# College Calendar

| Fall Semester 2001–2002 |  
|-------------------------|---|
| New Student Orientation | Sept. 1–Sept. 4, 2001 |
| Labor Day | September 3 |
| Upperclasses Return | September 3 |
| Classes Begin | September 5 |
| October Break | October 8–9 |
| Mid-Semester | October 24 |
| Course Selection | Nov. 5–14 |
| Thanksgiving Recess | Nov. 21–25 |
| Classes End | December 11 |
| Review Period | Dec. 12–13 |
| Examination Period | Dec. 14–19 |
| Residence Halls Close (8:00 p.m.) | December 19 |
| Winter Break and Internship Period | Dec. 20 – Jan. 27, 2002 |

| Spring Semester 2001–2002 |  
|--------------------------|---|
| Residence Halls Open (9:00 a.m.) | January 27, 2002 |
| Classes Begin | January 28 |
| Mid–Semester | March 8 |
| Spring Break | March 11–15 |
| Course Selection | April 15–22 |
| Classes End | May 3 |
| Review Period | May 4–5 |
| Examination Period | May 6–10;13–14 |
| Commencement | May 18 |

**First Semester Deadlines, 2001-2002**
- Course registration concludes: September 13
- Last day to declare pass/fail registration: September 27
- Mid-semester grades for freshmen due (Registrar’s Office): October 24
- Last day to drop course without record: November 2
- January study scholarship application (Advising Center): November 2
- Registration deadline for spring courses (Registrar’s Office): November 14

**Spring Semester Deadlines, 2001-2002**
- Application deadline for 11 College Exchange (Advising Center): February 1
- Course registration concludes (Registrar’s Office): February 5
- Last day to declare pass/fail registration: February 22
- Mid-semester grades for freshmen due (Registrar’s Office): March 8
- Last day to drop a course without record: March 22
- Application deadlines for off-campus study—fall and 2002-03 programs; Wheaton graduate scholarships/fellowships and summer school scholarships (Advising Center): April 1*  
- Registration deadline for fall courses, 2002 (Registrar’s Office): April 22

*Check with the Filene Center for individual JYA or domestic study programs which may vary.

A current College Calendar is available on-line at: [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog)
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Learning for Life

Wheaton College provides an excellent liberal arts education in a residential, coeducational community, enabling students to develop the knowledge and skills to define and reach their academic, professional and personal goals.

As members of a vigorous educational community, Wheaton’s students are committed to the highest standards of scholarship in all areas of the arts, humanities, sciences and social sciences. And as intellectual activists, they are encouraged to pursue learning in and beyond the classroom. Whether it be at our Boston-area campus or in another part of the world, students seek links between their academic explorations and the real-world settings of workplace and community. Reflecting Wheaton’s strong commitment to learning for life, all students are required to participate in internships, research fellowships and field experiences. With the support of the Filene Center for Work and Learning, students undertake at least one outside-the-classroom learning experience such as an internship, volunteer activity, work-study job or campus leadership position. These learning-for-life experiences appear as entries on an official second transcript called the Wheaton Work and Public Service Record. In addition to providing students with an advantage when seeking jobs after graduation or competing for admission to graduate schools, this initiative is unique in higher education and builds on more than a decade of pioneering work in linking work and learning.

Wheaton’s high-quality education begins in the classroom, where collaborations with professors challenge and transform students into lifelong learners, equipped with the skills to participate in shaping the multicultural world of which they are a part. Wheaton teaches women and men to live and work as equal partners by linking learning, work and service in a community that values equally the contributions of men and women.

The college, in turn, takes students seriously as important contributors to its intellectual life. The Wheaton Foundation fosters student scholarship through grants for independent research. Other funds support collaborative faculty-student research projects and field-based learning experiences, which may lead to academic credit. Wheaton students may enroll in university courses thanks to a cross-registration program with Brown University and other regional institutions.

Being a responsible citizen of a world made smaller by technology and scarce resources means learning to appreciate differences among people of other countries, within the U.S., and even on the college campus. To increase students’ awareness of perspectives beyond their own, Wheaton has made the study of cultural diversity and the non-Western world a required part of its curriculum, through courses and experiential learning opportunities in the U.S. and abroad. In recent years, Wheaton’s own international programs have allowed students to study at the University of Cordoba in Spain, at various institutes in the Russian Republic and universities throughout the former Soviet Union, and at a research study center in Israel. They have also participated in internship programs in London, Paris, Moscow, Haifa and Sidney, and in summer fellowships at a language camp in Istanbul, Turkey. Likewise, special opportunities exist for faculty to expand their overseas experience; many have gained new insights through work and study in countries such as Egypt, Israel, Korea, Thailand, and the Seychelles. This commitment to multiculturalism is also reflected on campus, as the Wheaton community respects and values the diversity of each of its members.

Inside the classroom, Wheaton professors work to create a learning environment...
that promotes discussion and collaboration—an environment that empowers and enriches every student. This approach is reflected in the composition of Wheaton’s faculty, whose equal numbers of men and women make this college unique among coeducational schools. Many of these professors were pioneers in creating the college’s gender-balanced curriculum, in which courses include the scholarship and achievements of both sexes. Wheaton classrooms themselves have become important settings in which to explore how the learning styles, expectations and aspirations of men and women may differ. A faculty-student ratio of 1-to-12 and discussion classes numbering from eight to eighteen students further encourage intellectual discourse among professors and students.

Learning for life, serving a diverse community, aspiring to academic excellence and personal fulfillment: Wheaton values these commitments as it prepares the next generation to contribute to a complex and rapidly changing world. While characteristic of the contemporary Wheaton, these traits are rooted in the college’s founding, in 1834, as one of the earliest models of higher education for women. It is this blend of tradition and innovation that has distinguished Wheaton for more than 160 years, and continues to guide the college in its mission.

Wheaton College Mission Statement

The mission of Wheaton College is to provide an excellent liberal arts education in a small, residential, coeducational learning community, enabling students to understand and participate in shaping the multicultural, interdependent world of which they are a part. Collaborations with faculty and staff challenge and transform students into lifelong learners with skills to become problem solvers committed to justice and the global community. Wheaton teaches women and men to live and work as equal partners by linking learning, work and service in a community which values equally the contributions of men and women.
Institutions, like individuals, are shaped by the experiences, people and events that fill their past. The forces that sparked the founding of Wheaton College began more than 160 years ago, with a father's wish to memorialize his recently deceased and much-loved daughter. Rather than erect a marble statue or another static structure, 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 three 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 Wheatons 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 1851–1876. 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/i 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 1854–1862, 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 Cragin, meanwhile, made significant contributions in mathematics. Nicknamed “Miss Why?” by students, Mary 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, Missouri, Normal School. Five years after her death, the 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 taught science from 1869–1901. 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 part 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, the seminary’s enrollment in 1897 was a mere 25 students.) Convinced that Wheaton should seek collegiate status, Mrs. Wheaton called upon trustees to appoint the Reverend Samuel Valentine Cole as the seminary’s first president. Within six months of assuming the position, Rev. 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 several new buildings. 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—became a blueprint for campus development; a college chapel, three dormitories, a library, 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. His accomplishments include the introduction of departmental honors and senior seminars, the creation of a system of academic majors and minors, and the establishment of 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 buildings continued to appear on the campus horizon. 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 acknowled-
edged 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 1,200 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.” 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. More recently, the award has been presented to then-U.S. Ambassador Bill Richardson, writer and activist Howard Zinn, and feminist and author Gloria Steinem. The annual Miriam Lee Tropp Memorial Lecture, meanwhile, has featured CBS 60 Minutes correspondent Lesley Stahl ’63, 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 form 1961 – 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 1962-1975.

In completing the building program necessary to accommodate growing enrollment, President Prentice oversaw the creation of Wheaton’s Watson Fine Arts Center, Meadows Hall dormitory and Clark Recreation Center. Additionally, in 1966, the college constructed the Elisabeth Amen Nursery School to replace the school built in 1931, one of the first laboratory nursery schools in the country.

Faculty-Student Collaboration

Wheaton built on its longstanding 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, Class of 1960, 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 searching for 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 latter was *Empress Josephine*, the definitive biography of Napoleon’s wife. In May 1969 Professor Knapton was the only American invited to the Third International Congress of Napoleonic Studies, held at Portoferaria, Elba, to commemorate the bicentennial of Napoleon’s birth. At the conference he presented a paper entitled “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 begun by the Wheatons. Physical changes included a major addition to the library; a complete renovation of Wheaton’s oldest building, Mary Lyon Hall; and the creation of the Balfour-Hood Student Center. The latter two initiatives were part of a major fundraising campaign that the college conducted from 1983–1986. Alumnae/i, 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 1984–1985. 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 book store, housed in a restored historic building and expanded to serve the local community as well as the college.

In January of 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 of 1991; Hannah Goldberg, college 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.

Following her inauguration, President Marshall began a strategic planning effort in the fall of 1992 to identify and prioritize goals for building on the college’s distinctive strengths. On campus, a 14-member committee of faculty, students and administrators considered mission, diversity, financing and a host of other issues relevant to Wheaton’s future. Meanwhile, off campus, a 42-item questionnaire assessed alumnae/i attitudes toward and perceptions of Wheaton, while seeking their input on goals and priorities. The committee completed its work in October 1993 and college trustees endorsed a series of recommendations for ensuring Wheaton’s strongest possible future.

Enacting the strategic plan, President Marshall led the entire institution—trustees, faculty, students and staff—in the most successful fundraising effort in the college’s 166-year history. The Campaign finished on June 30, 2000, with more than
$90 million, far exceeding the $65 million target with which it started. The Campaign has created more than 70 new student scholarships, 11 new endowed faculty chairs, numerous endowed funds for academic programs, a new residence hall, a baseball stadium and a $20 million expansion of facilities for the visual and performing arts.

Under President Marshall’s guidance, Wheaton’s ability to attract students has grown significantly as has its national reputation for academic excellence. Since the transition to coeducation, applications for admission have increased by 300 percent, with much of that growth coming in the past 10 years. At the same time, the number of entering freshmen ranked in the top ten percent of their high school graduating class has risen to 25 percent.

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 develop technological literacy, enhance writing skills, explore work and family issues and link academic study with learning outside the classroom. These and other areas of intellectual inquiry are described in detail on the pages to follow.

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 is a coeducational, residential liberal arts institution, where all aspects of a student’s life—academic, social and co-curricular—contribute to his or her educational experience. The college’s academic resources include a rich curriculum, a student–faculty ratio of 12-to-1, a strong library collection to support undergraduate scholarship, the Kollett Academic Computing Center to facilitate computer use across the curriculum, a number of fully-wired, electronic classrooms, and a Media Center and Language Lab for use in the appropriate courses. The Filene Center for Work and Learning helps students explore connections between classroom learning and the creativity and problem solving integral to intellectual and professional success. The college’s residential life program emphasizes the individual’s responsibility to the community; student activities, from student governance to clubs to athletics, focus on developing leadership and service roles. All contribute to the goal of learning through experience.

Wheaton’s faculty is committed to fostering students’ intellectual growth. The women and men who comprise our faculty are active researchers, publishing scholars and creative artists who contribute consistently to the growth of knowledge through their writing and participation in the broader scholarly and creative communities. Above all, they are dedicated teachers at an institution where good teaching is not taken for granted. Small classes and opportunities for faculty-student contacts both inside and outside the classroom promote intellectual discourse and close collaboration among professors and students.

The Curriculum
The curriculum permits students to design programs of study that meet their interests and needs and, at the same time, fulfill the college’s mission as a liberal arts institution. It prepares students to develop critical reading, writing and speaking skills and values for the professional, public and personal roles they will play for the rest of their lives. The curriculum helps students become more self-confident and articulate, more sensitive to the ethical and political issues we must face, and better prepared to act beyond self-interest in meeting the challenges of a responsible adult life.

Through its 20 academic departments Wheaton offers over 600 courses of study and over 40 majors. With faculty guidance students may also create independent study courses and self-designed majors or programs of study around a particular issue or area of interest. Students may cross-register for selected courses at Brown University, the Maritime Studies Consortium in Boston, or nine other local institutions through SACHEM, the Southeastern Association of Colleges of Higher Education in Massachusetts.

For more than a decade a Wheaton student’s academic experience has had three main components: the General Education Program, or core courses across the whole range of liberal arts fields; the field of concentration, or major; and elective courses. In the General Education Program all students complete courses in the arts and humanities, the social sciences, the natural sciences, foreign languages, writing and mathematics or logic. The General Education Program begins with the First-Year Seminar and will include, by the end of the senior year, courses that emphasize the diversity of our own society and that look beyond the perspectives of Western culture and Western history. In 2001–2002 the faculty plans to complete a comprehensive review of the curriculum and to make changes that will affect classes entering in subsequent years. Readers are encouraged to stay informed of curricular changes by consulting the on-line catalog.

The major typically consists of nine or ten courses from a single department or...
from two or more departments, most of which are completed in the final two years of study. Majors at Wheaton prepare students for continued study in professional and graduate schools, for professional careers and for social responsibilities that require application of acquired skills to new situations. The major is not vocational training, but provides the foundation upon which one’s vocational skills and career are built.

*Elective courses* permit the student to explore areas of academic interest and ability beyond the general education program and outside of the major and often lead to a minor concentration.

**Special Academic Programs**

Students with special interests or abilities will find a range of opportunities, from off-campus study and pre-professional programs to honors curricula, for pursuing their interests outside of the normal curriculum. They may, for example, pursue approved off-campus study through a variety of domestic or international programs, including the Washington Semester Program at American University (politics or economics), the Salt Institute for Documentary Field Studies in Maine (writing and photography), the Woods Hole Marine Biological Laboratory (ecosystems ecology), the Mystic Seaport Program, the National Theatre Institute, or semester or year programs at one of the Twelve College Exchange institutions. Wheaton-sponsored opportunities to study abroad take students all over the world and overseas internships are offered by many overseas programs.

**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.

*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 Registrar’s Schedule of Courses each semester and, for entering students, in “The Next Step,” 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.

*Individual Research.* Individual research courses are typically undertaken as year-long 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.

*Experimental Courses.* From time to time departments design a new course to be
offered either on a one-time basis or on an experimental basis before deciding whether to make it a regular part of the curriculum. Such courses are numbered 198, 298 or 398 and often offer unusual opportunities to study at the cutting edge of a field of knowledge.

Field Work. A number of departments offer opportunities to integrate field work into a student’s academic programs. Students may complete up to four credits of field work courses (but no more than two credits within the major). Some field work courses are a part of a department’s normal offerings, but other field work opportunities are normally arranged as independent study courses.

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Students completing internships through the Filene Center for Work and Learning may wish to develop these experiences into a field work or independent study course yielding academic credit. Students interested in this possibility should talk with the director of the Filene Center, the Dean of Academic Advising, or appropriate faculty before undertaking the internship to determine the best way to prepare for a subsequent independent study or field work course. Normally the student can expect to complete additional research and reading and a paper or project to be evaluated by a faculty member. Field work may consist of work in museums, with government or social service agencies, or in business or public service offices, but must be primarily an educational rather than a career-oriented experience to become the basis for academic credit.

International Study

Overseas study is a formative part of the Wheaton educational experience for many students. The college recognizes that living and studying overseas can be a valuable dimension of a student’s intellectual and personal development. Working with faculty and staff advisors, qualified students may be approved by the college to complete a semester or year of study in locations throughout the world, either through the college’s own programs or through approved programs sponsored by other colleges or accredited organizations. Students studying abroad, typically do so in the junior year, with the first two years at Wheaton devoted to foundation studies and language preparation. It also is possible for students to receive academic credit for international internship opportunities, another way for students to acquire a cross-cultural experience. Program information and Wheaton Guidelines for Off-Campus Study are available in the Filene Center.

To be eligible for study away, students must be in good academic and social standing, maintain a cumulative grade point average of 2.67 (B-) after three semesters at Wheaton and for the semester immediately preceding overseas enrollment. Overseas courses are reviewed by faculty advisors and the Associate Dean for Off-campus Studies. Courses must be compatible with Wheaton’s liberal arts curriculum and may satisfy general education, major and minor requirements or be taken as electives.

Students who study abroad through one of the Wheaton-affiliated programs identified below will pay normal tuition and fees directly to the college. Financially aided students may apply the grant and loan portions of their aid to these expenses. Students enrolling in non-Wheaton affiliated programs will pay tuition and fees directly to those programs. Students who receive need-based financial aid may be able to use some of their aid for these programs, based on availability of funding and program costs, and must furnish the Office of Student Financial Services with a breakdown of overseas expenses no later than the spring semester before they will enroll overseas. Merit scholarships may be used for Wheaton-affiliated programs only. Students should check with the Office of Student Financial Services about limits to the amounts and types of aid available early in their planning. All regular financial aid application processes and deadlines are in effect and must be met to remain eligible. Please also refer to pages 41 – 49 of the catalog.

Academic Resources and Programs
Wheaton in Spain. The Wheaton-affiliated PRESHCO Program at the University of Cordoba enables students to enroll in a university in a modern urban center of Spain, which also houses one of the world’s greatest mosques. Contemporary Cordoba provides daily contrast with the historic Cordoba, which was a center of Moslem culture during the Middle Ages. The PRESHCO Program (Programa de Estudios en Cordoba) is a consortium program open to all students who meet the required language proficiency and are eligible for study abroad. Additional information and PRESHCO course listings are included under the Hispanic Studies Department section of the catalog (page 109).

Wheaton International Internship Programs in Dublin, London, Paris, Moscow, Sydney and Haifa, Israel. Through an affiliation agreement with Boston University International Internship Programs, Wheaton is able to offer students opportunities that combine academic seminars with related internships in a range of fields: politics and international relations, psychology and social policy, international economics and finance, the arts, the media (journalism, broadcasting and film) and advertising, marketing and public relations. Placements are available in multinational corporations, art galleries and museums, advertising and public relations firms, political or government organizations, law firms, social service agencies, hospital and health care centers and performing arts organizations. Preference for admission to these internship programs will be given to qualified students majoring in international relations, political science, economics or foreign languages and area studies. Admission to these programs is very competitive and generally students are expected to have a cumulative G.P.A. of 3.0 (B). Detailed information and applications are available in the Filene Center. (Advisors: Prof. Darlene Boroviak, Political Science Department and Lynn Gaylord, Associate Dean for Off-Campus Studies).

Non-Wheaton Study Abroad Programs. Students may participate in overseas programs sponsored by other institutions with the guidance and approval of their major department advisor and the Associate Dean for Off-Campus Studies. A list of non-Wheaton programs approved for credit transfer is maintained in the Filene Center, along with general directories, program brochures and applications. A Web directory for study abroad resources has been compiled for use in investigating opportunities and gaining access to course offerings at universities and programs throughout the world. A team of students back from overseas study serve as peer advisors, to provide valuable advice and assistance to students considering these options. Students enrolling in non-Wheaton programs will pay tuition and fees directly to those programs. Students should note the possible limits on merit scholarship use and financial aid for Wheaton and non-Wheaton international study stated at the beginning of this section and on page 45 of the catalog.

Domestic Study Away

Salt Institute for Documentary Field Studies. Selected Wheaton students may participate in a semester of interdisciplinary studies with a concentration in documentary photography, non-fiction writing and editing and field research at the Salt Center, based in Portland, Maine. Selected student projects are published in the center’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, with merit scholarship and financial aid.
available as described above and on page 45 of the catalog.

The Marine Biological Laboratory, Woods Hole, Massachusetts. Wheaton is a member of the MBL 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, with merit scholarship and financial aid available as described above and on page 45 of the catalog.

Mystic Seaport Program in American Maritime Studies. (Under the auspices of Williams College and the Twelve College Exchange Program below) This program offers an interdisciplinary, field-based approach to studies of the sea: American maritime history, literature of the sea, oceanography or marine ecology and marine policy. Students also learn maritime skills under professional instruction, including boatbuilding, shipsmithing, sailing, or celestial navigation. The program offers three field seminars each semester, with a two-week offshore voyage on a research schooner, eight days exploring the coasts of California or Oregon, and a three-day trip to Nantucket. Admission is competitive. Applications must be made in the spring of the preceding year. More information is available in the Academic Advising Center. Grades and credits become part of a Wheaton student’s academic record, but students pay tuition and fees to Williams College for the Mystic Seaport Program. Wheaton merit scholarship and financial aid are available as described above and on page 45 of the catalog.

The National Theater Institute at the Eugene O’Neill Theater Center. (Under the auspices of Connecticut College and the Twelve College Exchange Program below) Students in theater may spend one semester of concentrated studies 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. The semester opens with two weeks spent abroad either in Stratford-upon-Avon or at Russia’s Moscow Art Theater (subject to change). The program is very competitive and may require an audition with NTI staff. Grades and credits become part of a Wheaton student’s academic record. Students pay tuition and fees to Connecticut College for the NTI Program. Wheaton merit scholarship and financial aid are available as described above and on page 45 of the catalog.

The Twelve College Exchange Program. Regional colleges cooperate with Wheaton in exchanging junior-year students include Amherst, Bowdoin, Connecticut College, Dartmouth, Trinity, 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 the Academic Advising Center; a minimum G.P.A. of 2.67 (B-) is required. Grades and credits 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. (See page 45 of the catalog.)
Washington Semester. Qualified students majoring in political science or economics may spend one semester of their junior year at American University (Washington, D.C.) studying American government or economic policy. Students enroll in a core seminar, which consists of meetings with guest lecturers from a huge 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. 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. (See page 45 of the catalog.)

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 G.P.A. of 2.67 (B-) is required. Applications and details regarding eligibility and other limitations for Brown cross-registration are available in the Academic Advising Center. Both institutions must approve all applications.

SACHEM. (Southeastern Association for Cooperation in Higher Education in Massachusetts) is a collaborative effort among nine colleges in the local region, which 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.

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 Advising Center and the Filene Center for Work and Learning as well as through graduate school symposia for juniors and seniors each semester. Wheaton also offers graduate and professional school test preparation courses at no charge. Advice about pre-professional preparation (pre-med, pre-law, business, elementary and secondary education, etc.) and information about Wheaton’s dual degree programs is available from the faculty and staff identified as pre-professional advisors at the end of each section.

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 which lead to them is available under “Dual-Degree Programs” in the section of the catalog entitled “Courses of Instruction” (pages. 78–80). 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. Mass Communications and Communications Studies)
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.)
Worcester Polytechnic Institute (B.S. Engineering)
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, and other health professions should consult one of the pre-med advisors early in their first year to plan a program of study that will ensure their eligibility as a medical or professional school applicant by their senior year. Medical and dental schools normally require a minimum of two semesters of biology, two years of chemistry (including one year of organic chemistry), two semesters of physics, 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. (Advisors: Prof. Pastra-Landis, Chemistry; Prof. Brennessel, Biology, Asst. Dean Trayford, Advising).

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 does offer a legal studies minor but this minor is not a prerequisite for law school. (Advisors: Prof. Goodman, Political Science; Asst. Dean Trayford, Advising).

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. (Advisor: Prof. Evans, Art).

Communications. In addition to the Emerson College program, students may prepare for journalism or media careers in any of several 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. (Advisor: Prof. Grady, Sociology).

Teaching. Students may earn a Massachusetts certification for early childhood, 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 to plan courses leading to certification. Further information may be found under the education department listing of courses on pages 84-89. (Advisor: Prof. Maher, Education).

Management. Preparation for post-graduate 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. (Advisor: Prof. Walgreen, Economics).

Graduate School. Many students will be interested in post-graduate 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. Juniors and seniors will be invited to attend graduate preparation symposia through the Advising Center. Further information about graduate school admissions and Wheaton’s free graduate/professional school admission test preparation courses (Graduate Record Exam, Medical College Admission Test, General Management Admission Test, Law School Admission Test) is available in the Advising Center and the Filene Center for Work and Learning. (Advisors: Asst. Dean Trayford, Advising Center; Dean Golden, Filene Center).

Academic Advising

Academic advising at Wheaton is a shared responsibility between student and advisor. Advisors help students explore learning inside and outside the classroom, reflect upon goals and choices, plan their academic programs and recommend courses and fields of study which seem appropriate to the individual student’s interests and abilities and which make appropriate progress in fulfilling the general education program and other degree requirements. Students are responsible for understanding the college’s requirements, monitoring their own progress and seeking appropriate academic advice to guide them in their choices; students, not their advisors, are ultimately responsible for their own academic programs and for fulfilling the requirements for the degree.

Advisors also guide student’s adjustment to the academic expectations of the college in other ways. Students should turn freely to their advisors for information and guidance in all matters which 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. All first-year students will be assigned a faculty advisor when they select their first-year seminars. Most students will be advised by the faculty member serving as the instructor in their seminar. This enables the advisor to offer guidance based upon first-hand knowledge of the student’s academic skills. Normally students will stay with this advisor until they declare their major.

Major Advisor. Once a student declares a major at Wheaton, he or she will be advised by a major advisor. They will help the student find the most appropriate courses and faculty within his or her field of interest as well as set and meet post-graduate goals.

Professional Advisors. Wheaton College offers professional advising support through the Academic Advising Center. The academic deans in the Advising Center 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 “back up” advisors when faculty advisors are unavailable.

Preceptor Program. Each new student at Wheaton will be assisted by one or two undergraduate preceptors. Preceptors provide peer perspectives on academic issues and responsibilities and, along with First-Year Seminar advisors, seek to ensure that new students make an effective transition from high school to college. Preceptors also serve as study strategy tutors, offering reading, time management, note-taking and test-taking strategies.

Academic Support Services

Academic Advising Center. The Academic Advising Center is the central source of information and guidance for all aspects of student academic life. Staff at the center maintain each student’s college file, oversee domestic off-campus programs and Twelve College Exchange applications, guide students through independent major applications and national scholarship and fellowship competitions. The
Advising Center provides college skills training and individual academic counseling for students who experience academic difficulty. Students who need to notify their instructors of unavoidable absence from classes may do so through the Advising Center; students requesting academic exceptions, incompletes or changes in final exam schedules must apply to the Advising Center. In addition, the staff of the Advising Center advises students with special academic concerns and differences in learning styles.

Tutoring Services. Tutoring services are available to all Wheaton students, at no charge. Writing tutors, trained and supervised by the Writing Program in the English Department, provide assistance on any written assignment. This tutoring is available in the residence halls, and hours will be posted each semester. Course tutors, trained and supervised by the advising center, provide academic tutoring in all academic areas at Wheaton by appointment. Study strategy tutoring, provided by preceptors, offers help with time management, test-taking, note-taking, and reading. A schedule for study strategy tutors will be made available each semester from the Advising Center.

Academic Support Workshops. In addition to the study skills tutoring offered by preceptors, the Academic Advising Center staff periodically offer academic support workshops throughout the academic year. Topics covered include time management, major declaration and academic support groups.

Committee on Admissions and Academic Standing. The Committee on Admissions and Academic Standing also provides support for students in a variety of ways. The committee reviews student academic performances at the end of each semester and acts on student petitions regarding exceptions to academic regulations and requirements. The committee also awards January and summer school scholarships; nominates Wheaton candidates for national scholarships and fellowship opportunities; and awards Wheaton Foundation Grants to support special student research and scholarship.

Graduate Scholarship Programs. From their first year on campus, students will be invited to take advantage of group workshops and individualized advising, designed to enhance their candidacy for national scholarships and fellowships. The Truman, the Goldwater, the Fulbright, the Marshall and the Rhodes scholarships are some of the competitions covered in this program. Final selection on nominations for these scholarships are made by the Committee on Admissions and Academic Standing.

Wheaton Foundation. Any student who is pursuing an exceptional academic project that extends beyond the basic requirements of a particular class may apply to the Wheaton Foundation for funds to assist in that project. Proposals are due at the Academic Advising Center in November and in February for the two rounds of awards each year. Students seek funds for a number of reasons, including travel to attend national conferences and funds to cover research expenses.

Registrar’s Office. The Registrar’s Office handles all matters pertaining to course registration and academic records, including transcripts. Students are responsible for selecting courses as well as making course registration changes via the Web after consultation with their advisor. Declarations of majors and minors are filed in this office by the established deadlines. The Information Desk, where students will find answers for many of their academic, registration, and financial questions, is also located in the Registrar’s Office.

The Wallace Library

The materials and services provided by the Madeleine Clark Wallace Library are central to the educational mission of the College. The library utilizes up-to-date information technology to enhance its instructional programs and to improve the quality of and accessibility to its collections, which include an ever-broadening array of electronic resources.
resources, more than 380,000 circulating volumes, and over 2,000 serial titles in print.

The library’s online public access catalog (OPAC) lists all holdings in its permanent collections and can be accessed from any computer via the campus network or the Internet. Electronic journals, encyclopedias, and other electronic resources linked from the library’s homepage are also accessible to on-campus users. Through the library’s memberships in regional and national bibliographic networks, Wheaton students have access to more than 25 million titles held by libraries throughout the United States.

Accessibility to Internet resources is provided on site through the library’s public-access work stations and computer search services, which make it possible for users to consult computerized information databases, newspapers and hundreds of national and international indexes and abstracts.

In partnership with faculty and the college curriculum, the librarians provide students with instructional programs in traditional bibliographic research and in information technology. They also work with individual students to help them learn to work effectively in an increasingly complex information environment.

Filene Center for Work and Learning

Founded in 1986, the Filene Center for Work and Learning enables students to examine the connections between their academic programs and work experiences, including internships, jobs and community service, on campus and off. To help students discover the ties between the liberal arts and the world of work, the college expects all students to compile a comprehensive Wheaton Work and Public Service Record—an evaluated history of employment, field work, campus leadership or community service activities. Students must have at least one entry on their Wheaton Work and Public Service Record in order to graduate, but multiple entries are encouraged, as the record is used by many students to pursue employment, graduate admission and fellowships during their senior years.

The process of completing entries in the record, known colloquially as Wheaton’s “Second Transcript,” serves as a bridge between academic and out-of-classroom learning.

The Filene Center works with academic departments to develop field work opportunities and specialized career services for graduates and offers additional services such as individual counseling, an extensive career resource library, on-campus interviews for employment and for graduate and professional schools and credential services.

Career Exploration Internship Program. The internship program provides Wheaton students with an in-depth perspective on career fields, practical experience and professional contacts. While working as interns during the semester, on January break or summer vacation, students learn firsthand the rhythms and rewards of a particular kind of work. With the assistance of the Filene Center, students research and secure their own internships, which may be paid or unpaid. Internship opportunities are sponsored by more than 800 organizations—banks, brokerage houses, government agencies, museums, hospitals, newspapers, social service organizations, television stations and a wide variety of others—located throughout the nation, but principally in Boston, New York and Washington, D.C.

Wheaton, Davis, Shouse and other Fellows Program. With the generous support of foundations, alumnes/i and college funds, the Filene Center sponsors a number of paid internships available during January breaks and summers through the Wheaton Fellows program. Students are invited to design educationally meaningful placements that address their personal and career goals. Many of our Fellows awards are dedicated to first and second-year students to encourage early exploration of life paths. Other clusters of awards support college-linked areas of interest, including interna-
tional placements and emerging technology arenas. Every year, the Filene Center awards over $200,000 in stipends to support out-of-classroom learning experiences.

Additionally, students go on a stipended summer fellows program to work as English as a Second Language instructors and camp counselors in Turkey.

Public and Community Service. Believing that liberal arts institutions can contribute toward the good of society by fostering the volunteer ethic within the college community, the Filene Center established in 1987–88 a comprehensive program of public and community service. Called WHEATON SERVES!, the program promotes service activities among students, faculty and staff members by providing access to hundreds of opportunities to serve others in world, national and community causes. Wheaton volunteers have worked as literacy tutors for Southeast Asian refugees, as Big Sisters and Brothers and as staff assistants to local town and human service agencies. Orientation Service Day is a special project of the Filene Center. Many faculty incorporate meaningful service in the community in their courses across almost every discipline as well.

Workshops. The Filene Center for Work and Learning offers workshops throughout the year on such topics as career and life planning, resume writing, leadership skills and job hunting techniques and strategies. Students can refine the skills necessary to develop their personal and professional potential through the workshop series.

Gertrude Adams Professional Development Program. This program began in 1988 to provide students with a comprehensive four-year approach to examining life and career choices. It incorporates a variety of projects and activities including programs for men and women seeking to explore the interplay of work, family and community service issues in their lives and futures; “Major Connections,” a series of career panels that brings Wheaton alumnae/i back to campus to talk about the links between their college career and their profession; and an alumnae/i Filene Liaison Network in thirteen cities nationwide to assist seniors and graduates with their professional development needs. The Gertrude Adams Professional Development Program is underwritten with the generous support of a Wheaton alumna and trustee in honor of her mother.

Off-Campus Job Location Program. The Filene Center for Work and Learning develops numerous off-campus jobs available throughout the region to all students during the academic year. The center is also the founder of a National Summer Job Consortium that collects listings of summer positions available across the country.

Kollett Academic Computing Center
The Kollett Academic Computing Center provides rich computing resources to students and faculty. From several dozen Macintosh and Windows computers, students access course-specific software as well as standard e-mail, Web and writing applications. Video editing stations and music composition stations in KACC are maintained for intensive project work. Elsewhere on campus the center maintains labs for graphic design and photography, foreign language, literature and culture, psychology, physics, astronomy, biology, and geographical information research. Computer-mediated classrooms, strategically located on campus, are designed by faculty to meet their specific teaching requirements.

Students at Wheaton, as part of the growing electronic community, use technology frequently in their courses and assignments. The purpose of the computing center is to support students in their use of technology, whether using basic tools at the novice level, or using professional-level tools at an advanced level. In line with Wheaton’s commitment to involve students in faculty research, students have access to software and support, and encouragement to become proficient with the technologies in use within their chosen discipline.

The Kollett Academic Computing Center is open every day. Five nights per
week it is open until 1 a.m. In addition to ADA compliance in all labs and computer classrooms, multiple stations in the KACC are equipped with universal access technologies. Coordinated workshops are available to augment instruction from professors. Intensive training sessions, targeted at computer novices, are offered in January, on rotating topics such as robotics, multimedia development, and Web page design. The KACC is closely allied with the Wallace Library, the college’s help desk and the ResNet support staff. Computers in all locations are networked as are all dorms—a port for every pillow.

Elisabeth W. Amen Nursery School

The college’s nationally accredited nursery school is affiliated with the Psychology Department and has been a site for child study and research since its beginning in 1931. The primary functions of the lab school are to demonstrate good nursery school practices, to provide a sound educational setting for preschool children and to serve as an active center for child study and research. Thus, in addition to providing a supportive atmosphere for preschoolers, the nursery school provides a wide range of experiences for 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.
Student life at Wheaton is characterized by a strong sense of community. The college has a longstanding tradition of student involvement and participation in all levels of campus affairs. Wheaton students become aware that learning takes place both inside and outside of 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 world 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, religion, age, gender, culture, physical ability, language, nationality, sexual preference and lifestyle.

The Honor Code

Wheaton accepts and encourages individuality while affirming the community dimensions of college life. The honor code, which is signed by all students when they matriculate, 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.

The college has specific requirements for academic and social integrity that are to be followed by community members. 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, are obligated to report themselves or to confront others who have committed violations. The College Hearing Board, a judicial body composed of four students, two faculty members and the dean or associate dean of students, is the branch of the Student Government Association charged with maintaining the education, application and protection of the standards set forth by the code.

The Honor Code fosters a strong sense of responsibility and integrity among students. We are proud of the history and tradition of the Wheaton honor system, begun in 1921. Wheaton students enjoy the privileges of self-scheduled final examinations, unproctored exams and responsible self-government of campus affairs.

The New Student Experience

Each new academic year begins with an orientation program to welcome new, transfer and continuing education students to the college community. Minority and international students and their families are invited to a two-day pre-college multicultural workshop. 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, community service day, and workshops on residential life, multicultural diversity and the Wheaton Honor Code.
Student Life

Residence Halls. The college has 17 residence halls and 10 houses shared by members of all four classes. Wheaton students are required to live on campus for four years and to enroll in the college’s meal plan. Students who live 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 “quad” and upperclass student hall staff mentors who live on each floor in dormitories. Upperclass students living in houses elect a house president who serves as a member of a house council, chaired by the housing coordinator. Student hall staff 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 in order for residents to live together harmoniously.

The residence halls are an important learning environment at Wheaton. Students study together, play and relax with friends, build friendships and work through the issues that living in a community presents. Dormitories initiate informal parties, faculty-led discussions, pot-luck 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 a variety of 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 in the college.

The Student Government Association (SGA) 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 social and cultural events, campus communications, and more than 70 student organizations each year.

Students who share common interests or concerns may choose to become involved in one or more of the various clubs or associations. Among them are academic interest clubs, global awareness groups, foreign language clubs, multicultural associations (such as Black Students’ Association, Asian and Southeast Asian Association, Latino Students Association, Hillel, political organizations, religious groups, various men’s and women’s groups (such as the Lesbian, Gay and Bisexual Alliance or the Feminist Majority Leadership Alliance) and sports clubs. All 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 members of the Theatre Arts Society, which 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 campus coffee houses. The Wheaton Dance Company, the Chorale and Orchestra all sponsor major productions each semester. Four a cappella singing groups entertain at campus functions: the Whims, the Wheatones, the Gentlemen Callers, and Visions. Many students write for one of the student publications: the Wheaton Wire, the campus newspaper; Eclectia and Midnight Oil, the literary magazines; or Nike, 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 AutumnFest: A Wheaton Family Homecoming; the Academic Festival; the Boston Bash; Spring Weekend; the Women’s Music Festival, Worldfest @ Wheaton and class-sponsored events such as Secret Sophomore Sibling and the Valentine semiformal.

The Balfour-Hood Student Center offers the Wheaton community a wonderful location for meeting with friends in the Hood Cafe, dancing in the Loft (the campus pub), playing pool or ping-pong in the game room, or watching satellite TV in a lounge. The center also houses an information center; the college post office; offices for the SGA, student newspaper and yearbook; and the radio station. The Balfour Atrium provides space for large parties and community gatherings for major events. The Ellison Dance Studio and the Pappas Fitness Center are also a part of the center.

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 come to get an education, to develop and to mature both on the playing field and off. The college generally attracts student athletes who are looking for good competition, which the New England area 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 provides a place 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 provides a place for spectators to watch intercollegiate basketball and volleyball, as well as recreational courts for badminton, volleyball and basketball. 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; and the Sidell Baseball Stadium; and the Clark Recreation Center for intramurals and social activities.

The fitness center, housed in the Balfour-Hood Student Center, contains Nautilus equipment, free weights and cardiovascular machines such as the “Stairmaster.” Aerobics classes are held in the Ellison Dance Studio.

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, water polo, pool and ping pong. Recreational opportunities abound with a full schedule of aerobics classes and the availability of the fitness center and swimming pool.

The instructional program in athletics includes golf, swimming, tennis, badminton, archery, fencing, an exciting leadership program—Project Adventure—and yoga.

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

Health Care/Counseling. The Norton Community Clinic of Sturdy Memorial Hospital, located on the Wheaton campus, provides outpatient services to students five days a week. Sturdy Hospital provides physician coverage to the clinic and direct or emergency care when the clinic is not open. A Wheaton College Nurse/Director of Student Health Services is on duty on a daily basis when the center is open. There are no charges for visits to the clinic during assigned hours. Visits outside those hours can be covered by a student’s required health insurance. There are fees for medicines dispensed by the clinic, for laboratory work and for some clinical services. Emergency medical treatment is provided by the clinic during daily business hours and by the Wheaton Public Safety Department or the Emergency Medical Team of the Norton Fire Department and Sturdy Memorial Hospital in nearby Attleboro after hours and on weekends.

The Counseling Center has psychologists, social workers and intern counselors available to assist students with psychological issues and adjustment concerns. The Counseling Center and Health Services sponsor regular programs on wellness issues, sexuality, drug and alcohol education, stress management, eating disorders, AIDS and other health or developmental concerns of college students.

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, RI. Boston and Providence provide opportunities for internships, jobs, fieldwork or shopping. Students are also actively involved in internships and community service projects in the nearby communities of Norton, Mansfield, Attleboro and Taunton.

In addition to the local public transportation system, Wheaton provides free bus service to downtown Boston on weekends, regular connections to trains and the Boston metropolitan transportation system. Students travel regularly to visit museums, 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.
The faculty is responsible for the academic program of the college and for setting and maintaining all standards for the degree of Bachelor of Arts and approving candidates for that degree. In special circumstances the faculty may also set criteria for, and award the degree of, Master of Arts. Degrees are granted three times a year: in May, October and February. Degree requirements and standards are definitively set forth in faculty legislation and also articulated in the catalog.

Students plan their programs of study to meet college requirements for the degree with the help of faculty advisors. Ultimate responsibility for academic program planning and for meeting graduation requirements rests with each student. Students with questions about their qualifications or records may consult the Registrar’s Office or the Academic Advising Center; students seeking modification or waiver of any requirement for the degree must petition the Committee on Admissions and Academic Standing, chaired by the Dean of Advising.

The faculty is currently reviewing the college curriculum and will update it in 2001–2002. Curricular requirements for each student will be those in place at the time of his or her matriculation; they do not change in mid-career. Students entering in 2003, however, may follow new requirements.

Earning Credits for the A.B. Degree

1. The unit of credit is the semester course. One course credit (the equivalent of four semester hours of credit) toward the 32 required for the degree is awarded on the completion of a semester course, and two credits for a year-long course. Fractional credit may be awarded for courses which involve less than a semester’s work. These regulations govern the earning of course credits:

   a. 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, at the time of their matriculation and before the end of their first semester, 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 in less than eight semesters, or wishing to waive one or both semesters of the senior residency requirement, should petition the Committee on Admissions and Academic Standing before they have completed 20 course credits.

   b. 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 three credits or more than 5.5 credits must have the permission of the Committee on Admissions and Academic Standing.

   c. No more than six credits among the first sixteen (normally in the first two years) may be completed in any one department, ensuring that most of the work in the major will be completed in the final two years. Exceptions involving, for example, courses in anthropology and sociology or art history and studio art are noted in the section on courses of instruction.

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

   e. Both semesters of a year-long course must be completed before final credit and a grade are earned.

   f. A student must attain an average of 2.00 (C) in all credits earned at Wheaton to maintain good academic standing and to qualify for graduation.
2. Each student must include among the 32 course credits presented for graduation courses that fulfill the General Education Program described below.

3. 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 Registrar's Office.

a. 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.

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

c. A student must maintain an average of 2.00 (C) in all courses taken in the major. Most departments do not permit courses in the major to be completed under the pass/fail grading option.

4. A student must obtain at least one entry on his or her Wheaton Work and Service Record, maintained by the Filene Center for Work and Learning, documenting an out-of-class learning experience (not included among the 32 credits necessary for graduation). Entries may be volunteer activities, internships or meaningful employment (on or off campus), extracurricular activities and campus leadership, for which the student has documented his or her experiential learning. This documentation ensures that Wheaton students have pursued an important part of their liberal arts education through learning outside of the classroom.

5. Each student must complete two full credits of physical education (usually completed through four, half-credit courses) to meet the graduation requirements. These credits do not count as part of the 32 academic credits required for graduation.

The General Education Program

Wheaton’s General Education Program gives students a foundation for further learning. One important goal of a liberal education is to gain a deeper understanding of how knowledge of ourselves, the world and our place in it varies from discipline to discipline and gives overall shape to the college curriculum. Consequently, the General Education Program exposes students to a range of introductory courses in the traditional fields of learning: arts and humanities, natural sciences and social sciences.

Ways of understanding are also differentiated by cultural perspectives; our understanding of the world is largely determined by the culture and language within which we live and learn. For this reason, the General Education Program also includes courses that develop our awareness of the perspectives of other cultures, both within our own society and from non-Western points of view. It also seeks to strengthen the basic skills—in writing and language, reasoning and computing — that give us access to different points of view and help us develop and articulate our own.

The courses which fulfill the General Education Program are usually introductory, and therefore available to freshmen and sophomores, but students may take courses in this curriculum throughout their four years. Writing intensive courses can only be completed after the first year. The specific components of this curriculum are as follows:

First-Year Seminar. Each section of this course focuses on a “Great Controversy” and illustrates how differently people may interpret or understand topics in art,
history, sciences, social science or any of the other areas of the liberal arts curriculum. Required of all students in their first semester, the course is designed to foster active learning and class participation and stresses many of the skills needed for college-level study.

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. After the freshman year students must complete two other courses in any department that are labelled Writing Intensive. These courses allow students to develop writing skills in specific academic areas; they may fulfill other general education requirements and major requirements.

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 French, German, Ancient Greek, Italian, Latin, Russian and Spanish. Students are encouraged to include language courses early in their course of study, since 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.

Mathematics/ Logic. One course in mathematics, computer science or logic is required. One is not truly a literate, or “numerate,” member of a technological culture without a basic understanding of mathematical/logical thought and expression.

Arts and Humanities. Two courses are required from the fields of literature, the arts, philosophy or religion, one of which may be in creative arts. Typically courses in this area deal with how artists, writers and thinkers in our own and other cultures have found meaning and value in the worlds they have experienced.

Natural Sciences. Two semesters of work in astronomy, biology, chemistry, physics or psychobiology are required, at least one of which includes a laboratory section. These courses help develop skills in empirical observation and experimentation, careful theorizing and inductive and deductive reasoning, and thus form an integral part of a liberal arts education.

Social Sciences. Students must take one course in anthropology, economics, education, political science, psychology or sociology. The social sciences acquaint students with phenomena of human behavior and social systems and institutions, and typically involve developing theories or “models” to explain these phenomena from the perspective of the discipline.

Western History. Students must take one course in American or European history from the history department or a course that emphasizes the Western historical perspectives from another department.

Perspectives on the Non-Western World. Recognizing that the Western perspective is sometimes a limited one, the college expects that students will complete at least one course that focuses on an aspect of non-Western societies. Such courses are offered in several different departments and may satisfy other parts of the General Education Program where indicated.

