## College Calendar

### Fall Semester 2007
- New Student Orientation: August 25–28
- Upperclasses return: August 27
- Classes begin: August 29
- Registration period begins: August 29
- Pass/Fail option begins: August 29
- Labor Day: September 3
- Registration period ends: September 7
- Pass/Fail option ends: September 21
- October Break: October 8–9
- Classes resume: October 10
- Mid-semester notices due: October 17
- Last day to drop a course without record: October 26
- Self-initiated Connection proposal due: October 26
- Advisor appointments: October 26
- Course selection for Spring 2008: November 5–9
- Thanksgiving Recess: November 21–25
- Classes end: December 7
- Review period: December 8–9
- Examination period: December 10–15

### Spring Semester 2008
- New Student Orientation: January 20–22
- Sophomore Half-Time Program: January 20–22
- Upperclasses return: January 22
- Classes begin: January 23
- Registration period begins: January 23
- Pass/Fail option begins: January 31
- Registration period ends: February 15
- Pass/Fail option ends: March 5
- Mid-semester notices due: March 10–14
- Spring Break: March 17
- Classes resume: March 21
- Last day to drop a course without record: March 21
- Self-initiated Connection proposal due: March 21
- Advisor appointments: March 21
- Course selection for Fall 2008: April 7–11
- Classes end: May 2
- Review period: May 3–4
- Examination period: May 5–10
- Commencement: May 17

### Fall Semester 2008
- New Student Orientation: August 23–26
- Upperclasses return: August 25
- Classes begin: August 27
- Registration period begins: August 27
- Pass/Fail option begins: August 27
- Labor Day: September 1
- Registration period ends: September 5
- Pass/Fail option ends: September 19
- October Break: October 13–14
- Classes resume: October 15
- Mid-semester notices due: October 17
- Last day to drop a course without record: October 24
- Self-initiated Connection proposal due: October 24
- Advisor appointments: November 3–7
- Course selection for Spring 2009: November 10–14
- Thanksgiving Recess: November 26–30
- Classes end: December 5
- Review period: December 6–7
- Examination period: December 8–13

### Spring Semester 2009
- New Student Orientation: January 18–20
- Sophomore Half-Time Program: January 18–20
- Upperclasses return: January 20
- Classes begin: January 21
- Registration period begins: January 21
- Pass/Fail option begins: January 29
- Registration period ends: February 13
- Pass/Fail option ends: March 6
- Mid-semester notices due: March 9–13
- Spring Break: March 16
- Classes resume: March 20
- Last day to drop a course without record: March 20
- Self-initiated Connection proposal due: March 20
- Advisor appointments: March 30–April 3
- Course selection for Fall 2009: April 6–10
- Classes end: May 1
- Review period: May 2–3
- Examination period: May 4–9
- Commencement: May 16

A current college calendar is available online at: [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog)
Institutions, like people, are shaped by the experiences, people and events that fill their past. The forces that sparked the founding of Wheaton College began more than 165 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 3 teachers and 50 pupils.

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

Among those whose ideas and influence shaped the early Wheaton was Caroline Cutler Metcalf. Strong-willed, conscientious and creative, Mrs. Metcalf served as seminary principal from 1851 to 1876. Finding and retaining outstanding teachers was high on her list of priorities. Caroline Metcalf sought educators willing to put aside tradition and custom to employ the most effective teaching methods possible. Graduates paid tribute to Mrs. Metcalf’s many contributions to their lives and to the institution by creating the Wheaton Alumnae Association in 1870, in honor of Caroline Metcalf’s 20th year as seminary principal; the group also elected Mrs. Metcalf as its first president. One of the oldest such organizations in the country, the Wheaton Alumnae/i Association today numbers more than 14,000 members worldwide.

Educators of vision

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

Seminary teacher Mary 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 to 1901. At her urging Wheaton built science facilities and acquired equipment unusually sophisticated for a female seminary. Miss Pike regularly attended classes at the Women’s Laboratory of Massachusetts Institute of Technology, and invited MIT professors to lecture at Wheaton. In planning the seminary’s science courses, Miss Pike consulted extensively with Ellen Swallow Richards, the founder of the Women’s Laboratory at MIT.
From seminary to college

Eliza Baylies Chapin Wheaton played an ongoing 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, seminary 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. Among his accomplishments: introducing departmental honors and senior seminars, instituting a system of academic majors and minors, and establishing a Wheaton chapter of Phi Beta Kappa.

The year 1935 brought Wheaton’s centennial anniversary, which the college commemorated with a two-day celebration that included commencement, alumnae reunions, historical exhibits, and the performance of a pageant written by English department members Ellen Ballou and Louise Barr MacKenzie. Student enrollment and the size of the faculty increased steadily during Dr. Park’s presidency, and new 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 acknowledged the changing definition of a small college and voted, in 1955, to increase Wheaton’s enrollment by 250 students. This initiative, combined with another vote taken six years later, doubled enrollment to 1,200 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. Two years later the award went to Jonathan Kozol, author and critical observer of American public education. 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 from 1961 to 1962 during the search for a new leader.

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

**Faculty-student collaboration**

Wheaton built on its long-standing commitment to student and faculty research in the sciences with the opening of a new science facility in 1968. Since the late 1950s, students had been conducting original research in ultrasonics under the direction of Professor of Chemistry Bojan Hamlin Jennings. Grants from the National Science Foundation, the American Chemical Society, and other prestigious groups funded the purchase of scientific equipment and provided financial support for student researchers to study high-frequency sound. Professor Jennings and Suzanne Townsend Purrington, 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 seeking to uncover supernovae in other galaxies. In June 1994 the team logged its first discovery: a dying star some 65 million lightyears 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 Jack Knapton was the only American invited to the Third International Congress of Napoleonic Studies, held at Portoferraio, Elba, to commemorate the bicentennial of Napoleon’s birth. At the conference he presented a paper titled “American Historical Writing on Napoleon in the Twentieth Century,” for which Wheaton history major Susan Aivano Hall ’70 did much of the bibliographic work. Wheaton recognized Professor Knapton’s achievements by awarding him an honorary degree and naming the social sciences building in his honor in 1972.

**Building on tradition**

The 1970s also saw the inauguration of Wheaton’s first woman president: Alice F. Emerson, former dean of students at the University of Pennsylvania. During her 16-year tenure, President Emerson continued the tradition of campus improvement and curricular innovation. Physical changes included a major addition to the library; a complete renovation of Wheaton’s oldest building, Mary Lyon Hall; and the creation of the Balfour-Hood Student Center. Additionally, in 1966, the college conducted a major fund-raising campaign that the college conducted from 1983 to 1986. Alumnae, parents, friends, corporations and foundations contributed more than $26 million for student scholarships, faculty development, library acquisitions and other priorities. Such support was characteristic of the renewed sense of purpose and pride with which Wheaton celebrated its 150th anniversary in 1984 to 1985. Some
additions to campus facilities since the mid-1980s include the $10 million Haas Athletic Center, which opened in 1991 and supports Wheaton’s growing array of intercollegiate, intramural and recreational sports programs; Gebbie Hall, a residence for about 50 students funded by a $1.2 million grant from the Gebbie Foundation of Jamestown, N.Y.; and a new bookstore, housed in a restored historic building and expanded to serve the local community as well as the college.

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

On July 1, 1992, Dale Rogers Marshall became Wheaton’s sixth president. The former Wellesley College academic dean succeeded President Emerson, who left office in November 1991; Hannah Goldberg, 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.

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

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

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

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

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

On July 15, 2004, Ronald A. Crutch became Wheaton’s seventh president. A national leader in higher education and an accomplished cellist, President Crutch shares the college community’s commitment to active engagement with the world, and a core belief in the power of education to change lives. During his inauguration on April 6, 2005, the president observed that, “The world is a wonderful place, but surely it can be better—and Wheaton can help. Our students can be a force for creating a more tolerant society, one that is more respectful of difference and open to all perspectives and viewpoints.”

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

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

Despite the diversity of the courses and programs that constitute the Wheaton curriculum, all draw on the college’s historic commitment to the liberal arts and sciences. And all help us meet the challenge confronting every institution of higher learning: to prepare young people for lives of consequence in the 21st century and beyond.
The Liberal Arts at Wheaton

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

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

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

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

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

The Wheaton Curriculum

The Wheaton curriculum consists of four parts:

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

(Students who matriculated prior to Fall 2003 should consult the General Education requirements, which are available from the Office of the Registrar, Academic Advising and online at www.wheatoncollege.edu/catalog.)

The Breadth Requirement

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

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

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

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

**Foreign Language.** Each student completes at least two semesters of study in a single language at a level appropriate to the student’s proficiency. Advanced language courses may also fulfill the arts and humanities requirement. Wheaton offers language instruction in Chinese, French, German, Ancient Greek, Italian, Latin, Russian 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.

