perspectives of anthropology, art history, economics, ethnomusicology, history, language study, political science, religious studies, sociology, and theatre and dance studies in order to provide students with a multidisciplinary range of approaches toward (a) a broad understanding of this vast and diverse area and (b) a more detailed knowledge of a topic or a geographical region that is of particular interest to them.

Major

The major in Asian Studies consists of 10 courses. With the advice and approval of a student's major advisor (either the Coordinator of Asian Studies or another participating member of the Asian Studies faculty), the student is expected to develop a coherent and well-balanced program. Majors should achieve a broad familiarity with Asian cultures and a more specialized knowledge of at least one of three areas: East Asia, South Asia or West Asia (the Middle East). In addition to their geographical concentrations, a few examples of particular topics on which our Asian Studies majors have focused in recent years are: human rights in Tibet, illness and culture in Taiwan, Buddhist architecture, the 1965 Coup in Indonesia, Taiwanese-PRC relations and the position of ethnic Chinese in Indonesia.

Out of the 10 courses required for the major, the student must take one course at the 300 level, and a capstone course at the 400 level.

The capstone requirement for the major may be fulfilled either by (a) a senior seminar offered in a discipline appropriate to the student's program, or (b) an independent research project that results in a senior research paper, pursued under the guidance of a member of the Asian Studies faculty. In either case, the student should discuss the capstone options with his/her major advisor as early as possible, and must have a plan in place, agreed upon by the major advisor, by the end of the junior year.

The study of Asian languages is highly encouraged by the Asian Studies faculty, although language study is not a requirement for the major or minor. As of Spring 2009, instruction in Mandarin Chinese, Japanese and Arabic (introductory and intermediate) is offered at Wheaton. Additional study of Asian languages is available to Wheaton students through an agreement with Brown University. The faculty recommends that students interested in learning an Asian language consult the coordinator about the various opportunities available. Courses in Asian languages beyond Wheaton's two-semester language requirement may be counted toward the Asian Studies major or minor. Majors considering graduate school should begin study of an Asian language as early as possible in their undergraduate career.

Students are urged to take advantage of junior year abroad (JYA) opportunities available in Asia. Many of Wheaton's Asian Studies majors spend a semester or year in China, Japan, India and other Asian countries through Wheaton's affiliation with excellent programs such as the Institute for the International Education of Students (IES) and the School for International Training (SIT). The faculty in Asian Studies and the staff of the Center for Global Education can offer guidance on such opportunities.

Anthropology

Anth 295 Peoples and Cultures of South Asia

Art and Art History

Arth 105 Art in East Asia I

Arth 106 Art in East Asia II

Arth 218 Print Cultures in Early Modern Japan

Arth 221 Arts of India

Arth 224 Chinese Art and Culture

Arth 225 Status, Gender and Identity in Japanese Visual Culture

Arth 288 Buddhist Art and Architecture

Arth 333 Architecture and Identity in Modern Japan

Chinese

Chin 101 Introduction to Chinese

(does not count toward Major/Minor)

Chin 102 Introduction to Chinese

(does not count toward Major/Minor)

Chin 201 Intermediate Mandarin Chinese

Chin 202 Intermediate Mandarin Chinese

Economics

Econ 232 Economic Development

Econ 233 Sweatshops in the World Economy

Econ 305 International Finance

Econ 306 International Trade

History

Hist 222 Introduction to Chinese Civilization

Hist 223 Introduction to Indian Civilization

Hist 224 Introduction to Japanese Civilization

Hist 225 Women in East Asia: Japan and Korea

Hist 227 Women in East Asia: China

Hist 251 Early Islamic Societies

Hist 252 The Modern Middle East 1800-1992

Hist 352 Social Movements in Modern Islam

Hist 365 Modern China

Hist 367 Modern Japan

Hist 401 Intellectual Bridges Between East and West

Japanese

Japn 101 Introduction to Japanese

(does not count towards Major/Minor)

Japn 102 Introduction to Japanese

(does not count towards Major/Minor)

Japn 201 Intermediate Japanese

Japn 202 Intermediate Japanese

Music

Musc 211 World Music: Eurasia

Musc 221 Music and Dance of South Asia

Musc 282 Music and Worship in World Cultures

Musc 309 Music Nationalism and Identity

Political Science

Pols 209 Chinese Foreign Policy

Pols 223 Contemporary Chinese Politics

Pols 263 The Politics of the Middle East

Pols 347 Islamic Political Thought

Pols 401 Seminar

Religion

Rel 102 Introduction to the Study of World Religions

Rel 108 Engaged Buddhism

Rel 109 Introduction to the Hebrew Bible
Rel 212 Sacred Texts of Asia
Rel 230 Mysticism and Spirituality
Rel 316 Islam: Faith and Practice
Rel 325 Hinduism: Thought and Action
Rel 326 Buddhism: Thought and Action

Sociology

Soc 280 Asians and America

Theatre and Dance Studies

Thea 276 Non-Western Theatre and Performance

Minor

Asian Studies minors are required to take at least five of the courses listed as appropriate for the major, at least one at the 300 level, and may concentrate in any of the regions listed above for the major.

Astronomy

Coordinator: Geoffrey Collins

Department homepage:

wheatoncollege.edu/Acad/Astronomy/

Timothy Barker

Professor of Astronomy

Geoffrey Collins

Associate Professor of Geology, Chair of Physics and Astronomy

John Michael Collins

Bojan Jennings Professor of Physics

For course listings and major requirements, see Physics.

Minor

The minor in astronomy consists of Ast 130, Ast 140, Ast 202, Ast 250 and Ast 302 or Ast 305.

Courses

130. The Universe

Properties of stars and how they are born and die, black holes, galaxies, quasars and the origin and evolution of the universe. Weekly two-hour laboratories retrace the steps involved in measuring the age and size of the universe, with enrichment laboratories in astronomical photography and observing.

(Timothy Barker)

Connections:

Conx 20059 Quantum Theories: Contemporary American Fiction, Modern Physics and the Universe

140. The Solar System

The processes that shape the surfaces and atmospheres of planets and satellites and how the planets have evolved in different directions. Students will learn how planetary data are gathered and how to interpret those data and will design a mission to address one of the many remaining mysteries of the solar system.

(Geoffrey Collins, Timothy Barker)

202. Frontiers of Astronomy

Students will write on topics of their own choosing in modern astronomy, such as neutron stars, black holes, quasars, active galaxies, the Redshift Controversy, the Big Bang and the fate of the universe. Prerequisite: one previous course in astronomy.

(Timothy Barker)

250. Ancient Astronomies

We will study coordinate systems, celestial navigation, eclipses and the motions of the sun, moon and planets. We will then use this knowledge to view the skies through ancient eyes, especially those of Islamic and Mayan astronomers, and gain insight into these cultures and their shared passion for astronomy.

(Timothy Barker)

Connections:

Conx 20071 Ancient Landscapes and Ancient Skies

298. Experimental Courses

Astrobiology

"Is there life on other planets?" is one of the most fundamental questions we can ask. Though we have not found any extraterrestrial life, we are rapidly changing our understanding of how life originated and evolved on Earth, what kinds of environments are suitable for life, and what kinds of environments conducive to life exist on other planets.

This course will be a multidisciplinary exploration of the topic from the standpoint of astronomy, biology, geology, physics and chemistry, so students are expected to have previously completed at least one introductory science course. In addition to the textbook, the course will include discussion of current research articles in astrobiology.

(Geoffrey Collins)

302. Astrophysics

Electromagnetic radiation, properties of stars, stellar structure and evolution, the origin of the elements, galactic structure and evolution, and active galaxies and cosmology.

(Timothy Barker)

305. Observational Astronomy

Students will use Wheaton telescopes and our observatory in Australia to carry out independent research projects, such as color imaging, astrometry and photometry of near-earth asteroids, searching for supernovae and determining the light curves of variable stars.

(Timothy Barker)

398. Experimental Courses

Biology

Chair: Robert L. Morris

Department homepage:

wheatoncollege.edu/Acad/Biology

Peter J. Auger

Visiting Assistant Professor of Biology

Susan Barrett

Lab Instructor in Biology

Barbara Brennessel

Goldberg Professor of Biology

Deborah Cato

Instructor of Biology

Betsey Dexter Dyer

Professor of Biology

Linda Kollett

Visiting Associate Professor of Biology

John Kricher

Meneely Professor of Biology

Jennifer Lanni

Instructor in Biology

Shawn McCafferty

Assistant Professor of Biology

Robert L. Morris

Chair, Associate Professor of Biology

Shari Morris

Teaching Associate in Biology

Scott W. Shumway

Professor of Biology

Edmund Y. Tong

Professor of Biology

Biologists study living systems at different levels of organization. To ensure students are exposed to all levels of biological organization, the Biology Department focuses students on the study of cells and molecules, organisms and systems.

Off-campus credit

It is essential that students get permission from the Biology Department before taking courses to be counted toward the major in summer programs, field research programs and junior year abroad (JYA) programs.

Major Requirements

Bio 111 Evolution and Ecology

Bio 112 Cells and Genes

(Biology 111 and 112 can be taken in any order.)

Four 200-level courses, at least three of which must have a laboratory.

Three 300-level biology courses, at least two of which must have a laboratory.

Chem 153 Chemical Principles

Chem 154 Inorganic Reactions

Three related courses from biology, chemistry, mathematics/computer science or physics.

The 200- and 300-level biology courses must include a minimum of one course from each of the following biology areas: cells and molecules, organisms, systems.

Capstone

The capstone in biology can be fulfilled in several ways. Students may conduct an independent research project that is approved by the department and supervised by faculty (Bio 499) or conduct research as part of an honors thesis (Bio 500). In some cases, a specially designed (Bio 399) course (Independent Study) may fulfill the capstone requirement. The capstone may also be experienced in specially designed and designated seminars (Bio 400), which are usually taken in the senior year.

Area requirements

To ensure students are exposed to all levels of biological organization, biology majors must take at least one course in each of the three following areas: cells and molecules, organisms, systems.

Cells and molecules

Bio 211 Genetics

Bio 219 Cell Biology

Bio 221 Microbiology and Immunology

Bio 222 Bacteriology

Bio 254 Developmental Biology

Bio 305 Biochemistry

Bio 307 Cell Evolution

Bio 316 Molecular Biology and Biotechnology

Bio 321 Immunology

Bio 324 Neurobiology

Bio 347 Endocrinology

Organisms

Bio 205 Nutrition

Bio 207 The Biology of Exercise

Bio 220 Evolution of Invertebrates

Bio 226 Comparative Animal Behavior

Bio 244 Introductory Physiology

Bio 252 Parasitology and Symbiosis

Bio 255 Vertebrate Evolution and Anatomy

Bio 262 Plant Biology

Bio 331 Advanced Marine Biology

Bio 348 Advanced Physiology

Bio 375 Ornithology

Systems

Bio 201 Environmental Science

Bio 215 Ecology

Bio 231 Marine Biology

Bio 303 Evolution

Bio 317 Molecular Ecology and Evolution

Bio 318 Tropical Field Biology

Bio 361 Vernal Pool Conservation Biology

Bio 364 Freshwater and Marine Botany

Related majors

Students interested in the biological sciences may consider declaring a major in Biochemistry, Environmental Science or Psychobiology, and should meet with the designated program coordinators to discuss the program of interest.

Health professions

Students planning a career in medicine, dentistry, veterinary or other health professions should consult a health professions advisor early in the first year in order to plan a suitable program. Medical schools require a minimum of two semesters of biology, two semesters of physics, two semesters of mathematics, four semesters of chemistry and two semesters of English. The MCATs include material from anatomy, microbiology, physiology and genetics. Therefore, those 200-level courses are recommended.

Also see information on Wheaton's pre-med advising. For more information on pre-med advising contact Dean Alex Trayford in the Filene Center for Academic Advising and Career Services.

Honors/graduate school

Biology departmental honors will be awarded on the basis of a B+ or better average in the major, an overall average of B or better, and a grade of B+ or better on the individual research project. Students intending to continue their study of biology in graduate school are strongly encouraged to take organic chemistry. Graduate and pre-health programs usually require students to have an exposure to organic chemistry, calculus and physics.

Minor

A minor in biology consists of five courses. No more than two courses may be at the 100 level;

at least one course must be at the 300 level and at least three of the courses must have a laboratory.

Courses

101. An Introduction to Biology

This course is taught using an issues-oriented approach and includes topics of current interest to today's society, such as the human genome project, genetic testing, genetically modified foods, the population explosion, nutrition, cancer and biodiversity. This course encourages critical thinking and questioning and teaches you tools that will enable you to evaluate scientific arguments and make appropriate decisions affecting your life and society. This is an introductory, laboratory-based course in biology for non-majors. Three hours lecture and three hours of laboratory per week.

106. Basic Anatomy and Physiology

A survey of the essential principles in human physiology combined with basic human anatomy. The emphasis is placed on neuromuscular structures and functions, because the course is connected to a studio art course, Arts 340, as well as a theatre course, Thea 140. Three hours integrated lecture/lab per week. Each student is required to do a "connected project."

Connections:

Conx 20010 Body, Form and Motion

Conx 20001 Human Biology and Movement

111. Evolution and Ecology

The study of evolution as a process, as it relates to patterns of distribution and abundance of organisms in ecosystems. Three hours lecture, three hours laboratory per week. Bio 111, required for majors in the biological sciences, may be taken either before or after Bio 112.

(Shawn McCafferty)

Connections:

Conx 20019 The Darwin Connection: Evolution, Race and Culture

112. Cells and Genes

Introduces the cell as the basic unit of life, genes as the basic unit of inheritance, and discusses the cellular and molecular processes and principles shared by living organisms. Three hours lecture, three hours laboratory per week. Bio 112, required for majors in the biological sciences, may be taken either before or after Bio 111.

(Robert L. Morris)

Connections:

Conx 20026 Biopharma

115. Natural History of New England Forests

A field-based course with observational and experimental activities. Students will learn to identify the common flora and fauna of the surrounding forest community. The course will also examine historical and contemporary human impact on New England forests. Field trips to coastal forest ecosystem and the Fisher Museum at the Harvard Forest.

(Deborah Cato)

201. Environmental Science

An overview of current environmental concerns and the scientific theory needed to address them. Population growth, community ecology, biodiversity, endangered species management, ground-water quality and introduced species. This class is not intended to be a substitute for a course in ecology and students planning to pursue careers in ecology or environmental science are advised to take Bio 215 or Bio 218 in addition to this class. Three hours lecture per week.

(Scott W. Shumway)

Connections:

Conx 23009 The Environment

205. Nutrition

The course focuses on nutrients and their digestion and metabolism. The application of the fundamentals of nutrition to daily life and health issues such as dieting, exercise, weight control, eating disorders, heart disease, cancer, safety of food additives, genetically modified foods and farming practices. Students will carry out an independent project. Three hours lecture per week.

(Shari Morris)

Connections:

Conx 23002 Food

207. The Biology of Exercise

Responses and adaptations of the human body to exercise with emphasis on metabolism, skeletal muscles and the cardiovascular-respiratory system. Topics include aerobic performance, anaerobic capacity and the relationships between exercise and nutrition, weight control, strength and endurance training, sex and age differences, health states, drugs and performance aids.

(Edmund Y. Tong)

211. Genetics

The nature of genes, gene function and gene regulation. The transmission of inherited characteristics and the behavior of genes in populations. Laboratory includes the collection and analysis

of data from *Drosophila* crosses. Three hours lecture, three hours laboratory per week.

(Betsey Dexter Dyer)

Connections:

Conx 20015 Genes in Context

Conx 23016 Race as a Social Construct

Conx 20060 The Genetics of the Autism Spectrum

215. Ecology

A survey of the basic principles of ecology, particularly terrestrial ecosystems of New England. Laboratory emphasizes fieldwork. Three hours lecture, three hours laboratory per week.

(John Kricher, Peter J. Auger)

Connections:

Conx 20063 Ecology: A Statistical Approach

Conx 20017 Ecology and Public Policy

219. Cell Biology

The organization, functions and behaviors of eukaryotic cells. Cell architecture and cell motility will serve as themes to investigate similarities and specializations of protist, plant and animal cells. Other topics include organelle function, the cytoskeleton, cell division and intracellular transport. Lab will emphasize digital imaging to study cells and cell behaviors. Three hours lecture and three hours lab per week.

(Robert L. Morris)

Connections:

Conx 20029 Living Architecture

Conx 23012 Visualizing Information

220. Evolution of Invertebrates

The goals for this course are to make your knowledge of the invertebrates a functional and integral part of your life as a biologist; to learn to recognize and discuss all of the phyla of invertebrates as well as some subphyla and classes; and to understand the evolution of the invertebrates.

(Betsey Dexter Dyer)

221. Microbiology and Immunology

The biology of microorganisms, concentrating on bacteria and viruses and including a section dealing with the fundamental concepts of immunology. The laboratory focuses on the techniques used to culture and identify microorganisms. Three hours lecture, three hours laboratory per week.

(Barbara Brennessel)

Connections:

Conx 20005 Microbes and Health

222. Bacteriology

Primary goals for this course include: (1) making a knowledge of the bacteria a functional and inte-

gral part of your life as a biologist; (2) being able to recognize and discuss all of the major groups of bacteria as well as many specific examples of practical (medical, environmental and industrial) importance; (3) understanding the evolution of the bacteria; (4) becoming comfortable with and conversant on most bacterial groups in situ, in spite of their apparent invisibility.

(Betsey Dexter Dyer)

226. Comparative Animal Behavior

See Psy 226.

Connections:

Conx 23013 Animal Power in Religion, Art and Science

227. Drugs and Behavior

See Psy 227.

231. Marine Biology

An introduction to the biology of marine organisms from an ecological perspective. Species interactions, distribution patterns and adaptations to the marine environment for the rocky intertidal, soft bottom, subtidal, deep sea, estuarine and coral reef habitats. Laboratories and field trips will provide a survey of marine algae and invertebrates. Three hours lecture, three hours laboratory per week.

(Scott W. Shumway)

242. DNA

An amazing blend of biology, chemistry, computing and mathematics emerges when considering the molecule "deoxyribonucleic acid" (DNA). DNA is the blueprint of life for all organisms on Earth and throughout evolutionary time. This course explores DNA from the following four points of view: molecular biology, applied mathematics, evolutionary biology and computer science. Students will analyze DNA sequences by learning to write computer programs (software) in the language Perl. Learning to write programs is a pure, distilled form of problem solving, a vital skill for many careers and graduate studies. Historical and ethical aspects of DNA are discussed. Counts as a related course in the biology major and as a 200-level elective in the computer science major.

(Betsey Dexter Dyer, Mark D. LeBlanc)

Connections:

Conx 20015 Genes in Context

244. Introductory Physiology

The function of various animal organ systems, especially the ways in which they interact to maintain homeostasis of the individual. Most examples are from mammalian systems. Three

hours lecture, three hours laboratory per week. A service learning component involving three four-hour sessions at Sturdy Memorial Hospital in Attleboro is also included.

(Edmund Y. Tong)

Connections:

Conx 20061 Body and Mind

252. Parasitology and Symbiosis

Parasitology as a world health problem with discussions on economic, political and medical aspects of parasite control. Descriptive parasitology and symbiosis. Genetic and physiological interactions between associated organisms. Three hours lecture.

(Betsey Dexter Dyer)

254. Developmental Biology

Cellular and molecular mechanisms of animal embryogenesis with an emphasis on experimental method and on comparisons of patterns of development. Topics include fertilization, mitosis and the cell cycle, pattern and axis formation, neurodevelopment, organogenesis and animal cloning. The laboratory will include observations of both fixed and living embryos. Three hours lecture, three hours laboratory per week.

(Robert L. Morris)

Connections:

Conx 23012 Visualizing Information

255. Vertebrate Evolution and Anatomy

The evolutionary history of vertebrates and the vertebrate body form as revealed by the fossil record and the anatomy of extant vertebrates. Laboratory emphasizes comparisons among the various classes of vertebrates with a focus on skeletal anatomy. Three hours lecture, three hours laboratory per week. (Previously Chordate Anatomy and Evolution).

(John Kricher)

262. Plant Biology

An introduction to the biology of plants, including mosses, club mosses, ferns, horsetails, cycads, conifers and flowering plants. Morphology, ecology and evolution will be addressed for each group. Laboratories will include examination of live specimens from all major plant taxa, student-devised experiments and field trips. Three hours lecture, three hours laboratory per week.

(Scott W. Shumway)

Connections:

Conx 23002 Food

290. Biology of Whales

Through the Marine Studies Consortium.

298. Experimental Courses

303. Evolution

A detailed examination of the causes and mechanisms of evolution. This course emphasizes the major concepts of modern evolutionary biology by exploring contemporary issues. Topics include the basics of evolutionary genetics, natural selection, adaptation, speciation, the origins of biological diversity, evolution in modern society and the conflict between evolution and creationism. Three hours lecture, three hours laboratory per week.

(Shawn McCafferty)

305. Biochemistry

The chemistry and metabolism of biological molecules. The laboratory will introduce the student to concepts and techniques of isolation and characterization of biomolecules, enzyme kinetics and genetic engineering. Three hours lecture, four hours laboratory per week.

(Barbara Brennessel)

307. Cell Evolution

Structures and functions of subcellular components of prokaryotes and eukaryotes. Evolution of prokaryotic and eukaryotic cells. Aspects of cell differentiation, multicellularity and cell-cell communication. Laboratory includes methods for histological preparations and an independent project. Three hours lecture, three hours laboratory per week.

(Betsey Dexter Dyer)

Connections:

Conx 20015 Genes in Context

316. Molecular Biology and Biotechnology

The molecular basis for biological processes. Synthesis, structure, function and regulation of the genome, transcriptome and proteome. A detailed examination of genome dynamics and the control and regulation of genome expression. Contemporary topics in biotechnology such as genetic engineering, cloning, molecular medicine, infectious diseases and biological weapons will also be discussed. Three hours lecture, three hours laboratory per week.

(Shawn McCafferty)

317. Molecular Ecology and Evolution

An introduction to the concepts and issues in molecular evolution and the emerging field of molecular ecology. Course emphasizes the unique insights provided by the application of molecular methods to questions in ecology and evolution. Topics include rates and processes of molecular evolution, phylogenetic systematics, phylogeography, population genetics, forensics and conserva-

tion genetics. Three hours lecture and three hours laboratory per week.

(Shawn McCafferty)

318. Tropical Field Biology

An exploration of the biology of tropical rain forests and coral reefs. Course will be taught in alternating years in Costa Rica and Belize. Previous 200-level courses in biology and permission of the instructors required.

(Shawn McCafferty, Scott W. Shumway)

321. Immunology

An overview of the mammalian immune system with an emphasis on humans by using medical case studies. Topics will include: immune cell types, antibodies, self and non-self-recognition, vaccinations and HIV/AIDS. Students will review selected journal articles and write a paper reviewing a disease of their choice. Three hours of lecture per week.

(Shari Morris)

323. Behavioral Neuroscience

See Psy 323.

324. Neurobiology

Organization and function of nervous systems emphasizing cellular and molecular mechanisms. Topics include cell biology of neurons, neuron growth, motor proteins and the cytoskeleton, physiology of excitable membranes and biological circuits. Laboratory emphasizes experimental methods and includes tissue culture and microscopy. Three hours lecture, three hours laboratory per week.

(Robert L. Morris)

331. Advanced Marine Biology

A detailed analysis of marine environments and the adaptations of animals to marine habitats. Topics include physical oceanography, life in flowing fluids and physiological adaptations to the marine environments. Lecture, laboratory and mandatory field trips are tightly integrated and culminate in completion of an individually chosen, collaborative research project. Three hours lecture, three hours laboratory per week.

(Robert L. Morris)

347. Endocrinology

The mechanisms by which various hormones produce their actions. Emphasis on hormone receptors, the binding of hormones to receptors and the subsequent effector-induced responses. Topics include production, release, distribution and metabolism of hormones. Aspects of endocrine pathophysiology and evolutionary aspects of endocrinology will be discussed. A library re-

search paper using primary literature and an oral presentation of the paper is also included. Three hours lecture and discussion per week.

(Edmund Y. Tong)

348. Advanced Physiology

In-depth study of physiology and biophysics of the cardiovascular-respiratory system at organismal, cellular and subcellular levels. Discussion topics include pathophysiological conditions, physical stress, environmental effects. Laboratory includes techniques and instrumentation in animal and human physiological experimentation. Three hours lecture, three hours laboratory per week.

(Edmund Y. Tong)

361. Vernal Pool Conservation Biology

An introduction to the biology of vernal pools and their inhabitants, conservation issues surrounding vernal pools and the science required to understand those issues. Students will actively engage in research on vernal pools. Three hours per week plus research projects and fieldwork.

(Scott W. Shumway)

364. Freshwater and Marine Botany

Taxonomy, ecology, evolution and economics of cyanobacteria, algae and plants inhabiting freshwater and marine ecosystems. Lake, estuary, rocky intertidal, open ocean, kelp bed, seagrass, salt marsh and mangrove ecosystems will be studied. Labs will include collecting trips to local lakes, estuaries, salt marsh and beaches as well as culture and microscopic examination of algae. Three hours lecture and discussion, three hours laboratory per week.

(Scott W. Shumway)

375. Ornithology

The study of the origin, anatomy, physiology, classification, behavior and ecology of birds. Much emphasis on fieldwork. Three hours lecture, three hours laboratory per week.

(John Kricher)

390. Biology of Fishes

Through the Marine Studies Consortium.

398. Experimental Courses

399. Selected Topics

Discussion and research on special aspects of biology such as animal or plant physiology, animal development, ecology, microbiology and genetics; content varies with the interest of students and instructors. Offered at the discretion of the department.

401. Senior Seminar

Angiogenesis, the growth of new blood vessels, has great clinical significance in the treatment

for conditions such as cancer, heart disease and wound healing. There are numerous positive and inhibitory angiogenic agents. The seminar will focus on various physiological and pathological conditions involving angiogenesis and examine how different endogenous and exogenous agents produce their effects by acting on many different pathways in the vascular tissue, the extracellular matrix and in the endothelial cells via a wide array of growth factors and other agents on the receptors, the enzymes and the angiogenic genes.

402. Senior Seminar

The seminar will explore scientific discoveries and insights within the fields of ecology and evolution and their potential to influence societal decisions throughout the century. Topics will include macroevolution, evolutionary philosophy, human evolution, and ecological topics such as biodiversity loss, food web simplification, emergence of new pathogens and climate change.

499. Independent Research (one semester)

One-semester independent research supervised by a member of the Biology Department. Approval of the department is required.

500. Individual Research (two or more semesters)

Two semesters are normally required for departmental honors.

Two to four semester courses. Members of the department supervise the individual research of a limited number of advanced students with a B+ average in the major and a B average overall. Preliminary consultation with advisors in the area of the student's special interest and the approval of the department are required.

999. Course Offerings through Affiliated Institutions

Additional information may be obtained about course offerings through affiliated institutions (Williams-Mystic, MBL and Marine Studies Consortium) at the Academic Advising Office and the department web pages.

Through the Marine Studies Consortium

Bio 290 Biology of Whales

Bio 291 Introduction to Marine Mammals

Bio 380 Wetlands Ecology, Hydrology, Restoration

Bio 390 Biology of Fishes

Bio 391 Wetlands

Int 210 Water Resources Planning and Management

Int 215 Coastal Zone Management

Through Williams College-Mystic Seaport Maritime Studies Program

Marine Ecology (200 level)

Oceanography (200 level)

Through Marine Biological Laboratory Semester in Environmental Science

Aquatic Ecosystems (300 level)

Terrestrial Ecosystems (300 level)

Mathematical Modeling of Ecosystems (300 level)

Microbial Methods in Ecology (300 level)

Biochemistry

Coordinator: Barbara Brennessel and Elita Pastra-Landis

Department homepage:

wheatoncollege.edu/Acad/Biochemistry/

Barbara Brennessel

Goldberg Professor of Biology

Elita Pastra-Landis

Professor of Chemistry

A student interested in understanding the molecular basis of living systems may major in biochemistry, offered jointly by the biology and chemistry departments. A background in the physical sciences necessary to understand life at the molecular level is required and the opportunity to study living organisms as functioning systems is provided.

The major in biochemistry is interdisciplinary and requires courses from the Biology, Mathematics, Chemistry and Physics departments.

Major

The major consists of the following courses or their equivalents:

Biology

Bio 112 Cells and Genes
and Bio 305 Biochemistry

Two of the following courses at the 200 level:

Bio 211 Genetics

Bio 219 Cell Biology

Bio 221 Microbiology and Immunology

Bio 254 Developmental Biology

and one of the following at the 300 level:

Bio 307 Cell Evolution

Bio 316 Molecular Biology and Biotechnology

Bio 321 Immunology

Bio 324 Neurobiology

Bio 347 Endocrinology

Chemistry

Chem 153 Chemical Principles

Chem 253 Organic Chemistry I

Chem 254 Organic Chemistry II
Chem 331 Aqueous Equilibria
Chem 355 Chemical Thermodynamics
Chem 356 Quantum Chemistry

Mathematics

Math 104 Calculus II

Physics

Phys 170 Introductory Physics I
Phys 171 Introductory Physics II

Capstone

The capstone in biochemistry shall consist of an oral presentation by seniors at a symposium for biochemistry majors held in the spring semester. The presentation will demonstrate the ability of the student to integrate biochemical concepts and will be based on a review of recent primary literature on an approved topic.

Bioinformatics

Coordinator: Rochelle (Shelly) Leibowitz and Shawn McCafferty

Barbara Brennessel

Goldberg Professor of Biology

Betsey Dexter Dyer

Professor of Biology

Michael Kahn

Professor of Mathematics and Director of Quantitative Analysis

Mark D. LeBlanc

Professor of Computer Science

Rochelle (Shelly) Leibowitz

Professor of Mathematics

Shawn McCafferty

Assistant Professor of Biology

Robert L. Morris

Chair, Associate Professor of Biology

Elita Pastra-Landis

Professor of Chemistry

Bioinformatics is an interdisciplinary area of study involving the collection, storage, retrieval, management and analysis of biological information resulting from a myriad of projects ranging from the sequencing of genomes to drug discovery. Understanding the relationship between linear sequences of DNA, the structure and function of proteins, and the associated scientific, health and ethical implications of this information is considered one of the greatest challenges in 21st-century science. Combining the strengths of the liberal arts within the context of interdisciplinary studies in biology, chemistry, computer science,

mathematics and statistics, the bioinformatics major prepares students for a world that relies on collaboration.

Major

The major consists of a minimum of 13 courses plus a capstone experience. All 100-level courses should be completed by the end of the sophomore year.

Required courses

Bio 112 Cells and Genes
Bio 211 Genetics
Bio 305 Biochemistry
Bio 316 Molecular Biology and Biotechnology
Chem 153 Chemical Principles
Chem 253 Organic Chemistry I
Chem 254 Organic Chemistry II
Comp 115 Robots, Games and Problem Solving
Comp 116 Data Structures
Comp 325 Database Systems
Comp 215 Algorithms or Bio 242 DNA
Math 151 Accelerated Statistics
Math 241 Theory of Probability
or Math 216 Computational Molecular Biology

Capstone experience: To be determined by faculty in your area of interest.

Recommended courses

Bio 219 Cell Biology
Bio 221 Microbiology and Immunology
Bio 254 Developmental Biology
Bio 303 Evolution
Bio 317 Molecular Ecology and Evolution
Chem 355 Chemical Thermodynamics
Chem 356 Quantum Chemistry
Econ 112 Introduction to Microeconomics
Math 211 Discrete Mathematics
Phil 111 Ethics
Phys 170 Introductory Physics I
Phys 171 Introductory Physics II

Chemistry

Chair: Laura Muller

Department homepage:

wheatoncollege.edu/Acad/Chemistry/

Jani Benoit

Associate Professor of Chemistry

Mary Buthelezi

Assistant Professor of Chemistry

Beth F. Cockcroft

Lab Instructor in Chemistry, Department Assistant

Matthew J. Evans

Assistant Professor of Chemistry and Geology

Randall W. Hicks

Assistant Professor of Chemistry

Christopher Kalberg

Associate Professor of Chemistry

Nancy Lane

Teaching Associate in Chemistry

Laura Muller

Chair, Associate Professor of Chemistry

Elita Pastra-Landis

Professor of Chemistry

The curriculum of the Chemistry Department includes introductory courses both for students who have studied chemistry previously and for those who are beginning the subject. These courses aim for a broad understanding of scientific theories and methods as well as an appreciation of the interplay between science, the environment and society. They emphasize both theory and experimentation and prepare students for further study in graduate and medical schools, academic or industrial research, and secondary-level teaching. The use of modern instruments and computers for data acquisition as well as data analysis is an integral part of laboratory work. Supervised individual research is encouraged.

Major

Chemistry courses for classes 2010, 2011 and 2012

Chem 153 Chemical Principles
Chem 154 Inorganic Reactions
Chem 253 Organic Chemistry I
Chem 254 Organic Chemistry II
Chem 331 Aqueous Equilibria
Chem 332 Instrumental Analysis
Chem 355 Chemical Thermodynamics
Chem 356 Quantum Chemistry
Chem 361 Advanced Inorganic Chemistry
Chem 400 Seminar

Additional courses

Phys 170 Introductory Physics I
Phys 171 Introductory Physics II
Math 104 Calculus II

An additional course in mathematics is recommended for students contemplating graduate studies.

The curriculum offered for those planning to major in chemistry is certified by the American Chemical Society. Certification requires the courses needed for the major plus Chem 362 and Chem 305.

Chem 500 can be substituted for Chem 305, if the independent work is in Biochemistry.

Chemistry courses for class of 2013 and beyond

Chem 153 Chemical Principles

Chem 253 Organic Chemistry I

Chem 254 Organic Chemistry II

Chem 298 Aqueous Equilibria (offered for the first time in Spring 2011)

Chem 298 Inorganic Chemistry I (offered for the first time in Fall 2011)

Chem 332 Instrumental Analysis

Chem 355 Chemical Thermodynamics

Chem 356 Quantum Chemistry

Chem 400 Seminar

One from

Chem 361 Advanced Inorganic Chemistry

Chem 362 Advanced Organic Chemistry

Chem 303 Current Problems in Environmental Chemistry

Chem 321 Chemistry of Natural Waters

Additional courses

Phys 170 Introductory Physics I

Phys 171 Introductory Physics II

Math 101 Calculus I

Math 104 Calculus II

Students desiring American Chemical Society Certification must take all of the classes listed above and Chem 305, Biochemistry.

Students who take Chem 305 may substitute Bio 316 for Chem 361, Chem 362, Chem 303 or Chem 321.

Combined majors with other departments such as biology, physics, political science or art can be arranged.

Minor

Any five chemistry courses including one at the 300 level. Only two courses can be at the 100 level.

Courses

103. Chemistry and Your Environment

Fundamental chemical principles and chemical aspects of air and water pollution as well as energy production and resources. For the non-science major who desires an introduction to chemistry with applications to environmental problems. Three hours lecture and two hours laboratory per week. No prior knowledge of chemistry required.

(Jani Benoit, Matthew J. Evans)

Connections:

Conx 23009 The Environment

104. The Chemistry of Life

Fundamental principles of organic chemistry leading up to a discussion of biologically relevant molecules. Topics covered include amino acids, proteins, lipids, carbohydrates and pharmaceuticals, along with some discussion of the biological effects of each. Three hours lecture and two hours laboratory per week.

(Christopher Kalberg)

105. Earth, Wind and Fire: Science of the Earth System

For non-science majors interested in the physical world around us. With fundamentals of geology and chemistry, we examine the dynamic Earth system where wind, rain, rivers, ice, rocks, plants and animals interact with humans to shape and transform global system. Topics include plate-tectonics, climate, water and soil resources and alternative energy. Laboratories and field trips are included.

(Matthew J. Evans)

109. Edible Chemicals

For the non-science major who is interested in the chemical basis of food and cooking. The focus is on the chemical constituents of food, and their structures, functional properties and interactions. The laboratory component examines chemical characteristics of carbohydrates, proteins, lipids and micronutrients. Genetically modified foods are discussed, with attention to their potential and their problems. Three hours lecture and two hours laboratory per week.

(Elita Pastra-Landis)

Connections:

Conx 23002 Food

145. Art, Color and Chemistry

The scientific basis of art media including the chemical basis for color, molecular interactions and reactions involved in the creation of works of art and methods for dating and authenticating works of art. Two 2.5 hour integrated lab/lecture meetings per week.

(Laura Muller)

Connections:

Conx 20047 Molecules to Masterpieces

153. Chemical Principles

Basic concepts: atomic structure, chemical reactions, thermochemistry, gas laws, quantum theory, electron configurations, periodic relationships, chemical bonding and structure. Designed for science majors. Three hours lecture and three hours laboratory per week.

(Jani Benoit, Laura Muller)

198. Experimental Courses

253. Organic Chemistry I

The chemistry of carbon compounds, including structure and bonding, acid-base properties and stereochemistry. Theory of reaction mechanisms, methods of synthesis and spectroscopy. The chemistry of alkanes, alkenes, alkyl halides and free radicals. In the laboratory, fundamental techniques for the isolation, purification and characterization of organic compounds. Three hours lecture and four hours laboratory per week.

(Christopher Kalberg, Nancy Lane, Elita Pastra-Landis)

254. Organic Chemistry II

A continuation of Chem 253. The chemistry of aromatic, carbonyl and acyl compounds. In the laboratory organic reactions and synthesis projects, including isolation and mass, infrared, uv and nmr spectroscopy. Three hours lecture and four hours laboratory per week.

(Christopher Kalberg)

Connections:

Conx 20069 Structure and Function of Drugs

298. Experimental Courses

Aqueous Equilibria

Course will be first offered spring 2011 semester.

Inorganic Chemistry I

Course will be first offered fall 2011 semester.

303. Current Problems in Environmental Chemistry

An overview of major biogeochemical pathways and basic principles of atmospheric and aquatic chemistry, highlighting human perturbation of natural cycles. Investigation of significant environmental problems, including air and water pollution, ozone depletion, global warming and hazardous wastes, with an emphasis on reading scientific literature and writing science papers. Three hours lecture per week.

(Jani Benoit)

Connections:

Conx 23009 The Environment

Conx 20048 Environmental Problem Solving

305. Biochemistry

See Bio 305.

321. Chemistry of Natural Waters

This course will focus on the practical uses of water, soil, mineral and bedrock chemistry to further our understanding of the processes that impact surface, ground and ocean waters. We will use the fundamentals of acid-base and redox chemistry to better understand the natural system with an eye to assessing the impact of anthropo-

genic influences. We will examine aquatic chemistry, chemical cycles between land, ocean and atmosphere, as well as soil formation, weathering and hydrology in both the lab and the field.

(Matthew J. Evans)

331. Aqueous Equilibria

Chemical equilibrium and its application to the analysis of inorganic substances, including neutralization and complexometric titrations and optical methods. Three hours lecture and four hours laboratory per week. (Previously Analytical Chemistry I)

(Randall W. Hicks)

332. Instrumental Analysis

Theory and application of electrochemistry and separation techniques to the solution of chemical problems. Three hours lecture and four hours laboratory per week. (Previously Analytical Chemistry II)

(Jani Benoit)

Connections:

Conx 20044 Mathematics of Chemical Analysis

355. Chemical Thermodynamics

Thermodynamics as a basis for consideration of the properties of matter, electrolytic and non-electrolytic solutions and electrochemistry. Three hours lecture and four hours laboratory per week. Students must complete Math 104, Calculus II, before taking this course. (Previously Physical Chemistry I)

(Mary Buthelezi, Laura Muller)

Connections:

Conx 20045 Mathematical Tools for Chemistry

356. Quantum Chemistry

Reaction kinetics with applications to mechanisms and quantum mechanics. Three hours lecture and four hours laboratory per week. Students must complete Math 104, Calculus II, before taking this course. (Previously Physical Chemistry II)

(Mary Buthelezi, Laura Muller)

Connections:

Conx 20045 Mathematical Tools for Chemistry

361. Advanced Inorganic Chemistry

Principles of bonding, structure and reactions in inorganic chemistry, with emphasis on transition metal complexes. This includes correlation of structure and reactivity, symmetry and group theory, organometallics and catalysis. Three hours lecture and four hours laboratory per week.

(Randall W. Hicks)

362. Advanced Organic Chemistry

Structure and reactivity of organic compounds including reaction mechanisms and synthetic methods. Discussion of primary journal reports of recent synthetic accomplishments. A common theme throughout the course is carbon-carbon bond-forming reactions. Three hours lecture and four hours laboratory per week.

(Christopher Kalberg)

400. Seminar

Selected topics from contemporary chemistry.

(Laura Muller)

499. Independent Research

Research under the direction of individual department members for two semesters. A thesis is required.

500. Individual Research

Research under the direction of individual department members for two semester course credits. A thesis is required. A B+ average in the chemistry major is required.

Chinese

Jianping Ge

Visiting Instructor of Chinese Courses

101. Introduction to Chinese

This course provides the first-time learner basic knowledge and skills in Chinese. We utilize the Pin-Yin system to enable us to recognize Chinese sounds. Next, an introduction to spoken and written modern Chinese. We also introduce written simplified characters.

There are three objectives for this class: speaking and listening, reading and writing, and Chinese culture. First is the speaking and listening skill. The hope is that students will use Chinese as a means of communication. Students are encouraged to take any opportunity to develop the speaking and listening skill. Next is reading and writing; by the end of the year, students will be able to read a short article such as a personal ad, a job announcement, or movie listings. For writing, students will learn to put into writing what they have already learned to express orally. The final, and perhaps most important, objective of the course is to gain an understanding of the wide variety of nuances of the Chinese culture.

102. Introduction to Chinese

A continuation of Chin 101.

201. Intermediate Mandarin Chinese

This is an intermediate level course for modern Chinese (Putonghua). The course builds on the work from the introductory Chinese course. Chinese phonics and basic grammar will be introduced through lectures, exercises and assignments. The course will concentrate on acquiring the ability to understand and produce Chinese at the paragraph level, such as factual description and narration in various content areas, as well as clear expression in intermediate level situations.

The course will also help students to develop their abilities to communicate in daily life. We will focus on daily usage, such as describing everyday activities and talking about experiences, etc. The supplemental curriculum may introduce course-related information about Chinese culture, customs, history, modern social life and current events. For better understanding and practicing, multimedia materials will be used occasionally in the class.

202. Intermediate Mandarin Chinese

A continuation of Chin 201.

298. Experimental Courses

Classics

Chair: Joel C. Relihan

Department homepage:

wheatoncollege.edu/Acad/Classics/

The Classics Department offers courses in the languages, literatures and cultures of Greek and Roman antiquity.

All concentrators in classical languages are encouraged to participate in foreign study and archaeological programs and substitutions for some requirements may be allowed for those who undertake them.

Major

The major programs offered by the Classics Department (nine or ten courses, with at least three at the 300 level or above) allow students to concentrate in either of the languages individually (Greek, Latin), in the two languages combined (Classics) or in literature and culture (Classical Civilization). Concentrators in the languages will plan with their advisor a selection of complementary classical civilization courses (Arth 273 and Arth 274, Phil 203 and Rel 110 and Rel 210 count as classics); concentrators in classical

civilization are required to take three semester courses in either Greek or Latin. All concentrators are encouraged to complete a senior thesis; they are also encouraged to participate in foreign study and archaeological programs.

Ancient Studies

The Classics and Religion departments have drawn up guidelines for an interdepartmental major in Ancient Studies. In addition, the Classics Department will work with students to provide individualized programs when necessary or appropriate: in other interdisciplinary studies; in special preparation for graduate work in classics or classical archaeology; in special preparation for the teaching of Greek or Latin at the secondary level.

Minor

Minors are available in each of the separate concentrations: Greek, Latin and classical civilization.

Courses

Classical civilization (readings in English)

130. Egypt in the Greco-Roman World

A study of the influence of ancient Egyptian culture in the Greco-Roman world. Lectures and discussions will examine the historical, economic, literary, artistic and religious ties between Egypt and Greece from the Bronze Age to late antiquity and the early Christian era.

(Joel C. Relihan)

135. Myth and Folklore

Mythology and mythography of the Greeks and Romans, focusing on tales of the Trojan War. Comparison with myths of the ancient Near East and other cultures; discussion of what myths are and what they reveal about the societies from which they come.

(Nancy Evans, Joel C. Relihan)

279. Literary Translation

See Ger 279.

Topics in classical literature

The following courses are offered at both the 200 and the 300 level. All 300 level courses are designated as Writing Intensive.

254/354. The Drama of Fifth-Century Athens

The explosion of political and intellectual energy in Athens in the fifth century and its repercussions, focusing on Greek historical texts (Herodotus and Thucydides) and Greek drama (text, theatre, performance, interpretation). Topics will include the evolution of the Athenian Empire after the Persian War; the interrelationships of politics, religion and the arts; the diverse forms of comedy and

tragedy; and the dissolution of Athenian power after the Peloponnesian War. Classics 254 forms a connection with Thea 351.

(Nancy Evans)

Connections:

Conx 20046 The Greeks on Stage

256/356. The Ancient Romance

Stories of lovers destined to be separated and reunited, of pirates and thieves, false death and miraculous revival, of identity lost and found. From Homer's *Odyssey* through *Daphnis and Chloe* and *The Ethiopian Tale* to utopian and picaresque literature, Petronius' *Satyricon* and the historical fantasy *The Romance of Alexander the Great*.

(Joel C. Relihan)

258/358. Tales of Troy

A thorough investigation of the stories concerning the destruction of Troy and the end of the age of heroes, through epic (*Iliad*, *Odyssey*, *Aeneid*), drama (*Helen*, *Trojan Women*), late classical and medieval tales and modern retellings and adaptations.

(Joel C. Relihan)

298. Experimental Courses

Archaeology-Bronze Age Greece

The Bronze Age sites of Troy in Turkey, Knossos on Crete and Mycenae on the Greek mainland are steeped in myth. These were some of the places associated with the fabled Trojan War and its heroes, Agamemnon, Menelaus, Helen, Achilles and Hector of Homer's *Iliad* fame, and the home of the Minotaur, the labyrinth of King Minos and the hero Theseus. But they were also real, prehistoric places around which great societies grew. In this class, students will spend much of the semester investigating the artistic and archaeological remains of the Minoan and Mycenaean civilizations of the Bronze Age and their precursors (3000 to c. 1100 B.C.). We will look at the material culture from various sites (statuary, pottery, architecture, metal wares) and the interactions they had with other civilizations in the Eastern Mediterranean (Egypt, Anatolia, the Levant) and Mesopotamia. We will also try to piece together the reasons that these civilizations collapsed during the end of the 12th century B.C.

(Dean Alex Trayford)

354. The Drama of Fifth-Century Athens

(See Clas 254. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

(Nancy Evans)

356. The Ancient Romance

(See Clas 256. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

(Joel C. Relihan)

358. Tales of Troy

(See Clas 258. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

(Joel C. Relihan)

Topics in classical civilization

The following courses are offered at both the 200 and the 300 level. All 300 level courses are designated as Writing Intensive.

205/305. The Fall of the Roman Republic

The history of Rome from 133 B.C.E. to 69 C.E.: the problems of empire, the fall of the Roman Republic, "band-aid" solutions, civil wars and, finally, Augustus and the infamous Julio-Claudians. Emphasis on political, intellectual and social changes.

262/362. The Ancient Landscape: From Mythology to Ecology

The land outside the walls of the city: how it was used and abused, praised and feared, personified in myth and religion. Topics will include agriculture and ancient farming manuals, deforestation, the cult of streams and fountains, the divinities of the wild, the Eleusinian mysteries and the literature that idealizes the country life.

(Joel C. Relihan)

Connections:

Conx 20071 Ancient Landscapes and Ancient Skies

266/366. Women, Power and Paganism

An introduction to the study of the public and private lives of women in Mediterranean antiquity from classical Athens and Rome to late antiquity (fifth century B.C.E. to fourth century C.E.). The relationship of secular authority to religious custom in the Greco-Roman city-states and empires, and the social status of women within these cultures as understood (and misunderstood) by civic institutions and religious customs, including medicine, law, mythology, art and politics. Special attention to religious practices that allowed women more visible and powerful social identities, including state festivals, the so-called mystery cults, and the emerging Rabbinic (Jewish) and Christian traditions.

(Keeley C. Schell)

305. The Fall of the Roman Republic

(See Clas 205. Students at the 300 level will do

extra reading, writing and research in projects directed by the instructor.)

(Joel C. Relihan)

362. The Ancient Landscape: From Mythology to Ecology

(See Clas 262. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

Connections:

Conx 20071 Ancient Landscapes and Ancient Skies

366. Women, Power and Paganism

(See Clas 266. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

(Keeley C. Schell)

Seminar

401. Senior Seminar

(Joel C. Relihan)

Greek courses

101. Elementary Greek

A two-semester course that covers the essential grammar of classical Greek and introduces students to the reading of simple Attic prose. Resources in the audio lab and the computer lab will assist students in proper pronunciation and in drill and review.

(Nancy Evans)

213/313. Theologia: Religious and Philosophical Inquiry

Talking about God in Greek: hymns, narratives, myths, catechisms. Translation and analysis of key texts: Homer and Hesiod, Pre-Socratics and Hellenistic philosophers, Septuagint and New Testament, neo-Platonists.

(Nancy Evans)

215/315. Private Lives and Public Citizens

A study of the Greek household of the Classical era. Key texts include Xenophon's *Oeconomicus* and Lysias's *Murder of Eratosthenes*.

(Nancy Evans)

Connections:

Conx 23004 Gender

219/319. Euclid and Greek Mathematics

A study of the origins and development of Greek mathematics. Selections primarily from Books I-VI of Euclid's *Elements*, but with additional materials from late Greek mathematicians.

Greek 319 is the section for more advanced Greek language students, and includes additional

readings from Greek mathematic and scientific texts.

(Joel C. Relihan)

222/322. Homer, *Iliad*

Achilles and Hector at the walls of Troy. Selections from the *Iliad*.

(Nancy Evans)

224/324. Homer, *Odyssey*

The wanderings of Odysseus. Selections from the *Odyssey*, Books 9-12.

226/326. Attic Drama

The tragic hero. Selections from Sophocles and Euripides.

(Keeley C. Schell)

290/291. Tutorial in Coptic

A yearlong course introducing students of Greek to the study of Sahidic Coptic. The first semester covers basic grammar; the second semester is devoted to the study of Coptic Biblical texts and their Greek originals and then to Coptic Gnostic texts.

(Joel C. Relihan)

351. Elementary Greek Prose Composition

352. Advanced Greek Prose Composition

Latin courses

101. Elementary Latin

A two-semester course that covers the essential grammar of classical Latin and introduces students to the reading of simple Latin prose. Resources in the audio lab and the computer lab will assist students in proper pronunciation and in drill and review.

(Keeley C. Schell)

211/311. From Romulus to Rome

The legendary history of Rome. Selections from the Roman historians, primarily Livy; the relationship between myth and history in the Romans' view of their origins.

213/313. Latin Epistolography

The study of Roman letters and the development of the edited collection of letters as a Roman literary genre. Readings will be from Cicero, Fronto, Pliny and Augustine.

(Keeley C. Schell)

215/315. The Crisis of the Roman Republic

Social, political and military factors leading to the crisis of the end of the Roman Republic. Readings will be from Caesar, Sallust, Cicero and Velleius Paterculus.

217/317. Roman Satire

The origins and development of Roman prose and verse satire. Texts will include Horace's *Satires*, Petronius's *Satyricon* and Seneca's *Apocolocyntosis*.

(Joel C. Relihan)

222/322. Roman Comedy

Selections from Plautus and Terence and a consideration of the origins and development of comic drama in the ancient world.

224/324. Poetry in Motion: Didactic Poetry and Roman Science

An introduction to classical poetry through the study of the poetics of observational astronomy. Selections from Vergil's *Georgics*, Manilius's *Astronomica* and other lyric and epic poets who describe the constellations and the Zodiac.

(Joel C. Relihan)

226/326. Eros and Erato: Love Poetry in the Roman World

The study of the conventions of love and of poetry. Selections from the lyric Horace and Catullus and the elegiac Ovid; love poetry from late antiquity and the Latin Middle Ages will also be read.

228/328. Epics and Heroes

Selections primarily from Vergil's *Aeneid*. Heroic and anti-heroic conventions in Ovid's *Metamorphoses* and in the Silver Latin epic will also be addressed.

351. Elementary Latin Prose Composition

(Joel C. Relihan)

352. Advanced Latin Prose Composition

(Joel C. Relihan)

Computer Science

Chair: Michael B. Gousie

Department homepage:

wheatoncollege.edu/Acad/ComputerScience/

Tom Armstrong

Assistant Professor of Computer Science

Michael B. Gousie

Chair, Associate Professor of Computer Science

Mark D. LeBlanc

Professor of Computer Science

It is an exciting time to study computing. From science to the humanities, computing is at the center of interdisciplinary scholarship and research. Computer science at Wheaton falls into three categories: (1) a major, (2) a minor or (3) an interdisciplinary major (see Mathematics

and Computer Science). A complete look at our computer science faculty, students and program can be found at: wheatoncollege.edu/Acad/ComputerScience.

Studies in computer science provide students with the necessary background and skills to design and write software for tomorrow's computing tools. The major prepares students for graduate programs in computer science and/or careers in the computing industry. The minor addresses the changing needs of a liberally educated person in a technological society.

Facilities

Wheaton provides an impressive array of computational work environments for students in computer science courses. In addition to fully networked dorm rooms, wireless access, campus classrooms and labs, a dedicated computer science lab features 20 dual-boot Windows/Linux servers. A networked classroom provides experience in Mac OS X. Working in a blend of these different operating systems and providing a broad range of experience, students use a number of development environments as they gain experience in an array of different programming languages, including C/C++, Java, Python, Perl and LISP.

Connections

The department embraces Wheaton's commitment to connections, especially in linking computing to the liberal arts. New entry-level offerings include Computing and Texts, connecting Computing for Poets with the English department's Anglo-Saxon Literature or J.R.R. Tolkien. Another new connection is Graphic Design and Web Programming, connecting Graphic Design I in the Art department with Web Programming, Graphics and Design. These courses join Computer Architecture, Genes in Context, Logic and Programming and Visualizing Information in computer science's growing list of connections.

Major

The major in computer science consists of a minimum of 12 courses: seven core computer science courses, plus two mathematics courses, a senior seminar and two electives at or above the 200 level. For those students who place out of the introductory course(s), the additional course(s) needed to meet the minimum requirement will be determined in consultation with the department. Courses used to fulfill the major requirements may not be taken on a pass/fail basis. To major in computer science, the department strongly recommends that students achieve at least a C+

average in the first two computer science courses and that the first two math courses be completed by the second year.

Required courses

Comp 111 Foundations of Computing Theory
Comp 115 Robots, Games and Problem Solving
Comp 116 Data Structures

(strongly recommend at least a combined 2.67 GPA in these courses to continue)

Four computer science core courses:

Comp 215 Algorithms
Comp 220 Computer Organization and Assembly Language

Select two of the following:

Comp 335 Principles of Programming Languages
Comp 345 Operating Systems
Comp 375 Theory of Computation

Two math courses

Math 211 Discrete Mathematics

And at least one more from:

Math 202 Cryptography
Math 216 Computational Molecular Biology
Math 221 Linear Algebra
Math 101 Calculus I

or Math 102 Calculus I with Economic Applications

Electives

Two additional computer science (or mathematics with permission) at or above the 200-level:

Comp 242 DNA
Comp 255 Artificial Intelligence
Comp 325 Database Systems
Comp 365 Computer Graphics
Comp 399 Independent Study
Comp 499 Independent Research

Capstone

Comp 401 Senior Seminar

Minor

The minor in computer science requires completion of five (5) courses:

Required courses

Comp 115 Robots, Games and Problem Solving
Comp 116 Data Structures

Two other computer science courses, at least one at the 200-level or above.

One 300-level computer science course or with permission, a 300-level non-computer science course that contains significant work in computer science.

Courses

106. Basics of Computing

Computers may be one of the most ubiquitous tools in today's technology-saturated life, but the task-oriented view many users have may be a limited one. Although the computer is an excellent vehicle for word processing or online communication with friends and family, its strength lies in the ways it can be applied as a universal tool toward a broad range of real-world problems. This course explores the true nature of computers from the inside out, beginning with the physical nature of the machine within the box and journeying through the layers of how it functions and the underlying mathematical concepts. Along the way, computer programming becomes both accessible and fun through "Alice," an animation-rich 3D environment in which the programmer designs worlds and instructs virtual actors to animate scenes, perform tasks and play games using a precise vocabulary that reflects real programming techniques.

111. Foundations of Computing Theory

Discrete mathematics represents the core mathematical and problem-solving principles in computer science education. It is not possible to make creative and effective use of computers without involving oneself in mathematical considerations. This course introduces many of the mathematical concepts that appear later in the computer science major. Everyday scenarios are related to discrete topics including algorithms, networks and data communication, parity and error, finite state machines, regular expressions, matrices, propositional logic, Boolean algebra, sets and relations in databases, graphs and trees. Students use these techniques to solve real-world problems, such as forming SQL queries, designing shortest-path communications between cell towers and pattern matching across entire genomes and volumes of English text.

(Tom Armstrong, Mark D. LeBlanc)

115. Robots, Games and Problem Solving

Problem-solving techniques and algorithm development with emphasis on program design, introductory numerical methods and object-oriented programming from the client perspective. This course is intended for those seeking a thorough and rigorous exposure to programming; an ideal course for those considering graduate school in any field. Topics covered include programming language syntax (e.g., C++, Python), coding, debugging, testing and good documentation style. Concepts include arithmetic and logical operations; simple input and output; functions and the

introductory data structures of arrays, records and classes. Three hours of lecture and a two-hour laboratory per week. (Previously Programming Fundamentals)

(Tom Armstrong)

Connections:

Conx 20016 Logic and Programming

116. Data Structures

An introduction to the theoretical and practical aspects of data structures. Emphasis is on abstract data types and the use of the C++ class mechanism to support their implementations. Examples include stacks, queues, linked lists, binary search trees and general trees and their applications. Pointers and recursion are used in some implementations. Three hours of lecture and a two-hour laboratory per week.

(Michael B. Gousie, Mark D. LeBlanc)

131. Computing for Poets

The use of computers to manage the storage and retrieval of written texts creates new opportunities for scholars of ancient and other written works. Recent advances in computer software, hypertext and database methodologies have made it possible to ask novel questions about a story, a trilogy, an anthology or corpus. This course teaches computer programming as a vehicle to explore the formal symbol systems currently used to define our digital libraries of text. Programming facilitates top-down thinking and practice with real-world problem-solving skills such as problem decomposition and writing algorithms.

(Mark D. LeBlanc)

Connections:

Conx 20056 Computing and Texts

161. Web Programming, Graphics and Design

As Web pages proliferate on the Internet, it is becoming increasingly important to understand today's technology. This course covers basic Web page design and creation using current software tools. Web pages are brought to life by adding custom graphics. Students create their own animated mini-movies using Flash. The course covers basic programming, using Flash ActionScript or similar, to allow students to create more sophisticated pages that include user interaction and real-world applications. Students practice many concepts while in the classroom, and design and program their own Web pages as a major component of the course.

(Michael B. Gousie)

Connections:

Conx 20042 Graphic Design and Web Programming

198. Experimental Courses

Intelligent Systems

"I propose to consider the question, 'Can machines think?'"—the thought experiment Alan Turing posed nearly sixty years ago—remains still unanswered. In the present day, our conception of Turing's machine, a "robot," is no longer a term unique to science fiction. This course provides the scientific and technical background to begin considering Turing's question. First, we explore the fundamentals of vehicle locomotion through constructing robots and programming simple behaviors.

Next, we answer the following questions:

Computer Vision—How do photo applications find faces in pictures? Audio/Speech Processing—How can your computer read a book to you? Language Processing—How can Google translate a French-language newspaper into Arabic automatically? Sensors and Effectors—How can a robot perceive the world and interact with it? Then, can robots ever be sentient, conscious and self-aware? Finally, we explore ethical issues raised by artificial intelligence and artificial life.

(Tom Armstrong)

215. Algorithms

An introduction to the mathematical foundations, design, implementation and computational analysis of fundamental algorithms. Problems include heuristic searching, sorting, several graph theory problems, tree balancing algorithms, and the theoretical expression of their orders of growth. Out-of-class assignments and in-class labs emphasize the balance between theoretical hypotheses and experimental verification. C/ C++, Java, Perl or Maple are applied to various solutions.

(Michael B. Gousie, Mark D. LeBlanc)

Connections:

Conx 20015 Genes in Context

220. Computer Organization and Assembly Language

A detailed look at the internal organization and logic of computers.

The programming portion of the course considers a common assembly language and how such instructions are translated to the binary instructions of a traditional 32-bit machine language. Addressing modes and stack behavior related to subroutine calls are discussed in detail.

The computer organization portion of the course discusses gates, storage circuits, the arithmetic and logic unit, fetch/execute cycles and data paths. Microcoding is discussed in detail.

The question of performance, in relation to a

computer's architecture and the choices made by programmers, is a major theme throughout the course.

(Michael B. Gousie)

Connections:

Conx 20022 Computer Architecture

242. DNA

An amazing blend of biology, chemistry, computing and mathematics emerges when considering the molecule "deoxyribonucleic acid" (DNA). DNA is the blueprint of life for all organisms on Earth and throughout evolutionary time. This course explores DNA from the following four points of view: molecular biology, applied mathematics, evolutionary biology and computer science. Students will analyze DNA sequences by learning to write computer programs (software) in the language Perl. Learning to write programs is a pure, distilled form of problem solving, a vital skill for many careers and graduate studies. Historical and ethical aspects of DNA are discussed. Counts as a related course in the biology major and as a 200-level elective in the computer science major.

(Betsey Dexter Dyer, Mark D. LeBlanc)

Connections:

Conx 20015 Genes in Context

255. Artificial Intelligence

The idea of a thinking machine captivates us as a culture and our long struggle toward an approximation of that goal has pushed us to examine what underlies our own thought processes and how we may create problem-solving models based on different definitions of what constitutes "intelligence." This course examines the fundamentals of artificial intelligence, including searching for problem solutions, game playing, logical reasoning, task planning and robotics. We also explore the advanced topics of natural language communication between man and machine and the challenge of designing a machine that learns from experience. (Previously Comp 355)

(Mark D. LeBlanc)

298. Experimental Courses

Intelligent Systems

"I propose to consider the question, 'Can machines think?'"—the thought experiment Alan Turing posed nearly sixty years ago—remains still unanswered. In the present day, our conception of Turing's machine, a "robot," is no longer a term unique to science fiction. This course provides the scientific and technical background to begin considering Turing's question. First, we explore the fundamentals of vehicle locomotion through

constructing robots and programming simple behaviors.

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Computer Vision—How do photo applications find faces in pictures? Audio/Speech Processing—How can your computer read a book to you?

Language Processing—How can Google translate a French-language newspaper into Arabic automatically? Sensors and Effectors—How can a robot perceive the world and interact with it? Then, can robots ever be sentient, conscious and self-aware? Finally, we explore ethical issues raised by artificial intelligence and artificial life.

(Tom Armstrong)

325. Database Systems

In an age of information, it is crucial to understand how to design systems to manage and organize potentially large collections of data. This course involves an in-depth study of the issues involved in today's database management systems (DBMS). Topics include the theories behind database architecture, database design (including the relational model) and DBMS implementation, as well as the collection, organization and retrieval of data through query languages such as SQL.

(Tom Armstrong)

335. Principles of Programming Languages

A theoretical study of the principles that govern the design and implementation of contemporary programming languages. This includes language syntax (lexical properties, BNF notation and parsing); language representations (data structures, control structures and runtime environments); and practical experience with language styles (procedural, functional, logical and object-oriented). Particular focus is on object-oriented languages. Labs, homework and programming assignments include selections from languages that are object-oriented (Java, C++, C#), functional (LISP), declarative (PROLOG) and used for data-interface (PERL), building system tools (C) and object-based applications (Visual Basic).

(Mark D. LeBlanc)

345. Operating Systems

Operating systems are the software core of computers. This most fundamental of all system programs controls all of the computer's resources and provides the base upon which all application programs are written. The course introduces the theoretical structure of current computer operating systems, including batch, multiprogramming and multiprocessor systems. Specific strategies for input-output, interrupt handling, file management and concurrency are discussed. Practical experience is gained by writing module simula-

tions, implementing concurrency by using threads, and altering actual operating system software.