Cultural Diversity. Students complete at least one course that focuses on the diversity of race, class, or ethnicity within U.S. society or deals comparatively with such aspects of society in the U.S. and elsewhere.

The Major Area of 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 over 30 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 Registrar’s Office.

Wheaton offers a number of Interdepartmental Majors, such as international relations, psychobiology, women’s studies, American civilization, mathematics and economics, or 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 her or his 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. Interested students should talk with the dean of academic advising and pick up petition forms in the advising center.

Departmental Honors. 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+ 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.

Minor Concentrations. 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:

Africana Studies
Business Management
Development Studies
Early Childhood Education
Elementary Education
Secondary Education
Environmental Studies
Family Studies
Latin American Studies
Legal Studies
Public Policy
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 towards the student’s major, and no course may be included in more than one minor program.

Grading and Academic Standards

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

\[
\begin{align*}
A &= 4.00 \\
B &= 3.00 \\
C &= 2.00 \\
D &= 1.00 \\
F &= 0
\end{align*}
\]

Plus and minus grades are proportioned fractionally (e.g., B+ = 3.33, C- = 1.67). Students must maintain an overall grade-point average of 2.00 (C) by the end of the first year and thereafter. Wheaton awards grades of A+ as a commendation but these grades award no more than 4.00 points.

In year-long courses a temporary grade is awarded at the end of the first semester and is replaced by a two-credit grade at the end of the year. Students must complete both semesters of a year-long course to earn a permanent grade and two credits.

Pass/ D/ F. A student may complete up to four full-credit 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 Registrar’s Office if the course is completed with a grade of C or better. This grade is not computed in the grade-point average.

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 Registrar’s Office. 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. Students should also note that most departments do not permit courses in the major to be completed under this option.

Incomplete Courses. Students unable for reasons beyond their control to complete course work as scheduled may ask for an Incomplete in the advising center. 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 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.

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 Registrar’s Office, 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 Admissions and 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 grade-point average as a failing grade.

Audit. Students may elect to audit a course (register for it without doing the work which would earn academic credit) with the permission of the instructor. 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. In addition to maintaining a 2.00 (C) cumulative average, students must also maintain the same average in courses in their major and must maintain normal progress toward the degree to remain in good standing. Normal progress requires that a student be no more than two credits short for 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 normally results in the student being placed on academic probation. A student who fails to regain normal good standing after one semester may be subject to suspension or dismissal by the Committee on Admissions and Academic Standing. First-time probationary students are considered in conditional good standing in order to remedy their grade-point deficiency as a full-time student and in order to remain eligible for financial aid. (For students receiving federal financial aid, please refer to page 45 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 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. Upperclass students may also receive warnings, though instructors are not required to submit warnings for them. A student whose work is poor enough to make passing a course improbable may be prohibited by the instructor from completing the final examination and failed in the course before the end of the semester.

Alternative Sources of Credit. Credit towards the A.B. may be earned in other ways 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 General Education Program and major requirements as appropriate. Normally transfer credits will be evaluated before the transfer student begins work at Wheaton.

Wheaton students may also earn credit at other institutions which can be applied toward graduation requirements. Students completing summer school courses, 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 Registrar’s Office before beginning course work elsewhere. Students must earn grades of C or better for courses to transfer for Wheaton credit, 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 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 dean of academic advising. 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 dean of academic advising. Application for advanced standing based on placement exams or college-level work must be 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.

Honors. Outstanding students may attain a variety of academic honors at Wheaton. Students with semester averages of 3.25 or better may be named to the Dean’s List. Students with cumulative G.P.A.’s of 3.75 at the end of each year may be designated Presidential Award recipients. Others with outstanding achievements in particular areas may earn departmental prizes, listed at the end of the catalog (pages 169-180), at Honors Convocation at the close of the academic year.

Students may also earn distinction in the major by completing special thesis-level work as described above (p. 32). 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. Students who complete independent majors with honors are designated as Wheaton Scholars on their transcripts.

Course Completion Requirements

Course Registration Procedures. Continuing students register for courses via the WIN-DOW (Wheaton Information Delivered on the Web) after receiving approval for their
course of study from their faculty advisor. Students obtain a new PIN number from their faculty in each advising period preceding the registration weeks. Normally this is done during course registration week in the preceding semester. Students away from the campus will be contacted by the registrar at these times and may follow different deadlines for submitting their course registrations. Students who fail to register for courses by the deadlines will be assessed a fine of $45 to process or correct their registrations; 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 of each semester by going into the WINDOW to drop or add courses. Students wishing to add a course after the seventh day of instruction may do so only with the written permission of the instructor and the dean of advising and payment of a $45 fee. Students may drop courses without penalty or fee at any time before the mid-semester date, provided they maintain a normal course load and have consulted a faculty advisor. No course may be dropped if it takes a student below a normal course load, or after the mid-semester deadline, without the approval of the Committee on Admissions and Academic Standing.

Students may repeat a course for which they have already earned credit only with the written consent of the instructor and the approval of the dean of academic advising. The grade for the repeated course will appear on a student’s transcript and be computed in the grade point average, but no additional credit may be earned through the repetition of the course.

Course Attendance. Students are expected to attend classes regularly and are responsible for all work done or assigned in classes they miss. Individual instructors may set attendance policies and enforce them. 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 because of 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 make-up 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.

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. This means that 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.

Examinations and quizzes are normally unproctored, or completed without the presence of faculty. 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 Registrar’s Office and distributed each semester to all students taking final examinations.
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. 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 deans in the Academic Advising Center.
In order to maintain a stimulating and challenging academic environment for all members of the college community, the Wheaton Admission Office seeks intellectually serious students of all backgrounds. Our students come from hundreds of different secondary schools each year, and the Admission Office recognizes and values the variations in curricular background and academic preparation represented in our applicant pool. Each student’s secondary school performance and background will be considered individually in assessing his or her potential for success at Wheaton.

Admission is very competitive and is based on an assessment of both the applicant’s academic and personal qualifications. It is the college’s policy to admit students without regard to gender, race, color, creed or national origin. 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 Freshmen. Although Wheaton does not prescribe rigid entrance requirements, the college strongly recommends a secondary school curriculum which includes 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 (including U.S. history), and at least three years of laboratory science. Most successful candidates for admission will complete their secondary education with at least twenty courses in these five academic disciplines. Honors-level and advanced placement 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, and evaluations by teachers and counselors are all used to determine the quality of a candidate’s record.

The submission of all standardized test results (e.g., SAT-I, SAT-II, ACT) is optional for purposes of admission. 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 (e.g., self-reported scores) will not be considered.

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, experiences, and interests. Though not required, such submissions may include: slides of original artwork, samples of creative writing and audio or video tapes. Once received in the Admission Office, these items cannot be returned. Therefore, students should make all necessary copies prior to including them with their application materials.

It is the college’s expectation that all students applying for admission will have a personal interview. For most freshman candidates (especially those who live in New England or the Middle Atlantic states), this will mean a visit to the Wheaton campus between the spring of the junior year and January 15 of the senior year of high school. Campus tours are available several times each day. The office is open year round on weekdays, and on Saturday mornings throughout the fall and winter. Because of the high volume of requests for tours and interviews, candidates wishing to schedule a campus visit should call the Admission Office (800-394-6003) for appointments well in advance.

If a student is unable to visit Wheaton in person, the Admission Office will try to arrange an interview with a nearby Wheaton graduate. Wheaton uses The Common Application as its only application
Students may obtain all necessary forms and instructions directly from the Wheaton Admission Office (www.wheatoncollege.edu/admission), from The Common Application website (www.commonapp.org), or from most high school counseling offices. Applications must be submitted together with the fee of $50 by January 15 of the student’s senior year. Applicants will be notified of admission committee decisions by early April. Since 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.

Named Scholar Programs

Balfour Scholars. Established in 1983 with a $1 million 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 $10,000 scholarship and a personal computer. With a majority of Wheaton courses requiring some working knowledge of the computer, this award underscores Wheaton’s commitment to promoting computer literacy across disciplines.

Balfour Scholars represent the most outstanding academic students in the applicant pool. No additional application is required.

Trustee Scholars. Trustee Scholars are recognized for their superior academic achievement and demonstrated extracurricular commitment. Trustee Scholars are chosen from among the most exceptional students in the applicant pool. As a named scholar, each student receives a $6,000 scholarship in addition to a $4,000 stipend to support research, career-development or community service opportunities during their sophomore and junior years.

Community Scholars. The Community Scholars program recognizes students who demonstrate both strong academic performance and an ongoing commitment to community service and/or leadership. Chosen from among the most talented applicants, Community Scholars each receive a $5,000 scholarship in addition to a $3,000 stipend to support community service, internships or research opportunities during the summers following sophomore and junior years at Wheaton.

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

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. 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 re-considered with the regular decision applicant pool.

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).

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

Second Semester Admission. Wheaton accepts a limited number of students (generally transfers) for admission in the second semester. Applicants must complete their applications by November 15; notifications
are sent by January 1. Candidates for freshman admission will not be considered for mid-year entrance.

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 interim activity. For this reason, Wheaton usually will grant deferred admission to candidates who are accepted through the normal process, upon receipt of the $300 non-refundable tuition deposit. Accepted applicants who wish to enroll in academic institutions 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 is pleased to receive applications from international students. Students for whom English is not the native language must submit scores earned on the Test of English as a Foreign Language (TOEFL) in addition to all other required application materials. Students are expected to earn a score of 550 on the paper version (or 213 on the computer based version) or higher on TOEFL, and must submit their scores by January 15 of the year they intend to enter Wheaton. To receive Wheaton application forms, a student 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.

All financial aid decisions are based on a combined evaluation of students’ 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.

Currently, international students at Wheaton hail from over 35 countries and territories including Austria, Belgium, Brazil, Canada, Chile, Colombia, Egypt, England, France, China, Germany, Guatemala, Haiti, Hong Kong, India, Israel, Japan, Jordan, Republic of Korea, Kuwait, Lichtenstein, Malaysia, Nepal, Nicaragua, Pakistan, Panama, Peru, Philippines, Portugal, Saudi Arabia, South Africa, Spain, Switzerland, Taiwan, Thailand, Turkey, the United Arab Emirates, and Venezuela.

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 in another college and satisfactory personal credentials. A student must attend Wheaton for at least two years (four semesters), one of which is normally the senior year, and complete a minimum of 16 course credits in residence in order to receive a Wheaton degree.

The admission committee considers candidates for entrance in both the fall and spring terms, though generally only transfer students are admitted in the spring. 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 tran-
scripts 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 volunteer near the student’s home or college.

Readmission. A student who has either withdrawn or been dismissed from the college and wishes to re-enter Wheaton should request the appropriate application form from the Academic Advising Center. Students re-entering Wheaton have access to the same housing options as new students.

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 Registrar’s Office. Financial aid is not available for special students.

Admission of Continuing Education Students. To be eligible for continuing education admission, a candidate will typically have been away from full-time education for at least three years or be 24 years of age or older. While admission criteria for this program are broadly defined and flexible, admission is based on the 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 Disabled Students. In accordance with the provisions of Section 504 of the Rehabilitation Act of 1973, Wheaton agrees that no otherwise-qualified persons shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, benefit or service provided by the college.

At least eight weeks prior to beginning study at Wheaton, enrolled students with disabilities should notify the dean of academic advising with regard to any special services they may require.

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 non-degree 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 choose to write, call, (800-394-6003), or send an E-mail message (admission@wheatoncollege.edu). We also are accessible on the World Wide Web at www.wheatoncollege.edu.
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 upon admission 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, it will be included in his or her total need-based aid package.

Institutional financial aid and merit scholarship support is 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 of attendance.

Determining Eligibility
Wheaton determines the amount that a family can be realistically expected to contribute toward total college expenses by reviewing its overall financial circumstances as presented on the financial aid applications. 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 overall ability to obtain funds. 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 expenses, from summer earnings, savings or other assets as well as from wages earned during the academic year. We typically ask students to contribute between $1,400 and $1,600 from summer earnings.

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 attempts to fund 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. Because financial aid at Wheaton is both need and performance-based, students whose academic performance is more modest may find their aid package does not meet their full eligibility for assistance. 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
Wheaton determines students’ eligibility for the following federal financial aid programs based on the information that families submit on the Free Application for Federal Student Aid (FAFSA) and CSS PROFILE form.
Federal Pell Grant. This is a federal grant awarded to students with high financial need. Currently, Pell Grants range from $400 to $3,750 and need not be repaid. Wheaton requires all students applying for financial assistance to apply for Pell funds.

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. Priority for FSEOG funds is given to Pell recipients. 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 Loan. This is a federally subsidized student loan available from banks and other lenders. 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 an annually variable rate based on the 91-day Treasury Bill rate plus 3.10 percent, with a cap of 8.25 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. Freshmen may borrow up to $2,625, sophomores up to $3,500, and juniors and seniors up to $5,500. Many alternative repayment programs are now available that allow borrowers to choose among extended repayment periods, income sensitive repayment and other means to make student loan repayment more manageable.

Federal Work-Study. This is a campus employment program through which the federal government pays a portion of the student’s wage. While it is the student’s responsibility to find a job at Wheaton, each September the student employment coordinator publishes a directory listing all positions available on campus. In general, Wheaton students work between eight and ten hours per week; paychecks are issued every other week.

State Aid Programs

Scholarships. 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. Wheaton requires students from these states to apply properly for such scholarship funds. Students who fail to do so should not expect Wheaton to replace those grant dollars with institutional funds.

Gilbert Grants. The Gilbert Grant Program comprises 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.

Wheaton Grants

The college funds these student grants with general scholarship resources, income from endowed funds and annual gifts from alumnae/i, parents, and friends. Wheaton grants are awarded as part of the financial aid process, based on a combination of need and academic promise. Awards range from $500 to $22,000, 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 and continuing education students.
Wheaton Scholarships

Wheaton Scholarships are awarded to students who are among the top academically in the college’s freshman applicant pool. Candidates are selected through the admission process, no additional application is required. These merit-based awards currently range from $5,000 to $10,000 per year, and are renewable based upon achievement of a required GPA. Merit scholarships may be used during enrollment at Wheaton or a Wheaton-affiliated program only. For more details, see page 38.

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. When a Wheaton student does receive outside scholarship or grant assistance, the student must notify the Student Financial Services Office. Wheaton is required to recalculate financial aid awards upon the receipt of outside scholarship funding.

Wheaton’s outside scholarship policy now allows outside scholarships to first fill any gap between a student’s total eligibility for assistance and the funding received to date (also called unmet need). If there is no unmet or remaining need (the student is fully funded), or if the outside scholarship total exceeds the amount of unmet need, we will first reduce the amount of loan and work funding (“self-help”) in the aid package. Outside non-credit based student loan awards may replace unmet need, self-help awards, or may be applied toward the family contribution.

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 World Wide Web to research myriad scholarship possibilities.

How To Apply For Aid

Completed aid applications must be submitted to the Student Financial Services Office by the following dates.

- Early Decision I: November 15
- Early Decision II: January 15
- Regular Decision: February 1
- Transfer: April 15
- Returning Students: April 20

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 wait-list. Your application for financial aid will consist of the following documents:

1. The Free Application for Federal Student Aid (FAFSA), which is used to determine student eligibility for federal funding.
   
   The FAFSA may be completed online at www.fafsa.ed.gov, or a paper version is available from high school guidance offices and college financial aid offices. Students, with their parents, should complete and return the form to the processor as soon as possible after January 1. Although the form asks for specific information from student and parent income 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; any corrections can be made with us later.

   Continuing Wheaton students who have completed a FAFSA in the prior year will receive at their home address a “Renewal FAFSA” application directly from the federal processor. Continuing students who did not receive a “Renewal FAFSA” and who did not apply for aid previously may obtain an original FAFSA from the Student Financial Services Office. Our Title IV school code is 002227.

2. CSS PROFILE. All aid applicants who wish to be considered for institutional grant funding and/or campus-based federal and state funds are required to complete a PROFILE application each year. Wheaton uses the information from PROFILE to determine eligibility for these need-based programs.
Students can register for the PROFILE application by calling the College Scholarship Service (CSS) at 1-800-778-6888, or online at www.collegeboard.com. CSS will send out an individualized application based on the registration information provided. Our PROFILE institution code number is 3963.

3. Parent and student tax returns. Wheaton requires complete, signed copies of current year tax returns from applicants and parents, including all pages, schedules and W-2 forms. However, we recognize that many families may not have completed their returns by our application deadlines for new students. Copies of the applicant and applicant’s parents’ tax returns from last year (including all pages, schedules and W-2 forms) should be submitted; signed returns for this year should be sent when completed. If the circumstances presented on last year’s returns are significantly different from estimates for the current year, an explanation of the changes must accompany the tax forms. If tax returns are not being filed for the current year, a statement in an accompanying letter must confirm this fact, along with an itemization of any income received this year and a brief explanation of the family’s source(s) of support in that year.

4. Other documents. Some students will need to file other documents, for example, the Noncustodial Parents Statement if a student’s parents are separated, divorced, or never married, or the Business/Farm Supplement if an applicant’s parent(s) own a business or farm or are self-employed. These forms will be sent to you by the College Scholarship Service based on your answers in the PROFILE registration process. If needed, additional copies of the forms can be obtained from the Wheaton Student Financial Services Office.

Any student who has attended classes for credit at another college or university and transfers to Wheaton midyear must submit a financial aid transcript from the financial aid office at that institution, whether or not any financial aid was actually received from that school.

If a student’s parents are separated, divorced or never married, the parent with whom the student lives should complete the FAFSA and the PROFILE. If that parent has remarried, information from the new spouse must also be included, even when a prenuptial agreement exists. The parent with whom the student does not live should complete the Noncustodial Parents Statement.

Wheaton makes every effort to notify candidates of admission and financial aid decisions simultaneously—this is possible only when both applications are completed by the published deadline.

Financial Aid in Continuing Years

Financial aid is awarded on a one-year basis; 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. While 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.

Irrespective of changes in eligibility, Wheaton expects students to shoulder a greater share of college expenses as time goes on. Juniors and seniors have more earning potential than underclassmen, for example, and are able to borrow more money through federal programs. Expecting students to use these additional potential resources, the college packages slightly larger loans and larger work expectations from one year to the next.

Academic Standing and Satisfactory Progress

Institutional aid is awarded for a maximum of eight semesters to students in good academic standing. (Academic standing for each class is defined on page 33.)
Federal regulations require that aid be denied to students who fail to meet the college's academic progress standards. This includes a requirement that a student's GPA meet or exceed the graduation standard (2.0) by the end of sophomore year. In order to determine continued aid eligibility, we track each student's progress by entering term. Each spring, the Student Financial Services Office reviews the academic progress of each financial aid applicant. Any applicant who has not met the qualitative (GPA) and/or quantitative (credits earned) requirements will receive notice that they are ineligible for further financial assistance. Students who believe their circumstances warrant an exception to these policies must submit a letter of appeal to the Student Financial Services Office.

Study Away
Wheaton students with a minimum B-average at the end of three semesters may apply for eligibility to study abroad, earning degree credit for study overseas. Wheaton views study abroad as an individual option and, therefore, limits the amount of college grant funds that students enrolled in non-affiliated programs may receive. Students may not use merit scholarships toward non-affiliated program costs. Students are required to borrow maximum loan amounts before receiving need-based grant aid. Wheaton is not able to replace work-study funds, which are not available for overseas study. Students attending Wheaton-affiliated programs may apply their grant aid without adjustment. Merit scholarships may also be applied toward these programs. A current list of Wheaton-affiliated programs may be obtained from the associate dean for off-campus programs. Although remaining eligible for federal and state aid programs, students attending programs located in the United States (including the Twelve College Exchange and American University) will not be eligible for Wheaton College grant or merit scholarship funds. Exceptions to this policy are the Wheaton-affiliated semester programs with the Salt Center for Documentary Field Studies, the Marine Biological Laboratory at Woods Hole, the National Theatre Institute and Mystic Maritime Program.

In years when the demand for study abroad opportunities exceeds the institutional grant budget, students may compete for available dollars and be limited to only one semester abroad. 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 cash flow. Applications for these programs are available from the Student Financial Services Office.

Federal Unsubsidized Stafford Student Loan
Federal PLUS Loan
MEFA—Family Education Loan
The Education Resources Institute, Inc. (TERI)
Interest-Free Monthly Payment Option
Other Contributions
Wheaton tuition fees represent approximately two-thirds of the annual educational costs for each student. The difference between costs and tuition fees is met by income earned on endowed funds and gifts.

Annual Fees for 2001 - 2002
The tuition fee for both resident and non-resident students is $25,565. The student activities fee is $225 for all students. The residence fee is $3,770 for room. Board charges are $3,380. All resident students are also charged a $120 Internet and Telephone Service access fee.
General Fee
All new students will be charged a general fee of $50, which will be 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.

Reservation Deposit
A non-refundable deposit of $300 is required to reserve a student’s place at the college. Due March 30 for returning students and May 1 for entering students, this amount is credited to the annual fees stated above.

Special Fees and Expenses
- Music performance fees are $450 per semester for non-majors taking performance courses for academic credit. Non-credit 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.

Health Service 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
According to state law, all students must be covered by a health plan with comparable coverage as defined by state law (via the Mass Qualifying Student Health Insurance Plan or QSHIP). Initially, all students are charged for the Wheaton College Student Health Plan. In order to waive enrollment in the Student Health Plan, a completed Student Health Plan Waiver Form verifying enrollment in a comparable health plan by a U.S. health provider must be received by the college no later than the first week of August for fall semester coverage and the first week of January for spring semester coverage. The details of the plan will be mailed to students during the summer. The current annual cost for coverage (August 6, 2001 through August 5, 2002) is $580.00. Students who do not submit the medical insurance waiver by the deadline will be assessed the full year premium.
- Any student with health insurance provided outside of the United States will be required to enroll in the Student Health Plan. The purpose of this policy is to ensure timely and quality health care while attending Wheaton College.

Optional Accident Insurance Plan
Wheaton College 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%, subject to the policy limitations). The cost of the optional accident insurance is $92.00. The details of the plan will be mailed with the billing information packet each June.

Other Expenses
It is estimated that approximately $2,000 will cover a student’s general expenses for such items as books, supplies, clothing, recreation, laundry and transportation during the academic year.

In the face of rising costs affecting all parts 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.

Schedule of Payments
Statements including tuition, room, board, activities fee, health insurance, phone and network fee and general fee are mailed in July and December. The payment due date...
for the fall semester is August 1 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 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 $50.00 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.

Students are required to complete payment of their tuition and fees by the stated deadlines to maintain active enrollment status and their ability to register for courses for future semesters. 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 due 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 costs. Accounts referred for collection may also be reported to a national credit bureau. By registering for any class in the college, each student accepts and agrees to be bound by the foregoing college policy as applied to any preexisting or future obligation to the college.

Interest Free Monthly Payment Option
Wheaton College understands that education expenses are 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 $55 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 1-800-722-4867 and speak with an education payment counselor.

Payment Policy
Full payment and/or acceptable documentation that demonstrates your balance will be fully paid must be received prior to the published deadline. Payments 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: Loans based on the creditworthiness of the borrower may not be deducted from your bill without approval from the lender. A copy of an approval notice will be accepted as documentation for this type of loan.

Wheaton College does not issue billing statements for students who are not actively enrolled. If you are not actively enrolled, please contact the Office of Student Financial Services to request a verbal billing estimate. Students who reside in campus housing may not be permitted to move into their campus residences until their accounts are current.

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 their student record. This will prevent participation in the registration process for the following term until the past due account is paid. 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/her official transcript and diploma. Once the balance is paid in full, the official record may be released.

Room Lottery Hold

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

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.

Refund Policy

Students must notify the Registrar’s Office in writing that they are leaving Wheaton in order to be eligible for a refund. The date the written notice is received by the Registrar’s Office is used as the official date of withdrawal.

Financial aid recipients who leave the college during a term will have their award recalculated according to the federal refund requirements. Students receiving assistance may have a portion of their original award returned to the programs, as required by regulation, thus creating a balance due to the college. For this reason, we strongly encourage all students contemplating withdrawal during a term of enrollment to meet with a counselor in the Student Financial Services Office prior to leaving the college.

Students who leave Wheaton during their first semester at the college will have their charges pro-rated 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 students will have their charges refunded as follows:

A. Tuition Refund Per Semester

100 percent if notice is received prior to the start of the term.
80 percent if notice is received by end of second week of classes.
60 percent if notice is received by end of third week of classes.
40 percent if notice is received by end of fourth week of classes.
20 percent if notice is received by end of fifth week of classes.
B. Room & 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 Registrar’s Office.

C. Local Internet and Telephone Service Per Semester

The Phone and Network service charge will be refunded on a pro-rata basis determined by the date the written notice is received by the Registrar’s Office.

D. Reservation Deposit

A non-refundable $300 reservation deposit is required by March 30th each year to participate in the upcoming year’s room selection process. Exceptions to the above refund policy may be granted for reasons of health (based on the circumstances) or in the case of academic dismissal.

The refund policy does not apply to students asked to leave the college involuntarily during an academic term.
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 Registrar’s Office. Current information about degree requirements and courses is available in the “Schedule of Courses” issued each semester by the Registrar’s Office, and in the on-line version of the catalog, available at: http://www.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 at the end of each description indicates any prerequisites that must be completed before enrolling in the course in question and whether the course fulfills a part of the general education curriculum. Students have four years to fulfill all general education requirements. Most courses are offered for one course credit; a course credit at Wheaton is the equivalent of four semester hours.

Africana Studies Minor

Professor Kerner, Coordinator

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

The minor in Africana Studies links an analysis of the socio-historical experience of people of African descent to the history, politics, arts, and cultures of African societies and nations.

The minor in Africana Studies consists of five or more courses chosen from the group listed below. One course must be at or above the 300 level. The following list of courses may be augmented periodically by special courses or seminars on topics applicable to the minor. Please consult the schedule of classes for the offerings under 298 or 398.

Anthropology
225. African Cultures in Transition
255. Women in Africa

Classics
130. Egypt in the Greco-Roman World

Economics
252. Urban Economics
298. Economics of Race and Racism

English
244. Caribbean Literature
245. African Literature
247. African-American Women Writers since 1945
257. Race and Racism in U.S. Cinema
347. Contemporary African-American Fiction

History
143. Africans on Africa
209. African-American History to 1877
210. African-American History 1877–Present
213. History of the Civil Rights Movement
339. Slavery in the Americas

Music
124. World Music: Africa and the Americas
272. African-American Originals I: Spiritu- als, Blues, and All That Jazz
American Studies

Professors Bloom, Coordinator; and Coale
Assistant Professors Bezis-Selfa, Tomasek

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar's Office.

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, philosophy and related fields.

American Literature:
At least four courses required:

*English 253. Cosmic Struggle to Civil War: American literature to 1860*
*English 254. American Authors from the Civil War to the Thirties or*
*English 255. Cultural Diversity in American Literature: From the Civil War to the 1940s*

Two from the following:

*English 256. Cultural Diversity in U.S. Fiction since 1945*
*English 260. American Voices in Lyric Combat*

*English 341. Public Poetry, Private Poetry*
*English 343. Fiction of the Modern*
*English 376. Literary and Cultural Theory or any other course in American literature*

American History:
At least four courses required:

*History 331. Social and Intellectual History of the United States to the Civil War*
*History 332. Social and Intellectual History of the United States since 1876*

Two from the following:

*History 201. American Colonial History to 1776*
The major in anthropology consists of 10 courses that must include 101, 102, 280, 301 and 401, or two semesters of independent study at the 500-level (by invitation of the department). Majors must also take one course dealing with a specific world area. This requirement may be fulfilled either through department offerings or an approved area offering in another department. It is recommended that majors take at least one upper-level sociology course. Students may petition the department to have other related courses accepted toward the major.

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

Additional courses in other departments that may be approved for credit in the major include:

**Art 255.** Pre-Columbian Art and Architecture

**Art 256.** Native American Art and Culture

**Classics 135.** Mythology and Folklore

**Classics 266.** Women the Classical World

**English 245.** African Literature

**Music 123.** World Music: Eurasia

**Music 124.** World Music: Africa and the Americas

**Psychology 306.** Infancy Across Cultures

**Religion 357.** Indigenous Religions

**Sociology 301.** Sociological Theory

**Sociology 330.** Money, Sex, and Power in Global Perspective

**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. The latest findings and controversies concerning evolutionary theory, our relationship to apes, over four million years of hominid fossil evidence, and the development of what we call civilization are covered. (*Social Science*)

**102. Introduction to Cultural Anthropology**

Explores how anthropologists seek to explain cultural diversity in the contemporary world through close study of different societies. These ethnographic case studies will allow us to consider the relationships between symbols, power, culture and social change. By learning about other peoples (as well as the United States) from an anthropological perspective, we will broaden our understanding and appreciation of cultural similarities and differences in a global context. (*Perspectives on the Non-Western World and Social Science*)

Albro/ Kerner/ Owens

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

Concerns food production, distribution, and consumption. 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. Case studies, action/service fieldwork, and modeling exercises provide opportunities to think creatively about policy and action to increase food security for the most vulnerable. Students are expected to meet the challenge of bringing these issues into a forum for discussion on the Wheaton campus. (*Perspectives on the Non-Western World*)

Kerner

**225. African Cultures in Transition**

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 contact with Europe, the Middle East, and Asia in the precolonial and colonial periods. Topics covered include: state formation, slavery, capitalist development, and stratification by ethnicity and gender. Prerequisites: Anthropology 102, Sociology 101, or permission of the instructor. (*Perspectives on the Non-Western World*)

Kerner

**226. Anthropology of Art**

Considers art as diverse as Maori canoe prows, Warhol’s Pop, aboriginal sand drawings, gang graffiti, Tibetan tangkas, children’s fingerpainting, 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. (*Arts and Humanities and Perspectives on the Non-Western World*)

Owens
230. Language and Culture
An overview of the major areas of study in linguistic anthropology. 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; language and communicative behaviors associated with social classes, races, and gender. (Cultural Diversity or Social Science)

Albro

235. Peoples and Cultures of Latin America
Examines the historical traditions and cultural diversity of the Latin American region. Particular attention is given to the creation and expression of regional “popular” cultures by considering: ethnicity, gender, social stratification, mass media, religious change, “peasant” societies, and social movements. We discuss these topics in a wider sociopolitical context of colonialism, nation-state formation, rural-urban relations, and influences of globalization. (Perspectives on the Non-Western World)

Albro

240. Anthropology of the City
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. (Perspectives on the Non-Western World)

Albro

245. Indigenous Movements of Latin America
A topical/historical approach to contemporary fortunes and challenges facing native peoples in Latin America. Considers transformations in “native identity” as engaged by nations, economic forces, and global interests. Considers emergent forms of resistance and self-determination by examining ongoing strategies of leadership, alliance, accommodation, revolt, and the uses of multimedia technologies. (Perspectives on the Non-Western World and Social Science)

Albro

250. Power and Leadership
Examines the distribution of power in small scale and state societies, the means for gaining access to power and the importance of persuasion and negotiation for leadership in these societies. The historic significance of non-Western societies’ resistance to colonialism and capitalist expansion will also be addressed. (Perspectives on the Non-Western World)

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? These questions are considered from ethnographic, autobiographical, and fictional accounts. Gender, class, and cultural identity will be focal points. Prerequisites: Anthropology 102, or permission of the instructor. (Perspectives on the Non-Western World)

Kerner

260. Women and Development
Assesses the implications for women of the Industrial Revolution in 18th century England and the more recent, 20th century plight of underdeveloped countries of the Third World. This contrast will be used as a basis for understanding the implications of these radical changes for women and their families. (Perspectives on the Non-Western World)

Kerner

270. Psychological Anthropology
Shamanic cures, ecstatic trance, spirit possession, dream interpretation 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 and student projects are bases for exploring contemporary issues and topics in this field. (Perspectives on the Non-Western World)

Owens
280. Research Methods

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 a service-learning internship site. The course culminates in the design of a pilot project and proposal. Required for all majors and recommended for sophomores and juniors. Open to others by permission of the instructor. (Writing Intensive)

Albro, Kerner

285. Stability and Change in the South Pacific

Melanesian and Polynesian societies have been considered the final frontier of “primitive” culture. Warfare, cannibalism, sorcery, ritualized gender reversals, institutionalized homosexuality, and nonmonetary exchange are prevalent throughout the South Pacific. This course examines both the stability of such traditions and the broad impact of development in this area. Spring 2003 (Perspectives on the Non-Western World)

Kerner

295. Peoples and Cultures of South Asia

Religious diversity and conflict, caste, colonialism, ancient civilizations, and modern struggles over development schemes are all features of South Asia that anthropologists find particularly interesting. The extraordinary cultural diversity of this region that extends from the Himalayas to Sri Lanka and from Pakistan to Bhutan will be explored in order to better understand the differences and commonalities that divide and unite its peoples. (Perspectives on the Non-Western World)

Owens

301. Seminar in Anthropological Theory

Provides a survey of the past 100 years of anthropological theory, with a particular focus on the work of American, British, and French theorists. Evolutionary, functionalist, historical particularist, culture and personality, structuralist, symbolic/interpretive, ecological materialist, Marxist/world systems, feminist, praxis, and deconstructionist schools of thought receive major attention. Readings include primary theoretical texts, classic and contemporary ethnographies, and biographical materials on a number of influential anthropologists. Required of all anthropology majors; open to other students as well.

Albro, Kerner, Owens

333. Economic Anthropology

Explores capitalism and alternative forms of economic organization, challenging students to reconceptualize “economy” as a cultural system. Students compare non-monetized economic relations in different societies and interactions between economic cores and peripheries. This reconceptualization informs a critical understanding of the implications of participation in the global economic system, and its impact on the rest of the world. (Perspectives on the Non-Western World)

Albro

340. Seminar on Religion in Anthropological Perspective

From Ayodhya to Waco and Jerusalem to Dublin, people have recently killed one another in the name of “religion” or “religious beliefs.” Attempts to make sense of these and other phenomena we call religious often reveal deep-seated prejudices and unfounded assumptions. This seminar examines how anthropologists have sought to understand such phenomena through evolutionary, psychological, materialist, structuralist, symbolic, and sociopolitical perspectives. (Perspectives on the Non-Western World)

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. It will compare and contrast how such conceptions influence the construction of identity in non-Western and Western societies. (Cultural Diversity)

Kerner

401. Senior Seminar

A semester of directed research in which students explore topics of their own choice through empirical study. 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. (Writing Intensive)

Albro, Kerner, Owens

500. Individual Research

Open to majors at the invitation of the department.
Art

Professors Murray, Director of art gallery; Howard, chair; and Cunard
Associate Professor Fieo
Assistant Professors Evans, Lane, Levy, Sanford, and Stone

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

The Art Department offers two areas of concentration within the major, one with emphasis on the history of art, the other with emphasis on the making of art. A comprehensive offering in Asian art may be combined with the Asian Studies major. For the major the College requires at least three courses at the 300 level or above.

The art history concentration consists of at least 12 semester courses including: (1) Art 101, 102, or their equivalents; (2) two semester courses chosen from Studio Art 111, 112, 116, and 240; (3) Art 401 (seminar); and (4) seven additional courses. Concentrators must take at least one semester course from each of the following five groups: (1) 273 or 274; (2) 223, 231, 352 or 353; (3) 260, 270, 275, or 276; (4) 314, 317, 318, or 360; (5) 103, 104, 221, 223, 224, 225, 255 or 256 and at least two semester courses from the following group: (6) 232, 241, 251, 253, 332, or 336. 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.

The studio concentration consists of at least 13 semester courses including Art 101 and 102; three semesters chosen from Studio Art 111, 112, and 116; one semester of 402 (independent study in studio art); one additional semester course in 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, and photography. Studio concentrators are urged to take Art Since 1945 (318).

For permission to enter the studio concentration, students may submit a portfolio of their work to the department during the second semester of sophomore year.

A minor in art history consists of Art 101 and 102 or Art 201 and 202 and 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.

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 begins with Art 116 and Art 111 or Art 112, the latter two chosen on the basis of which upper-level course sequence the student plans to pursue. 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). Art studio majors may minor in art history by taking three additional art history courses (for a total of six).

Please note that students may not take courses for the major or the minor on a pass/fail basis.

History of Art

Lectures are often supplemented by visits to museums, collections, and architecturally significant buildings in neighboring cities. In addition, the Watson Gallery organizes and brings many exhibitions to the campus. Whenever possible original works of art from the Wheaton College collection are used in class, and Wheaton’s extensive art library is an integral part of the art program. Students may also work with the gallery director installing exhibitions and in caring for the permanent collection.

101. Western Visual Culture I: Prehistory to Renaissance

A chronological survey of architecture, sculpture and painting from prehistory through the proto-Renaissance of the 14th century. Emphasis on historical/cultural context and stylistic analysis of works of art. The course is team taught, with faculty lecturing in their areas of specialization. Two short papers based on original works at the Museum of Fine Arts, Boston. Three hours lecture and one hour discussion section per week. Open to all classes; no prior background necessary. (Arts and Humanities)
102. Western Visual Culture II: Renaissance to Modernism
A continuation of Art 101, covering architecture, sculpture and painting in Western art from the early Renaissance to the present. Emphasis on historical/cultural context and stylistic analysis of works of art. The course is team taught, with faculty lecturing in their areas of specialization. Three hours lecture and one hour discussion period per week. Art majors and art history minors must take both 101 and 102. (It is strongly recommended that students elect 101 and 102 in consecutive semesters) Open to all classes. (Arts and Humanities)

Department

103. Survey of the History of Asian Art I
An introduction to the art of India, Southeast Asia, Central Asia, and the Far East. Presentation of the basic characteristics and salient features of the earliest civilizations and cultures of India, China, and Japan. Subsequently the emphasis will be on Buddhism and its art (architecture, sculpture, painting); its rise and early development in India; and its spread, flourishing, and distinctive manifestations in a wide variety of cultural and ideological contexts. (Arts and Humanities and Perspectives on the Non-Western World)

Sanford

104. Survey of the History of Asian Art II
1) Hindu art of India and Cambodia: major deities and their manifestations as represented in the arts; the Hindu temple, its metaphysics and distinctive varieties. Emphasis on meaning or content, context/s, and form, as well as interrelationships between these. 2) Painter and painting in China, Five dynasties/Northern Sung through Ch’ing dynasties. Topics include: the theory and practice of painting, landscape painting, Ch’an Buddhist painting, and painting of the eccentrics and individualists. 3) Art of Japan, primarily the Medieval and subsequent periods (Kamakura through Tokugawa). 4) Later Indian painting: The Mughal and Rajput outlooks and approaches. (Arts and Humanities and Perspectives on the Non-Western World)

Sanford

115. Tuscan Art and Culture (1250–1580)
A January course in Florence and other cities of Tuscany, designed to examine the main aspects of art, architecture, history, literature, philosophy, etc. and their interrelationships. Requirements include keeping a journal and completing a research paper of 15–20 pages. Open to all classes. (Arts and Humanities)

Department

201., 202. Western Visual Culture I & II: Prehistory to Modernism (Enhanced)
A year long course that provides an in-depth examination of the development of the art object from prehistoric to modern times; this course is designed for students seeking greater academic challenge in the field of art history than is available in the standard introductory 101 course. Students will approach the material on several levels: through lecture classes held jointly with Art 101/102; through an eighty-minute, weekly discussion section based on a seminar model and including student-led discussions and seminal readings in the field, and, most importantly, 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 to students enrolled each semester, for a total of one additional credit for the year. Open to all classes. Students may register for 201 before the semester begins or may register for 101 and then switch to 201 after attending the first week of classes. Limit 12 (Arts and Humanities)

Lane

221. Arts of India
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. (Arts and Humanities and Perspectives on the Non-Western World)

Sanford

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. Prerequisite: Art 101, 102, 103 or equivalent. (Arts and Humanities and Perspectives on the Non-Western World)

Sanford

224. Arts of China
This course surveys the development of the major artistic traditions of China from historical, cultural and religious perspectives.
Topics include the development of Chinese culture, the response of this culture to the advent of Buddhism, and Chinese paintings. *(Arts and Humanities and Perspectives on the Non-Western World)*

**Sanford**

**225. Arts of Japan**

Beginning with the earliest cultures, this course surveys the major artistic traditions of Japan from a variety of perspectives. Topics include the joint impact of Buddhism and Chinese/Korean culture on Japan, the role of patronage and of cultural values on the development of architecture, sculpture, and painting, and Japan’s artistic response to influences from the West. Aesthetic perceptions and predilections of the Japanese and how they are reflected and embodied in the visual arts. *(Arts and Humanities and Perspectives on the Non-Western World)*

**Sanford**

**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. *Prerequisite: Art 101 (or equivalent) or permission of the instructor. (Writing Intensive)*

**Sanford**

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

A study of the visual arts during the early Italian Renaissance (c. 1250–1504) against the backdrop of developing humanism. The individual contributions of artists such as Giotto, Masaccio, Brunelleschi, Donatello, Angelico, Alberti, Mantegna, Piero della Francesca, Bellini, Botticelli, Leonardo, and Michelangelo studied in their historical *ambiente* and within the context of what constitutes the Renaissance. *Prerequisite: Art 102 (or equivalent) or by permission of the instructor.*

**Evans**

**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 Hieronymous Bosch; a study of the spread of the Flemish style to Germany and France, and the impact of humanism (Dürer, Grünewald, Breughel). *Prerequisite: Art 101 (or equivalent) or by permission of the instructor.*

**Evans**

**251. Art and Architecture in Italy and Spain 1600-1700**

The first half of the course concentrates on Italian Baroque painting, sculpture and architecture, stressing the innovations of Caravaggio and Carracci, and later 17th century developments. The sculpture of Bernini and the architecture of Borromini are considered in detail. The second half of the course is dedicated to the painting and architecture of Spain including the paintings of Velázquez and Ribera and the Churriguersque architecture. *Prerequisite: Art 102 (or equivalent) or by permission of the instructor.*

**Evans**

**253. Art and Architecture in Northern Europe 1600-1700**

Architecture, painting and sculpture in Flanders, Holland, France, England and Germany as indigenous developments and as reflections of the Italian Baroque. *Prerequisite: Art 102 (or equivalent) or by permission of the instructor.*

**Evans**

**255. Pre-Columbian Art and Architecture**

An historical and cultural examination of the architecture, sculpture, and allied arts of the ancient Andes and Mesoamerica. Spanning the first millennium BC 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. *(Arts and Humanities and Perspectives on the Non-Western World)*

**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. *(Arts and Humanities or Cultural Diversity)*

**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. Prerequisite: Art History 102 or by permission of the instructor. (Arts and Humanities)

Evans

270. Prints and People
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 in the Watson Gallery and the Museum of Fine Arts, Boston, will be highlighted. Prerequisite: 102 (or equivalent) or by permission of the instructor. (Arts and Humanities and Writing Intensive)

Lane

273. Greek Art and Architecture
An examination of the art and architecture of the Greek world within its historical context, beginning with a consideration of the Aegean Bronze Age cultures (Minoan, Mycenaean, Cycladic). Consideration of the formation of a fully Greek artistic vocabulary in the Archaic period, its fulfillment in the Classical period, and its culmination during the Hellenistic period. Special use made of objects in the Boston Museum of Fine Arts and the Wheaton Collection. Prerequisite: Art 101 (or equivalent) or permission of the instructor. (Arts and Humanities)

Levy

274. Roman Art and Architecture
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 at the Rhode Island School of Design Museum, Boston Museum of Fine Arts and the Wheaton Collection are spotlighted. Prerequisite: Art 101 (or equivalent) or permission of the instructor. (Arts and Humanities)

Lane

275. Neo-Classicism, 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. Prerequisite: Art 102 (or equivalent) or permission of the instructor.

Murray

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. Prerequisite: Art 102 (or equivalent) or permission of the instructor.

Murray

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 nineteenth and twentieth centuries. Prerequisite: 200-level art history course or by permission of the instructor to juniors and seniors. (Writing Intensive)

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 (e.g., Picasso, Braque, Sonia and Robert Delannay); Expressionism in Germany (e.g., Kirchner, Marc, Kandinsky, Münter, Kollwitz); the international Dada and Surrealist movements (e.g., Duchamp, Miro, Dali). Works of art considered in terms of style, content, theory, and in relation to their social and political context. Prerequisite: 200-level course or permission of the instructor.

Murray

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. **Prerequisite:** 200-level art history course or permission of the instructor. (Writing Intensive)

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**Murray**

**332. Art and Architecture of the 16th Century in Italy**
An exploration of the “Golden Age” of the High Renaissance in Rome and Florence as led by Leonardo, Raphael, Michelangelo and Bramante, and the experimental attitudes prevalent after 1520 with the developments of Mannerism. Special emphasis on patronage, the changing role of the artist and the turbulent social/political history of the century. The North and Venice and the art of Titian, Tintoretto, Veronese, Correggio and Palladio are also considered and contrasted with central Italy both in theory and practice. **Prerequisite:** Art 102 (or equivalent) or permission of the instructor.

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**Levy**

**336. Venetian Art and Architecture**
A survey of two centuries of Venetian Renaissance painting, sculpture and architecture. The course will consider the arts of the exotic city of Venice, historically linked to the East, and the surrounding environs of the Veneto, from its conservative roots in the early 15th century through the opulent late Cinquecento. It will stress the uniqueness of Venetian art, history and culture. **Prerequisite:** Art 102 (or equivalent) or permission of the instructor.

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**Levy**

**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. **Prerequisite:** Art 101 (or equivalent) or permission of the instructor. (Writing Intensive)

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**Lane**

**353. Castles, Cathedrals and Monasteries**
The art of the western medieval world from the eleventh to the thirteenth 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. **Prerequisite:** Art 101 (or equivalent) or permission of the instructor. (Writing Intensive)

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**Department**

**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 mid-century New York School. **Prerequisite:** 200-level course in art history or permission of the instructor.