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

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

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

Each linked course is a regular Wheaton course that has been approved as part of a Connection. For example, the Connection Darwin, Evolution, Race and Culture links English 235 (Empire, Race, and the Victorians) with Biology 111 (Evolution and Ecology); African Worlds links Anthropology 225 (African Cultures in Transition) with English 245 (African Literature) and/or Music 124 (World Music: Africa and the Americas) and/or History 143 (Africans on Africa) and/or Political Science 203 (African Politics). Genes in Contexts links Computer Science 121 (DNA) with Philosophy 111 (Ethics).

For a complete list, see: http://www.wheatoncollege.edu/Catalog/CONX/

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

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

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

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

A student may propose 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. Students interested in an independent major should talk with the dean of advising and pick up petition forms in the advising center.

The Minor Concentration
All departments offering majors also offer minor concentrations in the same field. Some departments also offer minors in more specialized areas. Other minors are offered in areas with no corresponding major, including:

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

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

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

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

**Enhanced Courses**

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

**Experimental Courses**

From time to time, departments design new courses that are offered on an experimental basis. These courses may be offered only once or may eventually become part of the regular curriculum. Numbered 98, 98 or 398, many times such courses offer unusual opportunities to study at the cutting edge of a field of knowledge.

**Individualized Study**

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

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

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

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

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

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

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

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

To be eligible for study abroad, students must be in good academic and social standing and must maintain an overall grade point average of 2.85. Most students elect to study abroad in their junior year, but applications from sophomores (second semester) and seniors (first semester) are considered in relation to the plan of study and preparation. Each fall, the Center for Global Education sponsors a Study Abroad Fair featuring information about Wheaton overseas partner schools and programs. Students may also take advantage of general, country-specific and major-specific information meetings, the resource library at the center, and peer advisors who, as study abroad returnees, share their knowledge with prospective study abroad students. Students submit study abroad applications to the Center for Global Education and receive advice regarding the program most appropriate to meet their academic objectives. Prior to departure, a mandatory orientation program is offered, as well as a reception to honor those selected to participate in study abroad.

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

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

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

**Off Campus Study in the United States**

**Salt Institute for Documentary 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.

The Marine Biological Laboratory, Woods Hole, Massachusetts. Wheaton is a member of the Marine Biological Laboratory Consortium in Environmental Science. Select students with strong backgrounds in environmental studies may qualify for fall semester study at this world-renowned center for research, education and training in biology. While at the MBL, students enroll in two core lab and lecture courses in aquatic ecosystems and terrestrial ecosystems, select elective seminars and undertake an independent project. A special effort is made to understand the links between ecosystems on land and in water at global, regional and local scales. The MBL library is jointly operated with the Woods Hole Oceanographic Institution, serving as a primary source of scientific information for the large, multi-institutional Woods Hole scientific community. Grades and credits become part of a Wheaton student’s academic record and students pay regular Wheaton tuition and fees for this Wheaton-affiliated program.

Mystic Seaport Program in American Maritime Studies. Under the auspices of Williams College and the Twelve College Exchange Program, described below, this program offers an interdisciplinary, field-based approach to studies of the sea: American maritime history, literature of the sea, oceanography or marine ecology, and marine policy. Students also learn maritime skills under professional instruction, including boat building, ship smithing, 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 scholarships are not available, but Wheaton grants are available.

The National Theater Institute at the Eugene O’Neill Theater Center. Under the auspices of Connecticut College and the Twelve College Exchange Program, described below, students in theater may spend one semester of concentrated study in directing, play writing, acting, movement and voice, design and other electives. A final project draws together all these elements, culminating in a performance open to the public. 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 scholarships are not available, but Wheaton grants are available.

The Twelve College Exchange Program. Regional colleges cooperating with Wheaton in exchanging junior-year students include Amherst, Bowdoin, Connecticut College, Dartmouth, 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 GPA 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.

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.

**Please note:** For more information on financial aid policies for off-campus study in the United States, please see p. 50.

**Cross-Registration Options**

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

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

**Boston Marine Studies Consortium.** Wheaton students may enroll through the normal preregistration process in one of eight Marine Studies courses offered through the member schools of the Boston Marine Studies Consortium. Students may generally enroll in no more than two courses, generally one per semester. Eligible students must be enrolled as full-time students at Wheaton and, where appropriate, have the necessary prerequisite courses. Courses are taught at Brandeis University, Northeastern University and the New England Aquarium. Students must provide their own transportation. Students should direct questions to the advising center.

**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.

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

- Thayer School of Engineering, Dartmouth College (B.S. Engineering)
- Clark University Graduate School of Management (M.B.A.)
- Emerson College (M.A. 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 semes-
ters 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.

**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.

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

**Communications.** In addition to the Emerson College program, students may prepare for journalism or media careers in 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.

**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. More information may be found under the Education Department listing of courses (p. 113).

**Management.** Preparation for postgraduate education in management requires no prescribed undergraduate curriculum; most schools offering the Master of Business Administration degree are concerned with the overall quality of an applicant’s undergraduate work, and many prefer students who have completed majors in traditional liberal arts fields. Some work, however, in mathematics, economics and/or the behavioral sciences is relevant for M.B.A. programs.

**Graduate school**

Many students will be interested in postgraduate education in an academic discipline or field, and will find that opportunities for careers in college and university teaching and research will grow rapidly in the next two decades. A liberal arts education offers the best preparation for most graduate school programs, and interested students should consult major advisors in appropriate departments at their earliest opportunity. Juniors and seniors will be invited to attend graduate preparation symposia through Academic Advising. 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.
Academic Advising and Co-curricular Learning

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

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

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

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

First-Year Seminar advisors and transfer advisors.

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

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

New student advising teams.

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

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

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

Major advisor.

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

Pre-professional advisors.

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

Office of Advising and Co-Curricular Learning

Wheaton College offers professional advising and learning support through the Office of Academic Advising and Co-curricular Learning, which consists of:

- The Center for Academic Advising
- The Filene Center for Work and Learning, and
- The Kollett Center for Collaborative Learning.
Center for Academic Advising

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

Filene Center for Work and Learning

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

Since its inception in 1986, the Filene Center for Work and Learning has assisted students in the pursuit of meaningful out-of-classroom experiences. The center’s goals are for students to discover and make connections among their academic, co-curricular, civic, and professional interests. Students work with the Filene Center in multiple ways through individual advising, workshops, information sessions and peer mentors. During advising conversations, students gain an understanding of their goals, skills and strengths, and next steps. To support advising, students can also utilize the career resource library, Web-based career learning tool kit, and discuss careers with alumnae/i.

Learning from experience. Learning from experience provides Wheaton students with the opportunity to preview potential career paths, experience “real world” connections to their course work, choose their academic majors and minors with greater discernment, and learn more about their emerging interests, strengths and values. Whether undertaken during summers, winter breaks, or incorporated into the academic year, internships, service experiences, and structured independent research in the United States and abroad. Additionally, students can apply to funded summer programs to work as English as a Second Language instructors and camp counselors in Turkey and summer counselor positions working with inner-city youth in Providence, Rhode Island, and Boston, Massachusetts.

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

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

Workshops and Web-based Resources. The Filene Center offers workshops throughout the year on such topics as self-exploration, résumé writing, researching, interviewing, and job-hunting techniques and strategies. Students can develop and refine their career and life planning skills through frequent workshop attendance and use of the center’s Web-based career learning tool kit (www.wheatoncollege.edu/Filene).

Gertrude Adams Professional Development Program. This program began in 1988 to provide students with a comprehensive approach to examining life and career choices. Projects and activities include their interests and values to future career and educational choices.

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

Summer Stipends. With the support of foundations, alumnae/i and college funds, the Filene Center administers Wheaton and Davis Fellow competitions for students who devise their own summer internships, service experiences, and structured independent research in the United States and abroad. Additionally, students can apply to funded summer programs to work as English as a Second Language instructors and camp counselors in Turkey and summer counselor positions working with inner-city youth in Providence, Rhode Island, and Boston, Massachusetts.
programs such as “Major Connections,” a series of career panels that bring Wheaton alumnae/i back to campus to talk about the links between their college academic major areas of study and their professions. Additionally, there is an alumnae/i Filene Center Liaison Network in selected cities nationwide to assist seniors and graduates with their relocation and career networking. The Gertrude Adams Professional Development Program is underwritten with the generous support of a Wheaton alumna and trustee in honor of her mother. Visit the Filene Center online at www.wheatoncollege.edu/filene.