(Michael B. Gousie)

365. Computer Graphics

A look at many of the mathematical tools, data structures, algorithms and hardware associated with the creation of imagery on the computer.

The course covers aspects such as animation, 3D geometric transformations, projections, shading, texture mapping, viewing and visible surface determination. Modeling techniques, including fractals, surfaces of rotation and L-systems, are discussed. Advanced topics such as ray tracing, radiosity, shadows and other effects are covered as time permits. Major programming projects put theory into practice, using OpenGL or other computer graphics application programmer interfaces.

(Michael B. Gousie)

Connections:

Conx 23012 Visualizing Information

375. Theory of Computation

Many complex problems can be solved using a finite state machine approach. This course is a look at various kinds of such theoretical machines and how understanding them can lead to practical solutions to programming problems. Topics include regular languages, context-free languages, finite automata, pushdown automata, nondeterminism and Turing machines. The halting problem and the problem of computability versus undecidability are investigated. The topics are shown to have applications to compiler design; portions of a compiler are implemented in a major project.

(Tom Armstrong, Michael B. Gousie)

398. Experimental Courses

Parallel Computing

This course provides a comprehensive introduction to the design of parallel algorithms and the organization of parallel computing systems. First, we explore the fundamentals of software design in multicore and multiprocessor environments. Next, we investigate the challenges and benefits of building and using cluster and grid computing systems. Then, we evaluate the performance of our own local distributed systems against a commercially available cloud computing system (Amazon's EC2, Microsoft's Windows Azure). Finally, we discuss the broader social and environmental impacts of data centers and other high-performance computing systems.

(Tom Armstrong)

399. Independent Study

An individual or small-group study in computer science under the direction of an approved advi-

sor. An individual or small group works on the conception, design and implementation of a significant computer science project. Interdisciplinary projects are strongly encouraged. Students are also expected to assume a greater responsibility in the form of leading discussions and working examples.

401. Senior Seminar

A seminar featuring historical and/or contemporary topics in computer science. Roundtable discussions, student-led presentations, writing, and a major group programming project are featured.

499. Independent Research

An individual research project in computer science under the direction of an approved advisor. Typically, this involves a review of the primary literature that leads to the design and implementation of a computational experiment or the development of a large software system.

500. Individual Research

Research under the direction of individual computer science faculty for two semester course credits. A thesis is required of each student enrolled in this course.

Connections

Wheaton's unique Connections program provides an exciting way to explore different areas of knowledge and different approaches to problems. All Wheaton students must take either two sets of two-course connections (a total of four courses), or one set of three connected courses. Courses are linked across any two of six academic areas: creative arts, humanities, history, math and computer science, natural sciences and social sciences.

Students are also invited to discover their own possible linked courses, and to approach the faculty and propose a Connection. Students are encouraged to think about possible connections early on, though many will prefer to fulfill this requirement in their sophomore year. (Note that if the chosen Connections do not include courses from all three of the traditional academic divisions—arts and humanities, natural sciences, and social sciences—students will be expected to take at least one course in the missing division[s]. Faculty advisors help students plan accordingly.)

Connections

23007. African Diaspora in New World

The courses in this connection connect the tradition of African American music to important as-

pects of American history and culture as studied from the perspectives of history and/or sociology. Students will learn to contextualize material across courses in these disciplines. History and sociology address issues of race and ethnicity, resistance, the church, community building, and the historical, political and economic backgrounds of these issues. Music explores the intangible reservoir of creativity and spiritual energy that helped an oppressed community not only to survive, but to flourish artistically. This connection encourages students to synthesize history and sociology with artistic and theological issues through music.

This may be completed as a two- or three-course connection. All connections must include at least one of the music courses. Effective with the Class of 2010, a two-course connection must link courses from at least two different areas; a three-course connection must link courses from three areas.

Connections:

Creative Arts

Musc 272 African American Originals I: Spirituals, Blues and All That Jazz

Musc 273 African American Originals II: Rhythm and Blues, Rock and Contemporary Jazz

History

Hist 209 African American History to 1877

Hist 210 African American History: 1877 to the Present

Social Sciences

Soc 230 Race and Ethnicity

Wmst 315 Black Feminist Theory

23001. African Worlds

The African Worlds connection enables students to explore the range of interrelated cultures, histories, politics, art and intellectual contributions of African people living south of the Sahara. A combination of disciplinary perspectives is critical to understanding the contemporary challenges that face the continent. Common areas of concern explored in this connection include the precolonial legacy of African cultures and civilizations and how they interacted with other parts of the world system; the impact of European colonial overrule; the link between politics, art, performance and ritual; and the impact of African cultures on Europe and the Americas.

This may be completed as a two- or three-course connection. Effective with the Class of 2010, a two-course connection must link courses from at least two different areas; a three-course connection must link courses from three areas.

These courses may be used in either the major or minor in African, African American, Diaspora Studies.

Connections:

Creative Arts

Musc 212 World Music: Africa and the Americas History

Hist 143 Africans on Africa: A Survey

Humanities

Arth 212 African Visual Cultures

Arth 312 Contemporary African Arts

Eng 245 African Literature

Social Sciences

Anth 225 Peoples and Cultures of Africa

Anth 255 Women in Africa

Pols 203 African Politics

20071. Ancient Landscapes and Ancient Skies

We see the same sky and inhabit the same earth as the ancient Egyptians, Athenians, Mayans and Islamic thinkers did thousands of years ago. But unlike the modern world, ancient worlds do not separate earth from sky: for them, to understand human life in its natural environment is to understand its relation to the sphere of the heavens. Students in both courses in this two-course connection will learn to view the earth and sky together through the lenses of different ancient cultures.

Connections:

Ast 250 Ancient Astronomies

and Clas 262 or Clas 362 The Ancient Landscape: From Mythology to Ecology

23013. Animal Power in Religion, Art and Science

This connection is designed to allow students to explore the place of animals in culture and society through the lenses of religion, science and/or the visual arts. The connection may be completed using either two or three courses. Students taking Psy 226 and Rel 277 to meet the connection will learn how two different disciplines, one from the humanities and one from the natural sciences, apply their varying methodologies to the same theme. Students taking either Psy 226 or Rel 277 (or both) along with Arts 215, Arts 315 or Arts 325 will explore scientific or religious concepts of animals through visual forms, in addition to their more typical expression in textual media. They will draw inspiration and a content base from their experiences in Psy 226 or Rel 277 as they develop their own creative expression in Studio Art. Thus, students should take the studio art

course either concurrently with one or both of the other courses, OR take the studio art course after one or both of the other courses. Art students will present their creative work to the rest of the students in the religion or psychology courses at the end of the semester.

Effective with the Class of 2010, a two-course connection must link courses from at least two different areas; a three-course connection must link courses from three areas.

Connections:

Creative Arts

Arts 215 Relief Printmaking

Arts 315 Intaglio Printmaking

Arts 325 Lithography

Humanities

Rel 277 Religion and Animals

Natural Sciences

Bio 226 Comparative Animal Behavior

Psy 226 Comparative Animal Behavior

20026. Biopharma

Students taking these two courses will have coordinated opportunities to study the global pharmaceutical industry, which has grown into a multibillion-dollar enterprise merging economic principles and biomedical research to develop and distribute therapeutics around the world. Students in Bio 112 are introduced to modern cell and molecular biology in both lecture and laboratory settings; those in Econ 112 are introduced to the behaviors of economic markets, pricing and product distribution. The Biopharma connection will engage "Cells and Genes" students in discussing the economic implications of the biomedical research they discuss and engage "Microeconomics" students in the process of biological research.

Shared lecture topics illustrating important principles from both biological and economic perspectives will include vaccine development and distribution, drug therapy and human cloning, and the human genome project. Through independent laboratory research in the Cells and Genes lab, students will have the opportunity to do an independent research project in which they design and perform their own experiments, analyze and present their own data and make their own scientific discoveries. This project will offer students invaluable insights into the scientific process and into the inevitable pitfalls and occasional breakthroughs that accompany scientific discovery—insights critical to understanding why R&D budgets are so big in the pharmaceutical industry.

Connections:

Bio 112 Cells and Genes
and Econ 112 Introduction to Microeconomics

23010. Black Aesthetics

Black Aesthetics examines African American contributions to the visual arts, music and literature of the United States. Placing African American creativity within historical, sociological and political contexts, students may explore how black artists forged a creative culture that both illustrated their unique experience and identity and transformed the arts of the dominant culture within which they worked.

This may be completed as a two- or three-course connection. Effective with the Class of 2010, a two-course connection* must link courses from at least two different areas; a three-course connection must link courses from three areas.

*A two-course connection requires one course from creative arts or humanities with one course from history or social sciences.

Connections:**Creative Arts**

Musc 272 African American Originals I: Spirituals, Blues and All That Jazz

Musc 273 African American Originals II: Rhythm and Blues, Rock and Contemporary Jazz

Humanities

Arth 263 African American Art

Eng 209 African American Literature and Culture

History

Hist 209 African American History to 1877

Hist 210 African American History: 1877 to the Present

Social Sciences

Pols 327 Black Political Thought

Pols 271 African American Politics

Pols 371 African American Politics

Soc 230 Race and Ethnicity

20061. Body and Mind

This connection seeks to explore the relationship between mental life and the physical body. Often this relationship between the two is misunderstood, or, even worse, taken for granted. This is a complex issue, and the goal is to inspire some thought about (1) how the mind arises from the physical body, (2) how the function of the brain gives rise to the structure of thought, and (3) how damage to the brain can selectively affect cognitive abilities.

Connections:

Psy 222 Cognition

or Psy 312 Perception

or Psy 330 Scientific Approaches to Consciousness

and Bio 244 Introductory Physiology

20010. Body, Form and Motion

The sequence of presentations in Bio 106 on various anatomical and physiological topics will coincide with lessons and assignments in Arts 340. As students learn the major bones in the human body, they will also create sketches of the articulated skeleton. As they learn to draw human figures in the lying, sitting and standing positions and in motion, they will study the anatomical features of all the major muscles, the physiology of muscle movement, and cardiovascular and respiratory changes during physical activity. Students will be expected to produce a "connected" final project. For example, a student who draws figures in different positions or in motion will write an analytical report that discusses types of major muscle activity produced with each position or movement. As students understand the anatomical and physiological basis of every bump, angle and curve of figure drawings, they will refine their artistic skills.

This connection should significantly heighten students' appreciation of science and motivate them to learn more about the biology of the human body while developing techniques in figure drawing.

Connections:

Arts 340 Figure Drawing and Anatomy

and Bio 106 Basic Anatomy and Physiology

23018. Cinema/Kino: Film in Russia

This two- or three-course connection is informed by the interconnected nature of art, culture and political history in Russia. This relationship was made explicit when Lenin, the first leader of the Soviet Union, declared that "for us, cinema is the most important of all," and funded film-makers to encourage them to record Russian history and further Soviet politics. But Russian film preceded Lenin and the Soviet period, and Russian film-makers are widely considered to be among the best, brightest and first in the West to develop the art of cinema.

Students may take any two or all three of these courses. They will explore film as document of history and politics in Pols 345. In Russ 282, they will explore how although film reflects history and political constructs, it creates a uniquely artis-

tic text. Hist 215 will provide students with the background and context for this inquiry.

Connections:

Hist 215 History of Russia

Pols 345 Understanding Russian Politics and Society through the Prism of Film

Russ 282 Russian Film

20041. Colonial Encounters

This two-course connection examines questions of race, ethnicity, religion, gender and sexuality in the contexts of empire, nation and transnational cultural identities. Combining the study of French language and literature with either sociology course makes it possible to interrogate colonial and postcolonial discourses, conflicts and identities.

Connections:

Fr 235 Introduction to Modern French Literature and Soc 200 Social Movements

or Soc 280 Asians and America

20018. Communicating Information

Information abounds. A liberal arts education should seek to instill not only the ability to acquire and produce information, but also the ability to organize and communicate it effectively.

Professional and Technical Writing, Eng 280, asks students to articulate problems, make recommendations and to support those recommendations using information expressed as numbers, words and visuals. Discrete Math, Math 211, similarly challenges students to analyze information in the form of problems and to convey those analyses as solutions using symbols, words and visuals. Language and logic, in both courses, are a means of learning material and developing thinking processes; both courses implicitly and explicitly address the false dichotomy between numbers and words. Students in Professional and Technical Writing learn that data play a crucial role in the construction of effective professional arguments.

Additionally, both courses use group problem solving and collaborative communication. An exercise involving the description and reproduction of a Lego model in Math 211, for example, parallels an abstract-drawing process-writing exercise in Eng 280. Effective communication in both courses also explores the visual display of quantitative information, as students read and design charts, graphs and/or figures; in Eng 280, document design (e.g., font selection, page layout, spacing, and so on) also serves as an important rhetorical element.

Connections:

Eng 280 Professional and Technical Writing
and Math 211 Discrete Mathematics

20011. Communication through Art and Mathematics

Art and mathematics are both forms of communication. The concept of visual language as communication is explored in Arts 111. This connection takes the idea of communication through design and extends it to communication through mathematics, exploring the intersection of the visual language with the language of mathematics. Several topics linking math and 2D representation are symmetry, tessellations, line drawings and fractals.

Connections:

Arts 111 Two-Dimensional Design
and Math 127 Colorful Mathematics

20022. Computer Architecture

Students taking these two courses will connect the practical experience and knowledge gained through creating electronic circuits with a theoretical understanding of how data are stored and transmitted within the structure of a computer.

Comp 220 focuses on the workings of a computer at a relatively high level, looking primarily at how data in binary form (0s and 1s) are transmitted through circuits, from memory through the CPU to arrive at an answer. In order to represent this, we use the notion of a series of “black boxes” to describe what happens to the data in each component. In Phys 110 (a laboratory-based course), students actually build these “black boxes” and see how the electronic components work. This hands-on approach will give students a much deeper understanding of the components that are discussed at a higher level in the computer science course.

Connections:

Comp 220 Computer Organization and Assembly Language
and Phys 110 Electronic Circuits

20056. Computing and Texts

This connection is a new variation of the Poetry and the Computer Connection. Our goal is to demonstrate to students how computing can be used to investigate textual corpora (specifically the dictionary or Old English machine-readable corpus of Anglo-Saxon and the writings of J. R. R. Tolkien). Students will use techniques such as word-frequency counts to investigate and characterize authorship, prose and poetic style, and the dating of text. In the computer science course students will learn to design introductory

experiments and as part of the Methods Section of those experiments, learn to write scripts (programs, software) to search textual corpora and gather statistical measures. In the English courses they will examine the ways that computing-based approaches can mesh with more traditional approaches.

Connections:

Eng 208 Anglo-Saxon Literature
or Eng 259 J. R. R. Tolkien
and Comp 131 Computing for Poets

20032. Cultural Flows in South Asia

These two courses address sociocultural issues central to the South Asian region of the world, home to approximately 1.5 billion peoples, and they model for students the strengths of multi-disciplinary approaches to the study of this area. Anthropology and ethnomusicology study human culture from distinct but complementary disciplinary perspectives. While ethnomusicology is a relatively young discipline with a hybrid theoretical toolbox and a specifically performative focus, anthropology brings to bear a broad and deep body of theory on the study of social structure and cultural expression. The professors of the two courses will give guest lectures in one another’s classes during the semester. Students who wish to complete this connection should plan to enroll in both courses in the same semester.

Connections:

Anth 295 Peoples and Cultures of South Asia
and Musc 221 Music and Dance of South Asia

20057. Early American Studies

The courses in this connection address America before the 1860s. Grounded in the interdisciplinary field American studies, the connection offers students an opportunity to employ different disciplinary approaches to texts that are often shared across English and history. As Sam Coale notes in his syllabus, “literature has never existed in a vacuum. It is always a product of its particular era, both participating in and criticizing it.”

Questions of interpretation characterize both disciplines in their approaches to the period. Students in the English course read literary texts with close attention to the historical contexts in which they were produced. In the history courses, students learn to interpret a variety of primary sources, including documents produced by and for governments, narratives and diaries written by individuals, newspapers and other periodicals printed between 1750 and 1876. Students are as likely to find themselves listening to or singing folk songs as they are reading novels or learning

about electoral politics. Central to each course are questions about the development of the place that came to be called America and interactions among the peoples who encountered each other there.

Connections:

Eng 253 American Literature to 1865
and Hist 201 North American Colonial History
or Hist 202 America: The New Nation, 1776-1836
or Hist 203 America: The Nation Divided, 1836-1876

20063. Ecology: A Statistical Approach

Ecology is unique among the biological sciences for its dependence on applied statistical techniques from experimental design to data analysis. This is because ecology is a field science and numerous sources of variability effect field-collected data. That is, field data typically have much “noise” and it is essential to apply statistical techniques in order to detect a “signal.” The emergence of ecology as a strong, essential science in the latter half of the 20th century is largely due to the availability of computers to permit sophisticated and robust statistical procedures to be applied to large field-generated data sets. This lesson is vital for students of ecology and is taught during the first labs, then reinforced throughout the semester. It seems obvious that connecting with a basic course in statistics provides a catalyst for students in fully understanding how ecology is done. In turn, students of statistics would profit from using actual data sets generated by ecology students.

Connections:

Bio 215 Ecology
and Math 151 Accelerated Statistics

20017. Ecology and Public Policy

“Anthropogenic ecology,” the effect of humanity on ecosystems, is an emerging area of influence in ecology and is related to the discipline of conservation ecology, which in turn deals with such issues as ecosystem management for biodiversity, reintroduction of native species, elimination of invasive species and protection of endangered species and ecosystems. While there are many good examples of the importance of conservation ecology, none is better than the methods by which the policies that govern the U.S. national park system are formulated.

In this Connection, Bio 215 deals with the basics of ecology, including anthropogenic examples, while Pols 321 specifically examines the budget of the National Park Service. Students in this course role play in making decisions for

allocation of National Park Service funds. The park service, probably the single largest manager of public lands, botanical and animal species, and cultural artifacts in the world, owns some 357 parks and other designated areas, encompassing 80 million acres in the United States.

These connected courses enable students to learn more about the issues that must be resolved in making sound budgetary decisions. For ecology students, a pragmatic examination of the reality of budgeting in the area of conservation science will add immeasurably to the value of their introduction to the discipline. For political science students, an introduction to how an ecologist views the various issues in park administration and policy making will provide insights about how science informs decision and priority making.

Connections:

Bio 215 Ecology

and Pols 321 Public Administration and Public Policy

20048. Environmental Problem Solving

This connection brings together two courses that investigate and shape our relationship with the natural world through analysis and hands-on practice. It represents a multidisciplinary approach to exploring the interaction between humans and the natural world. It provides an understanding of the consequences of human manipulation of the environment through analysis of some of the major environmental problems facing the world. Further, students will apply this understanding to actual environmental conflict situations using the theory and practice of interest-based negotiation in hands-on fieldwork assignments.

Chem 303 explores the underlying biogeochemical cycles controlling the natural world and the ramifications of human disturbance of those cycles. Environmental issues are viewed in light of how science can inform public and private policy decisions. Students are encouraged to consider the link between environmental quality and the human condition and to explore the possibilities for equitable and sustainable technologies. Pols 361 bypasses the traditional approach of politics, seeking compromise, and the law, which produces frequently unstable or societally unacceptable win-lose outcomes. It assists students to learn the value of building trust among parties in conflict, by identifying conflicted parties and interests, generating positive responses to them, and embracing rather than compromising on issues of health, safety and environmental quality.

It exposes students to the concept and practice of risk assessment, and the application of these in their fieldwork.

Connections:

Chem 303 Current Problems in Environmental Chemistry

and Pols 361 Environmental Conflict Resolution

23014. Film and Society

Increasingly, fictional film is used as a lens to view the social dynamics of the society that produced the film. Analysts, critics and theorists rely on a variety of conceptual frameworks and models to interpret, analyze and assess these texts and the history of their production and audience reception. These approaches include film studies, culture studies and criticism in the humanities, and content and thematic analysis in the social sciences, as well as philosophic investigations of the arguments made in film.

This connection enables students to explore various aspects of this rich field in different national cinemas. In the First-Year Seminar, *The Dreams We See*, offered every year, students learn how to analyze selected American box office hits from over the last century as primary historical documents. Pols 345 relies on contemporary films to examine political and social issues in post-Communist, Russia.

In Fr 246, students learn to distinguish between modes of representation like realism, surrealism and subjective narratives to see how they reinforce or resist paradigms of class, gender or nationalism. For Russ 282, it is a given that Russian film reflects sociopolitical issues—as well as artistic and philosophical issues: students explore what artistic choices film-makers made to translate these issues to the screen. In Itas 320, students examine how works by major Italian film directors respond to aesthetic and cultural debates and reflect the Italian sociohistorical context, while Pols 225 is organized around Michael Walzer's concept of politics as an art of unification and includes ten films that are narratives about Italian unification and nation building.

Any two-course connection must include one course from each of the two areas, social or language (the First-Year Seminar course is counted as a social science). Three-course connections must also include courses from two of the areas, but no more than one course from any one department.

Effective with the Class of 2010, this connection may be taken only as a two-course connection.

Connections:

Humanities

Fr 246 Introduction to French Cinema

Itas 320 Italian Cinema

Ger 267 Lulu, Lola and Leni: Women of German Cinema

Ger 374 Film and German Culture

Russ 282 Russian Film

Social Sciences

First-Year Seminar *The Dreams We See*

Pols 225 Italian Politics

Pols 345 Understanding Russian Politics and Society through the Prism of Film

23002. Food

This two- or three-course connection links the First-Year Seminar course, *The Rituals of Dinner*, or Anth 210, which is required, to one or two courses in the sciences. The anthropology course covers such topics as how culture shapes taste and cuisine, how different forms of food production affect social structure and nutrition, and the political factors that cause famine and food shortage. Currently, the course has substantial units on eating disorders and the causes and consequences of malnutrition, as well as on food safety and the controversies around genetically modified food. It has several components that interface with and complement components of each of the science courses as well as an extensive service learning component.

Bio 205 contains substantial units on weight control and eating disorders and on critical issues in nutrition, such as the world food supply and the influence of advertising. Biology students will gain in-depth perspectives on the cultural aspects of food availability, food choice and eating customs. Anthropology students will appreciate the biological parameters underlying the contribution of nutrients to health and disease.

Bio 262 features a survey of the plant kingdom and a study of plant anatomy. Students learn the distinguishing features of each plant phylum and of selected families of flowering plants, the evolutionary features of each group, the ecology of each group, and how plants from these groups are utilized by human societies. The course looks especially at plants that are important in the lives of students, as sources of food, beverages, medicines, industrial products and as objects of aesthetic beauty. Complementary to the service learning component of Anth 210, students enrolled in Plant Biology go out into the field of the supermarket, the Harvard Botanical Museum and the cranberry bog.

Chem 109 will most clearly connect in two arenas: the function of micronutrients and the potential and problems of genetically modified foods. The Edible Chemicals course focuses specifically on the chemical components of food; the constituents of food, their chemical structures, functional properties and their interactions. A laboratory component of the course examines not only the chemical characteristics of proteins, carbohydrates, fats and micronutrients, but also their behavior together, in cooking and in digestion. A separate section of the course focuses on genetically modified foods, their potential and problems and the reality of their presence on our supermarket shelves.

The connection must be completed with at least one course from the two areas: social sciences (Fsem 101, Anth 210) and natural science. It may be either a two or three-course connection. Effective with the Class of 2010, this connection may be taken only as a two-course connection.

Connections:

Natural Sciences

Bio 205 Nutrition
Bio 262 Plant Biology
Chem 109 Edible Chemicals

Social Sciences

First-Year Seminar Rituals of Dinner
Anth 210 Feast or Famine: The Ecology and Politics of Food

23004. Gender

This two-course connection allows students to explore gender from a variety of disciplinary perspectives: the humanities, social science courses in psychology or sociology and/or the scientific perspective of psychobiology.

This combination of courses will ask students to consider the intersections between gender, sexuality, race, ethnicity and class. Eng 240 examines the ways in which poetic genres encode gender. Psy 290 explores gender issues by studying the psychology of women. Soc 260 focuses on cultural norms and social structural aspects of gender. Psy 261 focuses on the biological basis of issues surrounding sex, gender and sexuality. Psy 275 examines the construction and experience of gender from the viewpoint of the lived body. The courses will also be linked by a shared writing component that focuses on the variety of conventions used in these different disciplines.

Connections:

Humanities

Eng 240 Gender, Genre and Poetry
Fr 236 Introduction to Early French Literature
Gk 215 or Gk 315 Private Lives and Public Citizens

Social Sciences

Psy 261 Psychobiology of Sex and Gender
Psy 275 The Body in Human Experience
Psy 290 Psychology of Women
Soc 260 Gender Inequality

20008. Gender Inequality: Sociological and Literary Perspectives

The major concerns of this connection are examined in Soc 260: How do we learn to be women and men? How are our cultural beliefs and social institutions gendered? How do different sociological and feminist theories illuminate gender relations? How can we better understand the perpetuation of inequality by examining images of women in the media, sexism in language and violence against women? How is sexism related to racism, class stratification and heterosexism?

A number of these questions will be pursued in Fr 236 through a close reading and discussion of a series of literary texts that explore the lives of women who, in widely different social settings, confront beliefs and institutions that establish and perpetuate gender inequality and privileged male dominance. Students will consider various reactions to patriarchal hegemony by women in two traditional institutions: married life and the convent. Unhappily married women (Iseut, Phèdre, Emma Bovary) turn variously to adultery, incest, madness and suicide in an attempt to deal with their plight. Bent on expiating her sense of guilt through the sacrifice of her child's freedom, a mother forces her illegitimate daughter (Suzanne Simonin) into the convent against her will, where she is brutalized physically and where she becomes the object of lesbian desire. Despite their apparent victimization, all of these women possess enormous strengths and adopt particular strategies that inform their resistance to gender inequality.

Connections:

Fr 236 Introduction to Early French Literature
and Soc 260 Gender Inequality

20015. Genes in Context

At the 50-year anniversary of the discovery of the structure of DNA, it is clear that the technology and medicine related to DNA have generated a

wide range of ethical implications. This connection permits students interested in studying the genome at different levels to consider and apply those implications in their work. The 200-level DNA course is team taught, by a biologist and a computer scientist; students may sign up for it as either Comp 242 or Bio 242. Three different upper-level courses, Comp 215, Bio 211 and Bio 307, also study DNA and the genome. Any one of these four courses may be connected to Phil 111, which emphasizes topics dealing with DNA technology and applications.

This connection takes as its goal increasing students' awareness and understanding of the ethical issues stemming from the use of our growing knowledge of DNA and the genome. Many students taking this connection will be expected someday to make professional decisions about DNA-related issues and an understanding of the ethical implications of those decisions will serve them (and the larger community) very well. As technology and medicine find ways to utilize genetic information, increasingly complex issues with more serious consequences will emerge. Students who have taken this connection will be better equipped to evaluate and address these issues as they arise and are more likely to take a broader view of the effects of their actions. In addition, students will learn Perl, deemed by many in bioinformatics to be one of the more accessible string-matching languages, useful for genome searches and pattern matching for phylogenetic trees.

Connections:

Bio 242 DNA
or Comp 242 DNA
or Comp 215 Algorithms
or Bio 211 Genetics
or Bio 307 Cell Evolution
and
Phil 111 Ethics

20007. German Language in European History

This connection seeks to place language learning in an historical context. Students will learn about the significance of Germany in modern European history while studying the language and literature of that nation. The two courses include consideration of issues of gender, class and multi-ethnicity, particularly at the intersections of German and Jewish and German and Middle Eastern cultures. The German language courses may fulfill the foreign language foundations requirement.

Connections:

Ger 201 or Ger 202 Intermediate German and Hist 102 The Development of Modern Europe since 1789

20068. German Politics and Culture in the European Context

Pols 215 explores, among other things, the impact of social history on contemporary politics, the structures and values that shape politics in different countries, and the impact of these factors on contemporary public policies. Questions such as “what constitutes Europe?” in the face of a more extensive European integration process force the peoples of the continent to examine historical roots and contemporary cultures.

Ger 276 or Ger 376 Berlin examines the political, social and cultural metamorphoses of a city with a special focus on the intercultural cross-roads in literature, film, music, and architecture. The course investigates how new identities and memories are formed and how these processes are influencing the policies and politics of contemporary German/European governments.

Students who take both courses benefit from the macro and micro perspectives these courses offer: whereas they acquire a critical eye with which they will analyze and compare various forms of government and politics in Europe in one course, they are asked in the other to apply their critical faculties to deepen their understanding of the subsequent impact the political and policy changes have on the cultural and social surroundings in the everyday life of the citizens and vice versa.

Connections:

Ger 276 or Ger 376 Berlin: Site of Memory, Site of Construction and Pols 215 Contemporary European Governments and Politics

20028. Germanies: History vs. Culture

The three courses in this connection explore the historical reality and cultural concept of Germany from the sometimes compatible, sometimes contradictory, perspectives of history and German studies. Ger 250 and Ger 276 or Ger 376 examine 20th-century Germany through novels, films and other art forms. Topics in Hist 240 include the unification of Germany under Bismarck, Germany and World War I, Weimar culture, the rise of National Socialism, the Holocaust and World War II, the Wall, Berlin and reunification. Only one of the German courses counts towards fulfilling this connection.

Connections:

Hist 240 German History: 1648-Present and Ger 250 German Culture or Ger 276 Berlin: Site of Memory, Site of Construction or Ger 376 Berlin: Site of Memory, Site of Construction

20023. Global Music

Global Music connects the study of culture and society generally (in Anth 102) to the study of music within specific cultures and societies: Musc 211 considers the musical traditions of India, Japan, Indonesia and the Middle East, as well as Celtic and Rom (gypsy) traditions of Europe; Musc 212 looks at the music of Africa, Latin America and the Caribbean, as well as ethnic music of the United States, including Native American, Anglo American, African American and Hispanic traditions.

Ethnomusicology and anthropology are both interdisciplinary fields that cross the boundaries of social science, the humanities and the arts in order to comprehend commonalities of the human experience across a wide range of cultural variations. In addition to sharing this comparative project, anthropologists and ethnomusicologists also share certain methodological techniques: participant observation, intensive interviewing, archival and documentary audiovisual research in local communities, often in “exotic” locations. Students will be encouraged, whenever possible, to attend performances, lectures and films that enhance our understanding of cultural diversity and human expression.

Connections:

Musc 211 World Music: Eurasia or Musc 212 World Music: Africa and the Americas and Anth 102 Introduction to Cultural Anthropology

20042. Graphic Design and Web Programming

The ease with which anyone can create and post a Web site has resulted in a proliferation of Web pages, most of them not very interesting and poorly designed. This two-course connection enables students to learn basic graphic design principles and then apply them to Web pages that incorporate interesting graphics, animation and dynamic content. Such successful pages can be made only by learning programming and other techniques beyond the skill of most Web masters.

Although not required, it is recommended that Arts 250, Graphic Design I, be taken before

taking Comp 161, Web Programming, Graphics and Design.

Connections:

Comp 161 Web Programming, Graphics and Design with Arts 250 Graphic Design I

20033. History and Politics of U.S. Foreign Policy

The Cold War and post-Cold War history studied in Hist 206 are intimately connected to U.S. foreign policy and the foreign policy studied in Pols 229 forms and shapes the substance of much of the history of this period. Students taking these paired courses will be exposed to the historical analysis of critical events and documents that have had and continue to have an impact on the formulation and implementation of U.S. foreign policy. They will learn about the political structures and relationships that led to the formulation of foreign policy over time, and they will have a chance to debate and critique policies, thus developing their critical thinking and analytical skills.

Connections:

Hist 206 Modern America: 1945 to the Present and Pols 229 United States Foreign Policy

20001. Human Biology and Movement

Knowledge of the anatomy and physiology of the skeletal, muscular, cardiovascular and respiratory systems is important to dancers, helping them understand how the bones, muscles and joints work together to produce movement and how the heart and lungs cooperate to provide energy for continued movement. Students in these connected courses will relate theory and application: dancers will learn how to improve technique, form and stamina; biology students will find dynamic applications for their understanding of anatomy and physiology.

Connections:

Bio 106 Basic Anatomy and Physiology and Thea 110 Jazz Dance or Thea 140 Ballet

20039. Ideas of Antiquity

Much of contemporary Western culture—its political, ethical and legal systems; its artistic, musical and literary expressions; its scientific theories and rational explanations; its theological and metaphysical commitments—originates in the ideals and institutions of classical Greek culture. This two-course connection focuses on the times, places and events of ancient Greece within which some of the most important classical ideas

arose. Such contextualization will illustrate both the universal nature and the potential application of classical ideas while deepening students' understanding of the historical conditioning and particularity of them.

Connections:

Hist 100 Ancient Western History
and Phil 203 Ancient Philosophy

23008. Italian Culture, Language and Society

The First-Year Seminar section forming the basis of this connection examines different ways of seeing Italy and the complex nature of Italian life reflected in the concept of *la dolce vita*. Course materials, in English and Italian, include films, fiction, history and personal accounts of life in Italy today. The centrality of language to the historical disunity and eventual unification of Italy is a theme that runs throughout the seminar, and the politics of art and the ways in which language reflects cultural values emerge as important themes in the course. These themes mean that either or both of the other two courses provide stimulating interdisciplinary intersections of culture, art and language. Combining these courses will also provide a strong foundation for students who wish to study or travel in Italy.

Great Works II is a continuation of Arth 101, covering architecture, sculpture and painting in Western art from the early Renaissance to the present. Among the periods covered in this course are Italian art of the 14th, 15th and 16th centuries, including Sieneese, Florentine and Venetian paintings, Renaissance architecture, Italian Baroque art and architecture, as well as modern periods of art that originated in Italy, such as Futurism.

Readings in Contemporary Italian Literature is designed to improve students' oral and written abilities to communicate abstract and sophisticated ideas in Italian. The course also introduces them to contemporary Italian writers and thus broadens their understanding of the Italian world through poetry, short stories and other textual production such as advertising and film. Itas 200 is normally a fourth-semester Italian course with Italian 101, 102 and 150 as prerequisites, but there are also usually a number of first-year students in the course.

Effective with the Class of 2010, this connection may be taken only as a two-course connection.

Connections:

Humanities

Arth 102 Great Works II

Arth 111 Arts of the Western Tradition

Arth 202 Great Works II (Enhanced)

Arth 211 Arts of the Western Tradition (Enhanced)

Itas 200 Advanced Intermediate Italian

Social Sciences

First-Year Seminar *la dolce vita*

20062. Jews in Modern Europe

In this connection, students will learn how social, political and economic factors have shaped the Jewish community in Europe and how the Holocaust, the worst catastrophe in Jewish history, has affected Jewish identity and culture. Students will study the development of European Jewish communities and their relations with the Christian world in the Medieval and Early Modern eras, how modernization transformed relations between Jews and Christians and how many Europeans responded to Jewish assimilation attempts with anti-Semitism and persecution. Both courses will deal with the effects of the Holocaust on Jewish identity, political structures and religious thought.

Connections:

Hist 228 European Jewish History
and Rel 232 Faith after the Holocaust

20070. Language and Literacy

This connection will provide a means for students to examine what it means to be an American through an active, engaged literacy. In Eng 256, students practice critical analysis of text that are depictions of and reflections on this process. In Educ 240, critical analysis often centers on the non-neutrality of texts and contexts, as well as the idea that literacy is not always liberating or empowering and thus is often used to marginalize or limit opportunity.

Connections:

Educ 240 Multiple Perspectives on Literacy
Eng 256 The Discourses of Cultural Diversity in U.S. Fiction

20058. Latino Culture

The topic of Latino culture will be analyzed from two academically distinct but conceptually interrelated perspectives: literature and sociology. Students will have the opportunity to study the Latino experience in the U.S. (e.g., Mexican Americans, Puerto Ricans, Cuban Americans, Dominican Americans) by examining the writings, fact and fiction, of Latinos and the social structure and culture of the communities in which they live.

Connections:

Hisp 300 Spanish Practicum Internship
and Soc 285 Latino Community

23015. Learning to Learn in Math and Science

This two- or three-course connection seeks to address issues in the nature and quality of math and science education in America by strengthening the math and science training of potential teachers in unusual and stimulating ways. It will have immediate relevance and appeal to Wheaton education minors, most of whom go on to become early childhood and elementary school teachers, by increasing their confidence in understanding math and science and their appreciation for the relevance of math and science in their everyday lives.

Each of these courses devotes time to modeling appropriate pedagogies and discussing differences in learning styles, ways of knowing and similar topics that develop stronger learners. All emphasize confidence building as science learners and educators. Math 133 will specifically address issues in math education through problem-solving activities and the infusion of gender and multicultural issues in this area. Int 111 involves data sharing and analysis, and emphasizes both group field-based projects and standards-based content and preparation for subject-matter teacher tests.

Students completing this connection should plan to take the math course and the science course before Education 371, 381 or 385, which must be taken in the fall of the junior year, prior to student teaching senior year.

Effective with the Class of 2010, a two-course connection must link courses from at least two different areas; a three-course connection must link courses from three areas.

Connections:

Social Sciences

Educ 371 Early Childhood Curriculum
Educ 381 Elementary Curriculum
Educ 385 Teaching Math and Science
Math/Computer Science
Math 133 Concepts of Mathematics

Natural Sciences

Int 110 or Int 111 Ponds to Particles

20029. Living Architecture

These biology and art history courses share the assumption that architecture, whether built by humans or by nature, follows simple structural principles. These shared principles, termed "Rules to Build By" in these courses, are illustrated in the common characteristics of structures as different in scale as living cells and Gothic cathedrals.

For example, the first Rule to Build By states, "To maximize flexibility, assemble complex struc-

tures from simple repeating units.” In Cell Biology, this principle is illustrated by cell skeletons, which exist in countless shapes by recombining common identical subunits in different patterns. In medieval architecture, the principle is illustrated in Romanesque buildings that were constructed from modular units to create additive architecture that was efficient, flexible and diverse. The second posits that “To construct self-supporting structures, balance forces of tension and compression,” a principle manifested in cells by mitotic spindles and the arched stable scaffolds that support cell division, and in cathedrals by flying buttresses that support stone walls.

Living Architecture students work together in Wheaton’s Imaging Center for Undergraduate Collaboration (ICUC) in several joint laboratory exercises. One lab utilizes techniques of polarization imaging to detect the forces at work on skeletons of cells and of cathedrals. In another lab, digital image analysis is used to detect patterns in visual data in diverse objects and materials. For example, this versatile technique can be used equally well to find hidden patterns in neural networks—webs of interconnected nerve cells—as in the Bayeux Tapestry (a 230-foot-long embroidery that records the Norman Conquest in 1066). Studying dramatically different subjects through the shared approaches available in the ICUC lab will crystallize students’ understanding of important relationships in methodology between these apparently disparate fields.

Connections:

Bio 219 Cell Biology
and Arth 353 Castles and Cathedrals

20003. Logic and Digital Circuits

In logic, students employ a variety of methods to determine the truth values of statement forms and the validity of argument forms. These methods depend on an understanding of basic logical relations: negation, disjunction, conjunction and implication. These relations also form the foundations of digital electronic circuits. Students in both these courses will learn to follow specific paths (physical or not) in order to arrive at a conclusion or termination of a circuit. Logic students will see, in Electronic Circuits, the physical manifestation of logical rules and procedures. Physics students will be introduced to philosophical issues that arise in the analysis of logical forms.

Connections:

Phil 125 Logic
and Phys 110 Electronic Circuits

20016. Logic and Programming

Logical equivalence, propositional expressions and clear reasoning are cornerstones of learning to write computer programs or software. Further grounding in logical reasoning will help students in computer science to see a theoretical side of programming and the philosophical side of writing collections of statements in languages that make machines perform logical instructions. Philosophy students will benefit by focusing on the use and application of logic in the writing of computer programs and will come to see, firsthand, the point of logical precision.

Connections:

Phil 125 Logic
and Comp 115 Robots, Games and Problem Solving

20045. Mathematical Tools for Chemistry

The two semesters of Physical Chemistry examine the theoretical underpinnings of the physical behavior of molecules at both the macroscopic (thermodynamics in Physical Chemistry I) and microscopic (quantum mechanics in Physical Chemistry II) levels. Specifically, these courses teach the mathematical representation of molecular behavior. Students taking this connection will establish a diverse mathematical toolbox and then use it as they solve complex physical problems.

Connections:

Chem 355 Chemical Thermodynamics
or Chem 356 Quantum Chemistry
and Math 221 Linear Algebra
or Math 236 Multivariable Calculus

20044. Mathematics of Chemical Analysis

In Instrumental Analysis students learn to determine the quantitative composition of a chemical sample. What these techniques all have in common is the need to do calculations to determine composition and statistical analysis to interpret the data. Statistical methods such as those taught in Introductory Statistics and Accelerated Statistics are incredibly useful in determining both the validity and significance of the data.

Connections:

Chem 332 Instrumental Analysis
and Math 141 Introductory Statistics
or Math 151 Accelerated Statistics

20005. Microbes and Health

Both these courses deal extensively with the human immune system. Bio 221 covers such topics as the role of microbes (mostly viruses and bacteria) in causation of diseases, covering HIV and related viruses as well as the health behav-

iors and risk factors associated with conditions caused by infectious organisms. Psy 265 uses HIV and AIDS as a case study for understanding the intersections of behavior and infectious disease and focuses on the impact of stress on immune response. The laboratory exercises in Bio 221 will illuminate for students some of the practical clinical procedures used to diagnose infectious diseases. Psy 265 will help students understand how psychological experience influences health and how infectious diseases impact the lives of chronically ill individuals.

Connections:

Bio 221 Microbiology and Immunology
and Psy 265 Health Psychology

20024. Modern China: Tradition and Contemporary Politics

Students who begin this connection with Hist 365, which covers the political, social, intellectual and cultural history of China from the late 18th century to the present, will find they have an excellent historical background for Pols 223, which focuses mainly on political developments in China after 1949. Those whose schedules do not permit this order may take the political science course first. Both courses may also count toward a major or minor concentration in Asian Studies.

Connections:

Hist 365 Modern China
and Pols 223 Contemporary Chinese Politics

20014. Modern Italy

These two courses focus on modern Italy from interdisciplinary and cross-divisional perspectives, exploring the historical, political and sociocultural phenomena that have shaped contemporary Italy. Pols 225 uses case studies and films to explore current Italian policies, such as immigration, taxes and education, through an analysis of their historical roots in Italy’s political movements (e.g., feminism and the 1968 international youth movement) and in Italy’s long-standing problems (e.g., political bureaucracy and corruption). Itas 235 approaches many of these phenomena through literature, art (such as Futurism) and historical and literary criticism. It considers how Italy’s contemporary history has shaped Italian women’s lives and work, and how women and their production, in the broadest sense, have shaped contemporary Italy. Thus, students who make this connection will be learning not only about modern Italy, but also about how different disciplines (social science and the humanities) develop illuminating methodologies for analyzing historical frameworks and cultural productions.

Connections:

Itas 235 Italian Women Writers in Translation
and Pols 225 Italian Politics

23003. Modern Latin America

This is a two- or three-course connection that links courses from four different areas: the humanities, the arts, the social sciences and history. Students completing these courses will gain a multidisciplinary understanding of the sociopolitical and cultural phenomena that have shaped contemporary Latin America. Students who can take either Hisp 280 or Hisp 316 in their connection will derive the additional insight that can only be gained by reading texts on Latin America in the original language, from a distinctly Latin American perspective.

Effective with the Class of 2010, a two-course connection must link courses from at least two different areas; a three-course connection must link courses from three areas.

Connections:**Creative Arts**

Musc 220 Music in Latin American Culture

History

Hist 219 Norte y Sur: Modern Spanish America

Humanities

Hisp 280 The Hispanic World: Introduction to Latin American Culture

Hisp 316 Spanish American Literature II:
Contemporary Literature

Social Sciences

Anth 235 Peoples and Cultures of Latin America

Pols 233 The Politics of Latin America

20047. Molecules to Masterpieces

Molecules to Masterpieces helps students connect the art they create in Arts 111 / Arts 116 or the art they study in Arth 101 / Arth 201 to its chemical underpinnings. All of the classes in this connection look at art through an historical lens, focusing on what materials were used by artists in specific periods. Art, Color and Chemistry adds the explanation of why those materials were useful in creating lasting, and sometimes not-so-lasting, works of art.

Connections:

Chem 145 Art, Color and Chemistry

and Arth 101 Great Works I

or Arth 111 Arts of the Western Tradition

or Arth 201 Great Works I (Enhanced)

or Arth 211 Arts of the Western Tradition
(Enhanced)

or Arts 111 Two-Dimensional Design

or Arts 116 Drawing I

20043. Music: The Medium and the Message

Our experience of music, whether by Beethoven, Billie Holiday, the Beatles or the Bad Plus, consists of the emotions and subjective impressions communicated and inspired by the arrangement of sounds. As in verbal communication, both the sounds themselves and the particular method of organizing them determine these effects. In Musc 114, the focus is on the vocabulary, grammar and syntax of this language of sound (the "message"). In Phys 107, the focus is on the actual sounds themselves, in terms of their mathematical and physical relationships (the "medium"). Studying musical material from both these perspectives deepens our understanding and appreciation of this essentially mysterious phenomenon.

Connections:

Musc 114 Music Theory I: Fundamentals of Harmonic Practice

or Musc 113 Introduction to Music Theory

or Musc 115 Music Theory II: Tonal Harmony

with Phys 107 or Musc 107 The Physics of Music and Sound

20009. Performing into Theory

The creative process and the theoretical enterprise are intertwined; artistic creation and rational reflection influence one another reciprocally. This connection engages students in the rich possibilities of a collaboration between the performing arts and philosophy.

Students will critically and creatively explore the boundaries between theory and practice, reason and imagination, mind and body. We want both to embolden and humble the theoretical stance by challenging it to critically evaluate pathbreaking or genre-blurring creative performance. Simultaneously, we will discover the way in which ideas in their intellectual and historical context affect artistic expression. In so doing, we hope to extend theory's "self-understanding" and demystify the creative process.

Connections:

Eng 287 Writing for Performance

and Phil 236 Aesthetics

20067. Philosophy and Politics of Law

Students in these connected courses will study the theoretical and political underpinnings of American (and sometimes British) law. Of all the possible areas of that law, American Constitutional law admits most readily to philosophical and political inquiry; and for this reason, the courses in this connection focus much of their attention on that area. The most controversial and profound

discussions of rights, of tensions between the federal government and the states, and of the roles of various branches and departments of our government are all grounded in political and philosophical theories. These theories, which Supreme Court Justices and other judges employ often in deciding cases, play a central role in these connected courses. And while the Philosophy courses employ different methodologies than do the Political Science courses, those methodologies complement each other and together provide students with a deeper and more sophisticated view of the law than they would have otherwise. These complementary approaches help students appreciate not only how our system of law actually works, but also how one might go about justifying its structure and its practices—or arguing for their reform.

Connections:

Phil 260 How Judges Reason

or Phil 265 Philosophy of Law

and Pols 341 Constitutional Law I: The Supreme Court and the Constitution

or Pols 351 Constitutional Law II: Civil Rights and Civil Liberties

20040. Political Theories, Political Realities: Ideas and Practices in Past Politics

Students in these connected courses will study the material and institutional frameworks that generated premodern political theories and will come to understand the complexities of putting these theories in practice and the often nearly unbridgeable gap between the ideal and the real. Early European history saw the development of the majority of basic legal and political structures and ideologies (e.g., common law and jury trials, representative government and the separation of church and state). Knowledge of these ideas and practices, and of the theorizing behind them, becomes crucial to our understanding of such historical phenomena as nation-state building, imperialism, the conduct of war and efforts to establish systems of national and international law.

Connections:

Hist 101 The Development of Modern Europe from the Medieval Era to 1789

and Pols 207 Classical and Medieval Political Theory

20030. Politics and Global Change

Politicians and government regulators often make decisions that affect our natural world without understanding the science that explains how that world operates. Many issues concerning the use and modification of our natural environment, such

as water use, desertification, air and water pollution, and climate change, cross national boundaries, but global treaties often prove difficult to ratify or enforce. Many scientists also wish to pursue their research without the distraction of politics.

These courses offer a bridge across this divide by adding scientific information to the political debate in Pals 109 and by showing the practical and political aspects of human impacts on Earth systems to students in Phys 160 or Phys 165. Students completing the connection will learn both sides of the politics-science relationship in detail; all students will benefit from the expanded breadth of discussion in both classes.

Connections:

Pals 109 International Politics
and Phys 160 Geology
or Phys 165 Climate Change, Past and Present

20049. Psychoactive Sacramentals

(No description available.)

Connections:

Rel 230 Mysticism and Spirituality
and Psy 227 Drugs and Behavior

20066. Public Writing

Writing, as Stanley Aronowitz argues, “is not a skill but both an art and a form of critical learning.” Deployed with care and commitment, it is also a political agent, capable of effecting visible change beyond the printed page. Each of these courses recognizes the power of writing by teaching students to develop and apply critical thinking skills through writing for non-academic contexts. In Writing Public Policy, students analyze case studies and problem sets to draw on a variety of information resources as they create citizens’ roles in advocating public policy. Students focus on reaching the policy audience they identify from the citizen role they choose or are assigned to play for the individual cases. Student assessment of each piece of policy work is a prominent feature of the course.

In Professional and Technical Writing, students learn to use writing as a means of problem posing and problem solving as they identify, research and then propose solutions to campus and/or community problems. Students discover that the way an idea is expressed is as important as what is being expressed; indeed, form and content are nearly inextricable. Many of these final projects are ultimately shared with the specific campus leaders to whom they are written.

Both courses allow students to experience writing as action in the workplace and political arenas.

Connections:

Eng 280 Professional and Technical Writing
and Pals 300 Writing Public Policy

20059. Quantum Theories: Contemporary American Fiction, Modern Physics and the Universe

Quantum Theory is the cutting-edge meta-narrative of our times. The challenges physicists face in attempting to explain it to the non physicist, and often to themselves, involve the use of language, counter intuitive notions about cause-and-effect logic, the positing of images and metaphors to describe the quantum field—are there electrons, particles, waves, fields, antimatter, quarks, a “pulsating flux,” a holographic universe (each of these has been used to describe each of the others)—and the idea of statistics and probability replacing “absolute” objects.

Connections:

Eng 346 Contemporary American Fiction: Quirks, Quarks and Quests, or Sex, Lies and Quantum Leaps
and Phys 225 Modern Physics
or Ast 130 The Universe

20050. Quest for Transcendence

(No description available.)

Connections:

Rel 230 Mysticism and Spirituality
and Psy 260 Psychology of Religion

23016. Race as a Social Construct

The courses in this connection have the common theme of the origins and consequences of dividing humans into categories based upon morphological characteristics. In Genetics, students will study the complex pathways by which melanin pigments are formed. A major conclusion will be an appreciation for skin tones as a continuum of shades rather than as discrete and classifiable “racial” characteristics. In Africans on Africa, students will explore the attitudes and opinions of the diverse peoples of Africa for a much more complex point of view on what it means to be African or African American. Multicultural Psychology is a course focusing on ethnic and racial identities and their influences on human behaviors and interactions.

This may be completed as a two- or three-course connection. Effective with the Class of 2010, a two-course connection must link courses from at least two different areas; a three-course connection must link courses from three areas.

Connections:

History

Hist 143 Africans on Africa: A Survey

Natural Sciences

Bio 211 Genetics

Social Sciences

Psy 251 Multicultural Psychology

20012. Reading Children

Reading Children examines literature’s responsiveness to children and their needs. Each course explores literate processes from distinct but connected perspectives; each requires students to read children’s literature and attends to children’s responses to text. Both courses study the history of childhood as a context for understanding childhood reading.

In Eng 286, students practice critical and cultural analysis of texts. In Educ 390, critical analysis often centers at the letter, word, sentence and story levels as participants study the processes involved in learning to read.

This connection will deepen students’ understanding about reader response theory at many levels of development and experience. Eng 286 brings this critical strand into the foreground, since authors, editors, publishers and sellers are almost never members of the target audience. Educ 390 also focuses on these “consumers of the literature” as they grow and develop as readers and thinkers. Like the authors, publishers and sellers of children’s books, teachers are not children. The course therefore examines the challenges of planning instruction to take into account the social and cognitive worlds of children and the literacy practices that will engage and enhance learning.

Connections:

Eng 286 Children’s Literature
and Educ 390 Teaching of Reading and the Language Arts

23011. Revolution!

Social change, even revolutionary change, occurs in a variety of venues: in the home, at places of worship and on the streets. These connected courses allow students to examine many types of social movements and change, both in the U.S. and globally, and to compare and reflect on the methods of protest that are used in them. Students will study and analyze controversial issues involving racial, ethnic and national identity, as well as religion, sexuality and class, all of which shape our culture.

Thea 215, Theatre and Social Change, is the required course in this connection. By completing one or more of the history and sociology courses, students will have an opportunity to apply historical and social perspectives and pertinent

theories of social change to their understanding of the theatre as a tool for conflict resolution. And they will consider how individualized, dramatized stories can realize or “perform” social issues in the theatre.

In addition to the theatre course, students must take one or two other courses to complete either a two- or three-course connection. Note, however, that only one sociology course will count in the connection.

This may be completed as a two- or three-course connection. Effective with the Class of 2010, a two-course connection must link courses from at least two different areas; a three-course connection must link courses from three areas.

Connections:

Creative Arts

Thea 215 Theatre and Social Change
or Fsem 101 Theatre and Social Change

History

Hist 337 Power and Protest in the United States

Social Sciences

Soc 200 Social Movements
Soc 230 Race and Ethnicity

20055. Russia: Challenge and Opportunity

In this connection, students will study Russia, one of the largest nations in the world, from the point of view of its history and current situation. In Pols 375, students will examine current challenges facing Russia, such as public health crises, depopulation, environmental damage, and political and economic instability, through the lens of political science theory. In Hist 215, they will learn about the historical background of Russian problems. In both courses students will consider whether Russia is somehow “flawed” and whether it can overcome the challenges it faces today.

Connections:

Hist 215 History of Russia
and Pols 375 The Politics of Social and Economic Problems in Post-Communist Russia

20051. Russian History and Culture

This two-course connection will explore the intersection between popular forms of art, music and literature and the historical development of Russia. Students will not only learn how the creativity of individuals and communities influences and is influenced by political, social and economic developments, but also will see how academic disciplines approach similar issues from different perspectives.

Connections:

Hist 215 History of Russia
and Russ 101 Russian Folklore

20064. Russian History and Politics

This connection will focus on Russian domestic or foreign policy and its roots in Russian history. In Russian Politics or Russian Foreign Policy, students will study the evolution of the Russian political system since the collapse of the Soviet Union, or the conduct and motivational premises of Russian foreign policy. In Russ 243 students will address both history and politics, but in Russian. Students will study Russian point of view, and acquire a familiarity with the vocabulary needed to discuss history and politics in Russian. In Russian History, students will go to the beginnings of Russian society and the state, and examine the role of religion, geography, social hierarchy, political power and ideology over the past two millennia.

Students may connect either of the two political science courses with Hist 215 and with Russ 243, or with just one of the latter, making this either a two-course or a three-course connection.

Effective with the Class of 2010, a two-course connection must link courses from at least two different areas; a three-course connection must link courses from three areas.

Connections:

History

Hist 215 History of Russia

Humanities

Russ 243 Advanced Russian: Grammar, History, Politics

Social Sciences

Pols 249 Russian Foreign Policy
or Pols 255 Russian Politics

20053. Schooling in Modern Society

This connection between Educ 250, Schooling in America and Hist 337, Power and Protest, or Hist 206, Modern America, is based on the common themes explored in all three courses. Schooling in America covers a history of American education (historical foundations), and issues of equality and access to education. All three courses explore issues of racial and other forms of inequality and our society’s attempts at redress through education and other realms. All courses connect students to pressing issues in the past and in the present. Students taking these classes will be able to see seminal issues in our history from multiple and important points of view.

Connections:

Educ 250 Schooling in America
and Hist 337 Power and Protest in the United States
or Hist 206 Modern America: 1945 to the Present

20031. Science FAction

These entwined courses introduce students to the beauty and power of mathematics and show how mathematical ideas have influenced literary science fiction. Students examine how concepts of combinatorics, infinity, topology, logic, computability, number theory and cryptography are both interrelated and linked to the most influential science fiction of the past 40 years: a lovely look at the intertings of the nature of language and the language of nature.

Connections:

Math 123 The Edge of Reason
or First-Year Seminar The Edge of Reason
and Eng 243 Science Fiction
or Eng 101 Writing about Science Fiction

23006. Sexuality

What is sexuality? What is its biological basis? How does society constrain and construct it? How is sexuality represented and, again, constructed in such discourses as literature, film and religion? How does sexuality intersect with race? How do sexuality and race circulate and clash in global contexts? These are some of the questions that students taking courses in this connection will address.

More specifically, for example, students in Hist 341 will gain perspectives on the Victorian sexologists. Those in Anth 350 and Eng 272 may deepen their understanding of transgender, while those in Itas 235 will focus on gender violence. Psy 261 and Soc 310 provide perspectives on power and bodily pain; Soc 310 and Eng 272, on post colonialism and representations of gender, sexualities and cultures. Students completing Soc 310 and Fr 331 will learn about Western (and imperialist) discourses on sexuality, nation and power. Psy 275 explores the fundamental role of sexuality in the experience of the lived body and the shaping of the body image. Other combinations will provide other perspectives and focuses on the general topic of sexuality. Altogether there are 13 courses from three different areas (history, humanities and social science) from which students may create two- or three-course connections.

Students have considerable flexibility in creating these connections. This may be completed as a two- or three-course connection. Effective with

the Class of 2010, a two-course connection must link courses from at least two different areas; a three-course connection must link courses from three areas. Students interested in this topic may wish to take more than the two or three courses required to complete a connection.

Connections:

History

Hist 341 Sex and Culture in the 19th Century U.S.

Humanities

Eng 272 Romancing the Novel

Eng 348 Sexual Politics of Film Noir

Fr 331 Other Voices, Other Stories: Great Works by Women from France and the Francophone World

Itas 235 Italian Women Writers in Translation

Rel 142 Religion and Sexuality

Social Sciences

Anth 350 Gender and Social Organization

Educ 270 Issues of Adolescent Development

Psy 235 Human Sexuality

Psy 261 Psychobiology of Sex and Gender

Psy 270 Adolescent Development

Psy 275 The Body in Human Experience

Soc 310 Beyond Global Feminism

Wmst 312 Feminist Theory

20069. Structure and Function of Drugs

The two courses Chem 254 and Psy 227 share the common topic of psychoactive substances. Drugs and Behavior is the introductory psychopharmacology course that focuses on the action, bioactivity and behavioral effects of psychoactive substances, especially drugs of abuse. It includes study of dose response, binding properties and the effects of these drugs on normal brain chemistry. Examples of such substances range from caffeine and prescription pharmaceuticals like Prozac to illicit drugs such as heroin and cocaine. The one thing all of these substances have in common is that they are organic molecules. Organic II focuses on the structure, physical properties of organic molecules with functionality similar to the type listed above.

Included in this study is a general look at the reactivity of the active portions of those compounds. The take-away message is that all compounds with similar functional groups will behave in a similar way, both in terms of chemical reactions and in terms of biological activity. Students completing this connection will have a better understanding of the intimate relationship between the structure of a compound and the biological activity it exhibits.

Connections:

Chem 254 Organic Chemistry II
and Psy 227 Drugs and Behavior

20020. The Art of the Print

Students completing this connection will learn to understand printmaking from the perspectives of artist, connoisseur, collector, conservator and art historian. They will discover that the material taught in Arth 270 makes richer sense when they have experimented with printmaking and begun to develop their own personal imagery in Arts 315.

Arth 270 focuses on the history of prints, particularly the Old Masters, who were among the greatest printmakers of all time. Students in this class work directly with the prints in the Wheaton College Collection, learning how to handle and care for them and to identify media. They also learn about the history of prints from the early 15th century to the early 19th century. Becoming print collectors and organizing an exhibition drawn from the Wheaton collection are also requirements of the course. Because there is a great deal of emphasis on the object and on the techniques of the Old Masters in the art history class, becoming a printmaker in Arts 315 will give students a wonderful opportunity to create prints and truly understand the intricacies of this medium.

Connections:

Arth 270 The Art of the Print
and Arts 315 Intaglio Printmaking

20004. The Calculus of Microeconomics

Microeconomics becomes all the more interesting when techniques from calculus can be applied to many of the issues it addresses. In particular, the graphic representation of marginal analysis, continuity and optimization in microeconomics can be approached analytically through the tools of differentiation, the major topic in introductory calculus. Many examples and projects in the introduction calculus offered in Math 101 and Math 102 will have a basis in economics; problem sets and class time in Economics 102/112 will involve application of the calculus.

Connections:

Math 102 Calculus I with Economic Applications
or Math 101 Calculus I
and Econ 102 Introduction to Microeconomics
or Econ 112 Introduction to Microeconomics

20019. The Darwin Connection: Evolution, Race and Culture

Though evolutionary thought long preceded the work of Charles Darwin, it is his work, beginning

with *On the Origin of Species* (1859), that essentially defined what has become the discipline of evolutionary biology. Darwin was a Victorian gentleman, well educated and affluent. His identity as a scientist was as much informed and affected by his perceptions of Victorian society as by his work in science. And the impact of his work on society, in turn, was immediate.

This connection seeks to teach students about Darwin in the context of his 19th-century world. Information on Darwin, including his own writings—books, letters and journals—is truly voluminous and readily available. Students in Bio 111 will learn how Darwin the scientist was influenced, indeed molded, by Victorian culture, concerns and values. Students in Eng 235 will learn what evolutionary biology really is and why Darwin's scientific work had such a dramatic impact on his era. Darwin's writing has often been used in English literature courses for its general eloquence and its skilled use of metaphor, aspects that science students will find engaging and helpful in understanding evolutionary theory.

Connections:

Bio 111 Evolution and Ecology
and Eng 235 Empire, Race and the Victorians
or Eng 236 Sex, Work and the Victorians

23009. The Environment

The courses in this connection investigate our relationship with the natural world from different perspectives. They will offer multidisciplinary approaches to understanding the environment and our human interaction with it, to addressing such issues as climate change, population growth and endangered species, and to assessing the impacts—positive and negative—of technology on the environment and human society.

Students will take one of the three science courses, each of which provides a basic understanding of the underlying physical, chemical and biological processes controlling the natural world. They will learn how science can inform policy decisions and how social and economic concerns can shape the environment. In Soc 315, they will have the opportunity to consider the cultural, social and environmental impacts of contemporary Western civilization and its technologies. In Rel 242, they may explore the religious roots of the current environmental crisis by examining the spiritual origins of our ideas about nature.

This may be completed as a two- or three-course connection. Effective with the Class of 2010, a two-course connection must link courses from at least two different areas; a three-course

connection must link courses from three areas. None of the courses need be taken concurrently or consecutively.

Connections:

Humanities

Rel 242 Religion and Ecology

Natural Sciences

Bio 201 Environmental Science

Chem 103 Chemistry and Your Environment

Chem 303 Current Problems in Environmental Chemistry

Social Sciences

Soc 315 Society, Technology and the Environment

20060. The Genetics of the Autism Spectrum

The autistic spectrum of behaviors is becoming increasingly connected to genetics as more neurological and developmental pathways are being deciphered. Psy 324 provides a rich set of examples, as taught by Professor Grace Baron, an authority on autism and practitioner in the field. Bio 211 supplements by providing the background needed to appreciate the genetics of childhood behavior disorders in general and autism in particular.

Connections:

Psy 324 Childhood Behavior Disorders or First-Year Seminar Visualizing Autism and Bio 211 Genetics

20046. The Greeks on Stage

The Greeks on Stage is a two-course connection that examines the history, style, techniques and acting of Greek tragedy. Analysis of the social and cultural contexts of drama makes students aware of the political tensions surrounding issues of class, religion, gender, sexuality and national identity. Combining the close reading of texts and the analysis of scripts with actual performance enhances student appreciation and understanding of the material.