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**Levy**

**399. Selected Topics**
An opportunity to do independent work in a particular area not included in the regular courses. **Intended for advanced students.**

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**Department**

**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 majors. **Open to senior art majors and other qualified students.**

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**Department**

**500. Individual Research**
Offered to selected majors at the invitation of the department.

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**Short Course**

**015. Tuscan Art and Culture (1250–1580)**
See course 115 for description.

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**Studio Art**

**The Foundation Program:**

**111. Two-Dimensional Design**
As an introduction to visual language, this course will focus on the integration of art elements and principles as a foundation for visual understanding and creative expression. **No previous experience required. Enrollment limited to 18 students. (Arts and Humanities)**

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**Fieo**

**112. Three-Dimensional Design**
An introduction to sculptural concepts for beginners. Emphasis on learning to see three-dimensionally by working in a variety of
media. No previous experience required. 
Enrollment limited to 18 students. (Arts and Humanities)

Cunard

116. Drawing I
An introductory course which will explore 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. 
Enrollment limited to 20 students. (Arts and Humanities)

Department

Upper Level Courses

205. Drawing II
Continued exploration of drawing principles and techniques; emphasis on personal visual statements. Prerequisite: Art 116. Enrollment limited to 18 students.

Cunard, 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. Prerequisites: Art 112 or permission of the instructor. Enrollment limited to 15 students.

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. Prerequisites: Art 111 or 116, and permission of the instructor. Enrollment limited to 15 students.

Cunard

220. Painting I
An introduction to oil painting, focusing on the basic problems of color and form. Projects will include still-life, the figure and nonobjective composition. Prerequisites: Art 111 or 116. Enrollment limited to 15 students.

Fieo

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. Prerequisite: 111, 112, or 116. 
Enrollment limited to 15 students.

Howard

250. Graphic Design I
The concept of design as communication will be explored as students develop an understanding of traditional and modern typography and design layout. Prerequisites: 111, and 116, or permission of instructor. Enrollment limited to 18 students.

Fieo

310. Sculpture II
An exploration of sculptural concepts through some advanced techniques. Prerequisites: Art 112 or 210, or permission of the instructor. Enrollment limited to 15 students.

Cunard

315. Intaglio Printmaking
This course introduces the various platemaking techniques and the printing process used to create an intaglio print. Emphasis is placed on experimentation and the development of personal imagery. Prerequisites: Art 111, or 116, and permission of the instructor. Enrollment limited to 15 students.

Fieo

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. Prerequisites: Art 111 or 116 and 220. Enrollment limited to 15 students.

Fieo

325. Lithography
This course will explore the fundamental drawing techniques and printing process of stone lithography while emphasizing the development of personal imagery. Prerequisites: Art 111 or 116, and permission of the instructor. Enrollment limited to 12 students.

Stone

330. Intermediate Photography
This course allows 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. Admission to the course is based on portfolio examination and/or interview with the instructor. Prerequisites: Art 240 or permission of instructor. Enrollment limited to 15 students.

Fieo

340. 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. Prerequisite: 111, 112, or 116. 
Enrollment limited to 15 students.

Howard
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. Prerequisites: 111, 116, and 250. Enrollment limited to 18 students.

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. Student will not be accepted after preregistration.

402. Senior Projects
Independent Study in the students’ area of major interest. Work from this course will constitute the senior exhibition in the Watson Gallery.

500. Individual Studio
Offered to selected students at the invitation of the department.

Museum of Fine Arts Seminar Program
The MFA Seminar Program offers students from Wheaton and other area colleges and universities the opportunity to participate in art history seminars that are taught by curators and conservators at the Museum of Fine Arts in Boston. One or two seminars are offered each semester.

Asian Studies
Professor Chandra
Associate Professors Brumberg-Kraus, Kim, Timm, and Wilson
Assistant Professors Allen, Owens, coordinator; and Sanford

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/ Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

The major in Asian studies consists of ten courses, including History 141 or 142 (or an acceptable alternative) and an advanced seminar. With the advice and approval of the coordinator, students are expected to develop a coherent and well-balanced program.

Majors should achieve a broad familiarity with Asian cultures, and a specialized knowledge of at least one of the following areas: Middle East (including both Islamic and Judaic cultures), South Asia, and East Asia (China, Japan, and Korea). Under certain circumstances students may substitute relevant courses not included in the list below.

There is no language requirement for the major, but students interested in acquiring an Asian language should consult the coordinator about the various opportunities available. Majors considering graduate school should begin study of an Asian language as early as possible. Students are also urged to take advantage of Junior Year Abroad (JYA) opportunities available in Asia. The Program Coordinator offers guidance on such opportunities.

The following minor concentrations are also available: East Asia (which may include Southeast Asia) and Middle East (which may include India-Pakistan). Courses in Asian languages may not be counted towards the Asian studies minor.

Anthropology
295. Peoples and Cultures of South Asia

Art
103. Survey of the History of Asian Art I
104. Survey of the History of Asian Art II
221. Arts of India
223. Islamic Art
224. Arts of China
225. Arts of Japan

Economics
232. Economic Development
304. International Economics

History
141. Culture and Values in Historical Perspective: China and Korea
142. Culture and Values in Historical Perspective: Japan and India
221. History of the Middle East
226. Women in East Asia: Past and Present
265. Traditional Chinese Civilization
267. Traditional Japanese Civilization
365. Modern China
367. Modern Japan

Music
123. World Music: Eurasia

Political Science
209. Chinese Foreign Policy
223. Contemporary Chinese Politics
Biochemistry
Professors Brennessel and Pastra-Landis

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

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 shall consist of the following courses or their equivalents:

Biology
112. Cells and Genes (Bio 101 may substitute for this requirement with permission from Biochemistry advisors)
211. Genetics
221. Microbiology and Immunology*
305. Biochemistry
and one of the following:
307. Cell Evolution
316. Molecular Biology and Biotechnology
324. Neurobiology
347. Endocrinology

* Biology 307, 316, 324 or 347 when taken as a third 300-level course may be substituted for this requirement.

Chemistry
153. or 173. Chemical Principles
253. Organic Chemistry I
254. Organic Chemistry II
301. Analytical Chemistry
352. Physical Chemistry

Mathematics
104. Calculus II

Physics
170. Introductory Physics I
171. Introductory Physics II

In order to evaluate the proficiency of senior majors, students are required to write an essay or prepare an oral report on a topic designed to demonstrate their ability to integrate biochemical concepts. The topic selected by the biochemistry advisors will be distributed at the beginning of the second semester.

Biology
Professors Brennessel, Dyer, Kricher, and Tong
Associate Professor Shumway, Chair
Assistant Professor Morris
Visiting Assistant Professor (2001–2002) Oliver
Instructors Fahey and Morris

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

Requirements for biology major
Requirements for the Biology Major for students in the Classes of 2002, 2003:

Biology 111 (Note: biology majors often take this course and Chemistry 153 concurrently. Biology 101 is not recommended for Biology majors but may be used toward the major with permission of the Biology Department.) or a score of 4 or 5 on the A.P. Biology Exam or a score of 5, 6, or 7 on the I.B. higher level Biology Exam.

Four 200-level biology courses (at least three of which have laboratory). Note: each major program will generally include courses in both plant and animal biology.

Three 300-level biology courses (at least two of which have laboratory). Note: Most 300-level courses have prerequisites. Plan ahead accordingly.
Chemistry 202 or Chemistry 253 and 254 (Chemistry 153 and 154 are prerequisites)

Four related courses from biology, chemistry, mathematics or physics.

**Requirements for the Biology Major for the Class of 2004 (incoming in fall 2000):**
Biology 111. Evolution and Ecology (formerly Concepts in Biology)
Four 200 level biology courses (at least three of which must have a laboratory). These courses will draw from each of the biology Areas described below.
Three 300 level biology courses (at least two of which must have a laboratory). These courses will draw from each of the biology Areas described below.
Chemistry 153. Chemical Principles
Chemistry 154. Inorganic Reactions
Four related courses from biology, chemistry, mathematics, or physics.
The 200- and 300-level biology courses must include a minimum of one course from each of the following Biology areas: Cells & Molecules, Organisms, Systems.

**Requirements for the Biology Major effective with the Class of 2005 (incoming in fall 2001):**
Biology 111. Evolution and Ecology
Biology 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.
Chemistry 153. Chemical Principles
Chemistry 154. Inorganic Reactions
Three related courses from biology, chemistry, mathematics, or physics.
The 200- and 300-level biology courses must include a minimum of one course from each of the following biology areas: Cells & Molecules, Organisms, Systems.

**Area Requirements for the biology major for the classes of 2004 and beyond:**
Biologists study living systems at different levels of organization. To ensure students are exposed to all levels of biological organization, effective with the class of 2004, students in the biology major must take at least one course in each of the three following areas: Cells & Molecules, Organisms, Systems.

**Cells & Molecules**
211. Genetics
221. Microbiology and Immunology
254. Developmental Biology
305. Biochemistry
307. Cell Evolution
316. Molecular Biology and Biotechnology
324. Neurobiology
347. Endocrinology

**Organisms**
205. Nutrition
226. Comparative Animal Behavior
244. Introductory Physiology
252. Parasitology and Symbiosis
255. Chordate Anatomy and Evolution
262. Plant Biology
331. Advanced Marine Biology
348. Advanced Physiology
398. Ornithology

**Systems**
201. Environmental Science.
215. Ecology
218. Tropical Ecology
231. Marine Biology
303. Evolution
364. Freshwater and Marine Botany

If you have any questions about the new requirements and how they apply to you, please contact the department chair.

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.

**The Health Professions**
Students planning a career in medicine, dentistry, veterinary or other health professions should consult a health professions advisor (either S. Pastra-Landis or B. Brennessel) 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 chemis-
try, and two semesters of English). The MCATs include material from anatomy, microbiology, physiology, and genetics. Therefore, those 200-level courses are recommended.

Courses for the Biology Major Taken at Other Schools or in Field Programs
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 JYA programs.

Minor in Biology
A minor in biology consists of five courses at least one of which is at the 300 level. Only one course in the minor may overlap with the major courses. Minor concentrations are also available in molecular biology, plant biology, and population biology.

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.

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. Enrollment preference will be given to seniors and continuing education students, followed by juniors, sophomores and freshmen in that order. Spring (Laboratory Science)

111. Evolution and Ecology
Introduces organisms and their interactions with each other and with their environments, with a strong emphasis on evolution. 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. Enrollment preference will be given to freshmen and sophomores planning to major in Biology or planning a premedical concentration. Fall (Laboratory Science)

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. Enrollment preference will be given to freshmen and sophomores planning to major in Biology or planning a premedical concentration. Spring (Laboratory Science)

198. Evolution and Adaptation
The goal of this course is to provide students an intellectual understanding of the principles of evolution, an appreciation of the historical processes leading to the development of the theory, and a sense of the scientific debate and controversy regarding the operation of evolutionary processes. The course will cover the history of evolutionary thought from Aristotle to the present, and emphasis will be placed on the cultural and philosophical atmosphere in Europe at the time Darwin was writing and publishing *The Origin of Species*. Three hours lecture per week. Offered Fall 2001 only.

198. Ponds to Particles
See INT 198.
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, groundwater 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. Prerequisite: Biology 101 or 111. Spring 2003 (Natural Science)  
Shumway

205. Nutrition
The course focuses on nutrients, their digestion and metabolism. The application of the fundamentals of nutrition to daily life, health issues such as dieting, exercise, weight control, eating disorders, heart disease, cancer, safety of food additives and genetically modified foods. Three hours lecture per week. Students will design and implement an independent study project. Prerequisite: Bio 101, 112 or equivalent. Fall 2003 (Natural Science)  
Brennessel

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. Prerequisite: Biology 101, 112, or equivalent. Spring (Laboratory Science)  
Brennessel

215. Ecology
A survey of the basic principles of ecology. Emphasis is placed on terrestrial ecosystems of New England, as well as a survey of all biomes of North America. Laboratory emphasizes field work. Three hours lecture, three hours laboratory per week. Prerequisite: Biology 101, 111, or equivalent. Fall (Laboratory Science)  
Dyer

218. Tropical Ecology
A survey of ecosystems of Central and South America. Emphasis is placed on the tropical rainforest but other ecosystems, including savanna, cloud forest, mangrove and coral reef, and high altitude Andean ecosystems are also included. Three hours lecture per week. Prerequisite: Biology 101, 111, or equivalent. Fall 2001 (Natural Science)  
Kricher

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. Prerequisite: Biology 101, 111, 112, or equivalent. Spring (Laboratory Science)  
Brennessel

226. Comparative Animal Behavior
An introduction to the use of evolutionary theory as an organizing framework of understanding human and non-human animal behavior, through a comparison of representative behavior patterns in a variety of animal species. The focus in these comparisons will include analysis of both the mechanisms and functions of behaviors.

There is a three-hour optional lab. If demand requires it, lab assignments will be determined using a lottery system. Prerequisite: Biology 111 or 101 and an introductory psychology course or permission of the instructor. Spring (Natural Science/Laboratory Science)  
Morgan

227. Drugs and Behavior
See Psychology 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. Prerequisites: Biology 101, 111, or equivalent. Spring 2002 (Laboratory Science)  
Shumway

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 is also included.
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. **Prerequisite:** Biology 101, 111, or equivalent. Fall 2002 (Laboratory Science)

Tong

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. **Prerequisite:** Biology 101, 112, or equivalent. Fall (not offered 2001) (Laboratory Science)

Dyer

255. Chordate Anatomy and Evolution
A survey of the phylum Chordata—its origins, evolutionary history, anatomy, adaptations, and diversity. Laboratory will focus on comparative anatomy and dissections of vertebrates. Three hours lecture, three hours laboratory per week. **Prerequisite:** Biology 101, 111, or equivalent. Spring (Laboratory Science)

R. Morris

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. **Prerequisite:** Biology 101, 111, or equivalent. Fall (Laboratory Science and Writing Intensive)

Oliver

303. Evolution
A detailed examination of the process of biological evolution. Includes in-depth discussion of Darwin’s *The Origin of Species*, as well as a critical examination of the process of natural selection. Readings and class discussions focus on contemporary topics about the evolutionary process. Three hours lecture. **Prerequisite:** Biology 101, 111, or equivalent. Spring

Shumway

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. **Prerequisites:** Biology 101, 112 or equivalent, and Chemistry 253 and 254. Fall (Writing Intensive)

Brennessel

307. Cell Evolution
Structures and functions of subcellular components of prokaryotes and eukaryotes. Evolution of prokaryotic and eukaryotic cells. Aspects of cell differentiation, multi-cellularity and cell-cell communication. Laboratory includes methods for histological preparations and an independent project. Three hours lecture, three hours laboratory per week. **Prerequisite:** Biology 211 or by permission of instructor. Fall (Writing Intensive)

Dyer

316. Molecular Biology and Biotechnology
The molecular basis for biological processes. Synthesis, structure, function and regulation of nucleic acids and proteins. Examination of genome dynamics and control of gene expression. Topics in biotechnology such as genetic engineering, gene therapy, genetic screening. Student participation will include journal article summaries and presentations, as well as a major presentation of a special topic. Three hours lecture and discussion per week. **Prerequisites:** Biology 101, 112, or equivalent, Chemistry 202. Biology 211, 221 and 305 are strongly recommended. Spring 2003

Brennessel

323. Behavioral Neuroscience
See Psychology 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. **Prerequisite:** Biology 244 or permission of the instructor. **Spring 2002**  
R. Morris

331. **Advanced Marine Biology**  
A detailed analysis of marine environments and of 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. **Prerequisite:** Biology 231 or permission of the instructor. **Spring 2003**  
R. 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 research paper using primary literature and an oral presentation of the paper is also included. Three hours lecture and discussion per week. **Prerequisite:** Biology 244 and Chemistry 153. **Spring 2002**  
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. **Prerequisite:** Biology 244. **Spring 2002**  
Tong

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. **One of the following:** BIO 201, BIO 215, BIO 218, BIO 231, BIO 262 (preferred), or permission of the instructor. **Spring 2002**  
Shumway

398. **Ornithology**  
The study of the origin, anatomy, physiology, classification, behavior, and ecology of birds. Much emphasis on field work. Three hours lecture, three hours laboratory per week. **Prerequisite:** one 200-level course, which can be taken concurrently. **Spring 2002**  
Kricher

398. **Laboratory in Animal Communication and Cognition**  
See Psychology 348.

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. **Prerequisites:** Permission of the instructor and previous course work in the field.

Department

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 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 students special interest, and the approval of the department are required. Only students who are candidates for departmental honors may register for this course.

Course Offerings through Affiliated Institutions.

Additional information may be obtained at the Academic Advising Office and the department web pages.
Marine Ecology offered through Williams College—Mystic Seaport Maritime Studies Program (200 level).

Oceanography offered through Williams College - Mystic Seaport Maritime Studies Program (200 level. May be used as a related course for the biology major).

Aquatic Ecosystems offered through Marine Biological Laboratory Semester in Environmental Science (300 level).

Terrestrial Ecosystems offered through Marine Biological Laboratory Semester in Environmental Science (300 level).

Mathematical Modeling of Ecosystems offered through Marine Biological Laboratory Semester in Environmental Science (300 level).

Microbial Methods in Ecology Ecosystems offered through Marine Biological Laboratory Semester in Environmental Science (300 level).

Introduction to Marine Mammals offered through the Marine Studies Consortium (200 level).

Biology of Fishes offered through the Marine Studies Consortium (300 level).

Cetacean Biology and Conservation offered through the Marine Studies Consortium (200 level).

Chemistry

Professors Ellison and Pastra-Landis, Chair
Assistant Professors Benoit, Kalberg and Muller
Laboratory Assistants Cammett, Kukla, and Stewart

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

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 second-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. Combined majors with other departments such as biology, physics, political science, or art can be arranged. 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 361, 362 and one of the following: 305, or 500 with laboratory work.

The Major in Chemistry

1. Chemistry 153 or 173, 154 or 174, 253, 254, 301, 352, 361, 384, 400
2. Physics 170 and 171 and Mathematics 104. An additional course in mathematics is recommended for students contemplating graduate studies.

The Minor in Chemistry

Any five chemistry courses including one at the 300 level. The latter cannot be Biochemistry 305, and only two courses can be at the 100 level.

103. The Chemistry Around Us
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 three hours laboratory per week. No prior knowledge of chemistry required. (Laboratory Science)

Kalberg

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 three hours laboratory per week. Some prior exposure to Chemistry is recommended. (Laboratory Science)

Kalberg

153. Chemical Principles
Basic concepts: atomic structure, periodic relationships, thermochemistry, gas laws, chemical bonding, properties of liquids and solutions, equilibrium, reaction rates. De-
signed for science majors. Three hours lecture and three hours laboratory per week. Prerequisite: chemistry in secondary school or Chemistry 103. (Laboratory Science)

154. Inorganic Reactions
Precipitation reactions, acids-bases, coordination chemistry, oxidation-reduction, electrochemistry, qualitative analysis, and nuclear chemistry. Three hours lecture and three hours laboratory per week. Prerequisite: Chemistry 153 or 173, or by permission. Chemistry 153 or 173, and 154 or 174 are required for students who plan to apply to medical, dental, or veterinary school. (Laboratory Science)

153. Chemical Principles (Enhanced)
Basic concepts: atomic structure, chemical reactions, thermochemistry, gas laws, quantum theory, periodic relationships, chemical bonding and structure. Designed to give well-prepared students interested in the sciences an enhanced experience with additional laboratory, problem solving, and writing opportunities. One and one-half credits. Three hours lecture and three hours laboratory per week plus additional laboratory and problem solving sessions. Prerequisite: chemistry in secondary school and permission of the instructor. (Laboratory Science)

174. Inorganic Reactions (Enhanced)
Properties of liquids and solutions, precipitation reactions, acids and bases, equilibrium, reaction rates, coordination chemistry, oxidation-reduction, electrochemistry, and nuclear chemistry. Designed to give well-prepared students interested in the sciences an enhanced experience with additional laboratory, problem solving, and writing opportunities. One and one-half credits. Three hours lecture and three hours laboratory per week plus additional laboratory and problem solving sessions. Prerequisite: Chemistry 153 or 173 and permission of the instructor. (Laboratory Science)

198. Ponds to Particles
See INT 198.

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. Prerequisites: Chemistry 153 or 173 and 154 or 174.

254. Organic Chemistry II
A continuation of Chemistry 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. Prerequisite: Chemistry 254.

301. Analytical Chemistry
Chemical equilibrium and its application to the analysis of inorganic substances, including neutralization, redox, complexometric titrations and optical methods. Three hours lecture and four hours laboratory per week. Prerequisite: Chemistry 154 or 174.

303. Current Problems in Environmental Chemistry
Application of chemical principles to environmental problems for which chemical studies are available, such as global warming, the formation of photochemical oxidants and effects of halocarbons in the atmosphere. Some attention to biological effects and the problems of identification, classification, regulation of toxic chemicals. Three hours lecture per week. Prerequisites: Chemistry 153 or 173 and 154 or 174.

305. Biochemistry
The chemistry and metabolism of biological molecules. The laboratory is designed to introduce a student to the techniques used in working with biological molecules. Three hours lecture and four hours laboratory per week. Prerequisites: Biology 101 or 111, and Chemistry 202. (Writing Intensive)

352. Physical Chemistry
Thermodynamics as a basis for consideration of the properties of matter, electrolytic and nonelectrolytic solutions, electrochemistry,
kinetics and mechanisms, quantum mechanics. Three hours lecture and four hours laboratory per week throughout the year for two course credits. Prerequisites: Chemistry 153 or 173, Physics 170 and 171, and Mathematics 104. By permission, one or more of these courses may be taken concurrently. (Writing Intensive) Ellison, Kukla

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. Prerequisites: Chemistry 154 or 174 and 352. The latter may be taken concurrently.
Kalberg

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. Prerequisites: Chemistry 202, 203 and 352. Chemistry 352 may be taken concurrently.
Kalberg

384. Instrumental Analysis
Theory and application of optical and electrochemical instrumentation to the solution of chemical problems. Experiments incorporate the use of many standard laboratory instruments including gas, high performance liquid, and ion chromatographs, nuclear magnetic resonance and atomic absorption spectrometers, gas chromatograph/mass spectrometer, polarograph, and miscellaneous electrochemical instruments. Three hours lecture and four hours laboratory per week. Prerequisites: Chemistry 301 and 352. The latter may be taken concurrently.
Benoit, Kukla

400. Seminar
Selected topics from contemporary chemistry. (Writing Intensive) Pastra-Landis

500. Individual Research
Research under the direction of individual department members for two semester course credits. A thesis is required of each student. Open to junior and senior majors by permission.
Department

Classics
Professor Relihan, Chair
Assistant Professor Evans
Visiting Instructor Mulligan

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The Classics Department offers courses in the languages, literatures, and cultures of Greek and Roman antiquity. The major programs in classics (nine 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 shall plan with their advisor a selection of complementary classical civilization courses (Art History 273 and 274, Philosophy 203, and Religion 110 and 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, and substitutions for some of the above requirements may be allowed for those who undertake them.

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.

Minors are available in each of the separate concentrations: Greek, Latin, classics, and classical civilization.
Classical Civilization (Readings in English)

120. Greek and Latin Roots of English Vocabulary
An overview of the historical relation of Greek and Latin to English, and a thorough study of the Greek and Latin elements in English vocabulary. Lectures, exercises, and readings will lead students to expand both their spoken and their recognition vocabularies. (Arts and Humanities)

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. (Arts and Humanities)

135. Myth and Folklore
Mythology and mythography of the Greeks and Romans, focusing on Ovid’s Metamorphoses. Comparison with myths of the ancient Near East and other cultures: Egyptian, Norse, Native American, etc. Discussion of what myths are and what they reveal about the societies from which they come. Spring 2002 (Arts and Humanities)

Topics in Classical Literature
The following courses are offered at both the 200 and the 300 level. All 300-level courses are Writing Intensive; students at the 300 level will do extra reading, writing, and research, in projects directed by the instructor. Prerequisite for the 300 level: one course in Classical Civilization, sophomore standing, or consent of instructor.

205/305. The Fall of the Roman Republic
The history of Rome from 133 BC to 69 AD: 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. Spring 2002 (Western History; 305—Writing Intensive)

223/323. Fifth Century Athens
The explosion of political and intellectual energy in Athens in the fifth century and its repercussions. Discussions will include the evolution of the Athenian Empire, the interrelationships of politics, religion and the arts, and the dissolution of power after the Peloponnesian War. (Western History; 323—Writing Intensive)

254/354. Comedy and Tragedy
Greek and Roman drama (text, theater, performance, interpretation) in its diverse forms: from Greek mythical rituals to Roman revenge tragedies, from the obscenity of Greek Old Comedy to the Roman comedy of manners. (Arts and Humanities; 354—Writing Intensive)

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. (Arts and Humanities; 358—Writing Intensive)

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 deities of the wild, the

254/354. Comedy and Tragedy
Greek and Roman drama (text, theater, performance, interpretation) in its diverse forms: from Greek mythical rituals to Roman revenge tragedies, from the obscenity of Greek Old Comedy to the Roman comedy of manners. (Arts and Humanities; 354—Writing Intensive)

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. (Arts and Humanities; 358—Writing Intensive)

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 deities of the wild, the
Eleusinian mysteries, and the literature that idealizes the country life. (262—Arts and Humanities; 362—Writing Intensive)

Department

266/366. Women in the Classical World
The lives of the women of antiquity and their status (their bodies, their minds, their familial and social roles) as understood (and misunderstood) by Greek and Roman medicine, law, religion, mythology, art and politics. The historical range of readings and discussions will include the later Roman Empire and early Christianity in the West. Fall 2001 (266—Arts and Humanities; 366—Writing Intensive)

Evans

268/368. Paganism in the Greco-Roman World
An introduction to the varieties of religious experience in the Greco-Roman world from the fifth century BC to the fourth century AD: cult practices, sacrifice, festivals, the so-called mystery cults, the roles of women, eastern and western traditions in urban rituals, the influence of Jews and Christians on later pagan civic life. (268—Arts and Humanities; 368—Writing Intensive)

Department

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. (Foreign Language)

Evans

Intermediate Greek Courses

The following 200-level courses are open to students who have taken Greek 101; students who have previously studied Greek must take the Department’s placement test. These courses do not form sequences, but it is strongly recommended that a course in prose (211, 213, 215) be taken before a course in verse (222, 224, 226). These are literature courses, and fulfill both the Foreign Language and the Arts and Humanities General Education requirements; readings in the original are supplemented by literary/philosophical discussions and readings in English; a research paper is required. (Arts and Humanities and Foreign Language)

211. Herodotus
The ethnography of the ancient world. Selections from the Histories.

213. Plato

215. Lysias and Xenophon
The court and the army. Selected private speeches; selections from Anabasis. Fall 2001

Evans

222. Homer, Iliad
Achilles and Hector at the walls of Troy. Selections from the Iliad. Spring 2002

Relihan

224. Homer, Odyssey
The wanderings of Odysseus. Selections from the Odyssey, Books 9–12.

226. Attic Drama
The tragic hero. Selections from Sophocles and Euripides.

Advanced Greek Courses

The following courses concentrate exclusively on the improvement of Greek language skills. Students in these courses read the Greek texts covered in the intermediate Greek courses with which they meet and other, related texts; additional work in Greek composition is expected in 351 and 352, more rapid reading in 381 and 382. The courses do not form sequences, and each course may be repeated as the authors and topics change, but Greek and Classics majors are strongly urged to take 351 and 352 in sequence. Prerequisite: two Greek courses at the 200 level, or one 200-level course and consent of instructor.

351. Advanced Greek
Meets with Intermediate Greek. Greek prose reading and prose composition.

352. Advanced Greek
Meets with Intermediate Greek. Greek verse reading and prose composition.

381. Intensive Reading in Prose
Meets with Intermediate Greek and Greek

382. Intensive Reading in Verse
Meets with Intermediate Greek and Greek
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. (Foreign Language) Relihan

Intermediate Latin Courses
The following 200-level courses are open to students who have taken Latin 101; students who have previously studied Latin must take the Department’s placement test. These courses do not form sequences, but it is strongly recommended that a course in prose (211, 213, 215, 217) be taken before a course in verse (222, 224, 226, 228). These are literature courses, and fulfill both the Foreign Language and the Arts and Humanities General Education requirements; readings in the original are supplemented by literary/philosophical discussions and readings in English; a research paper is required. (Arts and Humanities and Foreign Language)

211. Livy
The legendary history of Rome. Selections from the Histories, Books 1-5.

213. Cicero
Cicero’s consulship and the conspiracy of Catiline. Selections from the letters and orations. Fall 2001

215. Caesar and Sallust
Late Republican history: the Romans in Gaul and Africa. Selections from The Gallic Wars and The Jugurthine War.

217. Petronius and Seneca
Silver Age satire. Selections from Satyricon and Apocolocyntosis.

222. Comedy
Selections from Plautus and Terence. Spring 2002

224. Didactic Poetry
Selections from Lucretius, De Rerum Natura, and Vergil, Georgics.

226. Lyric
Selections from Horace and Catullus.

228. Epic
Selections from Vergil, Aeneid, and Ovid, Metamorphoses.

Advanced Latin Courses
The following courses concentrate exclusively on the improvement of Latin language skills. Students in these courses read the Latin texts covered in the intermediate Latin courses with which they meet and other, related texts; additional work in Latin composition is expected in 351 and 352, more rapid reading in 381 and 382. The courses do not form sequences, and each course may be repeated as the authors and topics change, but Latin and Classics majors are strongly urged to take 351 and 352 in sequence. Prerequisite: two Latin courses at the 200 level, or one 200-level course and consent of instructor.

351. Advanced Latin

352. Advanced Latin

381. Intensive Reading in Prose
Meets with Intermediate Latin and Latin 351.

382. Intensive Reading in Verse
Meets with Intermediate Latin and Latin

Computer Science
Associate Professor LeBlanc, Coordinator
Assistant Professor Gousie
Visiting Instructor Kim

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/ Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

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 on our web page at: http://cs.wheatoncollege.edu

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 software industry. The minor addresses the changing needs of a liberally educated person in a technological society. Areas of focus woven throughout the curriculum include the mathematical foundations of computing, object-oriented programming and the ethical implications of computing.

Facilities
Wheaton provides an impressive array of computing equipment and online work environments for students in computer science courses. In addition to fully networked dorm rooms, campus classrooms and labs, a computer science lab features twenty dual WinNT and Linux servers. Most classes are taught in a networked “smart” classroom. A general-purpose lab provides access to 50 networked computers, scanning devices, and multimedia workstations. Students use a number of development environments for C/C++, Java, Perl, and Lisp as they gain exposure to multiple operating systems including Linux, MacOS and WinNT.

Major in Computer Science
The major in computer science consists of a minimum of 11 courses: six core computer science courses, three mathematics courses and two electives with at least four courses at the 300-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.

Core Courses (Required)
- Computer Science 115. Structured Programming
- Computer Science 116. Data Structures
- Computer Science 215. Algorithms
- Computer Science 220. Computer Organization
- (select two of the next three)
  - Computer Science 335. Programming Languages
  - Computer Science 345. Operating Systems
- Mathematics 101. Calculus I
- Mathematics 211. Discrete Mathematics
- Mathematics 301. Calculus II or another math course above 200

Two additional Computer Science (or Mathematics with permission) electives both at the 300-level.

Minor in Computer Science
The minor in computer science requires completion of six courses: five required courses (one at the 300 level) and one supporting course.

Required Courses
- Computer Science 115. Structured Programming
- Computer Science 116. Data Structures
- Computer Science 215. Algorithms
- Computer Science 220. Computer Organization
- Mathematics 101. Calculus I
- Mathematics 211. Discrete Mathematics
- Mathematics 301. Calculus II or another math course above 200

One 300-level Computer Science course.

Supporting Course (only one is needed)
- Computer Science 106. The Universal Machine
- Computer Science 110. Electronic Circuits
- Physics 110. Physics I
- Physics 110. Physics II

Computer Science Courses
106. The Universal Machine
Computers are the most flexible tool humans have invented. Users see the computer doing a specific task: word processing, data analysis, image processing. Computer scientists see the computer as having nearly unlimited potential, capable of taking any shape imaginable. The focus of this course is the analysis of problems which could not be approached without computer tools. Topics include modeling, financial analysis with spreadsheets, and programming in JavaScript. Labs include experience with running a web server. Three hours of lecture and a one-hour laboratory per week. Typically offered every semester. (Mathematics/Logic)
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 C++ syntax, 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. Fall only (Mathematics/Logic)

Gousie, LeBlanc

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. Prerequisite: Computer Science 115 or permission of the instructor. Spring only (Mathematics/Logic)

Gousie, LeBlanc

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, string matching 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 and Maple are all applied to various solutions. Three hours of lecture and a two-hour laboratory per week. Prerequisite: Computer Science 116. Spring 2002, Fall 2002

Gousie, LeBlanc

220. Computer Organization and Assembly Language
A detailed look at how computers are built and how they function. The assembly and machine language portion of the course considers the binary instructions of a traditional machine language and the associated mnemonics used by assembly language programmers. Addressing modes and stack behavior related to subroutine calls are discussed in detail. The computer organization portion of the course discusses gates, storage circuits, arithmetic and logic circuits, the arithmetic/logic unit, fetch/execute cycles and data paths. Microcoding is discussed in detail. Prerequisite: Computer Science 116. Fall 2001

Gousie

In addition to Independent Studies (399), we offer at least a total of four 300-level computer science and mathematics courses per year (See Mathematics for 300-level math course descriptions).

335. Principles of Programming Languages
A theoretical study of the principles which 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, runtime environments and formal semantic models); and language styles (procedural, functional, logical and object-oriented). Laboratory work includes exposure to a number of contemporary programming languages, with at least one procedural (Pascal, C, Modula2, Ada), one functional (ML, Scheme, LISP), one logic (PROLOG) and one object-oriented (C++, Java, SmallTalk). Prerequisite: Computer Science 116. Fall 2002

Gousie

345. Operating Systems
Operating systems are the software core of computers. This most fundamental of all system programs controls all the computer's resources and provides the base upon which all application programs can be written. The course introduces the theoretical structure of current computer operating systems, including batch systems, multiprogramming systems, multiprocessor systems, input-output systems, interrupt handling, language processors, file management systems and concurrency. Practical experience is gained by writing module simulations and altering actual operating system software. Prerequisite: Computer Science 215.

Gousie, LeBlanc

355. Artificial Intelligence
The principles and techniques of programming computational agents or "softbots" to exhibit behavior considered intelligent when performed by humans is the focus of this
DEVELOPMENT STUDIES

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 scan conversion, color, 2-D and 3-D geometric transformations, projections, viewing, and visible surface determination. Major programming projects put theory into practice, using OpenGL or other graphics interfaces. Prerequisites: Calculus I and Algorithms; Linear Algebra strongly recommended. Spring 2003

375. Theory of Computation
This course is a theoretical look at various aspects of computation. Topics include regular languages, context-free grammars, finite automata, pushdown automata, and non-determinism. The course explores areas such as Turing machines, the halting problem, and computability versus undecidability. The topics are shown to have applications to compiler design. Prerequisites: Discrete Math or Calculus I or some indication of mathematical maturity. Fall 2001

398. Advanced Topics in Computer Science
Topics not regularly covered in other courses. Content is not fixed but varies to suit current needs. Previous offerings include advanced computer graphics, Web-design and e-business applications, formal language theory, Java and security and advanced object-oriented programming. Prerequisite: permission of the instructor.

399. Independent Study
A research project in computer science under the direction of an approved advisor. An individual or small group works on the conception, design and implementation of a significant computer science project. Interdisciplinary projects are strongly encouraged. A written report and oral presentation open to interested faculty, staff and students are required at the completion of the project. Prerequisite: permission of the instructor.

500. Individual Research
Research under the direction of individual computer science faculty for two semester course credits. A thesis is required of each student. Open to junior and senior majors who are candidates for departmental honors and by permission.

Development Studies Minor
Professor Weil (Economics), Coordinator
Associate Professor Kerner (Anthropology)
Professor Boroviak (Political Science)

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available online at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

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.

The minor consists of five courses from the list below. The courses must come from at least two departments (anthropology and sociology are considered separate 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
210. Feast or Famine: The Ecology and Politics of Food
225. African Cultures in Transition (A)
235. People and Cultures of Latin America (A)
240. Anthropology of the City
245. Indigenous Movements of Latin America (A)
250. Power and Leadership
255. Women in Africa
260. Women and Development
285. Stability and Change In the South Pacific (A)
333. Economic Anthropology

Economics
232. Economic Development (C)
History
219. Modern Latin America, 1826–present (A)
226. Women in East Asia: Past and Present
365. Modern China (A)
367. Modern Japan (A)

Political Science
203. African Politics (A)
223. Contemporary Chinese Politics (A)
233. Politics of Latin America (A)
263. Politics of the Middle East (A)
323. Comparative Political Development (C)

(C) indicates a core course
(A) indicates an area course

Dual-Degree Programs

Students interested in any of the following programs should consult the coordinator of the appropriate program as soon as possible for more detailed information. All of the programs are highly competitive and admissions are made by the graduate degree-granting institutions.

B.F.A. in Studio Art through the School of the Museum of Fine Arts (Boston)
Associate Professor 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 Museum School.

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 Mass Communication and Communication Studies with Emerson College
Professor John Grady, Coordinator

Mass communication fields include television and radio broadcasting and film production while communication studies includes advertising, political communication and public relations. 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 2.70 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.

M.B.A. with the Graduate School of Management at the University of Rochester
Professor John Walgreen, Coordinator

Students should be aware that the Rochester program is highly competitive and admission decisions are made by the Graduate School of Management only after a student has completed five semesters at Wheaton.

Requirements while in attendance at Wheaton
1. Since admission is not automatic, students should choose a major and make normal progress toward completing it. Any liberal arts major is acceptable.
2. An elementary knowledge of calculus is required. Economics and statistics courses are recommended.
3. The University of Rochester requires outstanding scholarship for the first five semesters and recommends taking the Graduate Management Admission Test (GMAT) by January of the junior year.
3. The five-year program leads to the simultaneous award of the Bachelor of Arts degree from Wheaton and the degree of Master of Business Administration from the University of Rochester.

M.B.A. with the Graduate School of Management at Clark University
Professor John Walgreen, Coordinator

Wheaton students may apply in their junior year to the Graduate School of Management at Clark University in Worcester. Students accepted for the program must complete the following courses at Wheaton:

Prerequisites:
- Mathematics 101. Calculus I
- Mathematics 104. Calculus II

Background Courses:
- Economics 110. Financial Accounting
- Mathematics 141. Introductory Statistics
- Economics 285. Microeconomic Analysis
- Economics 286. Macroeconomic Analysis
- Economics 330. Applied Econometrics
- Business Admin. 204. Managerial Accounting (Stonehill College)

Core Courses:
- Psychology 309. Industrial and Organizational Psychology (Stonehill College)
- Economics 213. Money and Banking
- Economics 255. Corporate Finance

As Wheaton seniors admitted to the program, students attend four MBA core or background courses at Clark which Wheaton counts as partially fulfilling the undergraduate Wheaton A.B. 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, and Science Management
Associate Professor John Collins, Coordinator

Agreements with Worcester Polytechnic Institute and George Washington University allow students completing three years at Wheaton and two or more additional years at these institutions 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-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 insure 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. program with the Andover-Newton Theological School
Assistant Professor 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 degree of Master of Arts 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
DUAL DEGREE PROGRAMS

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.

Dual-degree program with the New England College of Optometry

Professor Barbara Brennessel, Coordinator

This program 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 Doctorate in seven years. The Wheaton student who gains 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

Professors Gildea, Chair; Miller; Walgreen; and Weil
Associate Professor Wyss
Assistant Professor Freeman
Instructor Williams
Instructors (part-time) Buck; Shelley

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

The Economics Department offers a variety of courses that encompass 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 major consists of at least 10 semester courses. These include Economics 101, 102, 141, 285, 286, 402, and four other economics courses, as least two of which must be at the 300 level. Cross-listed 300-level courses may receive economics credit but cannot be used to fulfill the 300-level course requirements. 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 economics courses is necessary for completion of the major.

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 ones. Computer Science 106 or 115 is also recommended to those considering graduate work in economics.

Double majors and interdepartmental majors in art, development studies, English, history, mathematics, philosophy, political science, psychology, Russian studies, sociology and Hispanic studies have been developed. Students with particular interests can
design an interdepartmental major with the approval of the departments involved, the Dean of Academic Advising and the Provost.

The following minor concentrations are offered in economics: The American economy, the international economy, 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 Economics 101 and 102 and at least one 300-level course that is not cross listed.

101. Introduction to Macroeconomics
102. Introduction to Microeconomics
213. Money and Banking
222. Economics of Race and Racism
241. Women in US Economy
252. Urban Economics
255. Corporate Finance
260. Economics of Regulation
303. Public Finance
309. Labor Economics and Industrial Relations
361. Industrial Organization and Public Policy

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 Third World 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 Economics 101 and 102 and at least one 300-level course that is not cross listed.

101. Introduction to Macroeconomics
102. Introduction to Microeconomics
232. Economic Development
246. Comparative Economic Systems
304. International Economics
333. Economic Anthropology

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 Economics 101 and 102 and at least one 300-level course.

101. Introduction to Macroeconomics
102. Introduction to Microeconomics
232. Economic Development
246. Comparative Economic Systems
304. International Economics
333. Economic Anthropology
311. History of Economic Thought
336. Mathematical Economics

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. (Social Science)

Gildea, Miller, Walgreen, 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. (Social Science)

Freeman, Gildea, Walgreen, Wyss

110. Principles of Financial Accounting
The principles of accounting used by economic organizations, including the preparation and interpretation of financial statements. (This course may not be counted in the 10
semester courses required for the major in economics.)

141. Introductory Statistics
Strongly recommended for social science students. Introduction to basic statistical concepts and methods used in the natural and social sciences. Topics include probability, sampling, parameter estimation, confidence intervals, and hypothesis testing. Examples from anthropology, biology, economics, political science, psychology, and sociology will illustrate use of t-tests, chi-square tests, and linear regression. (Mathematics/Logic) Gildea, Goldbloom-Bloch

213. Money and Banking
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. Current domestic and international monetary problems. Prerequisite: Economics 101. Walgreen

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 many topics covered are applicable to other countries. Topics include theories of racism, housing issues, education, employment discrimination, business formation, and economic history. Prerequisites: Economics 101 or 102, or instructor’s permission. (Cultural Diversity) Williams

232. Economic Development
Studies economic problems of less developed countries and policies to promote development. Topics include theories of development and underdevelopment, the role of the agricultural and international sectors, specific problems of unemployment, income distribution and malnutrition. Prerequisites: Economics 101 or 102. Wyss

241. Women in US 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. Prerequisites: Economics 101 or 102, or instructor’s permission. (Cultural Diversity) Wyss

246. Comparative Economic Systems
What is happening to the economies of Eastern Europe and the former Soviet Union? Why did they leave central planning behind, and why is it so difficult to move to the market? Are they headed toward U.S.-style capitalism, Swedish, or Japanese types of economies? Study these and similar issues through case studies and theory. Prerequisite: Economics 101 or 102. (Writing Intensive) Weil

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. Prerequisite: Economics 101 or 102. (Cultural Diversity) 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. Prerequisite: Economics 101 and 102. Gildea

260. Economics of Regulation
Analysis of government regulation and its impact on society. Three major areas are covered: economic regulation, social regulation and anti-trust policy. Topics include environmental regulation, merger policy, business pricing and marketing practices, regulation of public utilities, health and safety regulation, and deregulation. Prerequisite: Economics 102. (Writing Intensive) Walgreen

285. Microeconomic Analysis
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 economies. *Prerequisite: Economics 102. Offered in Fall only.*

**Walgreen**

286. *Macroeconomic Analysis*

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 and New Classical, Post Keynesian theoretical frameworks are considered. *Prerequisite: Economics 102.*

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 (e.g., historical materialism, alienation, labor theory of value) and problems of modern capitalism (e.g., imperialism, sexism, racism). *Economics 101 or 102 recommended. (Cultural Diversity and Writing Intensive)*

**Miller**

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. *Prerequisites: Economics 101 and Economics 102. (Writing Intensive)*

**Wyss**

304. *International Economics*

The economic aspects of a nation’s international relations. Topics include the theory of comparative advantage, the causes and consequences of imbalances in the balance of payments and exchange rate changes, and the evolution of the international monetary system. *Prerequisites: Economics 101 and 102.*

**Miller**

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. *Prerequisite: Economics 102.*

**Freeman**

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. *Prerequisites: Economics 101 and 102. (Writing Intensive)*

**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. *Prerequisites: Economics 101 and 141 or Mathematics 341.*

**Freeman**

333. *Economic Anthropology*

See Anthropology 333.

336. *Mathematical Economics*

Introduction to the application of mathematical tools and techniques to economic analysis. Topics include comparative static analysis, optimization, input-output analysis and linear programming. *Prerequisites: Economics 102 and Mathematics 101 or its equivalent, or permission of the instructor.*

**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. *Prerequisite: Economics 102.*

**Walgreen**
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. **Prerequisite:** Permission of the instructor and the chair of the department.

402. Seminar: Topics in Law and Economics
Economic analysis of legal rules and institutions. Topics include the common law doctrines of property, contracts, and torts. Crime and the legal process. **(Writing Intensive)**

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. **(Writing Intensive)**

**Education**

Professor Maher, **Chair and Coordinator of Secondary Program**
Assistant Professors Bartolini and Griffin, **Coordinators of Elementary and Early Childhood Programs**

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog) or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

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. While no major is offered, courses in education include opportunities for teaching and for meeting certification requirements for public school teachers at the early childhood (Pre-K-2) elementary (1-6), and high school (9-12) levels in Massachusetts.

Students who are planning to seek certification by minoring in education and student teaching in their senior year should consult with the appropriate coordinator during the second semester of their freshman year or the first semester of their sophomore year. All education courses required for certification involve field study and training in area schools. Students considering teaching in independent schools or charter schools may not need to be certified, although certification is sometimes required by employers.