Kollett Center for Collaborative Learning
Peer and faculty tutors facilitate tutoring and collaborative learning through the Center, which is open twenty-four hours through most days of the academic calendar as a study space for students. The Kollett Center also provides Windows and Macintosh computers, laser printers, scanners, photocopiers, and a fax machine for students. Students can access course-specific software, web, and writing applications or just take a quick look at e-mail as they pass through. Video editing stations and music composition stations are maintained for intensive class and project work. The center is part of an ongoing planning project to provide technology-rich workstations, student-centered services, and inviting learning spaces. The Center’s labs and computer classrooms comply with the Americans with Disabilities Act and multiple stations in the KACC are equipped with universal access technologies including specialized software and scanners that may assist patrons with hearing, visual, and learning impairments. Workshops are available to augment instruction from professors.

The Kollett Center offers resources, programs and services for faculty and for students to enhance teaching and learning across Wheaton’s liberal arts curriculum. It promotes curricular innovation by supporting faculty efforts to develop, maintain and evaluate all components of the college’s academic program according to the goals set for it by the faculty. The center coordinates the creation of new courses, of interdisciplinary connections among courses and of academic programs that provide strong foundational skills, instill cross-disciplinary and lifelong learning, and deepen an awareness of the diversity of cultural identities and of social and civic responsibilities for Wheaton students. It encourages and supports dynamic teaching and innovative pedagogy through resources and workshops for faculty and has a library of resources on pedagogy and curriculum development for faculty use. The center’s Web site offers information on resources and databases of interest to faculty and is the source of information about on-campus programs and resources for curricular development.

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

The Center is also staffed by professional associates in writing and quantitative analysis who are available to students seeking outside-the-classroom help in these areas.

College Writing Program. The Wheaton College English Department oversees the College Writing Program, keeping a long-standing commitment to writing as an intellectual activity. Every member of our English Department teaches First-Year Composition (English 101), which is required of all first-year students, except those who have passed the Advanced Placement examination with a 4 or 5, or have passed the Wheaton exemption examination. But attention to writing proficiency does not end with the completion of a student’s first year. Supported by a grant from the Mellon Foundation, the new Wheaton Curriculum allows each department to develop its own discipline-situated approach to writing. Within each department students both write to learn and learn to write.

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Support for student writing is provided through consultations with our Writing Associate and our peer writing tutor program. Our Writing Associates teach First-Year Writing and consult individually with students about their writing projects and processes. Our peer writing tutor program, begun in 1978, offers a collaborative learning model for students at all stages in their writing development.
Evidence of writing beyond the classroom takes many forms, including publications such as *Midnight Oil* and *Rushlight*, which are written, edited and managed by Wheaton students.

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

**Tutoring.** Peer writing tutors, trained and supervised by the Writing Program, provide assistance on written assignments. This tutoring is available in the Kollett Center as well as in Meneely and the Café, with hours posted each semester. In addition, writing associates offer professional assistance on special projects through the College Learning Center.

Quantitative associates in the Kollett Center offer professional assistance with quantitative questions. In addition, peer Quantitative Analysis (QA) tutors provide assistance to students in need of fundamental quantitative skills development necessary for success in quantitative and quantitative-influenced fields.

Course tutors, trained and supervised by the advising center, provide academic tutoring in all academic areas at Wheaton by individual appointment. A schedule of available tutors and times is published each semester. Study-strategy tutoring, provided by preceptors, offers help with time management, test taking, note taking and reading. A schedule for study-strategy tutors is available each semester from the advising center.

In addition to the study skills tutoring offered by preceptors, the Office of Academic Advising and Co-curricular Learning periodically offers academic support workshops throughout the academic year. Topics covered include time management, major declaration and academic support groups. The center also hosts two “for-fee” reading and study strategy courses offered by Learning Skills—Correct Read (a two- to three-week course offered in October) and the Baldridge Reading and Study Skills course, offered one weekend in November. Visit the center online at www.wheatoncollege.edu/advising.

**Marshall Center for Intercultural Learning**

General academic advising is also available through the Marshall Center for Intercultural Learning, which also offers academic workshops to the diverse communities at Wheaton College.

The Marshall Center offers a variety of programs and services to the entire college community. The Multicultural Pre-Orientation program and New Student Orientation program, “First Impressions,” traditionally kick off the academic year, which is filled with academic, social and cultural events that support Wheaton College’s academic mission.

The center’s work is best understood through a three-part model of “ABCs,” as developed by Beverly Daniel Tatum. We strive to:

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

**Build community.** In addition to recognizing his or her identity at Wheaton, each person should have the opportunity to learn about and share in the identities of others. Community-building programs include “Beyond First Impressions,” a series of events highlighting the complexity of identity through workshops, visiting lectures and dialogues. Through such programs the center creates safe spaces for asking questions and expressing curiosity about experiences different from one’s own.
Cultivate leaders. The center aims to work individually and collectively with students toward achieving curricular as well as co-curricular success. Cultivating academic leadership and excellence through mentoring, cohort groups and individual academic advising allows our students to set meaningful, attainable goals. Students learn about the diverse array of academic opportunities available, including travel and research fellowships, graduate school opportunities, and postgraduate fellowships and scholarships. Additionally, the center advises and mentors students to develop leadership abilities outside of the classroom. Through their involvement in campus organizations, student, staff and faculty committees, curricular and co-curricular initiatives and other activities of personal interest, students are able to develop and practice their growing leadership skills.

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

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

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

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

The center provides services to Wheaton’s growing and important population of international students, visiting scholars and language assistants. It sponsors the Model UN seminar and works closely with the Worldfest Committee and other student groups to bring cross-cultural programming to campus. The center is committed to institutionalizing global education values on campus—one of the significant ways in which Wheaton is transforming itself to make its educational experience relevant for the 21st century. For further information, visit the center in the Davis House (9 Howard Street) or online at http://www.wheatoncollege.edu/Global/.

Library and Information Services
Library and Information Services (LIS) is a partner in the use and provision of information resources and technology for learning and teaching at Wheaton College, fostering a community of self-sufficient, lifelong learners. Its operations include the academic resources of the Madeleine Clark Wallace Library as well as the administrative units of Information Technology and Services.

Madeleine Clark Wallace Library. The Madeleine Clark Wallace Library is an intellectual hub on the Wheaton campus. The library is easy to find, located near the center of Wheaton’s campus, on the south end of the main quadrangle. The facilities, resources and services provided by the library are central to and support the educational mission of the college. Library staff is readily available to assist students with research or use of the library facilities.

As part of the First-Year Seminar, librarians teach basic information-access skills, strategies for effective research, and methods for critical evaluation of information. Librarians and academic technologists also partner with Wheaton faculty to incorporate discipline-specific research and technology skills into course work beyond the first year to ensure that students develop these critical skills by the time they graduate. Students can schedule
consultations with subject specialist librarians for in-depth research assistance, as well.

The library offers a rich array of scholarly materials in many formats. The library’s collections include more than 370,000 circulating volumes, over 1,000 newspapers and journals in print, approximately 8,000 video recordings, and unique and historic items in Archives and Special Collections. These collections have been developed over nearly 75 years through selections made by Wheaton faculty and library staff, as well as from book donations from alumnae/i and friends of Wheaton. We encourage students to recommend items to be added to our collections. Wheaton routinely adds 5,000–7,000 new books and roughly 500 multimedia items to its library collections every year.

The library provides 24-hour online access (www.wheatoncollege.edu/library) to many resources, including over 7,000 electronic journals, numerous research databases, encyclopedias, and electronic reserve readings for courses. Through cooperative borrowing and lending agreements with libraries worldwide, the Madeleine Clark Wallace Library can assist students who need materials not available in the local collections.

The library provides public computing and printing facilities with Windows and Macintosh computers, as well as network ports and wireless access for laptop users throughout the building. All public computers provide access to the Internet and are installed with Microsoft Office applications and other productivity software. Listening and viewing facilities for multimedia materials are also available in the library. Group study rooms, individual carrels, study tables and comfortable seating arrangements are located throughout the building.

Library employees are ready to help students with special needs. There are accessible carrels in the Woolley Electronic Classroom (WEC) and in the Reference Room. There is an Optelec machine for the visually impaired in the Reference Reading area; the Circulation Department can assist users with closed caption video equipment.

Academic Computing. The college maintains labs for graphic design and photography, foreign language, literature and culture, psychology, physics, astronomy, biology, and geographical information systems (GIS). Many classrooms on campus have instructional technology installations (computer, projector and other equipment) designed by faculty and Media Services to meet their specific teaching requirements.

Students at Wheaton, as part of a dynamic electronic learning community, are encouraged by faculty to use technology frequently in their courses, assignment, and creative work.

Office of the Registrar
The Office of the Registrar handles all matters pertaining to course registration and academic records, including transcripts and letters certifying enrollment at the college. The electronic schedule of classes and WINDOW, through which students can complete their registrations at the designated times (as well as many forms and publications), are available online through the Office of the Registrar. Declarations of majors and minors are filed in this office by the established deadlines. Students can also find answers to many of their academic, registration and graduation questions at the information desk in the Office of the Registrar.