Connections:

Clas 254 The Drama of Fifth-Century Athens and Thea 351 Advanced Acting

20034. The Historical Context of Contemporary American Culture

This two-course connection enables students to apply the historical study of modern America to their understanding of the art and culture of the period. Students must take Hist 206 and one of the creative arts or humanities courses.

Connections:

Hist 206 Modern America: 1945 to the Present and Arth 318 Art since 1945

or Eng 247 African American Women's Literature

or Eng 249 Hollywood Genres

or Eng 256 The Discourses of Cultural Diversity in U.S. Fiction

or Eng 257 Race and Racism in U.S. Cinema

or Musc 273 African American Originals II: Rhythm and Blues, Rock and Contemporary Jazz

or Rel 223 Religion in Contemporary America

20025. The Math in Art and the Art of Math

Mathematics and art have always been connected. Math has been used to create works of art (perspective, golden rectangles, fractals, even visualizations of the fourth dimension), while art has been used to expand mathematical knowledge (artistic perspective shaped the drawing of mathematical diagrams; da Vinci illustrated a math text on the Golden Mean). Math has also been used to analyze art, for example, classifying figures based on their symmetry or using fractals to study 17th-century Japanese woodcuts or Jackson Pollock. Revolutions in art and in math, moreover, have often been closely tied: the Renaissance in art, preceded and to some extent made possible, the Renaissance in math; the new mathematical ideas of the fourth dimension and non-Euclidean geometry coincided roughly with the movement away from realism in the early 20th century.

Math 122 will use the mathematical mode of inquiry to pose and answer questions relating to art and art history. The course will progress chronologically from ancient Egypt and Greece to the Renaissance and move forward from there. Although the material in the course is entirely mathematical, its topics as well as many of the examples and some of the work the students do will be drawn from the field of art and from materials that students will encounter in Arth 102.

Connections:

Math 122 Math in Art and Arth 102 Great Works II

or Arth 111 Arts of the Western Tradition

or Arth 202 Great Works II (Enhanced)

or Arth 211 Arts of the Western Tradition (Enhanced)

20054. The Religious Response

Contrary to what scholars early in the 20th century predicted, religion today is playing an increasingly conspicuous role on the world stage as well as in individual lives. Both as shared tradition

and as personal faith, religion is also undergoing dramatic change. In our increasingly globalized world, the changing face of religion has become a challenge to us all, whatever our own religious views may be.

But the shape of current world events need not be the only impetus for the study of religion. As far back as we can see, it has always been a major factor in human lives. It has provided the contours and texture of social life; influenced intellectual, economic and political movements as well as inspired art, architecture and music contributed fundamentally to language and literature and provided insight and meaning for the mass of humanity. In its many forms, it has been the source of great suffering and of great joy. A liberal education remains incomplete without some understanding of religion and its role in history and in individual lives.

Together, the courses constituting this connection provide a systematic overview of the world's major religious traditions in conjunction with interpretive frameworks for understanding the nature of the religious response to the inner and outer worlds, the possible meanings of the diverse religious expressions, and the significance of religious involvement in the lives of persons today.

Connections:

Rel 102 Introduction to the Study of World Religions

and Psy 260 Psychology of Religion

20065. Theories of Imperialism

This upper-level connection will examine the ways that nations have dealt with each other in the past and present, with focus on the imbalances of power that have led to imperialism. In Theories of International Relations, imperialism is examined through the many theoretical approaches that have been proposed over the past century, from J. A. Hobson to Robinson and Gallagher. In European Imperialism, theories are compared with the actual history of imperial expansion. This connection will allow students to think about the ways that state power, economic strength, technological advances and ideology have been used as tools of domination.

Connections:

Hist 321 European Imperialism, 1757-1939

and Pols 339 Theories of International Relations

20038. Top Secret

What are secrets and why do we need to keep them hidden? Once we have secrets, how do we keep other people, companies, organizations and countries from uncovering them?

Your computer log-in password and your credit card number are two secrets you want to keep hidden from strangers. Microsoft's source code is a secret, and the formula that produces Coca-Cola is coded, locked in a vault, and kept under tight security. Al Qaeda has secrets that the U.S. government wants to know. The U.S. government has military secrets, diplomatic secrets and policy secrets it doesn't want anyone, even allies, to know.

This two-course connection enables students to relate the "hows" of encoding secret information in the math course to the "whats" and the "whys" of doing so in the domains of government and business in the political science and economics courses. Students will learn what information policy makers and planners believe is necessary to keep secret and how to construct unbreakable codes to keep these secrets secure.

Connections:

Math 202 Cryptography
and Pols 229 United States Foreign Policy
or Pols 379 National Security Policy

23012. Visualizing Information

Whether created or analyzed, produced for professional or folk purposes, viewed as data or expression, images are an increasingly common component of contemporary communication in both scholarly and popular venues. Each of the courses in this connection addresses the process of creating information out of images and their display. The increasing reliance on visual imagery in digital communication has put a premium on developing a genuine visual literacy in the encoding and deciphering of visual communication. This connection will allow students to appreciate the importance, power and value of using visual media for both gathering and disseminating knowledge.

This may be completed as a two- or three-course connection. Effective with the Class of 2010, a two-course connection must link courses from at least two different areas; a three-course connection must link courses from three areas.

Connections:

Creative Arts

Arts 250 Graphic Design I
Arts 350 Graphic Design II
Eng 289 Word and Image

Natural Sciences

Bio 219 Cell Biology
Bio 254 Developmental Biology

Math/Computer Science
Comp 365 Computer Graphics

Humanities

Fr 352 The Quill and the Brush

Social Sciences

Psy 312 Perception
Soc 282 Visual Sociology

20002. Voting Theory, Math and Congress

Not all elections are determined by simply counting who gets the most votes and declaring that person the winner. Mathematical theories of voting can create alternative voting methods that may then be applied to congressional elections as well as to the everyday functioning of the legislative branch. These courses, meant to be taken simultaneously, will explore the relationship between theory and practice through a joint project in which students from both classes work together on a simulation of a political campaign and election.

Connections:

Math 217 Voting Theory
and Pols 211 or Pols 311 Congress and the
Legislative Process

23005. Women in the United States

These seven connected courses focus on women in the United States, addressing the intersections of gender, race and class in U.S. history, in U.S. social structures, and in U.S. literature and literary theory. Students may combine them in a variety of ways to create two- or three-course connections with different emphases, exploring the history of women, the positioning of women in current society, or the representations of women in gendered discourse, past and present.

Students might, for instance, trace African American women's resistance to the dominant culture in history and in literature. They could examine the relationship between women and industrialization in both economics and history. Or they might explore how theories of psychological development play out in literary representations.

More specifically, students taking Eng 247, Psy 290 and Hist 234 will address body image in a novel by Toni Morrison, in psychological work on anorexia, and in discussions of beauty in the 1920s. Students taking Hist 233, Eng 377 and Econ 241 will discuss "woman's sphere" and the politics of domesticity in 19th-century novels, drawing on the domesticity engendered by household economies. Seven courses from three different areas (history, humanities, social science) may be combined to create two- or three-course

connections.

Effective with the Class of 2010, a two-course connection must link courses from at least two different areas; a three-course connection must link courses from three areas.

Connections:

History

Hist 230 U.S. Women to 1869
Hist 231 U.S. Women since 1869
Hist 232 Women in North America to 1790
Hist 233 U.S. Women, 1790-1890
Hist 234 U.S. Women since 1890

Humanities

Eng 247 African American Women's Literature
Eng 377 Feminist Criticism

Social Sciences

Econ 241 Women in U.S. Economy
Psy 290 Psychology of Women
Wmst 312 Feminist Theory

Dance

Coordinator: Cheryl Mrozowski

Christianna M. Kavaloski

Visiting Assistant Professor of Theatre/Dance and
Artistic Director, Wheaton College Dance Company

Cheryl Mrozowski

Chair, Associate Professor of Theatre

The Dance minor at Wheaton College trains students in the creative art of movement, through both practical experience and intellectual inquiry. Students work towards proficiency in a particular tradition, acquiring both physical and verbal language skills pertinent to their focus, while being exposed to a global awareness of movement and its ability to articulate and express ideas of identity, sexuality, gender, ethnicity, race and nationalism. Students learn to recognize and distinguish the many diverse sources of dance, including historical and contemporary streams of sociocultural influence and the ever-inspiring natural world that surrounds us. The integration of body, mind and spirit informs intellectual and expressive pursuits essential to the dance minor such as dance technique, choreography, production, aesthetic integrity, dance history and dance ethnography. The dance minor prepares students for further study and/or careers in the fields of performance, choreography, dance education and administration.

Minor

The minor consists of a minimum of five courses.

Required courses

Thea 110 Jazz Dance
and Thea 140 Ballet

One of the following courses:

Musc 262 Vernacular Dance in America
Musc 292 Broadway Bound: American Musical
Theatre

One of the following courses:

Musc 211 World Music: Eurasia
Musc 212 World Music: Africa and the Americas
Musc 221 Music and Dance of South Asia
Thea 276 Non-Western Theatre and Performance

At least one 300-level course.

Two semesters of Thea 320, which is a half-credit course for each semester, or an independent study Thea 399 with approval of the coordinator, Cheryl Mrozowski.

Development Studies

Coordinator: M. Gabriela Torres

John Bezis-Selfa

Associate Professor of History

Darlene L. Boroviak

Professor of Political Science

Vipan Chandra

Professor of History

Gerard Huiskamp

Associate Professor of Political Science

Donna O. Kerner

Professor of Anthropology

John Miller

Professor of Economics

Alireza Shomali

Assistant Professor of Political Science

M. Gabriela Torres

Assistant Professor of Anthropology, Program
Coordinator of Development Studies

Jeanne Wilson

Chair, Professor of Political Science

Brenda Wyss

Chair, Associate Professor of Economics

The development studies minor is made up of courses from several different disciplines, all of

which share a focus on the process of change and development of Third World nations. The minor includes courses that focus on the concerns of specific regions and courses on the process of development in general.

Minor

The minor consists of five courses from the list below. The courses must come from at least two departments and must include at least one course at the 300 level or above. They must also include at least one of the core courses (marked c) and at least one area course (marked a).

Anthropology

Anth 210 Feast or Famine: The Ecology and
Politics of Food

(a) Anth 225 Peoples and Cultures of Africa

(a) Anth 235 Peoples and Cultures of Latin
America

Anth 240 Urban Anthropology

(a) Anth 245 Indigenous Movements of Latin
America

Anth 250 Political Anthropology

Anth 255 Women in Africa

Anth 260 Women and Development

(a) Anth 285 Peoples and Cultures of the Pacific

Anth 298 Native North America

Anth 333 Economic Anthropology

Economics

(c) Econ 232 Economic Development

Econ 233 Sweatshops in the World Economy

History

(a) Hist 219 Norte y Sur: Modern Spanish America

Hist 225 Women in East Asia: Japan and Korea

Hist 227 Women in East Asia: China

(a) Hist 365 Modern China

(a) Hist 367 Modern Japan

Political Science

(a) Pols 203 African Politics

(a) Pols 223 Contemporary Chinese Politics

(a) Pols 233 The Politics of Latin America

(a) Pols 263 The Politics of the Middle East

(c) Pols 323 Comparative Political Development

Dual-Degree Programs

Contact program coordinators early. These programs are highly competitive.

B.F.A. in Studio Art through the School of the
Museum of Fine Arts (Boston)

M.A. Integrated Marketing Communication with
Emerson College

M.B.A. with the Graduate School of Management
at Clark University

B.S. in Engineering, Engineering Sciences and
Science Management

M.A. program with the Andover-Newton
Theological School

Dual-degree program with The New England
College of Optometry

B.F.A. in Studio Art

Tim Cunard, Coordinator

This program awards the bachelor of fine arts degree (and the Wheaton A.B.) after a fifth year of full-time study in residence at the School of the Museum of Fine Arts (Boston).

Students should apply to the Museum School Admissions Office through the Wheaton coordinator in their junior year. They will be expected to submit a portfolio of their work at that time; admissions is selective and contingent on approval by both schools. Interested students are urged to consult the Wheaton coordinator early in their Wheaton careers and no later than the fourth semester. Other options for Wheaton students to study at the Museum School are also available.

Students accepted into the program will normally complete the equivalent of at least two three-credit courses at the Museum School before beginning the fifth year in residence there and may do so either by cross-registering during the regular academic year or by enrolling in the school's summer program. Credit for this work may be transferred to Wheaton and applied to the Wheaton A.B. degree. The school offers day and evening courses throughout the year. In addition, students will complete a studio major at Wheaton, including the senior seminar. They will participate in the required exhibition of their work at Wheaton at the end of their fifth year.

In addition to elective studio work in any of the media offered at the Museum School, students will be expected to take two courses in visual and critical studies (art history) at the school in their fifth year.

M.A. in Integrated Marketing Communication

John Grady, Coordinator

The dual-degree program with Emerson College. Wheaton students who qualify for the program begin by taking two graduate courses at Emerson in the summer after their junior year and may be admitted to the program at that time or at the beginning of their senior year. Wheaton students then take two courses during the summer after their Wheaton graduation and two full semesters at Emerson in the year following their graduation from Wheaton.

For admission to the program Wheaton students must have a cumulative Wheaton G.P.A. of at least 3.0 at the time of application. In the summer after their sophomore year, students are urged to complete an internship in communications, which may be arranged with the Filene Center for Academic Advising and Career Services.

M.B.A. with Clark University

John Alexander Gildea, Coordinator

Wheaton students may apply in their junior year to the Graduate School of Management at Clark University in Worcester. Wheaton students then complete the M.B.A. program at Clark as full-time Clark students in their fifth academic year.

B.S. in Engineering, Engineering Sciences or Science Management

John Michael Collins, Coordinator

Agreement with George Washington University allows students completing three years at Wheaton and two or more additional years at this institution to earn a bachelor of arts degree from Wheaton and a bachelor's degree in one of a variety of engineering fields. Programs in aeronautical or aerospace engineering may also be arranged at other institutions on an individual basis.

The program with the Thayer School of Engineering at Dartmouth College requires a student to spend the first two years at Wheaton, the junior year at Dartmouth as part of the Twelve College Exchange Program, studying engineering and other applicable courses, and the senior year at Wheaton to complete the A.B. degree. The student then returns to Thayer in the fifth year to complete the bachelor of engineering degree.

Entrance requirements vary between the institutions and with individual fields of study, and interested students must work closely with the coordinator throughout their years at Wheaton in

order to ensure their eligibility for admission into the programs. No particular academic program is prescribed, but a student's three-year program should include at least two courses in English (including writing courses), six courses in the humanities and social sciences, four to six courses in mathematics, two to six courses in physics and one course in computer programming. Courses in biology, chemistry or economics are also expected for some programs.

Acceptance into a dual-degree program is dependent upon the strength of the student's three-year academic record at Wheaton, the degree to which the student has completed appropriate course requirements for the proposed field of study, and perceived abilities and promise for the successful completion of such a program. Wheaton students must complete three years in residence at Wheaton.

M.A. in Religion

Barbara Darling-Smith, Coordinator

The dual-degree program with Andover-Newton Theological School prepares students for careers in religion. It permits the completion of requirements for the bachelor of arts degree from Wheaton and the master of arts degree in religion from Andover-Newton in five years. The degrees are awarded simultaneously. Students ordinarily attend Wheaton for seven semesters and spend three semesters at Andover-Newton. Areas of concentration for the program are:

Bible
World Religions
Philosophy of Religion
Religion and Society
Religion and the Arts
History of Christian Thought

It is possible for students to complete teacher certification requirements in secondary education in the field of religion during the semesters spent at Andover-Newton Theological School or to earn advanced standing toward the degree of master of divinity.

Students should consult the coordinator early in the second semester of their sophomore year.

Doctor of Optometry

Barbara Brennessel, Coordinator

The dual-degree program with The New England College of Optometry will permit prepared and motivated Wheaton students with the professional goal of a doctor of optometry degree to complete the Wheaton bachelor of arts degree and The New England College of Optometry doctorate in seven

years. Wheaton students who gain acceptance to this program will apply to the New England College of Optometry during their junior year. If they have demonstrated superior achievement in both the Wheaton curriculum and the optometry standardized tests, they may begin studies at The New England College of Optometry in the fourth year, after completing three years of Wheaton's liberal arts curriculum, normally as a biology major. The fourth year, at The New England College of Optometry, will provide the credits needed for the student to earn the Wheaton A.B. at the same time as he or she begins doctoral study.

This program is designed for the academically outstanding student who has a strong and realistic motivation toward the optometric profession. Successful applicants will be superior high school students, especially in math and science, with acceptable SAT scores. Applicants will be interviewed by representatives of both Wheaton College and The New England College of Optometry; it is expected that most candidates for this program will identify themselves at the time of their admission to Wheaton or within the first semester.

Economics

Chair: Brenda Wyss

Department homepage:

wheatoncollege.edu/Acad/Economics/

Maryann Buck

Instructor of Economics

Phoebe Chan

Assistant Professor of Economics

James Freeman

Associate Professor of Economics

John Alexander Gildea

Professor of Economics

John Miller

Professor of Economics

Russell Williams

Associate Professor of Economics

Brenda Wyss

Chair, Associate Professor of Economics

The Economics Department offers a variety of courses that encompass the study of economic theories, history, institutions and quantitative techniques. Courses cover both domestic and international aspects of economics. They include principles and methods of economic research and analysis of issues that apply both to the private and public sectors of an economy. Course work

at Wheaton may be augmented by participation in the Washington, D.C. Economic Policy Seminar, a one-semester academic program and internship during the junior year administered by American University. The Economics Department also maintains a dual-degree M.B.A. program with the Graduate School of Management at Clark University.

Major

The economics major consists of at least 11 semester courses. These include Econ 101, Econ 102 or Econ 112, Math 101 or Math 102 or another math course subject to departmental approval, Math 141 or Math 151, Econ 201, Econ 202 and five other economics courses, at least two of which must be at the 300 level and one at the 400 level. Economics courses used to fulfill major requirements may not be taken pass/fail either at Wheaton or elsewhere. An overall average of C in all courses is necessary for completion of the major.

Students have developed double majors and interdepartmental majors in art, development studies, English, history, mathematics, philosophy, political science, psychology, Russian studies, sociology and Hispanic studies. Students with particular interests can design an interdepartmental major with the approval of the departments involved, the dean of academic advising and the provost.

Independent study and honors work are encouraged. Majors who are considering graduate work in economics are strongly encouraged to take an extensive number of mathematics courses. See the department chair to determine the most appropriate choices.

Minors

The following minor concentrations are offered in economics: the American Economy, the International Economy and Economic Theory.

The American Economy

The minor concentration in the American economy provides students with a focus on the institutions, issues and policies of the American economy. The introductory economics courses give an overview of economic analysis and its application to the U.S. economy. The upper-level courses in the minor develop in greater depth the study of specific areas of the American economy.

Five of the following courses (or their equivalents), including Econ 101 and Econ 102 or Econ 112 and at least one 300-level course, are required:

Econ 101 Introduction to Macroeconomics

Econ 102 or Econ 112 Introduction to Microeconomics

Econ 222 Economics of Race and Racism

Econ 241 Women in U.S. Economy

Econ 242 Economics of Education

Econ 252 Urban Economics

Econ 255 Corporate Finance

Econ 298 Health Economics

Econ 303 Public Finance

Econ 309 Labor Economics and Industrial Relations

Econ 361 Industrial Organization and Public Policy

Econ 398 Banking and Monetary Theory

The International Economy

The minor concentration in the international economy provides students with a focus on international economic issues. The introductory economics courses give students a general perspective from which they can begin to analyze economic problems, while the remaining courses take up specific concerns. These range from problems faced by developing countries in their struggle for development to the international trade and balance of payments concerns of industrialized capitalist countries to the transitions of the formerly centrally planned economies.

Five of the following courses (or their equivalents), including Econ 101 and Econ 102 or Econ 112 and at least one 300-level course, are required:

Econ 101 Introduction to Macroeconomics

Econ 102 or Econ 112 Introduction to Microeconomics

Econ 232 Economic Development

Econ 233 Sweatshops in the World Economy

Econ 305 International Finance

Econ 306 International Trade

Economic Theory

The minor in economic theory provides students with a study of the analytical methods used by economists. The introductory courses give a basic development of the methodologies which economists use to address the subject matter of their discipline. Their introduction is pursued in greater depth through the intermediate analysis courses, Foundations of Political Economy and Mathematical Economics. The History of Economic Thought examines the historical development of contemporary economic theory.

Five of the following courses (or their equivalents), including Econ 101 and Econ 102 or Econ 112 and at least one 300-level course, are required:

Econ 101 Introduction to Macroeconomics

Econ 102 or Econ 112 Introduction to Microeconomics

Econ 201 Macroeconomic Theory

Econ 202 Microeconomic Theory

Econ 288 Foundations of Political Economy

Econ 311 History of Economic Thought

Econ 336 Mathematical Economics

Courses

101. Introduction to Macroeconomics

Macroeconomics covers the economic functioning and problems of society. Major topics include national income and growth, unemployment, inflation and stabilization policies, federal revenues, expenditures and the deficit and money and banking.

(John Alexander Gildea, John Miller, Russell Williams)

102. Introduction to Microeconomics

Microeconomics explains economic behavior of decision makers in the economy—consumers, business firms, resource owners and governments. Major topics include pricing and the operation of markets for goods and services and for resources, the behavior of firms and industries in different market settings, income distribution and public policy.

(Brenda Wyss)

Connections:

Conx 20004 The Calculus of Microeconomics

112. Introduction to Microeconomics

Microeconomics explains economic behavior of decision makers in the economy—consumers, business firms, resource owners and governments. Major topics include pricing and the operation of markets for goods and services and for resources, the behavior of firms and industries in different market settings, income distribution and public policy.

(James Freeman, Phoebe Chan)

Connections:

Conx 20004 The Calculus of Microeconomics

Conx 20026 Biopharma

150. Principles of Financial Accounting

The principles of accounting used by economic organizations, including the preparation and interpretation of financial statements. (This course does not count toward the economics major.)

(Maryann Buck)

201. Macroeconomic Theory

Economic aggregates and their theoretical relationships. Topics include national income analysis,

economic fluctuations, stabilization policies, inflation, unemployment, theory of aggregate demand and supply and economic growth. General equilibrium, Neoclassical, Monetarist, Keynesian, New Classical and Post Keynesian theoretical frameworks are considered.

(John Miller)

202. Microeconomic Theory

The theory of the economic behavior of the individual household, firm and market. Topics include the allocation of consumer income, cost and production functions, the determination of price and output under perfect and imperfect competition, the pricing and optimal allocation of resources and welfare economics.

(Phoebe Chan)

222. Economics of Race and Racism

Explores the interaction of race and racism with economic dynamics in society. The focus is on the United States, although several other countries are discussed. Topics include theories of racism, housing issues, education, employment discrimination, business formation and economic history.

(Russell Williams)

232. Economic Development

Studies economic problems of developing countries and policies to promote development. Topics include theories of development and underdevelopment, the role of the agricultural and international sectors, and specific problems of poverty, income distribution and unemployment.

(Brenda Wyss)

233. Sweatshops in the World Economy

This course engages students in the controversy regarding sweatshops and their role in the global economy. We ask why sweatshops have returned to the United States, the richest economy in the world. We also ask what role the spread of sweatshops in the developing world played in the alleviation and perpetuation of poverty.

(John Miller)

241. Women in U.S. Economy

Theories and empirical analysis of women's work in the United States. Topics include the influence of feminist thought on economics, a multicultural history of women's work, labor force participation, occupational distribution and wages, the gender division of labor in household production (housework and child rearing) and related policy issues.

(Brenda Wyss)

Connections:

Conx 23005 Women in the United States

242. Economics of Education

This course introduces economic theory related to education and engages students in critical analysis of education data and of actual and proposed education policies. Topics include the relationship of education to the economy, school funding mechanisms and the economics of education reform initiatives in the United States and selected other countries.

(Russell Williams)

252. Urban Economics

The identification, description and analysis of problems that are basically urban in nature. Topics include the urbanization process, urban poverty, transport, housing, urban renewal, the problems of metropolitan government, the design of urban environments and city planning.

(Russell Williams)

255. Corporate Finance

The economics of corporate finance. Topics include capital budgeting, financial structure and the cost of capital, sources and forms of long- and short-term financing, the operations of the capital market, corporate taxes and the control of corporations.

(John Alexander Gildea)

262. Health Economics

This course examines issues in the health care industry from institutional, theoretical and empirical perspectives. Topics include measures of health status, health determinants, disparities in health outcomes, medical treatments and technology assessment, health insurance, physician and hospital supply, pharmaceutical industry, international comparisons and evaluation of health care reform initiatives.

(Phoebe Chan)

288. Foundations of Political Economy

A radical view of the dynamics of a capitalist economy and of the dimensions of the current economic crises in the United States. Topics include the elements of Marxist theory (historical materialism, alienation, labor theory of value) and problems of modern capitalism (imperialism, sexism, racism).

(Brenda Wyss)

298. Experimental Courses

303. Public Finance

Analysis of the revenue and expenditure policies of the public sector in light of the allocation, distribution and stabilization functions of government. Topics include the proper role of government, industrial policy, the management of externalities,

the budget deficit, public expenditures and the nature and incidence of the U.S. tax system.

(John Miller)

305. International Finance

This course examines international financial relations among nations. Topics covered include the balance of payment accounts, foreign exchange rate determination, monetary and fiscal policies in an open economy, global financial liberalization, financial and currency crises, debt crises, the debate on fixed versus flexible exchange rate regimes, including "dollarization," currency unions and monetary unions.

(James Freeman)

306. International Trade

This course examines the effects of international trade on economic growth, income distribution, and labor and environmental standards. The topics covered include theories of trade, welfare effects of trade restrictions, U.S. and E.U. trade policies, trade issues of developing nations, multilateral trade negotiations under GATT and WTO, preferential trade agreements and multinational enterprises in the world trading system.

(James Freeman)

309. Labor Economics and Industrial Relations

Economics of labor markets, labor unions and collective bargaining. Topics include labor force participation; employment and unemployment; wage rates; education and training; labor market discrimination; issues, techniques and outcomes of collective bargaining; and public policies affecting workers and labor unions. Neoclassical, institutionalist and radical theoretical frameworks are considered.

(James Freeman, Russell Williams)

311. History of Economic Thought

The development of economic thought from the mercantilist period to the present with primary emphasis on the classical economists, Marx, the Marginalists and Keynes. Topics investigated are the relationship between economic theory and its historical milieu, the role of paradigms in the development of economic ideas and the historical antecedents to current schools of economic thought.

(John Miller)

330. Applied Econometrics

Applications of regression analysis, a versatile statistical tool frequently used in empirical economic studies as well as in other social and natural sciences. The primary emphasis will be on developing a sound understanding of the ordinary

least squares method, thus enabling students to read, understand and evaluate studies using this technique. Students will use the computer to run their own regressions.

(James Freeman)

336. Mathematical Economics

Introduction to the application of mathematical tools and techniques to economic analysis. Topics include solving linear economic models using matrix algebra, comparative static analysis, multi-variable optimization with and without constraints, and linear programming.

(John Alexander Gildea)

361. Industrial Organization and Public Policy

The role of the large business corporation in the United States economy. The competitive structure of American industry and problems of monopolistic behavior and performance. Policies to promote better market performance.

(Phoebe Chan)

398. Experimental Courses

Banking and Monetary Theory

This course studies the nature of money and credit in a modern economy; the operations of banks, the Federal Reserve System and financial markets; the impact of the money supply on prices, income and employment; United States monetary policy and its relationship to other forms of stabilization policy; and current domestic and international monetary problems. (Previously Econ 213)

(John Alexander Gildea)

399. Selected Topics

A course for advanced students, the content of which is determined according to the interests of the students and the instructor. This course is offered at the discretion of the department.

401. Seminar: Topics in Law and Economics

Economic analysis of legal rules and institutions. Topics include the common law doctrines of property, contracts and torts, plus crime and the legal process.

(Phoebe Chan)

402. Seminar: Current Economic Issues

A discussion of problems and controversies facing today's policy makers and an economic analysis of the costs and benefits associated with various policy solutions. Topics chosen for discussion will depend upon class interest, recent research and current events.

(John Alexander Gildea)

403. Global Economic Controversies

This seminar will highlight a series of current international debates. Students will study competing perspectives and will develop their own positions on each topic, both in writing and in classroom discussions. The debates chosen for discussion each semester will depend on timeliness, class interests and recent research. Potential topics include globalization of environmental protection, trade liberalization, international labor standards and immigration.

(Brenda Wyss)

Education

Chair: Mary Lee Griffin

Coordinator: Vicki L. Bartolini, Mary Lee Griffin (Early Childhood and Elementary Education), Scott Gelber (Secondary Education)

Department homepage:
wheatoncollege.edu/Acad/Education/

Vicki L. Bartolini
Professor of Education

Scott Gelber
Assistant Professor of Education

Mary Lee Griffin
Chair, Associate Professor of Education

Claire L. Mallette
Visiting Instructor of Education

Marge Werner
Director, Nursery School

The offerings of the Education Department serve those interested in the liberal study of education as well as those preparing for a career in teaching. Although no major is offered, courses in education include opportunities for teaching and for meeting licensure requirements for public school teaching at the early childhood (Pre-K–2), elementary (1–6) and secondary (8–12) levels in Massachusetts.

Minor

Students who are planning to seek licensure with a minor in education and student teaching in their senior year should consult with the appropriate coordinator as soon as possible in their Wheaton career. Early, careful advising enables students to plan their four-year schedules to meet all Massachusetts licensure requirements. All education courses required for licensure involve field study and training in area schools. Students considering teaching in independent schools or charter schools may not need to be licensed,

although licensure is sometimes required by employers.

Current information about the performance of Wheaton graduates on the Massachusetts Tests for Educator Licensure (MTEL) is available for the Class of 2000 and the Class of 2003.

Criteria for Admission to Minor Programs

Upon entry into Educ 240, Educ 250 or Educ 260, a student may apply to enroll in the Education Department's minor concentration. This process involves three steps: first, the student meets with the appropriate Education Department coordinator for planning and assessment; second, the Minor Concentration Form must be approved by the coordinator and the student's major advisor; and third, the student submits the form to the college registrar.

Criteria for Retention and Admission to the Practicum and for Licensure

All students seeking licensure must take and pass the Communication and Literacy sections of the Massachusetts Tests for Educator Licensure (MTEL) before the fall of the senior year as a condition for entry into senior level curriculum courses and the Practicum. Additionally, the subject matter tests for elementary (MTEL General Curriculum) and early childhood (MTEL Early Childhood) licensure minors must be passed prior to student teaching. The MTEL Foundations of Reading Test (elementary and early childhood licenses), and the specific subject matter for secondary subjects, must be taken before completion of student teaching and graduation. Normally, to gain admission to the practicum, students must maintain a GPA of B- and receive a B- or better in education curriculum courses. Students must also be in good social standing in the college in order to participate in the practicum (or any education courses with fieldwork components). Students must demonstrate satisfactory completion of fieldwork experiences and show promise of fulfilling the Massachusetts Licensure Standards. Completion of the practicum does not guarantee licensure. To achieve Massachusetts licensure, students must demonstrate basic competency in the Massachusetts Department of Education Professional Teaching Standards and pass all relevant sections of the Massachusetts Tests for Educator Licensure (MTEL). Students then apply to the state to be licensed.

Requirements for licensure

Described below are the specific requirements for Massachusetts teacher licensure at the early childhood, elementary and secondary levels, as well as departmental requirements for the general minor. All students seeking licensure must

take and pass the Communication and Literacy sections of the Massachusetts Tests for Educator Licensure (MTEL) before the fall of the senior Year as a condition for entry into senior level curriculum courses and the Practicum. Additionally, the subject matter tests for elementary (MTEL General Curriculum) and early childhood (MTEL Early Childhood) licensure minors must be passed prior to student teaching. The MTEL Foundations of Reading Test (elementary and early childhood licenses), and the specific subject matter for secondary subjects, must be taken before completion of student teaching and graduation.

Students seeking licensure in either program must also undertake at least one January, spring or summer internship in an educational setting prior to student teaching. This internship should be at least 40 hours in duration. A record of this internship will go in the student's Education Department file.

Finally, students must have achieved a B-cumulative GPA, at least a B- in the curriculum courses, maintained overall "good social standing" within the college, and obtained permission from the department in order to gain admission to the student-teaching practicum.

Early Childhood Education: Teachers of Students With or Without Disabilities (Pre-K-2)

To qualify for licensure, a student must complete the major concentration and a minor program in early childhood education with appropriate course work. He or she must also pass the following three Massachusetts Tests for Educator Licensure: MTEL Communication and Literacy, MTEL Foundations of Reading and MTEL Early Childhood Subject Test.

Major requirements for early childhood education

A Wheaton student will complete a major concentration (usually equivalent to at least 36 semester hours of credit) in a liberal arts field relevant to early childhood education. Please consult the departmental coordinators to determine appropriate subjects for the major.

Minor requirements in early childhood education

A student must complete the prepracticum and the practicum. The prepracticum consists of courses and experiences specifically designed to meet the licensure standards. The practicum involves full-time student teaching and practice in the role of a classroom teacher at cooperating schools. The following prepracticum courses are required: two of the three courses Educ 240,

Educ 250 and Educ 260; Educ 251; Educ 375; Educ 385 and Educ 390. All of these, as well as required arts, sciences and humanities distribution course work, must be completed before the two practicum courses, Educ 396 and Educ 395. Also required are Eng 286, Math 133, Psy 203 and one of the following: first aid, lifesaving or CPR training.

Fieldwork

A student must complete a minimum of 20 hours of classroom observation, tutoring and teacher assisting in each of two prepracticum courses. Licensure regulations are determined by the state of Massachusetts; thus, students must stay abreast of possible changes.

Practicum requirements

During the senior year, a student will complete a semester-long two-and-one-half-credit student teaching practicum plus a one-credit seminar in teaching methods. While student teaching, Wheaton students will intern at the cooperating schools for the entire school day and will follow the public school calendar. Students may take only one additional Wheaton credit during the semester and this must be fulfilled after the regular school hours. A student must notify the department chair of any incomplete grade from the previous semester. An incomplete may disqualify the student from admission to the practicum. One hundred hours of practicum must be completed at the Pre-K through kindergarten level and 200 hours at the 1-2 level. One setting must be an inclusion classroom.

Arts, sciences and humanities distribution course work in the field of early childhood education

A student must also take approximately nine courses equivalent to 36 semester hours of credit in the following areas: psychological foundations, children's literature, the sciences, mathematics and the social sciences. These requirements are normally met by careful selection of liberal arts courses that fulfill Wheaton's general distribution requirements. Consult the departmental coordinators for a list of courses that are especially recommended. Specifically, students are also required to take Math 133 to fulfill their mathematics requirement, unless a waiver is granted by the Mathematics Department. Licensure regulations are determined by the state of Massachusetts; thus, students must stay abreast of possible changes.

Elementary Education (Grades 1-6)

To qualify for licensure, a student must complete the major concentration and a minor program in

elementary education and take appropriate course work in the interdisciplinary field of elementary education. He or she must also pass the following three Massachusetts Tests for Educator Licensure: MTEL Communication and Literacy, MTEL Foundations of Reading and MTEL General Curriculum Test.

Major requirements for Elementary Education

A Wheaton student will complete a major concentration (usually equivalent to at least 36 semester hours of credit) in a liberal arts subject-matter field relevant to elementary education. Please consult the departmental coordinators to determine appropriate subjects for the major.

Minor requirements in Elementary Education

A student must complete the prepracticum and the practicum. The prepracticum consists of courses and experiences specifically designed to meet the licensure standards. The practicum involves full-time student teaching and practice in the role of a classroom teacher at cooperating schools. The following prepracticum courses are required: two of the three courses Educ 240, Educ 250 and Educ 260; Educ 251; Educ 385 and Educ 390. All of these, as well as required arts, sciences and humanities distribution course work, must be completed before the two practicum courses, Educ 396 and Educ 395. Also required are Math 133 and Math 141, Psy 203 and one of the following: first aid, lifesaving or CPR training. Licensure regulations are determined by the state of Massachusetts; thus, students must stay abreast of possible changes.

Practicum requirements

During the senior year, a student will complete a semester-long two-and-one-half-credit student teaching practicum plus a one-credit seminar in reflective teaching practices. While student teaching, Wheaton students will be at the cooperating school for the entire school day and will follow the public school calendar. They may take only one additional Wheaton credit during the semester and this must be fulfilled after the regular school hours. A student must notify the department chair of any incomplete grade from the previous semester. An incomplete may disqualify the student from admission to the practicum.

Arts, sciences and humanities distribution course work in the field of elementary education

A student must also take approximately nine semester courses equivalent to 36 semester hours of credit in the following areas: literature, the sciences, mathematics and the social sciences. These requirements are normally met by

careful selection of liberal arts courses that fulfill Wheaton's general distribution requirements. Consult the Education Department faculty for a list of courses that are especially recommended. Specifically, students are also required to take Math 133 and Math 141 to fulfill their mathematics requirement, unless a waiver is granted by the Mathematics Department. Licensure regulations are determined by the state of Massachusetts; thus, students must stay abreast of possible changes.

Secondary education (grades 8–12) (Modern foreign languages: 5–12)

Students may prepare for Massachusetts teacher licensure in a secondary school in one of the following major concentrations: English, history, mathematics, biology and three modern foreign languages: French, German and Hispanic Studies. To qualify for licensure, a student must complete appropriate courses in the major and fulfill the course requirements leading to a minor in secondary education. He or she must also pass the appropriate sections of the Massachusetts Tests for Educator Licensure.

Major and minor requirements in secondary education

Massachusetts licensure standards require demonstration of subject-matter competence as well as teaching competence during the student teaching practicum. Each participating academic department has therefore developed a specific set of course requirements and other experiences in the major that fulfill the subject-matter standards. Before students undertake a secondary education program, they must consult with their major advisor and the secondary education program coordinator. At that time, the student and department advisor will plan a major program that meets the subject-matter requirements of the Massachusetts licensure standards, as well as the minor program to fulfill the student's minor concentration requirements in secondary school education.

A student must take the following prepracticum courses: two of the three courses Educ 240, Educ 250, and Educ 260; Educ 251, Educ 270 and Educ 391. All of these must be completed before the practicum courses, Educ 396 and Educ 395.

Fieldwork

A student must complete a minimum of 75 hours of pre-practicum and internship experience in school settings, including field placements for education courses and a minimum 40-hour internship.

Practicum requirements

During the senior year, a student will complete a semester-long two-and-one-half-credit student teaching practicum plus a one-credit seminar in teaching methods. While student teaching, the Wheaton student will intern at the cooperating school for the entire school day and follow the public school calendar. The student may take only one additional Wheaton credit during this semester and this (full-credit or half-credit) course must meet after the close of school. Students must notify the department chair of any incomplete grade from the previous semester and this may prevent admission to the practicum.

General Minor in Education

Upon application, a student may be admitted to a general minor in education. Normally this does not include preparation to teach, but rather provides an opportunity to study specific issues and related topics in education. Five courses are required, three of which must be education courses. The remaining two courses need not be within the department, as long as they are appropriately related to the subject of study. One 300-level course is required. Permission of the Education Department faculty is necessary.

Courses

Foundations of education

Students fulfill the foundations of education requirement by taking two out of the following three courses:

240. Multiple Perspectives on Literacy

This course explores the roles of teacher and learner through the lens of students' literacy development. Classroom contexts and the intersection of home, community and school form the foundation of this field-based course. Through a shifting focus on theory and practice, students conceptualize and reconceptualize the roles of teacher and learner.

(Mary Lee Griffin)

Connections:

Conx 20070 Language and Literacy

250. Schooling in America

A survey of the American school, emphasizing historical and sociological perspectives. Readings will focus on the history, goals and structure of American schools, as well as current issues such as the standards movement and recent innovations such as multicultural education.

(Scott Gelber)

Connections:

Conx 20053 Schooling in Modern Society

260. Teaching and Learning

This course has its focus at the crossroads where theory and educational practice intersect. Through readings, discussions and field experiences, students will examine their beliefs as well as myths and metaphors related to teaching and learning. Weekly fieldwork is required.

(Vicki L. Bartolini)

Perspectives on the learner

225. Global Education for Intercultural Competence

This course is intended to introduce students to the fundamental concepts associated with intercultural competence. It is also intended to make them more aware of the skills, attitudes and knowledge necessary for global citizenship as they embark on a cross-cultural immersion experience. Its central premise is that our past, present and future raise questions that can only be understood when we look beyond our borders. As such, success in negotiating this increasingly complex, interdependent and interconnected world requires that we understand these issues and the forces that shape them.

Students will be introduced to theories of globalization and cross-cultural communication. They will also explore how the values they hold complement or diverge from the global processes at work and in the end, have a more developed sense of their obligations as global citizens.

251. Special Education, Pre-K–12

This course surveys the history of special education in the United States, including national and state special education laws and procedures for identifying and servicing children with special needs. Current special education models and strategies for working with children with special needs in the regular classroom will be examined. Field observation is required (9 hours).

(Marge Werner)

270. Issues of Adolescent Development

Multiple perspectives on the physical, cognitive and psychosocial transitions related to adolescent development. Topics include current versions of developmental theory; specific issues related to early, middle and late adolescence; the adolescent peer culture; sexualities and sex education; multicultural issues in adolescence; and changing male/female roles. Field experience is required (20 hours).

This course is cross-listed with Psy 270.

(Peony Fhagen-Smith)

Connections:

Conx 23006 Sexuality

275. Learning in the Social Sciences

This course examines the literacy skills needed for social studies reading and writing. Through a dual focus on pedagogy and social studies content, the course explores theoretical perspectives, methods and materials brought to bear on the study of history, geography, economics and civics and government in the elementary classroom. Massachusetts Curriculum Framework for History and Social Science outlines academic content and skills essential to the study of human experience, past and present.

(Mary Lee Griffin, Claire L. Mallette)

299. Selected Topics

A course for interested students on aspects of the American educational system, the content and topics of which are determined according to the interests of the students and instructor. This course is offered at the discretion of the department.

375. Issues in Early Care and Education

This course examines complex issues determining and affecting the quality of early care and education for young children. Current research related to notions of childhood as well as national and international policies will be discussed. Students choose among several options for off-site visits, according to interests, transportation and scheduling availability.

(Vicki L. Bartolini)

Curriculum and methods

385. Teaching Math and Science

This course is designed to develop a conceptualization of teaching and the role of the teacher in early childhood and elementary education settings (grades Pre-K–6). The planning, instruction and evaluation phases of teaching will be examined with a particular focus on the curriculum areas of math and science. A minimum of 20 hours fieldwork is required, scheduled as a lab. A series of workshops in the arts, health, technology and MTEL test preparation complete the course.

(Previously Early Childhood and Elementary Curriculum)

(Vicki L. Bartolini)

Connections:

Conx 23015 Learning to Learn in Math and Science

390. Teaching of Reading and the Language Arts

An introduction to reading, writing and related language activities in early childhood and elementary education with emphasis on the development of an understanding of the reading process. The

appropriateness of current curricula, methods and materials will be considered in light of philosophical and practical objectives. A minimum of 20 hours of fieldwork, scheduled as a lab.

(Mary Lee Griffin)

Connections:

Conx 20012 Reading Children

391. Secondary School Curriculum

A study of the secondary school curriculum (grades 8–12) with emphasis on approaches to teaching at the secondary level and the methods and practices used. Discipline-specific training in teaching methods will be provided. Field experience: a minimum of 20 hours of classroom observation and participation in area secondary schools.

(Scott Gelber)

The practicum in teaching

395. Seminar in Teaching Methods

A series of two-hour seminar sessions that use the Massachusetts Professional Standards for Teachers to focus on effective instructional strategies and classroom management techniques. The seminar provides opportunities for reflection, support, sharing and guidance during student teaching. The seminar must be taken concurrently with Educ 396. (one credit)

Section 1. Early Childhood (Vicki L. Bartolini, Mary Lee Griffin)

Section 2. Elementary (Vicki L. Bartolini, Mary Lee Griffin)

Section 3. Secondary (Scott Gelber)

396. Student Teaching Practicum in the Public Schools

A full-time, full-semester student-teaching experience in which students assume increasing professional responsibility for teaching in a local public school. Concurrent enrollment in Educ 395 is required. By permission of the instructor.

Section 1. Early Childhood (Vicki L. Bartolini, Mary Lee Griffin)

Section 2. Elementary (Vicki L. Bartolini, Mary Lee Griffin)

Section 3. Secondary (Scott Gelber)

Peer counseling and tutoring

020. Developmental Issues for College Students

An introduction to student development theories, this course is one component of the residence hall staff selection process. Areas addressed will include leadership styles, values clarification and interpersonal skills.

022. Intellectual and Social Development in the College Years

College transitions highlight intellectual and social development in late adolescence. Change may promote instability or higher functioning. Outcomes may be mediated by a range of support. This course, for preceptors, explores college student development/coping and the efficacy of transitional support systems.

026. Introduction to ESL Tutoring

(Susan Dearing)

030. Head Residents Seminar

Designed for head residents, this course will help students develop the skills required for leadership and program planning roles in residence halls. Specific issues such as homophobia, prejudice and racism will be addressed.

049. Teaching Assistants' Seminar

This course is designed for upper-level students who are teaching assistants in large introductory courses. Through weekly readings and discussions the teaching assistants for each course explore and apply different teaching strategies, discuss issues that arise when working with students and reflect upon various aspects of the college teaching experience.

(Scott Gelber)

220. Introduction to Tutoring Writing

An introduction to the theory, methods and practice of tutoring in the writing of essays and other college assignments. As peer tutors, students will provide assistance to other students through individual tutoring and perhaps workshops. (Previously Educ 025)

(Susan Dearing)

Summer Internship

070. Brighton Internship Program

This course, typically offered in June, places Wheaton education minors for two weeks as classroom interns in British primary school classrooms. The two school sites are Woodingdean Primary School and Down's View School, both in Woodingdean, U.K. This experience allows Wheaton education students to observe and learn about British literacy and numeracy practices as well as the education implication of implementing a national curriculum in these school settings, one a "typical school," the other a school for profound special needs students.

(Mary Lee Griffin)

English

Chair: Samuel Coale

Department homepage:
wheatoncollege.edu/Acad/English/

Daniel Robert Block
Brown/Wheaton Faculty Fellow

Deyonne Bryant
Samuel Valentine Cole Associate Professor of English, Curriculum Coordinator

Claire Buck
Professor of English

James Patrick Byrne
Visiting Assistant Professor of English

Constance Campana
Teaching Associate in English

Shawn Christian
Assistant Professor of English

Beverly Lyon Clark
Professor of English

Samuel Coale
Chair, Professor of English

Katherine Conway
Associate Professor of English

Susan Dearing
Associate Professor of English

Michael Drout
Prentice Professor of English

Talitha Espiritu
Assistant Professor of English

Ruth Foley
Visiting Assistant Professor of English

Paula M. Krebs
Professor of English

Lisa Lebduska
Associate Professor of English and Director of College Writing

Sherry Mason
Visiting Assistant Professor of English

Charlotte Meehan
Associate Professor of English, Playwright-in-Residence

James Mulholland
Assistant Professor of English

Sue Standing
Professor of English, Writer in Residence

Josh Stenger
Associate Professor of Film Studies and English

David Williams
Teaching Associate in English

The English curriculum offers a balance of old and new literature, film and print media, writers recognized in the traditional canon and writers who have been traditionally marginalized. Courses

are taught through a variety of literary, critical and theoretical approaches and all courses integrate concepts and scholarship on race and its intersections with class and gender.

The English Department participates in interdisciplinary major programs in American Studies, Theatre and Dance Studies, and Women's Studies and others.

English majors wishing to study abroad may do so through Wheaton's Center for Global Education sites in England, Scotland, Ireland, Australia and New Zealand.

Majors who plan their junior year away should take at least four courses toward their major (Eng 101 does not count toward the major) before leaving. All 300- and 400-level English requirements must be taken at Wheaton. Majors contemplating graduate study in literature or communications should normally take Eng 306, Eng 313, Eng 376, and Eng 377, among at least 13 English courses beyond Eng 101.

Major in English

The major in English consists of 10 or more courses in English beyond the 100 level. These requirements include:

Eng 290, a section of Eng 401, two other courses at the 300 level or above and two courses that focus on literature written before 1800. The 300- and 400-level courses must be taken at Wheaton.

Major in English with a concentration

The English major with a concentration requires 11 courses. Students fulfill the same requirements as for the basic English major and also choose a five-course concentration, for a total of 11 courses in the major. It is normally desirable that one of the five courses in the concentration be at the 300 level or above. One of the five courses can, with the approval of the department, be taken in a department other than English. In general, if a student wants to count a course that is not specifically listed for a concentration in the catalog, he or she needs to petition the department for approval. Similarly, a student who wants to create a concentration that is not listed below needs to petition the department. Students who want to major in English with a particular concentration should normally apply by the end of the junior year.

The concentration in creative writing

With permission of the department, a student interested in creative writing may enroll in a program that emphasizes writing and literature equally. Students wishing admission to the creative writing concentration should submit a

portfolio of work to the department early in the first semester of the junior year. Detailed guidelines are available from the department. Students hoping to apply for admission to the concentration are strongly advised to discuss their course plans with the director of the creative writing program, preferably by the end of their first year or during the first semester of sophomore year.

The English major with a concentration in creative writing consists of 11 or more courses beyond the 100 level, including:

At least six courses in literature, including Eng 290, one literature course at the 300 level and Eng 401. At least one course must be in literature from before 1800 and at least one course must be in contemporary literature.

At least five writing courses above the 100 level, normally including three courses at the 200 level and two courses at the 300 level or above. The concentration must include at least one 200- or 300-level sequence (poetry writing/advanced poetry writing or fiction writing/advanced fiction writing). Students who successfully complete an advanced writing course may be invited to undertake an Eng 499 independent study in writing or a 500-level honors project, with the permission of the department.

Other concentrations

The following are examples of other potential concentrations within the English major. A student wishing to create a concentration not listed, or to modify a listed concentration, needs to petition the department for approval.

The concentration in literature, film and race

The five courses can include such courses as Eng 209, Eng 247, Eng 255, Eng 256, Eng 257, Eng 347.

The concentration in colonial and postcolonial literature

The five courses can include such courses as Eng 235, Eng 244, Eng 245, Eng 246, Eng 247.

The concentration in drama

The five courses can include such courses as Eng 241, Eng 246, Eng 252, Eng 273, Eng 274, Eng 287, Eng 288, Eng 309, Eng 310, Eng 388.

The concentration in gender

The five courses can include such courses as Eng 236, Eng 240, Eng 247, Eng 272, Eng 327, Eng 348, Eng 377.

The concentration in medieval/Renaissance literature

The five courses can include such courses as Eng 207, Eng 208, Eng 273, Eng 306, Eng 309, Eng 310, Eng 313.

The concentration in poetry

The five courses can include such courses as Eng 208, Eng 232, Eng 240, Eng 260, Eng 283, Eng 313, Eng 326, Eng 341, Eng 383.

The concentration in modern and contemporary culture and media

The five courses can include such courses as Eng 249, Eng 250, Eng 256, Eng 257, Eng 258, Eng 272, Eng 286, Eng 341, Eng 343, Eng 348, Eng 376.

Major in dramatic literature and theatre

The major in dramatic literature and theatre is administered jointly by the Theatre and English departments. See the Theatre and Dance Studies department listing for additional requirements.

Minor

The English minor is in literature and consists of at least five courses, one of which must be at the 300 level or above and one of which is Eng 290 or the equivalent.

Courses

Interview Courses

002. Interview for Fiction Writing

See Eng 284 for course description.

007. Interview for Advanced Playwriting

See Eng 388 for course description.

013. Interview for Advanced Poetry Workshop

See Eng 383 for course description.

Writing courses for first-year students and sophomores

101. Writing

Required of all first-year students except those who have passed the Advanced Placement examination with a 4 or 5 or have passed the Wheaton exemption examination, which is given by invitation. The focus for the writing and reading varies from section to section, permitting students to follow special interests and explore new material. All sections introduce students to some college-level literacy practices. The topic for each of the sections will be announced before the date of course selections and sent to all entering students during the summer. Recent topics have included popular culture, London, multicultural lives, the environment and rebellion and authority.

At least one short paper each week or a longer paper biweekly is required. Focus is on understanding invention, composing, revising and editing processes and using them. Students are encouraged to engage in conferences outside of class with their professors and to seek the help of Wheaton's student writing tutors, who have

completed a one-semester peer tutoring course that is jointly offered by the English and education departments.

You will be asked to do a lot of writing at Wheaton, and this course will help you to do it well. You will work with the instructor and your classmates on different kinds of writing assignments, and you'll become more comfortable with writing while you improve your skills. Most sections include both formal and informal writing, and you will confer with the instructor about individual drafts and, at times, read and respond to other students' writing in a workshop setting. (See also Spring 2010 Semester sections.)

Fall Semester 2009

Section A01 Writing Beyond the Classroom

This section of first-year writing focuses on the rhetorical skills and strategies that you will need to participate in the many conversations taking place in your classrooms, on campus, and in the broader world beyond the classroom. We might begin with a brief work of fiction that lends itself to at least three possible interpretations, such as materialist, postcolonial and semiotics. You will learn about audience, among other rhetorical strategies, and the kinds of evidence you'll need to persuade the various interpretive communities to which you'll write. Students enrolled in this section of first-year writing should end the semester with a better understanding of what is considered "good writing" in academic environments and in the broader world.

(Deyonne Bryant)

Section A02 Writing about London

From Big Ben to the Tower of London and a quick pint at the pub: is this your idea of London? In this class, we will explore the history of modern London. We will read and write about a variety of literary and historical writings, as well as visual texts such as maps, paintings, television shows and films, in order to look behind the tourist's London. From the 18th century onward, the city was the metropolitan center of the British Empire, as reflected in the buildings, the layout of the city and its inhabitants. You will study topics such as the use of architecture to reflect England's idea of itself as an imperial nation, and the ways in which different neighborhoods, and even particular streets, come to symbolize the class and racial relations of the city. We will look at the diverse peoples who have lived in and left their mark on London: the ruling elites who governed England and designed the city; the working-class poor of the 19th century slums, including Irish and Jewish immigrants; and the South Asian and Caribbean

immigrants of the later 20th century. As you learn about the differences between high school and college writing expectations, we will use formal and informal writing as a tool for learning, reflection, and communication. Expect to write a lot and read a lot, including the writing your student peers produce.

(Claire Buck)

Section A03 Writing about London

From Big Ben to the Tower of London and a quick pint at the pub: is this your idea of London? In this class, we will explore the history of modern London. We will read and write about a variety of literary and historical writings, as well as visual texts such as maps, paintings, television shows and films, in order to look behind the tourist's London. From the 18th century onward, the city was the metropolitan center of the British Empire, as reflected in the buildings, the layout of the city, and its inhabitants. You will study topics such as the use of architecture to reflect England's idea of itself as an imperial nation, and the ways in which different neighborhoods, and even particular streets, come to symbolize the class and racial relations of the city. We will look at the diverse peoples who have lived in and left their mark on London: the ruling elites who governed England and designed the city; the working-class poor of the 19th century slums, including Irish and Jewish immigrants; and the South Asian and Caribbean immigrants of the later 20th century. As you learn about the differences between high school and college writing expectations, we will use formal and informal writing as a tool for learning, reflection, and communication. Expect to write a lot and read a lot, including the writing your student peers produce.

(Claire Buck)

Section A04 Writing about Reality and Risk

Writing about Reality and Risk will focus on the ease with which we use the term "reality" and will seek to discover the many levels of its meaning by examining what is "real" in the essays, fiction, poetry, and occasional play that will constitute our weekly reading. These works will cover such authors as Emma Goldman, Joan Didion, Arthur Miller, Sophocles, Virginia Woolf, Auden, Blake, Flannery O'Connor, James Joyce and many others. The level of attention we apply to each reading will uncover the risk each author has taken to say something real; we, in turn, will come as close as we can to engaging in the reality each author presents, taking something of a risk ourselves by doing so. This course is writing and reading intensive and includes the keeping of an

academic journal, active participation in class discussions and engagement with each other's written work through the ongoing process of peer review and workshops.

(Constance Campana)

Section A05 Writing about H.O.U.S.E. Music

To develop and apply strategies that writers use in producing effective writing, this section of English 101 will employ musical samples, a series of contemporary writings such as Anthony Thomas' *The House the Kids Built*, documentary films such as *Paris Is Burning* and related writings such as Phillip Brian Harper's *The Subversive Edge: Paris Is Burning*, *Social Critique*, and the *Limits of Subjective Agency*, which demonstrate why some groups in the United States and abroad believe that "it's all about house music."

The essays students will examine are useful for studying the craft of written discourse because they demonstrate, for example, how writers conceptualize a project, examine cultural practices, contemplate audience, develop a claim into an argument, or manipulate structure to convey point of view. Early class discussions will grow out of our efforts to collectively define HOUSE music and use that definition as a framework for reading course texts. We will also evaluate and model essays to critically analyze course material, apply strategies and thoughtfully articulate our insights about what makes a piece of writing effective. Class assignments and activities for this section will include weekly readings; participating in/or leading class discussion; in-class journaling; peer feedback and editing sessions; short response papers; longer, peer-edited, prompt-driven papers.

(Shawn Christian)

Section A06 Writing about H.O.U.S.E. Music

To develop and apply strategies that writers use in producing effective writing, this section of English 101 will employ musical samples, a series of contemporary writings such as Anthony Thomas' *The House the Kids Built*, documentary films such as *Paris Is Burning* and related writings such as Phillip Brian Harper's *The Subversive Edge: Paris Is Burning*, *Social Critique*, and the *Limits of Subjective Agency*, which demonstrate why some groups in the United States and abroad believe that "it's all about house music."

The essays students will examine are useful for studying the craft of written discourse because they demonstrate, for example, how writers conceptualize a project, examine cultural practices, contemplate audience, develop a claim into an argument, or manipulate structure to convey point

of view. Early class discussions will grow out of our efforts to collectively define HOUSE music and use that definition as a framework for reading course texts. We will also evaluate and model essays to critically analyze course material, apply strategies and thoughtfully articulate our insights about what makes a piece of writing effective. Class assignments and activities for this section will include weekly readings; participating in/or leading class discussion; in-class journaling; peer feedback and editing sessions; short response papers; longer, peer-edited, prompt-driven papers.

(Shawn Christian)

Section A07 Writing about Chocolate, Dragons and Other Problems

The course will be conducted as a workshop, with students completing assignments tailored to their individual writing needs and conferring frequently with the instructor. Most assignments will be analytic essays of the sort expected in other college courses (e.g., comparison and contrast, deductive essay, book review and literary or quantitative analysis), yet some of the topics will allow for creativity (e.g., dragon fighting, eating chocolate, and personal experiences).

(Beverly Lyon Clark)

Section A08 Writing about Chocolate, Dragons and Other Problems

The course will be conducted as a workshop, with students completing assignments tailored to their individual writing needs and conferring frequently with the instructor. Most assignments will be analytic essays of the sort expected in other college courses (e.g., comparison and contrast, deductive essay, book review and literary or quantitative analysis), yet some of the topics will allow for creativity (e.g., dragon fighting, eating chocolate, and personal experiences).

(Beverly Lyon Clark)

Section A09 Writing as Discovery

This section of English 101 will explore some of the many ways writing functions as a means of discovery—of who we are, what we think and know, and what we have to say to others. Within a workshop format, the challenges of writing effectively in college will be addressed through frequent one-to-one consultation with the instructor regarding individual students' work in progress. Assignments are designed to provide ample opportunity for independent and creative exploration while enabling students to gain confidence in a variety of writing modes, both formal and informal, by means of a process involving idea generation, drafting, revision and editing.

(Susan Dearing)

Section A10 Writing as Discovery

This section of English 101 will explore some of the many ways writing functions as a means of discovery—of who we are, what we think and know, and what we have to say to others. Within a workshop format, the challenges of writing effectively in college will be addressed through frequent one-to-one consultation with the instructor regarding individual students' work in progress. Assignments are designed to provide ample opportunity for independent and creative exploration while enabling students to gain confidence in a variety of writing modes, both formal and informal, by means of a process involving idea generation, drafting, revision and editing.

(Susan Dearing)

Section A11 Writing about Environmental Arguments

Nature. We worship it, battle it, defend it, preserve it, buy it, sell it, define it against our art, our enemies, ourselves. So what is it? And what are the current conversations surrounding it? How do various texts form and inform these conversations, and how do we enter the exchange? Finally, how do our own relationships, histories and experiences with nature and technology filter these arguments? Through reading, discussing, researching and writing about arguments suggested by authors as diverse as Ursula LeGuin and Robert Bullard, we will engage the kinds of critical reading and writing needed to participate in college life. Writing will unfold as a means of self-reflection, self-expression and communication with others. Peer reviews, collaborative writing, in-class workshops, and conferences with the professor will help you to hone and understand your literacy processes. The course culminates with the submission and presentation of an electronic final portfolio that will be due on the last day of classes.

(Lisa Lebduska)

Section A12 Writing about Los Angeles

Los Angeles: the City of Angels. How has a city burdened with such divine hope come to symbolize all that is most sinfully and hopelessly human about American culture? Why does it continue to attract those whose sense of the American dream is tinged with golden hues, those who read in the tale of Icarus not a cautionary narrative but rather an achievable desire? Is it the possible commo-dification of LA as the utopian realization of the American dream? In Los Angeles, Morrow Mayo has said: "Los Angeles, it should be understood, is not a mere city. On the contrary, it is, and has been since 1888, a commodity; something to be

advertised and sold to the people of the United States like automobiles, cigarettes and mouth wash.”

This course will examine how writing about the city has both contributed to and critiqued the commodification of LA and the glorification of the Californian dream. How does writing continue to construct the metaphorical cityscape, while effectively arguing for a reconsideration of the LA story? We will attempt to uncover and map the pluralities of life in LA, from alienation to segregation, through a number of different discourses: detective fiction, essays, films, sociopolitical history, and drama. We will be reading work from writers such as Mike Davis, Joan Didion, Raymond Chandler, John Dunne, Anna Deavere Smith and others.

(James Patrick Byrne)

Section A13 Writing about Los Angeles

Los Angeles: the City of Angels. How has a city burdened with such divine hope come to symbolize all that is most sinfully and hopelessly human about American culture? Why does it continue to attract those whose sense of the American dream is tinged with golden hues, those who read in the tale of Icarus not a cautionary narrative but rather an achievable desire? Is it the possible commodification of LA as the utopian realization of the American dream? In Los Angeles, Morrow Mayo has said: “Los Angeles, it should be understood, is not a mere city. On the contrary, it is, and has been since 1888, a commodity; something to be advertised and sold to the people of the United States like automobiles, cigarettes and mouth wash.”

This course will examine how writing about the city has both contributed to and critiqued the commodification of LA and the glorification of the Californian dream. How does writing continue to construct the metaphorical cityscape, while effectively arguing for a reconsideration of the LA story? We will attempt to uncover and map the pluralities of life in LA, from alienation to segregation, through a number of different discourses: detective fiction, essays, films, sociopolitical history, and drama. We will be reading work from writers such as Mike Davis, Joan Didion, Raymond Chandler, John Dunne, Anna Deavere Smith and others.

(James Patrick Byrne)

Section A14 Writing about Image and Reality

When we speak of reality—reality TV, say, or narrative realism—whose reality do we mean? What does an accurate representation of reality look like, and is there such a thing as objective reality?

Is lived experience harmonious (as reflected in naturalistic drama) or chaotic (where the narrative arc is less of a rainbow and more of a downward spiral)? We will analyze the ways various artists/writers/filmmakers explore and share their versions of reality. We'll discover common threads and asymmetries in our own perceptions as we look at constructions of meaning, truth in fiction and illusions behind certain truths. We'll start by exploring the line between fiction and nonfiction; fact and opinion; image and evidence.

When we read something, we know words can mean lots of different things, but in such an objective genre as photography, is truth easily visible? Then we'll look at films by Antonioni, Herzog, and Zana Briski as we explore the power of images to define, not merely record reality. Readings include a play (Edward Albee), a novel (fiction contextualized in real events and images), selected essays and short stories.