**Current information about the performance of Wheaton graduates on the Massachusetts Educator Certification Tests is available online at http://www.wheatoncollege.edu/Admin/Communications/FinalReportTeacherTesting01.pdf or by contacting the Wheaton College Registrar’s Office at 508-286-8247.**

**Requirements for Certification**
Described below are the specific requirements for teacher certification in early childhood, elementary, and secondary school education, as well as departmental requirements for the general minor. All students seeking certification must take and pass the Communication and Literacy sections of the Massachusetts Educator Certification Tests BEFORE entry into senior year courses. During the senior year they are expected to take the appropriate subject matter test or tests. All students seeking certification in either program are also expected to undertake at least one January, spring, or summer internship in an educational setting during (or after) their sophomore or junior year. This internship should be at least 40 hours in duration and should be undertaken through the auspices of the Filene Center’s Learning Outside the Classroom program. A record of this internship will go on the student’s Work and Public Service Record at the Filene Center; a copy will go in his or her Education Department file. Finally, students must have achieved a B–GCPA, at least a B– in the curriculum courses, and obtained permission from the Department, in order to gain admission to the student-teaching practicum.

I. Early Childhood Education (Pre-K-2)
To qualify for certification, a student must complete the major concentration and a minor program in early childhood education, take appropriate course work in the interdisciplinary field of early childhood education, and pass the appropriate Massachusetts Educator Certification Tests.

**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 subject matter 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 pre-practicum and the practicum. The pre-practicum consists of courses and experiences specifically designed to meet the certification standards. The practicum involves full-time student teaching and practice in the role of a classroom teacher at cooperating schools. The following pre-practicum courses are required: Education 250, 260, 251, 371 and 390; all of these must be completed before the two practicum courses, Education 396 and 039. Also required are Mathematics 133 or Math 101, Psychology 203, and one of the following: first aid, lifesaving, or CPR training. Fieldwork training: A student must complete a minimum of 15-20 hours of classroom observation, tutoring and teacher assisting in at least three of the pre-practicum courses.

Practicum Requirements: During the senior year, a student will complete a semester-long, two and one half-credit student teaching practicum plus a half-credit seminar in teaching methods. While student teaching, Wheaton students will be at the cooperating schools 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. 150 hours of practicum must be at the Pre-K level and 150 hours at the 1-2 level. One setting must include children with special needs.

Other Course Requirements in the Field of Early Childhood Education

A student must also take nine semester courses equivalent to 36 semester hours of credit in the following areas: psychological foundations, 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 Mathematics 133, Concepts of Mathematics, to fulfill their mathematics requirement, unless a waiver is granted by the Math department.

II. Elementary Education (Grades 1-6)

To qualify for certification, 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 appropriate section of the Massachusetts Educator Certification Tests.

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 pre-practicum and the practicum. The pre-practicum consists of courses and experiences specifically designed to meet the certification standards. The practicum involves full-time student teaching and practice in the role of a classroom teacher at cooperating schools. The following pre-practicum courses are required: Education 250, 260, 251, 381 and 390; all of these must be completed before the two practicum courses, Education 396 and 039. Also required are Mathematics 133 or Math 101, Psychology 203, and one of the following: first aid, lifesaving, or CPR training. Fieldwork training: A student must complete a minimum of 15-20 hours of classroom observation, tutoring and teacher assisting in at least three of the pre-practicum courses.

Practicum Requirements: During the senior year, a student will complete a semester-long, two and one half-credit student teaching practicum plus a half-credit seminar in teaching methods. 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. 150 hours of practicum must be at the Pre-K level and 150 hours at the 1-2 level. One setting must include children with special needs.

Other Course Requirements in the Field of Elementary Education

A student must also take nine semester courses equivalent to 36 semester hours of credit in the following areas: psychological foundations, 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.
plete may disqualify the student from admission to the practicum.

Other Course Requirements in the Field of Elementary Education

A student must also take nine semester courses equivalent to 36 semester hours of credit in the following areas: psychological foundations, 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 chair for a list of courses that are especially recommended. Specifically, students are also required to take Mathematics 133, Concepts of Mathematics, to fulfill their mathematics requirement, unless a waiver is granted by the Math department.

III. Secondary Education (Grades 9-12)

Students may prepare for Massachusetts teacher certification in a secondary school in one of the following major concentrations: English, history, mathematics, biology, and modern foreign languages. To qualify, 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 Educator Certification Tests.

Major and Minor Requirements in Secondary Education

Massachusetts certification 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 will meet the subject matter requirements of the Massachusetts certification 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 pre-practicum courses: Education 250, 260, 270 and 391; all of these must be completed before the practicum courses, Education 396 and 039. They must also take a course in Special Education, Education 251.

Field Work Training: A student must complete a minimum of 15-20 hours of classroom observation, tutoring and teacher assisting in at least three of the pre-practicum courses.

Practicum Requirements: During the senior year, a student will complete a semester-long, two and one half credit student teaching practicum plus a half-credit seminar in teaching methods. While student teaching, the Wheaton student will be 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.

Admission to the Program

Criteria for Admission to Minor Programs

With the completion of Education 250 or Education 260, the 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, the chair of the Education Department 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 Certification

All students seeking certification must take and pass the Communication and Literacy sections of the Massachusetts Educator Certification Tests BEFORE entry into all senior year courses. Admission to the practicum is by permission of Department. Normally, to gain admission to the practicum, students must maintain a B- average in their major and in minor courses in education. They must demonstrate satisfactory completion of the field work experiences and show promise of fulfilling the Massachusetts Certification Standards. In addition, those students in the secondary program majoring in modern foreign languages must pass the subject matter portion of the Massachusetts
Educator Certification Test before entry into the practicum. Completion of the Practicum does not guarantee certification. To achieve Massachusetts certification, students must demonstrate basic competency in the Massachusetts Department of Education Standards and pass all relevant sections of the Massachusetts Educator Certification Tests. Students then apply to the state to be certified.

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 for concentrated study of a specific issue in education. Five courses are required, and these need not all be within the department so long as they are appropriately related to the subject of study. Permission of the department chair is required.

Foundations of Education

250. Schooling in America
A survey of the American school, emphasizing historical and sociological perspectives. Case materials and readings will focus on the history, goals and structure of American schools, as well as current issues such as the school reform movement and recent innovations such as multicultural education. Open only to sophomores, juniors and seniors. (Social Science) Maher

260. Teaching and Learning
This course is designed to provide students with a detailed picture of classrooms: the curriculum, approaches to teaching, roles and responsibilities of teachers, and human interactions and relationships in the classroom. A primary goal of the course is to bridge theory (learning and developmental) and classroom practices. Some field work is required. (Open only to sophomores, juniors and seniors.) Bartolini, Griffin

Perspectives On the Learner

251. Special Education, Pre-K-12
This course surveys the history of special education in the U.S. 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). (Open only to sophomores, juniors, and seniors who are education minors) Werner

270. Issues of Adolescent Development
Multiple perspectives on the physical, cognitive and psychosocial transitions related to adolescent development. Specific topics include current versions of developmental theory; the adolescent peer culture; sexualities and sex education; multicultural issues in adolescence; and new male/female roles. Field experience is required. (20 hours) Prerequisite: Psychology 203 or permission of the instructor. Open to sophomores, juniors and seniors. Enrollment limited to 20 students. (Writing Intensive) Maher

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.

Curriculum and Methods

371. Early Childhood Curriculum
This course is designed to develop an understanding of teaching and learning in the early childhood classroom (Pre-K through 3). Planning, instruction and evaluation phases of teaching will be examined with a focus on the curriculum areas of math, science, health, art and movement. Curriculum frameworks, integrated curriculum methods and developmentally appropriate practices will be an integral part of the course. A minimum of 20 hours field work is required, scheduled as a lab. A series of workshops in health, expressive arts and the integrated curriculum will be held throughout the course. Prerequisites: Psychology 203; Education 250 and 260. Bartolini

381. Elementary Curriculum
This course is designed to develop a conceptualization of teaching and the role of the teacher in elementary education (grades 1 – 6). The planning, instruction and evaluation phases of teaching will be examined with a focus on the curriculum areas of math, science and social studies. A minimum of 20 hours field work is required, scheduled as a lab. A series of workshops in the expressive arts,
health, and the integrated curriculum completes the course. Prerequisites: Psychology 203, Education 250 or 260, and Education 371 or 381.

Bartolini

390. Teaching of Reading and the Language Arts
An introduction to reading, writing and related language activities in 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. Prerequisites: Psychology 203, Education 250 or 260, and Education 371 or 381.

Griffin

391. Secondary School Curriculum
A study of the secondary school curriculum (grades 9-12) 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. Open only to seniors who plan to student teach. Prerequisites: Education 250, 251, 260, 270.

Maher

The Practicum in Teaching

396. Student Teaching Practicum in the Public School
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 Education 039 is required. By permission of the instructor.

Section 1 Early Childhood: Bartolini, Griffin and Werner (two and one-half credits)
Section 2 Elementary: Bartolini, Griffin and Werner (two and one-half credits)
Section 3 Secondary: Maher (two and one-half credits)

039(01). Seminar in Teaching Methods: Early Childhood
A series of one and one half-hour seminars which focuses on effective teaching strategies and classroom management techniques. The seminar must be taken concurrently with Education 396, Student Teaching Practicum. (One-half credit)

Bartolini/Griffin

039(02). Seminar in Teaching Methods: Elementary Education
A series of one and one half-hour seminars which focuses on effective teaching strategies and classroom management techniques. The seminar must be taken concurrently with Education 396, Student Teaching Practicum. (One-half credit)

Bartolini/Griffin

039(03). Seminar in Teaching Methods: Secondary Education
A series of one and one half-hour seminars which focuses on effective teaching strategies and curriculum choices. The seminar must be taken concurrently with Education 396, Student Teaching Practicum. (One-half credit)

Maher

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. (One-half credit)

Staff

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. By permission of the instructor. (One-half credit)

McGillin

025. 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. By permission of the instructor. (Writing Intensive) (One-half credit)

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. Open to students selected in the preceding spring as Head Residents, and to juniors and seniors by permission of the instructor. **Prerequisite: Education 020 (One-half credit)**

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. **Open to already selected teaching assistants only. (One-half credit)**

**Staff**
Maher

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**Engineering**
*(See Dual-Degree Programs)*

**English**
Professors Clark; Coale; and Standing, *Writer-in-Residence and Director of Creative Writing*
Associate Professors Buck and Krebs, *Chair Assistant Professors Bryant, Conway, Drout, and Stenger*
Instructors Stafford; and Dearing, *Writing Coordinator and Coordinator of the English as a Second Language and Basic Writing Programs*
Visiting Assistant Professors Carlson, Craghead, Frankel and Najmi
Lecturer Brooks
Visiting Instructors Arnold, Iafrate, Lavin-Peter

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The English curriculum is designed to balance old and new literature, writers from the traditional canon with writers who have been traditionally marginalized, traditional texts with texts that have not been considered literary, and a variety of literary approaches.

The English Department participates in the American studies, the dramatic literature and theatre, and women’s studies majors. In cooperation with the Education Department, it also helps to train and oversee a network of student tutors who are available to help other Wheaton students with their writing.

Majors who plan their junior year away should take at least three courses toward their major (beyond English 101) before leaving. Majors contemplating graduate study in literature should usually take English 376 and 377 and should plan to take at least 13 English courses.

**Major in English**
The major in English consists of 10 or more courses in English beyond the 100 level. These requirements include:
English 290, a section of 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.

**Major in English with a 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 and includes:

At least six courses in literature, including 290, one literature course at the 300 level, and a 401 Senior Seminar. 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 200-300 level sequence (e.g., Poetry Writing/Advanced Poetry Writing or Fiction Writing/Advanced Fiction Writing). Students who successfully complete an advanced writing course may be invited to undertake a 499 independent study in writing or a 500-level honors project, with the permission of the department.

Other Concentrations in the English Major

The following are examples of other potential concentrations within the English major. A student wishing to create a concentration not listed below, or wishing to include courses not listed below in a concentration that is listed, needs to petition the department for approval.

The concentration in U.S. multiethnic literature.
The five courses can include such courses as 247, Black Women Writers; 255, Cultural Diversity in American Literature, Civil War to the 1940s; 256, Cultural Diversity in American Fiction Since 1950; 257, Race and Racism in U.S. Cinema; 298, Asian-American Literature; 345; Toni Morrison; 398, James Baldwin; 347, Contemporary African-American Fiction.

The concentration in colonial and postcolonial literature.
The five courses can include such courses as 235, Empire, Race, and the Victorians; 244, Caribbean Literature; 245, African Literature; 246, Modern Irish Literature; 298, Indian Literature. In development; see department chair.

The concentration in drama.
The five courses can include such courses as 241, Modern Drama; 246, Modern Irish Literature; 273, Early Modern English Theater; 274, Restoration Theater; 228, Playwriting; 298, Medieval Drama; 309, 310, Shakespeare.

The concentration in medieval/Renaissance literature.
The five courses can include such courses as 207, Medieval Literature; 208, Anglo-Saxon; 273, Early Modern English Theater; 298, Medieval Drama; 306, Chaucer; 309, 310, Shakespeare; 313, Renaissance Poetry.

The concentration in popular culture.
The five courses can include such courses as 243, Science Fiction; 272, Romancing the Novel; 248, Introduction to Film Studies; 249, Hollywood Genres; 286, Children’s Literature; 348, Sexual Politics of Film Noir; 376, Literary & Cultural Theory.

The concentration in poetry.
The five courses can include such courses as 208, 283, Anglo-Saxon Literature; Poetry Writing: Form and Craft; 383, Advanced Poetry Workshop; 232, Romantic Reveries and Revolutionary Visions; 240, Gender, Genre, and Poetry; 260, American Voices in Lyric Combat; 275, Victorian Poetry; 305, Chaucer; 313, Renaissance Poetry; 326, 18th Century Poetry: Epic, Satire, and Wit, 1660-1798; 341, Public Poetry, Private Poetry.

Major in Dramatic Literature and Theatre

The major in dramatic literature and theatre is administered jointly by the Theatre and English departments. It includes a minimum of eleven courses, four from the offerings of the English Department, seven from the Theatre Department, some of which bring together the work taken in the two departments.

Two tracks are available in the major: a concentration in acting/directing or in technical theatre/design. The major must include three courses at or above the 300-level.

The courses from the English Department include:

At least one course in Shakespeare (English 309 or 310)

Three courses from among the following: English 241, Modern Drama
English 246. Modern Irish Literature
(papers to be done on dramatic literature)

English 258. Introduction to Film Studies

English 273. Early Modern English Theatre

English 274. Restoration Theatre and Beyond

A second semester of Shakespeare

With permission from appropriate professors, dramatic literature courses from other departments may be used to satisfy this requirement (e.g., Classics 254, or 354, Comedy and Tragedy; Music 292, Broadway Bound).

The seven courses from the Theatre Department include:

Theatre 103. Introduction to Theatre
Theatre 275. The History of Western Theatre
Theatre 371. Ensemble Experiments

Three courses in one of the following areas of specialization:

Acting/Directing
Theatre 101. Beginning Acting
Theatre 202. Beginning Directing
Theatre 211. Intermediate Acting
Theatre 311. Intermediate Directing
Theatre 351. Advanced Acting
Theatre 399. Acting or Directing Practicum

Technical/Design
Theatre 203. Introduction to Scene Design
Theatre 204. Introduction to Costume Design
Theatre 205. Stagecraft
Theatre 302. Introduction to Lighting Design
Theatre 399. Design Practicum

The seventh course in the theatre department must be selected as follows:

Acting/Directing majors must take one course from Technical/Design.

Technical/Design majors must take one course from Acting/Directing.

Students may take one semester away at the National Theatre Institute through Connecticut College, at La Mama through Trinity College, or at comparable institutions. They are encouraged to elect courses in other literatures that include some drama. If interested in technical theatre, they are encouraged to take appropriate courses in art and art history.

Minor in English

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 English 290, Approaches to Literature, or the equivalent. It should have some kind of planned coherence, focusing, for instance, on a genre or a period rather than being a mere random sampling.

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, or have taken a college writing course that does not fulfill the high school graduation requirement. The focus for the writing and reading varies from section to section, permitting a student to follow special interests and avoid duplication of work done in secondary school. Some sections emphasize personal writing; others provide practice in critical writing. 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 been: The Press, Women’s Literature, Experience, Creative Writing, Popular Culture, Gothic Fiction, Women and Men in Sports, the Environment, Contemporary Fiction, Madness and Literature, and Autobiography.

All sections stress writing. At least one short paper each week or a longer paper biweekly is required. There is ample opportunity for conferences; students with specific problems will be urged to seek additional help through the free student tutoring program sponsored by the English and Education departments. Students may receive graduation credit for two of these sections. Students with advanced placement (AP) credit in English from secondary school should normally plan to take a 200-level course. Registration in 101 sections is completed in the summer before entering Wheaton. Sections limited to 16 students each.

Department

Special Writing Courses for First-Year Students and Sophomores

010. Basic Writing

Instruction and practice in writing for students who need to achieve a satisfactory level of
proficiency in written academic English. Students will attend weekly classes and meet individually with the course instructor and a writing tutor to identify and pursue solutions to specific writing problems. One-half credit per semester. May be elected in either or both semesters. Enrollment limited to 12 students.

Dearing

106. English as a Second Language
This year-long course (for two credits) provides a thorough introduction to the principles of academic writing. Frequent writing practice, reading of diverse material written in English, and discussion of American culture will give students assurance in using the language in other courses. Open to freshmen and sophomores for whom English is a second or foreign language and who have not passed another English course at Wheaton. Placement is determined in consultation with the instructor. Enrollment is limited to 12 students. Successful completion of both semesters fulfills the first-year writing requirement and the foreign language requirement for non-native speakers. (Two credits)

Dearing

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 write a progress report, a proposal, a job application letter and resume, frequent short assignments. Open to juniors and seniors, and to sophomores by permission. Enrollment limited to 20 students.

Department

281. Creative Nonfiction.
This course is designed to give students practice in crafting the nonfiction story. As such, workshop participants will use the techniques of fiction writing to tell their real life stories. Class discussions will be based on the students' manuscripts and readings in creative nonfiction. Open to sophomores, juniors and seniors with permission of the instructor. Enrollment limited to 20. (Arts and Humanities)

Standing

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. Enrollment limited to 20. Offered in alternate years.

Bryant

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. Open to first-year students, sophomores, juniors and seniors with permission of the instructor. Enrollment limited to 20. (Arts and Humanities)

Standing

284. Fiction Writing: Form and Craft
This course is designed to give students practical knowledge of the basics of craft. Workshop participants will study and practice the techniques of story writing through guided exercises and readings in the contemporary short story. Open to sophomores, juniors and seniors with permission of the instructor. Enrollment limited to 20. (Arts and Humanities)

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 re-writing and revision rather than writing quickly. The class will be conducted as a workshop, although some analytic writing on press powers, duties and ethics will be required. Students should expect to publish some of their work in an appropriate forum. Reporting will be done on campus or outside the college. Open to sophomores, juniors and seniors. Enrollment limited to 20. This course will alternate with English 287. (Arts and Humanities)

Department

287. Writing for Performance
This course is designed to acquaint students with the study and practice of performance art. As such, workshop participants will examine and craft performance poetry and dramatic sketches through guided exercises and readings in the performing arts. Special attention will be given to the significance of
memorizing one’s work and presenting it to a public audience. Open to first-year students, sophomores, juniors and seniors with permission of the instructor. Enrollment limited to 20. Offered in alternate years. (Arts and Humanities or Cultural Diversity)

Bryant

288. Dramatic Writing: Form and Craft
This class is primarily a writing workshop, with a special focus on dramatic structure. We will explore the playwriting and screenwriting process, the psychology of human perception and different approaches to structuring a work for the stage. Emphasis will be on creating new work and stimulating your imagination through weekly writing exercises, experiencing, reading and discussing contemporary plays. A current writing sample will be required for admission to the class. Enrollment limited to 20.

Department

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. Open to students who have taken English 283 (Poetry Writing: Form and Craft), or the equivalent, upon approval of a writing sample presented to the instructor. Enrollment limited to 20.

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. Open to students who have taken English 284 (Fiction Writing: Form and Craft), or the equivalent, upon approval of a writing sample presented to the instructor. Enrollment limited to 20.

Bryant

499. Independent Writing
As part of the creative writing concentration, after successful completion of a 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.

Bryant, Standing

English Literature and Languages, 200–500 Courses
First-year students who have received advanced placement credit or who have passed a freshman-sophomore writing course in the first semester are eligible to elect any course at the 200 level except 247, 270, 290. Other first-year students who are interested in English and feel that their work in school has been especially strong may ask instructors in 200-level courses to admit them. Their cases will be strengthened if they can describe their work in English during the last two years of school and provide grades, sample papers and test scores.

201. Introduction to Literature
This course aims to train students in reading and writing critically about literature. It will introduce a variety of genres as well as a range of tools for close reading of written texts and will make connections between formal analysis of texts and larger cultural issues. (For example, the study of voice in poetry enables us to see the different techniques employed by African-American and British abolitionist poets and the cultural reasons for those differences.) This course is not a prerequisite for 200-level English classes. Especially appropriate for freshmen and sophomores and recommended for students who intend to become teachers of English. (Arts and Humanities)

Krebs

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. Open to sophomores, juniors and seniors, and freshmen who have passed 101 or received AP credit. This class alternates with English 208. (Arts and Humanities)

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. Open to sophomores, juniors and seniors, and freshmen who have passed 101 or received AP credit. And recommended for students who intend to become teachers of English. This class alternates with English 207. (Arts and Humanities)

Droudt

224. Eighteenth-Century Literature and Culture
A general survey of 18th century poetry, prose, drama and culture, covering such standard authors as Rochester, Dryden, Pope, as well as women authors (Lady Mary Wortley Montague, Anne Finch, Aphra Behn and others). The course includes Restoration plays, satire, essays and diaries (Pepys’ and Defoe’s accounts of England in times of disaster). Additionally, the survey will include some historically accurate modern movies, bringing life and culture of the 18th century into the visual realm. Open to sophomores, juniors, seniors, and freshman who have passed 101 or received AP credit. Offered in alternate years. (Arts and Humanities)

Stafford

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. Open to sophomores, juniors, seniors, and freshman who have passed 101 or received AP credit. Offered in alternate years. (Arts and Humanities)

Krebs

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. Open to sophomores, juniors and seniors, and to freshmen who have passed 101 or received AP credit. Offered in alternate years. (Arts and Humanities)

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. You will read poems from different periods and cultures with a particular emphasis on the relationship between works that have come to exemplify a particular genre, such as Homer’s epic poem *The Iliad*, or sonnets by Shakespeare, and later works that revise those models. Open to all students. Alternates with English 341. (Arts and Humanities)

Krebs

241. Modern Drama
Realistic theatre, psychological drama, the political theatre of Bertold Brecht, the theatre of the absurd, and ways that recent theatre has used these forms to explore contemporary experience of women, African-Americans, gays and lesbians. Open to sophomores, juniors and seniors, and to freshmen who have passed 101 or received AP credit. (Arts and Humanities)

Buck

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. You will read poems from different periods and cultures with a particular emphasis on the relationship between works that have come to exemplify a particular genre, such as Homer’s epic poem *The Iliad*, or sonnets by Shakespeare, and later works that revise those models. Open to all students. Alternates with English 341. (Arts and Humanities)
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 some 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. **Open to all students. Offered in alternate years. (Arts and Humanities; when the two courses are linked, the pair fulfills both Arts and Humanities and Mathematics/Logic requirements).**

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. **Open to all students. Alternates with English 246. (Arts and Humanities or Cultural Diversity)**

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 Dangarembga, Buchi Emecheta, Bessie Head, Ngugi wa Thiong’o, Wole Soyinka, and Amos Tutuola, among others. **Open to sophomores, juniors and seniors. Enrollment limited to 30. Offered in alternate years. (Arts and Humanities and Perspectives on the Non-Western World)**

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 stereotypes of the Irish and their attempt to create new images of Ireland and Irishness. Topics will include the bitter debates over the viability of the Irish language in modern literature, the use of Irish mythology, the place of women in national 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 Kate O’Brien and Mary Dorcey. **Open to sophomores, juniors and seniors, and to freshmen who have passed 101 or received AP credit. Alternates with English 244. (Arts and Humanities)**

A study of major works by African-American women novelists, poets, and playwrights. Attention will be given to the ways in which these writers provide diverse and viable images of Black womanhood in the context of Afro-American literature. Authors may include Maya Angelou, Gwendolyn Brooks, Toni Cade, Rita Dove, Nikki Giovanni, Gayl Jones, Adrienne Kennedy, Audre Lorde, Terry McMillan, Paule Marshall, Toni Morrison, Sonia Sanchez, Ntozake Shange, and Alice Walker. The course will begin with a discussion of Zora Neale Hurston’s *Their Eyes Were Watching God*. **Open to sophomores, juniors and seniors only. Offered alternate years. (Arts and Humanities or Cultural Diversity)**

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. Open to sophomores, juniors and seniors and to freshmen who have passed 101 or received AP Credit. (Arts and Humanities)

Stenger

253. Cosmic Struggle to Civil War: American Literature to 1860
A critical and cultural exploration of works and ideologies from Navajo and Hopi tales of origins to Puritan pathologies and destined patterns, from enlightened progress to slave narratives and romantic reveries. Writers would 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. Open to sophomores, juniors and seniors, and to freshmen who have passed 101 or received AP Credit. (Arts and Humanities or Cultural Diversity)

Clark, Coale

254. American Authors from the Civil War to the Thirties
A critical survey including Twain, James, Chopin, Wharton, Hurston, Hemingway, Faulkner and others. The course will explore cultural and social issues against the backdrop of certain American themes, styles, and visions and the shock of recognition as a result of World War I. Open to sophomores, juniors and seniors, and to freshmen who have passed 101 or received AP Credit. This course alternates with English 255. Students interested in the period should plan to take 254 or 255 but not both. (Arts and Humanities)

Coale

255. Cultural Diversity in American Literature: from the Civil War to the 1940’s
A critical survey of race, class, ethnic, and gender issues in works by African American, Asian American, Native American, and Anglo American writers such as Chesnutt, Dunbar, DuBois, Hughes, McKay, Eastman, Eaton (Sui-Sin Far), Standing Bear, James, Wharton, Chopin, Hemingway, and Faulkner. Open to sophomores, juniors and seniors, and to freshmen who have passed 101 or received AP Credit. This course alternates with English 254. Students interested in the period should plan to take 254 or 255 but not both. (Arts and Humanities or Cultural Diversity)

Coale

256. Cultural Diversity in U.S. Fiction since 1945
Writers since the post-World-War-II period from a variety of traditions in U.S. culture: including Native American, African American, Chicano/a, Asian American, feminist, and queer writers. Potential readings include: Chester Himes, Ann Petry, Frank Chin, Jack Kerouac, James Welch, Leslie Feinberg, and Sandra Cisneros. Open to sophomores, juniors and seniors. (Arts and Humanities or Cultural Diversity)

Department

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. Open to sophomores, juniors and seniors. (Arts and Humanities or Cultural Diversity)

Stenger

258. Introduction to Film Studies
Film studies provides an interdisciplinary approach to understanding how film interacts with our broader culture. The course explores how film language, narrative, genres, stars, audience reception, film exhibition, and synergies with other media determine how and which films are produced and consumed in the US. We will view films from the 1940s through the 1990s to examine how films mediate, reinforce and resist dominant social values, paying special attention to how Hollywood film has represented gender, sexuality, race and class. Required weekly film viewing. Open to sophomores, juniors and seniors, and to freshmen who have passed 101 or received AP Credit. (Arts and Humanities)

Stenger

259. 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. Open to sophomores, juniors and seniors, and to freshmen who have passed 101 or received AP credit. (Arts and Humanities)

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). Open to sophomores, juniors, seniors, and freshmen who have passed 101 or received AP credit. Offered in alternate years. (Arts and Humanities)

Krebs

278. Approaches to Literature
This course introduces current debates in the field of English studies. It tackles a variety of ways of approaching literary and cultural texts, 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? 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. We also will test these ideas on literature and other kinds of texts such as advertisements,
film, and other visual media. Required of majors. Open to sophomores, juniors and seniors, but majors are urged to take it in the sophomore year. Not open to freshmen. Prerequisite: One course in English literature. (Arts and Humanities) Buck, Conway, Krebs

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. Open to juniors and seniors, others with permission. Offered in alternate years. Drout

309, 310. Shakespeare and Early Modern Culture
Each semester focuses upon select Shakespearean comedies, tragedies, histories and romances as well as various other texts from early modern English culture. Different critical approaches are tried and contemporary productions are used to explore the plays’ enduring cultural power. Either 309 or 310 is offered each year. Open to juniors and seniors. Conway

313. Renaissance Poetry
Readings in shorter poems from the sixteenth and seventeenth centuries. Selected sonnets of Wyatt, Sidney, Spenser, Shakespeare, and Mary Wroth; works by Mary Disney, Amelia Lanyer, Ann Finch, and Anne Bradstreet and selections from Donne, Herbert, Milton and Marvell. Close reading and writing from various critical and theoretical perspectives. Open to juniors and seniors, and to others by permission. Offered in alternate years. Conway

325. The 18th-Century Novel
Aphra Behn’s famous novella *Oroonoko*, Fielding’s irrepressible *Tom Jones*, Richardson’s domestic dilemma, *Pamela*, the elegant *Princess of Cleves*, and the not so elegant *Moll Flanders* all mark the rise of the novel in the 18th century to its modern position of dominance in literary consciousness. The early elements of novelistic form, the rise and fall of epistololarity, and the vehicles for social commentary all reveal the 18th century to modern eyes in exquisite detail. In this extensive exploration, the course will cover social and historical contexts as well as the intricacies and conventions of the emerging novel. Open to juniors and seniors. Offered in alternate years. Stafford

326. Eighteenth-Century Poetry: Epic, Satire, and Wit, 1660-1798
The full scope of 18th century poets, including Rochester, Pope, Swift, Goldsmith, Dryden, Finch, Montagu, and others illustrate the centrality of poetry as a dominant form of social, political, and interpersonal expression in the 18th century. Poetry as satire, epic, mock-epic, a forum for women’s rights, a vehicle for discussion of personal and political liberty held pride of place in literary expression from Milton’s *Paradise Lost* to Wordsworth’s *Lyrical Ballad*. Open to juniors and seniors. Offered in alternate years. Stafford

327. Eighteenth-Century Women’s Literature
Aphra Behn’s *The Rover*, Wollstonecraft’s *Vindication of the Rights of Woman* (published in 1792), Mary Astell’s *A Serious Proposal to the Ladies*, Lady Mary Wortley Montague’s venomous broadsides in *Nonsense* all demonstrate the resurrection and restoration to literary prominence of the rich body of works crafted, published, and even staged by women in the 18th century. After more than 150 years of neglect, the independent, daring, and sometimes shocking works of women are rapidly becoming part of the standard landscape of the 18th century. This class examines some of the works used to restore 18th century women’s writing to the level of equality it shared with men’s writing during that time. Open to juniors and seniors. Offered in alternate years. Stafford

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 Komunyakka, and newer names like the gay, Cuban-American poet, Rafael Campo and slammers such as Willie Perdomo and Tracie Smith. Open to juniors and seniors, and to others by permission. Alternates with 240.

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. Readings by writers such as D.H. Lawrence, E.M. Forster, James Joyce, Virginia Woolf, William Faulkner, and writers representing the Harlem Renaissance. Open to juniors and seniors, and to others by permission. Alternates with English 344.

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. Open to juniors and seniors, and to others by permission. This course alternates with English 343.

347. Contemporary African-American Fiction
A study of the African-American novel from 1945 to the present. Emphasis will be placed on the significance of Afro-American myths, legends, and rituals in the black American novel. Authors will include Ralph Ellison, James Baldwin, Gayl Jones, Alice Walker, Toni Cade Bambara, Toni Morrison, Ernest Gaines, Charles Johnson, and John Edgar Wideman. Open to juniors and seniors who have taken English 247 or 290. This course alternates with English 247.

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 film noirs 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. Open to juniors and seniors, and to others by permission. Interested students should make an effort to take English 242 or 258 prior to taking this course. Offered in alternate years.

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. Open to juniors and seniors, and to others by permission. Interested students should make an effort to take English 242 or 258 prior to taking this course.

376. Literary and Cultural Theory
This course enables students to explore in greater depth some of the ideas introduced in English 290, Approaches to Literature. Topics will change from year to year but will include focuses on theories of language, post-colonial theory, cultural studies theory, and the works of such thinkers as Jacques Derrida, Michel Foucault, and Mikhail Bakhtin. Open to juniors and seniors. Prerequisites: Two courses in English literature or permission of the instructor. This course alternates with 377.
ence 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. Open to juniors and seniors. Prerequisite: two courses in literature and/or women’s studies. This course alternates with English 376. (Cultural Diversity and Writing Intensive)

Clark

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. Open to junior and senior majors, and to non majors if space is available. (Writing Intensive)

Department

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.

Department

Future offerings

Medieval Drama (200-level)
A study of the first drama in English, the Corpus Christi cycle plays of the 14th and 15th centuries, as well as other medieval English plays, including Everyman, the Croxton Play of the Sacrament, and the Wakefield Second Shepherd’s Play. The entire class will engage in the collaborative project of designing all aspects of one or more medieval plays for performance (scripts, sets, directing, costumes, etc.). The class culminates with the presentation of this material to professors from the Theatre Department. Texts are in Middle English, but no previous experience with Medieval literature or Middle English is required. Open to sophomores, juniors and seniors, and freshmen who have passed 101 or who have AP credit.

Drout

Language and Theory (300-level)
How does language work? How does an understanding of its workings allow us to understand literature? This course will serve as both an introduction to linguistics and an examination and critique of linguistic methods in light of literary theory. Areas to be discussed include phonology, philology, language change, Saussurean linguistics, deconstruction, speech-act theory and conversational analysis. We will also investigate the literary critical approach known as stylistics. Recommended for students intending to pursue graduate study in English. Open to juniors and seniors who have taken English 290, or by permission of instructor.

Drout

Word and Image (200-level)
This course focuses on the sister arts of creative writing and visual art. Through examinations of writers’ responses to visual phenomena (including painting, sculpture, photography, artists’ books, and other media) and artists’ responses to language, students will have the opportunity to write about and to create multi-media pieces, and to collaborate with others, both inside and outside the class. While this course is designed primarily for creative writing students, artists, musicians, dancers, and filmmakers are also encouraged to enroll. Open to first-year students, sophomores, juniors and seniors with permission of the instructor. Enrollment limited to 20.

Standing

James Baldwin and the African-American Tradition (300-level)
James Baldwin’s major novels, essays, and plays will be read against the background of important writers in the African-American tradition. We will discuss these works as well as African-American literary theory and criticism, queer theory and lesbian and gay scholarship. Students will lead parts of the class discussion on the readings, choose areas of special interest, and write a research paper. Open to juniors and seniors who have had English 256, or some knowledge of African-American history and/or queer theory, or permission of instructor. Offered in alternate years.

Department
Environmental Science
Professor Ellison (Chemistry) and Associate Professor Shumway (Biology), Coordinators

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

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.

Requirements for the Environmental Science Major

Core courses
Biology 111. Evolution and Ecology
Biology 112. Cells and Genes
Biology 201. Environmental Science
Biology 215. Ecology
Chemistry 153 or 173. Chemical Principles
Chemistry 154 or 174. Inorganic Reactions
Chemistry 253. Organic Chemistry I
Chemistry 303. Current Problems in Environmental Chemistry
Mathematics 104. Calculus II or Mathematics 151. Accelerated Statistics
Physics 160. Geology

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:

Biology 211. Genetics
Biology 218. Tropical Ecology
Biology 221. Microbiology and Immunology
Biology/Psychology 226. Comparative Animal Behavior
Biology 231. Marine Biology
Biology 252. Parasitology and Symbiosis
Biology 262. Plant Biology
Biology 303. Evolution

Biology 331. Advanced Marine Biology
Biology 364. Freshwater and Marine Botany
Biology/Chemistry 305. Biochemistry
Chemistry 254. Organic Chemistry II
Chemistry 301. Analytical Chemistry
Physics 298. Remote Sensing and Geographic Analysis

Marine Ecology offered through Williams College—Mystic Seaport Maritime Studies Program (200 level).*
Oceanography offered through Williams College—Mystic Seaport Maritime Studies Program (200 level).*
Aquatic Ecosystems offered through Marine Biological Laboratory Semester in Environmental Science (300 level).*
Terrestrial Ecosystems offered through Marine Biological Laboratory Semester in Environmental Science (300 level).*
Mathematical Modeling of Ecosystems offered through Marine Biological Laboratory Semester in Environmental Science (300 level).*

In addition, participation in an internship or independent research project is required. This experience gives the student an opportunity to engage in independent work with an environmental focus. Normally the internship will not be given college credit, while research with a faculty member may provide credit.

* 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.
Environmental Studies Minor
Professor Shumway, Coordinator

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available online at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar's Office.

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.

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. Internships must be approved by the faculty coordinator.

Humanities and Social Science

- Anthropology 101. Human Evolution
- Anthropology 210. Feast or Famine: The Ecology and Politics of Food
- Classics 262, 362. The Ancient Landscape: from Mythology to Ecology
- Economics 260. Economics of Regulation
- Interdepartmental 2xx. Coastal Zone Management*
- Interdepartmental 210. Water Resources Planning and Management*
- Philosophy 111. Ethics (second semester only)
- Political Science 321. Public Administration and Public Policy
- Religion 242. Religion and Ecology
- Sociology 315. Society, Technology and the Environment

Natural Sciences

- Biology 201. Environmental Science
- Biology 215. Ecology of North America
- Biology 218. Ecology of Tropical America
- Biology 221. Microbiology and Immunology
- Biology/Psych. 226. Comparative Animal Behavior
- Biology 231. Marine Biology
- Biology 232. Parasitology and Symbiosis
- Biology 2xx. Introduction to Marine Mammals*
- Biology 2xx. Cetacean Biology and Conservation*
- Biology 303. Evolution
- Biology 331. Advanced Marine Biology
- Biology 364. Freshwater and Marine Botany
- Biology 398. Ornithology
- Chemistry 103. Chemistry and Our Environment
- Chemistry 303. Current Problems in Environmental Chemistry
- Physics 160. Geology

* offered through the Marine Studies Consortium

Family Studies Minor
Professor Yllö (Sociology) and Associate Professor Price (Psychology), Coordinators

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available online at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

The minor in family studies is designed for students who wish to study individuals within a family context and the family as an institution in a matrix of other social institutions. As an institution with many functions, the family is subject to cultural variation and historical change through processes of adaptation and transformation. The minor in family studies at Wheaton is based primarily in human development and family sociology, but it also provides a broad-based liberal arts perspective on the family which is viewed from a wide range of disciplines. Students are encouraged to develop internships related to child and family services in the community, and to do research and internships at Wheaton’s Elisabeth Amen Nursery School.
The minor consists of five courses:

**Required**

1. Sociology 235  Families in Transition
2. One of the following:
   - Anthropology 350.  Gender & Social Organization
   - Economics 241.  Women in the U.S. Economy
   - Psychology 308.  Developmental Competencies of Children Living In Poverty
   - Sociology 311.  Violence Against Women

**Electives**

- Anthropology 255.  Women in Africa
- Classics 266.  Women in the Classical World
- English 286.  Children’s Literature
- Pol. Sci. 022.  Family Law
- Psychology 203.  Developmental Psychology
- Psychology 235.  Human Sexuality
- Psychology 306.  Infancy Across Cultures
- Psychology 342.  Laboratory in Child and Family Assessment
- Psychology 375.  Systems and Change
- Religion 142.  Religion and Sexuality

**Film**  (See English)

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**First-Year Seminar: Great Controversies**

Associate Provost Brooks, Coordinator

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The first-year seminar 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 published in The First-Year Seminar Brochure, which is mailed to new students in June. 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 First-Year Seminar section is normally their faculty advisor for the first year.

Open only to first-year students in the fall semester; sections limited to 16–18 students. (Fulfills the First-Year Seminar requirement.)

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**French Studies**

Professor Gallagher, Chair
Associate Professors Anderson and Walsh
Assistant Professor Danehy

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

The department offers courses in French culture, literature and language, conducted in French except where otherwise specified. In language courses, classroom practice in speaking is supplemented by work in the language laboratory.

Applicants for admission who have taken an Advanced Placement course in French 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 major-level French course at the college. Before enrolling in a first French course at Wheaton, all students who have previously studied French must take the placement test given by the department.
The French Studies major consists of ten or more courses, at least two of which must be taken the senior year. Specific requirements are:

1. French 235 and French 236 and French 245
2. at least one of the following cultural studies courses:
   - French 317, 320, 346
3. at least one course in each of the following periods:
   a. Middle Ages or Renaissance (French 301 or 302)
   b. Seventeenth or 18th century (French 327 or 329)
   c. Nineteenth or 20th century (French 331, 338, 347, 349, 356 or 357)
4. at least two other courses above French 245 (may include those listed above) (By prior arrangement with the chair of the French department, students may substitute History 322 or Art History 276 or Art History 353 for one of these electives.)
5. a French 300-level course designed “senior concentration course.”

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.

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 French minor consists of five French courses, including at least two at the 300 level.

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 year-long courses.)

102. Beginning French
Develops the ability to understand and speak authentic French in a meaningful context. The French in Action videotapes 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. Open only to students with no previous study of French, and to those with very limited prior study upon completion of the French placement test. (Foreign Language) Department

211. Intermediate French
Using the Capretz audio-visual method, students review essentials of French grammar and vocabulary while being introduced to a variety of situations from everyday life in France. Emphasis on idiomatic oral production and comprehension first, on reading and writing second. Consists of four classes per week, plus work in the language lab or media center. Prerequisite: French 102, placement test, or permission of instructor. (Foreign Language) Department

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. Prerequisite: French 211, placement test, or permission of instructor. (Foreign Language) Gallagher, Walsh

295. Advanced French Grammar
An intensive review of essential grammar for advanced French studies, with emphasis on structural exercises, writing, and oral presentations. The course is appropriate for those who need to master the more difficult grammar and idioms of the language before continuing in the advanced cycle of literature and culture courses. Prerequisite: French 221, placement test, or permission of instructor. (Foreign Language) Gallagher, Walsh

296. Writing and Speaking in French
Recommended as an introduction to the 300-level curriculum in French. Stresses clear, precise, and idiomatic expression in both writing and speech through exposés, debates,
discussions, and a series of short papers. Work on grammar and pronunciation as needed.  
Prerequisite: same as French 295. (Foreign Language)  
Anderson

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  
Reading and discussion of novels, plays, poems and essays by major French authors of the nineteenth and twentieth centuries. Poetry of Baudelaire, Apollinaire and Eluard, among others; and works by authors such as Gide, Camus, and Duras. (Arts and Humanities and Foreign Language)

Danehy

236. Introduction to Early French Literature  
Reading and discussion of novels, plays, and poems by major French authors from the Middle Ages to the 19th century. We will read, discuss, and write about Tristan et Iseut, poems by Ronsard, Racine’s Phèdre, Diderot’s La Religieuse, and Flaubert’s Madame Bovary. (Arts and Humanities and Foreign Language)

Gallagher

245. Introduction to French Culture  
What does it mean to be French today? What factors contribute to French national identity and how has that identity changed due to ethnic and social changes in recent years? France takes pride in its millennial history and cultural heritage; studying its political, aesthetic and social movements from the Middle Ages to the present offers an indispensable background for students wishing to visit the country or continue in French studies. In this course we look at critical turning points of French history with a view to understanding today’s France, including social policies as they affect work, race relations, the family, and gender issues. (Arts and Humanities and Foreign Language)

Walsh

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’ Yvain and Lancelot, Aucassin et Nicolette, Les Lais of Marie de France, Le Mystère d’Adam, and the poetry of François Villon.

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 epic Gargantua; 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.

Gallagher

317. Intellectual and Cultural History of France Before 1789  
A selective study of the pre-Revolutionary history, thought, art and literature of France. Emphasis on the events, ideas and works of the past which modern Frenchmen and women know as part of their cultural heritage.

Department

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.

Danehy
327. Moralists and Misanthropes, Sociability and Individualism in Literature of the Ancient 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.

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 in stories of love and seduction. As they test the realms of nature and reason, they bear witness to the dramatic social and ideological changes which 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.

Walsh

331. Other Voices, Other Stories: Great Works of Lesser-Known Authors from France and the Francophone World
This course studies novels and short stories by contemporary women writers whose stories defy traditional literary forms and introduce 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. Authors may include Marguerite Duras, Dorothy Letessier, Anne Hébert, Annie Ernaux, Assia Djebar, Calixthe Beyala, Mariama B, and Maryse Condé.

Walsh

338. Literature and Society in Post-Revolutionary France
How did writers reflect and react to changes in French society, and how did literary forms evolve in the years following the tumultuous events of the French Revolution and the rise and fall of Napoléon? Study and discussion of works by novelists and poets such as Constant, Balzac, Flaubert, Zola, Baudelaire and Rimbaud.

Walsh

346 and 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, Bunuel, Tavernier, and others. Lectures in English; readings, written work, and discussions in English (246) or in French (346). (246. Arts and Humanities)

Walsh

347. Literature, the Arts, and Society from the Belle Époque to Vichy
Emphasis on representative shorter works in prose, theatre, and poetry. Readings may include Giraudoux, Valéry, Proust, Apollinaire, Colette, Sartre and the surrealists. Consideration of issues such as the decline of the realistic novel, the relationship between literary and pictorial arts, and the communal loss of innocence after the first world war.

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 1950’s. 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).

Anderson

356. Le Théâtre et la Société Française
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.

Walsh

357. French Theatre in the 20th Century
Varied forms and innovations in the French theatre since the turn of the century, including farces by Feydeau, pre-surrealist and surrealist inventions by Jarry, Apollinaire, plays by Cocteau, Claudel, Giraudoux, Sartre and
Camus, and some “absurd” theatre creations of Beckett, Ionesco, Vian, Arrabal.