Visit the office online at www.wheatoncollege.edu/admin/registrar.

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 offers a wide range of experiences to college students in the fields of psychology, education, family studies and related areas. The children in this laboratory school benefit from expert guidance by teachers and college professors actively working in the fields of child development and early childhood education; college students gain hands-on experience in both teaching and research.
Academic Standards

Credits for the A.B. degree

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

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 the degree requirements in fewer than eight semesters, or wishing to waive one or both semesters of the senior residency requirement, should petition the Committee on 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 four credits or more than 5.5 credits must have the permission of the Committee on Admissions and Academic Standing. Part-time status (fewer than three credits) is only granted upon successful petition to 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 the field of the major.

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

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

Wheaton students may also earn credit at other institutions that can be applied toward graduation requirements. Students completing summer school or January courses or who enroll at other institutions while on a leave of absence from Wheaton normally submit an “Application for Transfer Credit” to the Office of the Registrar before beginning course work elsewhere. Transfer credits must be approved by the chairperson of the Wheaton department into which the credit shall be transferred. Students must earn grades of C or better for courses to transfer successfully to Wheaton College, though transfer grades do not appear on the Wheaton transcript and are not computed in the Wheaton G.P.A.

The college also grants academic credit for scores earned on College Entrance Examination Board (C.E.E.B.) Advanced Placement examinations and other examinations such as the General
Certificate of Education (British University A-Levels), the French Baccalaureate and the International Baccalaureate, as approved by the associate dean of studies. The amount of credit and any conditions on recording it will be determined on the basis of departmental evaluation of the examination and the student’s score. The college will grant advanced placement credit for college-level work completed before matriculation only when that work has been reviewed and credit recommended by the appropriate department, subject to the approval of the associate dean of studies. 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.

**Graduation Requirements**

1. A student must present 32 course credits for graduation.
2. A student must attain an average of 2.00 (C) for all credits earned at Wheaton to maintain good academic standing and to qualify for graduation.
3. Among the 32 course credits presented for graduation, each student must include courses that fulfill the general requirements of the Wheaton Curriculum.
4. Each student must include among the 32 course credits presented for graduation courses that complete requirements for a major field of concentration. These are outlined in general here, but each major has its own specific requirements, which are detailed under departmental sections. Students are expected to declare their majors by no later than the end of the fourth semester by submitting a declaration form, signed by the appropriate major advisor, to the Office of the Registrar.

   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) across all courses taken in the major. Most departments do not permit courses in the major to be completed under the pass/fail grading option.

**Honors**

Outstanding students may attain a variety of academic honors at Wheaton. Students with semester averages of 3.25 (through the Class of 2008), 3.50 (effective with the Class of 2009) or better may be named to the Dean’s List. Others with outstanding achievements in particular areas may earn departmental prizes at Honors Convocation at the close of the academic year.

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

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

**Academic Standards**

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

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<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<td>D</td>
<td>1.00</td>
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<td>F</td>
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</tbody>
</table>
Plus and minus grades are proportioned fractionally (e.g., B+ = 3.33, C- = 1.67). Students must maintain an overall G.P.A. 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 yearlong courses a temporary grade is awarded at the end of the first semester and is replaced by a full-credit grade (most often two credits) at the end of the year. Students must complete both semesters of a yearlong course to earn a permanent grade and all credits.

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

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

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

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

Occasionally, students may seek to drop or withdraw from a course for which they have registered. Students may do so up to the deadline simply by consulting their advisor and submitting a Drop form in the Office of the Registrar, as long as this does not leave them with fewer than four credits of course work (a normal course load). Students seeking to adjust their schedule below a normal course load or seeking to withdraw from a course after the deadline must petition the Committee on 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 G.P.A. as a failing grade.

**Audit.** Students may elect to audit a course (register for it without doing the work that would earn academic credit) with the permission of the instructor. Students seeking to audit a course must submit a Course Override form, signed by the instructor, to the Office of the Registrar by the audit deadline. Students may not switch a course from credit status to audit status after this deadline. The grade “AU” designates successful completion of a course as an auditor and is assigned only when the student has met the requirements of the instructor for attendance and participation as an auditor throughout the semester.
Good Standing and Normal Progress. To remain in good standing a student must maintain at least a 2.00 (C) cumulative average, maintain at least a 2.00 (C) average in courses in their major, and maintain normal progress toward the degree. Normal progress requires that a student fall no more than two credits behind his or her class standing. Class standing is defined as follows:

- Sophomore standing: 8 course credits
- Junior standing: 16 course credits
- Senior standing: 24 course credits

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

Mid-Semester Evaluations. In their first year, students will be evaluated in each course at the mid-semester point; any first-year student whose work is unsatisfactory (below C level) at that time will receive a course warning, which obliges the student to meet with his or her instructor immediately. Warnings are not a part of a student’s permanent record, but provide an opportunity for students to remedy academic deficiencies at a point when positive results are still possible. Upperclass students may also receive warnings, although instructors are not required to submit warnings for these students. A student whose work is sufficiently poor as to make passing the course improbable may be prohibited by the instructor from completing the final examination and failed in the course before the end of the semester.

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

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

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

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

Course Completion Requirements

Course Registration. Continuing students register for courses online using WINDOW (Wheaton Information Delivered on the Web). Students obtain a new registration PIN from their faculty advisor in each advising period preceding the registration week. Students away from the campus at these times will be contacted by the registrar and may follow different procedures for submitting their course 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 each semester by logging into 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 payment of a late fee. Students may drop courses without penalty or fee at any time before the mid-semester date, provided they maintain a normal course load (at least four credits) 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.

The basic steps for degree-seeking students to register via WINDOW are:

1. Prior to course selection week, schedule an appointment with your academic advisor to plan your program of study and obtain your registration PIN.
2. We suggest that you complete a Registration Worksheet, including CRN numbers, and any pertinent advising notes as well as alternate course choices. Have this worksheet with you when you log into WINDOW.
3. According to the registration schedule dates (based on class year), plan 10-15 minutes to log into WINDOW and complete the registration process. Always submit changes and print a copy of your schedule. Your printed schedule is verification that your registration was processed accurately.
4. See a staff person in the Office of the Registrar about any exceptions such as enrolling in a course on an Audit or Pass/D/Fail grading basis, registering for an Independent Study or Individual Research course, and the like.
5. WINDOW will only be available during the publicized time period. Please plan accordingly.
6. Registrations submitted to the Office of the Registrar after the last day of registration will be subject to a $5.00 late fee. Registrations submitted later than one week after the conclusion of registration will be subject to a $45 late fee.

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

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

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

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

In addition, according to Massachusetts state law, any student whose religious beliefs prevent class attendance or participation in any examination, study or work requirement on a particular day shall be excused from any such requirement. The student will also receive an opportunity to make up any examination, study or work requirement that may have been missed because of such absence on a particular day; however, such makeup examination or work shall not create an unreasonable burden upon the school. No fees of any kind shall be charged by the institution for making this op-
portunity available. No adverse or prejudicial effects shall result to any student who takes advantage of the provisions of this section.

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

**Final Exams.** Students normally complete their final exams during the week following the last week of classes. Faculty may substitute a final research paper or some other project in lieu of an examination. Final examinations may be pre-scheduled or self-scheduled, as determined by the instructor. Pre-scheduled exams are offered by the instructor during the final examination time associated with that class, as published by the Office of the Registrar each semester. Once a student’s registration in a class is final, he or she should identify any pre-scheduled final exam times prior to making any end-of-semester travel arrangements. Alternatively, final examinations may be self-scheduled, allowing students to select the date and time during exam week in which they wish to take that course final. Please note: The college cannot reschedule exams to accommodate family plans or holiday travel. The exam schedule is available at the beginning of each semester. Incompletes (I) may be granted only when circumstances are confirmed to be beyond the student’s control; students must receive permission from an associate dean in academic advising and work out a contract with the instructor for the completion of all work before the end of the next semester. Failure to complete work by that date shall result in instructions to the faculty member to submit a final grade, with zero points awarded for the work still outstanding or the award of a grade of “F.”
Student life at Wheaton is characterized by a strong sense of community. The college has a long-standing tradition of student involvement and participation in all levels of campus affairs. Wheaton students become aware that learning takes place both inside and outside the classroom, and they are encouraged to use their liberal arts experience as preparation for creative involvement in a changing society. A residential learning environment prepares students to become 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, class, religion, age, gender, sexual orientation and lifestyle, culture, physical ability, language and nationality.

The Honor Code

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

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

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

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

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

Students who have violated the requirements of the Honor Code, or who have reason to believe that others have violated the academic or social provisions of the code, should report themselves, confront others and encourage them to report themselves, or report violations or alleged violations either to the chair of the College Hearing Board or to the dean of students.