(Sherry Mason)

Section A15 Writing about Image and Reality

When we speak of reality—reality TV, say, or narrative realism—whose reality do we mean? What does an accurate representation of reality look like, and is there such a thing as objective reality? Is lived experience harmonious (as reflected in naturalistic drama) or chaotic (where the narrative arc is less of a rainbow and more of a downward spiral)? We will analyze the ways various artists/writers/filmmakers explore and share their versions of reality. We'll discover common threads and asymmetries in our own perceptions as we look at constructions of meaning, truth in fiction and illusions behind certain truths. We'll start by exploring the line between fiction and nonfiction; fact and opinion; image and evidence.

When we read something, we know words can mean lots of different things, but in such an objective genre as photography, is truth easily visible? Then we'll look at films by Antonioni, Herzog, and Zana Briski as we explore the power of images to define, not merely record reality. Readings include a play (Edward Albee), a novel (fiction contextualized in real events and images), selected essays and short stories.

(Sherry Mason)

Section A16 Writing about Multicultural Lives

What do you think of when you hear the word “culture”? Race? Religion? Traditions? Language? Gender? What does it mean to be living among people who embody different aspects of culture? What does it mean to identify with more than one culture simultaneously? We'll look at some

possible answers, along with the work of Louise Erdrich, Martin Espada, Barbara Kingsolver, Nelson Mandela and others. If you're really good, we'll spend a class or two with Will Smith. This course will have elements of traditional lecture and discussion along with workshop and small group work. We'll use the different aspects of culture as a framework to discuss the larger issues of writing in both formal and informal assignments. Each student will have frequent one-on-one consultations with the instructor. There will be an emphasis on process and revision while we develop the skills needed for college-level writing.

(Ruth Foley)

Section A17 Writing about Multicultural Lives

What do you think of when you hear the word “culture”? Race? Religion? Traditions? Language? Gender? What does it mean to be living among people who embody different aspects of culture? What does it mean to identify with more than one culture simultaneously? We'll look at some possible answers, along with the work of Louise Erdrich, Martin Espada, Barbara Kingsolver, Nelson Mandela and others. If you're really good, we'll spend a class or two with Will Smith. This course will have elements of traditional lecture and discussion along with workshop and small group work. We'll use the different aspects of culture as a framework to discuss the larger issues of writing in both formal and informal assignments. Each student will have frequent one-on-one consultations with the instructor. There will be an emphasis on process and revision while we develop the skills needed for college-level writing.

(Ruth Foley)

Spring Semester, 2010

Section B19 Writing Beyond the Classroom

This section of first-year writing focuses on the rhetorical skills and strategies that you will need to participate in the many conversations taking place in your classrooms, on campus, and in the broader world beyond the classroom. We might begin with a brief work of fiction that lends itself to at least three possible interpretations, such as materialist, postcolonial and semiotics. You will learn about audience, among other rhetorical strategies, and the kinds of evidence you'll need to persuade the various interpretive communities to which you'll write. Students enrolled in this section of first-year writing should end the semester with a better understanding of what is considered “good writing” in academic environments and in the broader world.

(Deyonne Bryant)

Section B20 Writing about Reality and Risk

Writing about Reality and Risk will focus on the ease with which we use the term “reality” and will seek to discover the many levels of its meaning by examining what is “real” in the essays, fiction, poetry, and occasional play that will constitute our weekly reading. These works will cover such authors as Emma Goldman, Joan Didion, Arthur Miller, Sophocles, Virginia Woolf, Auden, Blake, Flannery O’Connor, James Joyce and many others. The level of attention we apply to each reading will uncover the risk each author has taken to say something real; we, in turn, will come as close as we can to engaging in the reality each author presents, taking something of a risk ourselves by doing so. This course is writing and reading intensive and includes the keeping of an academic journal, active participation in class discussions and engagement with each other’s written work through the ongoing process of peer review and workshops.

(Constance Campana)

Section B21 Writing about Postmodernism

Exactly what is postmodernism? And are we still “in” it, or have we moved on? Can it be related to something as esoteric as quantum theory in physics? Or evolution and “intelligent design”? What are the “special” attributes of the postmodernist writer? How have their subjects and visions shifted from more traditional texts?

We will read a novel a week, and then discuss it in class, focusing on such authors as Thomas Pynchon, Toni Morrison, Don DeLillo, Joan Didion, Tim O’Brien, Edward Albee, Paul Auster, John Cheever and others. Students will lead discussions on each text that we wrestle with and will write a 5-page paper every two weeks. In terms of writing, we will focus on thesis-driven arguments, backed up by clear and logically organized evidence from the texts we discuss.

We will also attempt to shape and form our own definition of postmodernism and its effects on our consumer culture, imperialistic ambitions, and media-driven images. Quantum Theory plays a role in this postmodern age as well, and we will look into it in relation to the books we read.

(Samuel Coale)

Section B22 Writing about Crime and Injustice

The rhetoric of mystery, crime, or court narratives has become a dominant discourse in American culture. We will discuss conventions that cast characters as victims or transgressors and examine the assumptions within those conventions. Using this lens in a college writing class allows us to practice various methods of creating

arguments and presenting textual evidence that demonstrates complexity and is able to sway readers. John M. Lannon’s *The Writing Process* (10th edition) will be our primary text, but we will read the nightmarish *Innocent Man* by John Grisham and Walter Mosley’s *Devil in a Blue Dress*. We will focus research around cultural practices that bring harm to others yet seem to resist reform. In defining and redefining crime we will question, research, and, through writing multiple drafts, perhaps even reach audiences beyond our classroom.

Class texts include films that will be shown outside of class on a weekday evening. If you can’t make class viewing times, however, you may see the film on your own. Library viewing rooms make this option possible.

(Katherine Conway)

Section B23 Writing as Discovery

This section of English 101 will explore some of the many ways writing functions as a means of discovery—of who we are, what we think and know, and what we have to say to others. Within a workshop format, the challenges of writing effectively in college will be addressed through frequent one-to-one consultation with the instructor regarding individual students’ work in progress. Assignments are designed to provide ample opportunity for independent and creative exploration while enabling students to gain confidence in a variety of writing modes, both formal and informal, by means of a process involving idea generation, drafting, revision and editing.

(Susan Dearing)

Section B24 Writing about the Journalistic Tradition

Powerful imagery, moving stories and unforgettable quotes all make for great journalism. But the craft of writing news and criticism for the popular press grows as much from a “readerly” approach to writing as it does from the other stand-bys of the craft: skilled observation, rigorous reporting and critical thinking. This course is about reading to write. We will revisit Civil War hospitals and battlefields with Walt Whitman; follow the muck-raking paths of Ida Tarbell and Upton Sinclair; go to war with Edward Murrow, John Hersey and Neil Sheehan; and immerse ourselves in the counterculture with Hunter S. Thompson. With these pieces of writing as our companions and guides, we will learn to read deeply, excavating the reporting methodologies, expressive devices and storytelling techniques that have allowed great reporters to confront their objects of analysis. Through in class reading and writing workshops,

this course will teach you to read like a writer and write like a critic.

(Talitha Espiritu)

Section B25 Writing about the Journalistic Tradition

Powerful imagery, moving stories and unforgettable quotes all make for great journalism. But the craft of writing news and criticism for the popular press grows as much from a “readerly” approach to writing as it does from the other stand-bys of the craft: skilled observation, rigorous reporting and critical thinking. This course is about reading to write. We will revisit Civil War hospitals and battlefields with Walt Whitman; follow the muck-raking paths of Ida Tarbell and Upton Sinclair; go to war with Edward Murrow, John Hersey and Neil Sheehan; and immerse ourselves in the counterculture with Hunter S. Thompson. With these pieces of writing as our companions and guides, we will learn to read deeply, excavating the reporting methodologies, expressive devices and storytelling techniques that have allowed great reporters to confront their objects of analysis. Through in class reading and writing workshops, this course will teach you to read like a writer and write like a critic.

(Talitha Espiritu)

Section B26 Writing about Los Angeles

Los Angeles: the City of Angels. How has a city burdened with such divine hope come to symbolize all that is most sinfully and hopelessly human about American culture? Why does it continue to attract those whose sense of the American dream is tinged with golden hues, those who read in the tale of Icarus not a cautionary narrative but rather an achievable desire? Is it the possible commodification of LA as the utopian realization of the American dream? In Los Angeles, Morrow Mayo has said: “Los Angeles, it should be understood, is not a mere city. On the contrary, it is, and has been since 1888, a commodity; something to be advertised and sold to the people of the United States like automobiles, cigarettes and mouth wash.”

This course will examine how writing about the city has both contributed to and critiqued the commodification of LA and the glorification of the Californian dream. How does writing continue to construct the metaphorical cityscape, while effectively arguing for a reconsideration of the LA story? We will attempt to uncover and map the pluralities of life in LA, from alienation to segregation, through a number of different discourses: detective fiction, essays, films, sociopolitical history, and drama. We will be reading work

from writers such as Mike Davis, Joan Didion, Raymond Chandler, John Dunne, Anna Deavere Smith and others.

(James Patrick Byrne)

Section B27 Writing about Image and Reality

When we speak of reality—reality TV, say, or narrative realism—whose reality do we mean? What does an accurate representation of reality look like, and is there such a thing as objective reality? Is lived experience harmonious (as reflected in naturalistic drama) or chaotic (where the narrative arc is less of a rainbow and more of a downward spiral)? We will analyze the ways various artists/writers/filmmakers explore and share their versions of reality. We'll discover common threads and asymmetries in our own perceptions as we look at constructions of meaning, truth in fiction and illusions behind certain truths. We'll start by exploring the line between fiction and nonfiction; fact and opinion; image and evidence.

When we read something, we know words can mean lots of different things, but in such an objective genre as photography, is truth easily visible? Then we'll look at films by Antonioni, Herzog, and Zana Briski as we explore the power of images to define, not merely record reality. Readings include a play (Edward Albee), a novel (fiction contextualized in real events and images), selected essays and short stories.

(Sherry Mason)

Section B28 Writing about Multicultural Lives

What do you think of when you hear the word "culture"? Race? Religion? Traditions? Language? Gender? What does it mean to be living among people who embody different aspects of culture? What does it mean to identify with more than one culture simultaneously? We'll look at some possible answers, along with the work of Louise Erdrich, Martin Espada, Barbara Kingsolver, Nelson Mandela and others. If you're really good, we'll spend a class or two with Will Smith. This course will have elements of traditional lecture and discussion along with workshop and small group work. We'll use the different aspects of culture as a framework to discuss the larger issues of writing in both formal and informal assignments. Each student will have frequent one-on-one consultations with the instructor. There will be an emphasis on process and revision while we develop the skills needed for college-level writing.

(Ruth Foley)

Section B29 Writing about Knowing and Not Knowing

We are going to explore and explode systems of knowledge building—and their surrounding

myths—in a variety of contexts that challenge class and cultural assumptions about what is important to know. Authors ranging from Benjamin Franklin and Frederick Douglas to Jamaica Kincaid and Joan Didion have taken up this subject with wildly different ideas in mind. Together, we will engage a variety of writings, at least one film, a radical encyclopedia, and likely a play in production to begin to shape a critical approach to what we study and why. All of this will be taken up with the goal of creating a dynamic environment for your rhetorical writing to grow. Writing and rewriting will be our mantra, as well as peer critiques, intellectual rigor and stimulating conversation. Be prepared to share your brilliance, generosity and enthusiasm for the luxurious life of the mind and the responsibility that comes with it.

(Charlotte Meehan)

010. Basic Writing

A small class for students who want individualized instruction and practice in writing and who need to achieve a satisfactory level of proficiency in written academic English. In addition to one class meeting per week, students meet individually with the course instructor and a writing tutor to identify and pursue solutions to specific writing problems. The course is normally taken either prior to or at the same time as English 101.

(Susan Dearing, Constance Campana)

060. Writing for Multilingual (ESL) Students

English 060 is designed to help non-native speaking of English to gain the knowledge, skills and practice necessary to succeed at college writing. Students who place into this course must take it for two semesters, once concurrently with English 101 in the fall semester, and then once more in the spring, in order to fulfill the first-year writing and foreign language requirements. With permission of the instructor, other students for whom English is a second language may elect to take the course once for one-half credit or twice for one full credit.

(Ruth Foley)

198. Experimental Courses

Other writing courses

280. Professional and Technical Writing

An advanced course in practical writing, with emphasis on writing as problem solving and on conciseness and clarity. Each student will select a particular local problem requiring a professional or technical solution, research the history of that problem, and write a report recommending a course of action to a specific audience. In addition to preparing frequent shorter writing assignments

and the final large report, students will also be required to attend at least one career-related workshop or seminar offered by the Filene Center and to prepare a short report based on that seminar.

(Lisa Lebduska)

Connections:

Conx 20018 Communicating Information
Conx 20066 Public Writing

281. Creative Nonfiction

Workshop participants will study and practice the techniques of creative nonfiction through guided exercises. Significant writing and revision. Open to sophomores, juniors and seniors with permission of the instructor.

(Deyonne Bryant)

282. Literary Translation

An introduction to the theory and practice of literary translation. In addition to reading translations and discussing the pleasures and problems of translation, students will undertake individual projects in translation of poetry and fiction of their choice. Open to sophomores, juniors and seniors with reading competency in one or more languages in addition to English. Previous experience in creative writing is desirable, but not required.

(Sue Standing)

283. Poetry Writing: Form and Craft

An introduction to poetry writing and poetics. Student writing, as well as issues of craft and technique, will be discussed in class and in individual conferences. Some experience in writing poetry is preferred, but not essential.

(Sue Standing)

284. Fiction Writing: Form and Craft

This course is designed to give students practical knowledge of the basics of craft as well as insight into the creative process. Workshop participants will study and practice the techniques of writing the character-driven story through guided exercises. Open to sophomores, juniors and seniors with permission of the instructor.

(Deyonne Bryant)

285. Literary Journalism

Combines practice in expository journalistic writing with basic reporting skills and discussion of the cultural work of journalism. The focus in the class will be on depth rather than timeliness, on rewriting and revision rather than writing quickly. Students should expect to publish some of their work in an appropriate forum.

(Paula M. Krebs)

287. Writing for Performance

What is performance? From the wave of a hand and the way we hold utensils to our intonation patterns and use of vocabulary, what often appear to be “unconscious” behaviors actually play out as signifying performances for spectators on the stage of everyday life. Together, we will recreate, revise, expand and contextualize our own performances and “stage” them—everywhere but in the theatre. Readings in philosophy, performance theory, art history, theatre and current events will help to foster a climate of heightening and transforming the details and language of autobiography.

(Charlotte Meehan)

Connections:

Conx 20009 Performing into Theory

288. Playwriting: Form and Craft

Conflict. Paradox. Mystery. Suspense. Gossip. Poetry. Lies. All the ingredients of great plays. From dreams, memories, coupons, newspaper articles, rare books, overheard snippets of conversation, visual images and sounds, you will be encouraged to create fragments of dramatic writing (i.e., dialogues, monologues, settings) unique to your own imagination and temperament. Then our focus will shift to revision and expansion—deepening character, refining language and building a dramatic arc. Readings of contemporary plays, theory, manifestos and reviews will supplement our creative work.

(Charlotte Meehan)

289. Word and Image

This course focuses on interrelations between creative writing and visual imagery. Following explorations of writers’ responses to visual phenomena (including painting, sculpture, photography, artists’ books, scientific imagery and other media) and artists’ responses to language, you will have the opportunity to write about and to create multimedia pieces and to collaborate with others, both inside and outside the class. This course is designed primarily for creative writing students, but artists, musicians, dancers, filmmakers and others interested in multimedia projects incorporating texts are also encouraged to enroll.

(Sue Standing)

Connections:

Conx 23012 Visualizing Information

383. Advanced Poetry Workshop

Intensive practice in the writing of poetry. Exercises and independent work, using assigned

readings as models, will be discussed in workshop sessions and individual conferences.

(Sue Standing)

384. Advanced Fiction Workshop

This course allows students to study and practice various aspects of fiction writing through workshops and readings in the long story, the novella and the novel. Class discussions will be based on the students’ manuscripts and selected published works. Significant written output and revision are expected of workshop participants.

(Deyonne Bryant)

388. Advanced Playwriting

After we’ve written one or two plays, what we have to hold onto in those terrifying moments of facing the blank page are more refined instincts; a sharper sense of immediacy; some tools for creating character, dialogue, setting and dramatic arc, and probably a stronger determination to make the beast fly. Through a series of writing exercises and an ongoing discussion of individual creative process, we will focus on developing, shaping, refining and energizing our content. Plays written in this course will be included in the annual spring New Plays Festival. Readings of contemporary plays, theory, manifestos and reviews will supplement our creative work.

(Charlotte Meehan)

398. Experimental Courses

Rhetoric and Advanced Composition

This course explores ancient and contemporary concepts of rhetoric and composition. As individuals and collaborators, we will compose and deliver numerous arguments for a variety of audiences. Student work will culminate with the submission of a digital portfolio containing written, visual and (possibly) oral arguments.

(Lisa Lebduska)

Culture and New Media

New technologies of communication do more than shape how we produce and share information, ideas and images. They respond to and accelerate profound cultural changes. In this course, we will focus on the relationship between culture and “new media,” a term that describes the convergence of formerly distinct media—cinema, television, print, photography, etc.—in a digital environment.

The ascendancy of new media is being felt across a broad spectrum of cultural institutions and practices—libraries, museums and universities; the authorship and ownership of intellec-

tual property; licit and illicit forms of exchange; collective intelligence and participatory culture. Embedded within these and myriad other examples are questions to which we will strive to find answers: When my username lets me be anyone I want, what happens to our sense of Self? When you can connect to anyone, anywhere at any time, what happens to neighborhoods? To nations? How are Google and Wikipedia changing what it means to “know” something? In a world where borders are easy to miss and hard to police, who belongs? Who doesn’t? Who decides?

We will cast our net wide in the pursuit of answers to these and other questions, consulting both “popular” and “academic” sources such as: visual media and video games, online fan communities and social networks, cultural studies, literary criticism, and feminist, queer and critical race theories. Students should expect to be part of a highly participatory learning community, as we will all be teachers and students of the material both in the classroom and in various online spaces, including a class blog and wiki.

(Josh Stenger)

Third Cinema

Peoples of color are the majority filmmakers of the world. Ironically, the aesthetically and politically diverse cinemas of Asia, Africa and Latin America continue to be a “minority” presence in film studies. This advanced film course focuses on Third Cinema theory—the only body of film theory that did not originate in Europe or North America. Originally tied to the political agendas of the decolonizing world, Third Cinema has since expanded to embrace indigenous, hybrid and transnational forms of cinematic production and political mobilization. What affinities exist between the cinemas of Black America and Black Brazil? What are the continuities and discontinuities between the popularity of Bollywood films and the “national popular” in New Latin American cinema? How have indigenous elites in the Philippines and Senegal set the political agendas of their respective vanguard cinemas? Through a mix of case studies and theoretical explication, this course will give advanced film students the tools to embark on original research on Third Cinema and the productive dialogues that may be opened up within and between “minority” communities.

(Talitha Espiritu)

399. Independent Writing

As part of the creative writing concentration, after successful completion of at least one advanced writing workshop, students may be invited to

undertake a semester of independent writing under the guidance of and with permission of the instructor.

*(Deyonne Bryant, Charlotte Meehan,
Sue Standing)*

English literature and languages

After successfully completing English 101, all students are encouraged to take any English Department course at the 200 level, except English 290, which should be taken once at least one other 200-level English course has been successfully completed.

207. Medieval Literature: Beowulf and Others

The class will examine medieval literature from the Anglo-Saxon period to the end of the 15th century. All texts will be in translation or modernized. We will read *Beowulf*, *Sir Gawain and the Green Knight* and Dante's *Inferno* as well as various shorter texts from the Old and Middle English periods.

(Michael Drout)

208. Anglo-Saxon Literature

Students in this class will learn Anglo-Saxon, the earliest form of English. We will mix the study of language with the study of literature and by the end of the semester students will be able to translate Anglo-Saxon poetry. Readings will include famous and beloved poems such as *Beowulf*, *The Dream of the Rood*, *The Wanderer* and *The Seafarer* as well as prose texts and less well-known poems. The course uses King Alfred, an experimental computerized learning assistant.

(Michael Drout)

Connections:

Conx 20056 Computing and Texts

209. African American Literature and Culture

A survey of African American literature and its interplay with other modes of cultural production in African America. Students will examine representations of African American experiences in poetry, drama, autobiography, fiction and film/documentary. Individual projects and small-group work will enable students to engage in the contexts out of which the experiences detailed in the texts emerge.

(Shawn Christian)

Connections:

Conx 23010 Black Aesthetics

224. Eighteenth-Century Literature and Culture

By introducing students to the poetry, prose, drama, and culture of the late 17th century and

early 18th century, this course examines the enormous political, social and literary changes that occur with the advent of modern Great Britain. We will read more traditional authors such as Swift, Rochester, Dryden and Pope, as well as recently "discovered" authors like Lady Mary Wortley Montagu, Anne Finch and Aphra Behn. We will look at Pepys's accounts of England during fire, plague and political upheaval; explore the emergence of modern journalism in Addison, Steel and Haywood; and read travel narratives that will help bring into focus British encounters—and responses to encounters—with the cultures and people of the Americas, the Near East, India and the Pacific Islands.

(James Mulholland)

232. Romantic Reveries and Revolutionary Visions

What has the British Romantic legacy of writers like Wordsworth and Keats, Coleridge and Shelley left us? How did they grapple with their revolutionary ideals as well as their own historical circumstances? We will critically and culturally examine their poetic exploration of the mind in all its psychological complexities, the political dimensions of their lyric assertions and the images that still seem to affect our contemporary culture.

(Samuel Coale)

235. Empire, Race and the Victorians

By the end of the 19th century, Britain had the most powerful colonial empire in the world. That empire was acquired during a key time in the formation of European and American ideas about race and we have inherited many of the Victorians' assumptions about race, ethnicity and relations between Western Europe, Africa, Asia and America. This course explores literature about the British Empire, the political, social and sometimes even sexual issues that underlay the acquisition of colonies and the scientific writings that helped to shape definitions of race. We will read poetry, nonfiction prose, novels, travel literature and plays, and we will share resources and some class time with Bio 111.

(Paula M. Krebs)

Connections:

Conx 20019 The Darwin Connection: Evolution, Race and Culture

236. Sex, Work and the Victorians

Male and female Victorians were obsessed with "the Woman Question" in employment, education and other public and private areas. Upper-, middle- and working-class Victorians wondered about the effects that both industrialization and

the abolition of slavery in British colonies would have on traditional relations among social classes and races. This course will examine Victorian literature that explores ideas about women's role and sexuality as well as literature that focuses on new kinds of work and the concerns about class that arose from the changes of industrialism. We will read poetry, nonfiction prose, novels, travel literature and plays.

(Paula M. Krebs)

Connections:

Conx 20019 The Darwin Connection: Evolution, Race and Culture

240. Gender, Genre and Poetry

Poets are male. Muses are female. But what happens when the conventions get reversed? This course introduces you to the study of poetry by focusing on how gender gets associated with types of poetry and what individual poets do to subvert or refuse those associations. We will also ask what gender has to do with categories such as race, class and sexuality in the writing of poetry. You will read poems from different periods and cultures with an emphasis on the relationship between works that have come to exemplify a particular genre, such as Homer's epic poem *The Illiad* or sonnets by Shakespeare and later works that revise those models.

(Claire Buck)

Connections:

Conx 23004 Gender

241. Modern Drama

Although it is impossible to read all the plays of the modern period in one semester, by reading the "blockbusters" alongside lesser- and little-known avant garde plays, we will together build a foundation for taking up the important question of how the "canon" becomes encoded. Supplemental readings of particular productions, manifestos, theoretical essays, biographical accounts and historical material will enrich individual and collective responses to the dramatic texts. In this way, all of us become active participants in keeping the "body" of modern drama alive. Authors will include Samuel Beckett, Bertolt Brecht, Georg Büchner, Jean Genet, Lorraine Hansberry, Eugène Ionesco, Eugene O'Neill, Gertrude Stein, August Strindberg, Tennessee Williams and others.

(Charlotte Meehan)

243. Science Fiction

This course is an examination of recent science fiction (mostly written after 1970) and the ways in which the genre fits into and shapes the wider

culture. In most years, the course will be linked to Math Thought and students will be required to take both courses in order to take either one. In those years the course will focus on the ways that mathematics and science fiction interact to describe the contemporary world and shape the future. When not linked to Math Thought, the course will examine the ways that science fiction creates worlds and offers salvation, and how gender, power and race are developed in a science fiction context.

(Michael Drout)

Connections:

Conx 20031 Science FAction

244. Contemporary Caribbean Literature in English

An introduction to the work of Anglophone Caribbean writers who grapple with the issues of colonialism, class, race, ethnicity and gender in a context of often-conflicting allegiances to Europe, North America, Africa and Asia. The main emphasis will be on fiction and poetry published since the 1950s, but we will also read some earlier 20th-century literature to better understand the priorities and concerns of later writers. As we read, we will find some common concerns reappearing, such as anti-imperialism and nationalism, migrancy and homeland, and the relationship of literature to oral traditions and Caribbean music such as calypso, reggae and dub. Authors usually include Derek Walcott, Kamau Brathwaite, Louise Bennett, Grace Nichols, Olive Senior, V. S. Naipaul, The Mighty Sparrow and Jean Binta Breeze.

(Claire Buck)

245. African Literature

An introduction to sub-Saharan African literature, orature and film in English and English translation. Authors usually include Chinua Achebe, Ama Ata Aidoo, J. M. Coetzee, Tsitsi Dangaremba, Buchi Emecheta, Bessie Head, Ngugi wa Thiong'o, Wole Soyinka and Amos Tutuola, among others.

(Sue Standing)

Connections:

Conx 23001 African Worlds

246. Modern Irish Literature

A study of the role of literary culture in the formation of modern Ireland since the late 19th century. We will examine the response of Irish writers to English racial stereotypes of the Irish and their attempt to create new images of Ireland and Irishness. Topics will include the viability of the Irish language in modern literature, the use of Irish mythology, the place of women in

national culture, the role of the United States in contemporary Irish culture, and debates about the censorship of homosexuality. We will read drama, poetry and fiction by familiar figures such as Wilde, Yeats, Lady Gregory, Joyce, and Friel and less-familiar figures such as Marina Carr, Frank McGuinness, Marie Jones and Mary Dorcey.

(Claire Buck, James Patrick Byrne)

247. African American Women's Literature

This course is about American feminist fiction of the 1970s and 1980s. Participants will examine how the discourses of Women's Liberation and Black feminism reshaped the imaginative constructions of women's lives in American society. In addition to revisiting the major social movements in America of the 1930s to the 1980s, students enrolled in the class will also apply contemporary theories of identity and subjectivity to the feminist realist fiction of the Seventies and Eighties. Some attention will be given to the early Chicana feminist movement. Texts include those by authors Marge Piercy, Marilyn French, Alice Walker and Cherry Moraga, among others. The course ends with the question: Is there an enduring feminist aesthetic?

(Deyonne Bryant)

Connections:

Conx 20034 The Historical Context of Contemporary American Culture

Conx 23005 Women in the United States

249. Hollywood Genres

What makes a western a western, a musical a musical? For Hollywood, genre has historically served as a form of product differentiation organized around specific narrative codes and conventions. Genres reveal much about how Hollywood interacts with and responds to shifts in audience tastes and cultural values. The course will introduce students to a variety of Hollywood genres and theories of generic formation in order to increase our understanding of the commercial, artistic and ideological function of genres. Required weekly film viewing.

(Josh Stenger)

Connections:

Conx 20034 The Historical Context of Contemporary American Culture

250. Film History I: Cinema to 1940

This course examines motion picture history from the late 19th century to the advent of World War II. Students will be introduced to the artistic, technological, industrial and social dimensions of film during these decades. Areas of focus may include:

emergence of film narrative, genre, silent features and the star system; formation of the Hollywood studio system; American "race movies"; Soviet montage; German expressionism; French impressionism; documentary and avant-grade cinema and so on.

(Josh Stenger)

252. Contemporary Drama: The Tip of the Iceberg

Just as painting changed with the invention of the camera, contemporary plays continue to be influenced by television and film. Some playwrights use the influence to create a new twist on the realistic tradition, while others write highly theatrical, often nonlinear pieces that can only be performed for the stage. We will address the inherent tensions between these dramatic strategies, taking up the question of how content (political, socioeconomic, race, gender and aesthetic concerns) affects form. Readings will range from recent Pulitzer Prize winners to hot-off-the-press unproduced plays by some of America's most renowned, as well as emerging, playwrights.

(Charlotte Meehan)

253. American Literature to 1865

A critical and cultural exploration of works and ideologies from Navajo and Hopi tales of origins to Puritan pathologies and predestined patterns, from enlightened progress to slave narratives and romantic reveries. Writers will include Wheatley, Edwards, Bradstreet, Franklin, Hawthorne, Stowe, Douglass, Poe and others. We will examine literature as historical and cultural document as well as individual testimony and demonic vision.

(Beverly Lyon Clark, Samuel Coale)

Connections:

Conx 20057 Early American Studies

255. Cultural Diversity in American Literature: From the Civil War to the 1940s

A critical survey of race, class, ethnic, gender and immigration issues by the richly diverse authors of America's late 19th and early 20th centuries. Works by African American, Asian American, Native American and Anglo American writers such as Chesnutt, Dunbar, Du Bois, Hughes, McKay, Eastman, Eaton (Sui-Sin Far) Standing Bear, James, Wharton, Chopin, Hemingway and Faulkner.

(James Patrick Byrne, Samuel Coale)

256. The Discourses of Cultural Diversity in U.S. Fiction

Examination of writers since the post-World War II period from a variety of discourses and traditions

in U.S. culture, including Native American, African American, Latino/a and Asian American.

(Shawn Christian)

Connections:

Conx 20070 Language and Literacy
Conx 20034 The Historical Context of Contemporary American Culture

257. Race and Racism in U.S. Cinema

U.S. cinema has always struggled with both race and racism. This course examines the long, complex history of representations (and erasures) of racial difference in U.S. film. Although most mainstream films and public discussions frame race as a black-and-white issue, this course understands racial formations in the U.S. to be more multiple. We will watch films from a wide historical range that speak to and problematize the experiences of Chicanos, African Americans, Asian Americans, Native Americans and Anglo Americans (yes, white is a race, too) in the U.S. Required weekly film viewing.

(Josh Stenger)

Connections:

Conx 20034 The Historical Context of Contemporary American Culture

258. Introduction to Film Studies

Current trends stemming from the globalization of the media and its accompanying media synergies make it untenable to view the cinema as a discrete, unitary phenomenon. This course addresses this phenomenon in a parallel manner by bridging the disciplinary divides between film theory, media and cultural studies. Conjoining theoretical and historical approaches to cinematic texts, institutions and audiences, this course explores the multidimensional nature of the cinema and its place in society: (1) as representational spaces with textual properties and reading protocols enabling the creation of “meaning,” (2) as a unique industry driven by political and economic agendas; and (3) as a social practice that audiences “do,” involving relations of subjectivity and power.

As such, we shall survey various approaches to the study of the cinema, and work through crucial questions regarding film analysis (e.g., what is the relationship between film and literature?), the political economy of the media (e.g., is the cinema a democratic institution?) and audience reception (e.g., what is a fan? Why do we adore “stars”?). By engaging these issues, this course will teach you not only how to engage critically with media

texts, but also how to “talk” to the powerful media institutions that touch our lives.

(Talitha Espiritu)

259. J. R. R. Tolkien

Sometimes called the “author of the century,” J. R. R. Tolkien left his mark on both scholarship and the popular culture. Whether or not *The Lord of the Rings* is “literature” is one of the major topics of this course. Students will read Tolkien’s major works, including *The Hobbit*, *The Lord of the Rings*, and *The Silmarillion*, as well as his medieval scholarship. We will also examine Tolkien’s sources, including *Beowulf*, *Sir Gawain and the Green Knight*, Old Norse poetry and saga, and the Finnish *Kalevala*. The reading load for this course is greater than 2000 pages (plus all three Peter Jackson films), so students should be prepared.

(Michael Drout)

Connections:

Conx 20056 Computing and Texts

260. American Voices in Lyric Combat

Who can claim to be an “American” voice? And how? Langston Hughes or Walt Whitman? Emily Dickinson or Elizabeth Bishop? Hart Crane or Sylvia Plath? T. S. Eliot or Marianne Moore? This course will explore American poetry from several vantage points, including race, gender, class, historical circumstance, cultural imperative, linguistic patterns and the whole uncertain idea of an “American” voice.

(Samuel Coale)

271. Nineteenth-Century Narrative

The 19th century had many different storytelling modes, from the satirical romances of Jane Austen to the psychological realism of George Eliot to the ghost stories of Dickens and the detective tales of Arthur Conan Doyle. This course provides an overview of the many kinds of narrative loved by 19th-century Britons and helps students develop skills in close reading as well as historical and cultural analysis.

(Beverly Lyon Clark, Paula M. Krebs)

272. Romancing the Novel

A course addressing both high-culture and pop-culture romances, from Jane Austen to Harlequin. Works may include *Pride and Prejudice*, *Jane Eyre*, *Daisy Miller*, *The Making of a Marchioness*, *Lady Chatterley’s Lover*, *Lolita*, *Oranges Are Not the Only Fruit*, *The English Patient*, a Harlequin romance and criticism of romance fiction.

(Beverly Lyon Clark)

Connections:

Conx 23006 Sexuality

273. Malcontents, Monarchy and Revenge in Early Modern Drama

The decades from 1590 to 1640 produced some of the richest—and most violent—drama written in English. Playwrights such as Marlowe, Kyd, Dekker, Jonson, Webster, Beaumont and Fletcher as well as Shakespeare dramatized nationhood and nightmarish revenge for London audiences who also were entertained by bear baiting and public hangings. As global exploration and commerce accelerated, the English public and private theatres excited playgoers by portraying foreign characters and societies as degenerate and immoral. Students will read selected plays and historical and cultural texts, perform and produce scenes, and write a variety of papers as well as a revenge play to understand more fully the social and imaginative worlds of early modern English theatre.

(Katherine Conway)

274. Restoration Theatre and Beyond

From Aphra Behn’s *The Rover* to *The Beggar’s Opera* to Sheridan’s *School for Scandal*, this course covers shifting modes of humor, wit and sophistication portrayed on the English stage, while taking into account the social, cultural and political elements driving change in the English state. The course covers the Restoration antimoralist backlash, the theatre’s relationship to the mid-18th-century rise of the novel, the late-century move toward sensibility and the changes to English theatre that arrived with the 19th century.

(James Mulholland)

276. Victorian Poetry

Victorian culture valued poetry: children recited it in the parlor, soldiers sang it en route to battle and the queen kept Tennyson on her bedside table (his poetry, that is). This course brings you a range of Victorian poetry and highlights some of the recurrent themes of the period (such as imperialism and gender roles) as well as issues of form (with special attention to the dramatic monologue, comic poetry and narrative poetry).

(Paula M. Krebs)

286. Children’s Literature

An in-depth historical survey of British and U.S. children’s literature focused on appreciating the texts as literature, but also addressing their responsiveness to children’s needs and interests and other cultural contexts. Readings include *Alice’s Adventures in Wonderland*, *Little Women*,

The Tale of Peter Rabbit, Charlotte's Web, Where the Wild Things Are and much more.

(Beverly Lyon Clark)

Connections:

Conx 20012 Reading Children

290. Approaches to Literature and Culture

This course introduces current debates in the field of English studies. It tackles a variety of ways of approaching literary and cultural texts, including film, from the Freudian to the feminist to the postcolonialist. What difference does knowledge about the historical period or cultural context in which a text was written make to the way we read it? Does knowing the author of a text change our reading of it? Is film authorship different from literary authorship? Does our own class, race or gender affect our reading? We will read theory about language and representation, race in literature and the economics of literary and cultural production, and we will test these ideas on literature and other kinds of texts such as advertisements, film and other visual media.

(Claire Buck, Shawn Christian, Paula M. Krebs)

298. Experimental Courses

Introduction to English Renaissance Literature and Culture: Queens, Kings, Wooing and Wedding

Elizabeth I, England's (eternally) Virgin Queen, inspired lyrics, epics, and plays. We'll read and decipher some sonnets, perform scenes from Shakespeare, and get metaphysical with John Donne. As a class we'll attend a play together, practice "close reading," and report on persons and passions of English early modern culture. Writing requirements include maintaining a journal that explicates our reading, a play review, a material culture project and an analytical paper.

(Katherine Conway)

Eighteenth-Century British Literature and the Technology of Writing

This course reconstructs the shock accompanying the proliferation of writing in 18th-century British culture. Through readings from Addison, Swift, Richardson and Coleridge, among other less-familiar authors, we will examine the discomfort associated with writing's capacity to produce change. Today a similar kind of uneasiness is on the rise as the internet encourages readers to create their own texts. Given our heightened awareness of the effects that online media have on us, we will juxtapose past and present uncertainties about what the technology of writing does. Taking 18th-century British poetry, prose, and fiction as its point of departure, the course explores

the varying ways in which writing induced readers to become writers themselves and how this shift influenced the formation of subjectivity, social relations, gender and race.

(Daniel Block)

306. Chaucer

A study of the *Canterbury Tales* and other Chaucerian verse in the original Middle English. We will discuss the ways that Chaucer portrays the social and cultural struggles of the 14th century as we marvel at the poet's skill with verse and laugh at his dirty stories. Students do not need previous experience with medieval literature or Middle English to be successful in the course.

(Michael Drout)

309. Shakespeare and the Performance of Cultures

"What is my nation?" This key question from *Henry V* can be interjected into many of Shakespeare's plays. This course will look especially at how Shakespeare's plays serve to define places and peoples. We will investigate how different productions may have aided rebellion and question how others may be used for affirmation of nationhood. How have different productions fortified pride—and prejudice? *Richard III*, and *Henry IV*, *Henry V*, along with *Hamlet*, *Othello*, *Midsummer Night's Dream*, *The Merchant of Venice*, *Titus Andronicus* and *The Tempest* may be among the plays we'll read.

(Katherine Conway)

310. Shakespeare and the Company He Keeps

Focusing on Shakespeare's poetry and plays and the sources he used as well as the social and cultural contexts that produced them, this course looks, too, at the dramatic responses the Bard's work provokes. We'll read, for instance, Shakespeare's 'English' sonnet and compare it to some of Sidney's Petrarchan sonnets. We'll read *Hamlet*, *King Lear*, and *Henry V*, *Othello*, *As You Like It* and *Twelfth Night*, among others, to understand the ideas and conventions of thought and bias among the early modern English literary and play-going culture. Using documents contemporary with Shakespeare's writing, we'll see how Shakespeare's ideas are perhaps unoriginal, and how his inventions, experiments and riffs are extraordinary.

(Katherine Conway)

313. Early Modern English Poetry

We begin with Skelton and proceed to sonnets by Wyatt, Surrey, Sidney, Drayton, Spenser, Shakespeare and Mary Wroth. Various theoretical perspectives will help us to consider how gender

is constructed by the sonneteers as well as Jonson, Herrick, Queen Elizabeth I and Amelia Lanyer. Through our close reading, we'll examine the literary conventions of form and meter and the divergence from such conventions made by Donne, Herbert, Marvell, Milton and Bradstreet.

(Katherine Conway)

320. Beowulf

In this course students will translate all of *Beowulf*, the Anglo-Saxon poem that is usually called the earliest English epic. Topics of discussion will include manuscripts and material culture, comparative philology, heroism and epic morality, influence, adaptation and oral tradition. Students must be proficient in Old English, having taken either Eng 208 or its equivalent.

(Michael Drout)

325. The Eighteenth-Century Novel

Before the 18th century, novels in English did not exist. By the end of the 18th century, however, many cultural figures worried about the seemingly obsessive novel reading that was going on among young (particularly female) readers. This course will examine what changed between 1700 and 1800 to make the novel the most important genre of English literature. We will explore the novel as a historical and literary phenomenon. We will see the many ways that the novel answered the grand social and cultural questions which dominated the 18th century. What is the difference between men and women? What makes a human life worthwhile? How should I relate to my family and loved ones? What makes a story seem truthful or false? By reading the prose of Defoe, Haywood, Richardson, Fielding, Sterne, Burney and Austen, we shall find out.

(James Mulholland)

326. Eighteenth-Century Poetry: Epic, Satire and Wit, 1660–1798

Coming after the English Civil War, the period from 1660 to 1800 involved some of the most significant transformations in British life, and poetry played a crucial part. We will begin by looking at vicious satires of gender and sexual relations and of political and religious beliefs composed by Rochester, Behn, Pope, Swift and Montagu. Then, we will chart how poetry changes when authors discover new motives for writing—such as financial gain or describing the exotic locales in Scotland, India and America—or when poetry is written by figures who had historically been excluded from it, like lower-class workers or African Americans. Finally, we will see what happens at the end of the 18th century when poetry

becomes visionary and spiritual, as it does for Blake, or self-consciously “ordinary,” as it does for Wordsworth and Coleridge.

(James Mulholland)

341. Public Poetry, Private Poetry

Is rap poetry? Do poetry slams encourage “bad” poets? We will look at questions like these in order to examine two competing ideas about poetry’s role in the contemporary world. Is poetry the last refuge of the individual in a world dominated by corporations, as poet Robert Pinsky argues? Or can poetry be the effective vehicle for public culture, as when Maya Angelou read her poetry at Clinton’s presidential inauguration? Poets will usually include established writers like Sylvia Plath, Robert Lowell, Adrienne Rich, Rita Dove, Joy Harjo and Yusef Komunyakaa and newer names like the gay, Cuban American poet Rafael Campo and slammer such as Willie Perdomo and Tracie Smith.

(Claire Buck)

343. Fiction of the Modern

Fiction responding to the radical changes in the late 19th and early 20th centuries—industrialization, urbanization, colonization, mass culture, the women’s movement and the influence of Marx and Freud. We will study writers who searched for new ways to represent and explore experiences that the traditional novel did not or could not express. The thematic focus of the course will vary from year to year, but will always include comparison between writers from the modernist period with one or two later-20th-century or contemporary novels. Readings by writers such as Djuna Barnes, Joseph Conrad, Jean Rhys, D. H. Lawrence, Jack London, E. M. Forster, James Joyce, Samuel Selvon, Monique Ali, Sadie Smith, Virginia Woolf, William Faulkner and writers representing the Harlem Renaissance.

(Claire Buck)

344. Woolf and Joyce and Others

In different ways, James Joyce and Virginia Woolf revolutionized the forms of the novel to focus on the inner world of the mind as well as outer “reality.” But they also focused on psychological as well as social experiences that had been traditionally marginalized. They brought into focus—and into question—“realistic” forms of storytelling that had been rendered invisible. They challenged conventional ideas of literature, politics and gender. And they stretched the limits of thought, feeling and expression through dazzling experimentation and comedy. The first half of the semester will

focus on James Joyce’s *Ulysses*, the second half on works by Virginia Woolf.

(Claire Buck)

346. Contemporary American Fiction: Quirks, Quarks and Quests, or Sex, Lies and Quantum Leaps

In this course we will read a selection of novels by Paul Auster, Joan Didion, Don DeLillo, Toni Morrison, David Plante, Joyce Carol Oates, Robert Stone and others. We will focus on postmodern modes of structures and vision as a way of seeing our world from different and controversial perspectives, as well as those explored by a selection form such critics as Colin McGinn, Christopher Norris, Todd Gitlin, Terry Eagleton, Wendy Steiner, Linda Hutcheon and others.

The course will also explore and examine (from a nonscientific perspective, in terms of language and images) the effects and influences of quantum theory on contemporary fiction in terms of Heisenberg’s Uncertainty Principle and the difficulty of the relationship between language and quantum experience, which seems to flaunt and evade every logical way we have of trying to describe it. In this regard race, gender, sexuality and class can be seen from entirely new perspectives and shed light on the constant confrontation between “essences” and “relationships.”

(Samuel Coale)

Connections:

Conx 20059 Quantum Theories: Contemporary American Fiction, Modern Physics and the Universe

347. Contemporary African American Fiction

This course is a study of Black postmodern fiction. Students enrolled in the class will examine formal innovations in post-Soul and “post-racial” African-American fiction, especially graphic texts, and the impact of these innovations on African American literary history. Students must take Eng 290 before taking this course.

(Deyonne Bryant)

348. Sexual Politics of Film Noir

Film noir refers to a group of films made primarily in the decade or so after World War II and which frequently addressed, in the narrative terms of the thriller, crises surrounding gender, sexuality and race in American culture. The course will investigate through a feminist framework how the sexual politics of postwar films noir and of more recent neo-noirs engage and diagnose these crises. The course will have strong applications for students interested in film studies, gender studies,

American studies and cultural studies. Required weekly film viewing.

(Josh Stenger)

Connections:

Conx 23006 Sexuality

349. Harlem Renaissance and Modernity

An important period for artists in North America, Europe, Africa and the Caribbean, the Harlem Renaissance (1919–1940) was also a chronicle of social and political dynamics such as uplift philanthropy and migration. This course examines its emergence as a distinctive current of black literature and arts in the modern world.

(Shawn Christian)

357. Cinema and the City

From its beginning, cinema has been fascinated with the city as a site of social cohesion, capital flows and intense ideological conflicts. From Hollywood to Bollywood to Hong Kong, from Soviet socialist realism to German expressionism, Italian neo-realism and the French New Wave, virtually all major film movements have a special relationship to the metropole. In this course, we will adopt an interdisciplinary approach to understanding the relationship between film production and consumption, urban space, architecture and cultural geography. Required weekly film viewing.

(Josh Stenger)

376. Literary and Cultural Theory

This course enables students to explore in greater depth some of the ideas introduced in Eng 290. Topics will change from year to year, but the course will include the study of language theories, postcolonial theory, cultural studies theory, and film and media theory. This course will be especially important for students who wish to attend graduate school in English.

(Shawn Christian, Paula M. Krebs, Josh Stenger)

377. Feminist Criticism

Do women read or write differently? Has their work been marginalized? What difference do race, class and sexual orientation make? We will explore U.S., British and French approaches to feminist criticism; also psychoanalytic, Marxist, African American, queer, postcolonial and cultural-studies approaches.

(Beverly Lyon Clark)

Connections:

Conx 23005 Women in the United States

398. Experimental Courses

Rhetoric and Advanced Composition

This course explores ancient and contemporary concepts of rhetoric and composition. As individu-

als and collaborators, we will compose and deliver numerous arguments for a variety of audiences. Student work will culminate with the submission of a digital portfolio containing written, visual and (possibly) oral arguments.

(Lisa Lebduska)

Culture and New Media

New technologies of communication do more than shape how we produce and share information, ideas and images. They respond to and accelerate profound cultural changes. In this course, we will focus on the relationship between culture and “new media,” a term that describes the convergence of formerly distinct media—cinema, television, print, photography, etc.—in a digital environment.

The ascendancy of new media is being felt across a broad spectrum of cultural institutions and practices—libraries, museums and universities; the authorship and ownership of intellectual property; licit and illicit forms of exchange; collective intelligence and participatory culture. Embedded within these and myriad other examples are questions to which we will strive to find answers: When my username lets me be anyone I want, what happens to our sense of Self? When you can connect to anyone, anywhere at any time, what happens to neighborhoods? To nations? How are Google and Wikipedia changing what it means to “know” something? In a world where borders are easy to miss and hard to police, who belongs? Who doesn’t? Who decides?

We will cast our net wide in the pursuit of answers to these and other questions, consulting both “popular” and “academic” sources such as: visual media and video games, online fan communities and social networks, cultural studies, literary criticism, and feminist, queer and critical race theories. Students should expect to be part of a highly participatory learning community, as we will all be teachers and students of the material both in the classroom and in various online spaces, including a class blog and wiki.

(Josh Stenger)

Third Cinema

Peoples of color are the majority filmmakers of the world. Ironically, the aesthetically and politically diverse cinemas of Asia, Africa and Latin America continue to be a “minority” presence in film studies. This advanced film course focuses on Third Cinema theory—the only body of film theory that did not originate in Europe or North America. Originally tied to the political agendas of the decolonizing world, Third Cinema has since

expanded to embrace indigenous, hybrid and transnational forms of cinematic production and political mobilization. What affinities exist between the cinemas of Black America and Black Brazil? What are the continuities and discontinuities between the popularity of Bollywood films and the “national popular” in New Latin American cinema? How have indigenous elites in the Philippines and Senegal set the political agendas of their respective vanguard cinemas? Through a mix of case studies and theoretical explication, this course will give advanced film students the tools to embark on original research on Third Cinema and the productive dialogues that may be opened up within and between “minority” communities.

(Talitha Espiritu)

Other special courses

401. Seminars

Seminars study individual authors or special topics. A list for the following year is announced each spring. Students will be asked to express preferences among the subjects offered. Each group meets weekly. There are certain sections especially suited to writing and literature majors and to American Studies majors.

500. Individual Research and Writing

Open to senior majors by invitation of the department; other interested students should consult with the chair of the department.

Engineering

(See Dual-Degree Programs)

Environmental Science

Coordinator: Scott W. Shumway and Jani Benoit
Department homepage:
wheatoncollege.edu/Acad/EnvironmentalScience

Jani Benoit

Associate Professor of Chemistry

Scott W. Shumway

Professor of Biology

The environmental science major provides students with the necessary background in biology, chemistry and mathematics that is required to understand natural processes and to apply the methodology of scientific research to environmental problems. The program is designed to prepare students to work in the environmental field and/

or pursue further study in graduate or professional programs in environmental science.

Major

Core courses

Bio 111 Evolution and Ecology
Bio 112 Cells and Genes
Bio 201 Environmental Science
Bio 215 Ecology
Chem 153 Chemical Principles
Chem 154 Inorganic Reactions
Chem 253 Organic Chemistry I
Chem 303 Current Problems in Environmental Chemistry

Math 104 Calculus II
or Math 151 Accelerated Statistics
or Math 141 Introductory Statistics

Phys 160 Geology

Internship

Students must complete an internship or independent research project with an environmental focus. Internships must be approved by the program coordinator in advance. Internships should be completed no later than January of the senior year. Independent research may receive credit, but other internships will not normally be given college credit.

Electives

Four courses from the following list, including at least two courses at the 300 level, one of which must be from the biology listing:

Bio 211 Genetics
Bio 221 Microbiology and Immunology
Bio 226
or Psy 226 Comparative Animal Behavior
Bio 231 Marine Biology
Bio 252 Parasitology and Symbiosis
Bio 262 Plant Biology
Bio 303 Evolution
Bio 317 Molecular Ecology and Evolution
Bio 318 Tropical Field Biology
Bio 331 Advanced Marine Biology
Bio 361 Vernal Pool Conservation Biology
Bio 364 Freshwater and Marine Botany
Bio 375 Ornithology
Chem 254 Organic Chemistry II
Chem 321 Chemistry of Natural Waters
Chem 331 Aqueous Equilibria
Chem 332 Instrumental Analysis
Phys 165 Climate Change, Past and Present

Phys 227 Remote Sensing
Phys 298 Meteorology and Oceanography
Phys 298 Scientific Computing
Bio 999 Course Offerings through Affiliated Institutions

Additional information may be obtained about course offerings through affiliated institutions (Williams-Mystic, MBL and Marine Studies Consortium) at the Filene Center for Academic Advising and Career Services and the Biology Department Web pages.

Through the Boston Marine Studies Consortium:
Bio 380 Wetlands Ecology, Hydrology, Restoration
Bio 390 Biology of Fishes

Through Williams College-Mystic Seaport Maritime Studies:

Marine Ecology (200 level)
Oceanography (200 level)

Through Marine Biological Laboratory Semester in Environmental Science:

Aquatic Ecosystems (300 level)
Terrestrial Ecosystems (300 level)
Mathematical Modeling of Ecosystems (300 level)

Capstone

The capstone may be fulfilled by taking an appropriate senior seminar (Bio 401) or by conducting an independent research project which has been approved by the coordinator and supervised by a Wheaton faculty member (499) or conduct research as part of a senior honors thesis (Bio, Chem, or Physics 500)

Environmental Studies

Coordinator: Scott W. Shumway

Department homepage:
wheatoncollege.edu/Acad/EnvironmentalStudies/

Donna O. Kerner
Professor of Anthropology

Scott W. Shumway
Professor of Biology

The minor in environmental studies is designed to help students appreciate the diversity and complexity of current environmental issues. Solving environmental problems requires an interdisciplinary approach and frequently involves collaboration of individuals with expertise in the natural sciences, social sciences and humanities. Therefore, students are encouraged to view the environment from different perspectives, to

integrate the knowledge they acquire with their in-depth knowledge in their major, and to gain practical experience through an internship with an environmental focus.

Minor

The minor in environmental studies consists of five courses selected from the group listed below. At least two courses must be selected from the humanities and social sciences and at least two from natural sciences. At least one course must be at the 300 level or above. In addition, each student is required to complete an internship related to the environment.

Humanities and social sciences

Anth 101 Human Evolution
Anth 210 Feast or Famine: The Ecology and Politics of Food
Clas 262 or Clas 362 The Ancient Landscape: From Mythology to Ecology
Econ 360 Economics of Regulation
Int 210 Water Resources Planning and Management
Int 215 Coastal Zone Management
Phil 111 Ethics
Pols 321 Public Administration and Public Policy
Pols 361 Environmental Conflict Resolution
Rel 242 Religion and Ecology
Soc 315 Society, Technology and the Environment

Natural sciences

Bio 201 Environmental Science
Bio 215 Ecology
Bio 221 Microbiology and Immunology
Bio 226 or Psy 226 Comparative Animal Behavior
Bio 231 Marine Biology
Bio 252 Parasitology and Symbiosis
Bio 262 Plant Biology
Bio 290 Biology of Whales
Bio 291 Introduction to Marine Mammals
Bio 303 Evolution
Bio 318 Tropical Field Biology
Bio 331 Advanced Marine Biology
Bio 361 Vernal Pool Conservation Biology
Bio 364 Freshwater and Marine Botany
Bio 380 Wetlands Ecology, Hydrology, Restoration
Chem 103 Chemistry and Your Environment
Chem 303 Current Problems in Environmental Chemistry
Phys 160 Geology
Bio 999 Course Offerings through Affiliated Institutions

Internship

Students must complete an internship or independent research project with an environmental focus. Internships must be approved by the program coordinator in advance. Internships should be completed no later than January of the senior year. Independent research with a faculty member may receive credit, but other internships will not normally be given college credit.

French Studies

Chair: Cecile Danehy

Department homepage:
wheatoncollege.edu/Acad/French/

Kirk Anderson
Goldberg Associate Professor of French

Cecile Danehy
Chair, Associate Professor of French

Edward J. Gallagher
Henrietta Jennings Professor of French Studies

Jonathan David Walsh
Professor of French, Coordinator of African, African American, and Diaspora Studies

In the Department of French Studies, we believe that a nation's language, literature and culture are inseparable and that French and Francophone literatures are privileged cultural archives. In addition, studying a culture in its own language and investigating the similarities and differences within and among national cultures offers critical insights into our own linguistic and cultural traditions.

The faculty members in French studies at Wheaton want to give all students access to the beauty and power of the French language and to the rich diversity and high achievements of French and Francophone cultures in the very broadest sense.

Major

The French studies major consists of 10 or more courses, at least two of which must be taken the senior year.

Required

Fr 235 Introduction to Modern French Literature
Fr 236 Introduction to Early French Literature
Fr 245 Contemporary France

Courses in Culture and Linguistics

At least one of:

Fr 307 Translation, Art and Craft
Fr 320 From François I to François Mitterrand: A Cultural History of Politics and Architecture

Fr 346 New Wave and Newer: French Cinema since the 1950s

Fr 352 The Quill and the Brush

Fr 356 Theater and French Society

Period courses

At least one course in each of the following periods:

Middle Ages or Renaissance (Fr 301 or Fr 302)

Seventeenth or 18th century (Fr 327 or Fr 329)

Nineteenth or 20th century (Fr 331, Fr 347, Fr 349, Fr 356 or Fr 357)

Electives

At least two other courses above Fr 245 (may include those listed above).

(By prior arrangement with the chair of the French Department, students may substitute Arth 276 or Arth 353 for one of these electives.)

Senior concentration course

In consultation with the faculty of the department, each senior will designate a 300-level course as a "senior concentration course," in which the senior major will engage in course work beyond that undertaken by other students. This advanced work will include additional oral reports, longer or more frequent writing assignments and the development of a substantial annotated bibliography.

Study Abroad

A number of the major requirements may be met during a junior year spent at a French-speaking university in study programs approved by the department. Application to such programs is made during the first semester of the sophomore year. Note that the college requires that at least one-half of the courses in the major be taken at Wheaton. Students with a good mastery of the French language who are majoring in other fields can pursue these fields during a junior year abroad with the approval of their major department. The department strongly recommends a full year of study abroad in a French-speaking country for all majors.

Majors are encouraged to select courses in areas such as European history, philosophy, religion or history of art, which will strengthen their awareness of the French cultural background. Work in other national literatures, including English, is strongly encouraged.

Minor

The French minor consists of five French courses, including at least two at the 300 level.

Courses

Language and culture courses

Students who have studied French before are placed in these courses according to their performance on the Wheaton placement test. Enrollment in each section is limited to 20 students. (French 102, 211 and 221 are yearlong courses.)

(Cecile Danehy)

102. Beginning French

Develops the ability to understand and speak authentic French in a meaningful context. The French in Action videodisks and cassettes introduce students to language, customs, culture and everyday life in France. Four classes per week, plus work in the language lab or media center.

211. Intermediate French

A thorough review of French grammar, mainly through short texts. Students will develop a richer vocabulary and a broader knowledge of French and Francophone culture, including literature and film. Three classes per week, plus weekly meetings with the French language assistant.

(Kirk Anderson)

221. Reading and Conversation

Designed to enhance the student's ability to read, write and speak French through close study and discussion of selected readings—fiction, plays, poetry, essays and articles, as well as films, newscasts and multimedia programs in French. Frequent short papers and/or oral presentations. In the first semester, the course will emphasize reading; in the second, the emphasis will be on oral communication.

(Edward J. Gallagher, Jonathan David Walsh)

279. Literary Translation

See Ger 279.

295. Advanced French Grammar and Composition

In this course students will develop reading and composition skills necessary for advanced course work in French. The course is designed to bring students to an advanced level of proficiency in grammar and composition through intensive practice of oral and written language skills and a comprehensive review of essential and advanced-level grammatical structures.

(Jonathan David Walsh)

Introductory culture and literature courses

Intended for students who have studied French for three or four years in secondary school, whose placement scores indicate comparable preparation or who have completed French 211 (with permission of the instructor) or French 221.

235. Introduction to Modern French Literature

Postcolonial encounters: What does it mean for the colonized to write in the language of the colonizer? We will try to answer that question through film screenings and the reading and discussion of novels, plays, poems and essays by 20th-century French writers such as Marguerite Duras as well as Vietnamese, African and West Indian Francophone writers.

(Cecile Danehy)

Connections:

Conx 20041 Colonial Encounters

236. Introduction to Early French Literature

Reading and discussion of novels and plays by major French authors from the Middle Ages to the 19th century. We will read, discuss and write about *Tristan et Iseut*, Racine's *Phèdre*, Diderot's *La Religieuse* and Flaubert's *Madame Bovary*.

(Edward J. Gallagher)

Connections:

Conx 20008 Gender Inequality: Sociological and Literary Perspectives

Conx 23004 Gender

245. Contemporary France

What does it mean to be French today? What factors contribute to French national identity and how has that identity evolved in recent years? In this course, we look at the values that define French identity and how they are transmitted from one generation to the next. We look closely at education, government, religion, demographics and social policies as they affect work, race relations and the family. We conclude by studying how the European Union has changed French identity and politics.

(Jonathan David Walsh)

246. Introduction to French Cinema

What is implied by the expression "the seventh art"? How have French directors both resisted and appropriated the dominant Hollywood formula? How have they challenged social, political and sexual norms? In what ways have French directors influenced world cinema? A survey of classic films from the silent period, Poetic Realism, the

New Wave, and more recent filmmakers. Directors studied may include Ganz, Carné, Renoir, Cocteau, Truffaut, Godard, Rohmer, Buñuel, Varda, Denis, Beineix, Ozon, Haneke.

(Jonathan David Walsh)

Connections:

Conx 23014 Film and Society

Advanced culture and literature courses

Before enrolling in a 300-level course, students should have completed at least two of the three required courses at the 200 level (French 235, 236 and 245). Prerequisites may be waived by the instructor for students with special preparation.

301. Medieval French Literature

Representative works of the 12th through the 15th centuries in modern French translation: *La Vie de Saint Alexis*, *La Chanson de Roland*, *Tristan et Iseut*, Chrétien de Troyes' *Lancelot*, *Aucassin et Nicolette*, *Les Lais* of Marie de France, *La Châtelaine de Vergy*, *Le Mystère d'Adam* and the poetry of François Villon.

(Edward J. Gallagher)

302. Renaissance Literature and Society

Not for a thousand years had there been such an upheaval in Western Europe as in the 16th century, marked by the end of Rome's hegemony and the consequent fragmentation of Christendom and, paradoxically, by a concomitant rediscovery of the pagan cultures of ancient Greece and Rome. We will consider these and other aspects of the period as we read and discuss the *Heptaméron* of Marguerite de Navarre; Rabelais' serio-comical epics *Gargantua*; and *Pantagruel*; and selected essays by Montaigne, the inventor of the genre; as well as the poetic badinage of Marot, works of the Lyonnais poets Maurice Scève and Louise Labé; du Bellay's *Les Regrets*; and representative works from the prince of poets, Pierre de Ronsard.

(Edward J. Gallagher)

307. Translation, Art and Craft

An exploration of what the phrase "lost in translation" implies. Translation is considered here not as an end in itself, but as an effective means to enrich vocabulary, to refine writing style, to review grammar and to appreciate better what is "untranslatable" in French and English. Not recommended for students seeking extensive oral practice in French.

(Kirk Anderson)

320. From François I to François Mitterrand: A Cultural History of Politics and Architecture

Focusing on great works of art and architecture, from the châteaux of the Loire Valley, Fontainebleau and Versailles to the great works of Napoléon, Haussmann and François Mitterrand, we examine the construction of French national identity while investigating the personal and political motives that have driven French heads of state to build a cultural empire with universal aspirations.

(Cecile Danehy)

327. Moralists and Misanthropes, Sociability and Individualism in Literature of the Ancien Régime

Examines texts from mid-17th- to mid-18th-century France that influenced public opinion and shaped modern moral and social ideas. Special attention is paid to the notions of sociability, honnêteté, the birth of individualism and to related questions of language and reciprocity. Readings include essays, plays and novels by authors like La Rochefoucauld, La Bruyère, Molière, Marivaux, Voltaire, Diderot, Graffigny and Rousseau.

(Jonathan David Walsh)

329. Love and Libertinage in the Early French Novel

From the late 17th century onward, French novels depict the waywardness of heart and mind, love and worldliness in stories that helped define the novel as we know it today. As they test the realms of nature and reason, they bear witness to the dramatic social and ideological changes that occurred over the course of the 18th century before the Revolution, changes reflected in sometimes disturbing power strategies between the sexes. Readings include works by Mme de Lafayette, Abbé Prévost, Crébillon fils, Mme Riccoboni, Diderot, Laclos and Sade.

(Jonathan David Walsh)

331. Other Voices, Other Stories: Great Works by Women from France and the Francophone World

This course studies novels and short stories by contemporary women writers whose work defies traditional literary forms and introduces new modes of expression, whether as narrative experiments, figures of discourse or alternative texts—the body, for example, as metaphor or "text." We explore how these writers respond to marginalization, subjugation or oppression through literature and how their stories operate on a political level. The course begins with a short introduction to French feminist theory. Authors

include Cixous, Leclerc, Duras, Letessier, Hébert, Ernaux, Djébar, Tadjó, Bâ.

(Jonathan David Walsh)

Connections:

Conx 23006 Sexuality

346. New Wave and Newer: French Cinema since the 1950s

What is implied by the expression "the seventh art"? How have French directors both resisted and appropriated the Hollywood formula? How have they challenged social, political and sexual norms? Discussion of films by Truffaut, Varda, Claire Denis, Godard, Buñuel, Tavernier and others. Lectures in English; readings, written work and discussions in English (Fr 246) or in French (Fr 346).