Department

300-level 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. Required of majors in the senior year.

Department

Courses Given in English

241. Masterpieces of French Literature
Reading and discussion of significant works from the twelfth through the twentieth centuries in English translation, including Tristan and Iseut, The Princess of Clèves, Phèdre, The Nun, Old Goriot, Madame Bovary, Thérèse Desqueyroux, and The Voyeur. Credit may not be applied to a major in French. (Arts and Humanities and Writing Intensive)

242. French for Reading Knowledge
Intended for students who wish to acquire in a short time a good reading knowledge of French; the focus of the course will be on this one skill only. Toward the end of the semester, supplementary readings from specific areas of students’ interest—the humanities, social sciences and natural sciences—will be read as time permits. A course for those going on to graduate study or for anyone wanting access to the mass of untranslated material—journalistic, general or highly specialized—available only in French. Intended for those with little or no previous study of French. Does not satisfy the language requirement.

246. New Wave and Newer: French Cinema since the 1950s
(See course description above.)

German

Professor Relihan, Coordinator (German and Russian)
Assistant Professor Denton
Visiting Assistant Professor Lex
Language Assistant Groenke

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The 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.

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 of 5 on the German Advanced Placement Examination administered by the ETS.

We encourage students to spend time abroad in summers and during their junior semesters. Recently, students have studied in the very successful IES programs at Freiburg, München, Vienna, and Berlin. IES also sponsors internship programs that satisfy the second transcript requirement at Wheaton. We advise students to start planning for junior year abroad early during their sophomore year and to make such study abroad an important part of their Wheaton career.

Major in German
The major in German consists of nine courses beyond the level of German 201 and includes four courses at the 300 level and the Senior Seminar (401). We encourage students to consider double majors with other programs such as International Studies.

Minor in German
The German minor makes a perfect complement and gives an international component to many other majors. It consists of five courses, one at the 300 level.

Major in German Studies
We have designed this major to encourage students to pursue interdisciplinary studies in a number of fields that relate directly to German and do not require proficiency in the German language: among others, history, art history, music, philosophy, and psychology.
Students construct their own program, which consists of 10 courses, five in the German department and five in other departments. Please consult with us concerning a list of approved courses in other departments.

**Language Courses**

We encourage students either to begin or to continue their study of German at Wheaton. Incoming students with a background in German take a placement test that places them appropriately according to their level of proficiency.

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<tr>
<th>Course</th>
<th>Description</th>
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<tr>
<td>101. Elementary German</td>
<td>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 and an intensive session with our German language assistant.</td>
</tr>
<tr>
<td>102. Elementary German</td>
<td>A continuation of German 101 with emphasis on speaking and listening skills through use of video—and we learn to read in German. Prerequisite: German 101 or departmental placement.</td>
</tr>
<tr>
<td>201. Intermediate German</td>
<td>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 an intensive session with our German language assistant. Prerequisite: German 102 or departmental placement.</td>
</tr>
<tr>
<td>202. Intermediate German</td>
<td>A continuation of German 201. Prerequisite: German 201 or departmental placement.</td>
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<tr>
<td>240. Advanced German</td>
<td>The emphasis of this course is on increasing your reading, speaking, and writing skills. Reading of literary and nonliterary texts; viewing of videos and film; writing of short compositions; and conversations in German. Prerequisite: German 202 or departmental placement.</td>
</tr>
<tr>
<td>242. Introduction to German Studies</td>
<td>This course continues Advanced German, but with emphasis on German cultural studies: an introduction to the studies of literature, culture, and film. Prerequisite: German 202 or departmental permission.</td>
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</table>

**Courses in Literature and Culture**

These courses are conducted in German, and all reading and writing is in German. All 200-level literature classes require German 242 or departmental permission as a prerequisite. All 300-level classes require as a prerequisite a previous course in German literature at the 200-level. We attempt to offer all of these courses within a two-year sequence.

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<tr>
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<tr>
<td>261. Introduction to Early German Literature</td>
<td>Readings from 1000 years of German culture from the <em>Nibelungenlied</em> to Grimms’ <em>Märchen</em>. We take an interdisciplinary approach, comparing literature to German art, architecture, philosophy, and music.</td>
</tr>
<tr>
<td>265. Letters and Journals</td>
<td>A study of the history of letter-writing and the keeping of journals. Such writing is literary, social, intimate. Each week we will explore the epistolary and diary world of a different writer, a different epoch, a different historical context.</td>
</tr>
<tr>
<td>274. Film, Fairy-Tales, and German Culture</td>
<td>This course consists of a weekly film series—expressionist film, new wave, the newest films from Germany—enhanced by a study of Grimms’ <em>Märchen</em> and readings in 20th-century German literature.</td>
</tr>
<tr>
<td>303. Telling Fantastic Tales: Märchen und Novellen</td>
<td>From fairy tales to 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...</td>
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</tbody>
</table>
technique. Prerequisite: German 242, placement, or permission of instructor.

Denton

304. Literary Greatest Hits: Erbe und Canon.
A survey of great works of German literature and the Germans who created them: canon-building and German literary-cultural ideals of greatness. Prerequisite: German 242, placement, or permission of instructor.

Denton

This course meets with German 265. It provides intensive reading and research for advanced students.

Denton

370. Goethe
In this course, we explore the German icon Goethe—but from the perspective of Americans. We concentrate on reading his poetry and two major works: Werther and Faust I. And one of our jobs will be to create a textual apparatus—word definitions, descriptions of the plot, and snap-shot interpretations—that we can pass on to Wheaton German students in the years to come.

Denton

401. Senior Seminar
Intensive research for majors meeting with faculty on a weekly basis. This seminar is coordinated with another 300-level literature course. (Writing Intensive)

Denton, Lex

Courses in English
These courses are conducted in English; all reading and writing is in English. There are no prerequisites, and no knowledge of German or Germany is expected.

273. Film, Fairy-Tales, and German Culture
This course consists of a weekly film series—expressionist film, new wave, the newest films from Germany—enhanced by a study of Grimms’ Fairy-Tales and readings in 20th-century German literature. (Arts and Humanities)

Denton

275. Beyond Good and Evil in Film and Literature
Good and evil in German literature and film, and the possibility of thinking “beyond morality” (Nietzsche). Themes and topics addressed will include Mephistopheles, the Virgin Mary, Hitler and the Holocaust, and 20th-century fiction. (Arts and Humanities)  

Denton

298. Germany: History vs. Culture
An interdisciplinary, team-taught course, cross-listed in German and history. The subject is 20th-century Germany, approached from two different perspectives: history and German studies. Weekly examination of historical sources and analyses using novels/arts/film, looking for continuity and contradictions. Topics include: World War I, Weimar Culture, Hitler, the Holocaust, the Wall, Berlin, and unification. (Arts and Humanities and Western History)

Baker (History) and Denton (German)

Greek (See Classics)

Hispanic Studies
Associate Professor Medina, Chair
Assistant Professors Tierney-Tello, and Song No; Visiting Assistant Professor Brucato, Monet-Viera; Instructor Houldsworth

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

The program of Hispanic Studies 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.

Language Courses in Spanish
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.

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. Before enrolling in a first Spanish course at Wheaton all students who have studied Spanish must take the placement exam given by the department.

The Major in Hispanic Studies
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 studies 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:

1. One required course in Hispanic civilization and culture:
   - Hispanic Studies 260 (The Hispanic World: Spain)
   - Hispanic Studies 280 (The Hispanic World: Introduction to Latin American Culture)

2. Two required survey courses in Hispanic literature:
   - Hispanic Studies 305 (Literary Currents in Spain I: From the Middle Ages to the end of the Golden Age)
   - Hispanic Studies 306 (Literary Currents in Spain II: 18th, 19th and 20th Centuries)
   - Hispanic Studies 315 (Spanish American Literature I: Colonialism to Modernism)
   - Hispanic Studies 316 (Spanish American Literature II: Contemporary Literature)

3. One senior seminar (Hispanic Studies 400) that allows students to integrate the diverse perspectives gained in courses and readings. (Usually taken in the Spring of the senior year.)

4. Five more elective courses at the 200 (220 or above beginning with the class of 2001) and 300 levels.

The Minor in Hispanic Studies
Any combination of five courses above 200, including at least one at the 300 level or equivalent.

Study Abroad
PRESHCO Programa de Estudios Hispánicos en la Universidad de Córdoba (Spain).

The opportunity to study abroad is an integral part of the program of Hispanic studies at Wheaton College. Majors, minors and other serious students of Hispanic studies are expected to spend their junior year or a semester abroad, either with PRESHCO in Spain, or another approved program in Latin America or Spain.

PRESHCO is housed in the University’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 study-
ing 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 PRESHCO coordinator (Medina) and the Director of International Programs (Gaylord).

Language Courses—Elementary Level

101., 102. Basic Spanish
A year-long 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. Open only to students who have not studied Spanish. (Foreign Language) Department

105., 106. 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. (Foreign Language) Department

Intermediate Level

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. Prerequisite: Hispanic Studies 102, 106, placement exam or consent of the department. (Foreign Language) Department

200. Readings in Contemporary Hispanic Literature
Reading and discussion in Spanish of a number of Spanish and Spanish American texts (drama, novel, short stories and poetry). Non-literary texts such as films and music will also be included. The course is designed: 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. Prerequisite: Hispanic Studies 150, placement exam or consent of the department. (Arts and Humanities and Foreign Language) Department

Advanced Intermediate Level

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 socio-cultural 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. Prerequisite: Hispanic Studies 200, placement exam or consent of the department. (Foreign Language) Department

240. Advanced Oral and Written Communication II: Composition
This course is designed to improve student's writing skills in Spanish, with emphasis on the practice of various types of writings: formal letters, diary, poetry, essays, short stories and analysis of literary texts and social and politi-
cal 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. Prerequisite: Hispanic Studies 220, placement exam or consent of the department. (Foreign Language and Writing Intensive)

Department

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. Prerequisite: Hispanic Studies 240 or consent of the department. (Arts and Humanities and Foreign Language)

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 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. Prerequisite: Hispanic Studies 240 or consent of the department. (Arts and Humanities and Foreign Language)

Medina, Tierney-Tello

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. Prerequisite: Hispanic Studies 240 or consent of the department.

Department

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. Prerequisite: Hispanic Studies 240 or consent of the department.

Medina

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. Prerequisite: Hispanic Studies 240 or consent of the department.

Tierney-Tello

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 work. Prerequisite: Hispanic Studies 240 or consent of the department.

Medina, Tierney-Tello

Studies in Literature
(Course content varies from one year to another)
Prerequisites for the following courses are 305 and 306, or 315 and 316, or consent of the department.

320. Studies in Spanish Literature of the Middle Ages and the Golden Age

330. Studies in Spanish Literature of the Eighteenth and Nineteenth Centuries

340. Studies in Spanish Literature of the 20th Century

Studies in Spanish-American Literature: Drama and Poetry
Studies on Hispanic Women Writers
Independent Study
Seminar in Hispanic Studies. Intensive study of a selected author, genre, literary movement or theme. Each student is required to present a major paper as a culmination of the semester’s work.

Special Courses

Spanish Practicum Internship
In collaboration with the Filene Center for Work and Learning, 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, in after-school programs, etc. Class discussion will focus on the histories and cultures of Latinos in the U.S., and other issues pertaining to this community. Only open to juniors and seniors. Prerequisite: Hispanic Studies 240 and interviews with the Department chair and the Director of the Filene Center. Medina, Tierney-Tello

Course in Translation

Contemporary Latin American Fiction in Translation
Readings in translation of significant works by modern authors from Latin America.

Courses Offered by PRESHCO every year

Language

Advanced Grammar and Composition
The objective of this course is to increase proficiency in the Spanish Language through corrective phonetic and exercises in syntax, stylistics, and vocabulary building. Required of all students.

Translation
Theory and practice of translation between English and Spanish. Recommended for students who have a strong foundation in both languages.

History

History of Spain: An Overview of Spanish Civilization
A study of the major trends and development in the evolution of Spanish society and culture from its origins to the present.

History of Spain: Andalusia before the Romans
The culture of southern Spain prior to the Roman invasion. Special attention given to the importance of Iberian culture for subsequent Andalusian life.

History of Spain: Andalusia during the Roman Period
A study of the social realities of Andalusia during its configuration as one of the Roman provinces (Baetica). The analysis of the society of this period (second century B.C. to third century A.D.) will be based on literary, archaeological, epigraphic, and juridical documents.

History of Spain: The Middle Ages
Spain to 1492, with emphasis on the simultaneous existence of Jewish, Arabic, and Christian civilization, and the Christian Reconquest of the Iberian Peninsula.

History of Spain: Moslem Andalusia
Cultural and social history of Al-Andalus during the Islamic period (711-1492)

History of Spain: 1492 – 1700
Social and political history of Spain during its two centuries as a major world power. The Spanish Empire in Europe and America, evolution of Spanish society, rise and fall of the Hapsburg dynasty.

History of Spain: The Colonization of America
The creation and administration of Spain’s empire in the New World. Viewed from cultural, social, economic, and ethical perspectives.

History of Spain: The 18th and 19th Centuries
A study of Spain’s political history from 1700 to 1900. Emphasis on the reform movements that have shaped the Spanish nation.

History of Spain: The 20th Century
Spain since 1900. The Primo de Rivera dictatorship; fall of the monarchy; Second Republic; Civil War; Franco Regime; restoration of the Bourbons; transition to a modern democratic state.
1405. History of Spain: Spain and the European Economic Community (1976 – 1992) Spain’s contemporary history since the death of Franco in 1975. The course will concentrate on the major events of the nation’s transition to democracy, on the social changes that have taken place, and on the adaptation of Spain’s economy to membership in the European Community.

1407. History of Spain: Special Topic Course content varies from one semester to another.

Geography

1411. The Geography of Spain Physical and social geography of Spain, with emphasis on Andalusia.

Literature

1421. Spanish Literature: The Golden Age A survey of the major literary works of Spain’s 16th and 17th centuries.

1422. Spanish Literature: The Modern Period Major works and authors of the 19th and 20th centuries.

1423. Literary Criticism A study of current trends in literary criticism and their application to Spanish literature. Recommended for students with some previous study of literature.

1425. Spanish Literature: Special Topic Course content varies from one semester to another.

Fine Arts

1431. Spanish Art History A survey of the major accomplishments of Spanish painting since the 17th century.

1432. Moslem Art A study of the most important monuments in Spain from the Islamic period: the great Mosque of Córdoba, the palatial city of Medina-Al-Zahra, the Almohade buildings and the Alcázar of Sevilla, and the Alhambra of Granada. Study of the influence of Moslem art and other Spanish styles, particularly on Mudéjar art. Slides, visits to sites.

1433. The Music of Spain A panoramic view of Spanish music, from the Mozarabic chants and Medieval cantigas to the nationalistic tendency of the 20th century. Special attention to Arabic influences in Spanish music.

1435. Fine Arts: Special Topic Course content varies from one semester to another.

History

Professors Bloom; Chandra, Chair; and Crosby
Associate Professor
Assistant Professors Baker, Bezís-Selfa, and Tomasek
Instructor Dolita Cathcart

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/ Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

The History Department offers a variety of courses grouped in three categories: general interest courses, national histories and advanced courses.

The major program in history requires a minimum of 10 courses. These include:
1. Five courses in an area of concentration—America, Asia, or Europe—or in a period of concentration, such as the 20th century. (Period concentrations must include courses drawn from all three areas.) At least two of these five courses must be at the 300 level or above.

2. Concentrators in an area must also take three courses outside the area of concentration, one of which must be in each of the other two areas. One of these courses may be in Latin American history, provided that the other two courses are in the two areas outside of the area of concentration. Concentrators in a period must take three courses in periods outside the one chosen for concentration.

3. The Junior Colloquium (History 302). Required of all majors in the first semester of the junior year, except those on LOA, JYA or 12-College Exchange, who must take it in the senior year.

4. Seminar (History 401). No more than three 100-level courses shall be counted toward the major.

Occasionally, by permission of the department chair, students may substitute as an elective a course offered by another department.
Guidelines have been established for interdepartmental 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 American studies, Asian studies, German studies, international relations, Russian studies, and women’s studies.

The history minor consists of at least five courses. Four courses must be in either a single area or a single period of concentration. One course must be outside the area or period 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-American and African studies; development studies; family studies; Latin American studies; and management.

Explorations in History—Courses of General Interest

100. Ancient Western History
A survey of all pre-Christian western societies and cultures, including neolithic, Celtic, Egyptian, Greek and Roman, 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 the arts and ideas. (Western History) Quinn

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. (Western History) Baker, Crosby

102. The Development of Modern Europe Since 1789
Europe from the French Revolution to the present. Topics include: the development of industrialism, nationalism, romanticism, imperialism, democracy, socialism, communism and fascism; the impact of two world wars; totalitarianism; and Europe’s post-World War II renaissance. (Western History) Baker

141. Culture and Values in Historical Perspective: China and Korea
This course will be an examination of the culture and values of China and Korea. The role of Confucian, Taoist, Legalist, Buddhist, Communist and democratic ideologies in shaping the individual, family, community, aesthetics, commerce, and government and law will be the principal topics of discussion. Principally for freshmen and sophomores. (Perspectives on the Non-Western World) Chandra

142. Culture and Values in Historical Perspective: Japan and India
The role of Confucian, Taoist, Legalist, Buddhist and Shintoist ideologies and Western world views in shaping Japanese concepts of the individual, family, community, aesthetics, commerce, and government and law will be the principal topics of discussion in the first half of the semester. The role of Hindu, Buddhist, Jain, Islamic, Sikh, and Western world-views in shaping similar concepts and institutions in India will be the focus of the second half. Principally for Freshmen and Sophomores. (Perspectives on the Non-Western World) Chandra

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 post-colonial 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. (Perspectives on the Non-Western World) Chandra

207. Medieval Europe
A survey of the history and culture of Europe, 300-1300. The institutions of feudalism, monarchy and the church will be examined; the development of monasticism and Christian philosophy. Throughout the basic
narrative of events the course will focus on the medieval outlook as expressed in philosophy, art, literature and music. *(Western History)*

213. The History of the Civil Rights Movement  
This course will examine, through readings and films, those events which 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 which 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. *(Cultural Diversity)*

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: the rise of Muscovy, the Romanov dynasty, Russia and Europe, reform and revolution in the 19th century, the Russian Revolution, Leninism and Stalinism, and the demise of the U.S.S.R. and its aftermath. *(Perspectives on the Non-Western World)*

221. History of the Middle East  
A survey of Middle Eastern history from the rise of Islam to the present, with a focus on factors contributing to the conflicts of today. Topics include Islamic civilization, the Ottoman Empire, the impact of the West, Arab and Iranian nationalism, the creation of Israel, the Iranian revolution, the Intifada and current developments in the region. *(Perspectives on the Non-Western World)*

226. Women in East Asia: Past and Present  
The traditional and changing roles of Chinese, Korean, and Japanese women will be examined with the help of primary and secondary readings and inter-disciplinary approaches. Women’s self-images and men’s attitudes toward them will be given equal attention. The attempt will be to understand East Asian women’s personal and social experiences in national historical sequences and comparative contexts. *(Open to all classes. Perspectives on the Non-Western World)*

240. German History: 1848-Present  
A survey of German history from the failed revolutions of 1848 to national reunification in the 1990s. Topics include: 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. *(Western History)*

275. Psychology and History  
Examination of the uses of psychology in an attempt to understand the past. Readings will include works on such diverse personalities as Luther, Theodore Roosevelt, Gandhi, Hitler and Richard Nixon. Some attention also given to psychological interpretations of family and group history and of social movements. *(Perspectives on the Non-Western World)*

285. History of Science to the Scientific Revolution.  
Current dominance of “science” as a symbol of progress and prosperity has its roots in the cultural traditions of medieval Christian Europe and its selective appropriation of a Greek heritage. This course addresses the historical context, structure and development of science; and explores science as a cultural and sociological phenomenon while tracing changes in the perception of nature and human knowledge over time. *(Western History)*

298. Germany: History vs. Culture  
An interdisciplinary team-taught course, cross-listed in German and history. The subject is 20th-century Germany, approached from two different methodologies: history and German studies. Weekly examinations of historical sources and analyses using novels/films/art, looking for continuity and contradictions. Topics include: World War I, Weimar Culture, Hitler, Holocaust, the Wall, Berlin, unification. *(Arts and Humanities and Western History)*
National Histories

201. American Colonial History to 1776
Covers colonial North America’s past. Topics include: indigenous societies before contact, European reconnaissance and colonization, rise of indentured servitude and slavery, social and cultural exchange between Native Americans, Africans, and Europeans, and the social, political, cultural, and economic development of British North America in the 18th century. (Cultural Diversity or Western History)

Bezís-Selfa

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. (Western History)

Tomasek

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. (Western History)

Tomasek

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. (Western History)

Bezís-Selfa

205. America Between the Wars: 1914-1945
The two world wars bracket a period of extremes in American history — the roaring twenties and the depression of the thirties. 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. (Western History)

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 counter-culture, Watergate, economic fluctuations, and political cynicism all raised particular concerns. This course will trace American history in these years—political, social and cultural. (Western History)

Bloom

208. Native American History
Examines histories of indigenous peoples of the U.S. Topics include: settlement, pre-contact culture, interaction with European colonizers, impact of U.S. territorial expansion, assimilation and reservation life, termination, and recent efforts for cultural revival and economic and political self-determination. (Cultural Diversity)

Bezís-Selfa

209. African American History to 1877
Examines the early history of people of African descent in North American, 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. (Cultural Diversity or Western History)

Cathcart

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 institution 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. (Cultural Diversity or Western History)

Cathcart

211. History of England to 1688
Examination of the political, economic and cultural development of England from earliest times. Topics include: early Celtic and Roman societies, the impact of William the Conqueror, and medieval aristocratic rivalries. Special attention given to the Tudors and Stuarts. (Western History)

Crosby
212. History of England from 1688 to the Present
Development of broad political, economic and cultural themes. 18th-century aristocratic society, the impact of industrialization, and the growth of Empire and England’s contemporary adjustments to an altered world position are specific topics that will be examined. (Western History) Crosby

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. (Cultural Diversity or Western History) Baker

218. Latin America to 1826
Examines Latin America’s past from human settlement to national independence. Topics include histories of indigenous peoples prior to arrival of Iberians; Iberian conquest and colonization of Mesoamerica, South America, and Caribbean basin; cultural, commercial, and biological exchange between Europeans, Africans, and indigenous Americans; rise of African slavery; economic, political, and social development, and revolutions for national independence. (Perspectives on the Non-Western World) Bezís-Selfa

219. Modern Latin America, 1826 to the present
Covers history of Latin America during national era. Topics will include: nation-building, economic development, abolition of slavery, role of U.S. in Latin America, national revolutions, and politics, economics, and culture during Cold War and thereafter. Focus on histories of four nations: Argentina, Brazil, Cuba, and Mexico. (Perspectives on the Non-Western World) Bezís-Selfa

220. Latinos in the United States, 1500 to the present
Covers history of Latinos in the U.S. from Columbus’ arrival to present. Focus on how Latinos have shaped and been shaped by life in the U.S. and on comparing experiences of Latinos to those of other racial/ethnic/immigrant groups in the U.S. (Cultural Diversity) Bezís-Selfa

230. U.S. Women to 1869
Surveys the history of women in the United States from the colonial period to 1869. Examines both the process through which a distinctly European-American, middle-class concept of “womanhood” came to dominate the culture of the new nation and the strategies through which women of diverse races, classes, and ethnicities struggled against that culture. (Cultural Diversity or Western History) Tomasek

231. U.S. Women since 1869
Surveys the history of women in the United States from 1869 to the present. Explores the achievements of middle-class European-American reformers and discusses the significance of differences of race, class, culture, and sexual orientation among women in the United States. (Cultural Diversity or Western History) Tomasek

265. Traditional Chinese Civilization
Introduction to the civilization of China to 1839. The political, social and cultural institutions, ideologies and values of China prior to the Opium War. The focus of inquiry will be on understanding both the strengths and weaknesses of traditional Chinese body-politic. (Perspectives on the Non-Western World) Chandra

267. Traditional Japanese Civilization
Introduction to the civilization of Japan prior to 1853. The political, social, cultural and economic structures, ideologies and values of Japan prior to the “opening” of the country by America’s Commodore Perry. The focus of inquiry will be on understanding both the strengths and weaknesses of traditional Japanese body-politic. (Perspectives on the Non-Western World) Chandra

Advanced Courses
050. Senior Colloquium in American Studies
Through readings and discussion the course will seek to bring together the various disciplines and methodologies pertinent to the American Studies major. Required of, and limited to, senior American Studies majors. (One-half credit) Bloom
302. The Junior Colloquium
This course serves as an introduction to the study of history. It examines the ways in which historians have viewed the past over the centuries. Readings are from several areas of history, including America, Asia, and ancient, medieval, and modern Europe. Special attention will be given to the newer historical approaches to the past: these include women’s history, black history, psychology and history, and social history. Required for all history majors. Normally taken in the fall semester of the junior year. (Writing Intensive)

Crosby, Quinn

313. Issues in the History of Women in Europe
A thematic approach to issues within the broad perspective of women’s experiences in Europe from pre-history to the present. Topics will include matriarchal, goddess worshipping cultures; women within patriarchy; women and Christianity; the education of women; development of women’s political and legal rights; debates concerning reproductive freedom. Open to juniors and seniors, sophomores by permission of the instructor.

Quinn

314. Renaissance, Reformation and Revolution: Europe 1350-1650
The dissolution of the medieval synthesis and the rise of humanism; developments in culture and thought in Italy and on the Continent; religious Reformation. Includes an examination of the impact of intellectual changes on popular classes and issues of gender. Open to juniors and seniors, sophomores by permission of the instructor.

Quinn

315. Authority and Society: Europe 1660-1715
The creation of centralized dynastic monarchies in 17th-century Europe, and the transmission of monarchical power throughout society. Family life and social conditions within a growing authoritarian framework is given special attention. France at the time of Louis XIV and Stuart England provide most examples. Open to sophomores, juniors and seniors. (Writing Intensive)

Quinn

322. Ideas and Actions: European Enlightenment and the French Revolution
Investigation of the intellectual climate and political conditions preceding the French revolution. The revolution itself is examined in some detail, including the roles played by Danton, Robespierre and others. Concludes with a study of Napoleon as revolutionary, soldier and statesman. Open to sophomores, juniors and seniors. (Writing Intensive)

Crosby

324. Topics in 19th-Century European History
An examination, through class work and an independent reading project, of several topics of particular import both to the contemporary world and to 19th-century Europe. Topics may include: the impact of industrialism, urban development, imperialism, international relations, Darwinism, the status of women, liberalism and socialism, revolution, or others. Open to juniors and seniors, sophomores with instructor’s permission only. (Writing Intensive)

Crosby

328. Europe Since World War II
A detailed examination of Europe’s diminished role in the world after 1945: postwar reconstruction, justice for victims of Nazism, the Cold War, decolonization, postwar culture in East and West, youth protest movements, the impact of neoconservatism, the fall of Communism, and the rising threat of right-wing violence. Open to juniors and seniors, sophomores with instructor’s permission only.

Baker

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. Open to juniors and seniors. (Writing Intensive)

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. Open to juniors and seniors. (Writing Intensive)

Bloom
338. U.S. Labor History
Explores history of work and working Americans from colonial era to present. Examines how race, technology, politics, gender, organizational innovations, and global economic changes have shaped workers' consciousness and their experience of work.
Bezís-Selfá

339. Slavery in the Americas
Explores and compares experiences of enslaved Africans in the Americas from 1500 to 1888. Examines African slave trade, creation and transfer of plantation slavery within the Atlantic world, politics and cultural change within slave societies, abolition, and historical legacies of slavery for Americans. (Cultural Diversity)
Bezís-Selfá, Cathcart

340. U.S. Women and Work
What is women’s work, and who does it? 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 variation by race, class, and region. Open to juniors and seniors.
Tomasek

341. History of Sexuality
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.” Open to juniors and seniors.
Tomasek

345. 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. Open to sophomores, juniors and seniors. (Perspectives on the Non-Western World)
Chandra

370. European Radical Movements
A thematic 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. Focusing on relatively benign movements such as pacifism, health and new religions as well as the more infamous ideologies of racism, fascism, and Stalinism. Open to juniors and seniors; sophomores with instructor’s permission only.
Baker

399, 299, 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 Field Work programs for credit in conjunction with the Filene Center for Work and Learning.
Department

401. Seminars
Designed to allow intensive investigation of a limited period or topic in history; subjects to be offered are reviewed annually. A minimum of three courses are offered each year, the titles to be announced each spring. Open to seniors, with preference given to those majoring in history and American Studies. (Writing intensive)
Department

500. Individual Research
Offered to selected majors at the invitation of the department with a view toward developing a program leading to consideration for departmental honors. Students interested in being considered for such a program should contact the Department Chair at any time during the junior year, or at the beginning of the fall semester in the senior year.
Department
Interdepartmental

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

From time to time interdepartmental courses are offered by faculty members in more than one department. See class schedule.

There are minor concentrations in Africana studies (see Kerner, Anthropology Department); computer science (see LeBlanc, Mathematics and Computer Science Department); legal studies (see Goodman, Political Science Department); management (see Walgreen, Economics Department); and urban studies (see Grady, Sociology Department).

INT 198. 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 some 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 day-long expeditions on Boston Harbor, the Cape and Quabbin Reservoir.

The first semester will focus on water problems on Cape Cod; the second semester 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 as the way in which to meet their science requirements.

Fahey, Morgan

International Relations

Professors Boroviak (Political Science) and Weil (Economics), Coordinators

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

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 coordinators. 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 either taking a research methods course in political science or history or an analysis course in economics. Students are encouraged to take Math 141 (Statistics) for their math requirement.

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.

Outline of Courses for the International Relations Major

1. Core Courses
Required of all students Political Science 109 International Politics, Political Science 229 U.S. Foreign Policy, Economics 304 International Economics (note that Economics 101 and 102 are prerequisites), Political Science 309 International Law or Political Science 339 Theories of International Relations, IR 402 Senior Seminar.

2. Foreign Language
Competence at the intermediate level in a modern foreign language. (For languages taught at Wheaton the equivalent would be passing French 211, German 202, Italian 202, Russian 211 or Hispanic Studies 150.)
3. 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 in political science. (With permission, students may substitute an appropriate course other than those listed.

**Europe And Russia**
- **History 102.** The Development of Modern Europe Since 1789
- **History 240.** German History, 1848-Present
- **History 328.** Europe Since World War II
- **Political Science 215.** Contemporary European Governments and Politics
- **Political Science 249.** Soviet/Russian Foreign Policy
- **Political Science 255.** Russian Politics
- **Political Science 267.** Politics and Society in Eastern Europe
- **Political Science 265.** Politics and Society in Eastern Europe
- **Economics 246.** Comparative Economic Systems

**Asia**
- **Anthropology 285.** Stability and Change in South Pacific
- **Anthropology 295.** Peoples and Cultures of South Asia
- **History 141.** Cultures and Values in Historical Perspective: China and Korea
- **History 142.** Cultures and Values in Historical Perspective: Japan and India
- **History 365.** Modern China
- **History 367.** Modern Japan
- **Political Science 209.** Chinese Foreign Policy
- **Political Science 223.** Contemporary Chinese Politics
- **Religion 212.** Sacred Texts of Asia

**Middle East/ Africa/ Latin America**
- **Anthropology 225.** African Cultures in Transition
- **Anthropology 235.** Peoples of African Cultures of Latin America
- **History 219.** Modern Latin American 1826 to Present
- **History 221.** History of the Middle East
- **Political Science 203.** African Politics
- **Political Science 233.** The Politics of Latin America

**Political Science 263.** The Politics of the Middle East
**Religion 316.** Islam: Faith and Practice

4. Applied Topics Courses
At least one of the following courses must be part of the major:
- **Anthropology 210.** Feast or Famine: The Ecology and Politics of Food
- **Anthropology 240.** Anthropology of the City
- **Anthropology 250.** Power and Leadership
- **Economics 232.** Economic Development
- **Economics 246.** Comparative Economic Systems
- **Political Science 309.** International Law and Organization
- **Political Science 323.** Comparative Political Development
- **Political Science 335.** Politics of Divided Societies
- **Political Science 339.** Theories of International Relations

Evaluating Field Work Experience (Overseas internship program or relevant Washington, U.N. or other domestic experience.)

* Economics 246 may not be used as both an area course and an applied course.

** Political Science 309 and Political Science 339 may not be used as both core courses and applied courses. Each may count for either a core course or an applied course.

The minor in international relations requires the completion of Economics 304, Political Science 109, 229, 309, and one course from the Applied Topics Courses of the major program.

**Italian Studies**
Associate Professor Gabriele Fichera
Instructor Fichera

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available online at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

The program of Italian studies offers courses in the arts, language, literature and civilization of Italy.

**Language Courses in Italian**
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 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.

The Minor in Italian Studies

Requirements:
1. Language Competence at the Advanced Intermediate Level (Italian Studies 200: Readings in Contemporary Italian Literature).
2. Five courses from the following:
   - Itas. 200. Readings in Contemporary Italian Literature
   - Itas. 220. Advanced Oral and Written Communication: Conversation and Composition
   - Itas. 235. Contemporary Italian Women Writers in Translation
   - Itas. 260. Italian Civilization
   - Itas. 305. Studies in Italian Literature I
   - Itas. 306. Studies in Italian Literature II
   - Art 115. Tuscan Art and Culture (1250-1580)
   - Art 231. Italian Medieval Art and Culture
   - Art 232. Art and Architecture of the Fourteenth and Fifteenth Centuries in Italy
   - Art 274. Roman Art and Architecture
   - Art 322. Art and Architecture of the 16th Century in Italy
   - Art 336. Venetian Art and Architecture
   - Art 401. (When it concerns Italian topics)

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.

Students may major in Italian studies by taking nine courses from the above list. We also encourage majors to spend their junior year abroad with the ECCO or Brown programs in Bologna, or another approved program. Students interested in this program should consult Tommasina Gabriele or the Department, and plan as early as possible in order to design an individualized program of studies depending upon their personal preferences and career aspirations.

Language Courses—Elementary level

101., 102. Basic Italian

A year-long course conducted by intensive oral method for student 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. Open only to students who have not studied Italian. (Foreign Language)

Department

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. Prerequisite: Italian 102, placement exam or consent of the department. (Foreign Language)

Department

Advanced Intermediate Level

200. Readings in Contemporary Italian Literature

Reading and discussion in Italian of Italian texts (drama, novel, short stories, poetry). Non-literary 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. Three class meetings per week plus work in the language laboratory and media center. Prerequisites: Italian 150, placement exam or consent of the department. (Arts and Humanities and Foreign Language)

Department

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. Prerequisite: Italian 200, placement exam or consent of the department. (Foreign Language) Gabriele

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. Prerequisite: 200 or consent of the department. (Arts and Humanities and Foreign Language) Gabriele

Literature Survey Courses

305. Studies in Italian Literature I
A study of literary movements and genres in Italian literature from the medieval period to the end of the 16th century through the reading and discussion of representative works. Prerequisite: Italian 200 or consent of the department. Gabriele

306. Studies in Italian Literature II
A study of literary movements and genres in Italian literature from the 17th century to the present through reading and discussion of representative works. Prerequisite: Italian 200 or consent of the department. 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 work force; 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. (Arts and Humanities and Writing Intensive) Gabriele

Latin (See Classics)

Latin American and Latino/a Studies

Assistant Professor Bezis-Selfa (History), Coordinator
Associate Professors Medina (Hispanic Studies), Tierney-Tello (Hispanic Studies), and Treviño (Sociology)
Assistant Professors Brucato (Hispanic Studies), Song No (Hispanic Studies), Albro (Anthropology), and Allen (Music)

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/ Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

The Minor in Latin American and Latino/a Studies

The minor in Latin American and Latino/a studies will develop an integrated understanding of the cultures and histories of Latin America and of Latinos/as in the United States. The minor offers opportunities to explore the arts, economies, indigenous and African cultures, literatures, and the political and social dynamics of most of the Western hemisphere. The Latin American and Latino/a 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.

The minor consists of five courses. They are selected from at least three of the five disciplines listed below. Competence in Spanish or Portuguese at the advanced (220) level is also required. Those interested should consult the coordinator and/or participating faculty to design their program.

Requirements:
1. Language: Competence at the advanced level of Portuguese or Spanish. (For Spanish the equivalent would be passing Hispanic Studies 220: Advanced Oral and Written Communication I.)
2. Five courses from at least three disciplines.
Area studies:

Anthropology
235. People and Cultures of Latin America
245. Indigenous Movements in Latin America

Art
255. Pre-Columbian Art and Architecture

Hispanic Studies
270. Studies in Latin American Culture: Cuba and the Pursuit of Freedom
280. The Hispanic World: Introduction to Latin American Culture
315. Spanish American Literature I: Colonialism to Modernism
316. Spanish American Literature II: Contemporary Literature
318. Spanish Practicum Internship
350. Studies in Spanish American Literature

Watch for other special courses offered occasionally on women writers from Latin America and other topics.

History
218. Latin America to 1826
219. Modern Latin America, 1826 to the Present
220. Latinos in the United States, 1500 to the Present
339. Slavery in the Americas

Music
220. Music in Latin American Culture

Political Science
233. The Politics of Latin America

Sociology
285. Latino Community

Legal Studies Minor
Professor Goodman and Assistant Professor Mathis, Coordinators

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

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. 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

Required (at least two):

Philosophy 255. Feminism, Philosophy & the Law
Philosophy 260. How Judges Reason
Philosophy 265. Philosophy of Law
Philosophy 321. Contemporary Social & Political Philosophy

Political Science

Required (at least two):

Political Science 291. Judicial Politics
Political Science 309. International Law and Organization
Political Science 341. Constitutional Law I
Political Science 351. Constitutional Law II
Political Science 022, 023, 024, 025. Legal Issues in Public Policy

Literature in Translation

(See departmental listings for course description)

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Classics

130. Egypt in the Greco-Roman World
135. Myth and Folklore
254/354. Comedy and Tragedy
256/356. The Ancient Romance
258/358. Tales of Troy
262/362. The Ancient Landscape: from Mythology to Ecology
266/366. Women in the Classical World
268/368. Paganism in the Greco-Roman World

French

241. Masterpieces of French Literature
246. New Wave and Newer: French Cinema since the 1950’s

German

273. Film, Fairy-Tales, and German Culture
275. Beyond Good and Evil in Film and Literature
298. Germany: History vs. Culture

Religion

109. Introduction to the Hebrew Bible
110. Literature of the New Testament
208. Religion in Modern Literature
Management Minor

Professor Walgreen, Coordinator

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar's Office.

The courses included in this minor are ones that would be particularly useful for a student intending to earn an MBA, 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.

The minor in management requires satisfactory completion of six courses.

The following three core courses are required:

1. Mathematics / Computer Science (one course)
   Mathematics 101
   Calculus I, Mathematics 104
   Calculus II, or Mathematics 203
   Calculus III or Computer Science 106 or 115

2. Quantitative Methods (one course)
   Mathematics 141. Introductory Statistics

3. Microeconomic Theory
   Economics 283. Microeconomic Analysis

The student must also satisfactorily complete 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.

1. Economics

Any economics course other than 101 or 102 not included in the core requirements.

2. English
   English 280. Professional and Technical Writing

3. History
   History 338. U.S. Labor History

4. Mathematics (one course)
   Mathematics 211. Discrete Mathematics
   Mathematics 221. Linear Algebra

5. Political Science
   Political Science 321. Public Administration and Public Policy

6. Sociology
   Sociology 215. Working: Society and the Meanings of Work

7. Theatre
   Theatre 102. Public Speaking

Mathematics

Professor Leibowitz
Associate Professor Goldbloom-Bloch, Chair
Assistant Professors Ratliff and Sklensky
Visiting Assistant Professor Brevik

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar's Office.

The Mathematics and Computer Science Department has a lot to offer an interested student. We are committed to combining our knowledge with cutting edge technologies to initiate our 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 which unlocks hundreds of different doors, ranging from law school to systems analysis to a career in business to graduate study in mathematics.

The mathematics major consists of a minimum of 10 courses. Normally, the courses will be:

101. Calculus I
104. Calculus II
211. Discrete Mathematics
221. Linear Algebra
236. Multivariable Calculus
301. Real Analysis
321. Abstract Algebra

Three additional courses at the 300 level
The department recommends that the first five courses be completed by the end of the second year. Courses beyond Math 104 used to fulfill the major requirements may not be taken on a pass/fail basis. To major in mathematics, students need at least a C+ average for their Calculus I and Calculus II grades. For those students who place out of Calculus, the additional course(s) needed to meet the minimum requirement will be determined in consultation with the department.

The mathematics minor requires five courses:

101. Calculus I
104. Calculus II
One of Linear Algebra or Multivariable Calculus
One course at the 200 or 300 level course
One additional course at the 300 level

100. Pre-Calculus
This course is intended for students who need a refresher of math skills before taking Calculus. Topics covered include properties of the rational and irrational numbers; algebraic, exponential and logarithmic functions; composition of functions; and, trigonometry. This course does not satisfy the Mathematics/Logic General Education requirement, nor may it be counted towards the requirements for the mathematics major. Fall only.

120. Mathematical Thought
Recommended for humanities students. Relying on nothing more than the willingness to concentrate and the desire to sharpen one’s wit, this course is a window into the universe of ideas which comprise higher mathematics. Topics covered—at the instructor’s discretion—may include chaos, fractals, infinity, knot theory, probability, social choice and decision making, patterns, cryptography, graph theory, geometry and topology of higher dimensional objects, scheduling procedures and the Prisoner’s Dilemma. May not be counted towards the mathematics major. (Mathematics/Logic)

133. Concepts of Mathematics
Required of elementary education minors. Mathematical topics which appear in everyday life with emphasis on problem solving and logical reasoning. Topics include ratios and proportion, alternate bases, number theory, geometry, statistics and game theory. May not be counted towards the mathematics major. Fall only (Mathematics/Logic)

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 towards the mathematics major. (Mathematics/Logic)
151.  Accelerated Statistics
Strongly recommended for science and graduate school-bound social science students. This course covers all the interesting questions and tools of Statistics (Math 141), plus a deeper look at probability, regression and tests of significance. In addition, the important ANOVA test, and other advanced topics, will be covered. May not be counted towards the mathematics major. (Mathematics/Logic) Goldbloom-Bloch, Department

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 which asks students to create their own rigorous proofs of mathematical truths. Relations and functions on sets, Boolean algebra, combinatorics, graph theory and algorithms are the raw items used to develop this skill. Prerequisite: Mathematics 101 or Computer Science 115. Spring only (Mathematics/Logic and Writing Intensive) Leibowitz

221.  Linear Algebra
Many important geometric transformations of n-dimensional Euclidean space can be formulated within the algebraic framework of vectors and systems of linear equations. Astonishingly, the same techniques can also be applied to understanding the structure of solutions of systems of differential equations. Linear transformations represented by matrices, determinants, eigenvalues and eigenvectors are the fundamental tools to grasp these deep concepts. Prerequisite: Mathematics 101. Fall only. Leibowitz, Sklensky

236.  Multivariable Calculus
A continuation of the rich field of ideas touched upon in Calculus II. Topics include the extension of the ideas of the derivative, the integral and optimization to functions which depend on several variables. Furthermore, alternative coordinate systems for space and some applications of all of these ideas to energy and force fields are discussed. Several beautiful theorems relating an enclosed space to the energy flux through its boundary form the crown of the course. Prerequisite: Mathematics 104. (Mathematics/Logic) Goldbloom-Bloch, Ratliff

We offer at least four 300-level math courses per year.

301.  Real Analysis
Many useful functions are closely approximated by infinite sums of well-chosen trigonometric functions: these sums are called Fourier series. At the instructor’s discretion, either Fourier series or the topology of n-dimensional metric spaces is the organizing principle for this in-depth study of the substructure of calculus. Prerequisite: Mathematics 104 and Mathematics 211. Goldbloom-Bloch, Ratliff

312.  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. Prerequisite: Mathematics 104. Recommended: Mathematics 221. Goldbloom-Bloch

321.  Abstract Algebra
There are several axioms which are intrinsic to the rational, the real and the complex numbers. Taking these abstracted axioms as a starting point has led to an understanding of the mathematics behind symmetries of wallpaper patterns, universal product codes, symmetries of crystals and a whole class of unbreakable secret codes. Prerequisite: Mathematics 211. Recommended: Mathematics 221. Ratliff, Sklensky

331.  Geometry
The characterization of different geometries by means of the relations that hold in them, the axioms that define them and the transformations that leave them invariant. Euclidean and non-Euclidean geometries, projective geometry, affine geometry, inverse geometry. Prerequisite: Mathematics 221. Ratliff

341.  Theory of Probability
Fundamentals of the theory of probability; discrete and continuous random variables and their distributions; introduction to statistical inference. Prerequisite: Mathematics 104. Department
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. 
Prerequisite: Mathematics 211.

Leibowitz

361. Complex Analysis
Complex numbers were invented—or discovered—to find solutions to algebraic equations such as $x^2 + 1 = 0$. Extending 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 surprising theorems in complex analysis. Prerequisite: Mathematics 104.

Goldbloom-Bloch

371. Numerical Analysis
A study of the numerical solution of algebraic and analytical problems, with particular emphasis on methods involving the use of digital computers; construction of algorithms and computer programs for solving equations and systems of equations. Prerequisites: Mathematics 104 and Computer Science 115.

Department

381. Combinatorics
A study of graph theory and general counting methods such as combinations, permutations, generating functions, recurrence relations, principle of inclusion-exclusion. Prerequisite: Mathematics 211.