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

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

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

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

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

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

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

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

While students have the responsibility of avoiding any form of plagiarism or academic dishonesty, it is the task of the faculty to clarify for students what these responsibilities are. Although the most general forms of plagiarism are clear, Wheaton recognizes that the precise manner in which these guidelines are implemented may vary across disciplines. For this reason, it is extremely important that individual faculty members and departments make explicit what their expectations are about academic honesty and integrity. Faculty members also have the responsibility of making use of the Honor Code procedures and reporting violations of these when it is
necessary to do so. When both students and faculty recognize their respective responsibilities and have a shared understanding of them, we can ensure that our system of academic values is upheld consistently and equitably.

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

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

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, and workshops on residential life, multicultural diversity and the Wheaton Honor Code.

Residential Life
The college has 18 residence halls and 11 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 in communities contiguous to Norton and continuing education students may enroll as day students. Both single-sex and coeducational housing options are available. First-year students and sophomores live in double rooms, triples or quads; juniors and seniors in double and single rooms. Room assignments for new students are based on residence questionnaires. Returning students select their rooms in a campus-wide lottery each spring.

Students take an active role in planning and maintaining their living environments. Residence halls are staffed by professionals from the student affairs staff who live in each residential area. In addition, upperclass students known as hall staff mentors live on each floor. These hall staff mentors are available to offer peer counseling on issues of academic and social adjustment. They also serve as resources within the hall, answering questions about the campus, sponsoring educational and social programs, and promoting a sense of community and respect for diversity on the floors and in the buildings. Students share responsibility for making decisions about residence policies, promoting security within their buildings, and maintaining appropriate standards so residents may live together harmoniously.

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

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

All students are members of the Student Government Association (SGA) at Wheaton. The SGA Executive Board is composed of elected stu-
dent 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 60 student organizations each year.

Activities abound in the arts, athletics, academics, politics, religion, service and communications. Special-interest clubs enrich intellectual and social life, and new organizations are formed by students every year to accommodate the changing needs of the campus population. Among them are academic interest clubs, global awareness groups, foreign language clubs, multicultural associations (such as Black Students’ Association, Asian and Southeast Asian Association, Latino Students’ Association), Hillel, political clubs, religious groups, various men’s and women’s groups (such as the Lesbian, Gay, Bisexual, Transgender Alliance or the Wheaton Organization for Women) 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 discover or expand upon their creative talents. They become active in the theatre company, which often produces the works of student writers, or act in major productions of the theatre department. They perform with student bands and read their original poetry and prose in campus coffeehouses. The Wheaton Dance Company, the Chorale, the Jazz Band, the World Music Ensemble and the Orchestra all sponsor major productions each semester. Four a cappella singing groups entertain at campus functions: the Whims, the Wheatones, the Gentlemen Callers, and The Blend. Many students write for one of the student publications: the Wheaton Wire, the campus newspaper; Rushlight, the literary magazine; or 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 Homecoming, the Academic Festival, the Boston Bash, Spring Weekend, the Women’s Music Festival, Worldfest@Wheaton and class-sponsored events such as Class Weekend and the Valentine semi-formal.

Balfour-Hood Center
The Balfour-Hood Campus Center is open Monday through Friday, 8 a.m. to 2 a.m., and Saturday and Sunday, 10 a.m. to 2 a.m., during the academic year. The following is a list of facilities and services located in the center. For further information, dial the Information Desk line at ext. 3833.

Atrium. The Atrium is the large open area adjacent to the Information Desk on the first floor of the Balfour-Hood Campus Center. This space is also used for outside vendors to sell their merchandise.

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

Café. Located on the mezzanine level of the Balfour-Hood Center, off the Dimple-side entrance, the Café offers specialty coffees, sandwiches, soups, salads, muffins and bagels, and ice cream treats.

Continuing Education and Day Student Lounge. This room is the gathering place for commuting students. It is located on the first floor next to the 1962 Room.

Ellison Dance Studio. This large workout space for the Dance Company and aerobic and TaeBo classes is located at the end of the first floor hallway on the right.

Fitness Center. Free weights, Nautilus stations and aerobic workout equipment are available in the Fitness Center, which is located at the end of the first floor hallway past Events and Conferences. Locker rooms are adjacent to the Fitness Center.

Game Room. The Game Room, open daily from 10 a.m. until 2 a.m., offers pool, foosball, air hockey, Ping Pong, darts and board games. It is located on the first floor across from the Information Desk.

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

**Loft.** The night spot for pizza, wings, entertainment and social events, the Loft is located at the end of the Atrium-level hallway, up the stairs on the left and around the corner by the parking lot entrance to the Balfour-Hood Center.

**Media Center.** Located on the balcony level of the second floor, the Media Center supports campus events with projection systems, loudspeakers and videotaping. It also provides audio-video and computer systems in classrooms.

**Meeting Rooms.** The New Yellow Parlor and the 1960 Room are located on the balcony. Both rooms can be reserved through the Office of Events and Conferences.

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

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

**Office of Student Life.** Student Life comprises Residence Life, Student Activities and Multicultural Programs. The office is located above the Café.

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

**Post Office.** Located directly off the Atrium on the first floor, the Post Office houses student, faculty and administrative mailboxes, and facilities for sorting and distributing campus mail.

**Student Government Association.** Offices for the Student Government Executive Board, Class Officers, Programming Council, Student Banker, *Wheaton Wire* (newspaper) and Nike (yearbook). This space is available to all SGA-recognized clubs and organizations. Located on the mezzanine level.

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

**Athletics, Recreation and Physical Education**

Reaching for excellence on the athletic field can be the perfect complement to intellectual growth in the classroom. Wheaton athletics, whether at the intercollegiate, intramural or recreational level, offer students the opportunity to tone the spirit as well as the body, to sharpen the will to succeed and the desire to compete, to teach the value and rewards of team work. Wheaton athletes are students who seek an education as well as opportunities to develop and mature both on the playing field and off. The college generally attracts student athletes who are looking for good competition, which the New England 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 is the setting for both recreational and intercollegiate athletics. The eight-lane stretch pool provides a place for recreational swimming and diving, intramural water polo and volleyball; it is the home of Wheaton’s nationally ranked synchronized swimming team, and the intercollegiate swimming and diving teams for women and men. The Emerson Gymnasium offers facilities for basketball, volleyball and badminton. The Beard Field House, home of Wheaton’s national champion track team, includes a six-lane track, five indoor tennis courts, three basketball courts, and space for long jump and batting practice. Indoor soccer and Frisbee are also played there.

In addition, the college has seven lighted outdoor tennis courts plus a practice court; playing fields for soccer, lacrosse, field hockey and softball; the Sidell Baseball Stadium; and the Clark Recreation Center for intramurals and social activities. The Fitness Center, housed in the Balfour-Hood Student Center, contains Nautilus equipment, free weights and cardiovascular machines such as the “Stair-master.” 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 lifelong practices of fitness but for the leadership skills it fosters in participants.

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

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

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

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

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

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

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

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

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

The Office of Service, Spirituality and Social Responsibility
As an integral part of Wheaton’s commitment to transformational education, the Office of Service, Spirituality and Social Responsibility (SSSR), located in the basement of Cole Memorial Chapel, coordinates three separate but not entirely unrelated areas of personal and academic development. Broadly speaking, SSSR supports both curricular and co-curricular programming that encourages students to reflect upon their actions, values and beliefs and on the ways these impact their own
intellectual development, the people around them and the communities of which they are a part. **Service** at Wheaton is all about partnership—recognizing that involvement with our closest neighbors in Southeastern Massachusetts, as well as those in our extended global neighborhood, transforms students’ lives, as well as the lives of their community partners. Through SSSR’s annual Season of Service, first-year students are introduced to communities surrounding campus and to the ethic of engagement that has long been a hallmark of a Wheaton education. In the Chapel basement, students interested in community service can find information on a broad range of local volunteer opportunities and connect with student-run service clubs and activities including the Community Service Council, the Wheaton Tutoring Program, AIDS Prevention and Education Team (APET), Habitat for Humanity and the Wheaton/New Orleans Alternate Winter Break trip.

**Spiritual exploration** in a staunchly secular but vividly multi-faith academic community is quite an adventure. Wheaton’s support for spiritual inquiry and practice is based on the belief that such activities enhance intellectual development by promoting religious literacy—an essential prerequisite to global citizenship—and encouraging students to examine (and re-examine) their values and to live those values to the best of their ability. SSSR builds on the natural tendency of college students to ask Big Questions about life and its meaning by providing opportunities for interfaith dialogue and seasonal interfaith worship services, in collaboration with the student-run Interfaith Alliance, and for tradition-specific study and practice through such organizations as Hillel, Christian Fellowship and the Zen Meditation Group.