(Jonathan David Walsh)

347. Literature, the Arts and Society from the Dreyfus Affair to Vichy

Emphasis on representative shorter works in prose, theatre, poetry and cinema. Readings may include Proust, Apollinaire, Colette, Césaire, Sartre and the surrealists. Consideration of issues such as the decline of the realist novel, cross-pollination in the arts, the communal loss of innocence after the "Great War," and the birth of *négritude*.

(Kirk Anderson)

349. Les Trente Glorieuses

The 1945–1975 period was marked by both material prosperity and cultural ferment. Is there a relationship between these two worlds? Particular focus on France in the 1950s. Likely readings: existentialism (Sartre, Camus), postwar poetry (Prévert, Ponge), feminine voices (Beauvoir, Sarraute, Duras, Rochefort), essays in cultural criticism (Barthes) and the *nouveau roman* (Robbe-Grillet).

(Kirk Anderson)

352. The Quill and the Brush

What do we mean by "word" or "image," and what do we do with them individually or in combination? In this creative writing course, we investigate the relationship between word and image in graphic novels or medieval tapestries; we deconstruct advertisements, photographs and movies. Students' work will take many forms, from surrealist "Cadavres Exquis" to poems, collages, short stories and short videos. Theoretical texts by Barthes, Sontag and Berger.

(Cecile Danehy)

Connections:

Conx 23012 Visualizing Information

356. Theater and French Society

Through the study of plays by major French playwrights of the 17th, 18th and 20th centuries, we will attempt to define how mentalities and the political and social environment of these periods helped shape theatrical masterpieces by Corneille, Racine, Molière, Marivaux and Giraudoux.
(Cecile Danehy).

First-Year Seminar

Jonathan Brumberg-Kraus

Professor of Religion

Dolita Cathcart

Assistant Professor of History

Beverly Lyon Clark

Professor of English

Betsey Dexter Dyer

Professor of Biology

Talitha Espiritu

Assistant Professor of English

James Freeman

Associate Professor of Economics

Scott Gelber

Assistant Professor of Education

Jason C. Goodman

Assistant Professor of Physics

John Grady

Professor of Sociology

Tim Harbold

Associate Professor, Director of Music in Performance, Choral Director

Nancy Kendrick

Professor of Philosophy

Hyun Sook Kim

Professor of Sociology

Paula M. Krebs

Professor of English

Mark D. LeBlanc

Professor of Computer Science

Jake Mahaffy

Associate Professor of Art and Film

Sean McPherson

Assistant Professor of Art History

Shari Morris

Teaching Associate in Biology

David E. Powell

Shelby Cullom Davis Professor of Russian Studies

Tommy Ratliff

Professor of Mathematics

Jason E. Reiss

Assistant Professor of Psychology

Julie Searles

Director of World Dance, Instructor of Music

Alireza Shomali

Assistant Professor of Political Science

Josh Stenger

Associate Professor of Film Studies and English

M. Gabriela Torres

Assistant Professor of Anthropology, Program Coordinator of Development Studies

David Vogler

Professor of Political Science

David Wulff

Professor of Psychology

The First-Year Seminar (FYS) is designed for and required of new students at the beginning of their college studies. It offers students the opportunity to learn in small classes through reading and regular discussion, writing and critical engagement with controversial ideas. Sections are taught by faculty representing every part of the college's liberal arts curriculum.

Each section focuses on a topic from current events or history or within one of the traditional areas of academic study which has generated controversy among the scholars, policy makers and others who have grappled with it. The role of controversy in shaping human understanding and motivating social and political action is the common theme which unites all sections. As students develop their own positions in the topics of their seminars, they learn how knowledge and understanding depend on the clash and synthesis of multiple points of view. They can also expect to develop a range of academic skills, including critical reading and thinking, writing and oral presentation, library research and the use of electronic technology for their learning.

Section topics and descriptions vary from year to year and are available below. Recent sections have covered topics in the arts, ecology, international relations, social and public policy, personal development, the sciences and history. Students typically are placed in a FYS section by late June before registering for other first-semester courses. The instructor of their FYS section is normally their faculty advisor for the first year.

First Year Seminar Sections, Fall 2009

Section A01

In Search of the Muse: Why Do We Make Music?

Professor Tim Harbold (MW)

Section A02

The Economics of Sports

Professor James Freeman (TTh)

Section A03

Energy and Civilization

Professor Jason Goodman (MW)

Section A04

Television

Professor Talitha Espiritu (MW)

Section A05

American Cities/American Suburbs

Professor Scott Gelber (TTh)

Section A06

Plagues, Pandemics and Pestilence

Professor Shari Ackerman-Morris (TTh)

Section A07

On the Nature of Friendship

Professor Nancy Kendrick (TTh)

Section A08

The Art of Observation-Perception in Practice

Professor Jake Mahaffy (TTh)

Section A09

Storytelling Through Computer Animation

Professor Marc LeBlanc (MW)

Section A10

The Inner Lives of Animals

Professor David Wulff (MW)

Section A11

Psychology and Horror

Professor Jason Reiss (MW)

Section A12

Border Crossers: Immigrants, Nations and a Multicultural World

Professor Michael Mezzano (MW)

Section A13

Social Empowerment through the Performing Arts

Professor Julie Searles (MW)

Section A14

Rituals of Dinner

Professor Jonathan Brumberg-Kraus (TTh)

Section A15

The Dreams We See: Film in Society

Professor John Grady (MW)

Section A17

la dolce vita

Professor David Vogler (TTh)

Section A18

Fear in the Making of the Americas

Professor M. Gabriela Torres (MW)

Section A19

Truth, Reconciliation and Forgiveness

Professor Dolita Cathcart (TTh)

Section A20

The Complete Amateur Naturalist

Professor Betsy Dyer (MW)

Section A21

Russia in Crisis

Professor David E. Powell (TTh)

Section A22

Class Matters

Professor Hyun Kim (TTh)

Section A23

Water, Water Everywhere: The Legacy of the 1927 Flood of the Mississippi River and Hurricane Katrina

Professor Thomas Ratliff (MW)

Section A24

Children's Literature in a Multicultural Society

Professor Bev Clark (MW)

Section A25

Too Much Information? Knowledge and Cultural Citizenship on the Internet

Professor Josh Stenger (TTh)

Section A26

Asian American Visual Culture

Professor Sean McPherson (TTh)

Section A27

On Democracy

Professor Alireza Shomali (WM)

Section A28

Sports, Schools and Society

Professor Paula Krebs (WM)

German

Coordinator: Francoise Rosset

Department homepage:

wheatonma.edu/Acad/German

Laura Bohn

Visiting Instructor of German

Annekathrin Lange

Visiting Assistant Professor of German

Tessa Lee

Assistant Professor of German

Francoise Rosset

Chair, Coordinator of German & Russian,
Associate Professor of Russian

The German Department offers courses in German language, literature, film and culture, both in German and English. Students may choose to major in German or in German Studies—or to minor in German. We have recently been active in film and video, in theatre and in multicultural studies—and active in connections with history and in the sciences.

Major

Major in German

The major in German consists of ten courses beyond the level of Ger 201 and includes a minimum of four courses at the 300 level and Ger 401. Beyond the basics of language and literature, we concentrate on film and video filmmaking; theatre; pedagogy and multicultural studies.

Major in German Studies

In this major, students pursue interdisciplinary studies in a number of fields that relate directly to German; it does not require as much proficiency in the language as does our German major. Students construct their own program of 10 courses: six within the German Department and, with our approval, four in other departments. The six courses must include at least two courses at the 300 level and German 401 or the equivalent.

We encourage students to go abroad on our exciting Wheaton in Germany program at the University of Regensburg in consortium with Vanderbilt and Wesleyan. Each year, this program features a resident director from one of these three German faculties.

Minor

The German minor provides a global component to many other majors. It consists of five courses in German, with one at the 300 level.

Courses

Language courses

We encourage students both to begin and to continue their study of German at Wheaton. We focus on proficiency and communication in our language classes. During orientation, we provide a placement test for incoming students with a background in German. Up to two Wheaton graduation credits (awarded after completing a German course at Wheaton) may be earned by those students who matriculate with a score of 4 or 5 on the German Advanced Placement Examination (ETS).

101. Elementary German

This course develops the ability to understand and speak German in a real-life context. Extensive use of video and tapes to develop skills in listening, speaking, reading and writing. Special attention paid to cultural aspects of language and to Germany after the Wall. Three classes a week plus a weekly intensive session with our German language assistant.

102. Elementary German

A continuation of Ger 101 with emphasis on speaking and listening skills through use of video and video filmmaking.

201. Intermediate German

A course that puts to practical use German skills acquired at Wheaton or elsewhere. We will pay special attention to contemporary Germany. This course consists of three hours of class a week and a weekly intensive session with our German language assistant.

(Tessa Lee)

Connections:

Conx 20007 German Language in European History

202. Intermediate German

A continuation of Ger 201 with an emphasis on speaking and listening through the use of video and video filmmaking.

(Tessa Lee)

Connections:

Conx 20007 German Language in European History

240. Advanced German

The emphasis of this course is on increasing reading, speaking and writing skills. Reading of literary and nonliterary texts; viewing of videos and film; writing of short compositions and conversations in German.

(Tessa Lee)

241/341. Kafka and the Kafkaesque

This course examines Kafka's life and major works in the historical and social context of early-20th-century Central Europe. Central themes are: generational conflicts, the function of humor and parody in his writings, modernity in and as crisis, the figure of the outsider as well as the "foreign," the eccentric, the illogical, the uncanny—the Kafkaesque. Several film adaptations that attempt to visualize Kafka's imaginative depths will also be studied.

(Tessa Lee)

242. Introduction to German Studies

This advanced course emphasizes German cultural studies: an introduction to the studies of literature, culture and film.

(Tessa Lee)

Courses in literature and culture

These courses are conducted in German and all reading and writing is in German.

302. Business German

This course is designed to broaden students' knowledge of German as a language of commerce and industry. Emphasis is given to business terminology, development of communication skills, and current international business topics. Students will be introduced to differences in "small c" culture and communication in the world of German business transactions and will be encouraged to take the internationally recognized "Pruefung Wirtschaftsdeutsch" (International Business German Exam) administered by the German Chamber of Commerce.

(Tessa Lee)

303. Telling Fantastic Tales: Märchen und Novellen

From fairy tales and the fantastic novellas and love stories of the Romantic Era to modern stories of the Wall and reunification, the course focuses on the art of telling stories in German: cultural context, purpose and technique.

(Tessa Lee)

304. Literary Greatest Hits: Erbe und Canon

A survey of great works of German literature and the Germans who created them. Canon-building, cultural icons, concepts of genius and greatness—and alternative canons that call the "Germanness" of that culture into question.

(Tessa Lee)

341. Kafka and the Kafkaesque

(See Ger 241)

(Tessa Lee)

364. German Theatre and Culture

This course will offer students the experience of observing the process of working on the production of a play by a professional theatre company in Freiburg, Germany. In collaboration with students and instructors in German theatre classes being conducted simultaneously at Colgate University, Lafayette College and Vassar, the class will interpret the play and develop a well-researched plan for its staging. In addition to viewing a tape of the performance and analyzing other materials (costume and set designs), students will have the chance to interview actors, designers and the director of the German production at the Theater Freiburg via video conferencing throughout the term.

370. Classicism and Romanticism in German Literature

This class will be a survey of ideas and literary movements in Germany between 1750 and 1850. Particular attention will be given to the transition from the Classical to the Romantic Period: the critique of the Classical by Romantic authors, the role of Shakespeare as a model for both, the elevation of music as the highest form of artistic expression, the long career of Goethe encompassing both periods. Authors to be read include Goethe, Schiller, Lessing, Schlegel, Kleist, Brentano, Eichendorff, Büchner and Heine.

374. Film and German Culture

This course consists of a weekly film series focusing on Expressionism, New Wave and the newest films from Germany. Enhanced by a study of fairy-tale and romantic novella and readings in contemporary German literature.

(Tessa Lee)

Connections:

Conx 23014 Film and Society

380. Identity and Difference in German Culture

What does it mean to be a German today? Recent political, cultural and literary debates in Germany have addressed the question of who is allowed to claim Germany as their "home," their Heimat. Literary (prose, poetry) and nonliterary (film, popular music, journalism) texts by intercultural writers and artists of the last two decades challenge the narrow and exclusive concept of "Germanness." This course will explore important moments in the history of their struggle and responses to these challenges.

(Tessa Lee)

398. Experimental Courses**401. Senior Seminar**

Intensive, independent, self-designed research for

majors meeting with faculty on a weekly basis.

(Tessa Lee)

500. Individual Research

Honors thesis research. Many of our seniors are now choosing to do innovative two-semester honor theses, which they begin preparing for in terms of research and connections while junior year abroad.

(Tessa Lee)

Courses in English

These courses are conducted in English; all reading and writing is in English translation. There are no prerequisites and no knowledge of German or of German culture is expected. Additional work for German majors to get 300-level credit.

250. German Culture

An interdisciplinary course in 20th-century German culture, history, politics and thought. Weekly examination of historical sources, material and popular culture, and novels/arts/film, looking for continuity and contradictions. Topics include: World War I, Weimar culture, Insiders and Outsiders, the German Other, Hitler, the Holocaust, the Wall, Berlin and post-unification. This course is sometimes team-taught and always has a number of guest speakers.

(Tessa Lee)

Connections:

Conx 20028 Germanies: History vs. Culture

262. The Morality and Fate of Forbidden Knowledge

This course will investigate the perplexing ethical questions raised by the Renaissance shift in attitude toward the Faust legend. The flirtation with forbidden knowledge will be studied by drawing on religious, mythological, literary, philosophical and scientific texts. Taking recent developments in genetic engineering as a case in point, we will ask to what extent the pursuit of knowledge can enhance or be damaging to human experience.

(Tessa Lee)

267. Lulu, Lola and Leni: Women of German Cinema

This course examines the women of German cinema, as filmmakers, as subjects of male filmmakers, and as spectators. While each film will be explored in relation to the sociohistorical, politicocultural and aesthetic contexts of its production, the primary focus will be on the image and representation of the female body and agency and the principal characteristics of women's filmmaking explored through such notions as a "feminine aesthetic." This class covers a wide variety of works from the early beginnings

of German cinema to the present. Each week is thematically structured around one film and several readings, on topics such as “the male gaze,” “gender and modernity,” “the body beautiful,” “fascist aesthetics,” “the Cold War and sexual repression,” and “female spectatorship.” Reading and discussions of contemporary feminist (film) theories will aid us in addressing the issue of gender and agency both from the viewpoint of production and consumption, as it also deepens our understanding of the women’s movement in Germany as well as in America. In addition, we will expand our knowledge of basic film aesthetics and apply this knowledge to the interpretation of the films viewed during the semester.

(Tessa Lee)

Connections:

Conx 23014 Film and Society

273. Film and German Culture

This course consists of a weekly film series focusing on Expressionism, New Wave and the newest films from Germany. Enhanced by a study of fairy tales and romantic novella and readings in contemporary German literature.

(Tessa Lee)

276/376. Berlin: Site of Memory, Site of Construction

Berlin is attracting profit—and thrill-seekers—once again, recapturing something of the vibrant energy of the Roaring Twenties before its imminent descent into fascism and the subsequent construction of the wall that would divide this city and the world at large during the Cold War. This course examines the political, social and cultural metamorphoses of the city with a special focus on the intercultural crossroads in literature, film, music and architecture. We will investigate how new identities and memories are formed at this local and global construction site.

(Tessa Lee)

Connections:

Conx 20068 German Politics and Culture in the European Context

Conx 20028 Germanies: History vs. Culture

279. Literary Translation in Theory and Practice

The course encompasses both the theory and practice of translation. The main work of the course will be to develop the students’ own skills in translation. To achieve this, students will be introduced to professional translators, translation agencies, and organizations that support the work of translators in America. students enrolling in this

class must have a strong intermediate competence in a foreign language.

298. Experimental Courses

These courses are taught in English. German majors have the option to get 300-level credit with extra reading and work assignments in German.

Introduction to German Literature

This course, taught in English, introduces students to the literary and cultural world of German-speaking countries. Through an eclectic selection of text and other visual materials, we will study literary works of different periods (18th-century to 21st-century) and genres (novel, short story, drama, poetry) in their cultural and sociopolitical contexts.

Literary Translation in Theory and Practice

This course encompasses both the theory and practice of translation. The main work of the course will be to develop the students’ own skills in translation. To achieve this, students will be introduced to professional translators, translation agencies and organizations which support the work of translators in America. Students enrolling in this class must have a strong intermediate competence in a foreign language.

Holocaust

This course will investigate the problems and controversies surrounding the depiction of the Nazi period in German history from the perspectives of historians, playwrights and poets, literary critics, documentary and feature film directors and artists constructing public memorials in commemoration of the Holocaust.

376. Berlin: Site of Memory, Site of Construction

(See Ger 276)

(Tessa Lee)

Connections:

Conx 20068 German Politics and Culture in the European Context

Conx 20028 Germanies: History vs. Culture

Greek

Nancy Evans

Associate Professor of Classics, Program Coordinator of Ancient Studies

Joel C. Relihan

Chair, Professor of Classics

Keeley C. Schell

Visiting Assistant Professor of Classics

(For descriptions of majors and minors, see Classics.)

Courses

101. Elementary Greek

A two-semester course that covers the essential grammar of classical Greek and introduces students to the reading of simple Attic prose. Resources in the audio lab and the computer lab will assist students in proper pronunciation and in drill and review.

(Nancy Evans)

Intermediate courses

The following 200-level courses are open to students who have successfully completed Greek 101; students who have previously studied Greek must take the department’s placement test. These courses do not form sequences. Each course combines grammatical study and review with practice in close reading and textual analysis. Students will learn how to study and do research in specific disciplines in both primary and secondary materials. Readings in the original are supplemented by readings in English; critical writing in English is stressed. These courses will frequently be offered as connections courses.

213/313. Theologia: Religious and Philosophical Inquiry

Talking about God in Greek: hymns, narratives, myths, catechisms. Translation and analysis of key texts: Homer and Hesiod, Pre-Socratics and Hellenistic philosophers, Septuagint and New Testament, neo-Platonists.

(Nancy Evans)

215/315. Private Lives and Public Citizens

A study of the Greek household of the Classical era. Key texts include Xenophon’s *Oeconomicus* and Lysias’s *Murder of Eratosthenes*.

(Nancy Evans)

Connections:

Conx 23004 Gender

219/319. Euclid and Greek Mathematics

A study of the origins and development of Greek mathematics. Selections primarily from Books I–VI of Euclid’s *Elements*, but with additional materials from late Greek mathematicians.

Greek 319 is the section for more advanced Greek language students, and includes additional readings from Greek mathematic and scientific texts.

(Joel C. Relihan)

222/322. Homer, *Iliad*

Achilles and Hector at the walls of Troy. Selections from the *Iliad*.

(Nancy Evans)

224/324. Homer, *Odyssey*

The wanderings of Odysseus. Selections from the *Odyssey*, Books 9-12.

226/326. Attic Drama

The tragic hero. Selections from Sophocles and Euripides.

(Keeley C. Schell)

290/291. Tutorial in Coptic

A yearlong course introducing students of Greek to the study of Sahidic Coptic. The first semester covers basic grammar; the second semester is devoted to the study of Coptic Biblical texts and their Greek originals and then to Coptic Gnostic texts.

(Joel C. Relihan)

Advanced courses

The department's 300-level courses concentrate exclusively on the improvement of Greek language skills. Students in the 300-level versions of the above intermediate courses read the Latin texts covered in the courses with which they meet and other, related texts. Greek and Classics majors are strongly urged to take 351 and 352 in sequence.

351. Elementary Greek Prose Composition**352. Advanced Greek Prose Composition**

Connections:

Conx 23004 Gender

Hispanic Studies

Chair: Tommasina Gabriele

Department homepage:

wheatoncollege.edu/Acad/Hispanic/

Francisco Fernandez de Alba

Assistant Professor of Hispanic Studies

Charles Finn

Visiting Instructor of Hispanic Studies

Jose Raul Guzman

Visiting Instructor of Hispanic Studies

Bernadette Houldsworth

Instructor of Hispanic Studies

Domingo Ledezma

Assistant Professor of Hispanic Studies,
Coordinator Latin American Studies Program

Hector Medina

Associate Professor of Hispanic Studies

Montserrat Perez-Toribio

Assistant Professor

Mary Beth Tierney-Tello

Professor of Hispanic Studies

The Hispanic Studies Department offers a broad range of courses in the language, literature and cultures of the Spanish-speaking world.

The department complements its curriculum through Wheaton's interdisciplinary Programa de Estudios Hispánicos en la Universidad de Córdoba (PRESHCO), in Spain, which offers courses in various aspects of Hispano-Muslim art and civilization, Spanish art, economics, history, geography, language, literature and music. PRESHCO is sponsored by a consortium of Oberlin College, Smith College, Trinity College, Wellesley College, Wheaton College and the College of Wooster.

Before enrolling in a first Spanish course at Wheaton, all students who have studied Spanish must take the placement exam given by the department.

Applicants for admission who intend to continue the study of Spanish at Wheaton are strongly advised to take the Spanish Achievement Test of the College Entrance Examination Board. Applicants who have taken an advanced placement course in Spanish language or literature and who score 4 or 5 on the Advanced Placement Examination administered by the Educational Testing Service may receive up to two Wheaton degree credits for this advanced work upon successful completion of a 300-level course in Hispanic studies at the college.

Major

Requirements are intentionally broad and flexible to accommodate the diverse interests of students, while being sufficiently focused to assure development of appropriate knowledge and skills. Students interested in this program should discuss their plans with the department as early as possible in order to design an individualized program of study depending upon their personal preferences and career aspirations.

Majors and minors in Hispanic studies usually go on to further studies or employment in a wide variety of areas. These include graduate studies, teaching, law, government, publishing and editing, interpreting, personnel work and a multitude of positions in international relations, business and banking.

The department encourages students to develop a second major or minor in such areas as American studies, anthropology, art, computer science, economics, education, English, history, international relations, Latin American studies,

legal studies, management, music, philosophy, political science, psychology, religion, sociology, theatre, women's studies or a second language.

The major consists of nine courses distributed as follows:

Hispanic civilization and culture

Hisp 260 The Hispanic World: Introduction to Spain's Social and Cultural History

and

Hisp 280 The Hispanic World: Introduction to Latin American Culture

Hispanic literature

Two 300-level literature courses.

Senior seminar

One senior seminar (Hisp 400) that allows students to integrate the diverse perspectives gained in courses and readings.

Electives

Four more elective courses at the 200 level (starting with 220 or above) or 300 level.

Study Abroad

The opportunity to study abroad is an integral part of the program of Hispanic studies at Wheaton.

Serious students of Hispanic studies are expected to spend their junior year or a semester abroad, with PRESHCO in Spain, PMCSP in Mexico, or another approved program in Latin America or Spain.

Minor

Any combination of five courses at the 200 level (starting with 220 or above), including at least one at the 300 level or equivalent.

Courses**Language courses**

Language courses at the elementary and intermediate levels in Spanish are offered on an intensive basis and are taught with an eclectic, functional five-skills approach. This integrated approach simultaneously develops all the fundamental skills: speaking, comprehension, reading, writing and cultural awareness. In language courses, classroom practice in speaking is supplemented by work in the language laboratory.

Our language courses offer students an opportunity to acquire communication skills while developing an awareness and appreciation of Hispanic culture. These courses are designed for students in any field or major that benefits from the ability to communicate in Spanish and knowledge of Hispanic culture and civilization.

101. Basic Spanish

A yearlong course conducted by intensive oral method for students with no preparation in the language. Its goal is to provide more than a basic knowledge of Spanish while developing the fundamental skills: understanding, speaking, reading, writing and cultural awareness. Four class meetings per week plus work in the language laboratory and media center.

102. Basic Spanish

(Continuation of Hisp 101.)

105. Review of Basic Spanish

Intensive one-year review of the basic structure of Spanish for students with some previous knowledge of the language but who are not ready for intermediate work. Intensive oral method. Comprehensive grammar review, with activities designed to improve the fundamental skills: listening, speaking, reading, writing and cultural awareness. Four class meetings per week plus work in the language laboratory and media center.

106. Review of Basic Spanish

(Continuation of Hisp 105.)

150. Intermediate Spanish

This intensive one-semester course provides further development and practice of all language skills. Comprehensive grammar review, with activities designed to enhance the fundamental skills: listening, speaking, reading, writing and cultural awareness. Four class meetings per week plus work in the language laboratory and media center.

200. Advanced Intermediate Spanish

Reading and discussion in Spanish of a number of Spanish and Spanish American texts (drama, novel, short stories and poetry). Nonliterary texts such as films and music will also be included. The course is designed to (1) to improve students' ability to communicate orally and to express themselves in written Spanish; (2) to broaden their understanding of the Hispanic world; (3) to introduce them to contemporary Hispanic writers. Four class meetings per week plus work in the language laboratory and media center.

220. Advanced Oral and Written Communication I: Conversation

Designed to improve students' ability to speak Spanish at an advanced level, the course provides intensive practice in conversational skills through reading and discussion of current works that reveal sociocultural aspects of the Hispanic world. Using political and social ballads, popular verse, idioms, articles, short stories, plays and films,

students will discuss contemporary topics with the goal of ensuring good communication skills. Attention will also be placed upon developing students' knowledge of syntax and writing ability. Four class meetings per week plus work in the language laboratory and media center.

240. Advanced Oral and Written Communication II: Composition

This course is designed to improve students' writing skills in Spanish, with emphasis on the practice of various types of writing: formal letters, diaries, poetry, essays, short stories, and analysis of literary texts and social and political issues in the Hispanic world. Attention is also given to improving conversational skills. Three class meetings per week plus work in the language laboratory and media center.

260. The Hispanic World: Introduction to Spain's Social and Cultural History

A study of the major trends and development in the evolution of Spanish society and culture, from its origins to the present, from historical, political, social, artistic and intellectual perspectives.

(Hector Medina)

270. Studies in Latin American Culture: Cuba and the Pursuit of Freedom

An advanced course that provides an introduction to Cuban culture while maintaining and improving Spanish language skills. The course is designed to give students an overview of the evolution of Cuban culture and society from the colonial times to the present, with emphasis on the 19th and 20th centuries. Readings include novels, short stories, plays, poetry, essays and historical sources. Some of the authors that will be considered are José María Heredia, Gertrudis Gómez de Avellaneda, José Martí, Nicolás Guillén, Lydia Cabrera, Alejo Carpentier, Fidel Castro, Guillermo Cabrera Infante, Lourdes Casal, Nancy Morejón and Dolores Prida.

(Hector Medina)

280. The Hispanic World: Introduction to Latin American Culture

An advanced course that provides an introduction to Spanish-speaking Latin American culture while maintaining and improving Spanish language skills. The course is designed to give students an overview of the diverse cultures of the region, moving historically from the first encounters of colonial times to the various communities that make up present-day Latino culture. While the temptation in such a course is to attempt to obscure differences in order to present a coherent narrative, our focus will rather be on the way

many different and divergent voices make up Latin American identity and culture.

Connections:

Conx 23003 Modern Latin America

Literature survey courses**305. Literary Currents in Spain I: From the Middle Ages to the End of the Golden Age**

A study of literary movements and genres in Spanish literature from the medieval period to the end of the Golden Age through the reading and discussion of representative works.

306. Literary Currents in Spain: 18th, 19th and 20th Centuries

A study of literary movements and genres in Spanish literature from the 18th century to the present through the reading and discussion of representative works.

315. Spanish American Literature I: Colonialism to Modernism

A study of Spanish American literature from the colonial period to 1910 through the reading and discussion of representative works.

316. Spanish American Literature II: Contemporary Literature

A study of Spanish American literature from modernism to the present through the reading and discussion of representative works.

Connections:

Conx 23003 Modern Latin America

Studies in literature**320. Studies in Spanish Literature of the Middle Ages and the Golden Age****330. Studies in Spanish Literature of the 18th and 19th Centuries****340. Studies in Spanish Literature of the 20th Century****350. Studies in Spanish American Literature: Narrative****355. Voyages, Navigations and Shipwrecks**

This course introduces advanced Spanish students to the study of Early Modern Spanish texts, offering a scholarly approach inclusive of Humanities Computing tools, particularly the TEI and XML mark-up languages. Goals of the course are to improve the ability of the students in reading and understanding primary sources, and to initiate them in the experience of scholarly research in literary texts.

(Domingo Ledezma)

360. Studies in Spanish American Literature: Drama and Poetry**370. Studies on Hispanic Women Writers****399. Independent Study**

400. Seminar in Hispanic Studies: The Multicultural Route of Don Quijote de la Mancha

(Montserrat Perez-Toribio)

Special course

298. Experimental Courses

300. Spanish Practicum Internship

In collaboration with the The Filene Center for Academic Advising and Career Services, majors and minors in Hispanic studies are placed in agencies in Massachusetts or Rhode Island that need Spanish-speaking volunteers. Students will be able to increase their fluency in Spanish through personal and continued contacts with the language and, at the same time, assist the Hispanic community in programs related to foster care, refugees, hospitalized children and adolescents, battered women and their children, legal advocacy, rape crisis, AIDS, substance abuse, runaways, family emergency shelter and in after-school programs, etc. Readings and class discussion will focus on the literatures, histories and cultures of Latinos in the U.S. and other issues pertaining to this community.

Connections:

Conx 20058 Latino Culture

Course in translation

235. Contemporary Latin American Fiction in Translation

Readings in translation of significant works by modern authors from Latin America.

(Also see courses offered through PRESHCO.)

PRESHCO

Hispanic 999

PRESHCO is housed in the University of Córdoba's Facultad de Filosofía y Letras, where courses are taught in Spanish by professors of the University of Córdoba and other foreign scholars. This interdisciplinary program has been in operation since 1981 and has three basic objectives:

1. To encourage the personal and intellectual growth that comes from living and studying in a foreign country;
2. To increase the student's command of the Spanish language;
3. To foster knowledge and appreciation of Spanish culture through studies in the humanities, social sciences and fine arts as they pertain to Spain.

Applicants must have completed Hispanic Studies 200 or the equivalent prior to participation in the program and may receive as many as four course

credits per semester. All courses may be counted toward a major or minor in Hispanic studies.

Students interested in PRESHCO or other programs in Latin America or Spain should consult with the PRESHCO coordinator and the Center for Global Education.

Courses offered by PRESHCO

Language

1301. Advanced Oral and Written Communication

Three class hours per week plus additional practice outside class. An exploration of various kinds of textual material viewed as examples of linguistic registers with special attention to semantics and discourse in the contemporary Spanish world. This course is normally required for all students during their first semester in Córdoba (unless exempted by the resident director, in consultation with individual campus coordinators). (Fall and Spring)

1306. Topics in Spanish Phonology and Linguistics

A review of Spanish phonetics and phonology with an eye toward improving pronunciation and facility in identifying different accents and dialects. Together with extensive class work, students may choose to participate in a practicum working with local nongovernmental organizations or in other settings to increase contact with contemporary language usage. (Fall and Spring)

1310. Translation

Theoretical and practical aspects of the translation of both literary and nonliterary texts. Classes are centered on the discussion of weekly translation exercises and are directed toward increasing students' linguistic competence in both English and Spanish. (Spring)

Literature

1601. Introduction to Spanish Literature I

An examination of representative texts and literary movements from the medieval period to the Golden Age. (Fall)

1602. Introduction to Spanish Literature II

An examination of representative texts and literary movements from the 19th and 20th centuries. (Spring)

1611. Seminar: Studies in Spanish Theatre

Focusing on a different historical period each semester, the seminar will explore key aesthetic, cultural and political facets of selected representative texts. (Fall)

1612. Seminar: Studies in 19th-Century Literature

Close reading and analysis of representative texts from the 19th century. (Spring)

1613. Seminar: Studies in 20th-Century Literature

Critical analysis of key texts from the Generation of 1898 to the present. (Fall)

1614. Seminar: 20th-Century Feminist Expression

An examination, through various media, of feminist expression in contemporary Spain with particular attention to currents in Spanish feminist thought. (Spring)

Fine Arts

1700. The Music of Spain

A panorama of Spanish music with a focus on its most significant and distinctive aspects, from the medieval period to the polyphony of the Golden Age and the nationalist trends of the last two centuries. (Fall and Spring)

1701. Spanish Art: From the Islamic Period to El Greco

A survey of the most significant artistic expressions—architecture, painting and sculpture—that emerged in Spain from the 8th to the 16th centuries. (Fall)

1702. Spanish Art: From Velázquez to Picasso

A continuation of the course described above, exploring artistic milestones from the 17th to the 20th centuries. (Spring)

1720. Seminar: Methods and Techniques in Andalusian Art Restoration

An integrative seminar entailing classroom instruction, extensive fieldwork and hands-on practice in the creation and restoration of arts specific to Andalusia. (A portion of this course takes place at the Escuela de Artes Aplicadas y Oficios Artísticos de Córdoba.) (Spring)

1730. History of Spanish Architecture

An examination of the principal works of Spanish architecture from prehistoric times to the modern works of Antoni Gaudi and Rafael Moneo. (Spring)

History

1401. Roman Andalusia

An exploration of the social and cultural history of the Roman aspects of Andalusia, from the second century B.C.E. to the 5th century C.E. (Fall)

1404. The Spanish Middle Ages

An examination of the unique configuration of Christian, Islamic and Jewish cultures in Iberia during the medieval period. Focus on political, economic and social factors, as well as contact with other European powers. (Fall)

1405. Imperial Spain, 1492-1711

The inner history of the “Spanish Century,” when Spanish military might was peerless and Spanish influence was supreme in Europe and America, is examined in all its contradictions. (Spring)

1406. The Colonization of America

A critical examination of political, cultural, economic and racial cross-currents between Spain and the Americas during the colonial period. Particular focus on the making and implementation of the policies of the Spanish monarchy in the New World. (Spring)

1407. Political Reform and Social Change, 1808-1936

An analysis of the political transmutations that followed the great wave of bourgeois revolutions in Western Europe, which brought with them the movement known as Constitutionalism. Examination of the particular transformations occasioned by the dual nature of Spanish economic development. (Spring)

1410. Seminar: El Franquismo and the Transition to Democracy

An analysis of the complex period of the Franco dictatorship, from its Civil War beginnings to its conclusion and the transition to democracy. (Spring)

Geography

1500. The Geography of Spain

A study of the basic components of the Iberian Peninsula in its ecological, human, economic and social dimensions, and an analysis of Spanish landscapes and regional diversity. (Fall)

Philosophy

1811. Political Philosophy: Spain and Latin America

An examination of the development of concepts of nationhood, colonialism and human rights within a Spanish and Latin American context. (Fall)

Interdisciplinary courses and seminars

1910. The European Union: Economics and Society

An examination of the impact of the political economy of the European Community on the economic and social structures of member states (growth, employment, standard of living), with special emphasis on present-day Spain. (Spring)

1911. The European Union: Political Structures and Institutions

An examination of communitarian forms of government and political cooperation among member nations. Particular focus on ways in which participation in the EU and adherence to a supranational structure have informed Spanish government,

jurisprudence, economics and society. (Fall)

1912. Women in Spanish Society

An inquiry into how a feminist focus reconfigures both the content and form of cultural and archival research. The course examines gendered notions of space, education, religion and culture through a variety of periods in Spanish history. (Fall)

1914. From Text to Film: Spanish and Latin American Cinema

Focusing on six novels by Spanish and Latin American authors that have been adapted for film, the course examines questions of form, medium and narrative. (Fall)

1915. The Semitic Legacy in Hispanic Societies

An analysis of the formation of “semitic culture” (primarily Hebrew and Arabic) in both Eastern and Western contexts and its lasting influence on the Spanish ways of life and culture. Emphasis given to the role of Córdoba as a crossroads of intellectual, cultural and artistic currents. (Fall)

1916. Islam: Beginnings, Introduction into Spain and Contemporary Andalusia

An examination of the origins of Islam in Arabia and its introduction into and evolution within Spain beginning in 711 C.E. Particular attention to the diversity of Islamic religious thought and philosophy, competing notions regarding lasting Islamic influence in Spanish identity, and the role of Andalusia as a cultural site for contemporary Islamic thought. (Spring)

1917. Image, Gender and Sexuality: Contemporary Spanish Cinema

Focusing on recent Spanish films by important filmmakers, the course analyses the ways in which societal codes dealing with gender and sexuality are presented, explored and oftentimes subverted. (Spring)

Archaeology

1920. Andalusian Archaeology: Theory and Practice

A course encompassing both theory and hands-on practice. Readings and lectures in archaeological theory and methods (including differences between American and European approaches), complemented by extensive practice at local sites. (Fall)

1921. Theory and Methods in the Study of Prehistoric Material Culture

Taking advantage of Córdoba’s rich offering of research sites, this course combines an understanding of general approaches to the study of prehistoric remains with hands-on practice in the Facultad’s “Laboratorio de Prehistoria,” visits to the Museo Arqueológico de Córdoba and other local research facilities. (Spring)

Offerings at the Facultad de Filosofía y Letras

PRESHCO students, as part of their academic program, are encouraged to take a course offered as part of the regular offerings at the Facultad de Filosofía y Letras or another division of the University of Córdoba (for example, economics, education or law). Doing so can facilitate greater integration into Spanish student life and offers students an extensive array of courses in areas not common in study-abroad programs. Additional fees required by the university for a one-credit course are covered by the PRESHCO program. The grade received is transferred to American grading standards and reported to the home institution for program credit. Given the fact that the Spanish university calendar differs considerably from that in the U.S. (requiring accommodations in terms of class meetings and due dates for assignments and examinations), students interested in this option should speak to their coordinator before departure or with the resident director upon arrival.

In addition to informing students about the many offerings of the University of Córdoba, the program identifies a short list of courses that may be of particular interest to students learning about Spain and its culture. These offerings are enhanced for program participants by additional course meetings and discussion sections. A list of these courses is available approximately two months before the beginning of each semester and is sent to all accepted students.

Students interested in PRESHCO or other programs in Latin America or Spain should consult with the PRESHCO coordinator and the Center for Global Education.

History

Chair: Anni Baker

Anni Baker

Chair, Associate Professor of History

John Bezis-Selfa

Associate Professor of History

Alexander Bloom

Keiter Professor of History

Dolita Cathcart

Assistant Professor of History

Vipan Chandra

Professor of History

Yuen-Gen Liang

Assistant Professor of History

Dana M. Polanichka

Assistant Professor of History

Kathryn Tomasek

Associate Professor of History

History is the study of the human past. Historians look for continuities, evolution and sudden change in societies over time, and they construct narratives based on disciplined research and analysis. The members of the History Department are scholars and teachers whose work covers different time periods and regions of the world, and history majors are encouraged to work with as many different department members as possible. As they move through the program, majors will practice skills that they will carry through life: thinking critically about their own assumptions, making persuasive arguments based on solid evidence, and recognizing analytical strengths and weaknesses.

As a central part of the liberal arts curriculum, the discipline of history enables its students to develop a mature understanding of human relations. In their courses, history majors will examine the influence of social, political, economic and cultural institutions on society, reflect on the relationship between the individual and the community, and identify the role of power in human relations. Sometimes seen as one of the humanities, other times as a social science, history offers a unique way of understanding the human experience.

Major

The major program in history requires a minimum of 10 courses. These include:

Area of concentration

Five courses in an area of concentration: United States, Asia or Europe. At least two of these five courses must be at the 300 level or above.

Outside the concentration

Three courses outside the area of concentration, one of which must be in each of the other two areas. The third course should normally be in Latin American, Caribbean or African history.

Junior colloquium

Hist 302 is required of all majors, and is normally taken during the junior year. Those on leave of absence (LOA) or approved study at another institution may, with instructor approval, take the course in the second semester of the sophomore year. All majors must take the course by the first semester of the senior year.

Seminar

Hist 401 is a capstone course required of all majors, and is taken during the senior year. Students will normally take the course with an instructor in

their concentration. Education minors and double majors may be allowed to take a seminar that is outside their concentration.

Additional information

No more than three 100-level courses shall be counted toward the major.

The department welcomes courses taken during a semester or year abroad, and will accept a maximum of three courses toward the major, including one outside the area of concentration.

History has a unique place in the Connections program. It can be connected with another course in any other discipline. In addition, the department encourages its students to take a variety of courses in other disciplines that are related to the study of history, whether or not they are part of an official Connection.

Guidelines have been established for inter-departmental major programs combining history with art, economics, political science, philosophy or religion. The department also participates in a number of other interdepartmental or combined major programs including African, African American, Diaspora Studies, American Studies, Asian Studies, German, International Relations, Russian and Russian Studies, and Women's Studies.

History majors are eligible to pursue a high school teaching license through the Education Department.

Minor

The history minor consists of at least five courses. Four courses must be in a single area. One course must be outside the area of concentration. At least one of the four courses of concentration must be at the 300 level or above. No more than two 100-level courses may count for the minor.

History courses are also included in the following special minor programs: African, African American, Diaspora Studies, Development Studies, Latin American Studies and Management.

Courses***Africa and Asia*****143. Africans on Africa: A Survey**

Africa's development paralleled European development up to the eve of European colonization of the continent. Whereas the African slave trade robbed the region of millions of her people, a distinctly African holocaust, the slave trade and its eventual demise in the early 19th century also set the stage for European colonization. This course is a broad survey of the history of the African continent prior to colonization, during colonization and through the postcolonial period to the present. Its

perspective will be uniquely African. We will focus on the interruption of African development and the strategies of resistance and accommodation adopted by various groups through an examination of selected texts, literature and film.

(Dolita Cathcart)

Connections:

Conx 23001 African Worlds

Conx 23016 Race as a Social Construct

222. Introduction to Chinese Civilization

This course examines the main political, social, intellectual and cultural events and currents of China from ancient times to the present in the context of changing territorial and economic realities.

*(Vipan Chandra)***223. Introduction to Indian Civilization**

This course examines the main political, social, intellectual and cultural events and currents of India from ancient times to the present in the context of changing territorial and economic realities.

*(Vipan Chandra)***224. Introduction to Japanese Civilization**

This course examines the main political, social, intellectual and cultural events and trends of Japan from ancient times to the present in the context of changing territorial and economic realities.

*(Vipan Chandra)***225. Women in East Asia: Japan and Korea**

This course examines the influence of Shintoism, Confucianism, Daoism, Buddhism, colonialism, communism, democracy, feminism and changing economic forces in shaping women's lives from ancient times to the present.

*(Vipan Chandra)***227. Women in East Asia: China**

This course examines the status roles of women in Chinese society from ancient times to the present. The influence of Confucianism, Daoism, Buddhism, modern nationalism, communism and contemporary liberal and feminist ideas as well as changing economic forces in shaping women's lives is the main focus of the course.

*(Vipan Chandra)***251. Early Islamic Societies**

Surveys Islamic history from 600 C.E. to the end of the 18th century. Begins with the late-antique world of the Byzantine and Sasanian empires and progresses to the life of Muhammad, the establishment of the Umayyad and Abbasid Caliphates, political disintegration during the Crusader and Mongol invasions, and the rise of the Ottoman Empire. Explores the emergence of Islamic culture

through such topics as religious practice and law, gender and minority relations, literature and art and architecture.

(Yuen-Gen Liang)

252. The Modern Middle East 1800–1992

Surveys the history of the Middle East from 1800–1992. Major themes in the 19th century include the internal reform efforts under Ottoman and Egyptian regimes; European military, political, economic, and cultural intervention; the evolution of new paradigms in politics and society; and the emergence of Islamic modernist and reform intellectuals and movements.

In the 20th century, this course will focus on the rise of nationalism; World War I and the partition of the region; the settlement and establishment of Israel; independence movements and the establishment of nationalist states; globalization and industrialization; Islamic social and political movements; the Arab-Israeli conflict; and European and American intervention in the post-colonial period.

(Yuen-Gen Liang)

352. Social Movements in Modern Islam

Analyzes the historical development of Islamic reform, modernism and political movements from 1800 to 1992. Contextualizes movements in Islamic societies undergoing colonialization, modernization, Europeanization and globalization. Compares such movements to other contemporaneous ones, including nationalism, liberalism, feminism and authoritarianism. Studies the development of diverse notions in “Islam” espoused by these movements.

(Yuen-Gen Liang)

365. Modern China

A close look at China’s political, social and cultural development from 1842 to the present. Focus will be on both the foreign and domestic factors in China’s transition from its imperial past to a modern nation-state.

(Vipan Chandra)

Connections:

Conx 20024 Modern China: Tradition and Contemporary Politics

367. Modern Japan

A detailed look at the multifaceted transformation of Japan since the Meiji Restoration of 1868. Japan’s ambitions, achievements and problems will be closely examined. The major focus will be on political change, but attention will also be directed to intellectual, social and economic questions.

(Vipan Chandra)

Europe

100. Ancient Western History

A survey of pre-Christian Western societies, including Neolithic, Celtic, Egyptian, Greek and Roman cultures, up to the advent of Christianity and the collapse of the Roman Empire in the West. Topics covered will include women, family, religious beliefs and the development of art and ideas.

(Dana M. Polanichka)

Connections:

Conx 20039 Ideas of Antiquity

101. The Development of Modern Europe from the Medieval Era to 1789

A study of the foundations of modern Europe. Among the topics examined are the development of modern states, the emergence of a capitalist economy, the Renaissance, the Reformation, overseas expansion, the Scientific Revolution and the Enlightenment.

(Yuen-Gen Liang)

Connections:

Conx 20040 Political Theories, Political Realities: Ideas and Practices in Past Politics

102. The Development of Modern Europe since 1789

A study of Europe from the French Revolution to the present. Topics include: the industrial revolution, nationalism, romanticism, imperialism, democracy, socialism, communism and fascism; the impact of two world wars; totalitarianism; and Europe’s post-World War II renaissance.

(Anni Baker)

Connections:

Conx 20007 German Language in European History

207. Medieval Europe

A survey of the history and culture of Europe, 300–1300. Topics include: the institutions of feudalism and the monarchy; the development of monasticism, Christian philosophy, and heresies; the role of women in religion and society; relations between Jews, Christians and Muslims; the rise of the state.

(Dana M. Polanichka)

214. European Military History

An introduction to the history of war and the armed forces in Europe. We will begin in the 1400s with the technological and tactical developments that led to “modern warfare.” We will discuss the development of 18th-century military states such as Prussia; the 19th-century “people’s army” of Napoleon; the impact of the

Industrial Revolution on European warfare, and the development of new military technology. The course will end with an in-depth examination of the First and Second World Wars.

(Anni Baker)

215. History of Russia

A survey of the growth and development of Russia from its medieval foundations to the recent breakup of the Soviet Union. Topics include: political, social, religious and economic developments; the conflict of Eastern and Western traditions; Russia’s emergence as a European power; 19th-century revolutionary and reform movements; the creation of the Soviet Union and its flawed drive for modernization and domination in global politics, and the collapse of the USSR and Soviet Bloc.

(Anni Baker)

Connections:

Conx 20051 Russian History and Culture

Conx 20055 Russia: Challenge and Opportunity

Conx 20064 Russian History and Politics

Conx 23018 Cinema/Kino: Film in Russia

228. European Jewish History

This course is a survey of the history of Jewish communities in Europe, from the Middle Ages to the present. Topics include the Jewish experience during the Crusades; the expulsion of Jews from Spain; the Jewish Enlightenment; Jews in Eastern Europe and Russia; assimilation and anti-Semitism; the Holocaust and the creation of the state of Israel.

(Anni Baker)

Connections:

Conx 20062 Jews in Modern Europe

240. German History: 1648–Present

A survey of German history from the end of the Thirty Years’ War to national reunification in the 1990s. Topics include: absolutism, the unification of Germany under Bismarck, Germany and World War I, the Weimar period, the rise of National Socialism, the Holocaust and World War II, division and the problems of a newly reunited Germany.

(Anni Baker)

Connections:

Conx 20028 Germanies: History vs. Culture

298. Experimental Courses

314. Renaissance, Reformation and Revolution: Europe 1350–1650

An upper-level course exploring the dissolution of the medieval synthesis and the rise of humanism; developments in culture and thought in Italy and on the Continent; and heresy and Reformation.

Includes an examination of intellectual developments of the late Middle Ages and their impact on social class, gender and popular culture.

(Yuen-Gen Liang)

321. European Imperialism, 1757–1939

This course focuses on European imperialism from the late 18th to the early 20th century. We will consider the factors that led to imperial expansion in the late 18th century and study the colonial experience from the point of view of those who lived it. We will examine how imperialism changed colonized societies; how imperialism influenced culture in Europe; and the development of resistance and opposition in the colonies.

(Anni Baker)

Connections:

Conx 20065 Theories of Imperialism

351. War and Peace in the Mediterranean World 1400–1700

This course compares the histories of the Spanish and Ottoman empires, two hegemonic states that emerged simultaneously on opposite ends of the Mediterranean. Studies the formation of political institutions, society, and cultures in each community and the political military conflicts that divided the two from each other. Also focuses on the different ways that Christians, Muslims and Jews interacted in these two empires.

(Yuen-Gen Liang)

370. European Radical Movements

An examination of political movements, social groups and cultural trends through which Europeans searched for new understandings of the world before and after the devastation of World War I. Radical movements based on ideologies such as rural populism, anarchism, feminism, Marxism, fascism and biological racism will be explored, as well as artistic and cultural groups like the Futurists, the Ballet Russe and the French avant-garde of the 1920s.

(Anni Baker)

398. Experimental Courses

Sex, Gender, and the Body in the Medieval East and West

This class will explore conceptions of sex, gender, the body, and sexuality in Byzantium and western medieval Europe (c. 300–c. 1400 CE). Topics will include the roles of women in society; the manipulation of Christian bodies through torture, asceticism, and ritual; and the blurring of traditional gender lines through same-sex relations, cross-dressing, martyrdom, and castration. In reading primary and secondary texts, we will consider how we apply modern concepts such

as gender and homosexuality to the Middle Ages, and discuss the legacy of medieval ideas about sexuality and the body.

(Dana M. Polanichka)

The Americas

201. North American Colonial History

Provides an introduction to the colonial history of North America. Topics include: indigenous societies before contact with Europeans and Africans; European reconnaissance and colonization; the rise of indentured servitude and racial slavery; social and cultural exchange among and between native peoples, Africans, and Europeans; connections of North America to the Caribbean Basin and Atlantic world; conflicts between European colonizers for dominance of North America; and social, political and economic development of mainland British North America in the 18th century.

(John Bezis-Selfa)

Connections:

Conx 20057 Early American Studies

202. America: The New Nation, 1776–1836

Considers the process by which Americans created a new nation and forged a national identity from the period of the Revolution through the Jacksonian era. Topics include: the course of American political growth; the experiences of Native Americans, African Americans and women in the new republic; the beginnings of northern industry; and the flourishing of reform movements.

(Kathryn Tomasek)

Connections:

Conx 20057 Early American Studies

203. America: The Nation Divided, 1836–1876

Explores the development of divergent patterns of life in three distinct regions of the United States (the West, North and South) in order to comprehend the emergence of sectionalism, the violent struggle of the Civil War and the readjustments of the Reconstruction years.

(Kathryn Tomasek)

Connections:

Conx 20057 Early American Studies

204. Industry and Empire: The United States, 1876–1914

Examines how industrialization in the late 19th century transformed work, home life, class dynamics, ethnic diversity, gender relations, race relations, politics and foreign policy. Such changes redefined what it meant to be American and led to the creation of the modern nation.

(Dolita Cathcart)

205. America Between the Wars: 1914–1945

The two world wars bracket a period of extremes in American history: the Roaring Twenties and the Great Depression of the 1930s. This course will follow the political and social history of these years, with special attention to the lives of individual Americans, the artistic creations of the period and the diplomatic questions which begin and end the era.

(Alexander Bloom)

206. Modern America: 1945 to the Present

Despite America's preeminent position in the world since 1945, the anxieties of the Cold War and the nuclear age pervaded postwar life. Issues such as civil rights, McCarthyism, Vietnam, the counterculture, Watergate, economic fluctuations and political cynicism all raised particular concerns. This course will trace American history in these years—political, social and cultural.

(Alexander Bloom)

Connections:

Conx 20033 History and Politics of U.S. Foreign Policy

Conx 20034 The Historical Context of Contemporary American Culture

Conx 20053 Schooling in Modern Society

209. African American History to 1877

Examines the early history of people of African descent in North America, placing the experiences of African Americans at the center. Includes a survey of African history before European incursions and attention to enslavement, culture, women's experiences, community and family life among both free and enslaved blacks, and the role of African Americans in the American Revolution, the Civil War and Reconstruction.

(Dolita Cathcart)

Connections:

Conx 23007 African Diaspora in New World

Conx 23010 Black Aesthetics

210. African American History: 1877 to the Present

This course follows the freed slaves and other African Americans from the end of Reconstruction through the institutionalization of segregation, the migrations north, life in urban America, the civil rights movement after World War II and the contemporary realities of race in the United States. Particular interest will be paid to cultural history, family life, gender roles and identity.

(Dolita Cathcart)

Connections:

Conx 23007 African Diaspora in New World

Conx 23010 Black Aesthetics

213. The History of the Civil Rights Movement

This course will examine, through readings and films, those events that led up to and included the civil rights movement in the United States, as well as those mass movements it inspired throughout the 1960s and the 1970s. We will explore the hopes and dreams, actions and strategies of the progressive members of this movement, which began decades before sit-ins galvanized student activism. This course will center on the historical context that helped to shape the political and social reality of the times. We will examine how the basic tenets of this movement continue to influence us today.

(Dolita Cathcart)

216. Caribbean Worlds

This course addresses history of the Greater Caribbean, which centers on islands that border the Caribbean Sea and extends to places where peoples and ideas from Caribbean have gone, such as Boston, New York, Miami, London, Paris, Africa and Brazil, since 1492. The course emphasizes the relationship between Greater Caribbean and the development of the modern world.

(John Bezis-Selfa)

217. Mundo Brasileiro

Explores the construction of Brazil and its diaspora since 1500 through documents, scholarly works, fiction, music and film. Topics include: environmental change, colonization and its impact on indigenous peoples, African slavery and its legacies, migration to and from Brazil, gender norms, politics and economic development, the rise of mass culture, urbanization and industrialization, how outsiders have viewed Brazil, and the impact of all these on Brazilians' struggle to define what is "Brazilian." The course will try to connect class and campus to Brazilian communities of southern New England.

(John Bezis-Selfa)

218. First Global Societies: Colonial Latin America

Provides an introduction to early modern history of the Hispanophone and Lusophone Americas, principally through interpretation of documents. Topics include: indigenous societies before contact with Europeans; conquest and colonization of the Americas by Iberians; the rise of African slavery; social, economic, political and cultural developments under colonial rule, and revolutions for national independence.

(This course will not be offered 2009–2011.)

(John Bezis-Selfa)

219. Norte y Sur: Modern Spanish America

Explores key themes in modern Spanish America's history through focus on Mexico, Argentina and other nation-states. Topics include: nation-building and economic development in the 19th century; the decline and abolition of slavery; the experience of indigenous peoples under national rule; the roles of western Europe and the U.S. in shaping political, economic, and cultural developments; the Mexican Revolution, Cold War and Socialist Revolutions, and recent efforts at economic and political reform.

(John Bezis-Selfa)

Connections:

Conx 23003 Modern Latin America

220. The Making of Latino America

Examines history of peoples who together comprise the largest "minority" in the United States, from Latino perspectives whenever possible. Focuses on experiences of four national groups—Mexicans, Puerto Ricans, Cubans, and Dominicans—to consider how Latinos have shaped and been shaped by life in their homelands and in the U.S.

(John Bezis-Selfa)

232. Women in North America to 1790

This course surveys the history of women in colonial North America. The course begins by examining interactions among indigenous inhabitants; colonizers from Spain, France and Great Britain; and enslaved Africans. The focus then narrows to the British North American colonies and the experiences of women of Native American, European and African descent through the period of the American Revolution and its immediate aftermath. Throughout the course, particular attention is paid to changing constructions of gender and race, exploring their intersections with class, religion and region.

(Kathryn Tomasek)

Connections:

Conx 23005 Women in the United States

233. U.S. Women, 1790–1890

This course surveys the history of women in the 19th-century United States, exploring changing constructions of gender, race and class during a period of significant economic and political development. The course examines the emergence of the women's rights movement among members of the emerging white middle class as well as the changing experiences of free and enslaved African American women. Students complete original research in diaries held in the Wheaton College Archives and Special Collections.

(Kathryn Tomasek)

Connections:

Conx 23005 Women in the United States

234. U.S. Women since 1890

This course surveys the history of women in the United States in the 20th century. Beginning with an examination of suffrage and numerous movements for social and economic change, the course challenges students to explore the complexities of women's experiences. Throughout the course, particular attention is paid to intersections among multiple identities grounded in social constructions of gender, race, class and sexual orientation in local, national and international contexts.

(Kathryn Tomasek)

Connections:

Conx 23005 Women in the United States

331. Social and Intellectual History of the United States to the Civil War

The evolution of American society from the colonial period to the Civil War and how various Americans attempted to describe, explain or alter the world in which they lived. Readings will come from primary sources, such as Franklin, Paine, Douglass, Emerson and Thoreau, as well as works of contemporary social history.

(Alexander Bloom)

332. Social and Intellectual History of the United States Since 1876

The response of American intellectuals, analysts and writers to the changes accompanying the growth of modern American society from the Industrial Revolution to the present day. Readings will include William James, Emma Goldman, Henry Adams, Jane Addams and Richard Wright, as well as contemporary analysts of modern American life.

(Alexander Bloom)

337. Power and Protest in the United States

Democracy, citizenship and civil rights in the United States are not static concepts unaffected by societal change, or apt to be changed without pressure from marginalized populations. In this course, we will examine how the growing consciousness and activism of several marginalized populations during the 20th century developed into social movements that changed the meaning and the delivery of democracy, citizenship and civil rights. These changes directly affected the lives of marginalized populations in the United States, and indirectly the lives of the majority population and global communities as well.

(Dolita Cathcart)

Connections:

Conx 23011 Revolution!

Conx 20053 Schooling in Modern Society

338. U.S. Labor History

Explores the history of work and working Americans from the colonial era to the present. Examines how race, technology, politics, gender, organizational innovations and global economic changes have shaped workers' consciousness and their experience of work.

(Dolita Cathcart)

339. Slavery in the Americas

Examines slavery and slave societies in the Americas (mainly colonial British North America and the United States, Caribbean and Brazil) from the rise of the Atlantic slave trade to abolition. Emphasizes understanding of slavery and enslavement through interpretation of primary sources.

(John Bezis-Selfa)

340. Gender and Work in the 19th Century U.S.

What is work and who is a worker? Have the answers to these questions changed over time? This course examines the persistence of a gender division of labor that has differentiated women's work from that of men; that division's organization over time, place and occupation; and its variations by race, class and region.

(Kathryn Tomasek)

341. Sex and Culture in the 19th Century U.S.

Examines the history of thinking about the nature and meaning of sexuality, with particular attention to the religious, medical, psychiatric and sexological discourses in the United States and Europe; popular responses to these discourses; and the changing boundaries between "normality" and "deviance."

(Kathryn Tomasek)

Connections:

Conx 23006 Sexuality

Departmental Courses

302. The Junior Colloquium

This course introduces students to history as an academic discipline. Students will begin by examining theories of history that have been used by historians over the centuries. They will learn about the approaches and methods of professional historians, and they will begin to plan their own original research projects. Rather than dealing with a specific historical subject, the readings in this course will be chosen from different eras of history and geographical regions. Special attention will be given to more contemporary historical

approaches including subaltern history, the history of identity, and postmodernism.

399. Selected Topics: Independent Work

Offered from time to time to allow students to study a particular topic not included in regular courses, or to engage in fieldwork programs for credit in conjunction with the Filene Center for Academic Advising & Career Services.

401. Senior Seminar

The seminar is the department's capstone experience for its majors. Using the skills they have developed in their previous coursework, students will conduct research using primary source documents and write an original research paper.

500. Individual Research

Selected majors are invited by the department to pursue individual research in preparation for writing an Honors Thesis.

Interdepartmental

Courses listed here are offered from time to time by faculty members in more than one department. See also Connections for a listing of connected courses.

Courses

098. Experimental Courses

OTSOG:* Logic and Language

Examining the deep inter-relations between math, logic and language, this year-long seminar course continues the explorations begun in the innovative "Science FACTion" course. Among other topics, students will study transformational generative grammar, philology, etymology, science fiction, mathematical and literary foundations of machine consciousness, the literature of Jorge Luis Borges, Gödel's incompleteness theorem, Turing machines, Church's Thesis, 1st- and 2nd-order theories of logic, nonstandard analysis, and constructivist mathematics.

* OTSOG = "On the Shoulders of Giants"

(Tom Armstrong, Michael Drout)

110. Ponds to Particles

Want to know how science connects to the real world? This interdisciplinary course is totally hands-on, problem-based science, with authentic applications. You'll work as part of a team in service to a local township to solve real problems for that community. Using "just-in-time" teaching, your instructors will serve you as coaches and partners in your problem-solving endeavors. The

course includes many field trips, ranging from short on-campus explorations to daylong expeditions on Boston Harbor, Cape Cod and Quabbin Reservoir.

The first semester will focus on water problems on Cape Cod; the second semester (Int 111) will focus on energy problems. Students are encouraged to take both semesters (the experiences you have in the second semester will build on those you have in the first), but enrolling for only one semester is acceptable.

Early childhood/elementary education minors are strongly advised to take this course both semesters to meet their science requirements.

(Deborah Cato, Kathleen Morgan)

Connections:

Conx 23015 Learning to Learn in Math and Science

111. Ponds to Particles

See Int 110.

(Deborah Cato, Kathleen Morgan)

Connections:

Conx 23015

210. Water Resources Planning and Management

Through the Marine Studies Consortium.

215. Coastal Zone Management

Through the Marine Studies Consortium.

225. Maritime History

Through the Marine Studies Consortium.

International Relations

Coordinator: Darlene L. Boroviak

Department homepage:

wheatoncollege.edu/Acad/IR

Darlene L. Boroviak

Professor of Political Science

The international relations program prepares students for the complexities of globalization by challenging them to develop a broad understanding of international issues from historical, economic and political perspectives. Students can tailor the program to meet their specific objectives.

Students wishing to participate in various exchange programs, junior year abroad, or other relevant programs should consult with the program coordinators at an early date to ensure that they can complete all requirements. International relations majors are encouraged to participate in relevant internship and/or fieldwork experiences, both in the U.S. and abroad.

Major

The major in international relations consists of 10 courses, plus competency at the intermediate level in a modern foreign language. The major includes five core courses, at least four courses in one geographical area concentration and at least one applied topics course. Each major's program should be carefully constructed with the coordinator. Students who plan to do graduate work in international relations should develop substantial proficiency in a foreign language. Students are also encouraged to develop the research and analytical skills appropriate for the major by taking either a research methods course in political science or history or an analysis course in economics. Students should take Math 141 for their quantitative analysis requirement.

Core courses

Required of all students.

Econ 305 International Finance

or Econ 306 International Trade

(note that Econ 101 and Econ 102 are prerequisites)

Pols 109 International Politics

Pols 229 United States Foreign Policy

Pols 309 International Law and Organization

or Pols 339 Theories of International Relations
or 402 Senior Seminar

Foreign language

Competence at the intermediate level in a modern foreign language. (For languages taught at Wheaton, the equivalent would be passing Fr 211, Ger 202, Itas 200, Russ 211 or Hisp 150.)

Area concentrations

Each major must choose four courses in one of the following areas, including courses from at least two departments, at least one of which must be political science. With permission, students may substitute an appropriate course other than those listed.