Leibowitz

398. Advanced Topics in Mathematics
Topology, dynamical systems, mathematical modeling, graph theory, game/voting theory, history of math, differential geometry, etc. at the instructor's discretion.

Department

399. Independent Study

Department

401. Seminar

Department

Mathematics and Computer Science
Associate Professor Goldbloom-Bloch, Chair
Associate Professor LeBlanc
Assistant Professors Gousie and Ratliff

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available online at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar's Office.

This interdisciplinary major brings together aspects of mathematics and computer science 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 quantitatively-oriented programs in management or public policy.

The major consists of a minimum of 13 courses, at least four at the 300 level or above. Courses beyond the 100 level used to fulfill the major requirements may not be taken on a pass/fail basis.

(See Computer Science for those course descriptions)

Required courses:
Mathematics 101. Calculus I
Mathematics 104. Calculus II
Mathematics 211. Discrete Mathematics
Mathematics 221. Linear Algebra
Mathematics 236. Multivariable Calculus
Computer Science 115. Structured Programming

Computer Science 116. Data Structures
Computer Science 215. Algorithms
Computer Science 220. Computer Organization and Assembly Language

In addition, four electives at the 300-level, either three Math and one Computer Science or two Math and two Computer Science.
Mathematics and Economics

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

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 Mathematics 104 and Economics 102 used to fulfill the major requirements may not be taken on a pass/fail basis.

The major consists of a minimum of 14 courses: seven economics courses and seven mathematics courses, at least five at the 300 level or above.

Economics
101. Introduction to Macroeconomics
102. Introduction to Microeconomics
285. Microeconomic Analysis
286. Macroeconomic Analysis
330. Applied Econometrics
336. Mathematical Economics
402. Seminar

Mathematics
101. Calculus I
104. Calculus II
141. Introductory Statistics
211. Discrete Mathematics or
221. Linear Algebra
236. Multivariable Calculus
and two other 300-level courses in Mathematics.

Music

Professors Escot and Russell
Professor and Director of Performance Sears, Chair
Professor of Music in Performance Der Hohannessian
Associate Professor Urban
Assistant Professor and Director of World Music Ensembles Allen
Assistant Professor and Choral Director Harbold
Assistant Professor of Music in Performance and Director of the Wind Symphony Raney
Assistant Professor of Musici in Performance Mouradian
Visiting Instructor of Music Searles
Instructors of Music in Performance Bono, Cashen, Clark, Daly, Falls, Irkaeva, Kalogeras, and Work
Instructor of Music in Performance and Director of the Jazz Band Britto
Instructor of Music in Performance and Director of the Chamber Orchestra Bono

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

The music department offers a variety of approaches to the study of music. Analysis, composition and theory, listening, literature and history, performance and criticism provide in-depth learning for the major. In addition, both majors and non-majors are given the opportunity to select from other traditional and interdisciplinary courses.

Instruction is available in bass viol, cello, clarinet, flute, classic and jazz guitar, harpsichord, French horn, oboe, organ, piano, saxophone, trombone, trumpet, viola, violin and voice. Students may take individual performance courses and faculty-directed ensemble performance courses for credit. The ensembles are the Chorale, Chamber Orchestra, Jazz Band, and Wind Symphony, and various World Music Ensembles.

The major in music consists of 10.5 semester courses: Music 101, 102, 201, 202, 261, 302, 310, 311, 402, one year of credit performance study, and .5 credit [one year] of ensemble performance included in the requirements. No course taken pass/fail can satisfy a major requirement.

There are five minor concentrations in music, each involving five semester courses:
(1) music history (Music 101, 102, 261, 310 and 311); (2) music theory and composition (Music 101, 102, 201, 307 and either 202 or 308); (3) American music (Music 101, 102, two courses from 220, 272, 273, and 292, and one course in American music at or above the 300 level); (4) world music (Music 101, Anthropology 102, Music 123 or 124, one course from Music 220, 272, 273, 282, and 292, and one course in world music at or above the 300 level); (5) music performance (Music 101, 102, 201, 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 half recital). (For a definition of “double credit” see Courses in Performance, below). Performance areas are designated on the transcript, e.g., “minor in music performance (voice)”.

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. Offered every year, in the fall. (Arts and Humanities)

Escot

101. Music Theory I: Fundamentals
Music notation, scale forms, intervals, triads, seventh chords, rhythmic structures. Includes individual computer-assisted instruction. May be exempted upon successful completion of a test given individually during orientation and the first week of classes. Contact the instructor to schedule this exemption test. Offered every year, in the fall. (Arts and Humanities)

Urban

102. Music Theory II: Advanced Fundamentals and Counterpoint
Continuation of 101: review and strengthening of fundamental concepts, sight-singing and dictation, species counterpoint. One 30-minute lab per week in addition to regular class meetings. Prerequisite: Music 101 or permission of instructor. Offered every year, in the spring. (Arts and Humanities)

MacPherson, Urban

105. Music and Computers
Introduction to the use of computers in composing, performing, recording, publishing, and teaching music. A variety of music soft-

ware packages—sequencers, notational software, and ear-training software, among others—serve as tools for developing musical and technical skills, evaluating the impact of emerging technologies, and facilitating creative research projects. Enrollment limited to equipment available. Prerequisites: familiarity with standard music notation, or permission of the instructor. Offered every year, in the spring.

Harbold

107. The Physics of Music and Sound
For students of music and others. What sound is, how sounds combine, the distinctions between musical and non-musical sound, the characteristics of sounds produced by different instruments, sound recording and reproduction, and human perception of sound. Considerable lecture demonstration. Spring, 2002 (Natural Science)

Collins

123. World Music: Eurasia
An ethnomusicological study of music and other expressive arts within human culture. Focus on classical, folk, religious, and popular traditions of India, Japan, Indonesia, and the Middle East, as well as Celtic and Rom (gypsy) traditions from Europe. Offered every year, in the fall. (Arts and Humanities and Perspectives on the Non-Western World)

Searles

124. 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, Latin America and the Caribbean; and music in the United States, including Native American, Anglo-American, African-American and Hispanic traditions. Offered every year, in the spring. (Arts and Humanities and Perspectives on the Non-Western World)

Allen

173. A New Revisionist Interpretation: Women in Music
Toward a recognition of women (scholars, composers and performers) in the history of European and American music. (Arts and Humanities)

Department

201. Music Theory III: Tonal Harmony
Four-part diatonic progressions and voice-leading, simple modulation, analysis of works
and excerpts from 18th- and 19th-century Western repertoire. One half-hour lab per week in addition to regular class meetings. **Prerequisites: Music 101 and 102. Offered every year, in the fall.**

**202. Music Theory IV: 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. **Prerequisites: Music 101, 102 and 201. Offered every year, in the spring.**

**Urban**

**203. Ear and Memory Training**
Practice in sight reading, aural recognition of intervals, melodic and harmonic dictation. Includes individual computer-assisted instruction. **Prerequisite: Music 101. Fall, 2001**

**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 Canción (“New Song”) movement. **(Arts and Humanities)**

**Escot**

**231. Mathematics and Music**
Mathematical models in music through the studies of basic statistics, set theory, golden mean proportions and plane geometry. **Prerequisite: Music 101**

**Escot**

**242. Choral Conducting**
Focus on developing 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. Rehearsal technique, score reading, performance-related music analysis, ear training, the human voice, and vocal diction. **Prerequisites: one course in music and a basic knowledge of reading music, or permission of the instructor. Fall, 2002**

**Harbold**

**252. The Classical Style: Haydn, Mozart, and Beethoven**
The music of three composers who most strongly defined the Classical style in the western European musical tradition. Musical analysis, aesthetic issues, and study of the cultural context in which the music was created. **Prerequisite: two courses in music, or permission of the instructor. Spring, 2002**

**Urban**

**261. Thinking and Writing About Music**
Describing, interpreting and evaluating music through different kinds of writing in varying degrees of formality. Mostly discussion and sharing of writing. Required of music majors, but open to all students. **Offered every year, in the spring. (Writing Intensive)**

**Russell**

**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. **Fall, 2001 (Arts and Humanities or Cultural Diversity)**

**Sears**

**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 Brasilian Bossa Nova to contemporary jazz. Study of the influence of African-based musical aesthetics and traditions on music in the United States since 1945. A balance of lecture, listening, and discussion. Considerable use of film. **Spring, 2002 (Arts and Humanities or Cultural Diversity)**

**Allen**

**278. 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. **Spring, 2003 (Arts and Humanities)**

**Allen**

**292. Broadway Bound: American Musical Theater**
A survey of American musical theater, 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); our view 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.

**Spring, 2003 (Arts and Humanities or Cultural Diversity)**

**302. Twentieth-Century Music: Techniques and Vision**
A survey of the music of the 20th century.  
*Prerequisite: three semesters of music theory. Offered every year, in the spring.*

**307. Composition**
The development of technical facility in music composition through individual study and group discussion and analysis.  
*Prerequisite: three semesters of music theory or permission of the instructor. Spring, 2002*

**308. Analysis**
Discovering the interactions of time, space, language, timbre, and form which structure compositions from both non-European and European musics, from the Middle Ages to the 20th Century. Analytical methods include literary (interpretive), historical, mathematical, physical, psychological, and comprehensive (connecting all the above methods). Prerequisites: three semesters of music theory or permission of the instructor.  
*Spring, 2002*

**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.  
*Prerequisite: 123 or 124 and one 200-level music course; or permission of instructor.*

**310. Western Music I: Medieval, Renaissance, Baroque**
The study of representative compositions in their historical settings. Lecture, listening, discussion.  
*Prerequisite: 201, which may be taken concurrently. Offered every year, in the fall.*

**311. Western Music II: Classical, Romantic, Modern**
The study of representative compositions in their historical settings. Lecture, listening, discussion, and some film viewing.  
*Prerequisite: 201. Offered every year, in the spring.*

**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 Amen Nursery School.  
*Prerequisite: Music101. Spring, 2003 if sufficient demand. (Writing Intensive)*

**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 will include weekly seminars and the writing, presentation and discussion of a substantive paper. Topic for Fall 2001: Performance Practice (Instructor: Allen).  
*Required of music majors and open to other qualified students. Offered every year, in the fall.*

**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.

**Courses in Performance**
Courses in ensemble and individual performance are offered to enhance a student’s musical understanding, technical excellence and artistic expression at a particular level of advancement.
Ensemble Performance Courses
Students may participate in any of five faculty-directed ensembles with or without academic credit: Chorale, 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 open on an audit or a pass/grade/fail basis. If taken for credit, ensembles award 1/4 credit per semester; however, two semesters of participation are required, resulting in 1/2 credit for the year. Membership in some ensembles is by audition (see descriptions below), but there are no pre- or co-requisites. 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
Instrumental or voice lessons may be taken (a) with or (b) without academic credit.
(a) To qualify for performance study with academic credit, a student must pass an audition (see individual course description for audition requirements), and enroll in Music 101 and 102 during the first year of study and in one semester course at or above the 200 level during the second year of study.

Usual credit: Credit for instrument or voice is given for two consecutive semesters of study counting as one semester course for the year. Each semester there are 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 $450 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.

Double credit: Students entering the 300 or 400 levels may request academic credit equal to a semester course per semester of lessons. This program calls for 12 60-minute lessons per semester; 12 hours of weekly preparation are required, as well as half of a public solo recital for each year of enrollment in the program. Acceptance into this program is determined by special audition. Credit students must pay a private lesson tuition fee of $450 per semester; however, there is no fee for declared music majors.

(b) Instrumental or voice lessons without academic credit are offered at any level of ability. A fee of $300 is charged for 12 30-
minute lessons each semester, or $450 for 12 45-minute lessons, or $600 for 12 60-minutes lessons. This fee is non-refundable after the end of the registration period.

Specific requirements for all credit performance courses may be obtained from the instructor of the course or the Director of Performance. Auditions for performance courses are held early in the first semester and by appointment for the second semester.

Practice pianos, harpsichords and organ may be used without extra fee. Students must assume the cost of credit or non-credit lessons taken off campus.

010. Wheaton College Chorale
The Wheaton Chorale is open to all students by audition. The chorale rehearses three hours weekly, performing 2-3 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.

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.

Bono

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.

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.

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 both a workshop for 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.

Allen

050. Piano Lessons
For declared or prospective music majors needing to fulfill the performance requirement (see major requirements above), and who do not have the background to qualify for Music 150. Prerequisites: Music 101 and 102, which may be taken concurrently.

Department

110. Flute
Prerequisites: An audition at which the student must be prepared to play a chromatic scale and a C major scale, preferably three octaves, and a movement of a Handel sonata or a piece of comparable difficulty; and Music 101 and 102, which may be taken concurrently.

Der Hohannesian

130. Violin
Prerequisites: An audition at which the student must be prepared to play some major or minor scale in two octaves, an etude of the student’s choice and a movement of a sonata or concerto, or piece of the difficulty of the Handel Sonatas; and Music 101 and 102, which may be taken concurrently.

Falls

131. Viola
Prerequisites: An audition at which the student must be prepared to play some major or minor scale in two octaves, an etude of the student’s choice and a movement of a sonata or concerto, or piece of the difficulty of the Telemann Concerto; and Music 101 and 102, which may be taken concurrently.

Kalogeras

132. Cello
Prerequisites: An audition at which the student must be prepared to play some major scale in two octaves, and etude of the student’s choice, and a movement of a sonata or concerto, or piece of the difficulty of the Breval C Major Sonata; and Music 101 and 102, which may be taken concurrently.

Irkaeva

134. Classic Guitar
Prerequisites: An audition at which the student must be prepared to play any of the following studies: Numbers 2, 7, 12, 13, 15, 17, 19 from 25 Studies, Opus 60 by Carcassi; and a piece from either the Renaissance, Baroque, Classical, or Modern period; and Music 101 and 102, which may be taken concurrently.

Department

140. Voice
Prerequisites: An audition at which the student must be prepared to sing two songs, one in English and one in a foreign language; and Music 101 and 102, which may be taken concurrently.

Mouradjian

150. Piano
Prerequisites: An audition at which the student should be prepared to play some major scales and two pieces of contrasting styles, and Music 101 and 102, which may be taken concurrently.

Mouradjian

151. Organ
Prerequisites: An audition at which the student should be prepared to play major and minor scales, and a three-part invention or a prelude and fugue by Bach at the piano, or one of the Eight Little Preludes and Fugues attributed to Bach and a hymn at the organ; and Music 101 and 102, which may be taken concurrently.

Russell

152. Harpsichord
Prerequisites: An audition at which the student should be prepared to play some major and minor scales, and a three-part invention or prelude and fugue by Bach at the piano or harpsichord; and Music 101 and 102, which may be taken concurrently.

Russell
210. Flute
Prerequisites: Music 110 or its equivalent, knowledge of all major and minor scales and a one-semester course in music at the 200 level or above, which may be taken concurrently. If Music 210 is the first year of flute study at Wheaton, the student should elect Music 101 and 102 in place of a 200-level course.

Der Hohannesian

230. Violin
Prerequisites: Music 130 or its equivalent, and a one-semester course in music at the 200 level or above, which may be taken concurrently. If Music 230 is the first year of violin study at Wheaton, the student should elect Music 101 and 102 in place of a 200-level course.

Falls

231. Viola
Prerequisites: Music 131 or its equivalent, and a one-semester course in music at the 200 level or above, which may be taken concurrently. If Music 231 is the first year of viola study at Wheaton, the student should elect Music 101 and 102 in place of a 200-level course.

Kalogeras

232. Cello
Prerequisites: Music 132 or its equivalent, and a one-semester course in music at the 200 level or above, which may be taken concurrently. If Music 232 is the first year of cello study at Wheaton, the student should elect Music 101 and 102 in place of a 200-level course.

Kalogeras

234. Classic Guitar
Prerequisites: Music 134 or its equivalent, and a one-semester course in music at the 200 level or above, which may be taken concurrently. If Music 234 is the first year of guitar study at Wheaton, the student should elect Music 101 and 102 in place of a 200-level course.

Irkaeva

240. Voice
Prerequisites: Music 140 and a one-semester course in music at the 200 level or above, which may be taken concurrently. If Music 240 is the first year of voice study at Wheaton, the student should elect Music 101 and 102 in place of a 200-level course.

Mouradjian

250. Piano
Prerequisites: Music 150 or its equivalent, and a one-semester course in music at the 200 level or above, which may be taken concurrently. If Music 250 is the first year of piano study at Wheaton, the student should elect Music 101 and 102 in place of a 200-level course.

Mouradjian

251. Organ
Prerequisites: Music 151 or its equivalent, and a one-semester course in music at the 200 level or above, which may be taken concurrently. If Music 251 is the first year of organ study at Wheaton, the student should elect Music 101 and 102 in place of a 200-level course.

Sears, Urban, Work

252. Harpsichord
Prerequisites: Music 152 or its equivalent, and a one-semester course in music at the 200 level or above, which may be taken concurrently. If Music 252 is the first year of harpsichord study at Wheaton, the student should elect Music 101 and 102 in place of a 200-level course.

Russell

310. Flute
Prerequisites: Music 210 or its equivalent, a one-semester course in music at the 200 level or above, and permission of the instructor.

Der Hohannesian

330. Violin
Prerequisites: Music 230 or its equivalent, a one-semester course in music at the 200 level or above, and permission of the instructor.

Falls

331. Viola
Prerequisites: Music 231 or its equivalent, a one-semester course in music at the 200 level or above, and permission of the instructor.

Kalogeras

332. Cello
Prerequisites: Music 232 or its equivalent, a one-semester course in music at the 200 level or above, and permission of the instructor.

Irkaeva

334. Classic Guitar
Prerequisites: Music 234 or its equivalent, a one-semester course in music at the 200 level or above, and permission of the instructor.

Irkaeva

340. Voice
Prerequisites: Music 240 or its equivalent, a one-semester course in music at the 200 level or above, and permission of the instructor.

Mouradjian
PHILOSOPHY

350. Piano
Prerequisites: Music 250 or its equivalent, a one-semester course in music at the 200 level or above, and permission of the instructor.
Sears, Urban, Work

351. Organ
Prerequisites: Music 251 or its equivalent, a one-semester course in music at the 200 level or above, and permission of the instructor.
Russell

352. Harpsichord
Prerequisites: Music 252 or its equivalent, a one-semester course in music at the 200 level or above, and permission of the instructor.
Russell

410. Flute
Prerequisites: Music 310 or its equivalent and permission of the instructor.
Der Hohannesian

430. Violin
Prerequisites: Music 330 or its equivalent and permission of the instructor.
Falls

431. Viola
Prerequisites: Music 331 or its equivalent and permission of the instructor.
Kalogeras

432. Cello
Prerequisites: Music 332 or its equivalent and permission of the instructor.
Fiste

434. Classic Guitar
Prerequisites: Music 334 or its equivalent and permission of the instructor.
Department

440. Voice
Prerequisites: Music 340 or its equivalent and permission of the instructor.
Mouradjian

450. Piano
Prerequisites: Music 350 or its equivalent and permission of the instructor.
Sears, Urban, Work

451. Organ
Prerequisites: Music 351 or its equivalent and permission of the instructor.
Russell

452. Harpsichord
Prerequisites: Music 352 or its equivalent and permission of the instructor.
Russell

Other Instruments
Qualified students may pursue credit or non-credit 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.

Philosophy
Associate Professor Kendrick
Assistant Professors Mathis and Partridge

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar's Office.

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.

The major consists of 10 semester courses. Of these, four are required for all majors: 125, 203, 207, and 401. In addition, at least one course is required from each of two special areas: ethics/social philosophy and metaphysics/epistemology. Three or more courses must be at an advanced level (300 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.

Required courses: 125, 203, 207, and 401 (in the senior year).

Special areas: (1) Ethics and social philosophy: 255, 321.
(2) Metaphysics and epistemology: 208, 224, 325.

Guidelines have been established for interdepartmental major programs combining philosophy with religion, political science, or history.

The minor consists of five philosophy courses, including one at the 300 level and 401 (taken in the senior year). Only one course at the 100 level, other than logic, may count. The department also participates in the
minor programs in environmental studies, family studies, legal studies, public policy studies, psychology, and women’s studies.

**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, the nature of human nature, nihilism and morality. This course does not assume previous study of philosophy or intent to specialize. *Offered every semester. Open to freshmen and sophomores. (Arts and Humanities)*

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. *Offered every semester. Open to freshmen and sophomores. (Arts and Humanities)*

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. *Offered Semester II every year. (Mathematics/Logic)*

**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. *Prerequisite: one course in philosophy or permission of instructor. (Arts and Humanities)*

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 20th-century thought. *Offered in Semester I each year. Prerequisite: one course in philosophy. (Arts and Humanities and Writing Intensive)*

Kendrick

208. American Philosophy
America’s contribution to philosophical thought, from the classical pragmatists Charles Pierce, William James, and John Dewey, to contemporary neo-pragmatists such as Quine, Goodman, and Rorty. Intended for American studies majors as well as philosophy majors. *Offered in alternate years. Open to sophomores, juniors and seniors*

Kendrick

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 and philosophy of technology. *Offered in alternate years. Open to sophomores, juniors, and seniors. (Arts and Humanities)*

Kendrick

225. Philosophy of Religion
See Religion 225.

233. Philosophy and Literature
An analysis of some important philosophical themes developed in works of literature. Themes will include evil and God’s goodness (Dostoevsky, Wiesel), human freedom (Fugard, Burgess), and feminist ethics (Woolf). *Offered in alternate years. Open to sophomores, juniors, and seniors. (Arts and Humanities)*

Partridge

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. *Offered in alternate years. (Writing Intensive)*

Partridge

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. *Offered in alternate years. Prerequisite: one course in philosophy or permission of instructor.*

Mathis
265. Philosophy of Law
An examination of contemporary issues in legal theory. Materials will be drawn from anthropology and sociology, as well as philosophy, to develop a framework for comparative study of legal institutions across cultures. 
Offered in alternate years. Prerequisite: one course in philosophy.

298. Nietzsche
An examination of the development and context of Nietzsche’s thought, the extent and character of his influence, and the most crucial aspects of his philosophical work (especially the role and character of the Ubermann and the concept of Eternal Recurrence). Readings will be drawn from all of Nietzsche’s writings.

Advanced Courses

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 Behabib. 
Offered in alternate years. Prerequisite: one course in philosophy.

325. Metaphysics
An investigation of philosophical problems involving space and time, causation, agency, identity and necessity, and the distinction between mind and matter. Offered in alternate years. Prerequisite: two courses in philosophy.

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. Open to juniors and seniors by permission of the instructor. Not limited to majors or honors candidates.

Department

401. Advanced Seminar in Philosophy
Topics will vary from year to year, according to the interests of students and members of the department. Offered in Semester II every year. Required of majors and minors in their senior year, encouraged for junior majors and minors.

Department

500. Individual Research
Open to senior majors by invitation of the department.

Physical Education/Department of Athletics

Executive Director of Athletics Yowell
Professor Grimm, Physical Education
Synchronized Swimming Coach Adams
Head Athletic Trainer Steele, and Assoc. Athletic Trainer McMorran
Men’s Baseball Coach Podbelski
Men’s Basketball Coach Walmsley
Women’s Basketball Coach Arron
Men’s/Women’s (indoors/outdoors) Track Coach Souza
Men’s Soccer Coach Cushing
Women’s Soccer Coach Reis
Men’s/Women’s Tennis Coach Miller
Softball Coach, Senior Women’s Administrator Loudenberg
Swimming/Diving Coach & Aquatic Director Marlow
Women’s Field Hockey/Lacrosse Coach Begley
Men’s Lacrosse Coach Jorgensen
Women’s Volleyball Coach Rey
Men’s/Women’s Cross Country Coach Carr
Sports Information Dietz

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The Department of Athletics offers students a wide choice of activities involving a “Challenge by Choice” attitude toward the balance of a healthy mind and body. The program is designed to provide the opportunity for instruction in new skills, competitive team experience, intramural play, involvement with club sports and general recreation.

The graduation requirements for a Wheaton degree includes satisfactory completion of 2.0 Physical Education credits. These credits are normally earned through instructional courses worth one credit for a semester-long course or one-half credit for a six-week course meeting twice a week. One Physical Education credit may be earned for a season of participation in intercollegiate athletics, or a college sports club, as certified by the Department of Athletics.

Instructional Courses

002. Adventure Bound I
This course is designed to introduce students to the skills of outdoor education and leader-
ship. It is a “hands on” experience involving safety concerns, judgment factors and the basic techniques of climbing using an 18-station ropes course. The main thrust of the course is physical with some consideration of the philosophy, history and methodologies of outdoor education. (One and one-half credit)

003. Outdoor Adventure Leadership Training
Skill and technique development of planning, developing, organizing and conducting a short or long-term outdoor experiential project. Leadership training will include ropes course management, and the legal responsibilities of these experiences along with compass navigation. Fundamentals of camping in all seasons, equipment needs; logistics of planning a trip; hiking skills. (One credit and one-half credit)

007. Fitness for Life
Wellness concepts for fitness are the main topics of this course. Each section will have a different activity of concentration. Examples of activity are: walking/running, swimming, dance, hiking, biking. (One credit)

036,056. Badminton
Offered at beginning through high intermediate skill levels, courses are designed to renew, improve and introduce the skills and strategies of the sport to beginners or experienced players.

070. Basketball Skills for Intramural Play/Officiating
This course will include work in the following areas: Individual offensive skills including ball handling, passing, shooting, moving without the ball; individual defensive skills to include ball defense, off the ball defense and rebounding; team offensive and defensive systems to transition; and game strategies.

074. Fitness: Aerobics Step
Students will learn the principles of aerobic fitness and each student will actively participate.

082. Aerobic Fitness Certification Training
(T.A.B.—Tackling Abused Bodies)
This course is designed to train a select group of students to become certified T.A.B. instructors. The program includes participation/lecture-demonstration/evaluation of exercises (stretching, strengthening, aerobic) and of health awareness (injury prevention, nutrition and stress management). Students are expected to teach one semester in the T.A.B. program to receive credit. (One credit)

085. Fitness for Life: Introduction to Running
This course is intended for those students who have an interest in running but have little or no formal training. Areas to be covered will include: selection of running shoes and apparel; the warm-up; running mechanics; the warm down; workout design; how to recognize running injuries.

086. Fitness: Weight Training
This class focuses on stretching and muscular strengthening through weight training utilizing Nautilus Hammer Strength and free weights. Upper body, legs, and abdominals will be the focus of this class. (One-half credit)

089. Fitness: Cross Training
Students will learn the basic techniques of cardiovascular training and anaerobic training through various methods. Stretching, long distance running, weight training, water resistance training, small sided games and bike riding are a few of the activities in the course.

092. Fitness: Flexibility Development
Fitness development through dance patterns

245. Beginning/Intermediate Baseball Skills
Students will develop the fundamental skills of fielding, throwing, hitting, base running and pitching.

252. Swimming for the Non-swimmer
Non-swimmers and shallow water only. Objective: to acquire skills for safety, comfort and confidence in deep water. Basic stroke technique taught.

260-268. Swimming-Intermediate through Advanced
Emphasis on refinement of strokes, turns and diving. Development of endurance, work-outs designed for each level of swimmer.

274. Swimming for Fitness
Students will be taught the various ways swim strokes can be used for aerobic fitness. Interval training and other principles will be taught. Active participation.

292. Aqua-Fit
Rhythmic aerobic exercises to music. This class is designed to help one stay trim and fit in the water.

296. Synchronized Swimming
This course is designed for students to learn and develop basic synchronized swimming skills. Information on routine and figure competition will be taught; students will also
have the opportunity to put their developed skills together in a routine. Nose clips are required and are available.

297. Tube Water Polo for all levels
Basic game skills for water polo using inner tubes. Must be a deep water swimmer. Competitive play will be at the Beginning/Low Intermediate level.

308. Tennis Skills I
For the rank beginning tennis player through the player who has limited experience with a NTRP Rating from 1.0-2.0. Emphasis will be placed on learning the basic skills. (forehand, backhand, serve, volley).

312. Tennis Skills II
To enroll in this course, players should be able to sustain a rally of slow pace and possess a NTRP Rating of 2.5-3.0. This course will deal with the application and improvement of basic skills. In addition, basic match play strategies will be covered. Must be recommended for this course by the P.E. staff.

324. Tennis Skills III
Players should possess a NTRP Rating of 3.5 or above (someone who has achieved stroke dependability). Course content will include the introduction of advanced tennis skills (the application of spin, approach shots, etc.) and strategies. Must be recommended for this course by the P.E. staff.

371. Co-Ed Volleyball
This course is designed to develop the fundamental skills used in volleyball. Pass, Serve, Block, Spike in addition to offensive and defensive systems.

376. Hatha Yoga in the Iyengar Style
This course will present the basics of positioning, alignment, and action in the yoga poses. Included will be: standing poses, simple forward bends, simple twists, and basic breathing techniques.

394. Life Guard Training
American Red Cross course. Prerequisite: high intermediate swimming skills or above. Eligibility test and textbook required. (Two credits)

536. Athletic Training Techniques I
This course is designed to provide students beginning knowledge in basic athletic training techniques. Both lecture and laboratory will be utilized to increase understanding and efficiency in prevention, recognition, assessment, and initial treatment of athletic injuries. American Red Cross First Aid Certification will also be included as part of this course. Upon completion, students may be presented with the opportunity to work in the Athletic Treatment Center as a Student Athletic Trainer. (One credit) (Fall)

537. Athletic Training Techniques II
This course is designed to prepare Student Athletic Trainers for more involvement in the Athletic Treatment Center. Athletic Training Techniques I is a prerequisite for this course. Athletic topics covered include: prevention of specific injuries, evaluation of ankle, leg, foot, knee, shoulder, elbow and wrist injuries, follow up care for athletic injuries and rehabilitation of specific injuries. More advanced tappings are taught. Students are expected to become very involved as Student Athletic Trainers, working with specific intercollegiate athletic teams and/or a performing group. (One credit)

538. Athletic Training Techniques III
This course is designed to challenge Student Athletic Trainers to become more proficient in their evaluation, treatment and rehabilitation of athletic injuries. Athletic Training Techniques I and II are prerequisites. Topics covered include: catastrophic injuries, overuse injuries, athletic nutrition and testing for rehabilitation. Students will be required to work in the Athletic Treatment Center for at least five hours per week during this course. (One credit)

Intercollegiate Sports
In addition, students may earn physical education credits through participation in intercollegiate teams:

Fall
Men’s/Women’s Cross-Country
Men’s/Women’s Soccer
Women’s Tennis
Women’s Field Hockey
Women’s Volleyball

Winter
Men’s/Women’s Basketball
Men’s/Women’s Swimming/Diving
Men’s/Women’s Indoor Track
Synchronized Swimming

Spring
Men’s/Women’s Lacrosse
Men’s Tennis
Women’s Softball
Men’s/Women’s Track & Field  
Men’s Baseball  
Synchronized Swimming  

Team practices average two hours per day plus fifteen to twenty five contests. Wheaton competes in NCAA’s Division III and offers preseason training in the fall and winter, and postseason opportunities based NCAA and ECAC records of each and strength of schedule.

Intramurals  
Intramurals are scheduled throughout the year. Teams participate in activities such as swimming, basketball, volleyball, tennis, softball, football, soccer, ultimate Frisbee, and badminton.

Outward Bound/N.O.L.S.  
A Wheaton student who attends and successfully completes a certified Outward Bound/ N.O.L.S. Program course the summer before entering Wheaton or during their Wheaton enrollment, may apply for and receive Physical Education credit. The Department of Athletics must approve the program.

Sport Clubs  
Students may earn Physical Education credit with Department of Athletics approval. All sport clubs must adhere to the participation guidelines established under faculty legislation March 1999.

R.A.D.  
Rape Aggression Defense Systems is a comprehensive self defense program for women that combines risk reduction and awareness exercises with hands-on self-defense training. The program is designed to develop and enhance the options of self defense so they may become viable considerations to the woman who is attacked. The class is limited to 18 students per class and is offered to women only.

Physics and Astronomy  
Professor Barker  
Associate Professors Chen, Chair; and J. Collins  
Assistant Professor G. Collins  
Department Assistant Agan

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Major in Physics  
The major in physics consists of a minimum of 10 semester physics courses, including 225 and 350, chosen in consultation with members of the department so as to form a coherent program in support of the student’s interests and goals. Two semesters of calculus are also required, and continuation in mathematics through differential equations is strongly recommended and is needed for students who plan to attend graduate school in physics.

Minor in Physics  
The minor in physics consists of a minimum of five courses, including 225 and 350, chosen in consultation with members of the department.

Physics and Engineering  
Students who are interested in using physics as a base to pursue an engineering career should consider participating in the Wheaton dual-degree program. 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. For more information, refer to the Dual-Degree Programs section in this catalog and consult with the program coordinator, Associate Professor of Physics John Collins.

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:

Astronomy 130. The Universe  
Astronomy 140. The Solar System  
Astronomy 202. Frontiers of Astronomy  
Astronomy 203. Observational Astronomy  
Astronomy 302. Astrophysics  
Physics 170 and/or 171. Introductory Physics I and/or Introductory Physics II  
Physics 225. Modern Physics  
Physics 350. Experimental Physics

and an additional 300-level course, or Physics 399 (Selected Topics in physics or astronomy).

Minor in Astronomy  
The minor in astronomy consists of Astronomy 130, 140, 202, 203, and 302.

Departmental Honors  
Departmental honors will be awarded to students who successfully complete the 500 Senior Honors Thesis and have an average of B+ or better in the major and an average of B or better overall.

107. The Physics of Music and Sound  
For students of music and others. What sound is, how sounds combine, the distinctions between musical and non-musical sound, the characteristics of sounds produced by different instruments, sound recording and reproduction, and human perception of sound. Considerable lecture demonstration.  
(Natural Science)  
J. Collins

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.  
(Laboratory Science)  
Chen

120. Extraterrestrial Life  
A scientific investigation into the possible existence of life elsewhere in the universe. Topics include cosmic evolution, the nature and development of life on earth, solar system exobiology, the astronomical requirements for life, interstellar travel and communication, and the implications of contact.  
(Natural Science)  
Barker

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.  
(Laboratory Science)  
Barker

140. The Solar System  
The processes which 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 systems.  
(Natural Science)  
G. Collins, 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.  
(Laboratory Science)  
G. Collins

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. Three hours lecture, three hours laboratory per week. Prerequisite: Mathematics 101 (may be taken concurrently), or by permission.  
(Laboratory Science)  
J. 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. Recom-
mended for students in science, mathematics and engineering dual degree programs. Three hours lecture, three hours laboratory per week. Prerequisite: Physics 170, or by permission (Laboratory Science)

J. Collins

180., 181. Introductory Physics I and II (Enhanced)
An enhanced version of Physics 170 and 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. See description and prerequisites for Physics 170 and 171. (Laboratory Science)

J. Collins

198. Ponds to Particles
See INT 198.

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. (Natural Science and Writing Intensive)

Barker

203. Observational Astronomy
A laboratory-oriented course covering astronomical coordinate systems, the motions of celestial objects, celestial navigation, and astroarchaeology. Students will present their own planetarium programs using our portable planetarium and carry out independent research projects using our nine computerized telescopes and research-grade CCD cameras. Prerequisite: one previous course in astronomy, or by permission. (Laboratory Science)

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. Prerequisites: Physics 171, or by permission.

Chen

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. Prerequisite: Phys. 170, or 171, or by permission. (Natural Science)

J. Collins

298. Remote Sensing and Geographic Analysis
The theory, collection, and interpretation of remotely sensed data from aircraft and satellites, with applications to geology, ecology, human land use, and pollution monitoring. Geographic information system (GIS) analysis will be used to relate ground-based data to remotely sensed data. Students will be pursuing independent projects related to the natural or social sciences. Prerequisite: at least one previous course in science is recommended.

G. Collins

302. Astrophysics
Electromagnetic radiation, properties of stars, stellar structure and evolution, the origin of the elements, galactic structure and evolution, active galaxies, and cosmology. Prerequisite: Astronomy 130, or by permission.

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. Prerequisites: Physics 170, 171, 225, and minimum one year of calculus, or by permission.

J. 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. Prerequisite: Physics 170 and one year of calculus, or by permission.

Chen

314. Electric and Magnetic Fields
Classical electricity and magnetism, electromagnetic fields and waves. Vector calculus and much of potential theory will be devel-
Political Science

Prerequisites: Physics 171 and minimum one year of calculus, or by permission.

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.

Prerequisite: Physics 170, 171, and 225, or by permission. (Writing Intensive)

Chen

370. Quantum Mechanics
The principles of quantum mechanics. Schrödinger’s equation and applications to some physical systems. Observables, operators and expectation values. Operator algebra. Angular momentum and spin. Approximation methods.

Prerequisite: Physics 225 and minimum one year of calculus, or by permission.

Chen

398. 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.

Prerequisites: Physics 170, 171, and minimum one year of calculus, or by permission.

G. Collins

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.

Requires permission of the instructor.

Department

499. Independent Research
A research project in physics, astronomy, or geology supervised by a faculty member of the department. Requires permission of the instructor.

Department

500. Senior Honors Thesis
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 (a B+ average in the major and a B average overall). (minimum of two credits)

Interested students should consult the Chair.

Department

Political Science

Professors Boroviak, Goodman, Marshall, and Vogler
Associate Professors Dworetz and Wilson, Chair
Assistant Professor Huiskamp
Adjunct Professors Malepe and Murphy
Shelby Cullom Davis Professor of Russian Studies Powell

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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.

The major in political science consists of 10 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 Political Science 200 before their senior year, and they are encouraged to take Math 141 (Statistics) 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.

1. Core Courses: 101; 200; 207 or 217 or 227; 401
2. International Relations: 109, 209, 229, 249, 309, 339
3. Comparative Western Societies: 115, 215, 255, 265, 325, 335, 345
4. Comparative Non-Western: 203, 223, 233, 263, 323
5. American: 201, 211, 231, 241, 311, 321, 326, 331, 341, 351, 361, 371, 381
6. Theory: 207, 217, 227, 357

Guidelines have been established by the departments of economics, history, political science, and sociology and anthropology for interdepartmental concentrations. The department offers a joint minor in urban studies with the Sociology and Anthropology Department.

It is possible for non-majors 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 101 and at least one course in American politics at the 300 level. The minor in comparative/international politics must include 109 or 115 and at least one course in international or comparative politics at the 300 level.

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. (Cultural Diversity or Social Science) 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 the determinants of international political behavior. Open to freshmen, sophomores and juniors. (Social Science) Boroviak, Wilson

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. Open to freshmen, sophomores and juniors. (Social Science) Huiskamp

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. (Social Science) Jordan-Zachary

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. Prerequisite: 101, 109, or 115. (Social Science) Jordan-Zachary

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. Prerequisite: 109 or 115. (Perspectives on the Non-Western World) Huiskamp

207. Political Theory: Ancient Greece to the Renaissance
An introductory survey of political thought from Ancient Greece to the Renaissance. Topics include the origins of political philosophy in the writings of Plato and Aristotle; early Christian and Reformation political thought; Machiavelli and the birth of modern political theory. Readings are chosen to illustrate the development of ideas about human nature, politics, citizenship, power, and the state. Enrollment limited. (Social Science and Writing Intensive) Dworetz

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. Prerequisite: 109, 115, or 223. (Perspectives on the Non-Western World)

Wilson

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 policy-making process. Prerequisite: 101, 109, or 115.

Boroviak

217. Contemporary Political Ideology
A study of competing belief systems of contemporary world politics, including communism, fascism, military authoritarianism, third world nationalism and capitalism/liberalism. Ideologies will be considered both in terms of their intellectual content and their practical implications for societies. Prerequisite: 101, 109, or 115, or permission of the instructor.

Dworetz

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. Prerequisite: 109 or 115. (Perspectives on the Non-Western World and Writing Intensive)

Huiskamp

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.

Vogler

227. Political Theory: Renaissance to the American Founding
A study of the development of modern political thought in the writings of Hobbes, Locke, Rousseau, and the Federalists. The course examines these theorists’ ideas about freedom, authority, rights and revolution, and considers their different perspectives on politics and society. Enrollment limited. (Social Science and Writing Intensive)

Dworetz

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. Prerequisite: 101 or 109.

Boroviak

231. The American Presidency
Development and problems of presidential leadership in an era of crises. Includes both an historical analysis of the development of Presidential powers and the application of those powers in contemporary American politics. Prerequisite: 101, 109, or 115.

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, and social movements, and the U.S. role in the area. Countries used as examples include Brazil, Mexico, Argentina, Columbia, El Salvador, and Chile. Prerequisite: 109 or 115. (Perspectives on the Non-Western World)

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. Prerequisite: 109, 115, or 255.

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. Prerequisite: 101, 109, or 115.

Vogler

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 super-powers in Middle East affairs. Prerequisite: 109 or 115. (Perspectives on the Non-Western World)

Department
265. Politics and Society in Eastern Europe
After a brief introduction of 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. 
Prerequisite: 101, 109, 115 or permission of the instructor.

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. Prerequisite: 101.

298. 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 which 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.

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. Prerequisite: 101 or 109.

311. 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, interest groups, executive liaison, policy outcomes and the impact of reforms. Prerequisite: 101, 109, or 115.

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. Prerequisite: 101, 109, or 115.

323. Comparative Political Development
A broadly comparative survey of the political economy of less developed countries, diversities and similarities across Asia, Africa, and Latin America. Prerequisite: 109 or 115. (Perspectives on the Non-Western World)

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. Prerequisite: 109, 115, or 215.

326. Political Psychology
See Psychology 326.

331. Media and Politics
An intensive study of media in political campaigns, using video archive materials and with student projects on media in the 1994 governorship and senate campaigns. Prerequisite: 101 or 115.

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. Prerequisite 101, 109, 115, or permission of instructor.

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. Prerequisite 109, 115 or permission of the instructor.
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. **Prerequisite: 101. (Writing Intensive)**

Vogler

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. **Prerequisite: 101, 109, 115 or permission of the instructor. (Writing Intensive)**

Powell

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. **Prerequisite: 101. (Writing Intensive)**

Vogler

357. Political Theory: Visions of Modernity
A study of the political thought of philosophers who established the political and theoretical agendas for the modern world. Readings include some of the major works of Jean-Jacques Rousseau, G.W.F. Hegel, Karl Marx, and Frederick Engels. Topics include equality, democracy, alienation, revolution, and the relation between philosophy of history and political theory. **Prerequisite: 207 or 227, or permission of the instructor.**

Dworetz

371. 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. **Jordan-Zachary**

381. Media, Technology, and Social Reality
Reflections on the nature and implications of technology in general and communications technology in particular. The relationship between the shaping or “informing” of social consciousness and the development of communications media is explored. The course aims to demystify the forces and relations which constitute social reality. **(Social Science)**

Dworetz

398. Comparative Social Movements
“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; citizen militias) and groups focused on popular empowerment (the civil rights movement; liberation theology; participatory action research). **Huiskamp**

401. Seminars
(Enrollment limited to 15)

401(1) American Politics **(Writing Intensive)**

401(2) International/Comparative Politics **(Writing Intensive)**

Department

421. Government Field Work
Individually-designed and supervised field work 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 is 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 Assessment through the Filene Center. Enrollment on an as-available basis. **Do not sign up without written approval of the Chair, who must also approve the amount of credit.**

Department
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. (One-half credit)

Wilson

022, 023, 024, 025. Legal Issues in Public Policy

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 3rd through January 24th. Enrollment limited to 12 students. (One-half credit)

Murphy

Psychobiology

Associate Professor Morgan (Psychology)
Assistant Professor Morris (Biology)

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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. This includes 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 may find jobs in research laboratories, zoological parks, aquariums, industry, or education.

Students majoring in psychobiology are encouraged to pursue independent research (Psychology/Biology 399 or 500) as a means toward a total integration of the two fundamental disciplines.

The following courses are required for the major:

At least one semester of chemistry (Chemistry 103, 153, or 104)

Psychology 101. Introductory Psychology
Biology 111 and Biology 112 or
Biology 101. An Introduction to Biology (by permission of the Psychobiology advisors)

Mathematics 141. Introductory Statistics

Psychology 203. Developmental Psychology or
Biology 254. Developmental Biology

Psychology 226. Comparative Animal Behavior

At least two 300-level labs; suggested lab courses include the following (but others will be accepted on a case by case basis with permission of the advisors)

Psychology 323. Behavioral Neuroscience
Psychology 334. Community Psychology Practicum
Psychology 335. Applied Behavior Analysis Practicum
Psychology 342. Lab in Child and Family Assessment
Psychology 343. Laboratory in Experimental Psychology
Psychology 345. Laboratory in Developmental Psychology
Psychology 348. Laboratory in Animal Communication and Cognition
Psychology 365. Laboratory in Health Psychology
Biology 305. Biochemistry
Biology 324. Neurobiology
Biology 331. Advanced Marine Biology
Biology 344. Cellular Physiology
Biology 348. Advanced Physiology
Psychology 097. Concepts in Psychobiology: Senior Seminar in Psychobiology

Two free electives
Depending upon the career goals that a particular student may have for himself or herself, different electives may be appropriate. Options among these or others are best decided upon in consultation with one of the psychobiology advisors. The following is a list of some general recommendations:

**Recommended Menu for Free Electives:**

**Biology 201.** Environmental Science
Biology 205. Nutrition
Biology 215. Ecology
Biology 218. Tropical Ecology
Biology 221. Microbiology and Immunology
Biology 231. Marine Biology
Biology 303. Evolution
Biology 347. Endocrinology
Chemistry 202. Organic Chemistry
Classics 120. Greek and Latin Roots in English
Philosophy 215. Medical Ethics
Philosophy 216. Philosophical Issues in Mental Illness
Philosophy 224. Minds and Machines
Psychology 032. Advanced Topics in Psychobiology
Psychology 211. Learning and Behavior Theory
Psychology 212. Perception
Psychology 222. Cognition
Psychology 227. Drugs and Behavior
Psychology 235. Human Sexuality
Psychology 265. Health Psychology

**Recommended for Graduate Training in Animal Behavior:**

Biology 215. Ecology
Biology 218. Tropical Ecology
Biology 305. Evolution
Psychology 211. Learning and Behavior Theory
Psychology 212. Perception
Psychology 348. Laboratory in Animal Communication and Cognition

Students interested in the health professions are encouraged to consult one of the health career advisors in addition to their advisor in psychobiology.