**Social Responsibility** is Wheaton shorthand for civic engagement, global citizenship and constructive political action. SSSR promotes political dialogue—not diatribe—and student-initiated social activism on campus through leadership development, training in community organizing, and ample opportunities to explore critical political and social issues from a broad range of ideological perspectives. In this richly diverse learning community, nurturing the ability to build unlikely coalitions and to engage in rigorous and respectful political dialogue with people whose experience and opinions differ dramatically from one’s own are among SSSR’s most important functions. Few skills will be more important to our students as they prepare to embrace the complex world they are soon to inherit. Contact information: x3370 or sssr@wheatoncollege.edu

**The Larger Community**

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

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

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

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

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

Admission of Freshmen

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

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

Because of the college’s commitment to evaluating all applicants as individuals, the Admission Office encourages students to submit any additional material that may illuminate their particular talents and interests. Though not required, such submissions may include: slides of original artwork, samples of creative writing and audio or videotapes. Once received in the Admission Office, these items will not be returned. Therefore, students should make all necessary copies prior to including them with their application materials. Please note that CDs and computer disks will not be reviewed by the art department. Studio art faculty will review only slide and print portfolios.

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

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

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

**Applying.** Wheaton uses the Common Application as its only application (with supplementary submissions). Students may obtain all necessary forms and instructions directly from the Wheaton Admission Office (http://www.wheatoncollege.edu/admission), from the Common Application Web site (www.commonapp.org), or from most high school counseling offices. Applications must be submitted with the required application fee of $55 by January 5 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.

**Merit Scholar Programs**

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

**Class of 2010 Awards**

**Balfour Scholars.** Established in 1983 with a gift from the Lloyd G. and Mildred Balfour Foundation, the Balfour Scholar award enables Wheaton to recognize entering freshmen who have demonstrated outstanding academic ability, unusual talents and potential for leadership. Each Balfour Scholar receives a $12,500 scholarship in addition to a one-time $4,000 stipend to support research, career-development or community service opportunities in the summer of either their sophomore or junior year. Balfour Scholars represent the most outstanding students in the applicant pool.

**Trustee Scholars.** Trustee Scholars are recognized for their superior academic achievement and demonstrated extracurricular commitment. As a Trustee Scholar, each student receives a $10,000 scholarship in addition to a one-time $4,000 stipend to support research, career-development or community service opportunities in the summer of either their sophomore or junior year.

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

**Regional Scholars.** The Regional Scholars program recognizes students who demonstrate both strong academic performance and come from a region outside New England. Regional Scholars each receive a $7,500 scholarship and a one-time $3,000 stipend to support community service, internships or research opportunities in the summer of either their sophomore or junior year at Wheaton. Each of these scholarship awards is renewable annually upon the achievement of at least a 3.0 GPA.

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

**Early Decision Plan**

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

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

It is not always possible to reach a definite decision on an application under the early decision plans. In this case, a student is released from the Early Decision Agreement and will be considered among the regular applicant pool for an April 1 decision. In some cases, early decision candidates may be denied admission rather than being reconsidered with the regular decision applicant pool.

Applicants accepted under the early decision plans will be expected to pay a 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 for admission in the second semester. Candidates applying for mid-year admission must complete their applications by November 15; notifications are sent by January 1. Candidates for freshman admission may be considered for mid-year entrance, depending upon individual circumstances.

**Deferred Admission**

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

**Early Admission**

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

**International Students**

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

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

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

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

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

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

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

Readmission

Students seeking readmission to the college must submit an application to the Committee on Admissions and Academic Standing. This will include a statement of their activities while away from the college and of their plans if readmitted. Students who have enrolled in another college or taken courses elsewhere must submit transcripts of that work with their application.

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

Admission of Special Students

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

Admission of 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 Students with Disabilities

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

The college Committee on Admissions and Academic Standing is charged with responsibility for reviewing appeals of college policies and prac-
tices on issues related to students with disabilities and the college’s efforts to provide reasonable accommodations and support.

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

Students from other colleges may apply for visiting student status for a year or a semester through the Wheaton Admission Office. These students should arrange to take leaves of absence from their own institutions to assure their readmission upon completion of their work at Wheaton. Visiting students are considered 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 write a letter, call 800-394-6003, or e-mail admission@wheatoncollege.edu. We are accessible online at www.wheatoncollege.edu/admission.
Financial Aid

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

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

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

Determining Eligibility

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

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

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

Sources of Aid

Each year, Wheaton funds as many financially eligible students as possible. Eligible students who complete the aid application on time may receive a “package” of resources. A financial aid package typically includes a combination of grant assistance from Wheaton, student loans (on which no payments are required until after the student leaves school), and/or work-study awards (subsidized student employment). The level of grant funding will depend on a student’s need level, academic promise and availability of funds. In years when the demand for institutional grant assistance exceeds available funds, we may not be able to fully fund every eligible aid recipient. In such cases, the student and family must work together to secure adequate funding. In all cases, families are encouraged to seek other sources of financial assistance.

Federal Aid Programs

Federal Pell Grant. This is a federal grant awarded to students with high financial need. Pell Grants may range from $400 to $4,310 and need not be repaid. Wheaton requires all students applying for financial assistance to apply for Pell funds via the Free Application for Federal Student Aid (FAFSA) each year.

Federal SEOG Grant. The Federal Supplemental Educational Opportunity Grant (FSEOG) is awarded to students who demonstrate an exceptional need for assistance. Wheaton determines the size of the student’s award based on the amount of FSEOG funds available to the college each year. Ranging from $500 to $3,000, these grants need not be repaid.
Federal Perkins Loan. This low-interest federal loan is offered through Wheaton to students with exceptional need. No interest is charged and no payments are required until nine months after the student leaves school. Once repayment begins, interest accrues at 5 percent. The minimum monthly payment is $40 with a maximum 10-year repayment. This loan may be deferred if the student attends graduate school full time. Wheaton determines the size of a student’s Perkins Loan, which may range from $500 to $4,000 per year.

Federal Subsidized Stafford Student Loan. This is a federally subsidized student loan 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 a fixed rate of 6.8 percent. The minimum monthly payment is $50 and the maximum repayment period is 10 years. Repayment may be deferred if the student goes on to full-time graduate school. Repayment of principal and interest begins six months after the student leaves school, graduates or drops below half-time attendance. Maximum eligibility for freshmen is $3,500, sophomores, $4,500, and juniors and seniors, $5,500.

Federal Unsubsidized Stafford Loans. Students who are not eligible for the Subsidized Stafford Loan program may still be eligible for a Stafford loan without the federal interest subsidy. Although repayment of principal is deferred during enrollment, interest does accrue. The student borrower has the option of making interest payments while in school, or having the accrued interest capitalized (added to the principal borrowed prior to the start of repayment). Interest accrues at a fixed rate of 6.8 percent. Freshmen may borrow up to $3,500 for the year, sophomores up to $4,500, and juniors and seniors up to $5,500. Repayment of principal (and interest, if deferred) begins six months after the student leaves school, graduates or drops below half-time attendance. Repayment requires a minimum monthly payment of at least $50 and extends for up to 10 years. Students who wish to apply for the Unsubsidized Stafford Loan must complete the Free Application for Federal Student Aid.

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

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

State Aid Programs

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

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

Massachusetts No-Interest Loan. The Massachusetts No-Interest Loan (NIL) Program offers a zero interest, long-term student loan to financially needy Massachusetts residents. Wheaton will award loans to eligible students ranging between $1,000 and $4,000. A promissory note is signed by the student on campus.
**Special Considerations.** Federal and state programs are subject to annual approval. Programs or funding levels may be subject to change based on federal or state budgetary constraints.

**Wheaton Grants**
The college funds these need-based student grants with income from operating revenue, endowed funds and annual gifts from alumnae/i, parents and friends. Awards range from $2,000 to $32,000 and need not be repaid. Because of the college’s commitment to meeting the needs of first-year and returning students, the availability of Wheaton grant aid is limited for new transfer students.

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

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

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

**2007-2008 Merit Scholarship Program**

**Balfour Scholars.** Established in 1983 with a gift from the Lloyd G. and Mildred Balfour Foundation, the Balfour Scholar award enables Wheaton to recognize entering freshmen who have demonstrated outstanding academic ability, unusual talents and potential for leadership. Each Balfour Scholar receives a $12,500 scholarship in addition to a one-time $4,000 stipend to support research, career-development or community service opportunities in the summer of either their sophomore or junior year. Balfour Scholars represent the most outstanding students in the applicant pool.

**Trustee Scholars.** Trustee Scholars are recognized for their superior academic achievement and demonstrated extracurricular commitment. As a Trustee Scholar, each student receives a $10,000 scholarship in addition to a one-time $4,000 stipend to support research, career-development or community service opportunities in the summer of either their sophomore or junior year.