Europe and Russia

Hist 102 The Development of Modern Europe since 1789

Hist 215 History of Russia

Hist 240 German History: 1648–Present

Hist 321 European Imperialism, 1757–1939

Pols 215 Contemporary European Governments and Politics

Pols 225 Italian Politics

Pols 249 Russian Foreign Policy

Pols 255 Russian Politics

Pols 265 Politics and Society in Eastern Europe

Pols 325 European Integration

Pols 345 Understanding Russian Politics and Society through the Prism of Film

Pols 375 The Politics of Social and Economic Problems in Post-Communist Russia

Asia

Anth 285 Peoples and Cultures of the Pacific

Anth 295 Peoples and Cultures of South Asia

Hist 222 Introduction to Chinese Civilization

Hist 223 Introduction to Indian Civilization

Hist 224 Introduction to Japanese Civilization

Hist 365 Modern China

Hist 367 Modern Japan

Pols 209 Chinese Foreign Policy

Pols 223 Contemporary Chinese Politics

Rel 212 Sacred Texts of Asia

Rel 328 Buddhism and Development

Middle East/Africa/Latin America

Anth 225 Peoples and Cultures of Africa

Anth 235 Peoples and Cultures of Latin America

Anth 245 Indigenous Movements of Latin America

Hist 143 Africans on Africa: A Survey

Hist 217 Mundo Brasileiro

Hist 219 Norte y Sur: Modern Spanish America

Hist 252 The Modern Middle East 1800–1992

Hist 352 Social Movements in Modern Islam

Pols 203 African Politics

Pols 233 The Politics of Latin America

Pols 263 The Politics of the Middle East

Pols 273 Inter-American Relations

Pols 333 Popular Movements and Religious

Sentiment in the Americas

Rel 316 Islam: Faith and Practice

Applied topics courses

At least one of the following courses must be part of the major:

Anth 210 Feast or Famine: The Ecology and Politics of Food

Anth 240 Urban Anthropology

Anth 250 Political Anthropology

Anth 260 Women and Development

Anth 333 Economic Anthropology

Econ 232 Economic Development

Econ 233 Sweatshops in the World Economy

Hist 214 European Military History

++Pols 309 International Law and Organization

Pols 323 Comparative Political Development

++Pols 339 Theories of International Relations

Pols 379 National Security Policy

Soc 200 Social Movements

Soc 240 Conflict and Genocide

Soc 270 Immigration

Evaluated fieldwork experience (overseas internship program or relevant Washington, D.C., U.N. or other domestic experience.)

++ Pols 309 and Pols 339 may not be used as both core courses and applied courses. Each may count for either a core course or an applied course.

Minor

The minor in international relations requires the completion of Econ 305 or Econ 306, Pols 109, Pols 229, Pols 309 and one course from the Applied Topics Courses of the major program.

Courses

402. Senior Seminar

Italian Studies

Coordinator: Tommasina Gabriele

Department homepage:

wheatoncollege.edu/Acad/ItalianStudies/

Alberto Bianchi

Assistant Professor of Italian Studies

Tommasina Gabriele

Chair, Professor of Italian Studies, Coordinator of Italian Studies

Kerra Gazerro Hanson

Visiting Assistant Professor of Italian Studies

The program of Italian Studies offers courses in the language, literature, civilization, art and politics of Italy.

Major

The major in Italian studies consists of at least nine courses (starting with Itas 200 or above). At least four of the nine courses must be in Italian.

Courses

Nine courses from the following:

Itas 200 Advanced Intermediate Italian

Itas 220 Advanced Oral and Written

Communication: Composition and Conversation

Itas 235 Italian Women Writers in Translation

Itas 260 Italian Civilization

Itas 305 Studies in Italian Literature I

Itas 306 Studies in Italian Literature II

Itas 320 Italian Cinema

Itas 330 Modern Italian Theatre

Arth 231 Italian Medieval Art and Culture

Arth 232 Art and Architecture of the 14th and

15th Centuries in Italy

Arth 274 Visualizing Power in Ancient Rome

Arth 332 Art and Architecture of the 16th Century in Italy

Arth 336 Sex and Death in Early Modern Venice

Arth 401 (When it concerns Italian topics)

Pols 225 Italian Politics

Other combinations are also possible, if students take advantage of special courses that deal directly with Italy and/or Italians in America offered by other departments. Such courses will vary from year to year.

We also encourage majors to spend their junior year abroad with an approved program, such as Middlebury in Florence or Ferrara and the Institute for the International Education of Students (IES) in Milan or Rome.

Minor

The minor in Italian studies consists of at least five courses from the course list for the Italian studies major (starting with Itas 200 or above). At least two of these courses must be in Italian.

Courses

Language courses

Language courses at the elementary and intermediate levels in Italian are offered on an intensive basis and are taught with an eclectic, functional five-skills approach. This integrated approach develops simultaneously all the fundamental skills: speaking, comprehension, reading, writing and cultural awareness.

Our language courses offer students an opportunity to acquire communication skills while developing an awareness and appreciation of Italian culture and civilization. These courses are designed for students in any field or major that benefits from the ability to communicate in Italian and knowledge of Italian literature, culture and civilization.

Before enrolling in a first Italian course at Wheaton, all students who have studied Italian must take the placement exam given by the department.

Elementary language courses

101. Basic Italian

A yearlong course conducted by intensive oral method for students with no preparation in the language. Its goal is to provide more than a basic knowledge of Italian by developing the fundamental skills: understanding, speaking, reading, writing and cultural awareness. Four class meetings per week plus work in the language laboratory and media center.

102. Basic Italian

Continuation of Itas 101.

150. Intermediate Italian

This intensive one-semester course provides further development and practice of all language skills. Comprehensive grammar review, with activities designed to enhance listening, speaking, reading, writing and cultural awareness. Four class meetings per week plus work in the language laboratory and media center.

Advanced intermediate language courses

200. Advanced Intermediate Italian

Reading and discussion in Italian of Italian texts (drama, novel, short stories, poetry). Nonliterary texts such as films and music included. Designed to improve the students' ability to communicate orally and to express themselves in written Italian; to broaden their understanding of the Italian world; to introduce them to contemporary Italian writers. Four class meetings per week plus work in the language laboratory and media center.

Connections:

Conx 23008 Italian Culture, Language and Society

220. Advanced Oral and Written Communication: Composition and Conversation

This course is designed to improve the student's speaking and writing skills in Italian at an advanced level and will develop fluid conversational and writing skills through intensive practice. Three class meetings per week plus work in the language laboratory and media center.

Civilization course

260. Italian Civilization

A study of the major trends and development in the evolution of Italian society and culture, from its origins to the present, from a historical, political, social, artistic and intellectual perspective.

Literature survey courses

305. Studies in Italian Literature I

A study of literary movements and genres from the medieval period to the end of the 16th century through the reading and discussion of representative works by Dante, Petrarch, Boccaccio, Machiavelli, women writers of the Renaissance and others. Discussion of the Inquisition and Venice's central role in print culture.

306. Studies in Italian Literature II

A study of literary movements and genres from the 17th century to the present through reading and discussion of representative works by such authors as Galileo, Carlo Goldoni, Giovanni Verga, Grazia Deledda, Anna Banti and Italo Calvino.

Studies in literature or culture

320. Italian Cinema

This course introduces students to Italian cinema, film analysis and 20th-century Italian history (including fascism, war, the "economic miracle" of the 1960s and migration). We will study cinematic techniques and styles through close visual readings of films by Rossellini, De Sica, Fellini, Antonioni, Pasolini, Wertmüller, Bertolucci and others. We will see how these films reflect the aesthetic and cultural debates in the Italian sociohistorical context. Required weekly film viewing and readings.

(Alberto Bianchi)

Connections:

Conx 23014 Film and Society

330. Modern Italian Theatre

This course explores the shifting zones between stage and audience, between written text and social intervention. Beginning with Pirandello's seminal masterpiece, *Six Characters in Search of an Author*, students will explore the radical artistic and political potential of theatre in modern Italian society. Readings and viewings may include: avant-garde Futurist theatre; De Filippo's Neapolitan theatre; Martinelli's Afro-Italian collaborations; and works by Betti, Pasolini, Maraini, Ginzburg and the renowned Fo-Rame team.

(Tommasina Gabriele)

399. Selected Readings

Course in translation

235. Italian Women Writers in Translation

A study of the dramatic shifts in social, political and economic roles of Italian women in the 20th century, beginning with Aleramo's famous autobiographical novel, *A Woman* (1906). Includes the complex treatment of women under fascism; representations of women as wives and mothers; women in the workforce; women's political victories (suffrage and divorce); personal and social struggles for sexual self-determination; the place of Italian women writers in the canon. Amongst the readings: Sibilla Aleramo, Maria Messina, Dacia Maraini, Alba De Céspedes. Lectures, discussions, readings, films and papers in English. Italian majors and minors may select to do readings and papers in Italian.

(Tommasina Gabriele)

Connections:

Conx 20014 Modern Italy

Conx 23006 Sexuality

298. Experimental Courses

Words, Images and Lies

This course focuses on the role of words and images in the construction of “truth” in Italian literary and cinematic discourse, from medieval literature to 20th-century film. By analyzing the interplay and the transition between different cultural contexts and systems of signifiers, the course aims to reflect on the question of language as a source of knowledge and a vehicle for representation.

(Alberto Bianchi)

398. Experimental Courses

Words, Images and Lies

This course focuses on the role of words and images in the construction of “truth” in Italian literary and cinematic discourse, from medieval literature to 20th-century film. By analyzing the interplay and the transition between different cultural contexts and systems of signifiers, the course aims to reflect on the question of language as a source of knowledge and a vehicle for representation.

(Alberto Bianchi)

Japanese

Naemi Tanaka McPherson

Visiting Instructor of Japanese

Courses

101. Introduction to Japanese

Students will develop the four basic skills of speaking, listening, reading and writing at an elementary level in Japanese. Culturally appropriate communicative skills and an accurate command of basic grammar will be emphasized. Students will master the basic pronunciation of Japanese, and learn the Hiragana and Katakana syllabaries, as well as 58 Kanji. Three weekly class meetings, and language laboratory work.

102. Introduction to Japanese

Students will continue to develop the four basic skills of speaking, listening, reading and writing at a beginning level in Japanese. Culturally appropriate communicative skills and an accurate command of basic grammar will be emphasized. Students will learn more useful expressions which can be used in daily lives, further grammar, more vocabularies and Kanji. Three weekly class meetings, and language laboratory work.

201. Intermediate Japanese

Students will continue to develop the four basic skills of speaking, listening, reading and writing at an intermediate level in Japanese. Culturally

appropriate communicative skills and an accurate command of basic grammar will be emphasized. Students will learn more useful expressions that can be used in daily lives, further grammar, more vocabularies and Kanji. Students will begin to read short stories, essays and so on. Also they will learn oral skills, like how to interview or make a short speech. Three weekly class meetings, and language laboratory work.

202. Intermediate Japanese

Students will continue to develop the four basic skills of speaking, listening, reading and writing at an intermediate level in Japanese. Culturally appropriate communicative skills and an accurate command of basic grammar will be emphasized. Students will learn more useful expressions that can be used in daily lives, further grammar, more vocabularies and Kanji. Students will begin to read short novels, poems, essays and so on. Also they will learn oral skills, like how to interview or make a longer speech. Three weekly class meetings, and language laboratory work.

Latin

Joel C. Relihan

Chair, Professor of Classics

Keeley C. Schell

Visiting Assistant Professor of Classics

(For descriptions of majors and minors, see Classics.)

Courses

101. Elementary Latin

A two-semester course that covers the essential grammar of classical Latin and introduces students to the reading of simple Latin prose. Resources in the audio lab and the computer lab will assist students in proper pronunciation and in drill and review.

(Keeley C. Schell)

150. Review of Latin

A one-semester review of Latin forms and syntax for students who have had some high-school Latin but not enough to be ready for intermediate-level, author-based courses; this course is designed to prepare students for Intermediate Latin in the spring. Offered every fall; students must first take the Department's placement test.

(Joel C. Relihan)

Intermediate courses

The following 200-level courses are open to students who have successfully completed Latin 101; students who have previously studied Latin must take the department's placement test. These courses do not form sequences. Each course combines grammatical study and review with practice in close reading and textual analysis. Students will learn how to study and do research in specific disciplines in both primary and secondary materials. Readings in the original are supplemented by readings in English; critical writing in English is stressed. These courses will frequently be offered as connections courses.

211/311. From Romulus to Rome

The legendary history of Rome. Selections from the Roman historians, primarily Livy; the relationship between myth and history in the Romans' view of their origins.

213/313. Latin Epistolography

The study of Roman letters and the development of the edited collection of letters as a Roman literary genre. Readings will be from Cicero, Fronto, Pliny and Augustine.

(Keeley C. Schell)

215/315. The Crisis of the Roman Republic

Social, political and military factors leading to the crisis of the end of the Roman Republic. Readings will be from Caesar, Sallust, Cicero and Velleius Paterculus.

217/317. Roman Satire

The origins and development of Roman prose and verse satire. Texts will include Horace's *Satires*, Petronius's *Satyricon* and Seneca's *Apocolocyntosis*.

(Joel C. Relihan)

222/322. Roman Comedy

Selections from Plautus and Terence and a consideration of the origins and development of comic drama in the ancient world.

224/324. Poetry in Motion: Didactic Poetry and Roman Science

An introduction to classical poetry through the study of the poetics of observational astronomy. Selections from Vergil's *Georgics*, Manilius's *Astronomica* and other lyric and epic poets who describe the constellations and the Zodiac.

(Joel C. Relihan)

226/326. Eros and Erato: Love Poetry in the Roman World

The study of the conventions of love and of poetry. Selections from the lyric Horace and Catullus and

the elegiac Ovid; love poetry from late antiquity and the Latin Middle Ages will also be read.

228/328. Epics and Heroes

Selections primarily from Vergil's *Aeneid*. Heroic and anti-heroic conventions in Ovid's *Metamorphoses* and in the Silver Latin epic will also be addressed.

Advanced courses

The department's 300-level courses concentrate exclusively on the improvement of Latin language skills. Students in the 300-level versions of the above intermediate courses read the Latin texts covered in the courses with which they meet and other, related texts. Latin and Classics majors are strongly urged to take 351 and 352 in sequence.

351. Elementary Latin Prose Composition

(Joel C. Relihan)

352. Advanced Latin Prose Composition

(Joel C. Relihan)

Latin American Studies

Coordinator: Domingo Ledezma

Department homepage:

wheatoncollege.edu/Acad/LatinAmStudies/

Matthew Allen

Chair, Ruby Associate Professor of Music

John Bezis-Selfa

Associate Professor of History

Francisco Fernandez de Alba

Assistant Professor of Hispanic Studies

Gerard Huiskamp

Associate Professor of Political Science

Domingo Ledezma

Assistant Professor of Hispanic Studies.
Coordinator Latin American Studies Program

Hector Medina

Associate Professor of Hispanic Studies

Julie Searles

Director of World Dance, Instructor of Music

Mary Beth Tierney-Tello

Dept. Chair, Professor of Hispanic Studies

M. Gabriela Torres

Assistant Professor of Anthropology, Program
Coordinator of Development Studies

A. Javier Trevino

Professor of Sociology

The Latin American and Latino Studies Program is an interdisciplinary minor concentration, designed to introduce students to the study of diverse cultures and peoples of Latin America and their diaspora-movements from a hemispheric

perspective. Students in Latin American Studies develop an integrated understanding of the cultures and histories of Latin America, as they complete a program based on various disciplines, including art, anthropology, history, Hispanic studies and literature, political science, sociology and music. The minor's interdisciplinary approach provides a broad awareness of the complex set of relations that have shaped Latin America and the lives of its people across continents. The curriculum also affords students the chance to study Latino and Hispanic American populations within the United States.

The Latin American and Latino Studies Program is part of a wider, interdisciplinary effort at Wheaton to develop an appreciation and broader understanding of the diversity and dynamism of cultures in Latin America, the U.S. and the world.

Minor

The minor consists of five courses as described below. Those interested should consult the coordinator and/or participating faculty to design their program.

Language competence

Language competence at the advanced level of Portuguese or Spanish (for Spanish, the equivalent would be passing Hisp 220).

Additional courses

Five courses selected from at least three of the five disciplines listed below. At least one of the five courses must be at the 300 level or higher.

Anthropology

Anth 235 Peoples and Cultures of Latin America

Anth 245 Indigenous Movements of Latin America

Art

Arth 255 Pre-Columbian Art and Architecture

Hispanic Studies

Hisp 270 Studies in Latin American Culture: Cuba and the Pursuit of Freedom

Hisp 280 The Hispanic World: Introduction to Latin American Culture

Hisp 300 Spanish Practicum Internship

Hisp 315 Spanish American Literature I: Colonialism to Modernism

Hisp 316 Spanish American Literature II: Contemporary Literature

Hisp 350 Studies in Spanish American Literature: Narrative

Special courses are also offered occasionally on women writers from Latin America and other topics.

History

Hist 216 Caribbean Worlds

Hist 217 Mundo Brasileiro

Hist 219 Norte y Sur: Modern Spanish America

Hist 220 The Making of Latino America

Hist 339 Slavery in the Americas

Music

Musc 212 World Music: Africa and the Americas

Musc 220 Music in Latin American Culture

Political Science

Pols 233 The Politics of Latin America

Pols 273 Inter-American Relations

Pols 333 Popular Movements and Religious Sentiment in the Americas

Sociology

Soc 285 Latino Community

Legal Studies

Coordinator: Jay S. Goodman

Jay S. Goodman

Professor of Political Science, Program
Coordinator of Legal Studies

Stephen Mathis

Chair, Associate Professor of Philosophy

The legal studies minor defines an area of study within the liberal arts. It includes courses that examine legal institutions from a humanistic or social science perspective.

Minor

Students are required to take a minimum of five semester courses in the minor. Although it is possible to take only courses in philosophy and political science, courses from related fields, including sociology and psychology, may be included or substituted with the approval of one of the coordinators.

Philosophy

At least two required:

Phil 255 Feminism, Philosophy and the Law

Phil 260 How Judges Reason

Phil 265 Philosophy of Law

Phil 321 Contemporary Social and Political Philosophy

Political Science

At least two required:

Pols 291 Judicial Politics

Pols 309 International Law and Organization

Pols 341 Constitutional Law I: The Supreme Court and the Constitution
 Pols 351 Constitutional Law II: Civil Rights and Civil Liberties
 Pols 022 Legal Issues in Public Policy: Family Law
 Pols 023 Legal Issues in Public Policy: Criminal Law
 Pols 024 Legal Issues in Public Policy: Torts
 Pols 025 Legal Issues in Public Policy: The Law of Sexuality and Gender

Management

Coordinator: John Alexander Gildea

John Alexander Gildea
 Professor of Economics

The courses included in the management minor are those that would be particularly useful for a student intending to earn an M.B.A. or to seek an entry-level position in business. However, the minor does not encourage students to develop business skills in any narrow sense. Rather, drawing on the breadth and depth of the courses offered in the liberal arts tradition, the minor seeks to foster an understanding of business' role in society and to reinforce a high level of literacy in the basic areas of quantitative and communication skills.

Minor

The minor in management consists of six courses.

Required core courses

Mathematics/Computer Science

One course from:

Math 101 Calculus I
 Math 104 Calculus II
 Comp 106 Basics of Computing
 Comp 115 Robots, Games and Problem Solving

Quantitative methods

Math 141 Introductory Statistics

Microeconomic theory

Econ 202 Microeconomic Theory

Additional courses

Three courses from the following list, at least one of which must be outside the Economics Department, and at least one of which must be at the 300 level.

Any economics course other than 101 or 102 not included in the core requirements.
 Eng 280 Professional and Technical Writing
 Hist 338 U.S. Labor History
 Math 211 Discrete Mathematics
 or Math 221 Linear Algebra
 Pols 321 Public Administration and Public Policy
 Soc 215 Working: Society and the Meanings of Work
 Thea 102 Public Speaking

Mathematics

Coordinator: Rochelle (Shelly) Leibowitz

Department homepage:
wheatoncollege.edu/Acad/Mathematics/

Bill Goldbloom Bloch
 Professor of Mathematics

Rachelle C. DeCoste
 Assistant Professor of Mathematics

Michael Kahn
 Professor of Mathematics and Director of Quantitative Analysis

Rochelle (Shelly) Leibowitz
 Professor of Mathematics

Madani Naidjate
 Visiting Assistant Professor of Mathematics

Tommy Ratliff
 Professor of Mathematics

Janice Sklensky
 Assistant Professor of Mathematics

Harrison Straley
 Teaching Associate in Mathematics/Computer Science

The Mathematics and Computer Science Department offers students a commitment to combining our knowledge with cutting-edge technologies, initiating majors into the lush and varied realms of mathematics. You will leave Wheaton with the fundamentals, heightened powers of analysis and logic and a firm grasp on the first stage of your career. A bachelor's degree in mathematics is a key that unlocks hundreds of different doors, ranging from law school to systems analysis to a career in business to graduate study in mathematics.

Major

The mathematics major consists of a minimum of 11 courses. Normally, the courses will be:
 Math 101 Calculus I
 or Math 102 Calculus I with Economic

Applications
 Math 104 Calculus II
 Math 211 Discrete Mathematics
 Math 221 Linear Algebra
 Math 301 Real Analysis
 or Math 321 Abstract Algebra
 Math 401 Seminar

Five additional courses at the 200 or 300 level, at least two of which are at the 300 level. Comp 115, Robots, Games, and Problem Solving, may be used to fulfill one of the additional 200-level courses.

The department recommends that at least five courses be completed by the end of the second year. For those students who place out of calculus, the major consists of a minimum of 10 courses. Any additional course(s) needed to meet the minimum requirement will be determined in consultation with the department.

Students who are considering attending graduate school in mathematics are strongly encouraged to take both Math 301, Real Analysis and Math 321, Abstract Algebra. Students who are education minors and are student-teaching during spring of the senior year can substitute an additional 300-level course for the Senior Seminar with departmental approval.

Courses beyond Math 104 used to fulfill the major requirements may not be taken on a pass/fail basis. To major in mathematics, a student needs at least a C+ for the average of her or his Calculus I and Calculus II grades.

Minors

Mathematics minor

The mathematics minor requires five courses:
 Math 101 Calculus I
 or Math 102 Calculus I with Economic Applications
 Math 104 Calculus II
 Math 221 Linear Algebra
 or Math 236 Multivariable Calculus
 One additional course at the 300 level
 One additional course at the 200 or 300 level

Statistics minor

The minor consists of a minimum of five courses, only one of which may be counted both for the minor and for the student's major.

Required courses

Math 141 Introductory Statistics
 or Math 151 Accelerated Statistics
 and Math 251 Methods of Data Analysis
 Discipline-specific advanced course

At least one 300-level course that incorporates statistical methods in a discipline-specific context, chosen from:

Econ 330 Applied Econometrics

Math 342 Mathematical Statistics

Psy 340 Laboratory in Social Psychology

Psy 343 Laboratory in Cognitive Psychology

Psy 345 Laboratory in Developmental Psychology

Psy 348 Laboratory in Animal Communication and Cognition

Chem 331 Aqueous Equilibria

Soc 302 Research Methods in Sociology

Mathematical foundation

One course, chosen from:

Comp 115 Robots, Games and Problem Solving

Math 101 Calculus I

Math 102 Calculus I with Economic Applications

Math 221 Linear Algebra

Math 241 Theory of Probability

Elective

One additional course chosen from either of the two lists above, or an independent study (399) with approval of the minor's coordinator.

Courses

101. Calculus I

Calculus is the elegant language developed to model changes in nature and to formally discuss notions of the infinite and the infinitesimal. The universe is perceived and understood by observing changes and the derivative is the premier intellectual tool for grasping and precisely describing change. Topics include techniques of differentiation, the graphical relationship between a function and its derivatives, and the Fundamental Theorem of Calculus. Applications may include carbon-dating archeological finds, modeling population growth and optimization. No previous experience with calculus is assumed.

(Madani Naidjate, Rachelle C. DeCoste)

Connections:

Conx 20004 The Calculus of Microeconomics

102. Calculus I with Economic Applications

The mathematical content is very similar to that of Math 101, but the natural connections between the techniques from Calculus I and microeconomics are emphasized. For example, the derivative from calculus is applied to the marginal analysis and optimization that are approached graphically in microeconomics.

(Madani Naidjate)

Connections:

Conx 20004 The Calculus of Microeconomics

104. Calculus II

Taking the Fundamental Theorem of Calculus as a starting point, Calculus II explores the solution of definite integrals, and their applications, by both analytic and computational methods. These ideas provide a gateway to improper integrals and the careful study of infinite series. Additional topics include techniques of integration, numeric integration, volumes of revolution and Taylor series.

(Janice Sklensky, Michael Kahn)

122. Math in Art

This course investigates mathematics in the context of some of its myriad connections with the art and architecture of various cultures past and present. Possible mathematical topics include systems of proportion, the development of the Golden Ratio by the ancient Greeks and its connection to Fibonacci numbers, the geometry of perspective, classifying different symmetries, non-Euclidean geometry and the fourth dimension, tessellations, and fractals.

(Janice Sklensky)

Connections:

Conx 20025 The Math in Art and the Art of Math

123. The Edge of Reason

Consciousness has been memorably described as a flashlight trying to illuminate itself. (Perhaps art is the human activity that best understands the surrounding darkness?) The Edge of Reason is the boundary between light and dark: the mathematics at the border between knowing and not-knowing. In this course, we'll use logic and reason to grapple with ideas and concepts that are literally beyond the reach of human imagination. The Edge of Reason is for anyone interested in understanding the mental models our minds make. While people who enjoy math are encouraged to take the course, the only prerequisites are an open mind, a big mouth and an inquiring spirit. The payoffs are keener analytical abilities, a new way of looking at reality, a penchant for expressing the inexpressible and the ability to tolerate sleep deprivation.

An intertwined co-requisite is Eng 243 taught by Michael Drout at the same time, on alternating days. This is a yearlong course consisting of one class each semester. By taking both semesters, students will attain the QA and AH designations and also fulfill a two-course Connections requirement. However, a student may enroll in only The Edge of Reason.

(Bill Goldbloom Bloch)

Connections:

Conx 20031 Science FACTion

127. Colorful Mathematics

The mathematics behind coloring, drawing and design will be investigated and the art of coloring, drawing and design will aid in the study of other math topics. Topics include: African unicursal tracings, coloring maps, coloring graphs, symmetry, border patterns and tessellations.

(Rochelle (Shelly) Leibowitz)

Connections:

Conx 20011 Communication through Art and Mathematics

133. Concepts of Mathematics

Required of elementary education minors.

Mathematical topics that appear in everyday life, with emphasis on problem solving and logical reasoning. Topics include ratios and proportion, alternate bases, number theory, geometry, graph theory and probability.

*(Rochelle (Shelly) Leibowitz,
Harrison Straley)*

Connections:

Conx 23015 Learning to Learn in Math and Science

141. Introductory Statistics

Strongly recommended for social science students. This course aims to answer several profound questions: Given the impossibility of collecting complete data, how do we accurately answer questions about a large population of people, industrial products or mechanical devices? How do we test interesting hypotheses which apply to a large group? On each space flight, the Challenger had a one in 15 chance of a failure of a critical part—how do we understand a statement such as this? The notions of confidence intervals, hypothesis testing and probability provide a framework for answering these and other questions. May not be counted toward the mathematics major.

Connections:

Conx 20044 Mathematics of Chemical Analysis

151. Accelerated Statistics

Strongly recommended for science and graduate school-bound social science students. This course covers all the questions and tools of Math 141, plus a deeper look at probability, tests of significance, regression and ANOVA. May not be counted toward the mathematics major.

(Michael Kahn)

Connections:

Conx 20063 Ecology: A Statistical Approach

Conx 20044 Mathematics of Chemical Analysis

202. Cryptography

We live in an ocean of information and secrets, surrounded by codes and ciphers. Actions as prosaic as making a call on a cellphone, logging onto a computer, purchasing an item over the Internet, inserting an ATM card at the bank or using a satellite dish for TV reception all involve the digitizing and encrypting of information. Companies with proprietary data and countries with classified information: all kinds of organizations need a way to encode and decrypt their secrets to keep them hidden from prying eyes. This course will develop from scratch the theoretical mathematics necessary to understand current sophisticated crypto-systems, such as the government, industry and Internet standards: the public-key RSA, the DES and the Rijndael codes.

(Bill Goldbloom Bloch)

Connections:

Conx 20038 Top Secret

211. Discrete Mathematics

Combining the iron rules of logic with an artist's sensitivity is part of the aesthetics of a mathematical proof. Discrete mathematics is the first course that asks students to create their own rigorous proofs of mathematical truths. Relations and functions, sets, Boolean algebra, combinatorics, graph theory and algorithms are the raw items used to develop this skill.

(Rochelle (Shelly) Leibowitz)

Connections:

Conx 20018 Communicating Information

212. Differential Equations

Since the time of Newton, some physical processes of the universe have been accurately modeled by differential equations. Recent advances in mathematics and the invention of computers have allowed the extension of these ideas to complex and chaotic systems. This course uses qualitative, analytic and numeric approaches to understand the long-term behavior of the mathematical models given by differential equations.

(Bill Goldbloom Bloch, Rachelle C. DeCoste)

216. Computational Molecular Biology

Mathematical models and computer algorithms played a role in sequencing the human genome and continue to play a role as biologists deal with enormous amounts of data that need to be processed and analyzed. This course deals with the theory (but not computer programming) of the computational techniques used in molecular biology.

(Rochelle (Shelly) Leibowitz)

217. Voting Theory

This course examines the underlying mathematical structures and symmetries of elections to explain why different voting procedures can give dramatically different outcomes even if no one changes their vote. Other topics may include the Gibbard-Satterthwaite Theorem concerning the manipulation of elections, Arrow's Impossibility Theorem, measures of voting power, the theory of apportionment, and nonpolitical applications of consensus theory.

(Tommy Ratliff)

Connections:

Conx 20002 Voting Theory, Math and Congress

221. Linear Algebra

How might you draw a 3D image on a 2D screen and then "rotate" it? What are the basic notions behind Google's original, stupefyingly efficient search engine? After measuring the interacting components of a nation's economy, can one find an equilibrium? Starting with a simple graph of two lines and their equations, we develop a theory for systems of linear equations that answers questions like those posed here. This theory leads to the study of matrices, vectors, linear transformations and geometric properties for all of the above. We learn what "perpendicular" means in high-dimensional spaces and what "stable" means when transforming one linear space into another. Topics also include: matrix algebra, determinants, eigenspaces, orthogonal projections and a theory of vector spaces.

Connections:

Conx 20045 Mathematical Tools for Chemistry

236. Multivariable Calculus

This course is a continuation of the rich field of ideas touched upon in Calculus II and extends the ideas of the derivative, the integral and optimization to functions that depend on several variables. Topics include vector-valued functions, multiple integrals, alternate coordinate systems, the gradient, vector calculus and Green's Theorem.

Connections:

Conx 20045 Mathematical Tools for Chemistry

241. Theory of Probability

This course is an introduction to mathematical models of random phenomena and process, including games of chance. Topics include combinatorial analysis, elementary probability measures, conditional probability, random variables, special distributions, expectations, generating functions and limit theorems.

(Michael Kahn)

251. Methods of Data Analysis

Second course in statistics for scientific, business and policy decision problems. Case studies are used to examine methods for fitting and assessing models. Emphasis is on problem-solving, interpretation, quantifying uncertainty, mathematical principles and written statistical reports. Topics: ordinary, logistic, Poisson regression, remedial methods, experimental design and resampling methods.

(Michael Kahn)

285. Mathematical and Statistical Consulting

Teams of students explore current problems of interest acquired from area businesses and government agencies. The student groups construct and determine appropriate techniques for investigating and solving clients' problems. Each group meets clients regularly to provide progress report. Results of investigations are delivered by way of scholarly report and professional presentation to the sponsoring organization.

(Michael Kahn, Tommy Ratliff)

298. Experimental Courses

301. Real Analysis

This course takes a rigorous approach to functions of a single real variable to explore many of the subtleties concerning continuous and differentiable functions that are taken for granted in introductory calculus. Much more than simply an advanced treatment of topics from calculus, this course uses beautiful and deep results about topics such as the Cantor set, Fourier series and continuous functions to motivate the rigorous approach.

(Bill Goldbloom Bloch, Tommy Ratliff)

321. Abstract Algebra

This course is an introduction to the study of abstract algebra. We begin with sets, and operations on those sets, that satisfy just a few basic properties and deduce many more properties, creating an impressive body of knowledge from just these few initial ideas. We use this approach to focus on structures known as groups. Symmetry, permutation groups, isomorphisms and homomorphisms, cosets and factor groups will be covered, as well as an introduction to rings, domains and fields. A secondary focus will be developing the student's ability to write rigorous and well-crafted proofs.

(Janice Sklensky)

327. Graph Theory

A graph is a mathematical structure consisting of dots and lines. Graphs serve as mathematical models for many real-world applications: for

example, scheduling committee meetings, routing of campus tours and assigning students to dorm rooms. In this course, we study both the theory and the utility of graphs. Offered at the discretion of the department.

*(Rochelle (Shelly) Leibowitz,
Rachelle C. DeCoste)*

331. Geometry

A comparison of Euclidean and non-Euclidean geometries with an emphasis on understanding the underlying structures that explain these geometries' fundamental differences. At the instructor's discretion, the geometries of the Euclidean plane and Euclidean manifolds will be compared with spherical and hyperbolic geometries.

(Tommy Ratliff, Rachelle C. DeCoste)

342. Mathematical Statistics

This course covers mathematical theory of fundamental statistical techniques and applications of the theory. Topics: estimation and associated likelihood statements regarding parameters, hypothesis testing theory and construction, ANOVA, regression, Bayesian and resampling methods for inference.

(Michael Kahn)

351. Number Theory

Divisibility properties of the integers, prime and composite numbers, modular arithmetic, congruence equations, Diophantine equations, the distribution of primes and discussion of some famous unsolved problems. Offered at the discretion of the department.

(Rochelle (Shelly) Leibowitz)

361. Complex Analysis

Complex numbers first arose naturally during the algorithmic process of finding roots of cubic polynomials. Extending the ideas of calculus to complex numbers continues to bring forth beautiful ideas such as the Mandelbrot Set and powerful applications to quantum mechanics. This course will take primarily the geometric perspective in understanding the many surprising and elegant theorems of complex analysis. Offered at the discretion of the department.

(Bill Goldbloom Bloch, Rachelle C. DeCoste)

381. Combinatorics

A study of graph theory and general counting methods such as combinations, permutations, generating functions, recurrence relations, principle of inclusion-exclusion. Offered at the discretion of the department.

(Rochelle (Shelly) Leibowitz)

398. Experimental Courses

History of Math

This class is a mathematics class that devotes considerable attention to how certain mathematical ideas and selected mathematicians related to the history of humankind. We will not only learn about the great and near great mathematicians, but we will devote considerable attention to selected important mathematical ideas in addition to their relationship to the culture of the times and of the future. Most of the mathematics content will come from the mathematics that proceeded the Middle Ages; however, we will make forays into selected mathematical ideas that are currently receiving research attention.

(Harrison Straley)

399. Independent Study

An individual or small-group study in mathematics under the direction of an approved advisor.

An individual or small group intensively studies a subfield of mathematics not normally taught. An independent study provides an opportunity to go beyond the usual undergraduate curriculum and deeply explore and engage an area of interest.

Students are also expected to assume a greater responsibility, in the form of leading discussions and working examples.

401. Seminar

A seminar featuring historical and/or contemporary topics in mathematics. Roundtable discussions, student-led presentations and writing are featured.

Mathematics and Computer Science

Chair: Michael B. Gousie

Tom Armstrong

Assistant Professor of Computer Science

Bill Goldbloom Bloch

Professor of Mathematics

Rachelle C. DeCoste

Assistant Professor of Mathematics

Michael B. Gousie

Chair, Associate Professor of Computer Science

Michael Kahn

Professor of Mathematics and Director of Quantitative Analysis

Mark D. LeBlanc

Professor of Computer Science

Rochelle (Shelly) Leibowitz

Professor of Mathematics

Tommy Ratliff

Professor of Mathematics

Janice Sklensky

Assistant Professor of Mathematics

The mathematics and computer science major brings together aspects of theoretical and applied work that reinforce each other well. The major provides sound undergraduate preparation for a world of work that increasingly involves computer use. The major also provides excellent preparation for graduate study in computer science or applied mathematics, as well as in quantitatively oriented programs in management or public policy.

Department home page:

Mathematics: wheatoncollege.edu/Acad/Mathematics/

Computer Science: wheatoncollege.edu/Acad/ComputerScience/

Major

The major consists of a minimum of 13 courses. Courses beyond the 100 level used to fulfill the major requirements may not be taken on a pass/fail basis.

Required courses

Math 101 Calculus I

or Math 102 Calculus I with Economic Applications

Math 104 Calculus II

Math 211 Discrete Mathematics

Math 221 Linear Algebra

Comp 115 Robots, Games and Problem Solving

Comp 116 Data Structures

Comp 215 Algorithms

Comp 220 Computer Organization and Assembly Language

Five additional courses beyond the 100 level

Either three in math and two in computer science or four in math and one in computer science, including a Senior Seminar (Math 401 or Comp 401) and at least two courses at the 300 or 400 level.

Mathematics and Economics

Coordinator: John Alexander Gildea, Rochelle (Shelly) Leibowitz

Department home page:

Mathematics: wheatoncollege.edu/Acad/Mathematics/

Economics: wheatoncollege.edu/Acad/Economics/

Bill Goldbloom Bloch
Professor of Mathematics

James Freeman
Associate Professor of Economics

John Alexander Gildea
Professor of Economics

Michael Kahn
Professor of Mathematics and Director of Quantitative Analysis

Rochelle (Shelly) Leibowitz
Professor of Mathematics

John Miller
Professor of Economics

Tommy Ratliff
Professor of Mathematics

The interdepartmental major in mathematics and economics provides an opportunity for students interested in both economic and mathematical analysis to use certain mathematical concepts and techniques in understanding and analyzing economic problems, processes and policies. A student with this combination of disciplines would be prepared for graduate study at institutions stressing mathematical economics. Courses beyond Math 104 and Econ 102 used to fulfill the major requirements may not be taken on a pass/fail basis.

Major

The major consists of a minimum of 14 courses: 7 Economics courses and 7 Mathematics courses.

Economics

Econ 101 Introduction to Macroeconomics
Econ 102 Introduction to Microeconomics
or Econ 112 Introduction to Microeconomics
Econ 201 Macroeconomic Theory
Econ 202 Microeconomic Theory
Econ 330 Applied Econometrics
Econ 336 Mathematical Economics

One course at the 400 level in Economics.

Mathematics

Math 101 Calculus I
or Math 102 Calculus I with Economic Applications
Math 104 Calculus II
Math 141 Introductory Statistics
or Math 151 Accelerated Statistics
Math 211 Discrete Mathematics
or Math 221 Linear Algebra

One course at the 300 or 400 level.

Two additional courses at the 200 or 300 level.

Music

Chair: Matthew Allen

Department homepage:
wheatoncollege.edu/Acad/Music/

Matthew Allen
Chair, Ruby Associate Professor of Music

Leslie Amper
Visiting Assistant Professor of Music in Performance

Rick Britto
Visiting Instructor of Music in Performance, Director of Wheaton Jazz Band

Jeffrey Cashen
Instructor of Music in Performance

Seta der Hohannesian
Professor of Music in Performance

Sheila Falls-Keohane
Instructor of Music in Performance, Director of World Music Ensemble

Daniel Hann
Visiting Instructor of Music in Performance

Tim Harbold
Associate Professor, Director of Music in Performance, Choral Director

Zarina Irkaeva
Instructor of Music in Performance

William MacPherson
Assistant Professor of Music

Joanne Mouradjian
Assistant Professor of Music in Performance, Soprano Soloist

Earl Raney
Assistant Professor of Music in Performance, Music Director and Conductor of the Chamber Orchestra, Wind Symphony, and Brass Ensemble; Brass Instructor

Ilana Ringwald
Visiting Assistant Professor of Music in Performance

Lisa Romanul
Visiting Assistant Professor of Music in Performance

Julie Searles
Director of World Dance, Instructor of Music

Ann Sears
Heuser Professor of Music

Jorge Soto
Chamber Orchestra Concert Master

Guy Urban
Associate Professor of Music

The Music Department offers a variety of approaches to the study of musical traditions from around the globe. Using the tools of both the musicologist and the ethnomusicologist, majors learn multiple forms of music analysis, through

coursework in listening, performance, music literature and history, music criticism, composition and theory. Electives enable majors to pursue advanced study in areas of personal interest. Many traditional and interdisciplinary courses are open to majors and nonmajors alike.

Individual performance instruction is available either for credit or on a noncredit basis in piano, harpsichord, organ and voice; most of the standard orchestral instruments (violin, viola, cello, bass, flute, oboe, clarinet, bassoon, trumpet, trombone, tuba); and jazz (guitar, jazz piano, saxophone). Students may participate for credit or noncredit in a variety of faculty-directed ensembles, including Chorale, Chamber Singers, Chamber Orchestra, Jazz Band, Wind Symphony and World Music Ensemble.

Major

The major in music consists of 11.5 semester courses:

Musc 114 Music Theory I: Fundamentals of Harmonic Practice

Musc 115 Music Theory II: Tonal Harmony

Musc 214 Music Theory III: Form and Analysis or another theory course at or above the 200 level

Musc 209 Western Music I: Medieval, Renaissance, Baroque

or Musc 210 Western Music II: Classical, Romantic, Modern

Musc 211 World Music: Eurasia

or Musc 212 World Music: Africa and the Americas

Two additional 200-level courses, other than the required history or theory courses.

Two 300-level courses. Normally, 300-level courses for the major should be taken at Wheaton.

Musc 402 Senior Conference

One year (1 credit) of individual performance study and one year (.5 credit) of ensemble performance.

Students who place out of Musc 114 or Musc 115 through proficiency tests must still take three theory courses. No course taken pass/fail can satisfy a major requirement.

Minors

There are five minor concentrations in music, each involving five semester courses. For all minors, 300-level electives should be taken at Wheaton.

Music history

Musc 114, Musc 115, Musc 209, Musc 210 and one course at the 300 level.

Music theory and composition

Musc 114, Musc 115, Musc 214, Musc 307 and Musc 308.

American music

Musc 114, Musc 115, two courses from Musc 220, Musc 262, Musc 272 and Musc 273 and Musc 292, and one course in American music at the 300 level.

Ethnomusicology

Musc 113 or Musc 114, Anth 102, Musc 211 or Musc 212, one course from Musc 220, Musc 221, Musc 262, Musc 272, Musc 273, Musc 282, Musc 292, and one course in ethnomusicology at the 300 level.

Music performance

Musc 114, Musc 115, Musc 214, another music course at or above the 200 level, at least one year of a double-credit performance course (two years are strongly recommended) and a required half recital.

For a definition of "double-credit," see Courses in Performance.

Courses in History and Theory**100. Introduction to Music**

For students with little or no experience, learning to understand the elements, structure and emotional expressiveness of music through attentive listening to performances from many cultures and historical periods. Considerable lecture demonstration.

(Jeffrey Cashen, Earl Raney)

107. The Physics of Music and Sound

See Phys 107.

Connections:

Conx 20043 Music: The Medium and the Message

113. Introduction to Music Theory

Designed for non-music majors or students with little music theory background who wish to gain experience with the fundamental concepts of music notation, scale forms, intervals, triads and rhythmic structures. Includes individual computer-assisted instruction.

(Matthew Allen, Jeffrey Cashen, Guy Urban)

Connections:

Conx 20043 Music: The Medium and the Message

114. Music Theory I: Fundamentals of Harmonic Practice

Music notation, scale forms, intervals, triads, seventh chords, rhythmic structures, part-writing.

Requires some background in music notation and basic music theory, determined by placement test offered online and during the first class meeting.

Students who have not studied music before should register for Musc 113, Introduction to Music Theory.

(Earl Raney, Guy Urban)

Connections:

Conx 20043 Music: The Medium and the Message

115. Music Theory II: Tonal Harmony

Four-part diatonic progressions and voice leading, simple modulation, analysis of works and excerpts from 18th- and 19th-century Western repertoire. One 30-minute lab per week in addition to regular class meetings. Prerequisite Music 114 or permission of the instructor.

(Guy Urban)

Connections:

Conx 20043 Music: The Medium and the Message

209. Western Music I: Medieval, Renaissance, Baroque

The study of representative compositions in their historical settings. Lecture, listening, discussion.

(William MacPherson)

210. Western Music II: Classical, Romantic, Modern

The study of representative compositions in their historical settings. Lecture, listening, discussion.

(William MacPherson)

211. World Music: Eurasia

An ethnomusicological study of music and other expressive arts within human culture. Focus on classical, folk and popular musics from a variety of traditions including Bulgaria, India, Indonesia and Ireland. This course seeks to develop critical skills, theoretical understanding and appreciation for the musical diversity that surrounds us.

(Julie Searles)

Connections:

Conx 20023 Global Music

212. World Music: Africa and the Americas

An ethnomusicological study of music and other expressive arts within human culture. Focus on musical traditions and aesthetics of the African continent, including Ewe, Dagbamba, Mande and Shona peoples, vocal traditions of South African and Arab music traditions found in Egypt. The Americas are represented through the diverse

musical offerings of Brazil and Native American music cultures found here in the United States.

(Julie Searles)

Connections:

Conx 20023 Global Music

Conx 23001 African Worlds

214. Music Theory III: Form and Analysis

Approaches to analyzing compositional forms, phrase structure and more advanced harmonic progressions in music of the 18th- and 19th-century Western repertoire.

(Guy Urban)

220. Music in Latin American Culture

Study of Latin American and Latino/a music cultures and the syncretization of European, African and indigenous influences in the U.S., Caribbean, Central and South America. Topics covered include indigenous/native, mestizo and African-based musical forms; samba, salsa, merengue and other dance musics; and the Nueva Cancion ("New Song") movement.

(Matthew Allen)

Connections:

Conx 23003 Modern Latin America

221. Music and Dance of South Asia

A study of the inseparable worlds of music and dance on the South Asian subcontinent (India, Pakistan, Nepal and other countries), traversing a stylistic spectrum from popular and folk to high-art classical genres and a range of performance settings encompassing ritual, festival, musical theatre, concert hall and cinema. An ethnomusicological approach places the arts within social, political, historical and religious contexts.

(Matthew Allen)

Connections:

Conx 20032 Cultural Flows in South Asia

242. Conducting

Develops a repertoire of skills necessary for leading effective rehearsals and intelligent performances. Emphasis on learning efficient conducting techniques that will work with singers and instrumentalists. Other topics include rehearsal technique, score reading, performance-related music analysis and ear training. Labs with singers and instrumentalists.

(Tim Harbold, Earl Raney)

262. Vernacular Dance in America

The study of American vernacular dance as an indicator of significant historical, social and artistic

trends, contextualizing dance in the contemporary cultural climate that both shaped and reflected the influence of dance as an expressive form. Consideration of relevant theoretical works from the fields of dance ethnography, ethnomusicology and culture studies, and experience with the dances themselves through lecture demonstrations.

(Julie Searles)

272. African American Originals I: Spirituals, Blues and All That Jazz

African American music from early spirituals to bebop and the historical and social context in which the music was created. A balance of lecture, listening and discussion. Considerable use of film.

(Ann Sears)

Connections:

Conx 23007 African Diaspora in New World
Conx 23010 Black Aesthetics

273. African American Originals II: Rhythm and Blues, Rock and Contemporary Jazz

African American music from rhythm and blues to rock and roll, from Latin-influenced Cubop and Brazilian Bossa Nova to contemporary jazz. Study of the influence of African-based musical aesthetics and traditions in the United States since 1945. A balance of lecture, listening and discussion. Considerable use of film.

(Rick Britto)

Connections:

Conx 20034 The Historical Context of Contemporary American Culture
Conx 23007 African Diaspora in New World
Conx 23010 Black Aesthetics

282. Music and Worship in World Cultures

Study of music and dance in religious and spiritual practice in Europe, Asia, Africa and the Americas. We will explore the dialectics between: sacred and secular, virtuosity and devotion, and religious belief and sociopolitical forces, in Islam, Judaism, Christianity, Hinduism, Buddhism and indigenous African and Native American spirituality.

(Matthew Allen, Julie Searles)

292. Broadway Bound: American Musical Theatre

A survey of American musical theatre, focusing on three areas: the African American experience (through shows such as *The Green Pastures*, *Cabin in the Sky*, *Show Boat*, *Carmen Jones*, *Porgy and Bess* and *The Wiz*); Western views of

Asia (*Madame Butterfly*, *South Pacific* and *The King and I*); and romantic treatments of American history (*The Girl of the Golden West*, 1776 and *Oklahoma!*). Emphasis on film viewing and discussion.

(Ann Sears)

298. Experimental Courses

Opera

A survey of the 400-year history of opera. Topics include: Words, drama and music; singers and vocal technique; characterization, roles and stereotypes, interpretation, design and staging; and social history, including patrons, opera houses and audiences. Examples will be mainly from the Western European operatic canon, but will also include operetta, musical theatre, non-Western genres and film scores. Lecture, discussion, listening and viewing and live performance. No music reading ability required and no music theory prerequisite.

(William MacPherson)

Jazz Harmony

This course takes the student from the most basic techniques such as interval theory, chord construction and inversion through diatonic harmony, chord scale theory, diatonic modes and modulations. Other topics include the original blues progression and its variations, the original "Rhythm" change form and its variations, John Coltrane's tri-tonic system of harmony, a study of re-harmonization, song forms, slash chords, hybrid chords, the bebop and pentatonic scales, superimposition on chords and how to read a lead sheet and memorize tunes easily.

Students will learn all of this through analysis of popular and jazz standards from the 1930s to the present day. Students will also get the chance to compose music assignments for this class! (Prerequisite: Musc 115)

(Rick Britto)

302. 'The Modern Composer Refuses to Die!': Music in the 20th Century

Composer Edgard Varèse's rallying cry reflects the rebellious spirit of composers who emerged from the decaying European classical and romantic music tradition of the 19th century striving to create new musical languages and ideals. The course will survey the important composers of the 20th century, their music and their interactions with the other arts, in the context of the cultural and political upheavals of that period.

(Guy Urban)

307. Composition

The development of technical facility in music composition through individual study and group discussion and analysis.

(Guy Urban)

308. Analytical Survey of Western Music

Discovering the interactions of time, space, language, timbre and form as they occur in Western European music from the Middle Ages to the 21st century.

(Guy Urban)

309. Music Nationalism and Identity

This course examines the crucial role played by music in the construction of individual, community and national identity in the 19th and 20th centuries. Through the lens of art, folk and popular music traditions, we will study music "revivals"; the role played by music in nationalist movements in Europe, the Americas and Asia; and the culture clashes that occur when musical systems encounter each other.

(Matthew Allen)

312. American Musical Traditions to 1945

This class will survey the cultivated and vernacular traditions of American music, both sacred and secular, from the Yankee tunesmiths and immigrant musics of the colonial period to jazz and musical theatre at the end of World War II. Considerable independent listening, viewing and writing.

(Ann Sears)

315. Politics of Movement

This course explores the dynamic issues such as race, gender, class and sexuality through revolving world dance case studies. We look at how definitive dance styles materialize through negotiation and the appropriation of marginalized influences and how people use dance and music to define, reinforce and empower personal and shared identity.

(Julie Searles)

332. Teaching Music in the United States

Introduction to important philosophies in music education, teaching styles, learning strategies and curriculum design. Includes teaching practicum at the Elisabeth W. Amen Nursery School.

(Ann Sears)

398. Experimental Courses

Arts Administration

Students will explore the organization and administrative workings of performing arts groups,

including symphony orchestras, choral ensembles, chamber music ensembles, folk, jazz and rock bands, among others. Lectures, individual readings and guest presentations will focus primarily on the non-profit arts organization in the areas of publicity, marketing, fundraising, board relations and programming, as well as managing a concert series or festival, the recording industry, community music schools, the touring artist, and educational residencies. Outside presenters from various area arts organizations will share insight into outreach and programming opportunities/challenges created by race, gender and ethnicity in the current sociopolitical climate. Students will interact with local arts organizations and concentrate on a specific genre for their final projects.

(Earl Raney)

399. Selected Topics

May be offered from time to time to allow students to study a particular topic not included or not emphasized in regular courses.

402. Senior Conference

A course designed to culminate work done in the music major. Topics, format and instructor(s) will vary, but the course will include weekly seminars and the writing, presentation and discussion of a substantive paper.

(William MacPherson)

500. Individual Research

Offered to selected majors at the invitation of the department. Students interested in such a program, which is normally carried out by candidates for departmental honors, should contact the department chair during the junior year or at the very beginning of the fall semester of the senior year.

See also courses in Music Performance.

Music Performance

Coordinator: Tim Harbold

Department homepage:

wheatoncollege.edu/Acad/Music/

Matthew Allen

Chair, Ruby Associate Professor of Music

Leslie Amper

Visiting Assistant Professor of Music in Performance

Rick Britto

Visiting Instructor of Music in Performance, Director of Wheaton Jazz Band

Jeffrey Cashen

Instructor of Music in Performance

Seta der Hohannesian

Professor of Music in Performance

Sheila Falls-Keohane

Instructor of Music in Performance, Director of World Music Ensemble

Daniel Hann

Visiting Instructor of Music in Performance

Tim Harbold

Associate Professor, Director of Music in Performance, Choral Director

Zarina Irkaeva

Instructor of Music in Performance

William MacPherson

Assistant Professor of Music

Joanne Mouradjian

Assistant Professor of Music in Performance, Soprano Soloist

Earl Raney

Assistant Professor of Music in Performance, Music Director and Conductor of the Chamber Orchestra, Wind Symphony, and Brass Ensemble; Brass Instructor

Ilana Ringwald

Visiting Assistant Professor of Music in Performance

Lisa Romanul

Visiting Assistant Professor of Music in Performance

Julie Searles

Director of World Dance, Instructor of Music

Ann Sears

Heuser Professor of Music

Jorge Soto

Chamber Orchestra Concert Master

Guy Urban

Associate Professor of Music

Courses in ensemble and individual performance are offered to enhance a student's musical understanding, technical excellence and artistic expression. Students may participate in a variety of faculty-directed ensembles, and individual performance instruction is available either for credit or on a noncredit basis.

Ensemble performance courses

Students may participate in any of six faculty-directed ensembles with or without academic credit: Chorale, Chamber Singers, Chamber Orchestra, Jazz Band, Wind Symphony and World Music Ensemble. Criteria for credit are available from the director of the ensemble or the Director of Performance. Ensemble participation is also available on an audit or a pass/grade/fail basis. If taken for credit, two semesters of participation are required, resulting in half-credit for the year.

These two semesters required for credit are usually but not necessarily consecutive. Membership in some ensembles is by audition (see descriptions below), but there are no pre- or corequisites. A student may count a maximum total of two ensemble credits (four years of participation) toward the 32 credits required for graduation.

Individual performance courses

Private lessons are available for voice, piano, jazz piano, guitar, jazz guitar, organ, harpsichord, conducting and most orchestral instruments. Lessons may be taken with or without academic credit. Fees apply, but are waived for majors. Credit lessons have corequisites. See below for details.

Credit lessons and fees: Credit lessons award half-credit per semester. Each semester of lessons includes 12 private 60-minute lessons or the equivalent; six hours of preparation are required weekly. Credit students must pay a private lesson tuition fee of \$500 per semester; however, there is no fee for declared music majors. Students may declare majors as early as the second semester of their first college year. Lesson fees are non-refundable after the end of the registration period. Practice pianos, harpsichords and organ may be used without extra fee. Students must assume the cost of credit or noncredit lessons taken off campus.

Noncredit lessons and fees: Lessons without academic credit are offered at any level of ability. Fees are charged each semester based on the length of the lessons: \$335 for twelve 30-minute lessons; \$500 for twelve 45-minute lessons; or \$670 for twelve 60-minute lessons. These fees are non-refundable after the end of the registration period.

Corequisites for credit lessons: To earn academic credit for lessons, students must also take one additional course in the Music Department each year. (It is recommended that students take Musc 114-Musc 115 as a sequence during their first year of lessons.) The required schedule of co-requisites is as follows:

* 2nd semester of credit lessons (Musp 002, 102, 202, 302, 402): Musc 114 or Musc 115 or any 200-level Music course

* 4th semester of credit lessons (Musp 004, 104, 204, 304, 404): Musc 115

* 6th semester of credit lessons (Musp 006, 106, 206, 306, 406): Musc 115 and any 200-level Music course

Auditions and placement: To qualify for performance study with academic credit, a

student must pass an audition with the instructor. Auditions are scheduled during orientation and may also be scheduled privately with the instructor at the start of each semester. Students who wish to progress to the next level of study and are committed to more advanced repertoire and more intensive practice will request promotion at the end-of-semester jury and must have the approval of the instructor.

Lessons for beginners: Beginning singers and instrumentalists will be expected to take noncredit lessons until they have achieved a level of proficiency acceptable for credit study. An exception is granted for music majors, who may take credit lessons at the 000 level in order to fulfill major requirements or learn a new instrument.

Group lessons: Group lessons may be offered for voice and some instruments. Class size is limited to four to six students and the students will share the fee for one-hour, noncredit lessons.

Registration: Registration for all lessons, whether for credit or not, is administered via completion of "yellow cards," which are available from the Registrar, from the Music Department, or from the instructors of lessons. Yellow cards require both student and instructor signatures and should be submitted to Nancy Milka in the Watson Fine Arts administrative office, Watson 101.

400-level Lessons and Recitals: 400-level credit lessons are reserved for students preparing for a half-credit recital Musp 415 or full-credit recital Musp 420. Typically, students will take two semesters of 400-level lessons in preparation for a full-credit recital, and one or two semesters of 400-level study in preparation for a half-credit recital. Students taking 400-level lessons are expected to practice 12 hours weekly. Students may enroll in the Musp 415 or Musp 420 recital courses only in the semester of the recital, and only if they have passed a Permissions Jury at the end of the previous semester. 400-level lesson fees apply as usual (see above), but there is no additional fee for credit recitals.

Specific requirements for all credit performance courses may be obtained from the instructor of the course or the Director of Performance, Tim Harbold.

Major

See the major in music.

Minor

See the minor concentration in music performance.

Courses in Performance

Ensembles

010. Wheaton College Chorale

The Wheaton Chorale is open to all students by audition. The Chorale rehearses three hours weekly, performing two to three times each semester. Repertoire consists of music from various traditions, including major works, standard Western-practice choral literature, folk musics of the world, jazz, gospel and more.

(Tim Harbold)

015. Wheaton Chamber Orchestra

The Chamber Orchestra is open to all Wheaton students who play orchestral string instruments. The orchestra rehearses weekly and presents several concerts each year, both on and off campus. Repertoire includes music from the Renaissance through the 20th century and often involves collaboration with other campus ensembles.

(Earl Raney)

020. Southeastern Massachusetts Wind Symphony

The Wind Symphony is open to all Wheaton students who play woodwind, brass or percussion instruments. The ensemble rehearses weekly and presents several concerts each year, both on and off campus. Repertoire includes standard wind ensemble and concert band literature from the Renaissance through the 20th century.

(Earl Raney)

025. Wheaton Jazz Band

The Jazz Band is open by audition to Wheaton brass and woodwind players, guitarists, bass players, keyboardists, percussionists, drummers and vocalists. Other instruments may be incorporated with permission of the instructor. Repertoire covers a wide range of styles, including swing, bebop, progressive and fusion jazz. The ensemble rehearses weekly, presenting several performances each year.

(Rick Britto)

030. World Music Ensemble

The World Music Ensemble performs music from a variety of world traditions, including Brazilian, Irish and South Indian music. Open to all singers and instrumentalists regardless of background, the ensemble is a workshop for both learning repertoire and for learning how music is taught in different cultural settings. We rehearse weekly and give a public performance at the end of the semester.

(Sheila Falls-Keohane)

035. Wheaton Chamber Singers

The Chamber Singers are an advanced vocal ensemble open to all students by audition. The group rehearses two hours weekly, performing two to three times each semester. Repertoire consists of music from various traditions, including major works, standard Western-practice choral literature, folk musics of the world, jazz, gospel and more.

(Tim Harbold)

Lessons

Registration for all lessons is administered at the beginning of each semester via yellow cards only, available from Registrar or Music Department. For all credit lessons, the first digit of the course number will reflect the level of study. The second and third digits (01-08) will reflect the number of semesters of credit study on a given instrument. Fees and corequisites apply. See "Individual performance courses" above.

001-008. Performance Study

000-level lessons reserved for majors.

101-108. Performance Study

201-208. Performance Study

301-308. Performance Study

401-408. Performance Study

400-level lessons reserved for advanced students who are also preparing for a credit recital Music 415 or Music 420.

Lessons available:

Piano: (Leslie Amper, Lisa Romanul, Ann Sears, Guy Urban)

Jazz Piano: (Rick Britto)

Organ/Harpsichord: (William MacPherson)

Guitar and Jazz Guitar: (Jeffrey Cashen)

Voice: (Joanne Mouradjian)

Violin: (Sheila Falls-Keohane)

Viola: (Ilana Ringwald)

Cello and Bass: (Zarina Irkaeva)

Flute: (Seta der Hohannesian)

Saxophone and Jazz Saxophone: (Rick Britto)

Other woodwinds: Contact Director of Performance (Tim Harbold)

Trumpet, Horn, Trombone and Euphonium: (Earl Raney)

Percussion: (Daniel Hann)

Conducting: (Tim Harbold, Earl Raney)

Other instruments

Contact Director of Performance Tim Harbold with questions about other instruments. Qualified students may pursue credit or noncredit study of any instrument not listed above with off-campus

teachers approved by the department. However, this study, whether for credit or not, is paid for by the students, who must also provide their own transportation.

See also courses in Music History and Theory.

Philosophy

Chair: Stephen Mathis

Department homepage:

wheatoncollege.edu/Acad/Philosophy

M. Teresa Celada

Assistant Professor of Philosophy

Nancy Kendrick

Professor of Philosophy

Serene J. Khader

Assistant Professor of Women's Studies/
Philosophy

Stephen Mathis

Chair, Associate Professor of Philosophy

John Partridge

Associate Professor of Philosophy

The Philosophy Department offers a broad range of courses in traditional areas of philosophical inquiry. In addition, the department provides several courses of interest to students with specific career goals, such as law, medicine and business.

Major

The major consists of 10 semester courses.

Required courses

Phil 125 Logic

Phil 203 Ancient Philosophy

Phil 207 Modern Philosophy: Descartes to Kant

Phil 401 Advanced Seminar in Philosophy

(in the senior year)

Special areas

At least one course is required from each of two special areas:

Value theory

Phil 236 Aesthetics

Phil 265 Philosophy of Law

Phil 311 Ethical Theory

Phil 321 Contemporary Social and Political
Philosophy

Metaphysics and Epistemology

Phil 224 Minds and Machines

Phil 245 Philosophy of Science

Phil 325 Metaphysics

At least two courses (in addition to Phil 401) are required at the 300 level or above. Not more than two courses at the 100 level, other than logic, may count toward the major. Students may be invited by the department to become honors candidates or to elect other independent work. Guidelines have been established for interdepartmental major programs combining Philosophy with Religion, Political Science or History.

Minor

The minor consists of five philosophy courses, including one at the 300 level and one from each of the following special areas: value theory (Phil 236, Phil 265, Phil 311 or Phil 321) and metaphysics (Phil 224, Phil 245 or Phil 325). Only one course at the 100 level, other than logic, may count.

The department also participates in the minor programs in Environmental Studies, Legal Studies, Public Policy, Psychology and Women's Studies.

Courses

Introductory courses

101. Introduction to Philosophy

An examination of fundamental problems of philosophy. Topics will vary and may include faith and reason, appearance and reality, the relation of mind and body, human nature, nihilism and morality. This course does not assume previous study of philosophy or intent to specialize.

111. Ethics

An introduction to moral reasoning through the study of ethical theories and their application to practical problems such as capital punishment, world hunger, animal rights and the environment. Special attention to developing and defending one's own moral positions. Readings from traditional and contemporary sources.

Connections:

Conx 20015 Genes in Context

121. Individual and Society

An introduction to social and political philosophy, with special emphasis on the individual's role in various approaches to the proper constitution of the state. Emphasis will be placed on developing and defending one's own positions on both theoretical and practical issues. Readings from traditional and contemporary sources.

(Stephen Mathis, Serene J. Khader)

125. Logic

An introduction to categorical, propositional and predicate logic with particular emphasis on methods of discovering and proving the validity of arguments. Designed to improve students' ability

to reason clearly and precisely. Analysis of logical equivalence, soundness and the relation of truth to validity.