**Psychology**

Professors Baron, Murphy, Wulff, and Zuriff
Associate Professors Morgan, Price, and Zucker, *Chair*
Assistant Professors McCandies and Berg
Adjunct Assistant Professor McGillin
Director of the Nursery School Werner
Teachers in the Nursery School Reuter and MacLeod

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The offerings of the Psychology Department reflect the remarkable diversity of topics and approaches that constitute modern-day psychology. Many students will want to begin their exploration of psychology by taking 101, the introductory course. Others may prefer to start with a course focused on a particular topic.

The specific requirements for the major are as follows:

a. **Introductory Psychology: 101**
   Students may have this requirement waived by the department chair if they have taken two semesters of high school psychology.

b. **One course in statistics:** Math 141 or 151

c. **One course in methodology:** 202

d. **One of the following courses representing classical experimental disciplines:** 211, 212, 221, 222, 227.

e. **One of the following laboratory courses:** 323, 340, 342, 343, 345, 347, 348, 365
f. Psychology 095, the Senior Seminar (one half credit) or Senior Thesis (two credits)
The remaining psychology courses taken to fulfill the major must include at least one at the 300-level.

Note: The courses that satisfy the major must total at least 9.5 credits.

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.

The Minor in Psychology

Students minoring in psychology should take Psychology 101 and at least four other psychology courses, at least one of which is at the 300-level. A minimum of five credits is required.

Psychology Laboratories and Field Placements

On-campus laboratory facilities include the Elisabeth Amen Laboratory Nursery School, human and animal experimental labs, and a psychobiology lab that includes a vivarium. Off-campus field work with either children or adults may be conducted in community-intervention agencies, mental hospitals, social service agencies, and industrial organizations.

101. Introductory Psychology
A survey of the basic principles and findings of psychology as a social and biological science and practice. (Social Science)

202. Introduction to Research Design
A survey of fundamental principles of research design, nonexperimental design issues, models of hypothesis testing, ethical issues, and principles of writing in psychology. Prerequisite: Math 141 or 151 and at least sophomore standing.

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 Amen Nursery School. Prerequisite: 101 or at least sophomore standing (Social Science)

211. Learning and Behavior Theory
A study of the scientific analysis of behavioral processes—classical and operant conditioning, extinction, stimulus control, and aversive control—as well as applications of this analysis to education and psychotherapy. Prerequisite: 101 or at least sophomore standing (Social Science)

212. Perception
A study of nonstimulus determinants of perception (e.g., culture, personality, learning); field phenomena (organization, space perception, the constancies); theories of perception (e.g., Gestalt, transactionalism); and sensation (psychophysics, signal detection, the senses, scaling). Prerequisite: 101 or at least sophomore standing. (Social Science and Writing Intensive)

221. Experiencing: The Phenomenology of Everyday Life
An introduction to the phenomenological approach in psychology and its application to our own experiences and to experiences that are strikingly different. Applies phenomenological methods and interpretations to such common activities as writing, imagining, and driving a car as well as to the less-accessible experiential worlds of animals, children, and autistic or paralyzed adults. Open to sophomores, juniors, and seniors. Offered in alternate years; next offered Fall 2001. (Social Science and Writing Intensive)

222. Cognition
A survey of scientific studies of everyday thinking, with particular focus on memory, concept formation, language, problem solving, reasoning, and decision making. An ecological approach is emphasized. Emphasis on reading primary sources and on performing replications of published studies. Open to sophomores, juniors, and seniors. (Social Science)

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. There is a 3-hour optional lab. Prerequisites: Psychology 101 and either Biology 111 or 101, or by permission of instructor. (Natural Science/Laboratory Science)

McCandies, Price
Zuriff
Zuriff
Wulff
Price
Morgan
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. Prerequisites: Psychology 101 and Biology 101 or 111. Offered in alternate years; next offered Spring 2002.

Morgan

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. Open to sophomores, juniors, and seniors or by permission of instructor. (Social Science)

Zucker

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; varieties of sexual behavior; sexuality through the lifespan; sexual problems; and important social issues such as rape, incest, and pornography. Classroom exercises, films, and guest presentations. (Social Science)

Murphy

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, addresses the fundamental question of how we are to understand ourselves and others in the diverse situations in which humans find themselves. Open to sophomores, juniors, and seniors. (Social Science)

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. Open to sophomores, juniors, and seniors. (Social Science)

Murphy

250. Psychoanalysis
Introduction to psychoanalysis as a theory, therapy, and window into the unconscious; topics include dream interpretation, male and female sexuality, neurosis, psychodynamics, and the nature of the unconscious. Open to juniors and seniors with at least one previous course in psychology. (Social Science)

Zuriff

251. Multicultural Issues in Psychology
Offers a balanced and informative introduction to African-, Asian-, Latino-, and Native American psychology. Students will examine scholarly work about a particular ethnic group that is written from the perspective of that group. Topics include models of ethnic identity development, cultural mistrust and use of mental health services, sexual identity and AIDS, bilingualism and cognitive functioning, and spirituality and family dynamics in psychotherapy. (Cultural Diversity)

McCandies

260. Psychology of Religion
A descriptive and interpretive study of religious faith and tradition. Drawing on 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 faith. Open to sophomores, juniors, and seniors. Offered in alternate years; next offered Fall 2002. (Social Science and Writing Intensive)

Wulff

265. Health Psychology
A biopsychosocial model of health: how biological, psychological, and social processes and their interaction influence health. Topics include mind-body interactions, health behavior and interventions, patient-doctor relationships, and chronic and advanced illnesses. Prerequisites: Psychology 101 or Biology 101. (Social Science)

Berg

298. Psychological Anthropology
See Anthropology 270

306. Infancy Across Cultures
The nature and nurture of infants from the perspectives of Western research, beliefs, and practices and of selected non-Western contemporary societies, especially the Navajo. Examines childbirth, newborn capacities,
caregiver-infant relationships, early experience, and changes during infancy, all in cultural contexts. **Prerequisite:** Psychology 203 or permission of instructor. Offered in alternate years. (Cultural Diversity and Writing Intensive)

**Price**

308. Developmental Competencies of Children Living in Poverty

An exploration of the effects of poverty on the development of children. Considers the economics and demographics of poverty, its general human costs, and unemployment and public policy. **Prerequisite:** Psychology 302 (Cultural Diversity)

McCandies

323. 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. **Prerequisites:** Psychology 101, Biology 244. Offered in alternate years; next offered Spring 2003.

Morgan

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. **Prerequisite:** Psychology 202, and 203 or 241, or permission of instructor. (Writing Intensive)

Baron

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. **Prerequisite:** At least one course in Psychology and at least one course in Political Science.

Zucker

334. Community Psychology Practicum

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. **Open to juniors and seniors. This course must be taken both semesters and is worth a total of two credits.** (Writing Intensive, one unit)

Murphy

335. Applied Behavior Analysis Practicum

The application of learning theory to individual and organizational behavior change. Students spend either two half-days or one full day per week in supervised field activity. Ethical and philosophical implications of behavior change considered. **Prerequisite:** Psychology 211 or permission of instructor. (Writing Intensive)

Baron

340. Laboratory in Social Research Methods

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. Topics have included attitudes toward abortion, affirmative action, and Wheaton’s honor code. **Prerequisites:** Psychology 202 and 232. (Writing Intensive)

Zucker

342. Laboratory in Child and Family Assessment

Covers fundamental principles involved in assessing child and family behavior in various contextual settings. Students learn practical techniques in interviewing, conducting classroom behavioral observations, and scoring intelligence testing protocols. In addition to conducting a study using experimental and correlational methods, students will learn to write an APA-style research proposal. **Prerequisites:** Psychology 202 and Psychology 203. (Writing Intensive)

McCandies

343. Laboratory in Experimental Psychology

The design, implementation, evaluation, and interpretation of experiments in learning (e.g., operant conditioning, discrimination), perception (e.g., sensation, recognition), and cognition (e.g., memory, concept formation). **Prerequisites:** Psychology 202 and 211, 212, or 222.

Zuriff

345. Laboratory in Developmental Psychology

Early childhood cognitive development will be assessed in the Amen Laboratory Nursery School through cross-sectional and longitudinal quantitative research methods. Students will design and implement the specific meth-
odologies, analyze the data using SPSS, and interpret the results in written APA format. Ethical issues will be addressed. **Prerequisites:** Psychology 202 and Psychology 203. (Writing Intensive)

**Price**

347. **Laboratory in Assessing Personality**
A survey and critical analysis of the methods that psychologists have developed to assess individual differences in human personality. Includes both standardized testing procedures and more idiographic, qualitative methods for observing and describing individual differences. **Prerequisites:** Psychology 202 and 221 or 241, or permission of the instructor. (Writing Intensive)

**Wulff**

348. **Laboratory in Animal Communication and Cognition**
A comparative introduction to current theories and methodologies for investigation of the nature of communication, and cognitions and problem-solving abilities of, nonhuman animals. **Prerequisites:** Psychology/Biology 226 and Math 141 or 151, or by permission of instructor (Writing Intensive)

**Morgan**

365. **Lab in Health Psychology**
The biopsychosocial research model will be assessed through class projects and discussions of specific research studies. Class topics will include research design, ethics, and issues specifically related to health research. Lab exercises will address a number of methodological topics related to health and health promotion (e.g., physiological reactivity to stress, assessment of health risks, designing health interventions). Students will design and implement various methodologies, analyze the data using SPSS, and interpret the results in written APA format. **Prerequisites:** Psychology 202 and Psychology 275 or permission of the instructor.

**Berg**

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. **Prerequisites:** Psychology 247 or 324, or permission of the instructor.

**Murphy**

375. **Systems and Change**
An exploration of the competing social and organizational systems of influence that contribute to systemic change in developing individuals, with an emphasis on the role of families. Examples are drawn from the normative and clinical literatures, and principles of systemic analysis are applied by students to a series of case studies. **Open to sophomores, juniors, and seniors. (Writing Intensive)**

**McGillin**

500. **Senior Honors Thesis**
Open to majors with permission of an instructor. (Minimum of two credits)

**Half-Credit Courses**

032. **Advanced Topics in Psychobiology**
A seminar on a specialized area of psychobiology to be announced each year. Students will lead discussions and present oral reports based on original sources in their chosen areas of interest within the general topic for that year. **Prerequisites:** junior or senior status, or permission of instructor. (One-half credit)

**Morgan**

095. **Psychology Senior Seminar**
Senior psychology majors will participate in discussions of advanced topics based on original sources, enabling them to understand their previous psychology courses from an analytical perspective that identifies major assumptions in the field. **Prerequisite:** Senior status as a psychology major (One-half credit)

**Department**

097. **Concepts in Psychobiology: Senior Seminar in Psychobiology**
A historical survey and discussion of the development and continuing significance of the concepts, techniques, and themes that comprise the field of psychobiology. Topics include the mind/brain relationship, cognitive neuroscience, ethology, localization of function, and the neuron doctrine. **Prerequisite:** Senior status as a psychology major or psychobiology major. (One-half credit)

**Morgan**
Public Policy Studies Minor

Professor Walgreen (Economics), Coordinator

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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, antitrust and regulation, and health care.

The minor consists of six courses, at least one of which must be at the 300-level. Economics 101 or 102 is required, as is one course in statistical or research methods (chosen from the list below). Other courses may be selected by students in consultation with the Coordinators. No more than three courses in any department may count toward the minor.

Methods courses
- Mathematics 141.
- Political Science 200.
- Sociology 302.

Introductory Statistics
- Modern Political Inquiry
- Research Methods in Sociology

Religion

Professor Timm, Chair
Associate Professor Brumberg-Kraus
Assistant Professor Darling-Smith

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar's Office.

The religion major (nine semester courses) includes Religion 102 (Introduction to the Study of World Religions), Religion 401 (Senior Seminar) and six courses selected from three of the following areas:

1. scriptural studies (109, 110, 204, 209, 210, 212, 310, 342);
2. western religious traditions (204, 222, 223, 232, 282, 322, 342);
3. Asian and non-western religious traditions (212, 316, 325, 326, 357);

Three courses will be taken from one of these areas; two courses from a second area; and one course from a third. At least three courses at or above the 300 level, including Religion 401 (Senior Seminar), are required of all majors.

Majors in religion and philosophy, and religion and history, are offered jointly with the history and philosophy departments, respectively. 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, see Assistant Professor Darling-Smith.

Minor concentrations are available in comparative religion, Bible, world religions, and Judaic studies. For the minor in Judaic Studies, see Associate Professor Brumberg-Kraus. A minor consists of five courses approved by the department, one of which must be at or above the 300 level.

102. Introduction to the Study of World Religions

A survey of the major world religions for the beginning student. Religions discussed will include basic religions (American Indian and African traditions), religions of India (Hinduism 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. (Arts and Humanities and Perspectives on the Non-Western World)

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. (Arts and Humanities)

Brumberg-Kraus

110. Literature of the New Testament
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. (Arts and Humanities)

Brumberg-Kraus

142. Religion and Sexuality
An investigation of how the Western religious traditions have shaped attitudes toward sexuality and 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. (Arts and Humanities)

Darling-Smith

162. Perspectives on Death and Dying
Study of the grief process, alternate denial and obsession with death and dying in Western culture. Religious and philosophic speculation about immortality, resurrection, reincarnation and the effects of death on attitudes toward life. Ancient, contemporary and cross-cultural rituals of death. (Arts and Humanities)

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. Prerequisite: One 100-level course. (Arts and Humanities and Perspectives on the Non-Western World)

Brumberg-Kraus

208. Religion in Modern Literature
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 authors as Katherine Paterson, Hurston, Morrison, Unamuno, Roiphe, Rushdie, Naipaul, Waugh, Roth, Malamud, Wiesel, O’Connor are to be considered. Prerequisite: one 100-level Religion course or permission of the instructor. (Arts and Humanities)

Brumberg-Kraus

209. Hebrew Bible Studies
An examination of the Hebrew scriptures with special attention to the Exile and the later Hebrew Biblical period. Special topics will be announced from year to year. Recommended: Religion 109. Open to sophomores, juniors and seniors. (Arts and Humanities)

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 situation. Prerequisite: one 100-level Religion course or permission of the instructor.

Brumberg-Kraus

212. Sacred Texts of Asia
A study of some of the major religious traditions which 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. Prerequisite: one 100-level Religion course or permission of the instructor. (Arts and Humanities and Perspectives on the Non-Western World and Writing Intensive)

Timm

216. Early Christian Thought
The history of the church from its beginnings until the Reformation. The great personalities and movements: the spread of the church, the shaping of Christian theology, the papacy, monasticism and the formation of the Christian West. Prerequisite: one 100-level Religion course or permission of the instructor.

Department

217. Christian Thought: Reformation to Modern Times
Analysis of major figures and movements during the Reformation, Counter-Reformation, Enlightenment, Romantic Period and the present century. The rise of science; the impact of secularism; Christian revitalization; and religious pluralism in Europe, America and the Third World. Prerequisite: one 100-level Religion course or permission of the instructor.

Department

222. New Religious Movements
Non-traditional religious expression and its significance in the American religious scene. Topics explored include the relationship of cult, sect and church, the authenticity of cult religions, “new-age” religion, Eastern spirituality, destructive cults as religious exploitation, cults and the family, brainwashing and the ethics of deprogramming. Prerequisite: one 100-level Religion course or permission of the instructor. (Arts and Humanities)

Department

223. Religion in Contemporary America
An overview of the wealth of diversity in religions practiced in the United States, 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. Prerequisite: one 100-level Religion course or permission of the instructor. (Arts and Humanities or Cultural Diversity)

Darling-Smith

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. Prerequisite: one religion or philosophy course or permission of the instructor. (Arts and Humanities and Writing Intensive)

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; altered states of consciousness. Prerequisite: one 100-level Religion course or permission of the instructor. (Arts and Humanities and Writing Intensive)

Timm

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 a 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 which 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. (Arts and Humanities and Writing Intensive)

Brumberg-Kraus

242. Religion and Ecology
An exploration of resources from various religions for developing a healthy respect for nature and the environment, as well as a study of the religious roots of the current environmental crisis. Included are discussions of the relationships between feminist spirituality and ecological sensitivity and between native American cultures/religions and ecological sensitivity. Prerequisite: one 100-level course. (Arts and Humanities)

Brumberg-Kraus

251. Judaism: Faith and Practice
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. Prerequisite: one 200-level Religion course or permission of the instructor.

Brumberg-Kraus

302. 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. (Writing Intensive)

Brumberg-Kraus

313. 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 world view. Prerequisite: one 200-level Religion course or permission of the instructor.

Timm

314. 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 development of Muslim thought, Islamic mysticism and modernism. Course involves field trips to an Islamic Center and interviews with contemporary Muslims. Prerequisite: one 200-level Religion course or permission of the instructor. (Perspectives on the Non-Western World)

Brumberg-Kraus
western religious pluralism. The course features close readings of Buddhists texts in translation and regular audiovisual presentations. Prerequisite: one 200-level Religion course or permission of the instructor.

Timm

340. Seminar on Religion in Anthropological Perspective
See Anthropology 340.

342. Liberation Theology
Theology is rational reflection upon the faith; liberation theology is reflection by people of faith who find themselves in situations of oppression. This course studies Third World peoples, African-American women and men, and white women and their struggles to relate Christian and Jewish teachings to liberation. Prerequisite: one 200-level Religion course or permission of the instructor. (Cultural Diversity)

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 American religious traditions, but indigenous religions in Africa, Australia, and pre-Christian Europe will also be considered. Prerequisite: one 200-level course. (Arts and Humanities or Cultural Diversity)

Darling-Smith

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. Requires permission of the instructor.

Darling-Smith

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. Required of all senior majors; others with permission of the instructor.

Timm

500. Individual Research
Open to majors by invitation of the department for work culminating in a Senior honors thesis.

Religion and Philosophy
and Religion and History

Students electing either joint major should consult with the Chairs of the two departments concerning the courses required.

Russian and Russian Studies

Shelby Cullom Davis Professor of Russian Studies Powell (Russian and Political Science); Professors Relihan, Coordinator (German and Russian); and Weil (Economics) Associate Professor Wilson (Political Science) Assistant Professors Baker (History) and Rosset (Russian) Visiting Assistant Professor Bobrova (Russian)

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar's Office.

The program of Russian Studies offers a wide range of courses in the Russian language (from the elementary to the advanced level), Russian art and culture, literature, history, economy, and politics.

The Department offers two majors, one in Russian Studies and one in Russian language and literature. For further information, contact Professor Rosset, advisor for the major in Russian and Russian studies. Below is a list of courses which may be taken for a major in Russian studies or Russian language and literature, followed by the specific requirements for either program of study, and course descriptions.

Russian Department
Russian language courses from 110 to 243.
Russian literature and culture courses, in English or Russian:

101. Russian Folklore
200. Russia: Icons to Revolution. The 19th century
201. Russia: From Revolution to the Present
203. Russian Drama
281. Russian Arts and Culture
282. Modern Russian Film
284. Women in Russian Culture
300. Advanced Russian 200
301. Advanced Russian 201
I. Russian Studies Major

The Russian studies major is a broad-based, interdisciplinary course of study. It is designed to give students a basic knowledge of Russia and the former Soviet Union through the study of art and culture, history, language and literature, as well as economic, social and political issues. It consists of a minimum of 10 semester courses, as follows:

1. Russian language: four semester courses, selected from Russian 110, 111, 210, 211, 240, 241, 242 and 243. Students who place at the advanced level (240, etc.) are only required to do two semesters.

2. Russian literature and culture: three semester courses, selected from Russian 101, 200 or 300, 201 or 301, 203, 281, 282, 284, 305, 351, 352 and 370.

3. Courses in other Departments: three semester courses, selected from at least two different departments. Courses include: Econ 246, Hist 215, and Poli 249, 255, 265, 345 and 398.

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.

II. Russian Language and Literature Major

The Russian language and literature major is designed to provide students with a sound knowledge of the Russian language, culture and literature. It consists of a minimum of nine semester courses, as follows:

1. Russian language and literature in Russian: four semester courses, beginning at the advanced language level: 240, 241, 242, 243, 351, 352, or 370. Students who choose this major will usually have had some prior study of Russian, or they may opt for summer study or a Junior (or semester) Year Abroad.

2. One Senior Seminar: 402

3. Russian literature and culture courses in English: four courses, selected from the following: 101, 200 or 300, 201 or 301, 203, 281, 282, 284, and 305.

The major requires a minimum of three courses at the 300-level or above. Substitutions by permission of the Department.

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.

By passing a proficiency test administered by the department in September and May each year, a student may satisfy the first or the first two years of the Russian language and place directly into the advanced level courses. Students who have taken three years or more of Russian at the secondary school level are expected to place into course 210 (or the 240 series, with departmental permission).

Courses 351, 352 and 370 are designed for Russian majors and are conducted in Russian, but are open to all qualified students with permission of the department. Courses in culture, literature and civilization conducted in English are open to all students without regard to foreign language proficiency.

Summer study in the U.S. or abroad is strongly recommended for all majors at the end of the sophomore or junior year. Study in Russia on a Junior Year (or Semester) Abroad Program is likewise highly recommended. Credit is normally given for such study. Early consultation with the Department is advised.

All students in language courses are required to attend class regularly and, as an integral part of their class preparation, to work in the language laboratory for at least one hour per week. Students also have access to the laboratory for independent work.

Minor concentrations are available in Russian language and Russian literature.
The minor in Russian language consists of a minimum of six semester courses, as follows:

1. *Five* semesters of the Russian language, typically 110, 111, 210, 211, 240 or 241 or 242 or 243.

2. *One* Russian language and literature course in Russian, selected from the following: 351, 352 or 370.

The minor in Russian language and literature consists of a minimum of five semester courses, as follows:


2. *Two* courses in Russian culture and literature in English, selected from the following: 101, 200, 201, 203, 281, 282, 284 or 305

**Language Courses**

110. Beginning Russian I
The principal elements of the Russian language, including reading, writing and speaking. Emphasis is placed on colloquial language and the ability to converse in Russian. Class work is supplemented by one hour per week in the language laboratory. *Fall semester (Foreign Language)*

111. Beginning Russian II
A continuation of Russian 110 with further emphasis on grammar and conversation. Class work is supplemented by one hour per week in the language laboratory. *Prerequisite: Russian 111 or equivalent. Spring semester (Foreign Language)*

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 in the language laboratory. *Prerequisite: Russian 111 or equivalent. Fall semester (Foreign Language)*

211. Intermediate Russian II
Continuation of Russian 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 in the language laboratory. *Prerequisite: Russian 210 or equivalent. Spring semester (Foreign Language)*

240. Advanced Russian I
Review of Russian grammar. Russian roots and word formation. Russian syntax and composition. Emphasis on vocabulary building. *Prerequisite: Russian 211 or equivalent. (Foreign Language)*

241. Advanced Russian II
Review of Russian grammar. Russian style and syntax, with emphasis on composition. *Prerequisite: Russian 211 or equivalent. (Foreign Language)*

242. Advanced Conversation and Grammar Review I
Review of Russian grammar. Emphasis on oral comprehension and verbal proficiency. *Prerequisite: Russian 211 or equivalent. (Foreign Language)*

243. Advanced Conversation and Grammar Review II
Review of Russian grammar. Emphasis on verbal proficiency and Russian cultural/political vocabulary. *Prerequisite: Russian 211 or equivalent. (Foreign Language)*

**Literature and Culture Courses Given in Russian**

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, Turgenev, Dostoevsky, Tolstoy, Tefi, Chekhov, Zamyatin, Zoshchenko, Bunin, Solzhenitsyn, Tokareva. *Prerequisite: Russian 240 or above, or permission of Department.*

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. *Prerequisite: Russian 240 or above, or permission of Department*
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. Prerequisite: Russian 240 or above, or permission of Department.

Rosset

402. Seminar
Integration of the student’s work in previous courses through independent work chosen with the approval of the department. Taken during the senior year.

Department

500. Individual Research
Open to senior majors by invitation of the department.

Department

Courses Given in English
Open to all students. No Russian language prerequisite. No knowledge of Russian required.

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; the influence of folklore on the development of Russian literature and art. (Arts and Humanities and Perspectives on the Non-Western World)

Department

201. Russia: 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 1990’s. 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, Petrusheskaia. 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. (Arts and Humanities)

Department

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, Kharmas, Gippius, Erdman, Shvarts, Aitmatov, Petrushevskaia, and Nina Sadur. (Arts and Humanities)

Department

281. Modern 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. (Arts and Humanities and Perspectives on the Non-Western World)

Department

282. Modern 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. (Arts and Humanities and Perspectives on the Non-Western World)

Department
284. Women in Russian Culture
An 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. (Arts and Humanities) Rosset

300., 301. Advanced Versions of 200 and 201
Usually taken by majors. See 200 and 201 above.

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, etc.

Department

Sociology and Anthropology

Professors Grady, Yllö, and Kerner, Chair
Associate Professors Kim and Trevino
Assistant Professors Albro, Owens, and Harris

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

The department provides students with an understanding of human social behavior, social organization and cultures, and contemporary social problems. The two disciplines examine the social forces that operate not only within American society, but also in Latin American, Caribbean, African, Middle Eastern, European and Asian societies. As a joint department we offer separate majors in sociology and anthropology, but at the same time encourage students to integrate these two related areas of knowledge.

The major program in sociology consists of 10 semester courses and must include Sociology 101, 301, 302, 402 or two semesters of Individual Research (500). Students must take one anthropology course and they may take two toward the major. Students are expected to take Sociology 301 and 302 in their junior year and Sociology 402 in their senior year. In addition, majors must fulfill a distribution requirement by taking at least one course in each of the three areas: deviance and social control, inequality and social change, and institutions and social organization. Related courses may be chosen from psychology, economics, political science and history. Majors in anthropology should consult that section of the catalog for requirements and course listings.

The department offers a minor in urban studies in conjunction with the Political Science Department and encourages field work and internships.

The following courses are required to fulfill the minor in sociology: Sociology 101, and four additional courses of choice in sociology one of which must be at the 300-level.

For course descriptions in anthropology see page 53.

Introductory/Core Courses

101. Introduction to Sociology
An introduction to the study of social relationships. Topics covered will include the relationship of the individual to society; the nature of groups and institutions and their effect on individuals; inequalities of class, race and gender; the structure of economic and political power; new forms of the family and family life; the role of religion in America today; social change and global interdependence. (Cultural Diversity or Social Science)

Grady, Harris, Kim, Trevino, Yllö

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 six 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. (Social Science)

Trevino

272. Let Me Count the Ways: Analyzing Social Trends
Have you ever wondered whether the population is growing too fast? How diverse are we ethnically? How many of us are poor? Is the American family falling apart? These questions are debated all the time in the media. But are they telling the whole story?
This 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. *(Mathematics/Logic or Social Science)*

Grady, Harris

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-WWII) theoretical paradigms in sociology. Students will cultivate their sociological imaginations as they learn to apply the theories. *Required of all majors in their junior year; open to others by permission of the instructor.*

Kim, 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, and an introduction to the computer statistical package MINITAB. Emphasis is on research design. *Prerequisites: two courses in sociology, required of majors in their junior year. Open to urban studies minors and others by permission of the instructor.*

Trevino

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. *Required of all senior majors. (Writing Intensive)*

Grady, Harris, Kim, Trevino, Ylönen

500. Individual Research
Open to majors at the invitation of the department.

Ylönen

Inequality and Social Change

200. Social Movements
When and why do people organize for social change? When and how do social movements succeed or fail? When and how do movements become violent? How do societies change peacefully? The course focus will be to study collective action and social movements, both local and global, including some of the following: national liberation move-
ments, social and political revolutions, strikes and protests, reactionary movements, and movements for peace and non-violence. Some historical cases may include the civil rights movement in the United States, peace and liberation movements in Tibet, Ireland and Israel-Palestine, democracy movements in Central and Latin America and Asia, and the global women’s rights and human rights movements. (Cultural Diversity)

210. Inequality
What is the structure of social classes in a modern industrial society? How do the upper, middle and lower classes differ from each other? Is it just a question of money or is something else involved? Is there a working class in our society and what role does it play? What is the relationship between class and gender? This course looks at these and related questions, identifying those social processes that create and maintain class differences as well as those that tend to erode these differences, and examining the ways in which social class affects each of our lives. This course includes a field experience. (Cultural Diversity or Social Science)

220. Aging in America
Aging in the U.S. is examined in sociological, historical, and cross-cultural context. Issues concerning family, work and retirement, sexuality, elder abuse, and death and dying are explored. The aging experience is analyzed in connection to gender, race and class inequalities. This is a service learning course involving field placement in local elder organizations. (Cultural Diversity)

230. Race and Ethnicity
Racial and ethnic minorities in the United States and other countries, including the different ways in which minority-dominant group and minority-minority group relationships are created, structured and become crystallized in social institutions and patterns of social action. A look at various explanations for the ways these relations work out in different societies and between different groups. Finally, the cultures and ideologies of the different groups, and the way these cultures and ideologies help create and are themselves created by the pattern of minority group relations. (Cultural Diversity)

250. Black Community
What has happened to the Black community since World War II? This period has witnessed the Supreme Court’s Brown Decision overturning the legal basis for segregation, the civil rights movement, the Black power movement, affirmative action and the Rainbow Coalition. The course will examine what has happened to the cultural, social and political institutions, especially the family, of the African-American community during this period as well as investigating changing relations with other ethnic groups, especially white Americans. (Cultural Diversity)

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? (Cultural Diversity)

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. Depending on the instructor, this course will focus on global migration (Kim) or immigration in the U.S. context (Harris). (Cultural Diversity)

280. Asians and America: Ethnic Boundaries and Identities
From a multidisciplinary approach, the course examines political and socioeconomic forces that brought Asians to the United States. In historical context, the course explores the construction of “borders”—racial, ethnic, class, gender, sexual, and religious—that have defined, contained and excluded Asian/Pacific Americans, as well as “border crossings” by which Asian/Pacific Americans have resisted, negotiated and created their communities and identities. Topics will include Orientalism,
colonialism, Japanese internment, Chinatowns, the model minority myth, sweatshops, citizenship, democracy, and racism. *(Cultural Diversity)*

**330. Money, Sex, and Power in Global Perspective**

In the late 20th century, the buying and selling women for the sex market has reached global dimensions. Women and girls are trafficked from “third world” countries to the “first world” countries through mail order catalogs, marriage brokers, tour agencies, and underground networks; once trafficked, women end up in porno centers and brothels in Europe, U.S. and Japan. The seminar examines the sexploitation of especially Asian women in relation to race, gender and class politics, and examines the development of the global sex trade in relation to militarization, war-making and capitalism. Concepts such as “female sexual slavery,” “trafficking in women,” gender inequality, and sexual division of labor are discussed. *(Writing Intensive)*

**Institutions and Social Organization**

**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 United States and Japan. *(Cultural Diversity)*

**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.

**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 a social scientific analysis illuminates 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. *Required of Family Studies Minors.*

**241. Women in US Economy**

See Economics 241.

**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. *(Cultural Diversity)*

**275. 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 message, the organization of media industries and the media as means for subcultural expressions.

**285. Latino Community**

The course will examine the various Latino populations in the United States: Mexican Americans, Cuban Americans, Puerto Ricans, Dominicans, and the like. 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. *(Cultural Diversity)*

**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.  

*(Writing Intensive)*  

Grady

### 322. Sociology of Law
Examines the interrelations between law and various aspects of society. 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? *(Social Science)*

Trevino

### Specialized Methods

#### 141. Introductory Statistics
See Mathematics 141.

#### 262. Let Me Count the Ways: 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.  

*(Social Science or Math and Logical Reasoning)*

Harris, 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 and which play an ever more important role in how we image and conduct our lives and communicate with others.

Grady

### 292. Documentary: Sociological Movie Making
How can social scientists use video to carry out social research and to communicate what they discover? What are the opportunities (and the pitfalls) that visual expression poses for the student? What are the strengths and weaknesses of the documentary and photo-journalistic tradition and how is it connected to the social sciences? This course will enable students to develop the analytic and practical skills necessary to produce a visual essay. The focus of the course is on documenting the town of Norton and each student will produce an independent project consisting of a digitally edited movie on some aspect of the town’s history, life-styles, or culture. Student access to a video camera is recommended. *Prerequisite or concurrent: Arts 240 (Beginning Photography) or by permission of the instructor.*  

Grady

### 362. Fieldwork in Formal Organizations
This course is open to students who have internships during the semester. Students are required to take field notes at their internship sites. Drawing on organizational theory the course requires students to see the broader social forces at work in various types of formal organization. *May be taken in lieu of Soc 402. (Writing Intensive)*

Trevino

### 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. *Prerequisite: one social science methods course and one women’s studies course.*

Grady, Harris, Kim, Trevino, Yllö

### 399 Selected Topics
Course content is determined according to the interest of students and the instructor.  

Grady, Harris, Kim, Trevino, Yllö
Theatre

Professor Bongas, Chair
Associate Professor Fox
Assistant Professor Mrzowski
Theatre Manager Mailhot
Instructor Stein

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Students have the opportunity to combine a liberal arts education with training in theatre arts.

Watson Theatre, a proscenium house seating 375 people, and the Experimental Theatre, a “black box” space seating approximately 100, offer the means to achieve any directorial concept or design.

Major in Theatre and Dramatic Literature

The major in theatre and dramatic literature is administered jointly by the Theatre and English departments. It includes a minimum of eleven courses, four from the offerings of the English Department and seven from the Theatre Department, some of which bring together the work taken in the two departments.

Two tracks are available in the major: a concentration in Acting/Directing or Technical Theatre/Design. The major must include three courses at or above the 300-level.

The four courses from the English Department include:
At least one course in Shakespeare (English 309 or 310)
Three courses from among the following:
241. Modern Drama
246. Modern Irish Literature
273. Early Modern English Theatre
274. Restoration Theatre and Beyond

A second semester of Shakespeare

With permission from appropriate professors, dramatic literature courses from other departments may be used to satisfy this requirement (i.e. Classics 254 and 354: Comedy and Tragedy, Music 292: Broadway Bound: American Musical Theatre, etc.)

The seven courses from the Theatre Department include:
103. Introduction to Theatre
275. The History of Western Theatre
371. Ensemble Experiments

Three courses in one of the following areas of specialization:
Acting/Directing
101. Beginning Acting
202. Beginning Directing
211. Intermediate Acting
311. Intermediate Directing
351. Advanced Acting
399. Acting or Directing Practicum

Technical/Design
203. Introduction to Scene Design
204. Introduction to Costume Design
205. Stagecraft
302. Introduction to Lighting Design
399. Design Practicum

The seventh course in the Theatre must be selected as follows:

Acting/Directing majors must take one course from Technical/Design.

Technical/Design majors must take one course from Acting/Directing.

Students may take one semester away at the National Theatre Institute through Connecticut College, at the British American Drama Academy in London through Sarah Lawrence College, at La Mama through Trinity College, or at comparable institutions. They are encouraged to elect courses in other literatures that include some drama. If interested in technical theatre, they are encouraged to take appropriate courses in art and art history.

Other interdepartmental majors are also possible; previous programs have involved the departments of psychology, sociology, art and classics. However, a student may design a combination in consultation with an advisor from any other department.

Minor concentrations in Theatre consist of at least five interrelated courses, at least one of which normally shall be at the 300-level. Two tracks are available in the minor: Acting/Directing or Technical Theatre/Design.

Minor in Theatre
103. Introduction to Theatre
371. Ensemble Experiments

Three courses in one of the following areas of specialization:
Acting/Directing
101. Beginning Acting
202. Beginning Directing
211. Intermediate Acting
Building a character: creation of simple reality through talking, listening and justification as applied to actual texts; character analysis and breakdown of action. **Prerequisite: Theatre 101. Enrollment limited to 14 students. Auditions required first day of class.**

**Department**

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. **Prerequisite: Theatre 101 and 211. Enrollment limited to 14 students.**

**Fox**

Directing

202. Beginning Directing
Study of theories, practices and techniques of play direction, with special emphasis on the function of the director as interpreter, organizer and teacher. Practical directing problems in scene work drawn from contemporary and classical plays. **Prerequisite: Theatre 101.**

**Department**

299. Selected Topics
A course at the intermediate level determined by the special interest of the instructor and student(s). **Prerequisite: permission of the department.**

**Department**

311. Intermediate Directing
This course is designed to offer qualified students the opportunity for advanced work in directing, culminating in the direction of a complete play. Students will be responsible for casting, rehearsal and overall artistic unity of the performance. **Prerequisite: Theatre 202 or permission of the instructor.**

**Fox**

371. Ensemble Experiments
Development of a major theatre project, including the writing or editing of a script, design of sets, lights, costumes, directorial concepts and casting. Students will also experience, absorb and assimilate principles of acting. **Prerequisites: Senior majors and minors only.**

**Department**
Theatrical 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. Students may be assigned to crew positions in department productions as a practical aspect of their training. Enrollment limited to 15 students. (Arts and Humanities)

Stein

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 with some sketching. Enrollment limited to 15 students.

Stein

205. Stagecraft
The technical problems 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. Enrollment limited to 15 students.

Mailhot

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. Prerequisite: Theatre 205 or permission of the instructor. Enrollment limited to 15 students.

Mailhot

Other Courses

102. Public Speaking
The structure and presentation of a speech, with emphasis on organization, clarity and delivery. The object of the course is to improve both group and interpersonal communication skills. Each student is required to prepare four presentations. Enrollment limited to 20 students.

Bongas

103. Introduction to Theatre
A survey of the theatre from the Greeks to the present, with an emphasis on the theatre as a performing art. Appreciation of the theatre through brief study of theatre history, selected play scripts, acting-directing theory and practicum and scene/lighting design. (Arts and Humanities)

Department

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. (Arts and Humanities)

Department

399. Selected Topics
Advanced level; content determined by special interests of instructors and student(s). Examples of past course titles: Advanced Lighting, Advanced Costume Design, Advanced Directing Project, Costume Construction, Playwriting. Prerequisite: permission of the department.

Department

Urban Studies Minor

Professor Grady (Sociology), Coordinator

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

An interdepartmental minor in urban studies is offered by the departments of Political Science and Sociology and Anthropology. The requirements are as follows:

Political Science 201. Contemporary Urban Politics

Sociology 255. Living in Cities: Urban Sociology

Urban Studies 301 and 302. Field Work: Two courses

Political Science 200. Modern Political Inquiry: An Introduction to Research Methods

or

Sociology 302. Research Methods in Sociology

Political Science 321. Public Administration and Public Policy

or
Economics 252. Urban Economics
301., 302. Field Work in the Urban Community

Individually-designed and supervised field work in agencies of state and local government; community service organizations; and programs and non-profit associations in Boston, Providence and surrounding communities. Seminars integrate field work with the academic program. To be taken as a double-credit course for one semester, or as a single-credit course in each semester. Open to political science and sociology junior or senior majors, urban studies minors and others by permission. Enrollment limited to 25 students.

Women’s Studies
Professor Murphy (Psychology), Coordinator
Assistant Professor Tomasek (History), Advisor

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at www.wheatoncollege.edu/Catalog or the most recent edition of the Schedule of Courses published by the Registrar’s Office.

Women’s studies is an interdisciplinary major explicitly geared toward the study of women and their gender roles. By encouraging students to examine the new scholarship on women in relation to traditional materials, women’s studies involves a “re-vision” of knowledge. The major in women’s studies provides students with a critical framework that allows them to examine women’s issues across the curriculum as well as in the world at large.

The major in women’s studies consists of at least nine courses. Students are encouraged to pursue a concentration within the major; possible concentrations include: social science, humanities, arts, or a particular social issue or theme. 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.

The minor in women’s studies consists of five or more courses: 201, Introduction to Women’s Studies, at least one 300 level course and three electives only one of which can be taken at the 100 level. Students are encouraged to do an interdisciplinary independent study and related internships.

Requirements for the Major in Women’s Studies:
1. Women’s Studies 201. Introduction to Women’s Studies.
2. One of the following social science-based courses:
   Economics 241. Women in the U.S. Economy or
   Sociology 260. Gender Inequality
3. One of the following humanities-based courses:
   History 230. U.S. Women to 1869 or
   History 231. U.S. Women since 1869
4. Women’s Studies 312. Feminist Theory
5. A methodology course with either a social science or humanities focus:
   Sociology 392. Feminist Research (social science) or
   English 377. Feminist Criticism (humanities)
6. Four electives, at least one of which must be at the 300 level or above.

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 include women’s historical roles in the family, the work force 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. Spring only (Cultural Diversity)

Wyss and Women’s Studies Faculty

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 post-modernism. Special topics such as racism, lesbianism, and international women’s issues are also examined. Enrollment limited to 30 students. Open to juniors and seniors, and to sophomores by permission. Fall only (Cultural Diversity)

Maher
Women’s Studies Courses:

Anthropology
255. Women in Africa
260. Women and Development
350. Gender and Social Organization

Classics
266. Women in the Classical World

Economics
241. Women in the U.S. Economy

English
240. Gender, Genre and Poetry
247. African American Women Writers since 1945
272. Romancing the Novel
327. Eighteenth Century Women’s Literature
348. Sexual Politics in Film Noir
377. Feminist Criticism

French
331. Other Voices, Other Stories

Hispanic Studies
370. Studies on Hispanic Women Writers

History
226. Women in East Asia: Past and Present
230. U.S. Women to 1869
231. U.S. Women since 1869
313. Issues in the History of Women in Europe
340. U.S. Women and Work
341. History of Sexuality

Italian
235. Italian Women Writers in Translation

Music
173. A New Revisionist Interpretation: Women in Music

Philosophy
255. Feminism, Philosophy and the Law

Psychology
235. Human Sexuality

Religion
142. Religion and Sexuality

Russian
284. Women in Russian Culture

Sociology
260. Gender Inequality
311. Violence Against Women
330. Money, Sex, and Power in Global Perspective
392. Feminist Research

Women’s Studies
201. Introduction to Women’s Studies
312. Feminist Theory

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.
Lectureships
Mary Bloor Loser Endowment Fund: Established in 1987 by Thomas N. Loser and Ann T. Bloor in honor of his wife (and Mrs. Bloor’s daughter), Mary Bloor Loser, Class of 1942, and her father, Carl Bloor, to fund the Mary Bloor Loser Musical Series.

Annie E. Carter Memorial Lecture: Established in 1886 by the Wheaton Seminary Alumnae Association in memory of Annie E. Carter, teacher at Wheaton Seminary from 1862 to 1881.

Annie Talbot Cole Memorial Lecture: Established in 1916 by a gift from Calista S. Mayhew in memory of her niece, Annie Talbot Cole, first wife of Wheaton President Samuel Valentine Cole.

Deemer Forum on Ethics in the Professions: Established in 1997 by Mr. and Mrs. Kenneth C. Deemer (Louise McKeon Deemer ’33) to encourage discussion and reflection on ethics as an essential ingredient in the code of professional conduct for a wide range of careers.

Annie Austin Emerson Lecture: Established in 1898 by the New England Wheaton Seminary Club in memory of Annie Austin Emerson, Class of 1871, teacher at Wheaton Seminary from 1872 to 1876.

Lucy Larcom Lecture: Established in 1896 by an anonymous donor in memory of Lucy Larcom, teacher at Wheaton Seminary from 1854 to 1867.

Amy Otis Lecture in Art: Established in 1931 by the Class of 1931 in honor of Professor Otis, a member of the Art Department from 1914 to 1932.

Otis Social Justice Symposium and Award: Formerly named the Otis Lectures in Religion, this lectureship was broadened in scope and renamed in 1990. Originally established in 1958 through the generosity of Henry Witte Otis, a longtime friend of the college and father of two Wheaton alumnae, in memory of his wife, Marjorie Maxfield Otis and later expanded to honor also the memory of his daughter, Marilla Claire Otis, Class of 1950.

Mary F. Porter Lecture: Established in 1908 by a bequest from the estate of Mary French Porter, Class of 1859.

The Jane E. Ruby Lecture in the Humanities: Established in 1993 by a bequest from the estate of Jane E. Ruby, Professor of History Emerita, Provost, friend and honorary degree recipient of Wheaton College. The lecture series brings prominent speakers to campus annually.

LaDonne Heaton Schulman Alumna/i Lecture Fund: Established in 1993 in memory of LaDonne Heaton Schulman ’57, Wheaton’s first Fulbright scholar, by alumnae/i, family and friends.


Wright-Shippee Memorial Fund for the Arts: Established in 1954 in memory of Elizabeth Wright Shippee, Class of 1937, by her family. Restricted to lectures in art and support of the Shippee Rental Collection.

Prizes
The following prizes are awarded at the close of the academic year:

Holcombe M. Austin Prize in Philosophy: Established in 1960 by Amanda Tevepaugh Macaulay and Sara Terry Graves, both Class of 1960, in honor of Professor Austin, a member of the Philosophy Department from 1941 to 1972.

Banning-Ford Prize in Education: Established in 1980 by the Education Department in honor of Professor Evelyn Irene Banning, a member of the Education Department from 1953 to 1969, and Marjorie Hill Ford, lecturer in education and director of the Elisabeth Amen Nursery School from 1956 to 1976.

Burlingame-Moles Prize in Spanish: Established in 1965 by members of the Spanish Department in honor of Professor Frances Marie Burlingame, a member of the Spanish Department from 1943 to 1961. Endowed in 1973 and renamed to also honor Professor Lucinda Moles, a member of the Spanish Department from 1956 to 1973.

Miriam F. Carpenter Prize in Art: Established by students in 1944 in honor of Miss Carpenter, Dean of the College from 1929 to 1944.

Paul F. Cressey Prize in Sociology: Established in 1965 by friends of Professor Cressey, a member of the Anthropology and Sociology Department from 1932 to 1964.