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

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

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

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

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

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

Applying for Aid

Admission and financial aid decisions at Wheaton are made independently of one another. Once a student is admitted to the college, aid is awarded based on a combined assessment of financial eligibility and the overall strength of the candidate. We urge all prospective students concerned about meeting college costs to apply for financial assistance when applying for admission. We also encourage students and their families to investigate all forms of financial aid that may be available outside the college (for example, community-based scholarships).

Students applying for financial assistance must complete both the CSS PROFILE and the FAFSA. The Wheaton CSS code number is 3963 and the Wheaton FAFSA code number is 002227. For more information, please call the Office of Student Financial Services at 508-86-83. Please note that need-based financial aid is available to U.S. citizens and U.S. permanent residents; a limited amount of need-based financial aid is awarded annually to non-U.S. citizens.

Required documents for financial aid

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

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

Student and parent tax returns. Wheaton also requires students and their parent(s) to submit copies of their federal income tax returns. Individuals who are using estimates on FAFSA and PROFILE because they have not yet completed the appropriate year’s tax return must submit the most recent year’s tax return by the published deadline. Applicants should include all pages, schedules and W-2 forms. Once a current year tax form has been filed, a complete copy must be forwarded to the college. Students and parents who have not and will not be filing a federal tax return must send a letter stating this and listing all sources of income for the year. Returning students must send copies of their family’s federal tax return to the College Board’s iDOC (document imaging) service. Details on the process may be found on the SFS Website.

Noncustodial Parent’s Statement. If a student’s natural parents are separated, divorced or never married, the parent with whom the student does not live (the noncustodial parent) must complete a Noncustodial Parent’s Statement. When the student
completes the CSS PROFILE online, they will be given instructions to forward to their noncustodial parent for the online Noncustodial Parent’s Statement. If the noncustodial parent cannot access the online form, please contact SFS.

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

**Aid Deadlines**

<table>
<thead>
<tr>
<th>Admission Plan</th>
<th>Submit FAFSA/PROFILE</th>
<th>Submit all other documentation by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Decision I</td>
<td>Nov. 1*</td>
<td>Nov. 1</td>
</tr>
<tr>
<td>Early Decision II</td>
<td>Jan. 15</td>
<td>Jan. 15</td>
</tr>
<tr>
<td>Regular Decision Freshmen</td>
<td>Jan. 15</td>
<td>Feb. 1</td>
</tr>
<tr>
<td>Regular Decision, Transfer Candidates</td>
<td>April 1</td>
<td>April 15</td>
</tr>
<tr>
<td>Returning Students</td>
<td>March 1/April 1</td>
<td>April 20</td>
</tr>
</tbody>
</table>

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

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

**Financial Aid in Continuing Years**

Financial aid is awarded for one year at a time; students must reapply to be considered in subsequent years. As during the first year, eligibility for aid is based 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.

**Academic Standing and Satisfactory Progress**

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

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

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

<table>
<thead>
<tr>
<th>Status</th>
<th>Normal Completion</th>
<th>Max. Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>4 Acad. Years</td>
<td>6 Acad. Years</td>
</tr>
<tr>
<td>Three-Ort Time</td>
<td>5.5 Acad. Years</td>
<td>8 Acad. Years</td>
</tr>
<tr>
<td>Half-Time</td>
<td>8 Acad. Years</td>
<td>12 Acad. Years</td>
</tr>
</tbody>
</table>

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

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

Qualitative Standard. Wheaton’s satisfactory academic progress policy requires that students must meet the 2.0 cumulative GPA required for graduation by the end of their second year. Until that time, a minimum GPA of 1.67 must be maintained. If the student’s GPA does not meet these standards, s/he will lose eligibility for federal financial aid funding.

Study Away

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

Non-affiliated Programs Abroad. Students may petition for approval to attend non-affiliated programs abroad. If the student’s program is approved, s/he may apply for need-based financial aid based on the program cost (not to exceed Wheaton’s cost). Institutional need-based grant aid for non-affiliated programs is limited. In years when the demand for financial support for non-affiliated programs exceeds available dollars, the college may reduce awards, or may limit support to one semester. Merit scholarships may not be used on non-affiliated programs abroad.

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

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

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

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

Beyond Financial Aid

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

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

Tuition and Fees

Annual Fees for 2007–2008. The tuition fee for both resident and non-resident students is $36,430. The student activities fee is $60 for all students. The residence fee is $4,560 for room. Board charges are $4,080. Laundry fee is $75. All resident students are also charged a $0 network access fee.

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

Study Abroad Administrative Fee. Students participating in a Non-Wheaton Approved Program will be charged a $500 administrative fee per academic year of study abroad to support the Center for Global Education in providing services to students. Students participating in a short-term study abroad program (January or Summer) will be charged a $50 administrative fee. This fee will be applied to the Wheaton College student bill during regular billing cycles.

Special Fees and Expenses

• Music performance fees are $450 per semester for non-majors taking performance courses for academic credit. 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.
Special fees are set each year and are subject to change.

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

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

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

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

Optional Accident Insurance Plan. Wheaton also offers an optional accident insurance plan for any student who waives the Wheaton Student Health Plan. The purpose of the accident plan is to provide low-cost secondary insurance coverage, particularly for varsity athletes (under the accident sections of both policies, varsity athletes are covered 100 percent, subject to the policy limitations). The cost of the optional accident insurance (for 2007-2008) is $151. The details of the plan are 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. This estimate is based on a modest standard of living and may vary from student to student depending on individual needs and expectations.

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

Tuition Policy for Degree Students. Tuition charges for degree students are not based on credit hours for courses. While the normal course load is four courses per semester, some students are approved by the Committee on Admissions and Academic Standing to take additional courses; extenuating circumstances may justify an occasional request for a reduced course load. Students living on campus are required to pay full tuition regardless of the number of courses they take in a given semester.

Students who are within two credits of completing the requirements for graduation and who do not live on campus may request a prorated tuition charge; if a student chooses to reside on campus, full tuition will be charged but no restrictions will be placed on the number of courses she or he may take.

Students should be aware that requesting a reduced course load could affect the financial aid they are receiving in the current or future semesters. We recommend that any financially aided student petitioning for a reduced course load meet with a Student Financial Services counselor to review the impact on their aid eligibility.

Tuition Special Programs for 2007-2008
All part-time non-degree (special) students are required to pay for all classes at the time of registration.

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Cost</th>
<th>Conditions</th>
<th>Audit cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time non-degree (special) student</td>
<td>$4,554</td>
<td>Per course; may not live in campus housing</td>
<td>$100 per course</td>
</tr>
<tr>
<td>Part-time degree student</td>
<td>$4,554</td>
<td>Per course; approval by petition to CAAS and SFS only; may not live in campus housing</td>
<td></td>
</tr>
<tr>
<td>Visiting student full-time tuition</td>
<td>Apply through Admission Office, full-time status, approved for campus housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumnae/i Audit</td>
<td>$150</td>
<td>Per course for four courses (no more than one course per semester for four semesters)</td>
<td>$50 per course</td>
</tr>
<tr>
<td>Norton Resident</td>
<td>$150</td>
<td>Per course for four courses (no more than one course per semester for four semesters)</td>
<td>$15 per course</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

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

Refund Policy

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

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

All other eligible students will have their charges refunded as follows:

Tuition Refund Per Semester

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

Fall 2007–August 29, 2007

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

Fall 2007–September 7, 2007
Spring 2008–February 3, 2008

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

Fall 2007–September 14, 2007
Spring 2008–February 8, 2008

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

Fall 2007–September 21, 2007
Spring 2008–February 15, 2008

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

Fall 2007–September 28, 2007

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

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

Tuition Refund Insurance. Since Wheaton’s refund policy provides only limited refunds for tuition, board and fees (and only for withdrawal for non-academic and non-disciplinary reasons), it is recommended that consideration be given to purchasing Tuition Refund Insurance. Tuition Refund Insurance minimizes the financial loss in the event that your son/daughter is unable to complete the academic term. To enroll, the cost of this plan ($251) should be included in your Aug. 1, 2007 payment along with the signed Tuition Refund Insurance card, available from the Office of Student Financial Services.

Local Telephone and Internet Service Per Semester. The local telephone and Internet service charge will be refunded on a pro-rata basis determined by the date the written notice is received by the Office of the Registrar.