(Nancy Kendrick)

Connections:

Conx 20003 Logic and Digital Circuits

Conx 20016 Logic and Programming

Intermediate courses

203. Ancient Philosophy

An introduction to the thought of Plato and Aristotle: knowledge and truth, the nature of reality, the good life and the good society. Attention also to Socrates and the pre-Socratic philosophers.

(John Partridge)

Connections:

Conx 20039 Ideas of Antiquity

207. Modern Philosophy: Descartes to Kant

The foundations of theory of knowledge and metaphysics through the writings of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume and Kant. Attention to the ways in which these thinkers anticipate various issues in contemporary thought.

(Nancy Kendrick)

208. American Philosophy

America's contribution to philosophical thought, focusing on the classical pragmatists Charles Pierce, William James and John Dewey and their influence on contemporary issues of gender, race, and religion. Emphasis on epistemological and metaphysical concepts, such as belief, truth, the nature of knowledge and justification.

(Nancy Kendrick)

211. Normative Ethics

This course examines in depth four important approaches to morality: deontology, utilitarianism, virtue ethics and feminist ethics of care. Readings drawn from historical and contemporary sources.

(Serene J. Khader)

224. Minds and Machines

Can a computer think? What is the nature of thought? How does technology affect our conception of ourselves? This introductory course explores issues in the philosophy of mind.

(Nancy Kendrick)

225. Philosophy of Religion

See Rel 225.

233. Philosophy and Literature

Plato began the ancient quarrel between poetry and philosophy; this course seeks rapprochement.

Philosophical examination of the relationship among readers, writers and literary texts, illuminating the nature of the mind and imagination, the domain of ethics and the task of moral philosophy. Topics include existentialism, the paradox of fiction and ethical criticism.

(John Partridge)

236. Aesthetics

The branch of philosophy that concerns itself with beauty and art. Examines the main historical and contemporary theories of art and the aesthetic experience. Special emphasis on the nature of aesthetic value, the limits of aesthetic theory and the contributions of aesthetic inquiry to other philosophical fields.

(John Partridge)

Connections:

Conx 20009 Performing into Theory

241. Bio-Ethics

A consideration of ethical issues raised by biotechnologies. Possible topics include: laboratory-assisted reproduction and human cloning, enhancement of human traits, designing future children and stem cell research.

(M. Teresa Celada)

242. Medical Ethics

A consideration of current ethical controversies in medicine. Topics will be drawn from life and death issues, resource allocation, experimentation with human subjects and ethical issues in the practice of health care.

(M. Teresa Celada)

245. Philosophy of Science

An examination of modern views about the nature of science. One emphasis is on epistemological issues: scientific knowledge and its distinctiveness, observational evidence and theory construction, and scientific method. A second emphasis concerns issues about science, values and democratic society.

(M. Teresa Celada)

255. Feminism, Philosophy and the Law

An examination of issues in law and philosophy posed by feminist theory, including how society views women and their roles, and how that view affects the legal and societal status of women.

(Stephen Mathis)

260. How Judges Reason

A consideration of fundamental issues in the conception and practice of law in the United States. Emphasis on the analysis of forms of legal

reasoning; designed to provide students with a basic understanding of the judicial process.

(Stephen Mathis)

Connections:

Conx 20067 Philosophy and Politics of Law

265. Philosophy of Law

A survey of key issues in legal philosophy and legal theory, such as the nature of law, the role of the ethical in the law and punishment theory. Materials will draw on the social sciences as well as philosophy to develop a framework for study of legal institutions across cultures.

(Stephen Mathis)

Connections:

Conx 20067 Philosophy and Politics of Law

298. Experimental Courses

Advanced courses

311. Ethical Theory

An in-depth examination of theories in normative ethics and meta-ethics. Topics drawn from consequentialist and nonconsequentialist theories, moral prohibitions, moral rights, autonomy, naturalism, cognitivism and noncognitivism and practical reason.

(M. Teresa Celada)

312. Feminist Theory

(See Wmst 312 for course description.)

(Serene J. Khader)

321. Contemporary Social and Political Philosophy

A critical examination of recent theories of a just society, including the work of Nozick, Rawls, Habermas, Young and Benhabib. Offered in alternate years.

(Stephen Mathis)

325. Metaphysics

An investigation of philosophical problems involving space and time, causation, agency, contingency and necessity, and the distinction between mind and matter.

(Nancy Kendrick)

329. Nineteenth-Century Continental Philosophy

Critical examination of post-Kantian idealism and the materialist turn in the context of the German Enlightenment. Intensive study of some of the following thinkers: Kant, Hegel, Fichte, Schopenhauer, Marx, Feuerbach, Kierkegaard and Nietzsche.

(John Partridge)

388. Tutorial

The student will do all the work required for any 200-level course not already taken, plus additional independent work to be arranged in advance with the instructor.

398. Experimental Courses

401. Advanced Seminar in Philosophy

Topics will vary from year to year, according to the interests of students and members of the department. Required of majors and minors in their senior year, encouraged for junior majors and minors.

500. Individual Research

Physics

Chair: Geoffrey Collins

Department homepage:

wheatoncollege.edu/Acad/Physics/

Timothy Barker

Professor of Astronomy

Xuesheng Chen

Professor of Physics

Geoffrey Collins

Associate Professor of Geology, Chair of Physics and Astronomy

John Michael Collins

Bojan Jennings Professor of Physics

Jason C. Goodman

Assistant Professor of Physics

The Wheaton Physics/Astronomy Department provides students with an outstanding individualized curriculum that challenges them to become involved in every stage of the experimental process, from the design of the experiment through the interpretation of data. The mark of a Wheaton physics education is to complement rigorous course work with substantive experiences that call for students at all levels to confront uncertainty in an experiment, and to make rational and informed decisions as to how to probe nature's ways.

Capstone experience

All majors in their junior or senior year are required to participate in a research project for one semester or for a summer. Each student is required to write a report and give an oral presentation on the project.

Major in Physics

The major in physics consists of a minimum of 11 semester physics courses, as outlined below, chosen in consultation with members of the

department so as to form a coherent program in support of the student's interests and goals.

Required courses

Phys 170 OR Phys 180 Introductory Physics I (Enhanced)

Phys 171 OR Phys 181 Introductory Physics II (Enhanced)

Phys 225 Modern Physics

Phys 298 Modern Physics II

Phys 350 Experimental Physics

At least three of the following four core courses. Students planning to attend graduate school in physics or astronomy should take all four of the courses below:

Phys 310 Statistical and Thermal Physics

Phys 311 Classical Mechanics

Phys 314 Electric and Magnetic Fields

Phys 370 Quantum Mechanics

Two or more of the following courses:

Phys 110 Electronic Circuits

Phys 226 Optics

Phys 227 Remote Sensing

Ast 302 Astrophysics

Phys 360 Geophysics

Phys 398 Mathematical Physics

Phys 398 Computational Physics

Phys 398 Electric and Magnetic Fields II

Mathematics requirement

Math 236 Multivariable Calculus

Recommended courses outside the department

Math 221 (Linear Algebra) and Math 212 (Differential Equations) are highly recommended for students planning on pursuing graduate school in physics, astronomy, engineering or related fields.

We also recommend that students take a course in computer programming, such as Comp 115.

Major in Astronomy and Physics

This interdisciplinary major, requiring at least 10 courses, provides an opportunity for students to pursue their interest in astronomy at a deeper level than is possible through the minor in astronomy by taking courses in physics that provide additional perspective on the fundamental principles underlying astronomical research. This major is not recommended for students planning to do graduate work in astronomy; such students should major in physics.

Required courses

Ast 130 The Universe

Ast 140 The Solar System

Ast 202 Frontiers of Astronomy

Ast 250 Ancient Astronomies

Ast 302 Astrophysics

Ast 305 Observational Astronomy

Phys 170 Introductory Physics I

and/or Phys 171 Introductory Physics II

Phys 225 Modern Physics

Phys 350 Experimental Physics

and an additional 300-level course or Phys 399 Selected Topics

Physics and Engineering: Dual Degree

Students who are interested in using physics as a base to pursue an engineering career should consider participating in a Wheaton dual-degree program in engineering. This program allows students completing three years at Wheaton and two or more additional years at another institution to earn a bachelor of arts degree from Wheaton and a bachelor's degree in Engineering.

Departmental honors

Departmental honors will be awarded to students who successfully complete the Senior Honors Thesis and have an average of B+ or better in the major and an average of B or better overall.

Minor in Physics

Print a minor planning worksheet

The minor in Physics consists of a minimum of five courses, including Phys 225 and Phys 350, chosen in consultation with members of the department.

Minor in Astronomy

The minor in Astronomy consists of Ast 130, Ast 140, Ast 202, Ast 250 and Ast 302 or Ast 305.

Courses

107. The Physics of Music and Sound

For students of music and others. What sound is, how sounds combine, the distinctions between musical and nonmusical sound, the characteristics of sounds produced by different instruments, sound recording and reproduction, and human perception of sound. Includes lecture demonstration.

(John Michael Collins)

Connections:

Conx 20043 Music: The Medium and the Message

110. Electronic Circuits

A laboratory-oriented introduction to modern electronics, which progresses from simple circuits using discrete solid-state components to those using integrated circuits common to computers

and control devices. Students will gain insight into the way computers work and learn how to use microcomputers to control simple devices. No previous work in physics or electronics is required.

(Xuesheng Chen)

Connections:

Conx 20003 Logic and Digital Circuits

Conx 20022 Computer Architecture

130. The Universe

Properties of stars and how they are born and die, black holes, galaxies, quasars and the origin and evolution of the universe. Weekly two-hour laboratories retrace the steps involved in measuring the age and size of the universe, with enrichment laboratories in astronomical photography and observing.

(Timothy Barker)

Connections:

Conx 20059 Quantum Theories: Contemporary American Fiction, Modern Physics and the Universe

140. The Solar System

The processes that shape the surfaces and atmospheres of planets and satellites and how the planets have evolved in different directions. Students will learn how planetary data are gathered and how to interpret those data and will design a mission to address one of the many remaining mysteries of the solar system.

(Geoffrey Collins, Timothy Barker)

160. Geology

The origin, evolution and behavior of the Earth, the processes that shape the Earth today and investigation of the geologic record to see how these processes have operated in the past. Topics include earthquakes, volcanoes, erosion, rocks and minerals, the interior of the Earth, Earth history and plate tectonics. Laboratories and field trips to investigate local geology are included.

(Geoffrey Collins)

Connections:

Conx 20030 Politics and Global Change

165. Climate Change, Past and Present

A detailed survey of the physical processes which control the long-term state of the Earth's atmosphere and ocean, including discussion of how climate has changed over the Earth's history, and how it might change in the future. Emphasis on feedback processes and interactions between physical climate, biology and human society.

(Jason C. Goodman)

Connections:

Conx 20030 Politics and Global Change

170. Introductory Physics I

The principles of Newtonian mechanics as applied to solids, liquids and gases. Introduction to heat and thermodynamics. Recommended for students in science, mathematics and engineering dual-degree programs. No previous work in physics is assumed.

(John Michael Collins)

171. Introductory Physics II

The fundamentals of electric and magnetic phenomena including circuit theory. The theory of oscillations and waves. Introduction to geometrical and physical optics. Recommended for students in science, mathematics and engineering dual-degree programs.

(John Michael Collins)

180. Introductory Physics I (Enhanced)

An enhanced version of Phys 170, offering students an opportunity to work at a faster pace and/or with more advanced materials. Typically these courses award an additional half credit for the extra work and time required of them.

(John Michael Collins)

181. Introductory Physics II (Enhanced)

An enhanced version of Phys 171, offering students an opportunity to work at a faster pace and/or with more advanced materials. Typically these courses award an additional half credit for the extra work and time required of them.

(John Michael Collins)

198. Experimental Courses

202. Frontiers of Astronomy

Students will write on topics of their own choosing in modern astronomy, such as neutron stars, black holes, quasars, active galaxies, the Redshift Controversy, the Big Bang and the fate of the universe. Prerequisite: one previous course in astronomy.

(Timothy Barker)

225. Modern Physics

Introduction to the special theory of relativity, atomic physics, nuclear physics and elementary quantum theory. This course may be considered to be a third semester of introductory physics.

(Xuesheng Chen)

Connections:

Conx 20059 Quantum Theories: Contemporary American Fiction, Modern Physics and the Universe

226. Optics

Geometric and wave optics, including reflection, refraction, scattering, diffraction, interference, polarization and nonlinear phenomena. Applications to microscopes, telescopes, spectroscopy, lasers, fiber optics, holography and a variety of modern optical materials. The course includes a significant amount of laboratory work outside of class.

(John Michael Collins)

227. Remote Sensing

A great deal can be learned about the Earth by studying the different wavelengths of light reflected or emitted from its surface. Students will learn the theory, collection and interpretation of remotely sensed data from aircraft and satellites, through hands-on projects related to geology, ecology, human land use and environmental monitoring.

(Geoffrey Collins)

250. Ancient Astronomies

We will study coordinate systems, celestial navigation, eclipses and the motions of the sun, moon and planets. We will then use this knowledge to view the skies through ancient eyes, especially those of Islamic and Mayan astronomers, and gain insight into these cultures and their shared passion for astronomy.

(Timothy Barker)

Connections:

Conx 20071 Ancient Landscapes and Ancient Skies

298. Experimental Courses

Modern Physics II

Applications of quantum mechanics to atomic and molecular systems. Topics include the hydrogen atom, the fine and hyperfine interactions, spin, and angular momentum. Many-electron atoms, simple molecules, bonding, and rotational and vibrational motions are also discussed. Throughout the course, basic concepts of quantum mechanics, such as wavefunctions, energy levels, quantum states and quantum numbers are stressed.

(John Michael Collins)

302. Astrophysics

Electromagnetic radiation, properties of stars, stellar structure and evolution, the origin of the elements, galactic structure and evolution, and active galaxies and cosmology.

(Timothy Barker)

305. Observational Astronomy

Students will use Wheaton telescopes and our observatory in Australia to carry out independent research projects, such as color imaging, as-

trometry and photometry of near-earth asteroids, searching for supernovae and determining the light curves of variable stars.

(Timothy Barker)

310. Statistical and Thermal Physics

The principles of the physics of systems having many particles. A statistical (microscopic) approach to the thermodynamic (macroscopic) properties of many-particle systems, such as pressure, volume, temperature, entropy, free energy and heat capacity.

(John Michael Collins)

311. Classical Mechanics

Advanced topics dealing with classical mechanical systems. Small oscillations and waves. The calculus of variations, Fourier analysis and series solutions of differential equations are some of the mathematical methods developed and used.

(Xuesheng Chen)

314. Electric and Magnetic Fields

Classical electricity and magnetism, electromagnetic fields and waves. Vector calculus and much of potential theory will be developed and used throughout the course.

(Xuesheng Chen)

350. Experimental Physics

Advanced laboratory. Students will perform a variety of experiments from the various branches of physics and astronomy chosen to suit their individual needs and interests.

(Xuesheng Chen)

360. Geophysics

Use of the principles of physics to understand current geologic phenomena and the evolution of the Earth and planets. Topics include the structure and evolution of the interiors of the Earth and other planets, deformation of solid material, seismology, heat generation and transport, dynamics of the ocean and atmosphere, hydrology, gravity anomalies, geomagnetism and impact cratering.

(Geoffrey Collins)

370. Quantum Mechanics

The principles of quantum mechanics. Schrodinger's equation and applications to some physical systems. Observables, operators and expectation values. Operator algebra. Angular momentum and spin. Approximation methods.

(Xuesheng Chen)

398. Experimental Courses

399. Selected Topics

Independent study on topics in physics, astronomy or geology not covered by the regular

course offerings. Content varies with the interest of students and instructors.

499. Independent Research

A research project in physics, astronomy or geology supervised by a faculty member of the department.

500. Individual Research

Investigation of a problem in physics, astronomy or geology under the guidance of a faculty member. Need to write a thesis and take an oral examination. Open to junior and senior majors who are candidates for departmental honors.

Political Science

Chair: Jeanne Wilson

Department homepage:

wheatoncollege.edu/Acad/PoliSci

Marcus Allen

Assistant Professor of Political Science

Darlene L. Boroviak

Professor of Political Science

Jay S. Goodman

Professor of Political Science, Program Coordinator of Legal Studies

Gerard Huiskamp

Associate Professor of Political Science

Jenna E. Lukasik

Assistant Professor of Political Science

David E. Powell

Shelby Cullom Davis Professor of Russian Studies

Alireza Shomali

Assistant Professor of Political Science

David Vogler

Professor of Political Science

Jeanne Wilson

Chair, Professor of Political Science

The Political Science Department offers a broad range of courses in the field of American, international and comparative politics (encompassing non-Western and Western systems) and political theory. To acquaint students with important research techniques, the department offers a course in modern social science research methods. Every student majoring in political science participates in a department seminar. Participation in political campaigns, individual research and other field projects is encouraged. The department sponsors a semester in Washington, D.C., under the American University Washington Semester Program. The faculty also supports and maintains information on appropriate junior year abroad studies in political science.

Major

The major in political science consists of ten semester courses, including four core courses and one course from each of the four area groupings. At least three of the ten courses must be at the 300 level or above. Majors should complete Pols 200 before their senior year and are encouraged to take Math 141 for their math requirement. Any student may propose an individual major program for consideration by the department's entire faculty. The department welcomes individual research on the part of its majors.

Core courses

Pols 101 The American Political System

Pols 200 Modern Political Inquiry: An Introduction to Research Methods

Pols 401 Seminar

And one of:

Pols 207 Classical and Medieval Political Theory or Pols 227 Modern Political Theory

Pols 307 Freedom and Justice

Pols 327 Black Political Thought

Pols 347 Islamic Political Thought

International relations

Pols 109 International Politics

Pols 209 Chinese Foreign Policy

Pols 229 United States Foreign Policy

Pols 249 Russian Foreign Policy

Pols 273 Inter-American Relations

Pols 309 International Law and Organization

Pols 339 Theories of International Relations

Pols 379 National Security Policy

Comparative Western societies

Pols 115 Introduction to Comparative Politics

Pols 215 Contemporary European Governments and Politics

Pols 225 Italian Politics

Pols 255 Russian Politics

Pols 265 Politics and Society in Eastern Europe

Pols 325 European Integration

Pols 335 Politics of Divided Societies

Pols 345 Understanding Russian Politics and Society through the Prism of Film

Pols 375 The Politics of Social and Economic Problems in Post-Communist Russia

Comparative non-Western

Pols 203 African Politics

Pols 223 Contemporary Chinese Politics

Pols 233 The Politics of Latin America

Pols 263 The Politics of the Middle East

Pols 323 Comparative Political Development

Pols 333 Popular Movements and Religious Sentiment in the Americas

American

Pols 201 Contemporary Urban Politics

Pols 211 Congress and the Legislative Process

Pols 221 Women in Politics

Pols 231 The American Presidency

Pols 271 African American Politics

Pols 291 Judicial Politics

Pols 321 Public Administration and Public Policy

Pols 326 Political Psychology

Pols 331 Media and Politics

Pols 341 Constitutional Law I: The Supreme Court and the Constitution

Pols 351 Constitutional Law II: Civil Rights and Civil Liberties

Pols 361 Environmental Conflict Resolution

Pols 391 Advocacy and the Governmental Process Theory

Pols 207 Classical and Medieval Political Theory

Pols 227 Modern Political Theory

Pols 307 Freedom and Justice

Pols 327 Black Political Thought

Pols 337 Power and the State

Pols 347 Islamic Political Thought

Minor

Guidelines have been established by the economics, history, political science, sociology and anthropology departments for interdepartmental concentrations. The department offers a joint minor in Urban Studies with the sociology and anthropology departments.

It is possible for nonmajors to have a minor concentration in either American politics or comparative politics/international relations. Each minor consists of a minimum of five courses in the appropriate area. The minor in American politics must include Pols 101 and at least one course in American politics at the 300 level. The minor in comparative/international politics must include Pols 109 or Pols 115 and at least one course in international or comparative politics at the 300 level.

Courses

101. The American Political System

An introduction to American politics using a systems approach and covering aspects of political behavior along with institutional description and analysis of public policy. Open to freshmen, sophomores and juniors.

(Jay S. Goodman)

109. International Politics

After a brief introduction to salient events in world politics since World War II, basic concepts in the analysis of international politics are considered. The course will analyze the various types of international actors (nations, international organizations, liberation movements, multinational corporations), their goals and how they seek to attain them, and will explore the determinants of international political behavior.

(Darlene L. Boroviak, Jeanne Wilson)

Connections:

Conx 20030 Politics and Global Change

115. Introduction to Comparative Politics

The comparative study of the political process in Western and non-Western societies. No political system will be studied in depth, though the course provides the concepts and tools for such study in the future.

(Gerard Huiskamp)

198. Experimental Courses

Science and Public Policy

Why do some public policies fail while others work? Why does Congress pay attention to certain issues and enact public policy while ignoring other issues? Who sets the political agenda and determines what public policies will be enacted? What are the factors that determine who the winners and losers are in the policymaking process? This course provides an introduction to these questions through an examination of U.S. public policy and the policymaking process and its application to science policy. We will pay particular attention to the political, social and economic institutions and actors that shape the policymaking process and implementation of U.S. public policy. Throughout the course, we will regularly use and apply case studies to understand the multiple dimensions of the policymaking environment.

200. Modern Political Inquiry: An Introduction to Research Methods

An introduction to the guiding principles of modern social science research, along with instruction in the actual use of research techniques, including surveys, statistical analysis of political data and data processing by computers.

201. Contemporary Urban Politics

Urban, suburban and metropolitan government, and policy problems. The course will focus on local political conflict in the context of the federal system in which both the national government and the states play important roles. Policy formulation, implementation and evaluation, including

community development, housing, education and welfare will be explored via field work.

203. African Politics

An introduction to African politics. The course will focus on major issues, including political change, institutions, processes, economic development, female roles, ethnicity and foreign policy.

(Gerard Huiskamp)

Connections:

Conx 23001 African Worlds

207. Classical and Medieval Political Theory

Ancient and medieval political philosophies harbor specific understandings of politics. For the ancients, political philosophy and political involvement in society entwine; they imply each other. According to the medieval political philosophy, God is overwhelmingly present in both spheres of nature and politics. One may justifiably argue that the post-Renaissance idea of politics breaks with the above notions of politics.

In this course, we will closely read and discuss some of the main texts of classical political thought while the above themes direct our investigation of the nature of politics. We will inquire into the ancient idea of citizenship, the relationship between moral values and political practices, and the relevance of theology for politics. Socrates, Plato and Aristotle are the main figures here. We also need to study Niccolo Machiavelli in order to see how, at the threshold of the Renaissance, the dramatic break from traditional concepts of politics takes place. This break has a constitutive part in the makeup of the modern world, the world in which we live with all its joys and disasters.

(Alireza Shomali)

Connections:

Conx 20040 Political Theories, Political Realities: Ideas and Practices in Past Politics

209. Chinese Foreign Policy

An introduction to the study of Chinese foreign policy. The course will focus on providing explanations for China's foreign policy behavior as well as inquiring into the major issues that have shaped the development of the foreign policy of the People's Republic of China.

(Jeanne Wilson)

211. Congress and the Legislative Process

An analysis of who gets elected to the House of Representatives and the Senate, how they get elected and what they do once in office. Topics covered include: elections, constituencies, party organizations, committees, rules and norms, inter-

est groups, executive liaison, policy outcomes and the impact of reforms.

(Marcus Allen)

Connections:

Conx 20002 Voting Theory, Math and Congress

215. Contemporary European Governments and Politics

A comparative study of contemporary European political systems. Special attention given to the relationship of government structures and the policymaking process.

(Darlene L. Boroviak)

Connections:

Conx 20068 German Politics and Culture in the European Context

221. Women in Politics

This course examines gender, race and class as categories of analysis for understanding the political experiences of individuals in U.S. society. In an attempt to elucidate the conceptions and ideas that shape cultural and sexual identities, this course will consider all types of women. We will examine how feminist analysis and womanist analysis reconceptualizes political science and politics.

223. Contemporary Chinese Politics

An introduction to the political institutions and processes of the People's Republic of China. Covers the political experience of the PRC since 1949 with a focus on the post-1978 era.

(Jeanne Wilson)

Connections:

Conx 20024 Modern China: Tradition and Contemporary Politics

225. Italian Politics

An examination of the dramatic changes in contemporary Italian politics that mark the transition to the Second Republic. Through a series of case studies and films, the course will focus on topics such as political culture and the myth of a "backward" Italy, feminism and the "youth question," electoral reforms, immigration, bureaucracy and corruption, the fight against the Mafia, federalism and local government reform, and Italy and the European Union.

(David Vogler)

Connections:

Conx 20014 Modern Italy

Conx 23014 Film and Society

227. Modern Political Theory

This course begins with reflection on modernity and examines a select number of modern political

thinkers whose ideas have in part, and effectively, shaped the way we live our lives, understand the meanings, and, define the purposes of our social, political, and, economic involvements. The nature of modern politics, the autonomy, the sovereignty, and also, the alienation of the Enlightened individual, also the ideal of democracy and its modern enemies are among concerns that lead the path of our inquiry. Throughout this course we read Emmanuel Kant and John Stuart Mill on Enlightenment, Utilitarianism and Individualism. Also Thomas Hobbes tells us about the "scientific" amorality of Modern/Realist Politics and underlines the centrality of power to it. Likewise, Carl Schmitt articulates the concept of sovereignty (we will see the service that his articulation offers to both Fascism and Conservatism) and "presents" the structure of the Modern/Realist Politics. Karl Marx discloses the secret, and the danger, of the Capitalist mode of social life and Hannah Arendt investigates the existence, or rather the absence, of conditions necessary to humane life in Modern time.

(Alireza Shomali)

229. United States Foreign Policy

An examination of the goals of American foreign policy and of the making and implementing of policy to attain those goals in the Cold War period.

(Darlene L. Boroviak)

Connections:

Conx 20033 History and Politics of U.S. Foreign Policy

Conx 20038 Top Secret

231. The American Presidency

Development and problems of presidential leadership in an era of crises. Includes both a historical analysis of the development of presidential powers and the application of those powers in contemporary American politics.

(David Vogler)

233. The Politics of Latin America

An introduction to the dynamics of politics in Latin America. Themes include political economy, military authoritarian intervention, transitions to democracy, social movements and the U.S. role in the area. Countries used as examples include Brazil, Mexico, Argentina, Colombia, El Salvador and Chile.

(Gerard Huiskamp)

Connections:

Conx 23003 Modern Latin America

249. Russian Foreign Policy

A study of contemporary Russian foreign policy

behavior with an emphasis on Russia's struggle to define a foreign policy strategy in a post-communist world. Approximately one-quarter of the course will be devoted to historical antecedents of the Soviet period.

(Jeanne Wilson)

Connections:

Conx 20064 Russian History and Politics

255. Russian Politics

The course will be directed to an examination of the attempts since the dissolution of the Soviet Union to set a course for an emergent Russian state. Some time will also be spent on examining political processes in the other CIS states.

(Jeanne Wilson)

Connections:

Conx 20064 Russian History and Politics

263. The Politics of the Middle East

An introduction course in contemporary Middle East politics focusing on the internal dynamics of Middle East societies, the political relations among states in the region and the involvement of the superpowers in Middle East affairs.

(Alireza Shomali)

265. Politics and Society in Eastern Europe

After a brief introduction to the history of Central and Eastern Europe, the course will focus on the current situation in each of the nations of the area. Attention will be directed to the political, economic and social developments in these countries, as well as the progress they have made in shifting to political democracy and a market economy.

(David E. Powell)

271. African American Politics

The relationship between African Americans and the American political system since moving from protest to politics in their quest for freedom is the course's central theme. Examined are the changing role of civil rights organizations and the related successes of varied strategies for political empowerment on this quest for freedom.

(Marcus Allen)

Connections:

Conx 23010 Black Aesthetics

273. Inter-American Relations

This course will instruct students in the theory and practice of international negotiation through the analysis of case studies as well as role-playing through a negotiation simulation—"the international relations of the Americas." In this interactive Web-based simulation of international negotia-

tion, participants model real-world international interactions between countries.

(Gerard Huiskamp)

291. Judicial Politics

Focuses on judicial politics in the United States as reflected in the criminal law process. The course is organized in terms of points of discretion where political decisions are made: the police and arrest, treatment of the accused, bail, plea bargaining, conspiracy law, contempt, sentencing and prisons.

(David Vogler)

298. Experimental Courses

State and Local Government

State and local government is the pursuit of direct democracy and self-governance, as Alexis de Tocqueville observed in his seminal 1835 book *Democracy in America*. The American political system is a federal system with many components of state and local government. In this course, we will chronicle the development of state and local governments from the beginning of direct, local government as Tocqueville observed. First, we will study the political environment of state constitutions, federalism and political culture. Then, we will examine the political inputs, including interest groups, political parties and public opinion. Next, we will explore the political institutions that are comprised of the executive, legislative and judicial branches in state and local government. Last, we will analyze timely public policies in metropolitan areas of the New England region. A variety of case studies will be examined.

Environmental Public Policy

Environmental Public Policy provides an intensive introduction to the contemporary environmental policy issues and debates in the U.S and global contexts. We will pay particular attention to the political, social and economic institutions and actors that shape the policymaking process and implementation of environmental public policy. Specific public policy dilemmas will be presented in class in a debate style including policy areas related to climate change, transportation, energy and pollution. Other environmental policy controversies will critically be examined including areas related to environment justice, hazardous waste, natural resources and population growth. The course concludes with an analytical case study on sustainability and greening efforts on college campuses.

300. Writing Public Policy

This course is designed to develop students' abilities to conceive and write public policy, for local, states, national and international decision-making

arenas. Students will examine a real-world cases and then move on to their own topics of interest, for implicit or explicit policy audiences. These latter policy pieces may be one or more in number, according to individual students' interests. Students are encouraged to bring interdisciplinary perspectives to the course.

Connections:

Conx 20066 Public Writing

307. Freedom and Justice

This course deliberates on the nature of justice and freedom and consults with a select number of classical and modern political thinkers accordingly. We begin with thinking about the significance of freedom and responsibility for our meaningful existence and see how freedom and responsibility should be reflected in the realm of political life. Liberty and liberalism, the negative vs. positive understanding of freedom and the shortcomings of this understanding, a feminist view on modern faces of oppression and, finally, the relationship between freedom and development comprise other stages of our deliberation.

Next, we will move to the notion of justice and hear from sages like Plato, Aristotle and Kant about it. The subsequent topics are the distributive idea of justice, the ideal of global justice and the relevance of justice for justifying modern wars. We will also see another interpretation of justice as respect for the total otherness of "the other." Following this interpretation we will find a subtle and innovative characterization of justice as the impossible/gift.

(Alireza Shomali)

309. International Law and Organization

A study of the role of international law and organizations in international relations. Attention given to the legal relations of states through analysis of cases and documents. Some emphasis given to the United Nations.

(Darlene L. Boroviak)

321. Public Administration and Public Policy

An analysis of theories of administrative behavior and current policy problems. The last half of the course is an administration "game" based on the budget of the National Park Service.

(Jay S. Goodman)

Connections:

Conx 20017 Ecology and Public Policy

323. Comparative Political Development

A broadly comparative survey of the political economy of less-developed countries, diversi-

ties and similarities across Asia, Africa and Latin America.

(Gerard Huiskamp)

325. European Integration

A study of various attempts to unify Western Europe, including the European Union and NATO; the implications of the establishment of a common market in Western Europe in 1992; and the impact of changes in Eastern Europe on European integration.

(Darlene L. Boroviak)

326. Political Psychology

See Psy 326.

327. Black Political Thought

An introduction to African American political and social ideas. Through critical examination of major expressions of that discourse, we hope to arrive at some understanding of the principles, goals and strategies developed by African American women and men. Focus is on major philosophical, theoretical and ideological formulations put forward during the 19th and 20th centuries. In light of the historic and contemporary problems associated with race, class and gender oppression, we will probe the manner in which these structures of domination and exploitation have differentially and similarly impacted the lives of black women and men.

(Marcus Allen)

Connections:

Conx 23010 Black Aesthetics

331. Media and Politics

An intensive study of media in political campaigns, using video archive materials and student projects on media in gubernatorial and Senate campaigns.

(Jay S. Goodman)

333. Popular Movements and Religious Sentiment in the Americas

Religious sentiment and popular social movements in the Americas. A study of religious sentiment in the Western tradition and how different conceptions of divinity have influenced contemporary social movements. The course examines both defensive working-class movements (the Christian identity movement; white supremacists and citizen militias) and groups focused on popular empowerment (the civil rights movement; liberation theology and participatory action-research).

(Gerard Huiskamp)

335. Politics of Divided Societies

A study of the role of ethnic or cultural divisions

in the politics of various societies. The course will look at how various societies respond to the challenges posed by this conflict. Various theoretical approaches will be explored. Case studies include Canada, Northern Ireland, South Africa, Belgium, Cyprus, Sri Lanka and the U.S.

(Gerard Huiskamp)

337. Power and the State

This course deliberates on the natures of Power and the State and consults with a select number of modern political thinkers accordingly. We begin with thinking about the philosophical and sociological meanings of power that include concepts such as authority, control, interest and influence. The contrast between power and violence, the democratic ideal of rationalizing the use of power through public communicative actions, a class-based definition of power, power as social privilege and finally, a feminist understanding of power signify our other steps in this study.

Subsequently, we will look into the makeup of the State as an embodiment of political power: inquiry into the absolutist, pluralist and constitutional forms of this embodiment follows our debate on the State's power. We will also listen to the anarchists' arguments against the State and learn about the interaction between the intelligentsia and the State. Lastly, the course ends with a narrative of the State's collapse through revolution.

(Alireza Shomali)

339. Theories of International Relations

The course surveys theories of international relations (e.g., realism, the causes of war, functionalism, decision-making analysis) with the underlying goal of providing students with a framework—or frameworks—with which to analyze and critique behavior in the international arena.

(Jeanne Wilson)

Connections:

Conx 20065 Theories of Imperialism

341. Constitutional Law I: The Supreme Court and the Constitution

A study of the politics of the U.S. Supreme Court and the Constitution, with analyses and debates on major Supreme Court decisions on the powers of the president, Congress and the courts, the proper role of national and state governments in a federal system, and the guarantee of a republican form of government.

(David Vogler)

Connections:

Conx 20067 Philosophy and Politics of Law

345. Understanding Russian Politics and Society through the Prism of Film

An examination of political and social issues in post-communist Russia, relying heavily on films—primarily those produced in Russia (with English subtitles)—to understand the situation within the country. Topics include the transition to political democracy and a market economy and social problems such as alcohol abuse, drug abuse, HIV/AIDS, environmental degradation, the war in Chechnya and the situation of women.

(David E. Powell)

Connections:

Conx 23014 Film and Society

Conx 23018 Cinema/Kino: Film in Russia

347. Islamic Political Thought

This course investigates the origins and metamorphoses of a host of ideas and intellectual tendencies that is commonly referred to as Islamic Political Thought. The recent worldwide resurgence of political Islam and its growing importance in international and domestic affairs make an examination of this intellectual genre a timely study. After all, contemporary Islamic intellectual currents both refer to and rely on past and present political philosophies and, in so doing, remind us that without a deep understanding of these philosophies we will not be able to fully understand the nuances of many contemporary events.

In this course, we will examine the fact that profound disagreement existed among early and medieval Islamic thinkers over major political concepts. While a number of Muslim intellectuals strive to accommodate Western modernity and the Islamic way of life, others reject modernity altogether and embrace various forms of Islamic Fundamentalism.

Throughout this course we will address this intellectual and sociopolitical reality and specifically underline a branch of contemporary Islamic thought that seeks to reconcile modernity and Islam. No doubt, the path towards such a reconciliation cuts through issues such as the relationship between Islam and human rights, gender equality, tolerance, democracy and liberalism, which we will discuss in class.

(Alireza Shomali)

351. Constitutional Law II: Civil Rights and Civil Liberties

A study of U.S. Supreme Court decisions, with analyses and debates on affirmative action, equal protection, abortion rights, freedom of speech and religion, government searches and seizures,

privacy, private property rights, capital punishment, the right to die and related issues.

(David Vogler)

Connections:

Conx 20067 Philosophy and Politics of Law

361. Environmental Conflict Resolution

A fieldwork-based course. The classroom component will focus on the theory and practice of interest-based resolution of environmental conflicts and on their merits, building on the work of Fisher, Urey and Susskind. In fieldwork assignments, students will analyze the interests of the conflicted parties, develop strategies for interest-based negotiation of compromise and develop scenarios for this negotiation. Class simulation developed by the Program on Negotiation at Harvard Law School. This course may be counted toward the minor in Environmental Studies.

Connections:

Conx 20048 Environmental Problem Solving

375. The Politics of Social and Economic Problems in Post-Communist Russia

Course examines the social and economic problems, and the successes and failures, encountered in the effort to transform Russia into a "modern" capitalist state.

Among the issues covered will be Russia's demographic crisis, migration into and out of the country, drug and alcohol abuse, crime, the social/political and economic position of women, prostitution, abortion, STD's (especially HIV/AIDS), environmental deterioration, the crisis in health care, political and economic corruption, and the re-emergence of religion as a political and social force. Purpose is to analyze public policies as both cause and effect of strains in Russian society.

(David E. Powell)

Connections:

Conx 20055 Russia: Challenge and Opportunity

379. National Security Policy

Focuses on issues of national security and strategies for policy implementation in the United States and Russia in the post-Cold War era. Topics covered include missile defense, terrorism, weapons of mass destruction, military doctrine and military preparedness.

(David E. Powell)

Connections:

Conx 20038 Top Secret

391. Advocacy and the Governmental Process

This course is designed to give students exposure to the advocacy process within a not-for-profit organization that is attempting to influence state

government. Students will develop familiarity with the practices of politics and public policy through study and hands-on experience, and will learn to read, analyze and draft legislative or administrative documents. Students will evaluate how those involved in political advocacy roles can advance society's best interests. Fieldwork will take place in Massachusetts or Rhode Island State Legislatures.

398. Experimental Courses

Social Welfare Policy

The modern social welfare state in the U.S. has its roots in the Roosevelt Administration's New Deal. Popular income security programs such as Social Security and Aid to Families with Dependent Children (AFDC, also known as "welfare") began in 1935 as part of the federal government's social welfare policy. This course systematically examines the evolution of these public policies, and it analyzes the political history surrounding social welfare issues in the U.S. First, we will begin a historical overview of social welfare policy. Next, we will explore the policy debates surrounding income security programs and the consequences of poverty. Then, we will examine the controversies of policy reform and service delivery of health care in the U.S. Last, we will explore the dimensions of the U.S. educational system and alternative approaches.

401. Seminar

American Politics

Focuses on contemporary issues facing the American political system.

(David Vogler)

International/Comparative Politics

Focuses on global processes and trends characteristic of the current international order.

(Jeanne Wilson)

421. Government Fieldwork

Individually designed and supervised fieldwork in agencies of state and local government or a political campaign in Boston, Providence and surrounding communities. A semester of tutorial work (or its equivalent) with an instructor before and after the field experience and a paper relating the scholarly literature to the experience are required. Students who enroll in this course are expected to work a minimum of eight hours a week at their internship. Additionally, at the conclusion of the internship experience, students must complete a Work and Public Service Record through the Filene Center for Academic Advising and Career Services. Enrollment on an as-available basis.

Short courses

020. Model United Nations

Preparation for and participation in a national model United Nations conference (The Harvard National Model U.N.). The course may be taken for credit more than once as long as different states are represented. Conference costs, including room and board, are the responsibility of the student. Course begins on or about November 1. No add or drop after this date. Enrollment limited to 20 students.

022. Legal Issues in Public Policy: Family Law

This course uses a law school casebook and law school teaching methods to look at the current law of marriage, divorce, child custody, property divisions, procreation, abortion, adoption and domestic violence. (Half credit)

(Jay S. Goodman)

023. Legal Issues in Public Policy: Criminal Law

This course uses a law school casebook and law school teaching methods to look at the current law of the common law crimes of homicide, assault, battery, arson, burglary and rape, and the legal defenses to each. (Half credit)

(Jay S. Goodman)

024. Legal Issues in Public Policy: Torts

This course uses a law school casebook and law school teaching methods to look at the development of the law of personal injury, including intentional torts, negligence, products liability, strict liability, libel and fraud. (Half credit)

(Jay S. Goodman)

025. Legal Issues in Public Policy: The Law of Sexuality and Gender

A mini-course on an important current legal issue. Topic: The Law of Sexuality and Gender. (Half credit)

(Jay S. Goodman)

029. January Internship in Washington, D.C.

An opportunity for students to work as interns in the nation's capital and meet weekly for structured discussion. The Filene Center for Work and Learning provides support in developing intern positions. Students will be required, without exception, to work in Washington from January 3 through January 24.

Psychobiology

Coordinator: Kathleen Morgan, Meg Kirkpatrick, Robert L. Morris

Department homepage:
wheatoncollege.edu/Acad/Psychobiology/

Jani Benoit

Associate Professor of Chemistry

Meg Kirkpatrick

Assistant Professor of Psychology

Kathleen Morgan

Associate Professor of Psychology; Williams Chair in Social Sciences (2005-2010)

Robert L. Morris

Chair, Associate Professor of Biology

Rolf Nelson

Associate Professor of Psychology

Jason E. Reiss

Assistant Professor of Psychology

The interdepartmental major in psychobiology is intended to fill the needs of students seeking understanding of the biological bases of behavior. The field of psychobiology includes all of the interface, between psychology and biology, such as neurobiology, psychoneuroimmunology, animal behavior, psychopharmacology, cognitive neuroscience, neuroendocrinology, health psychology, physiological psychology and developmental psychobiology, to name a few. Psychobiologists examine the evolutionary, physical and biological bases of behavior and experience. In doing so, they focus on the physical structures, chemicals and physical events involved in the production of behavior. Students majoring in psychobiology will be prepared for graduate training in any of the fields mentioned above, as well as for professional training in medicine or veterinary medicine. They also may find jobs in research laboratories, zoological parks, aquariums, industry or education.

Major

Students majoring in psychobiology are encouraged to pursue independent research as a way to integrate the two fundamental disciplines.

Requirements

Bio 111 Evolution and Ecology

Bio 112 Cells and Genes

Psy 101 Introductory Psychology

or Psy 225 Brain, Mind and Behavior

Psy 202 Quantitative Research Methods

Bio 211 Genetics

or Bio 219 Cell Biology

or Bio 254 Developmental Biology

Psy 226 Comparative Animal Behavior

or Bio 226 Comparative Animal Behavior

or Psy 227 Drugs and Behavior

Math 141 Introductory Statistics

or Math 151 Accelerated Statistics

Bio 244 Introductory Physiology

or Bio 255 Vertebrate Evolution and Anatomy

Psy 341 Laboratory in Behavioral Neuroscience

At least one semester of chemistry: Chem 103

or Chem 104 or Chem 153 or Chem 154.

Two 300-level courses from each of the two

contributing disciplines (biology and psychol-

ogy), at least one of which must include a lab.

Suggested lab courses include the following (but

others will be accepted with permission of the

advisors): Psy 334, Psy 336, Psy 343, Psy 345,

Psy 348, Bio 303, Bio 305, Bio 324, Bio 331, Bio

348, Bio 399.

A documented research, internship or practicum experience of no fewer than 120 hours, typically after the sixth semester.

Different electives may be appropriate depending upon the career goals that a particular student may have for himself or herself. Options among these or others are best decided upon in consultation with one of the psychobiology advisors.

Recommended electives

Bio 201, Bio 205, Bio 215, Bio 221, Bio 231, Bio 303, Bio 318, Bio 347, Phil 224, Psy 211, Psy 222, Psy 227, Psy 265, Psy 235, Psy 312

Recommended for graduate training in neuroscience

Bio 305, Bio 324, Phys 170, Phys 171, Psy 222, Psy 227, Psy 312

Recommended for graduate training in animal behavior

Bio 215, Bio 305, Bio 318, Psy 211, Psy 312, Psy 348

Students interested in the health professions are encouraged to consult one of the health career advisors in addition to their advisor in psychobiology.

Psychology

Chair: Bianca Cody Murphy

Department homepage:

wheatoncollege.edu/Acad/Psychology/

Grace Baron

Professor of Psychology

Michael Berg

Associate Professor of Psychology

Peony Fhagen-Smith
Assistant Professor of Psychology

Meg Kirkpatrick
Assistant Professor of Psychology

Linette G. Liebling
Visiting Instructor of Psychology

Kathleen Morgan
Associate Professor of Psychology; Williams Chair
in Social Sciences (2005-2010)

Bianca Cody Murphy
Chair, Professor of Psychology

Rolf Nelson
Associate Professor of Psychology

Nancy Olin
Visiting Instructor of Psychology

Derek Price
Associate Professor of Psychology

Jason E. Reiss
Assistant Professor of Psychology

Gail Sahar
Professor of Psychology

Lee Thompson
Visiting Assistant Professor of Psychology

Cooper R. Woodard
Visiting Assistant Professor of Psychology

David Wulff
Professor of Psychology

The offerings of the Psychology Department are intended to reflect the remarkable diversity of topics and approaches that constitute modern-day psychology. Many students may want to begin their exploration of psychology by taking a 200-level course focused on a particular topic. Psy 101, which is not required for the major, is intended as an overview of the field for those who do not expect to concentrate in psychology. It can, however, be counted toward either the major or the minor. Students with scores of 4 or 5 on the AP psychology test will be credited for Psychology 101.

Laboratories and field placements

On-campus laboratory facilities include the Elisabeth Amen Nursery School, human and animal experimental labs and a psychobiology lab that includes a vivarium. Off-campus fieldwork with either children or adults may be conducted in community-intervention agencies, psychiatric mental hospitals, social service agencies and industrial organizations.

Major

The major consists of at least 10 credits.

Statistics

Math 141, or Math 151, or Bio 212.

Psychology

Psy 202 Quantitative Research Methods

Biological

Two of the following:

Psy 225 Brain, Mind and Behavior

Psy 226 Comparative Animal Behavior

Psy 227 Drugs and Behavior

Psy 235 Human Sexuality

Psy 261 Psychobiology of Sex and Gender

Psy 265 Health Psychology

Psy 275 The Body in Human Experience

Psy 341 Laboratory in Behavioral Neuroscience

Psy 348 Laboratory in Animal Communication and Cognition

Psy 367 Cognitive Neuroscience

Individual

Two of the following:

Psy 203 Developmental Psychology

Psy 211 Learning and Memory

Psy 221 Experiencing: The Phenomenology of Everyday Life

Psy 222 Cognition

Psy 241 Personality: The Study of Lives

Psy 247 Abnormal Psychology

Psy 312 Perception

Psy 315 Social and Emotional Development

Psy 324 Childhood Behavior Disorders

Psy 330 Scientific Approaches to Consciousness

Psy 343 Laboratory in Cognitive Psychology

Psy 344 Laboratory in Qualitative Research

Psy 345 Laboratory in Developmental Psychology

Psy 369 Clinical Psychology

Sociocultural

Two of the following:

Psy 232 Social Psychology

Psy 251 Multicultural Psychology

Psy 260 Psychology of Religion

Psy 270 Adolescent Development

Psy 272 Psychological Anthropology

Psy 290 Psychology of Women

Psy 306 Infancy across Cultures

Psy 326 Political Psychology

Psy 334 Practicum in Human Services

Psy 336 Child Development in the Navajo Nation

Psy 340 Laboratory in Social Psychology

Of the six courses in the above three categories, one must be a 300-level course and one must be a laboratory course (i.e., at least two 300-level psychology courses are required).

Seminar or thesis

Psy 400 Psychology Senior Seminar

Honors Work

Students with an overall GPA of 3.4 or higher are encouraged to consider completing an honors thesis in psychology. Proposals for honors theses must be reviewed and approved by the department, generally in the spring of the junior year.

Psy 500 Senior Honors Thesis

Students who undertake a senior thesis must also take the Senior Seminar in Psychology.

Courses in the following subject areas outside of psychology are also recommended: writing; philosophy, including logic and ethics; other social sciences; computer science; biology and the physical sciences.

Minor

Students minoring in psychology should take five psychology courses, at least one of which must be at the 300 level. A minimum of five credits is required.

Courses

101. Introductory Psychology

A survey of the basic principles and findings of psychology as a social and biological science and practice.

202. Quantitative Research Methods

Surveys fundamental principles of quantitative research methodology, including both experimental and correlational methods, as well as basic issues in research ethics. This course is foundational to the departmental program of literacy in psychology and exemplifies infusion of race, ethnicity and gender perspectives into psychology. Majors in psychology and psychobiology are advised to take this course in their sophomore year if possible.

203. Developmental Psychology

An introduction to concepts and methods for a scientific and ecologically sensitive approach to development, with a primary focus on the multiple influences that create change and continuity, universals and cultural specificity. Development from conception to late childhood is emphasized. Includes observation in the Elizabeth W. Amen Nursery School.

(Peony Fhagen-Smith, Derek Price)

211. Learning and Memory

A study of memory from behavioral, cognitive and biological perspectives. Reviews principles of classical and operant conditioning as they have been established through animal research and applied in behavior therapy; takes a cognitive

approach to human memory, with an emphasis on information-processing theories; and explores recent work in functional brain imaging and with neuropsychological patients.

(Rolf Nelson, Jason E. Reiss)

221. Experiencing: The Phenomenology of Everyday Life

An introduction to the phenomenological approach in psychology and its use for illuminating ordinary, everyday experiences as well as uncommon ones. Applies phenomenological methods and interpretations to achieve new insights into such activities as writing, imagining and driving a car, as well as to the less-accessible experiential worlds of children and autistic, blind or paralyzed adults.

(David Wulff)

222. Cognition

A survey of scientific studies of everyday thinking, with particular attention to language, problem solving, reasoning and decision making. Serves as an introduction to cognitive neuroscience, which examines information processing in conjunction with its underlying neural mechanisms. Current experimental research will be incorporated into the classroom discussions.

(Rolf Nelson, Jason E. Reiss)

Connections:

Conx 20061 Body and Mind

225. Brain, Mind and Behavior

An introduction to biopsychology through a survey of topics such as nervous system structure and function; neuronal physiology; structure and function of the sensory and motor systems; and the physiological bases of emotion, motivation, learning, and abnormal and social behaviors.

(Meg Kirkpatrick, Kathleen Morgan)

226. Comparative Animal Behavior

An introduction to evolutionary theory as an organizing framework for comparing representative behavior patterns in humans and other animal species. Includes analysis of both the mechanisms and the functions of behaviors.

(Kathleen Morgan)

Connections:

Conx 23013 Animal Power in Religion, Art and Science

227. Drugs and Behavior

An introduction to the study of drug use, abuse and addiction, with a focus on recreationally used drugs. Topics range from the neurochemical

action of drugs to the consequences of their use for society.

(Meg Kirkpatrick, Kathleen Morgan)

Connections:

Conx 20049 Psychoactive Sacramentals

Conx 20069 Structure and Function of Drugs

232. Social Psychology

An introduction to the systematic study of human social behavior. Considers how people perceive and react to others and how they are affected by social situations. Topics include attitudes, prejudice, helping, aggression and interpersonal attraction.

(Gail Sahar, Michael Berg)

235. Human Sexuality

A comprehensive introduction to the biological, behavioral, psychological and cultural aspects of human sexuality. Considers the relation of sexual values and behavior; anatomy, arousal and response; sexual behavior and orientation; issues of gender; sexuality through the lifespan; sexual problems; and important social issues such as rape, abortion and pornography. Classroom exercises, films and guest presentations.

(Linette G. Liebling, Nancy Olin)

Connections:

Conx 23006 Sexuality

241. Personality: The Study of Lives

A study of the nature of human personality, including its structure, development and ongoing dynamics. Employing a variety of classic and modern theoretical perspectives and research findings, this course addresses the fundamental question of how we are to understand ourselves and others in the diverse situations in which humans find themselves.

(Cooper R. Woodard, David Wulff)

247. Abnormal Psychology

A survey of the chief forms of psychological disorder and current modes of explanation and treatment. Issues include the definitions of normality and abnormality and the goals of intervention. Case studies focus the discussion.

(Bianca Cody Murphy)

251. Multicultural Psychology

Multicultural psychology is the systematic study of all aspects of human behavior as it occurs in settings where people of different cultural backgrounds encounter each other. Multiculturalism has been considered a "fourth force" in the field of psychology, supplementing behaviorism, psy-

chodynamic theories, and humanistic psychology. Readings, discussions and films will be used in this course to explore such topics as differences in worldviews and in means of communication; the acculturation process; stereotyping, prejudice, discrimination and racism; cultural identity development; and building multicultural competence.

(Peony Fhagen-Smith)

Connections:

Conx 23016 Race as a Social Construct

260. Psychology of Religion

A descriptive and interpretive study of religious content and of religious attitudes, experiences and practices. Drawing on biological, behavioral, psychoanalytic, Jungian, existential-phenomenological and humanistic viewpoints, this course considers the nature of religious experience; the meaning of religious images, creeds and rituals; and the origins and significance of individual differences in religious outlook.

(David Wulff)

Connections:

Conx 20050 Quest for Transcendence

Conx 20054 The Religious Response

261. Psychobiology of Sex and Gender

An exploration of the possible biological underpinnings of sex differences in human behavior. Examines the relationship between hormones and the central nervous system in determining how the sexes participate in many different areas of human behavior. Some of the main topics of this course are the sexual differentiation of the brain, how the brain and behavior connect, sex differences in animal behaviors, the evolution of sexual differences, the biology of sexuality and sexual attraction, and sex differences in parenting, aggression and aging.

(Meg Kirkpatrick)

Connections:

Conx 23004 Gender

Conx 23006 Sexuality

265. Health Psychology

Presents a biopsychosocial model of health that addresses how biological, psychological and social processes and their interaction influence our physical well-being. Topics include mind-body interactions, health behavior and interventions, patient-doctor relationships, and chronic and advanced illnesses.

(Michael Berg)

Connections:

Conx 20005 Microbes and Health

270. Adolescent Development

Multiple perspectives on the physical, cognitive and psychosocial transitions related to adolescent development. Topics include current versions of developmental theory; specific issues related to adolescence and emerging adulthood; the adolescent peer culture; sexualities and sex education; multicultural issues in adolescence; and changing male/female roles.

(Peony Fhagen-Smith)

Connections:

Conx 23006 Sexuality

272. Psychological Anthropology

See Anth 270.

275. The Body in Human Experience

A survey of the many ways that the body conditions or is an object of our daily experience and is framed by history, culture, religious tradition, ethnic identity, gender, age and health. Among the topics will be the effects of human physiology and posture on human experience, language, and symbols; the body image and bodily experience; and efforts to transform the body through tattooing, piercing, mutilation, body-building and plastic surgery.

(David Wulff)

Connections:

Conx 23004 Gender

Conx 23006 Sexuality

290. Psychology of Women

Examines psychological theories and research about women and gender. Discusses similarities as well as gender differences and the multiple causes for those differences. Explores the ways in which ethnicity, class and sexual orientation interact with gender in the U.S.

(Bianca Cody Murphy)

Connections:

Conx 23004 Gender

Conx 23005 Women in the United States

298. Experimental Courses

306. Infancy across Cultures

The nature and nurture of infants from the perspectives of Western research, and of selected non-Western contemporary societies, especially the Navajo. Examines childbirth, newborn capacities, caretaker-infant relationships, early experience and changes during infancy, all in cultural contexts. Includes field observations.

(Derek Price)

312. Perception

A detailed look at the processing of visual information, from the moment that photons of light

enter our eyes to the experience of seeing the world spread out before us. Topics include depth perception, perspective in art, color, perceptual organization, motion, attention and awareness.

(Rolf Nelson, Jason E. Reiss)

Connections:

Conx 20061 Body and Mind

Conx 23012 Visualizing Information

315. Social and Emotional Development

In this course, the growth of social and emotional competence that emerges from children's experiences in their relationships with others (e.g., parents, other children, cultural context) will be explored through in-depth reading and discussion of such topics as attachment, emotions, gender role development, development of the self, moral development and more.

Special attention will be given to books such as *Odd Girl Out: The Hidden Culture of Aggression in Girls* by Rachel Simmons; Dan Kindlon and Michael Thompson's *Raising Cain: The Emotional Life of Boys*; and *The Skin We're In: Teaching our Teens to Be Emotionally Strong, Socially Smart, and Spiritually Connected* by Janie Ward.

(Peony Fhagen-Smith)

324. Childhood Behavior Disorders

A survey of behavioral disorders of childhood in both clinical and educational settings, with a review of various perspectives on etiology and treatment. Emphasis on evaluation of the effectiveness of treatment.

(Grace Baron)

Connections:

Conx 20060 The Genetics of the Autism Spectrum

326. Political Psychology

The study of psychological influences on political thinking and behavior. Personality and politics, intergroup conflict, political cognition and genocide are some of the topics to be considered.

(Gail Sahar)

330. Scientific Approaches to Consciousness

How does the brain give rise to a conscious awareness of our surroundings? What is the relation of the body to the mind? Are animals conscious? This course approaches the recently emerging field of consciousness studies, which attempts to address questions like these and others, from a cognitive, neuroscientific and philosophical perspective.

(Rolf Nelson)

Connections:

Conx 20061 Body and Mind

334. Practicum in Human Services

Students intern in a community mental health or human service agency for one day or two half-days a week. They receive supervision both at the agency and by the professor. The weekly class meeting integrates the fieldwork experience with the theoretical literature. Placements may address issues such as homelessness, family violence, adolescent pregnancy, AIDS, mental illness and child care.

(Grace Baron)

336. Child Development in the Navajo Nation

A cultural perspective on child development is sought through service learning relationships with a Navajo community school and domestic hosts in Arizona during January. Service may include classroom instruction and field supervision of students, as well as domestic chores for our host families. Readings, reflective exercises, journal writing and literature searches all will contribute to papers developed during spring semester. Additional fees may be necessary for travel.

(Derek Price)

337. Practicum in Psychological Research

Students intern in one of several research laboratory settings for six to eight hours a week, receiving supervision by the laboratory manager. A weekly class integrates student experiences with the variety of research methods in psychology and with the theoretical literature. Placements may be in a number research setting, including both on- and off-campus programs.

(Rolf Nelson)

340. Laboratory in Social Psychology

The study of the important conceptual, practical and ethical issues involved in doing social psychological research. Students will conduct studies using experimental and correlational methods and learn to write an APA-style paper.

(Gail Sahar, Michael Berg)

341. Laboratory in Behavioral Neuroscience

An introduction to the physiology of behavior, with a special focus on neurophysiology, neuroanatomy and sensory physiology. Six hours a week, lab/lecture combined.

(Meg Kirkpatrick)

343. Laboratory in Cognitive Psychology

The design, implementation, evaluation and interpretation of experiments in memory, perception and other topics in cognitive psychology. Following experience in carrying out predesigned laboratory experiments, students will work in groups

on developing and carrying out their own original research projects.

Understanding of the scientific process will be further facilitated through discussions of journal articles in the field.

(Rolf Nelson, Jason E. Reiss)

344. Laboratory in Qualitative Research

An introduction to and exploration of qualitative research methods in psychology and the emerging frameworks in which they situated today. Methods include memory work, Q-methodology, phenomenology, narrative psychology and grounded theory, among other possible approaches.

(David Wulff)

345. Laboratory in Developmental Psychology

Students will address research questions in early childhood development through quantitative or qualitative research methods. Students will design and implement the specific methodologies in the Elizabeth W. Amen Nursery School, analyze the data and interpret the results in written APA format. Ethical issues will be addressed.

(Peony Fhagen-Smith, Derek Price)

348. Laboratory in Animal Communication and Cognition

A comparative introduction to current theories and methodologies for investigation of the nature of communication in, and cognitions and problem-solving abilities of, nonhuman animals. Lab/lecture combined.

(Kathleen Morgan)

367. Cognitive Neuroscience

An investigation into the field of cognitive neuroscience, which unifies several subdisciplines such as cognitive psychology, neuropsychology and neuroscience in order to understand the biological mechanisms that underlie key components of the human mind such as perception, attention, memory and language.

(Jason E. Reiss)

369. Clinical Psychology

An introduction to the field of clinical psychology. Considers the basic tools of the clinician, including interviewing, observation and assessment; the major theories of counseling and psychotherapy; and professional and ethical issues. Case studies, demonstrations and videotapes will be used.

(Bianca Cody Murphy)

398. Experimental Course

400. Psychology Senior Seminar

Senior psychology majors will participate in a capstone experience in a seminar format. Students

will engage in critical thinking about current trends in psychology as well as considering applications of psychological concepts to real-world problems.

500. Individual Research

Public Policy Studies

Coordinator: John Miller

John Miller

Professor of Economics

The minor in public policy studies is an interdisciplinary program designed to introduce students to the analytical skills and institutional perspective characteristic of careers in public service. Courses address the political context of policy making, alternative disciplinary approaches to policy formation and implementation, and appreciation of value conflicts in the policy process. In addition, students are encouraged to pursue substantive policy issues that draw on the expertise of Wheaton faculty members in such areas as environmental regulations, criminal justice, technological development, labor-management relations, poverty and welfare, anti-trust and regulation, and health care.

Minor

The minor consists of six courses, at least one of which must be at the 300 level, including:

Econ 101 Introduction to Macroeconomics
or Econ 102 Introduction to Microeconomics

And one course in statistical or research methods:
Math 141 Introductory Statistics

or Pols 200 Modern Political Inquiry: An
Introduction to Research Methods

or Soc 302 Research Methods in Sociology

Other courses may be selected by students in consultation with the coordinator. No more than three courses in any department may count toward the minor.

Religion

Chair: Jeffrey R. Timm

Department homepage:

wheatoncollege.edu/Acad/Religion/

Barbara Darling-Smith

Assistant Professor of Religion

Jonathan Brumberg-Kraus

Professor of Religion

Jeffrey R. Timm

Chair, Professor of Religion

The study of religion plays two roles. It provides a quintessential liberal arts experience for all students and cultivates religion majors. The Religion Department seeks to provide specialized courses for students majoring in the discipline, and general courses for students who are interested in religion but are pursuing other majors.

Major

The religion major consists of nine semester courses.

Requirements

Rel 102 Introduction to the Study of World Religions

Rel 401 Seminar

and seven courses selected from three of the following areas. At least three courses will be taken from one of these areas; at least two courses from a second area; and at least one course from a third.

Scriptural studies

Rel 109 Introduction to the Hebrew Bible

Rel 110 Literature of the New Testament: The Real Jesus, Ancient and Modern Views

Rel 204 Scripture in Judaism, Christianity and Islam

Rel 207 Introduction to Rabbinic Literature

Rel 210 Jesus and the Gospels

Rel 212 Sacred Texts of Asia

Rel 310 New Testament: Acts and Letters

Rel 342 Liberation Theology

Western religious traditions

Rel 204 Scripture in Judaism, Christianity and Islam

Rel 223 Religion in Contemporary America

Rel 232 Faith after the Holocaust

Rel 282 Music and Worship in World Cultures

Rel 322 Judaism: Faith and Practice

Rel 323 Seminar in Jewish Thought

Rel 342 Liberation Theology

Asian and non-Western religious traditions

Rel 108 Engaged Buddhism

Rel 212 Sacred Texts of Asia

Rel 316 Islam: Faith and Practice

Rel 325 Hinduism: Thought and Action

Rel 326 Buddhism: Thought and Action

Rel 357 Indigenous Religions

Contemporary and comparative religious thought

Rel 142 Religion and Sexuality

Rel 162 Perspectives on Death and Dying

Rel 204 Scripture in Judaism, Christianity and Islam

Rel 208 Religion in Modern Literature

Rel 225 The Philosophy of Religion

Rel 230 Mysticism and Spirituality

Rel 232 Faith after the Holocaust

Rel 242 Religion and Ecology

Rel 260 Psychology of Religion

Rel 277 Religion and Animals

Rel 340 Seminar on Religion in Anthropological Perspective

At least three courses at or above the 300 level, including Rel 401, are required of all majors.

Interdepartmental majors

Majors in religion and philosophy and religion and history are offered jointly with the Philosophy and History Departments, respectively. Students electing either joint major should consult with the chairs of the two departments concerning the courses required.

The Classics and Religion Departments have drawn up guidelines for an interdepartmental major in Ancient Studies. For the Dual-Degree Programs with Andover-Newton Theological School, contact Barbara Darling-Smith.