Ellalou Dimmock Vocal Performance Award: Established in 1995 by colleagues, students and friends of Ellalou Dimmock, Professor of

Lydia J. Dorman Prize in Religion: Established in 1926 by Maud Dorman Brewer in memory of her mother, who attended Wheaton Seminary from 1851 to 1852.

Helen Zoe Duncan Prize in Piano Performance: Established in 1980 in honor of Professor Duncan, a member of the Music Department from 1946 to 1980.

English Literature Prize: Established in 1984 by the English Department.

Linda F. Epstein ’82 Award: Established in 1985 by Susan Rittenburg Epstein, Class of 1958, in honor of her daughter’s accomplishments.

Evans-Marshall Prize in Chemistry: Established in 1959 by chemistry alumnae of the classes of 1929 through 1959 in honor of Professor Mildred W. Evans, a member of the Chemistry Department from 1929 to 1962, and Professor Maud A. Marshall, a member of the Chemistry Department from 1934 to 1973.

Faculty Prize in Classics: Established in 1979 by members of the Classics Department.

Faculty Prize in Psychology: Established in 1974 by members of the Psychology Department.

Catherine Filene Prize in Economics: Established in 1919 by Catherine Filene Shouse, Class of 1918.

María Victoria DeLuca Forsythe Prize in Studio Art: Established in 1984 by faculty, family and friends in memory of María Victoria DeLuca Forsythe, wife of Professor Sidney Forsythe. Debi Field McGrath ’70 Athletic Award: Established in 1983 by Debi Field McGrath, Class of 1970 and given annually to the outstanding female athlete in one of the competitive programs sponsored by the Athletic Department. This award recognizes extraordinary athletic ability as well as demonstrated sportsmanship and contribution to her team, the college and the world of sport.

Claudia Friese Special Recognition Award: Established in 1983 by Claudia Friese, Class of 1982, to recognize the less visible, behind the scenes dedication to the athletic program exhibited by many Wheaton students.

Garabedian Prize in Music: Established in 1960 by Mr. and Mrs. Maurice L. Clemence (Gwendolyn Monroe, Class of 1934) in honor of Professor Carl Garabedian, organist and director of the choir from 1936 to 1960.

Sally Gale Gilman Award: Established in 1987 through a bequest from the estate of Sally Gale Gilman, Class of 1962.

Lillian Hellman Prize: Established in 1977 by members of the faculty and administration in honor of Lillian Hellman, Doctor of Letters 1961.

History of Art Prize: Established in 1934 by Mrs. Genevieve Teachout Madden, Class of 1935.

Jean Mulcahy Keefe Prize in Economics: Established in 1984 by Harry V. Keefe, Jr. in memory of his wife, Jean Mulcahy Keefe, Class of 1944, in honor of her 40th reunion.

Anne Louise Knowles ’55 Prize in English: Established in 1995 in memory of Anne Louise Knowles ’55 by friends, classmates and family.

Fred Kollett Prize in Mathematics and Computer Science: Established in 1997 in memory of Fred Kollett, Professor of Mathematics and Computer Science from 1979 to 1997, by his family, friends and colleagues.

Hedda Korsch Prize in German: Established in 1956 by students, alumnae and faculty in honor of Professor Korsch, a member of the German Department from 1936 to 1956.

Daniel Lewin Prize in Government: Established in 1969 by students, faculty, relatives and friends in memory of Professor Lewin, a member of the Government Department from 1963 to 1966.

Littlefield-Mandell Prize in French: Established in 1965 to honor Professor E. Dorothy Littlefield, a member of the French Department from 1926 to 1967. Renamed in 1972 to honor also Professor Lena L. Mandell, a member of the French Department from 1941 to 1973. Endowed in 1983 by Dr. and Mrs. Edward D. Miller (Leslie Coombs, Class of 1964).


Clinton V. MacCoy Prize in Ecology: Established in 1957 by Barbara Young Bodden, Class of 1956, in honor of Professor MacCoy, a member of the Biology Department from 1944 to 1970.

J. Arthur Martin Prize in Religion: Established in 1978 by students, alumnae and friends in honor of Professor Martin, a member of the Religion Department from 1947 to 1978.

Abbey McClosky ’92 Memorial Prize in International Relations: Established in 1992 in loving memory of Abbey McClosky, Class of ’92, by her family and friends.

Margaret Mead Leadership Award in Anthropology: Established in 1978 by faculty and administration in honor of Margaret Mead, Doctor of Humane Letters 1978.

A. Howard Meneely Prize: Established in 1964 in
memory of Dr. Meneely, President of Wheaton from 1944 to 1961.

Lucretia Coffin Mott Prize in Sociology: Established in 1986 by Dr. Thomas Osborne, a member of the Wheaton Department of Sociology and Anthropology from 1964 to 1986, with gifts from Dr. Osborne and from the Henderson Foundation. Lucretia Coffin Mott, Dr. Osborne's great-great-aunt, was a noted women's rights advocate and a staunch abolitionist in the mid-nineteenth century.


Nancy Norton Prize in History: Established in 1986 by the history department and endowed in 1993 by Stephany Roller Mendelsohn, Class of 1962, in honor of Professor Emerita Nancy P. Norton, a member of the history faculty from 1953-1986.

Norton Singers Prize in Drama: Established in 1979 by the Norton Singers and given annually to the Theater Arts student who has made outstanding contributions as an actor and/or director.

Edward F. O'Dowd Prize for Excellence in Latin: Established in 1985 by Margaret O'Dowd O'Connor, mother of Margaret M. O'Connor, Class of 1985, in memory of Edward F. O'Dowd, graduate of Boston Latin and Harvard University, and in recognition of Boston Latin School's 350th anniversary and Wheaton College's 150th anniversary.


H. M. Pastra-Landis Prize in Physics: Established in 1995 by family and friends in honor of the 70th birthday of Professor Emeritus Harry M. Pastra-Landis, a member of the Physics Department from 1953 to 1992.

Allison Wells Ney Shepardson in memory of her husband, Erwin (Skip) Shepardson.

Shepardson in memory of her husband, Erwin (Skip) Shepardson.

Sophomore Prize in Biology: Established in 1959 by Shirley Stilwell Gordon, Class of 1959, in honor of Professor Jane L. Chidsey, member of the Biology Department from 1939 to 1973.

Helen Meyers Tate Memorial Prize for Original Verse: Established in 1941 by members of the Class of 1922 in memory of Helen Meyers Tate, Class of 1922.

Villars Prize in Science: The Villars Prize in Science was created in memory of Trudy Villars, Professor of Psychobiology at Wheaton College from 1980 until her untimely death in 1990.

Madeleine Clark Wallace Prize in Mathematics: Established in 1935 by Madeleine Clark Wallace, class of 1934. Endowed in 1986 through a bequest from her estate.

Wheaton Scholar Prize: Established in 1987 by former Wheaton Scholars.

Professorships

Samuel Valentine Cole Professorship in English Literature: Established in 1966 by a bequest from Helen Wieand Cole in memory of her husband, Wheaton President from 1897 to 1925.

William Isaac Cole Professorship in Sociology: Established in 1966 by a bequest from Helen Wieand Cole in memory of her brother-in-law, Treasurer from 1913 to 1926, Professor of Sociology from 1916 to 1925 and Trustee from 1926 to 1935.

Shelby Cullom Davis Visiting Professorship in Russian Studies: Established in 1993 with a gift from the Shelby Cullom Davis Foundation.

Hannah Goldberg Chair in Teaching Innovation: Established in 1998 during the Campaign for Wheaton by college trustees, friends and colleagues in honor of Hannah Goldberg, Provost and Academic Vice President of Wheaton from 1984 to 1998.

Mary L. Heuser Chair in the Arts: Established in 1996 during the Campaign for Wheaton in honor of Mary Heuser, Professor of Art, Emerita, by Trustee Emerita Magdalena Vanderlyn Quinby ’31 P’67 and her husband Robb, with major support from Trustee Emerita Evelyn Danzig Haas ’39 and her late husband Walter, Mr. and Mrs. Victor Parachini, Jr. P’84 and Lesley Parachini ’84.

Bojan Hamlin Jennings Endowed Chair in Natural Sciences: Established in 1985 with gifts from The Mars Foundation and Mr. and Mrs. Arnold R. Smith (Frances Vinton, Class of 1951) in honor of Professor Bojan Hamlin Jennings, Professor of Chemistry from 1943 to 1985.
Henrietta Jennings Faculty Chair for Outstanding Teaching: Established in 1997 by Sandra Ohrn Moose '63, Janet Lindholm Lebovitz '72, Pauline Simgington Newcomer '36 and other alumnae/i and friends in honor of Professor of Economics Henrietta Jennings

Jane Oxford Keiter '64 Professorship: Established in 1994 by Mr. and Mrs. Robert Keiter (Jane Oxford '64) as an investment in education during the Campaign for Wheaton.


Jane Ruby Professorship: Established in 1997 by Mr. and Mrs. John F. Mars (Adrienne Bevis '58) in memory of Jane E. Ruby, Professor of History from 1954 to 1978, to recognize outstanding teaching and research in the Humanities or Social Sciences.

Dorothy Reed Williams '43 Chair in Social Science: Established in 1993 by Mr. and Mrs. L. Stanton Williams (Dorothy Reed, Class of 1943)

**Faculty Funds**

The following endowed funds have been established by alumnae, parents and friends to support the work of the Wheaton faculty.

- Arnold Faculty Fund: Established in 1997 by Patricia Higgins Arnold '66.
- Jane Simpson Bemis '39 Faculty Fund: Established in 1988 by Jane Simpson Bemis, Class of 1939, for support of faculty salaries, research and other academic pursuits.
- Nancy Monick Budd '59 and William Budd Endowed Fund for Faculty Support: Established in 1999 in honor of Nancy Monick Budd '59 and William Budd by alumnæ/i and friends.
- Helen E. Clark '60 Faculty Fund: Established in 1966 by Helen E. Clark, Class of 1960.
- Edith Baird Eglin '57 Faculty Fund: Established in 1984 by Edith Baird Eglin, Class of 1957.
- Faculty Research and Study Fund: Established by Dr. and Mrs. Paul E. Gray P'80 (Priscilla King Gray '55).
- Fischer Endowed Faculty Fund in Classics: Established in 1985 by Araiil Fischer Gores '69.
- Fisher-Symmes-Morsh Faculty Fund: Established in 1989 by Joseph E. Morsh, husband of Edith Symmes Morsh '20, and activated upon his death in 1996.
- Mary Tibbetts Freeman Faculty Fund: Established in 1984 by Margaret Joy Tibbetts '41 in memory of her sister, Mary Tibbetts Freeman, Class of 1938.
- Susan Srodes French '61 Faculty Fund: Established in 1989 by the Class of 1961 for salaries for history professors.
- Elizabeth Godfrey '30 and Elizabeth Johnson Pingree '30 Faculty Fund: Established by Mr. and Mrs. Robert E. Keiter P'95 (Jane Oxford Keiter '64).
- Dr. Ernest J. Knapton Fund for Faculty Salaries: Established by the Class of 1938 in celebration of its 50th reunion.
- Library Salary Fund: Established by various Wheaton employees.
- Nina Solomon Magowan '77 Faculty Fund: Established in 1986 by Nina Solomon Magowan '77 with her gift to the Sesquicentennial Campaign.
- Sylvia F. Meadows Faculty Fund: Established in 1987 through a gift from the Trust of Sylvia F.
Meadows and the Class of 1918. Income used to support salaries of librarians with faculty status. Dorothy Newton '21 Faculty Fund: Established in 1989 by a gift from the Estate of Dorothy Newton '21.

Vernon D. and Jean Hare Platt '41 Fund: Established in 1986 by Jean Hare Platt '41 with her gift to the Sesquicentennial Campaign to support faculty and academic ventures in the Art Department.

Warner G. and Mary H. Rice '23 Faculty Fund: Established in 1973 with a gift annuity from Mary Wallace Rice '23 and added to periodically with gifts to the Pooled Income Fund. The fund was activated in 1996 upon the death of Mr. Rice.


Carolyn Heller Schwarz '25 Faculty Fund: Established by gifts from the Frances K. Geballe Charitable Income Trust and Ruth Berry '25.

Sesquicentennial Faculty Fund: During the college’s 150th anniversary campaign, all gifts restricted to faculty endowment (other than those establishing named funds) were credited to this fund to support faculty salaries.

Endowed Scholarships

E. Mildred Abbott '31 Endowed Scholarship: Established in 1999 through a bequest from the estate of E. Mildred Abbott, Class of 1931.

Mary Dana Abbott '02 Scholarship: Established in 1960 by Mary Dana Abbott, Class of 1902.

George I. Alden Scholarship: Established in 1984 by a challenge grant from the Trustees of the George I. Alden Trust, with matching gifts from alumnae, parents and friends.


Margaret U.S. Athey '97 Scholarship: Established in 1997 in honor of Margaret Athey's graduation from Wheaton College by her parents, Elizabeth L. Athey '68 and Frank W. Lloyd, and her grandmother, Margaret Stoffregen Athey.

Helen Knight Atwood Scholarship: Established in 1974 in memory of Helen Knight Atwood, Class of 1922, by her children.


Lloyd G. and Mildred Balfour Scholarship: Established in 1983 by the Balfour Foundation in honor of Mr. and Mrs. Balfour, longtime friends of the College.


Anson M. and Jean Jones Beard '65 Trustee Scholarship: Established in 1997 by Jean Jones Beard, Class of 1965, and Anson M. Beard, Jr., member of the Wheaton College Board of Trustees since 1971.

Doris Taylor Bishop Memorial Scholarship: Established in 1969 by family, alumnae and friends in memory of Professor Bishop, a member of the Classics Department from 1955 to 1969.

Mary Jane Davis Jenkins '54 Current Use Faculty Fund: Established in 1998 by Alice-Jane Jenkins '54.
Iris C. Brown '27 Scholarship: Established in 1988 through a bequest from the estate of Iris C. Brown, Class of 1927.

Nancy Monick Budd '59 and William B. Budd Scholarship: Established by Mr. and Mrs. Budd, parents of Mary Budd Logan '83 and parents-in-law of Nancy Niekrash Budd '86 for the benefit of deserving students of Wheaton College.

Caroline Hodges Cady Scholarship: Established in 1965 through a bequest from the estate of Caroline Cady Hewey, Class of 1895, in memory of her mother, Caroline Hodges Cady, Class of 1873.

Antoinette Frances Carpenter Fund: Established in 1977 through a bequest from the estate of Caroline T. Bartlett in honor of Antoinette Frances Carpenter, Class of 1855.

Frances Reed Carpenter '30 Scholarship: Established in 1986 by Frances Reed Carpenter, Class of 1930, through a bequest from the estate of her husband, Henry D. Carpenter.

Carrow-Phillips-McElyea Fund: Established in 1985 by Carol Phillips McElyea, Class of 1970, in honor of the women who have made significant contributions to her life.

Annie E. Carter Scholarship: Established in 1912 by the Trustees of Wheaton College in memory of Annie E. Carter, a teacher at Wheaton Seminary from 1862 to 1881.

Margaret K. Chapin '28 Scholarship: Established in 1993 through a bequest from the estate of Margaret K. Chapin, Class of 1928.

The Centennial Scholars' Endowment: Established in 1984 by Natalie Johnson Fry, Janet Smock Roberts, both of the Class of 1939, classmates and friends.

Chidsey-Marshall Scholarship: Established in 1972 by alumnae and friends in honor of Professor Maud A. Marshall, a member of the Chemistry Department from 1934 to 1973, and Professor Jane L. Chidsey, a member of the Biology Department from 1939 to 1973.

The Putnam and Elizabeth Friend Cilley '29 Scholarship Fund: Established in 1989 by Mr. and Mrs. Putnam Cilley (Elizabeth Friend Cilley, Class of 1929).

Sarah Warner Clark Scholarship: Established in 1938 through a bequest from the estate of Sarah Warner Clark, Class of 1857.

Class of 1868 Scholarship: Established in 1940 through a bequest from the estate of Isabella M. Wardwell, Class of 1868.

Class of 1916 Reunion Scholarship: Established in 1966 by the Class of 1916.

Class of 1921 Scholarship: Established in 1968 by the Class of 1921.

Class of 1924 Scholarship: Established in 1928 by the Class of 1924.

Class of 1934 Endowment Fund: Established in 1984 by the Class of 1934 on the occasion of its 50th Reunion.

Class of 1936 Scholarship: Established in 1986 by the Class of 1936 on the occasion of its 50th Reunion.

Class of 1937 Scholarship: Established in 1986 by members of the Class of 1937 in anticipation of their 50th reunion.

Class of 1944 Memorial Scholarship: Established in 1984 by members of the Class of 1944 on the occasion of their 40th Reunion and in memory of deceased classmates.

Class of 1945 Scholarship: Established in 1955 by the Class of 1945.

Class of 1950 Scholarship: Established in 1950 by parents of members of the Class of 1950.

Class of 1951 Scholarship: Established in 1951 by parents of members of the Class of 1951.

Class of 1952 Scholarship: Established in 1952 by parents of members of the Class of 1952.

Class of 1953 Scholarship: Established in 1953 by parents of members of the Class of 1953.

Class of 1954 Scholarship: Established in 1954 by parents of members of the Class of 1954.

Class of 1955 Scholarship: Established in 1955 by parents of members of the Class of 1955.

Class of 1956 Scholarship: Established in 1956 by parents of members of the Class of 1956.

Class of 1957 Scholarship: Established in 1957 by parents of members of the Class of 1957.

Class of 1964 Memorial Scholarship: Established in 1985 by members of the Class of 1964 on the occasion of their 20th Reunion and in memory of deceased classmates.

Class of 1966 Memorial Scholarship: Established in 1985 by members of the Class of 1966 on the occasion of their 20th Reunion and in memory of deceased classmates.

Dorothy Lindeman Classen '43 Endowed Scholarship: Established in 1997 through a bequest from Dorothy Lindeman Classen '43.

Carolyn M. Clewes & Leota C. Colpitts Scholarship: Established in 1998 by the estate of Carolyn M. Clewes, Professor of History at Wheaton from 1941 to 1980. It also honors the memory of Leota C. Colpitts, Dean of Students at Wheaton from 1949 to 1968.


Continuing Education Endowed Scholarship: Established in 1995 on the occasion of the tenth anniversary reunion of CE students, by Jean Plapis Campbell, CE, in memory of her mother Phyllis Jean Cosgrove Plapis, to help future students entering or returning to college to benefit from a Wheaton education.

Mildred Libby Cook ’31 Scholarship Fund: Established in 1999 through a bequest from the estate of Mildred Libby Cook, Class of 1931.

Channing and Nancy Cox Scholarship: Established in 1971 through a bequest from the estate of Nancy Cox, Class of 1939, in memory of her father, Governor of Massachusetts from 1921 to 1934 and Wheaton Trustee from 1926 to 1956.

Emma F. Cunliff Scholarship: Established in 1929 through a bequest from the estate of Emma F. Cunliff, Class of 1868.

Curtis Dahl Endowed Scholarship Fund: Established in 1999 by friends and former students of Professor of Music, Emeritus Curtis Dahl.

Charles A. Dana Scholarship: Established in 1978 with a challenge grant from the Charles A. Dana Foundation, and with matching gifts from alumnae, parents and friends.

Marion P. Dana Scholarship: Established in 1982 by Marion P. Dana, Class of 1907.

Mabel W. Daniels Scholarship: Established in 1973 through a bequest from the estate of Mabel Wheeler Daniels, a former member of the Visiting Committee on Music.

Eleanor Broderick Daunis ‘38 and Elisabeth Daunis Slocum ‘68 Scholarship: Established in 1998 by Eleanor Daunis ‘38 in honor of her daughter, Elisabeth Daunis Slocum ‘68, on her 30th reunion, and to mark her own 60th reunion.

Phyllis Hussey Davidson ‘22, Scholarship: Established in 1973 through a bequest from the estate of Phyllis Hussey Davidson, Class of 1922.


Ida Josephine Everett Scholarship: Established in 1928 by the Class of 1915 in honor of Ida Josephine Everett, Dean of the College from 1912 to 1921.


Josephine Wilding Freeman ‘44 Endowed Fund: Established in 1993 by Josephine Wilding Freeman ‘44 on the occasion of her 70th birthday.

Katherine Langsdorf Friedlich Scholarship: Established in 1970 by Mr. and Mrs. Robert S. Weil (Virginia Loeb, Class of 1942), in memory of Katherine L. Friedlich, Class of 1942.

Marion B. Giebie Scholarship: Established in 1965 by the Giebie Foundation in memory of Marion B. Giebie, Class of 1901.

General Scholarship Endowment: Established in 1960 to include the gifts of various donors.

Lillian and Anthony Gigante Scholarship: Established in 1996 by Dr. Linda Gigante ‘72 in honor of her parents, Lillian and Anthony Gigante.

Emma W. Gleason Scholarship: Established in 1961 through a bequest from the estate of Emma W. Gleason, “a friend of Wheaton”.

Kathryn Bilgore Gold ‘69 Scholarship Fund: Established in 1991 through a gift from the Estate of Kathryn Bilgore Gold, Class of 1969, to provide scholarships for students who demonstrate academic excellence and need.


Barbara Bean Gorman ‘28 Scholarship for Students from the State of Maine: Established in 1983 by Leon A. Gorman and his brothers John and James on behalf of their mother, Barbara Bean Gorman, Class of 1928.

Priscilla King Gray ‘55 Scholarship Fund: Established in 1984 by Dr. and Mrs. Paul E. Gray (Priscilla King, Class of 1955), parents of Amy Gray Sluyter, Class of 1980.

Ellin Wynne Hales ‘52 Scholarship: Established in 1966 by Mr. and Mrs. Burton W. Hales, Jr. (Ellin Wynne, Class of 1952).

Irene L. Hamilton ‘23 Scholarship: Established in 1939 by Mr. and Mrs. Joseph S. Hamilton in memory of their daughter, Irene Hamilton, Class of 1923.

Ruth Hathaway ’36 Scholarship: Established in 1981 through a bequest from the estate of Ruth Hathaway, Class of 1936.


Beatrice Parker Hemingway ’10 Scholarship: Established in 1935 through a bequest from the estate of Beatrice Parker Hemingway, Class of 1910.

Patricia “Peaches” Henning ’56 Scholarship: Established in 1997 by Patricia “Peaches” Henning ’56 and Dr. Katherine M. Kendall in memory of Dr. Carl Garabedian, Professor of Mathematics and Choir Director/Organist at Wheaton from 1936-1960.

Fannie Park Hodges Scholarship: Established in 1987 by Henry Park Hodges in honor of his mother, Fannie Park Hodges, a member of the Wheaton Female Seminary, Class of 1888.


Helen D. Hood Scholarship: Established in 1959 through a bequest from the estate of Helen Davis Hood, mother of Gilbert H. Hood, Jr., Trustee from 1956 to 1985, and Emily Hood Norris, Class of 1920, and grandmother of Emily C. Hood, Class of 1953.

Holmes Mercier Scholarship: Established in 1993 by Betty Holmes Reiley in memory of her sister Ruth Holmes Mercier ’31 and in honor of her sister Esther Holmes ’36 and her niece Marie Mercier ’69.

Harriet Eleanor Hughes ’18 Scholarship: Established in 1951 through a bequest from the estate of Mrs. Lois Peirce-Hughes in memory of her daughter, Harriet Eleanor Hughes, Class of 1918 and Trustee of the College from 1935 to 1949.

Norman M. and Edith C. Hussey Scholarship: Established in 1995 by Dorothy Hussey Bonsall ’48 in memory of her parents, and funded through a bequest from the estate of Norman M. Hussey.

Lillia Babbitt Hyde Scholarship: Established in 1960 by the Lillia Babbitt Hyde Foundation.

International Relations Scholarship: Established in 1959 by the Board of the International Relations Club.


Harry V. Keefe, Jr. Boston Latin Scholarship: Established in 1997 by Harry V. Keefe, Jr., husband of the late Jean Mulcahy Keefe ’44 and Trustee of the College.

Katherine M. Kendall Endowed Scholarship Fund: Established in 1999 by Patricia “Peaches” Henning ’56 and Dr. Katherine M. Kendall.

Annie M. Kilham Scholarship: Established in 1932 through a bequest from the estate of Annie M. Kilham, Class of 1870 and Trustee from 1897 to 1933.

Martin Luther King, Jr., Scholarship: Established in 1968 by faculty, staff and students as the Martin Luther King, Jr. Scholarship. Endowed in 1984 in honor of Judy F. Rosenblith, a member of the Psychology Department from 1965 to 1984.

Mary B. Lane ’28 Scholarship: Established in 1978 by Richard B. Lane, father of Lisa Lane, Class of 1981, in memory of his mother, Mary B. Hayward Lane, Class of 1928.

Amelia Lauricella Scholarship: Established in 1994 by Peter Lauricella, father of Sharon ’94 and Daniel ’98, Anna Lauricella and James Lauricella, in memory of Amelia Lauricella, Peter’s grandmother and James’s sister.


Carrol Tenebaum Lippman ’63 Memorial Scholarship: Established in 1985 by George Sargent Leubuscher, Class of 1925, on the occasion of her 60th reunion.

June Rockwell Levy Scholarship: Established in 1967 by the June Rockwell Levy Foundation.

Carrol Tenebaum Lippman ’63 Memorial Scholarship: Established in 1995 by friends of Carol Tenebaum Lippman, Class of 1963, to celebrate her life and her devotion to Wheaton.

Livengood Family Scholarship: Established in 1983 by Mr. and Mrs. Herbert Owen Livengood (Katheryn Elaine Poss, Class of 1935), parents of Margaret Lucile Livengood, Class of 1969.

Harold S. Lupton Scholarship: Established in 1973 by Gladys A. Lupton in recognition of her husband’s many years of service to Wheaton as a member of the Buildings and Grounds Department.

Mary Clute Lyon ’44 Endowed Scholarship: Established in 1996 with a gift from Mary Clute Lyon, Class of 1944.

Genevieve Teachout Madden ’35 Scholarship: Established in 1987 in memory of Genevieve Teachout Madden, Class of 1935 by her husband John C. Madden, her son John, Jr., and her daughter Margaret Madden Huff, Class of 1969.

Georgia Marin ’18 Endowment Fund: Established in 1990 by Georgia H. Marin, Class of 1918, this fund provides scholarship aid to deserving students with preference to students from a foreign country expecting to return to their native country.

Maxine and Frances Poel Mason Scholarship: Established in 1984 in memory of Frances Poel Mason by her daughter, Trudy L. Mason, Class of 1963, and friends. In 1994, the scholarship was renamed in memory of Maxine Mason, Trudy’s sister.

Frank and Gertrude Mason Scholarship: Established in 1983 by Helen Mason Bancroft, Class of 1935, in memory of her parents.

Mary Law McClintock Scholarship: Established in 1956 by the McClintock Alumnae Association in memory of Miss McClintock, Principal of the McClintock School in Boston.

Nancy Fifield McConnell ’68 Government Scholarship: Established in 1998 by Mr. and Mrs. Richard Newcomb (Janet Haines Newcomb ’41) in honor of their daughter, Nancy Fifield McConnell ’68, on her 30th reunion.

Walter O. McIntire Scholarship: Established in 1941 by friends of Professor McIntire, a member of the Philosophy Department from 1914 to 1941.

Elizabeth Chase Perkins ’22 Scholarship: Established in 1975 through a bequest from the estate of Elizabeth Chase Perkins, Class of 1877, founder and first president of the Club, and Wheaton Trustee in 1896.

Metcalf Scholarship: Established ca. 1876 by the Wheaton Seminary Alumnae Association in honor of Caroline C. Metcalf, principal of the Seminary from 1850 to 1876.

Benjamin S. and Estelle D. Moss Scholarship: Established in 1951 by family and friends of Mr. and Mrs. Moss, grandparents of Peggy Moss Crystal Michelman, Class of 1954, on the occasion of their 50th wedding anniversary.

Mary Elizabeth Robinson Murphy Scholarship: Established in 1995 by Debra K. Glidden, Class of 1968, to honor the memory of her grandmother, Mary Elizabeth Robinson Murphy, and to celebrate their shared love of music.

Maria Silver Nalebuff ’54 Scholarship: Established in 1996 with a gift from Marcia Silver Nalebuff, Class of 1954.

Janet Haines Newcomb Humanities Scholarship: Established in 1996 by Richard W. Newcomb in honor of his wife Janet, Class of 1941, on the occasion of her 55th reunion.

Diana Horton Nicosia Scholarship: Established in 1983 by Mr. and Mrs. Mario Nicosia (Diana Horton, Class of 1974).

Nike Scholarship: Established in 1953 by the College yearbook staff.


Frederick Harlan Page and Grace Wallace Page Scholarship: Established in 1952 through a bequest from the estate of Frederick Harlan Page, Trustee from 1916 to 1952.

Ruth Tompkins Papageorge ’32 and George Papageorge Endowed Scholarship: Established in 1998 through the matured life income gifts of Ruth Tompkins Papageorge ’32.


J. Edgar Park Scholarship: Established in 1944 by alumnae and friends in honor of Dr. Park, President from 1926 to 1944.

Elizabeth Chase Perkins ’22 Scholarship: Established in 1975 through a bequest from the estate of Elizabeth Chase Perkins, Class of 1922.
Dorothy Gifford Perry '20 Scholarship: Established in 1948 by Donald P. Perry in memory of his wife, Dorothy Gifford Perry, Class of 1920.

Leslie H. Pfeiffer Scholarship: Established in 1985 by Mrs. Ruth Pfeiffer in memory of her husband. Mrs. Pfeiffer's nieces, Judy Klie Fryett '67 and Susan Schaller '76, are Wheaton alumnae.


Piper Scholarship Fund: Established in 1984 by Helen Wann Piper, Class of 1939, in memory of her husband, Howard Piper.

Dorothy Prior '26 Scholarship: Established in 1926 by Perley A. Prior in honor of his daughter, Dorothy Prior, Class of 1926.


Muriel Reynolds '24 Memorial Scholarship: Established in 1982 in memory of Muriel Reynolds, Trustee from 1950 to 1971, with gifts to the Sesquicentennial Campaign designated for scholarship endowment.

Linda S. Robbins '87 Endowed Scholarship: Established in 1999 in memory of Linda S. Robbins '87 by her family.

Alice Paddleford Roberts '21 Memorial Scholarship Fund: Established in 1994 through a bequest from the estate of Alice Paddleford Roberts, Class of 1921.


Clara and Lester E. Rosenburg Scholarship: Established in 1969 by Mr. and Mrs. Rosenburg in honor of their daughter, Carol Rosenburg Freedman, Class of 1956.

Helen M. Sampson '32 Endowed Scholarship: Established in 1999 through the matured life income plans of Helen M. Sampson, Class of 1932.

Irene Sausser Scholarship: Established in 1983 by Mr. and Mrs. William R. Anixter (Nancy Sausser, Class of 1950) in memory of Mrs. Anixter's mother.

Savitt-First Scholarship: Established in 1985 by Mr. and Mrs. Robert C. First (Deborah Savitt, Class of 1963) and her parents Mr. and Mrs. William Savitt.

Dolores Maddocks Sayles '28 Scholarship: Established in 1983 by Madison Sayles in his wife's name on the occasion of their 50th wedding anniversary.

Audrey MacLeod Schneiderman '48 Scholarship Fund: Established in 1984 by Audrey MacLeod Schneiderman, Class of 1948.

Schuman-Zwecker Scholarship: Established in 1983 by Mady Schuman, Class of 1972, in honor of her parents and in memory of her grandparents.

Lila Bacon Segal '46 Scholarship: Established in 1965 by Lila Bacon Segal, Class of 1946.

Ariadne Shilaeff Scholarship of the Arronson Foundation: Established in 1986 by the Arronson Foundation at the request of Amy Kohn Damen, Class of 1974, in honor of Professor Emerita Ariadne Shilaeff, a member of the Russian Department from 1971 to 1985.

Walter Cleveland Shipley Scholarship: Established in 1966 by family and friends in memory of Professor Shipley, a member of the Psychology Department from 1941 to 1966.

Margaret Dunn Smith '73 Endowed Trustee Scholarship: Established in 1999 by Margaret Dunn Smith '73.


Angela Spence-Shaw Trust: Established in 1999 in memory of Angela Spence-Shaw by alumnae/i and friends.

Tanya Louise Starzenski Memorial Scholarship: Established in 1995 in memory of Tanya Louise Starzenski by her parents, Bruce and Louise (Nichols) Starzenski, Class of 1946.

Marjorie Sumner and Margaret Whelpey Scholarship: Established in 1994 by Marjorie Sumner, Class of 1942.

Surdna Foundation Scholarship: Established in 1974 by the Surdna Foundation of New York City.


Tenth Anniversary Scholarship: Established in 1986 by the Wheaton College Alumnae Association in honor of President Alice F. Emerson's 10th anniversary as President of the College.

Claire Hyman Steinert Thorn '29 Scholarship Fund: Established in 1990 through a gift from the Estate of Claire Hyman Steinert Thorn, Class of 1929, and increased by gifts from several friends and members of her family, to provide scholarships to deserving students at Wheaton.
Hiram Greenwood Tucker Scholarship: Established in 1928 by the Wheaton College Alumnae Association in memory of Professor Tucker, a member of the Music Department from 1879 to 1922.

Trudy Villars Memorial Scholarship: Established in 1990 by family and friends in memory of Professor Villars, a member of both the Psychology and Biology Departments from 1980 to 1990.


Arline J. Walton '33 Scholarship: Established in 1984 by a bequest from the estate of Arline J. Walton, Class of 1933.

Annie E. Wardwell Scholarship: Established in 1940 through a bequest from the estate of Isabella M. Wardwell, Class of 1868, in memory of her sister, Annie E. Wardwell, Class of 1861.

Isabella M. Wardwell Fund: Established in 1940 by a bequest from the estate of Isabella M. Wardwell, Class of 1868.

Jeannette Kittredge Watson '02 Scholarship: Established in 1967 by the IBM Corporation in memory of Jeannette Kittredge Watson, Class of 1902.


Katharine Wellington '28 Scholarship: Established in 1992 through a bequest from the estate of Katharine Wellington, Class of 1928.

Kathleen Welsh '75 Memorial Scholarship: Established in 1977 by family and friends in memory of Kathleen Welsh, Class of 1975.

Eliza Bayles Wheaton Scholarship: Established in 1984 by members of the Class of 1926 in honor of Eliza Bayles Wheaton, and presented to the College on the occasion of their 60th reunion.


Wheaton College Alumnae Scholarship: Established in 1959 by the Wheaton College Alumnae Association.

Wheaton College Program Scholarship: Established in 1966 through gifts to the Wheaton College Program, a capital fund raising program in the 1960s.

Wheaton News Scholarship: Established in 1938 by the staff of the College newspaper.

Wheaton Rhodes Endowed Scholarship: Established in 1998 by Molly Rhodes Glendinning '42.

Edith M. White Scholarship: Established in 1936 by friends in memory of Miss White, Dean of Freshmen from 1929 to 1935.


Whittemore Trustee Scholarship Fund: Established in 1997 in honor of Marion Whittemore, Class of 1957, on the occasion of her 40th reunion.

Marion Dix Whitten Scholarship: Established in 1983 by family members and Nancy Hemenway Whitten Barton, Class of 1941, in honor of her mother.

J. Annette Blake Williams Scholarship: Established in 1929 by Fred H. Williams in memory of his wife J. Annette Blake Williams, Class of 1872.

Woodman-Ryan-Hall Scholarship: Established in 1950 by Mr. and Mrs. C. W. Ryan (Hazel Woodman, Class of 1911), parents of Brenda Ryan Hall, Class of 1949.

Annual Fund Scholarships

Annual Fund, or Current Year, Scholarships are funded annually by the donor through a gift to the Annual Fund. The following were established as a commitment to student support during the Campaign for Wheaton.


Nancy Monick Budd '59 and William B. Budd Scholarship Fund: Established in 1995 by Nancy Monick Budd '59 and William B. Budd, member of the Wheaton College Board of Trustees.


Class of 1977 Current Use Scholarship: Established in 1996 by members of the Class of 1977 in honor of their 20th reunion.

Eleanor Coonley Annual Fund Scholarship: Established in 1999 by Patricia H. Arnold '66, member of the Wheaton College Board of Trustees, in honor of Eleanor Coonley.

Lucky Dallo Eisner '53 Scholarship Fund: Established in 1995 by Lucky Dallo Eisner '53 and Edgar R. Eisner, member of the Wheaton College Board of Trustees.

Katharine Brockway Grenholm '57 Scholarship: Established in 1996 by Jane Rowe Mraz '57 and David M. Mraz, in memory of friend and classmate Kate Brockway Grenholm '57.
Virginia Olivier Howard ’48 Scholarship: Established in 1995 by Virginia Olivier Howard ’48.

Jane Hooton Ince ’60 Scholarship: Established in 1995 by Jane Hooton Ince ’60.

Kernan Family Annual Fund Scholarship: Established in 1999 by Mary Kernan Rutherfurd ’68.

Agnes M. Lindsey Current Use Scholarship: Established in 1958 and supported by the Agnes M. Lindsay Trust of Massachusetts.

Helen Condon Powell Annual Fund Scholarship: Established in 1999 by Helen Condon Powell ’65.

Rosemary Pye ’68 Scholarship: Established in 1995 by Rosemary Pye ’68.

Dorothy Davis Rudick ’43 Annual Fund Scholarship: Established 1999 by Dorothy Davis Rudick ’43.

Audrey MacLeod Schneiderman ’48 Scholarship: Established in 1996 by Audrey MacLeod Schneiderman ’48.

Margaret Dunn Smith ’73 Annual Fund Scholarship: Established in 1999 by Margaret Dunn Smith ’73.


Dorothy Silverstein Stevens ’40 Scholarship: Established in 1996 by Dorothy Silverstein Stevens ’40 and David Stevens.


Barbara Zeigler Annual Fund Scholarship: Established in 1999 by Janet Carr Bayley ’45, in honor of Barbara Zeigler, former Director of Admissions at Wheaton.

Awards for Study Elsewhere

January/Summer School Scholarships: The college offers scholarships to Wheaton undergraduates for study at approved summer school or January term programs. Further information and application forms for the scholarships listed below are available from the Advising Center. Deadlines for submission are November 16 for the January term; April 15 for all others.

Alumnae/i Association Scholarships for Graduate Study: Funds are raised annually by Wheaton alumnae/i clubs in various parts of the country for two scholarships, normally awarded to members of the graduating class in support of graduate or professional study in any field.

Davis Fellowship Program: Established in 1994 by the Shelby Cullom Davis Foundation to provide intensive globally focused internships, both domestic and international, for Wheaton students. These internships enhance the students’ courses of study; provide opportunities to utilize and expand on their academic experiences; and strengthen their academic, personal, and professional futures.

Patricia W. Eberhart ’68 Art Travel Endowment: Established in 1998 in memory of Patricia W. Eberhart ’68 by her family and friends. Income from this fund will be used to provide grants to deserving students wishing to pursue the study of art history and/or studio art abroad.

Julia R. Lange Fellowship: Established in 1974 in memory of Julia R. Lange through a bequest from the estate of her daughter, Mathilde M. Lange, a member of the Biology and Zoology Departments from 1921 to 1949. Provides several grants annually to Wheaton graduates for advanced study in the field of medicine or the biological sciences, with medicine receiving the first priority.

Woodlake Fellowship Program: Established in 1993 by Marta J. Drury P’96 to be awarded to financially aided women of color studying at Wheaton College. Fellowship recipients are awarded stipends for educationally meaningful internships, helping them fully explore their academic and professional aspirations.

Joseph M. and Susan Stampler Paresky ’68 Fellowships: Established in 1986 by Joseph M. Paresky and Susan Stampler Paresky, Class of 1968. Fellowships are for graduate study in a degree granting program to the senior man and woman who have excelled academically, have made a significant contribution to the campus community and have demonstrated exceptional personal growth during four years at Wheaton.

Phi Beta Kappa Grace Shepard Scholarship: Established in memory of Grace Shepard, a member of the English Department from 1913 to 1940, by her sister, Edith May Shepard. Provides a stipend for graduate study, with preference given to a member of the senior class majoring in classical studies.

Phi Beta Kappa Graduate Scholarship: Established in 1934 and given annually by the Kappa Chapter of Massachusetts to either a member of the senior class or a graduate entering the first or second year of graduate study. Generally awarded for graduate work leading to the Ph.D. degree as opposed to more strictly professional degrees.

Jane E. Ruby Fellowship: Established in 1978 by alumnae and friends in honor of Professor Ruby, a member of the History Department from 1954 to 1976, and Provost from 1976 to 1978. Provides support to a graduating senior or Wheaton graduate to begin, continue or resume professional or other advanced training.
Helen and Irma Wieand Fellowship: Established in 1961 by Professor Helen Wieand Cole, a member of the Classics Department from 1911 to 1915 and from 1918 to 1925, Trustee from 1936 to 1965 and second wife of President Samuel Valentine Cole. Provides one to three scholarships each year to Wheaton graduates for further education in the humanities.

Filene Center Endowed Funds
Blakely F. Bundy ’66 Back to the Future Fund: Established in 1997 by Mr. and Mrs. Harvey H. Bundy III (Blakely Fetridge Bundy ’66) to ensure that seniors at Wheaton have increased opportunities to focus on issues of balancing work and family as they prepare for their lives post-graduation.
Barbara Shalita Samuelson ’64 Work and Learning Endowment: Established in 1997 by Barbara S. Samuelson ’64 to support internships.
Sukey Nichols Wagner ’56 Endowed Fund for the Filene Center: Established in 1998 by Trustee Sukey Nichols Wagner ’56 and her husband Rodney Wagner.
Katherine Conroy Whalen ’70 Endowed Fund for the Filene Center for Work and Learning: Established in 2001 by Katherine Conroy Whalen ’70 to support student internships arranged through the Filene Center for Work and Learning.

Current Use Filene Center Funds
Current Use funds are funded annually by the donor.

Nancy Van Metre ’60 Wheaton Fellows Fund: Established in 1997 by Nancy Nichols Van Metre ’60 to support the work of the Center.

Student Loan Funds
Alice Friend Ireland ’34 Loan Fund: Established in 1998 by Alice Friend Ireland ’34.
Diane L. Troderman ’63 Student Loan Fund: Established in 1996 by Diane Leshefsky Troderman ’63.
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The Wheaton Alumnae/i Association provides strong and continuous volunteer and financial support of the College, while promoting connections among alumnae/i and furthering the education and interests of women and men.

Organized in 1870, today the Association represents more than 15,000 Wheaton alumnae/i in every state and in nearly 60 countries around the world. The Association is governed by a Board of Directors comprised of 18 members. Three students are elected to the Alumnae/i Board, each for a one year term. The President of the Alumnae/i Association serves as a member of the Wheaton Board of Trustees, along with five alumnae/i trustees elected by the alumnae/i. Membership in the Association is conferred upon those who attended Wheaton College for one or more years.

Alumnae/i offer a variety of opportunities to current students. Alumnae/i serve as career internship sponsors and act as mentors to students during and after their undergraduate experience. The Filene Center for Work and Learning invites alumnae/i back to campus to share their work and family experiences with students. As students search for jobs, they can tap into the valuable career network of Wheaton alumnae/i, many of whom are located in the Boston area.

Students also have the opportunity to connect with alumnae/i at the Association's Annual Leadership Conference in the fall, Commencement Reunion Weekend in the spring and at student and alumnae/i events throughout the year.

The Alumnae/i Association supports the College in other important ways. Volunteers recruit prospective students through the Alumnae/i Parent Admission Committees; organize regional events across the country that bring Wheaton alumnae/i together; connect classmates with each other at Commencement Reunion; and raise financial contributions to the College through the Annual Fund. The Black Alumnae/i Network brings together Wheaton’s alumnae/i of color and serves as a resource for current students, while the Lesbian and Gay Alumnae/i Group also serves as a network for alumnae/i and current students.

Paralleling the College’s planning Vision 2005 and beyond led by President Dale Rogers Marshall, the Association is reaching out to the alumnae/i for their thoughts and ideas about how best to shape and promote a strong, dynamic and active alumnae/i community that will support Wheaton into the next century.

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Three students are elected in the spring to serve for one year.

Ex Officio
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Where to Write

It will accelerate replies if letters are directed not only to Wheaton College, Norton, MA 02766, but to the particular office concerned.

Admission information, application forms, catalogs — Director of Admission
Application for student aid and campus work — Associate Dean of Student Financial Services
Curriculum, educational policy, faculty — Provost and Academic Vice President
Recommendations for graduate study; Junior Year Abroad, Dual Degree, Wheaton Scholar, and Continuing Education programs — Dean for Academic Advising
Residence halls and student activities — Director of Student Life
Health-related issues — Director of Student Health Services
Career planning and placement for students and alumnae/i — Director of the Filene Center for Work and Learning
Requests for transcripts — Registrar
Institutional financial and business matters—Vice President for Finance and Operations
Payment of student accounts — Student Accounts Manager
Gifts and bequests, public information — Vice President for College Advancement
Alumnae/i relations — Director of Alumnae/i Relations and Annual Giving

Information Accuracy
The information in this catalog was accurate at the time of publication. The college reserves the right to make changes from time to time affecting its curriculum, fees or other matters as educational and financial considerations require.

Statement of Nondiscrimination
Wheaton College is committed to the principles of Equal Opportunity as defined under federal and state law, and does not discriminate unlawfully on the bases of race, color, creed, disability, national/ethnic origin, age, religion, sex, sexual orientation, or disabled veteran/Vietnam era veteran status in its admission policy, programs, or activities, educational policies, scholarship and loan programs, athletic and other college-administered programs or employment practices and programs.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:
Affirmative Action Officer
Wheaton College
Human Resources
Norton, Massachusetts 02766
(508) 285-8200

Statement of Accreditation
Wheaton College is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.