Minor

Minor concentrations are available in comparative religion, Bible, world religions and Judaic studies. A minor consists of five courses approved by the department, one of which must be at or above the 300 level. Rel 102, though not required, is strongly recommended. For the minor in Judaic studies, contact Jonathan Brumberg-Kraus.

Courses

102. Introduction to the Study of World Religions

A survey of the major world religions for the beginning student. Religions discussed will include indigenous religions (American Indian and African traditions), religions of India (Hinduism, Jainism and Buddhism), China (Taoism and Confucianism) and those originating in the Middle East (Judaism, Christianity and Islam). Religion will be considered as a worldview expressed through doctrine, myth, ethical system, ritual, personal experience and society.

Connections:

Conx 20054 The Religious Response

108. Engaged Buddhism

An introduction to contemporary Buddhist thought and practice, exploring the role of Buddhism in addressing issues of social and environmental concern. Basic concepts, text traditions and history of Buddhism will provide the foundation for understanding the contemporary developments of "engaged Buddhism" and its response to issues of social justice, race, gender, ethnicity, consumerism, advertising culture, info-age technology and the natural environment.

(Jeffrey R. Timm)

109. Introduction to the Hebrew Bible

An overview of the diverse, sometimes conflicting, religious perspectives represented in the Hebrew scriptures concerned primarily with the biblical texts as the expressions of religious beliefs and ways of life. Examination of the historical contexts and literary forms and traditions of the texts and the concrete social situations to which these texts are religious responses. Focus on the Bible's treatment of general themes in the study of religion, such as ideas of the holy, religious language and myth, ritual, monotheism and goddess worship, prophecy, theodicy, salvation, gender, the religious value of the secular and interpretation.

(Jonathan Brumberg-Kraus)

110. Literature of the New Testament: The Real Jesus, Ancient and Modern Views

The literature of the New Testament, with special attention to the form and content of the New Testament documents, their relationship to one another and their witness to the character of early Christianity.

(Jonathan Brumberg-Kraus)

142. Religion and Sexuality

A study of religious views on sexual choices, life styles and problems of today, including love, marriage, sex roles, homosexuality, celibacy, contraception, abortion, and sexual and domestic violence.

(Barbara Darling-Smith)

Connections:

Conx 23006 Sexuality

162. Perspectives on Death and Dying

Study of the grief process. Exploration of cross-cultural rituals surrounding death and speculation from various religions on immortality, resurrection and reincarnation. Investigation of end-of-life moral questions.

(Barbara Darling-Smith)

204. Scripture in Judaism, Christianity and Islam

This course focuses on the religious function of sacred scriptures in the three Western religious traditions: Judaism, Christianity and Islam. Attention will be paid to scripture as myth of origins; the relative importance of sacred story, prophecy and law in the three traditions; authority; and the importance of interpretative traditions. We will also investigate the ritual functions of scripture, artistic representations and contemporary efforts to interpret the relevance of textual traditions.

(Jonathan Brumberg-Kraus)

207. Introduction to Rabbinic Literature

This course introduces the most important rabbinic documents of antiquity: the Mishnah and the Babylonian Talmud (the Bavli). Attention will be paid to their ritual, mythic and ethical dimensions, especially their distinctive exegetical and theological approaches to the Torah.

(Jonathan Brumberg-Kraus)

208. Religion in Modern Literature

This course examines modern fiction as a means of exploring diverse views on the nature and meaning of human existence and the search for faith. The writings of such novelists as Katherine Paterson, Zora Neale Hurston, Umberto Eco, Aharon Appelfeld, Nagib Mahfouz, Orhan Pamuk, Flannery O'Connor and some contemporary religious poets are to be considered.

(Jonathan Brumberg-Kraus)

210. Jesus and the Gospels

This course studies selected versions of the life of Jesus across many genres (scholarly, fictional, cinematic and devotional) and across many centuries (from canonical and apocryphal Gospels to medieval allegories to modern novels and films) in order to explore the ways generations of Christians at different times and places have fitted the story to their own needs and situations.

(Jonathan Brumberg-Kraus)

212. Sacred Texts of Asia

A study of some of the major religious traditions that have emerged in South and East Asia. Hinduism, Buddhism, Confucianism and Taoism will be explored by considering representative scriptural texts and subsequent commentary traditions as a way to uncover their respective answers to fundamental questions about ultimate reality, humanity and salvation.

(Jeffrey R. Timm)

223. Religion in Contemporary America

An overview of the wealth of diversity in religions practiced in the U.S., including a study of mainstream Protestantism, Judaism and Roman Catholicism, as well as Native American traditions, Evangelicalism, African American religion, Eastern religious traditions and feminist spiritualities.

(Barbara Darling-Smith)

Connections:

Conx 20034 The Historical Context of Contemporary American Culture

225. The Philosophy of Religion

A study of questions emerging from the philosophical analysis of religious thought. Both religious and anti-religious thinkers will be considered on fundamental issues: the existence of God, the status of revelation and faith, the problems of conflicting truth claims of different religions, immortality and human destiny. Special attention will be given to contemporary challenges to traditional, patriarchal theology.

(Jeffrey R. Timm)

230. Mysticism and Spirituality

An examination of mysticism as well as other forms of personal religious consciousness and the way individuals have integrated religious experience with their general understanding of existence. Attention will be given to accounts of mysticism and spirituality found in different cultures and historical periods. Fundamental issues include: the character of religious experience, the significance of gender in spirituality, self-realization and self-transformation, the relationship of interior experience and public life and altered states of consciousness.

(Jeffrey R. Timm)

Connections:

Conx 20049 Psychoactive Sacramentals
Conx 20050 Quest for Transcendence

232. Faith after the Holocaust

The death of six million Jews at the hands of the Nazis and their collaborators in World War II represents a radical challenge to faith in Judaism, in Christianity and in Western humanism. The course begins with an historical overview of the Holocaust and then uses literature of Holocaust survivors and the philosophical and theological response of Jewish and Christian authors to articulate the challenge of the Holocaust to faith. The course concludes with a discussion of the implications of the Holocaust for Western culture. Because the questions that this course explores are highly varied and defy simple answers, a

variety of disciplines, texts and media will be employed, including films and outside experts.

(Jonathan Brumberg-Kraus)

Connections:

Conx 20062 Jews in Modern Europe

242. Religion and Ecology

An exploration of resources from various religious traditions for developing a healthy respect for nature and the environment, as well as a study of the religious roots of the current environmental crisis. Also includes discussions of ecofeminist spiritualities and deep ecology.

(Barbara Darling-Smith)

Connections:

Conx 23009 The Environment

260. Psychology of Religion

(See Psy 260)

277. Religion and Animals

This course analyzes what religions have had to say about human relationships with other animals and whether religious traditions have included or excluded animals from humans' moral responsibilities. Topics include an exploration of animals in story and animals as religious symbols; an exploration of similarities between human animals and nonhuman animals; and a look at how religious traditions can foster ethical regard and compassion for animals.

(Barbara Darling-Smith)

Connections:

Conx 23013 Animal Power in Religion, Art and Science

282. Music and Worship in World Cultures

(See Musc 282)

310. New Testament: Acts and Letters

This course studies Pauline Christianity through an examination of the Letters of Paul and Luke's Acts of the Apostles. We will pay special attention to the social historical context and structures of Pauline Christianity. We will discuss its ideals of community and authority, its Christian self-definition in regard to emerging Rabbinic Judaism, the significance of religious conversion for Pauline Christianity, and the relationship of early Christian literature and ethics to other Greco-Roman literary and cultural conventions (e.g., Acts and ancient novels).

(Jonathan Brumberg-Kraus)

316. Islam: Faith and Practice

Pagan Arabia, the life and teaching of Muhammad, the spread of Islam, the development of Muslim thought, Islamic mysticism and

modernism. Course may involve field trips to an Islamic center and interviews with contemporary Muslims.

(Jonathan Brumberg-Kraus)

322. Judaism: Faith and Practice

This course introduces the distinctive dimensions of Jewish religious and cultural worldviews in theory and in practice. Students will study not only classic Jewish texts, but also visit local synagogues, observe celebrations of Jewish holidays and conduct interviews with members of the local Jewish communities.

(Jonathan Brumberg-Kraus)

323. Seminar in Jewish Thought

This seminar is intended to deepen students' understanding of major trends of Jewish thought and to practice the methods characteristic of the academic study of Judaism. Students will analyze common readings in class discussion and pursue independent study culminating in a major research paper in consultation with the instructor.

(Jonathan Brumberg-Kraus)

325. Hinduism: Thought and Action

A thematic and conceptual inquiry into some of the most important religious and philosophical traditions within Hinduism. Major consideration given to questions about the nature of ultimate reality, suffering and liberation, language and revelation, personal existence and death, eros and asceticism, myth and ritual. Regular film and other audiovisual presentations will provide insight into the contemporary Hindu worldview.

(Jeffrey R. Timm)

326. Buddhism: Thought and Action

A thematic and conceptual inquiry into some of the most important religious and philosophical traditions within Buddhism. Attention given to the major schools of Buddhist thought, as well as topical inquiries into issues regarding women in Buddhism, meditation practices, Buddhist art and architecture and the influence of Buddhism on contemporary Western religious pluralism. The course features close readings of Buddhist texts in translation and regular audiovisual presentations.

(Jeffrey R. Timm)

328. Buddhism and Development

This special study/tour takes students to Bhutan for three weeks to study Buddhism and development. Traditionally, Buddhism has emphasized development in the form of individual and collective "psycho-technologies" designed to transform affliction and confusion into enlightenment. In the

case of Bhutan, (and for contemporary engaged Buddhism in particular), development also concerns implementing Buddhist paradigms from the top down by developing Buddhist social theory, in economic development, as well as in environmental and cultural conservation.

During this study/tour, students will examine development in Bhutan from the bottom up, through visits to monasteries, temples and sacred places, as well as from the top down, i.e., by exploring contemporary Bhutanese approaches to economic development, to environmental conservation and to the forces of globalization.

(Jeffrey R. Timm)

340. Seminar on Religion in Anthropological Perspective

(See Anth 340)

342. Liberation Theology

Theology is rational reflection upon faith; liberation theology is reflection by people of faith who find themselves in situations of oppression. In this course we will read the writings of various groups—global women and men, African American women and men, and white women—and their struggles to relate Christian and Jewish teachings to liberation.

(Barbara Darling-Smith)

357. Indigenous Religions

An exploration of the rituals, myths and symbols of indigenous religions and the interconnection between these religious forms and native ways of life. Focuses on Native North American religious traditions, but indigenous religions in Africa, Australia and Latin America will also be considered.

(Barbara Darling-Smith)

398. Experimental Courses

399. Independent Study

Advanced students, in consultation with the appropriate instructor, may arrange to pursue independent study on topics not covered by the regular course offerings.

401. Seminar

Selected topics will be chosen to integrate and supplement the work done in the major. Each member of the seminar will write a paper and will present an oral report to majors and members of the Religion Department.

(Jonathan Brumberg-Kraus, Jeffrey R. Timm)

500. Individual Research

Open to majors by invitation of the department for work culminating in a senior honors thesis.

Russian and Russian Studies

Chair: Francoise Rosset

Department homepage:

wheatoncollege.edu/Acad/Russian/

Anni Baker

Chair, Associate Professor of History

Thomas W. Dolack

Visiting Assistant Professor of Russian

David E. Powell

Shelby Cullom Davis Professor of Russian Studies

Francoise Rosset

Chair, Coordinator of German & Russian, Associate Professor of Russian

Jeanne Wilson

Chair, Professor of Political Science
Brenda Wyss

Chair, Associate Professor of Economics

Russian and Russian studies is dedicated to the idea that we should approach Russian culture from a holistic point of view, setting traditions of Russian art and literature in the context of ever-changing Russian culture, politics and history. Our primary gateway is the Russian language.

Russian and Russian studies offers students a wide range of courses in the Russian language (from the elementary to the advanced level), in Russian art, culture, film and literature, as well as history, economics and politics. We have a Department of Russian with a traditional major in Russian language and literature, and an interdisciplinary program in Russian studies with courses taught by the departments of Russian, economics, history and political science. We also offer two minors. Students may choose either the traditional major in Russian or the interdisciplinary major in Russian studies.

Connections and capstones

Russian and Russian studies have a few established connections, but many more are in the works. A capstone experience is required of all Wheaton students. Ours may be fulfilled through course work (a senior seminar), but also through research and other projects. In Russian studies, this might include presenting your research at the annual Harvard-Wellesley-Wheaton Undergraduate Symposium in the spring.

Students are strongly encouraged to experience Russia itself. Wheaton offers several options for study in Russia on a junior year or semester abroad program. There are also options for summer study in the United States or in Russia. Students normally get credit for such study, and early consultation with the department is advised.

Students who do outstanding work in either Russian major may become members of Alpha Epsilon, the Wheaton College Chapter of the National Slavic Honor Society, Dobro Slovo.

Major in Russian Studies

The Russian studies major is a broad-based, interdisciplinary course of study. Students acquire a basic knowledge of Russia and the former Soviet Union through the study of Russian culture, language and literature combined with economics, history and politics.

NOTE on rotation of courses: We offer different courses to our majors during their four years of study. Russian literature and culture courses rotate on a three-year cycle; a few are on a four-year cycle.

This major consists of a minimum of 10 semester courses.

Russian language

Four semester courses selected from:

Russ 110 Beginning Russian I

Russ 111 Beginning Russian II

Russ 210 Intermediate Russian I

Russ 211 Intermediate Russian II

Russ 240 Advanced Russian I

Russ 241 Advanced Russian II

Russ 242 Advanced Russian Conversation and Grammar

Russ 243 Advanced Russian: Grammar, History, Politics

Russian literature and culture

Three semester courses selected from:

Russ 101 Russian Folklore

Russ 200 or Russ 300 Russian Literature: Icons to Revolution

Russ 201 or Russ 301 Russian Literature: From Revolution to the Present

Russ 203 Russian Drama

Russ 281 Russian Arts and Culture

Russ 282 Russian Film

Russ 284 Women in Russian Culture

Russ 305 Topics in Russian Literature

Russ 351 Selected Prose Writers

Russ 352 Russian Poetry

Russ 370 Russian for the Arts, Business and Politics

Courses in other departments

Three semester courses selected from at least two different departments. Courses include:

Econ 288 Foundations of Political Economy

Hist 215 History of Russia

Pols 249 Russian Foreign Policy

Pols 255 Russian Politics
Pols 265 Politics and Society in Eastern Europe
Pols 345 Understanding Russian Politics and Society through the Prism of Film
Pols 375 The Politics of Social and Economic Problems in Post-Communist Russia
Pols 379 National Security Policy

The major requires a minimum of three courses at the 300 level. These may be selected from the culture courses or from the courses in other departments. Substitutions by permission of the department. A capstone experience is required of all Wheaton students and may be accomplished through course work, research or other projects.

Major in Russian Language and Literature

The Russian language and literature major is designed to provide students with a sound knowledge of Russian language, culture and literature. Students who choose this major often have had some prior study of Russian, or they may do summer study or a semester or junior year abroad.

NOTE on rotation of courses: We offer different courses to our majors during their four years of study, Russian literature and culture courses rotate on a three-year cycle; a few are on a four-year cycle.

The major consists of a minimum of nine semester courses.

Russian language and literature in Russian

Four semester courses, beginning at the advanced language level:

Russ 240 Advanced Russian I
Russ 241 Advanced Russian II
Russ 242 Advanced Russian Conversation and Grammar
Russ 243 Advanced Russian: Grammar, History, Politics
Russ 351 Selected Prose Writers
Russ 352 Russian Poetry
Russ 370 Russian for the Arts, Business and Politics

Russian literature and culture courses in English

Four courses selected from:
Russ 101 Russian Folklore
Russ 200 or Russ 300 Russian Literature: Icons to Revolution
Russ 201 or Russ 301 Russian Literature: From Revolution to the Present
Russ 203 Russian Drama
Russ 281 Russian Arts and Culture

Russ 282 Russian Film
Russ 284 Women in Russian Culture
Russ 305 Topics in Russian Literature

Senior seminar

Russ 402 Seminar

With permission of the department, the Senior Seminar can be replaced with another equivalent capstone experience, as long as the student has taken a minimum nine courses.

The major requires a minimum of three courses at the 300 level or above. Substitutions by permission of the department. A capstone experience is required of all Wheaton students and may be accomplished through course work, research or other projects.

Minors in Russian and Russian Studies

We offer two minors, one entirely in Russian, the other an interdisciplinary minor.

Minor in Russian Language

The minor in Russian language, done entirely in Russian, requires a total of five courses: four semesters of language courses, and one semester chosen from Russ 351, Russ 352 or Russ 370.

Minor in Russian Language and Literature

The minor in Russian language and literature allows you to do part of the course work in English. It consists of three language courses and two courses in Russian literature or culture. (The latter courses include Russ 101, Russ 200 or Russ 300, Russ 201 or Russ 301, Russ 203, Russ 281, Russ 284, Russ 305. Substitutions possible with departmental approval.)

Both minors require a minimum of one course at the 300 level or above—this is a college-wide requirement.

Courses

Language courses

We administer language proficiency/placement tests in September and January each year. A student may skip the first or the first two years of Russian and place directly into the advanced-level courses. Students who have taken two, three or more years of Russian at the secondary school level are expected to place into Russian 210 (or the Russian 240 series, with departmental permission).

110. Beginning Russian I

The principal elements of the Russian language, including reading, writing, speaking and cultural awareness. Emphasis is placed on colloquial language and the ability to converse in Russian.

Class work is supplemented by one hour per week of language laboratory work.

(Thomas W. Dolack, Françoise Rosset)

111. Beginning Russian II

A continuation of Russ 110 with further emphasis on grammar and conversation. Class work is supplemented by one hour per week of language laboratory work.

(Françoise Rosset)

210. Intermediate Russian I

Written and spoken Russian. More fundamentals of Russian grammar, with emphasis on oral practice, comprehension and composition. Class work is supplemented by one hour per week of language laboratory work.

(Thomas W. Dolack, Françoise Rosset)

211. Intermediate Russian II

Continuation of Russ 210. Written and spoken Russian. More fundamentals of Russian grammar, with further emphasis on oral practice, comprehension and composition. Class work is supplemented by one hour per week of language laboratory work.

Advanced language courses

Please note that these four courses are not sequential. They can be taken in any order.

240. Advanced Russian I

Review of Russian grammar. Russian roots and word formation. Russian syntax and composition. Emphasis on vocabulary building.

(Thomas W. Dolack, Françoise Rosset)

241. Advanced Russian II

Review of Russian grammar. Russian style and syntax, with emphasis on composition.

242. Advanced Russian Conversation and Grammar

Review of Russian grammar. Emphasis on oral comprehension and verbal proficiency.

243. Advanced Russian: Grammar, History, Politics

Review of Russian grammar. Emphasis on verbal proficiency and Russian cultural/political vocabulary.

Literature and culture courses given in Russian

These courses are designed for Russian majors and are conducted in Russian, but are open to all qualified students with permission of the department.

351. Selected Prose Writers

The study in Russian of selected prose works by some of the following writers of the 19th and 20th

centuries: Pushkin, Lermontov, Pavlova, Gogol, Turgenyev, Dostoevsky, Tolstoy, Teffi, Chekhov, Zamyatin, Zoshchenko, Bunin, Solzhenitsyn and Tokareva.

352. Russian Poetry

A survey in Russian of poets from the early 19th century to the present. Emphasis both on analysis and on reading/performance of poetic works.

(Francoise Rosset)

370. Russian for the Arts, Business and Politics

A study in Russian of the special terms, jargon and style used in specific professional fields, including the art world and museums, international business and politics. Also includes a brief survey of Russian computer terminology.

(Francoise Rosset)

402. Seminar

Integration of the student's work in previous courses through independent work chosen with the approval of the department.

500. Individual Research

Open to senior majors by invitation of the department.

Courses given in English

Courses in culture, literature and civilization conducted in English are open to all students without regard to foreign language proficiency. Many of these courses have Connections pending.

Note on rotation of courses: We offer different courses to our majors during their four years of study. Russian literature and culture courses rotate on a three-year cycle; a few are on a four-year cycle.

101. Russian Folklore

A general, interdisciplinary introduction to Russian culture with special emphasis on folklore, tracing its development from pre-Christian times to the present. The course will center on the study of folk tales, epics and ballads; beliefs, traditions and superstitions and the influence of folklore on the development of Russian literature and art.

Connections:

Conx 20051 Russian History and Culture

200. Russian Literature: Icons to Revolution

A broad survey course with primary emphasis on the classics of the 19th century. The study of strong passions and clashing beliefs in 19th-century Russian literature and culture. Focus on love and social commentary in the works of Pushkin, Lermontov, Gogol, Pavlova, Chekhov, Dostoevsky and Tolstoy. Cultural materials include icons and

Russian wooden architecture, the myths of St. Petersburg and Moscow, Russia's expansion into the Caucasus and Siberia, 19th-century music, and trends in 19th-century painting.

201. Russian Literature: From Revolution to the Present

The study of Russian literature and culture in the 20th century, from the turmoil of the Revolution through the terror of Stalin's Soviet Union to the momentous changes of the 1990s. The focus will be on literature and art, grappling with aesthetic concerns amid censorship, purges and rapid political change. Readings might include: Akhmatova, Babel, Zamyatin, Nabokov, Gorky, Pasternak, Solzhenitsyn, Bitov, Baranskaia, Tokareva, Petrushevskaia. Cultural materials cover the avant-garde, Soviet theatre and ballet, samizdat and other unofficial art, glasnost and the new trends of the past few years.

203. Russian Drama

A survey of modern Russian theatre, including some opera and ballet. The course includes a brief history of Russian theatre and its traditions in directing and set/costume design. Readings include a variety of short to full-length plays by such writers as Pushkin, Gogol, Ostrovsky, Chekhov, Kharms, Gippius, Erdman, Shvarts, Aitmatov, Petrushevskaia and Nina Sadur.

(Francoise Rosset)

279. Literary Translation

(See Ger 279)

281. Russian Arts and Culture

Begins with a brief survey of Russian political history, then focuses on Russian and Soviet art, including some non-Russian works from former republics of the Soviet period (Georgia, Armenia, Latvia, Central Asia). Includes ballet and theatre, cinema and classical music as well as bard music and formerly underground rock, some literature and poetry, and art from the icons to the avant-garde to unofficial and official art.

(Francoise Rosset)

282. Russian Film

The course will acquaint you with the culture of modern Russia through its cinema. Lectures with discussion and analysis of a series of Russian films from Eisenstein to current productions, emphasizing content and moral/political issues as well as artistic technique.

Connections:

Conx 23018 Cinema/Kino: Film in Russia

Conx 23014 Film and Society

284. Women in Russian Culture

A historical survey of the cultural and political impact of women in Russia, with emphasis on the 20th century. Works by and about women, including works by Russian women in politics, literature and poetry, theatre and painting.

(Francoise Rosset)

285. Russian Jewish Culture

This course discusses Russian Jewish culture and its extraordinary role in Russian literary and social history. The Jews of Russia created an original culture that combined profound religious piety with extreme secularism, and political and aesthetic conservatism with daring experiments in literature, arts and film.

The course will cover the most important issues of Russian-Jewish coexistence and will focus on the cultural, linguistic and ideological transformation of Russian Jews in the late 19th and 20th centuries, from pious Yiddish-speaking shtetl dwellers to secular Russian-speaking urbanites. Literary works of major 19th- and 20th-century Russian writers, and guest lectures on art, religion, history and political history, will provide the primary material for discussion.

Taught with the Department of Religion.

298. Experimental Courses

The Russian Novel

This course is an examination of the great classic Russian novels from Pavlova's *Double Life* (1848) through Gogol, Dostoevsky, Tolstoy and Pasternak to Tolstaya's recent *The Slynx* (2000). Some discussion of critical theories about the genre of the novel. This course, all readings, assignments and discussion, are entirely in English.

A more advanced version of this course is available as Russ 305.

(Francoise Rosset)

300. Russian Literature: Icons to Revolution

Advanced version of Russ 200.

301. Russian Literature: From Revolution to the Present

Advanced version of Russ 201.

305. Topics in Russian Literature

Topics will vary to meet student demand and interest and might include: the Russian novel, the Silver Age, Soviet classics, Russian women writers or others.

See Russ 298, The Russian Novel, for course description.

(Francoise Rosset)

Sociology

Chair: Kersti Alice Yllo

Department homepage:
wheatoncollege.edu/Acad/Sociology/

John Grady

Professor of Sociology

Hyun Sook Kim

Professor of Sociology

Karen M. McCormack

Assistant Professor of Sociology

A. Javier Trevino

Professor of Sociology

Kersti Alice Yllo

Chair, Professor of Sociology, Coordinator of Faculty Development

Jennifer Zoltanski

Visiting Assistant Professor of Sociology

The sociology program focuses on human social behavior, social organization and cultures, and contemporary social problems. Issues of race, ethnicity, class, gender, sexuality, religion and technology—within both the United States and global context—are addressed in a wide range of courses.

Major

The major program in sociology requires 10 courses and must include:

Soc 190 Self and Society

Soc 272 Analyzing Social Trends

or Math 141 Introductory Statistics

Soc 301 Sociological Theory

Soc 302 Research Methods in Sociology

Soc 402 Senior Seminar

or Soc 403 Senior Pro-seminar

Students are expected to take Soc 190 in their freshman or sophomore year, Soc 301 and Soc 302 in their junior year and Soc 402 or Soc 403 in their senior year. Students must also take Soc 272 or Math 141.

Minor

The minor in sociology requires five courses, one of which must be at the 300 level.

Courses

Introductory/core courses

104. Contemporary Social Problems

This course is organized into three sections. First, the social action section deals with how social change can be realized through the implementation of political strategies and tactics in the creation and/or alleviation of problems of moral

indignation. The theory section provides major sociological perspectives for examining certain public issues. Finally, the problems section takes an in-depth look at specific social problems such as pollution, poverty and crime.

(Department)

190. Self and Society

This course examines theoretical modes of sociological inquiry and empirical research through an in-depth study of the self and society. Through classical and contemporary readings, five areas are explored: the construction of the self; socialization and sexuality; the power of social structures and circumstances; deviance; and globalization and social change.

This course is intended only for sociology majors or prospective majors. All others can be admitted only by permission of the instructor.

(Karen M. McCormack, Kersti Alice Yllo, Hyun Sook Kim)

198. Experimental Courses

301. Sociological Theory

The primary objective of this course is to provide a broad overview of the major sociological theorists and theories. Accordingly, the student will become familiar with the classical (pre-World War II) as well as with the contemporary (post-World War II) theoretical paradigms in sociology. Students will cultivate their sociological imaginations as they learn to apply the theories.

(Karen M. McCormack, A. Javier Trevino)

302. Research Methods in Sociology

An introduction to the scientific method and its application to sociological research. Topics include formulation of research problems, sampling, measurement, data collection and analysis. Emphasis is on research design.

(Karen M. McCormack, Kersti Alice Yllo)

402. Senior Seminar

A semester of directed research in which students receive individual attention while carrying out an empirical study. The seminar offers guidance and a framework for the many stages of the research process. Students will be expected to produce a thesis and present it publicly in February.

(John Grady, Karen M. McCormack, Kersti Alice Yllo)

403. Senior Pro-seminar

The pro-seminar deals with conceptual analysis and critiques of theories, methodologies and paradigms employed by sociologists and by different sociological schools of thought. Various themes are explored through the application of concepts,

theories, paradigms and the sociological imagination. A senior thesis and an oral defense of the thesis are required.

(A. Javier Trevino, Hyun Sook Kim)

500. Individual Research

Open to majors at the invitation of the department.

Deviance and social control

211. Criminology

This course provides a multidisciplinary approach to understanding crime and criminal behavior. The individual actor, the social environment, the law and the criminal justice system will be examined in order to better understand violent crime, juvenile delinquency, gangs, organized crime, white-collar crime, etc. We will also focus on the alternative of restorative justice.

(A. Javier Trevino)

221. Deviance and Social Control

The primary objective of this course is to develop a sociological and critical analysis of various types of deviant behaviors and deviant statuses, including criminality, delinquency, alcoholism, mental illness, physical defects, etc.

(Karen M. McCormack, A. Javier Trevino)

240. Conflict and Genocide

The course offers a comparative study of genocides, which are examined in relation to modernity, colonialism, nation-building, wars and postcolonialism. It also investigates why some cases of mass killings have not been acknowledged as genocides.

(Hyun Sook Kim)

311. Violence against Women

This seminar explores the nature of violence against women, focusing on current research on woman battering, rape, child sexual abuse and pornography. Students will compare theoretical approaches and will critically examine empirical research. The impact of race, ethnicity and class on the abuse experience are considered. A major part of the seminar involves original research by students on an issue of their choice. The semester will culminate in a symposium on violence against women organized by seminar members.

(Kersti Alice Yllo)

Inequality and social change

095. Cultures, Communities and Change

Taught in Vietnam and Cambodia, this three-week course focuses on the socioeconomic, cultural and political change of Southeast Asia. The course is field based and includes the study of local

markets, factories, agricultural coops, housing projects, NGO programs, museums and historical sites.

(Hyun Sook Kim)

200. Social Movements

The course examines national liberation movements, social revolutions, and labor and environmental justice movements. The course explores the local and global impact of colonialism and capitalism and struggles to confront deepening forms of oppression, injustice and inequality.

(Hyun Sook Kim)

Connections:

Conx 20041 Colonial Encounters

Conx 23011 Revolution!

210. Inequality

What is social "class" and how do we understand class inequality? How does one's "class" position shape one's social standing and life's chances?

The course focuses on class analysis from various perspectives and investigates social stratification, inequality, mobility, poverty, wealth, power, domination and commodification in the globalized world.

(Hyun Sook Kim)

230. Race and Ethnicity

This course focuses on historical and contemporary issues of race and ethnic inequalities in the United States. Our goal is to examine sociological theories of race and ethnic relations and to understand how the social construction of race, and racism have influenced organizations, institutions and identities.

(Karen M. McCormack)

Connections:

Conx 23007 African Diaspora in New World

Conx 23010 Black Aesthetics

Conx 23011 Revolution!

260. Gender Inequality

How do we learn to be women and men? How are our cultural beliefs and social institutions gendered? How do different sociological and feminist theories illuminate gender relations? How can we better understand the perpetuation of inequality by examining images of women in the media, sexism in language and violence against women? How is sexism related to racism, class stratification and heterosexism?

(Kersti Alice Yllo)

Connections:

Conx 20008 Gender Inequality: Sociological and Literary Perspectives

Conx 23004 Gender

270. Immigration

There are currently massive and rapid movements of people across national borders for jobs, residence, political asylum, family integration, trade, business and tourism. This course explores multiple causes and consequences of immigration.

(Hyun Sook Kim)

280. Asians and America

A multidisciplinary study of social and cultural encounters between Americans of Asian descent and America as an empire. The course examines topics such as Orientalism, colonialism, Asian wars, capitalism, slavery, "coolie" labor, racial exclusion, citizenship restrictions, and transnational and panethnic solidarity movements.

(Hyun Sook Kim)

Connections:

Conx 20041 Colonial Encounters

298. Experimental Courses

Sociological Concepts

This course considers some of the major ideas that have shaped social thinking from the early 1800's until today. These ideas—which include the notions of differentiation, organicism, social critique, alienation, anomie, social disorganization, social system, structuration, agency, habitus, and deconstructionism—will be considered in sociohistorical context. In addition, some of the major metaphors, conceptual methodologies and taxonomies of sociological thought will also be discussed.

(A. Javier Trevino)

310. Beyond Global Feminism

This is a course on feminist epistemology. It examines how various forms of feminist knowledge are constructed and deconstructs notions such as "woman," gender, gender oppression, patriarchy, women's liberation, women's rights and sisterhood. The course examines contentious debates about and among Western, Third World, global, postcolonial, poststructural and transnational feminisms.

(Hyun Sook Kim)

Connections:

Conx 23006 Sexuality

320. Race, Gender and Poverty

This course is designed to enable students to think critically about the causes and consequences of poverty and the complex and dynamic intersections of race, gender and social class. We will cover key sociological theories of stratification,

mobility and persistent poverty, with a particular focus on the dynamics of race and gender.

(Karen M. McCormack)

398. Experimental Courses

Institutions and social organization

175. Media and Society

The role and influence of the media in contemporary societies, with specific attention to questions regarding: the influence of the media over people's lives in "mass society," the political ideology inherent in mass media messages, the organization of media industries and the media as means for subcultural expressions.

(Karen M. McCormack)

215. Working: Society and the Meanings of Work

What role does work play in people's lives? Why is work organized the way that it is? Should it or can it be changed? How does work affect the way that people treat each other? Can work be controlled and managed? This course will address these questions while investigating the social, political and cultural forms of work in the U.S. and Japan.

(John Grady)

225. Health and Medicine

This course will examine medicine as an institution and explore the consequences of its organization for public policy. Should doctors control health care? Should medicine be socialized? Has medicine made us healthier? Does our system of health care devalue women? The course will investigate these and other questions.

(John Grady)

235. Families in Transition

Has the obituary for the American family been written prematurely? How can we better understand contemporary families by studying families cross-culturally and in diverse social and racial/ethnic groups? How does a social scientific analysis illuminate the nature of gender, dating, marriage, parenting, violence and divorce? We explore the changing nature of the family as an institution as well as the transitions individual families undergo.

(Kersti Alice Yllo)

255. Living in Cities: Urban Sociology

Cities are the most important form of settlement in the modern world. They are workshops of innovation in technology, culture and manners. Because the city is a settlement and not an institution, the course will encourage students to use methods and concepts derived from several disciplines to understand the city. The course

explores the organization, growth and conflicts of a number of the world's major cities.

(John Grady)

285. Latino Community

The course will examine the various Latino populations in the United States: Mexican Americans, Cuban Americans, Puerto Ricans, Dominicans, etc. Issues that are unique to these populations will be considered: culture (normative and esthetic), bilingualism, the immigrant experience, family life, the church, education and so on.

(A. Javier Trevino)

Connections:

Conx 20058 Latino Culture

315. Society, Technology and the Environment

Have our cities created a way of life that is impossible to sustain? Is our technology out of control? How should we relate to our environment? We will consider these and other questions in an exploration of the impact that our social relations and technological systems have had on the conditions of human existence in contemporary society.

(John Grady)

Connections:

Conx 23009 The Environment

322. Sociology of Law

This course examines the interrelations between law and various aspects of society. It employs a comparative and historical approach and addresses such questions as: How and why does law develop? Under what social conditions does a differentiated legal system emerge? How do legal systems vary with different forms of social institutions?

(A. Javier Trevino)

362. Fieldwork in Formal Organizations

Students will acquire skills in organizational analysis, fieldwork, and participatory action research which will be developed in the seminar and through an internship approved by the instructor. Interns must spend at least 3 hours per week at their work site. Class time will allow for students to integrate theory and method with their experiential learning.

(Karen M. McCormack)

Specialized methods

262. Mapping Society: Introduction to Geographic Information Systems (GIS)

This course will introduce students to Geographic Information systems (GIS), a powerful software

for mapping and spatial analysis. It will focus on mapping and analyzing environmental and socioeconomic data. The topical focus of the course will vary from year to year, and may include: Growth and Development in the greater Boston area and The Human and Environmental Impact of Hurricane Katrina on New Orleans and the Gulf Coast.

(John Grady)

272. Analyzing Social Trends

Have you ever wondered whether the population is growing too fast? How many of us are poor? How ethnically diverse are we? Is the American family falling apart? These questions are debated all the time in the media. But are they telling the whole story? This team-taught course will provide the key to analyzing descriptive statistics—including how they are constructed, displayed and disseminated—to illuminate the stories that lie hidden behind the headlines.

(John Grady)

282. Visual Sociology

What do snapshots, home movies and advertising tell us about modern societies? What role should graphic design play in social research? What do we do when we go to the movies (whether in Calcutta or Boston), and what do we see when we get there? These are a few of the questions that social scientists ask as they produce or interpret the images that the camera has made, which play an ever more important role in how we view and conduct our lives and communicate with others.

(John Grady)

Connections:

Conx 23012 Visualizing Information

392. Feminist Research

This seminar examines critiques of traditional social science and its methods, focusing on the controversies that surround the scientific method, objectivity, politics and the purpose of research. We will explore "feminist methodology" and debate whether such a thing even exists. The seminar also focuses on models of feminist research and looks at the connections between the personal, political and intellectual.

(Kersti Alice Yllo, Karen M. McCormack)

Statistics

Coordinator: Michael Kahn

Michael Kahn

Professor of Mathematics and Director of Quantitative Analysis

Statisticians work with information collected by scientists and decision-makers in the hope of making sense of complicated questions. Statistics is concerned with approaches for gathering, managing, organizing, analyzing and presenting information. It helps scientists and decision-makers of all kinds learn from experience and make decisions in the presence of uncertainty. Good statistical practice requires familiarity with probabilistic ideas and includes the ability to design experiments or surveys; to summarize and analyze observational data; to build mathematical models with probabilistic components; and to draw conclusions while quantifying the uncertainty associated with those conclusions.

Minor

The minor consists of a minimum of five courses, only one of which may be counted both for the minor and for the student's major.

Required courses

Math 141 Introductory Statistics
or Math 151 Accelerated Statistics
and Math 251 Methods of Data Analysis

Discipline-specific advanced course

At least one 300-level course that incorporates statistical methods in a discipline-specific context.

One course chosen from:

Econ 330 Applied Econometrics
Math 342 Mathematical Statistics
Psy 340 Laboratory in Social Psychology
Psy 343 Laboratory in Cognitive Psychology
Psy 345 Laboratory in Developmental Psychology
Psy 348 Laboratory in Animal Communication and Cognition
Chem 331 Aqueous Equilibria
Soc 302 Research Methods in Sociology
Mathematical foundation

One course chosen from:

Comp 115 Robots, Games and Problem Solving
Math 101 Calculus I
Math 102 Calculus I with Economic Applications
Math 221 Linear Algebra
Math 241 Theory of Probability

Elective

One additional course chosen from either of the two lists above, or an independent study (399) with approval of the coordinator.

Theatre and Dance Studies

Chair: Cheryl Mrozowski

Department homepage:

<http://wheatoncollege.edu/Acad/Theatre/>

Katherine Conway

Associate Professor of English

David Cook

Technical Director and Instructor

Stephanie Daniels

Associate Professor of Theatre

David M. Fox

Professor of Theatre

Christianna M. Kavaloski

Visiting Assistant Professor of Theatre/Dance and Artistic Director, Wheaton College Dance Company

Jennifer Madden

Visiting Instructor of Theatre

Charlotte Meehan

Associate Professor of English, Playwright-in-Residence

Cheryl Mrozowski

Chair, Associate Professor of Theatre

Clinton O'Dell

Assistant Professor of Theater Design

The Department of Theatre and Dance Studies offers students a wide array of courses in acting, directing, theatre design and history, dance, dramatic literature, playwriting and film theory. Central to the department's mission are the development of communication skills—both oral and written—careful attention to how theatre and dance function as collaborative art forms, and an emphasis on theatre and dance as windows to diverse cultures, lifestyles and intellectual perspectives.

The Watson Fine Arts Center contains two performance spaces: the Dorothy Littlefield Weber '38 Theatre, a 350-seat proscenium house with a modular thrust, and the Kresge Experimental Theatre, a "black box" with flexible seating that can accommodate up to 120 spectators. Productions in these theatres, directed by both faculty and students and numbering an average of six per year, cover a lot of territory: everything from an annual Dance Concert and New Plays Festival to ancient Greek tragedy, modern realism, Shakespeare, farce, Beckett, musicals and Moliere.

Students are encouraged to study away from Wheaton for at least one semester during their junior year. Popular programs include the National Theater Institute in Waterford, Connecticut, and London's British American Drama Academy and the Boston University Internship Program. Students have also participated in programs in France, Ireland, Australia and New Zealand.

In an effort to gain valuable theatre experience in a professional setting, students also frequently arrange internships with area companies. Past connections have been established with Trinity Repertory Company in Providence, American Repertory Theatre in Cambridge, the Huntington Theatre in Boston, and the Roundabout Theatre in New York.

Major

The major in theatre studies and dance is administered jointly by the theatre and English departments. It includes a minimum of twelve courses: eight from theatre and four from English (or other departments offering dramatic literature courses during a given semester—see explanation below).

Three concentrations are available within the major: acting/directing, theatre design and dance. The major must include three courses at or above the 300 level.

With careful planning and appropriate approval, double majors and self-designed majors are also welcome possibilities.

Requirements for students who declared their major before fall 2009

Theatre Studies and Dance

English

Four courses from the English Department, including at least one course in Shakespeare (Eng 309 or Eng 310) and three courses from among the following:

- Eng 241 Modern Drama
- Eng 242 Hollywood Film since 1970
- Eng 246 Modern Irish Literature
- Eng 249 Hollywood Genres
- Eng 258 Introduction to Film Studies
- Eng 273 Malcontents, Monarchy and Revenge in Early Modern Drama
- Eng 274 Restoration Theatre and Beyond
- Eng 287 Writing for Performance
- Eng 288 Playwriting: Form and Craft
- Eng 348 Sexual Politics of Film Noir
- Eng 357 Cinema and the City
- Eng 388 Advanced Playwriting

With permission from English and Theatre Department chairs, dramatic literature courses offered through other departments (e.g., Musc 292 or Clas 254) may be used to satisfy this requirement.

Theatre

- Thea 103 Introduction to Theatre
- Thea 275 The History of Western Theatre
- Thea 276 Non-Western Theatre and Performance
- Thea 371 Ensemble Experiments

Concentrations

Three credits in one of the following areas of specialization:

Acting/Directing

- Thea 101, Thea 202, Thea 211, Thea 311, Thea 351

Theatre Design

- Thea 203, Thea 204, Thea 205, Thea 302

Dance

- Thea 110 and Thea 140 or four semesters of Thea 320,
- and either Musc 262 or Musc 292

All acting/directing and dance concentrators must take one course from theatre design. All theatre design concentrators must take one course from either acting/directing or dance.

Requirements for students who declare their major fall 2009 and beyond

Acting/Directing and Design/Tech Track

Theatre

- Thea 101 Beginning Acting
- Thea 103 Introduction to Theatre
- Thea 205 Stagecraft
- Thea 275 The History of Western Theatre
- Thea 276 Non-Western Theatre and Performance
- Thea 371 Ensemble Experiments (by department interview only)

or Thea 399 Selected Topics

THREE courses in one of the following areas as specialization:

Acting/Directing

- Thea 202 Beginning Directing
- Thea 211 Intermediate Acting
- Thea 311 Intermediate Directing
- Thea 351 Advanced Acting

Design/Tech

- Thea 203 Introduction to Scene Design
- Thea 302 Introduction to Lighting Design
- Thea 398 Experimental Courses

Dramatic Literature

ONE course from:

Eng 309 Shakespeare and the Performance of Cultures

Eng 310 Shakespeare and the Company He Keeps

TWO of the following courses:

Thea 215 Theatre and Social Change

Eng 241 Modern Drama

Eng 246 Modern Irish Literature

Eng 252 Contemporary Drama: The Tip of the Iceberg

Clas 254 The Drama of Fifth-Century Athens

Eng 273 Malcontents, Monarchy and Revenge in Early Modern Drama

Eng 274 Restoration Theatre and Beyond

Eng 287 Writing for Performance

Eng 288 Playwriting: Form and Craft

Musc 292 Broadway Bound: American Musical Theatre

Eng 388 Advanced Playwriting

A second semester of Shakespeare Dance Track

Minor

The theatre and dance studies minor consists of at least five interrelated courses, at least one of which normally shall be at the 300 level. The minor includes Thea 103, Thea 371 and three other courses approved by the department chair in one or more of the following areas of specialization: acting/directing, theatre design, theatre history, dance, dramatic literature, playwriting and film theory. In special circumstances and with approval from all department faculty, minors may substitute independent projects for Thea 371.

Courses

Acting

101. Beginning Acting

Students in this course are introduced to the internal and external demands of turning psychology into behavior. The bare necessities of investing yourself in the moment, genuinely talking and listening, playing objectives and personalizing material are initially explored via games, improvisations and exercises. A midsemester monologue and final scene are also presented.

(David M. Fox, Stephanie Daniels)

102. Public Speaking

This course provides the student with greater self-confidence and ease with speaking, while enhancing use of language, delivery and organization. Students will participate in an intensive

series of prepared speeches, debates and impromptu exercises. Appropriate for all majors.

(Jennifer Madden)

211. Intermediate Acting

This course takes the acting fundamentals put forth at the beginning level to a critical next step. Students confront the emotionally high stakes of more demanding and more complicated dramatic worlds. The plays of Russian writer Anton Chekhov serve as an important focal point in the class. Limited to sophomores, juniors and seniors.

(Stephanie Daniels)

298. Experimental Courses

Intermediate/Advanced Ballet

Intermediate/advanced ballet is a technique class that builds upon the principles and vocabulary of classical ballet as covered in beginning ballet. Class is comprised of three sections: barre, center and allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality and the embodiment of performance style. Ballet is a performing art, and its expression lies in the proper technique as well as in artistic execution. More advanced elements of classical dance are taught in conjunction with increasingly challenging dance combinations.

(Christianna M. Kavaloski)

351. Advanced Acting

Focus on the proper use and all-too-frequent misuse of "style" in the theatre. The class encounters via readings, games, improvisations and presentations the worlds of Greek and Shakespearean tragedy and absurdist tragicomedy. Students must keep a weekly journal and present at least three scenes. Limited to juniors and seniors.

(David M. Fox)

Connections:

Conx 20046 The Greeks on Stage

Directing

202. Beginning Directing

Examination of the myriad theories/practices of play direction with special emphasis on the fundamentals of script analysis, overall organization, use of space and collaborative creation. Practical directing problems encountered via scene work from plays both classical and modern.

(Stephanie Daniels)

311. Intermediate Directing

This course takes directing fundamentals put forth at the beginning level to a critical next step. Strong emphasis on what is meant by directorial concept, vision or interpretation and how it affects

the collaborative work that is theatre. Students direct both original and established scripts.

(David M. Fox)

399. Selected Topics

Independent research and/or practicum at the advanced level monitored by a faculty member.

Theatre design

203. Introduction to Scene Design

Development of critical thinking through the study of design development, scenic styles, elements of design and methods of visual presentation of scenic design. Design projects range from script analysis to collage, color and 3D visual presentations.

(Clinton O'Dell)

204. Introduction to Costume Design

Development of critical thinking from a costume designer's viewpoint. Emphasis will be given to script analysis, period research, fabric, color theory and the sketching of finished costume renderings.

(Clinton O'Dell)

205. Stagecraft

Examination of the technical challenges encountered in mounting a major production. Backstage procedures, construction techniques, theatre safety, tool operation and maintenance, drafting, materials and supplies. Students will be assigned crew positions in department productions as a practical aspect of their training.

302. Introduction to Lighting Design

An examination of the fundamental principles of light. The development of original design projects from the perspective of a lighting designer. The skills of a lighting designer: script analysis, drafting, instrument and color selection. Students will be assigned crew positions in department productions as a practical aspect of their training.

399. Selected Topics

Independent research and/or practicum at the advanced level monitored by a faculty member.

Theatre history

275. The History of Western Theatre

Focus on the evolution of Western drama from ancient to modern times. Diverse theatrical styles, movements and production modes are examined via scripts, research projects and videotapes.

(Jennifer Madden)

276. Non-Western Theatre and Performance

An overview of various non-Western performance traditions and methodological approaches. The course investigates a wide variety of performanc-

es, carnivals and religious rites from Melanesia and Asia (Papua New Guinea, India, Sri Lanka, Japan, China, Korea, Tibet, Java and Bali), the Caribbean, and Africa. Live performance and film complement assigned readings of scripts, theoretical writings and anthropological studies.

(Jennifer Madden)

292. American Musical Theatre

A survey of American musical theatre focusing on three areas: the African American experience, the American view of Asia and the romantic treatment of American history. Emphasis on film viewing and discussion. This course is cross-listed with the Music Department.

(Ann Sears)

Dance

110. Jazz Dance

Introductory through intermediate jazz dance technique, including the study of body isolations, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, clarity in complex movement combinations and the refinement of performance style. A working knowledge of jazz dance is the desired goal of this course of study.

(Cheryl Mrozowski)

Connections:

Conx 20001 Human Biology and Movement

140. Ballet

Introductory through intermediate study of the principles and vocabularies of classical ballet. Class comprises three sections: barre, center and allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality and the embodiment of performance style. The fundamental requirements of classical dance are taught in conjunction with dance combinations.

(Cheryl Mrozowski)

Connections:

Conx 20001 Human Biology and Movement

320. Dance Company

This course offers an in-depth exploration of the aesthetic and performing issues surrounding specific dance idioms—ballet, modern, jazz and others—through the study and performance of selected repertory works. Students receive a half-credit for participation in the Wheaton Dance Company. Limited to four semesters.

(Cheryl Mrozowski)

399. Selected Topics

Independent research and/or practicum at the advanced level monitored by a faculty member.

Other courses

020. Rehearsal and Production

Students receive a half-credit for participating as actors, assistant directors, designers, stage managers or technicians in a faculty-directed mainstage production. Limited to two semesters.

103. Introduction to Theatre

A survey of plays from the ancient Greeks to the present with an emphasis on how to transform the written word into relevant live performance. Appreciation of the theatre through a brief study of its history, acting-directing-design theory and practicum, and discussion of tragic vs. comic visions.

(David M. Fox)

199. Selected Topics

Independent research and/or practicum at the introductory level monitored by a faculty member.

215. Theatre and Social Change

A course that investigates how theatre can be used to help communities talk about difficult issues regarding race, ethnicity, sexuality, gender, economic status, religion and politics. Writers and/or performance artists studied include Anna Deavere Smith, Moises Kaufman, Tony Kushner, Danny Hoch and Suzan-Lori Parks.

(Stephanie Daniels)

Connections:

Conx 23011 Revolution!

299. Selected Topics

Independent research and/or practicum at the intermediate level monitored by a faculty member.

371. Ensemble Experiments

Development of a theme-based theatre project, including the writing and performance of a script, the design of sets, lights and costumes, and the preparation of effective publicity. This is the Theatre Studies and Dance Department's senior seminar/capstone experience. Students may petition for an alternative capstone. Limited to senior majors and minors.

398. Experimental Courses

500. Individual Research

Honors thesis work monitored by one or more faculty members.

Urban Studies

Coordinator: John Grady

Marcus Allen

Assistant Professor of Political Science

John Grady

Professor of Sociology

M. Gabriela Torres

Assistant Professor of Anthropology, Program Coordinator of Development Studies

Russell Williams

Associate Professor of Economics

An interdepartmental minor in urban studies is offered by the departments of Anthropology, Economics, Political Science and Sociology.

Minor

The minor consists of five courses:

Pols 200 Modern Political Inquiry: An Introduction to Research Methods

or Soc 302 Research Methods in Sociology

Pols 321 Public Administration and Public Policy

or Econ 252 Urban Economics

Pols 201 Contemporary Urban Politics

Soc 255 Living in Cities: Urban Sociology

or Anth 240 Urban Anthropology

Soc 362 Fieldwork in Formal Organizations

or Anth 302 Research Methods

or Psy 334 Practicum in Human Services

Women's Studies

Coordinator: Kim Miller

Department homepage:

wheatoncollege.edu/Acad/WomensStudies/

Darlene L. Boroviak

Professor of Political Science

Deyonne Bryant

Samuel Valentine Cole Associate Professor of English, Curriculum Coordinator

Claire Buck

Professor of English

Dolita Cathcart

Assistant Professor of History

M. Teresa Celada

Assistant Professor of Philosophy

Vipan Chandra

Professor of History

Beverly Lyon Clark

Professor of English

Shawn Christian

Assistant Professor of English

Barbara Darling-Smith

Assistant Professor of Religion

Susan Dearing

Associate Professor of English

Nancy Evans

Associate Professor of Classics, Program Coordinator of Ancient Studies

R. Tripp Evans

Associate Professor of Art History Chair, Art and Art History

Peony Fhagen-Smith

Assistant Professor of Psychology

Touba Ghadessi Fleming

Assistant Professor of Art History

Tommasina Gabriele

Chair, Professor of Italian Studies, Coordinator of Italian Studies

Jessica Hayes-Conroy

Post-Doctoral Teaching Fellow

Gerard Huiskamp

Associate Professor of Political Science

Nancy Kendrick

Professor of Philosophy

Donna O. Kerner

Professor of Anthropology

Serene J. Khader

Assistant Professor of Women's Studies/Philosophy

Hyun Sook Kim

Professor of Sociology

Meg Kirkpatrick

Assistant Professor of Psychology

Paula M. Krebs

Professor of English

Tessa Lee

Assistant Professor of German

Stephen Mathis

Chair, Associate Professor of Philosophy

Karen M. McCormack

Assistant Professor of Sociology

Sean McPherson

Assistant Professor of Art History

Charlotte Meehan

Associate Professor of English, Playwright-in-Residence

John Miller

Professor of Economics

Kim Miller

Assistant Professor of Women's Studies and Art History; Coordinator, Women's Studies

Laura Muller

Chair, Associate Professor of Chemistry

Bianca Cody Murphy

Chair, Professor of Psychology

Ann H. Murray

Professor of Art, Director of Beard and Weil Galleries

Leah Niederstadt

Assistant Professor of Museum Studies, Art History and Curator of the College's Permanent Collection

John Partridge

Associate Professor of Philosophy

Montserrat Perez-Toribio

Assistant Professor

Dana M. Polanichka

Assistant Professor of History

Francoise Rosset

Chair, Coordinator of German & Russian, Associate Professor of Russian

Gail Sahar

Professor of Psychology

Ann Sears

Heuser Professor of Music

Sue Standing

Professor of English, Writer in Residence

Evelyn Ruth Staudinger

Associate Provost and Associate Professor of Art History

Josh Stenger

Associate Professor of Film Studies and English

Mary Beth Tierney-Tello

Dept. Chair, Professor of Hispanic Studies

Kathryn Tomasek

Associate Professor of History

M. Gabriela Torres

Assistant Professor of Anthropology, Program Coordinator of Development Studies

Jonathan David Walsh

Professor of French, Coordinator of African, African American, and Diaspora Studies

Brenda Wyss

Chair, Associate Professor of Economics

Kersti Alice Yllo

Chair, Professor of Sociology, Coordinator of Faculty Development

Academic advisor for the major: Kim Miller

Women's Studies is an interdisciplinary academic program explicitly dedicated to the study of women, gender and sexuality in all areas of human life. As an academic field, Women's Studies starts from the assumption that gender shapes both individual lives and social institutions. Our curriculum provides students with a theoretical framework for analyzing and acting upon the intersections of gender, race, class and sexuality, both historically and in contemporary societies worldwide.

Major

The major in women's studies consists of at least nine courses, including Introduction to Women's Studies, Feminist Theory, and the Senior Seminar. Three or more additional courses must be taken at the 300 level or above. Women's Studies majors who have taken a first-year seminar with a member of the Women's Studies faculty may petition the Women's Studies Coordinator to count that FYS towards credit for the major. Women's studies majors are urged to pursue internships, service learning opportunities and independent research that will complement their course work in women's studies.

Introduction and theory

Wmst 201 Introduction to Women's Studies

Wmst 312 Feminist Theory

Wmst 401 Senior Seminar

Women in U.S. society

Two of the following:

Econ 241 Women in U.S. Economy

Hist 232 Women in North America to 1790

Hist 233 U.S. Women, 1790–1890

Hist 234 U.S. Women since 1890

Soc 260 Gender Inequality

Soc 320 Race, Gender and Poverty

Other courses may qualify with permission of the women's studies advisor.

Women in international perspective

Two of the following:

Anth 255 Women in Africa

Anth 260 Women and Development

Anth 350 Gender and Social Organization

Arth 225 Status, Gender and Identity in Japanese Visual Culture

Arth 311 Anatomies 1400–1600: Sexual, Forbidden and Monstrous

Clas 266 Women, Power and Paganism

Econ 233 Sweatshops in the World Economy

Fr 331 Other Voices, Other Stories: Great Works by Women from France and the Francophone World

Ger 267 Lulu, Lola and Leni: Women of German Cinema

Hisp 370 Studies on Hispanic Women Writers

Hist 225 Women in East Asia: Japan and Korea

Hist 227 Women in East Asia: China

Itas 235 Italian Women Writers in Translation

Russ 284 Women in Russian Culture

Soc 310 Beyond Global Feminism

Wmst 228 Transnational Feminisms

Electives

Two of the following not used above:

Anth 255 Women in Africa

Anth 260 Women and Development

Anth 350 Gender and Social Organization

Arth 225 Status, Gender and Identity in Japanese Visual Culture

Arth 298 Construction of Early Modern Gender

Arth 336 Sex and Death in Early Modern Venice

Arth 311 Anatomies 1400–1600: Sexual, Forbidden and Monstrous

Clas 266 Women, Power and Paganism

Econ 233 Sweatshops in the World Economy

Econ 241 Women in U.S. Economy

Eng 236 Sex, Work and the Victorians

Eng 240 Gender, Genre and Poetry

Eng 247 African American Women's Literature

Eng 272 Romancing the Novel

Eng 348 Sexual Politics of Film Noir

Eng 377 Feminist Criticism

Fr 331 Other Voices, Other Stories: Great Works by Women from France and the Francophone World

Hisp 370 Studies on Hispanic Women Writers

Hist 225 Women in East Asia: Japan and Korea

Hist 227 Women in East Asia: China

Hist 232 Women in North America to 1790

Hist 233 U.S. Women, 1790–1890

Hist 234 U.S. Women since 1890

Hist 340 Gender and Work in the 19th Century U.S.

Hist 341 Sex and Culture in the 19th Century U.S.

Hist 398 Sex and Gender

Itas 235 Italian Women Writers in Translation

Phil 255 Feminism, Philosophy and the Law

Phil 398 Plato Seminar

Pols 025 Legal Issues in Public Policy: The Law of Sexuality and Gender

Psy 261 Psychobiology of Sex and Gender

Psy 235 Human Sexuality

Psy 290 Psychology of Women

Rel 142 Religion and Sexuality

Russ 284 Women in Russian Culture

Soc 260 Gender Inequality

Soc 298 Sexuality

Soc 310 Beyond Global Feminism

Soc 311 Violence against Women

Soc 320 Race, Gender and Poverty

Soc 392 Feminist Research

Wmst 315 Black Feminist Theory

Wmst 399 Independent Study

Wmst 500 Individual Research

Minor

The minor in women's studies consists of five or more courses: Wmst 201, Feminist Theory or Transnational Feminisms, and three electives, only one of which may be taken at the 100 level. At least one class must be at the 300-level. Students who have completed at least one 300-level theory class (Wmst 312 or Wmst 315) are strongly encouraged to take Wmst 401, the Senior Seminar (with permission of the instructor). Students are encouraged to do an interdisciplinary independent study and related internships.

Women's studies courses**Anthropology**

Anth 255 Women in Africa

Anth 260 Women and Development

Anth 350 Gender and Social Organization

Art History

Arth 225 Status, Gender and Identity in Japanese Visual Culture

Arth 298 Construction of Early Modern Gender

Arth 336 Sex and Death in Early Modern Venice

Arth 311 Anatomies 1400-1600: Sexual, Forbidden and Monstrous

Classics

Clas 266 Women, Power and Paganism

Economics

Econ 233 Sweatshops in the World Economy

Econ 241 Women in U.S. Economy

English

Eng 236 Sex, Work and the Victorians

Eng 240 Gender, Genre and Poetry

Eng 247 African American Women's Literature

Eng 272 Romancing the Novel

Eng 348 Sexual Politics of Film Noir

Eng 377 Feminist Criticism

French

Fr 331 Other Voices, Other Stories: Great Works by Women from France and the Francophone World

Hispanic Studies

Hisp 370 Studies on Hispanic Women Writers

History

Hist 225 Women in East Asia: Japan and Korea

Hist 227 Women in East Asia: China

Hist 232 Women in North America to 1790

Hist 233 U.S. Women, 1790–1890

Hist 234 U.S. Women since 1890

Hist 340 Gender and Work in the 19th Century U.S.

Hist 341 Sex and Culture in the 19th Century U.S.

Hist 398 Sex and Gender

Italian

Itas 235 Italian Women Writers in Translation

Itas 298 Constructing Women Writers and Saints: 1200–1500

Philosophy

Phil 255 Feminism, Philosophy and the Law

Political Science

Pols 025 Legal Issues in Public Policy: The Law of Sexuality and Gender

Psychology

Psy 261 Psychobiology of Sex and Gender

Psy 235 Human Sexuality

Psy 290 Psychology of Women

Religion

Rel 142 Religion and Sexuality

Russian

Russ 284 Women in Russian Culture

Sociology

Soc 260 Gender Inequality

Soc 298 Sexuality

Soc 310 Beyond Global Feminism

Soc 311 Violence against Women

Soc 320 Race, Gender and Poverty

Soc 392 Feminist Research

Women's Studies

Wmst 201 Introduction to Women's Studies

Wmst 312 Feminist Theory

Wmst 315 Black Feminist Theory

Wmst 399 Independent Study

Wmst 401 Senior Seminar

In addition, many departments offer special courses and seminars with topics applicable to the major or minor. Please see the Women's Studies advisor for permission to count the course towards either the major or minor.

Courses**201. Introduction to Women's Studies**

An introduction to topics and themes in women's experiences from a cross-cultural, historical and interdisciplinary perspective. Topics may include women's historical roles in the family,

the workforce and public and private spheres in different societies; the psychology of changing gender roles; images of women and how they are constructed; women's perspectives in literature and in the sciences; and the roots and prospects of the contemporary women's movement.

228. Transnational Feminisms

This course examines the challenges for feminist organizing across borders posed by the global capitalism, cultural difference and the legacy of imperialism. Course readings include a combination of empirical texts on social movements and philosophical texts on moral relativism and the epistemology of understanding across difference.

(Serene J. Khader)

298. Experimental Courses

Gender and Geography

As a point of entry to discussions of gender, place and culture, this course will explore the diverse ways in which geographers have conceived of, analyzed and redefined gender as a contested spatial practice. In particular, using contemporary geographic texts, we will explore the gendered dynamics of geographic research methods, nature discourse, resource management, embodiment and health, agriculture and food, and globalization, among other topics. Emphasis will be placed on recognizing and researching cultural difference across these various topical areas. Readings and class discussion will build through individual and group assignments toward a final research paper/presentation.

(Jessica Hayes-Conroy)

312. Feminist Theory

This advanced-level course is designed to explore in depth many of the theoretical frameworks and methodological issues that are touched upon in women's studies and gender-balanced courses. The course focuses on historical and contemporary writings from a range of perspectives, including liberal feminism, radical feminism, socialist feminism and postmodernism. Special topics such as racism, lesbianism and international women's issues are also examined.

Connections:

Conx 23005 Women in the United States

Conx 23006 Sexuality

315. Black Feminist Theory

The class will examine critical and theoretical issues in Black feminism from the 1960s to the present, focusing on the influential contemporary Black feminist intellectual tradition that emerged in the 1970s. From this perspective, students will explore certain themes and topics, such as work, family, politics and community, through reading the writings of Black feminists. We will also study the ways in which women and men have worked together, toward the eradication of race and gender inequality, among other systems of oppression, which have historically subjugated Black women. Although emphasis will be placed on Black feminist traditions in the United States, at the end of the semester we will consider Black feminism in global perspective.

(Kim Miller)

Connections:

Conx 23007 African Diaspora in New World

398. Experimental Courses

399. Independent Study

Advanced students, in consultation with an instructor, may arrange to pursue independent study on topics not covered by the regular course offerings.

401. Senior Seminar

A semester of directed reading and research where students will examine significant issues at the forefront of feminist theory and research, as well as the principal theoretical debates within the field of women's studies. Topics chosen for discussion will depend on class interest, recent research and timeliness. Potential topics include postcolonial feminisms, women and war, and black feminist theory.

Students will pursue an original research project and will produce a thesis as their capstone to the major. Students and instructor will meet regularly in a seminar setting to discuss readings and the stages of the research project.

(Kim Miller)

500. Individual Research

Open to senior majors by invitation of the Program. All other interested students should speak with the program coordinator or Women's Studies academic advisor.