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

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

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

While information in the catalog and in these schedules is intended to be accurate at the time of publication, the college reserves the right to make changes in courses, course scheduling and instructors as necessary. Up-to-date information regarding departmental requirements for major and minor programs may always be obtained from major advisors or from the Office of the Registrar. Current information about degree requirements and courses is available in the on-line version of the catalog, available at: 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 is available on-line through WINDOW (at https://window.wheatoncollege.edu) about prerequisites that must be completed before enrolling in a course and whether the course fulfills a breadth requirement of the Wheaton Curriculum or a general education requirement. Most courses are offered for one course credit; a course credit at Wheaton is the equivalent of four semester hours.
African, African American, Diaspora Studies

Coordinator: Peony Phagen-Smith
Faculty: Matthew Allen, Marcus Allen, Bezis-Selfa, Buck, Cathcart, Christian, Danehy, Evans, Freeman, Huiskamp, Kerner, Krebs, Miller, Relihan, Searles, Sears, Standing, Stenger, Walsh, Williams

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

Major

The major in African, African American, Diaspora Studies consists of 10 courses. At least one course from the five areas listed below must be taken, along with two courses that focus on the continent of Africa which are marked with an asterisk below. Afds 103, or Introduction to African, African American, Diaspora Studies, serves as the introductory course to the major and is a required course for the major that is offered in the fall semester. Three 300 level courses must be taken, one of which can be a capstone course or project. The final requirement is to complete a capstone project. Capstone projects may involve study abroad and/or independent study work. Please speak with the coordinator to discuss possible capstone projects.

Area A: Art History and Music
Arth 212 African Visual Cultures
Arth 312 Contemporary African Art
Arth 263 African American Art
Musc 212 World Music: Africa and the Americas*
Musc 272 African American Originals I: Spirituals, Blues and All That Jazz
Musc 273 African American Originals II: Rhythm and Blues, Rock and Contemporary Jazz

Area B: Anthropology, Psychology and Sociology
Anth 225 Peoples and Cultures of Africa*
Anth 255 Women in Africa*
Psy 251 Multicultural Psychology
Soc 230 Race and Ethnicity
Wmnt 315 Black Feminist Theory

Area C: Economics and Political Science
Econ 222 Economics of Race and Racism
Econ 252 Urban Economics
Econ 305 International Finance
Econ 306 International Trade
Pols 201 Contemporary Urban Politics
Pols 203 African Politics*
Pols 271 African American Politics
Pols 327 Black Political Thought

Area D: Literature, Film and Language
Clas 130 Egypt in the Greco-Roman World
Eng 209 African American Literature and Culture
Eng 235 Empire, Race and the Victorians
Eng 244 Contemporary Caribbean Literature in English
Eng 245 African Literature*
Eng 257 Race and Racism in U.S. Cinema
Eng 347 Contemporary African American Fiction
Fr 235 Introduction to Modern French Literature
Fr 331 Other Voices, Other Stories: Great Works by Women from France and the Francophone World

Area E: History
Hist 143 Africans on Africa: A Survey*
Hist 201 American Colonial History
Hist 209 African American History to 1877
Hist 210 African American History: 1877 to the Present
Hist 213 The History of the Civil Rights Movement
Hist 337 Power and Protest in the United States
Hist 339 Slavery in the Americas

*Courses that focus on the continent of Africa.
Minor
The minor in African, African American, Diaspora Studies consists of five courses. Afds 103 ("Introduction to African, African American, Diaspora Studies," is required, along with one course that focuses on the continent of Africa. The remaining three courses may be taken from any of the five areas listed in the major requirements.

Courses

103. Introduction to African, African American, Diaspora Studies
This is a team-taught course that introduces students to the study of Africa and its diaspora in the Americas and the West Indies, as well as Europe. The course takes a multimedia, interdisciplinary approach to a range of historical, literary, artistic, religious, economic and political questions crucial to the understanding of the experiences of people of African descent. Using maps, films, the visual arts, music, important historical texts and a novel, the course will focus on four major themes: 1) migration and the middle passage; 2) slavery and resistance; 3) segregation, colonialism and freedom movements; and 4) the arts and black consciousness.

American Studies

Coordinators: Alexander Bloom, Samuel Coale
Faculty: Bezis-Selfa, Bloom, Coale, Tomasek

Major
A major in American studies is offered jointly by the English and History departments. The major consists of 11.5 courses in history, English, religion, art and art history, philosophy and related fields.

English
At least four courses are required:
Eng 253 American Literature to 1865
Eng 255 Cultural Diversity in American Literature: From the Civil War to the 1940s
And two from the following:
Eng 256 The Discourses of Cultural Diversity in U.S. Fiction
Eng 260 American Voices in Lyric Combat
Eng 341 Public Poetry, Private Poetry
Eng 343 Fiction of the Modern
Eng 376 Literary and Cultural Theory
or any other course in American literature.

History
At least four courses are required:
Hist 331 Social and Intellectual History of the United States to the Civil War
Hist 332 Social and Intellectual History of the United States since 1876
And two from the following:
Hist 201 American Colonial History
Hist 202 America: The New Nation, 1776–1836
Hist 203 America: The Nation Divided, 1836–1876
Hist 204 Industry and Empire: The United States, 1876–1914
Hist 205 America between the Wars: 1914–1945
Hist 206 Modern America: 1945 to the Present
Hist 209 African American History to 1877
Hist 210 African American History: 1877 to the Present
Hist 220 The Making of Latino America
Hist 232 Women in North America to 1790
Hist 233 U.S. Women, 1790–1890
Hist 234 U.S. Women since 1890
Hist 338 U.S. Labor History
or any other course in American history.
One additional course chosen from any of the above groups or from a related field is required. At least one related course from another discipline.

Seminar
An appropriate seminar (depending upon the individual focus of the major) is required for seniors.
Eng 40 Seminars
Hist 40 Seminars
Hist 050 Senior Colloquium in American Studies

Ancient Studies

Coordinator: Joel C. Relihan

The classics and religion departments sponsor an interdepartmental major in ancient studies.

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

_Hebrew track_ (for students who enter with a knowledge of Hebrew) 10 courses total
- Rel 109 Introduction to the Hebrew Bible
- Rel 209 Hebrew Bible Studies
- Two courses in Classics at or above the 200 level
- Two additional approved elective courses
- Two courses at the 300 level
- Two-semester senior independent project

_Greco-Roman track_ 10 courses total
- Two courses in either Greek or Latin at or beyond the 200 level
- Two appropriate courses in religion
- Two additional approved elective courses
- Two courses at the 300 level
- Two-semester senior independent project

_New Testament track_ 10 courses total
- Rel 110 Literature of the New Testament
- Rel 210 Jesus and the Gospels
- One course in classics at or above the 200 level
- Either Rel 109 Introduction to the Hebrew Bible or Rel 209 Hebrew Bible Studies
- One other appropriate course in religion
- One additional approved elective course
- Two courses at the 300 level
- Two-semester senior independent project

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

Approved courses in the Religion Department are those that feature any of the cultures of the ancient Mediterranean, including:
- Rel 109 Introduction to the Hebrew Bible
- Rel 110 Literature of the New Testament
- Rel 204 Scripture in Judaism, Christianity and Islam
- Rel 209 Hebrew Bible Studies
- Rel 210 Jesus and the Gospels
- Rel 316 Islam: Faith and Practice
- Rel 322 Judaism: Faith and Practice
- Arth 273 Greek Art and Architecture
- Arth 274 Roman Art and Architecture
- Phil 203 Ancient Philosophy

# Anthropology

_Chair:_ Bruce Owens  
_Faculty:_ Kerner, Torres

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

**Major**

The major in anthropology consists of 10 courses that must include:

- Four core courses
  - Anth 102 Introduction to Cultural Anthropology
  - Anth 280 Research Methods
  - Anth 301 Seminar in Anthropological Theory
  - Anth 401 Senior Seminar

- Six electives that must include:
  - At least one world culture area course from the following list:
    - Anth 225 Peoples and Cultures of Africa
    - Anth 235 Peoples and Cultures of Latin America
    - Anth 245 Indigenous Movements of Latin America
    - Anth 255 Women in Africa
    - Anth 285 Peoples and Cultures of the Pacific
    - Anth 295 Peoples and Cultures of South Asia
    - Anth 298 Peoples and Cultures of the Himalaya
    - and one 300-level elective
  - Anth 306 Infancy across Cultures
  - Anth 333 Economic Anthropology
  - Anth 340 Seminar on Religion in Anthropological Perspective
  - Anth 350 Gender and Social Organization
  - Anth 357 Indigenous Religions

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

Minor

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

Courses

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

(Bruce Owens)

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

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

Connections: Conx 20023 Global Music

210. Feast or Famine: The Ecology and Politics of Food
This course concerns how food is produced, distributed and consumed. Topics covered include: how culture shapes taste, cuisine, nutrition and food production systems, as well as the ecological, economic and political factors that cause famine and food shortage. Films, case studies, guest speakers, action/service fieldwork and modeling exercises provide opportunities to think creatively about policy and action to increase food security for the most vulnerable at home and abroad. Students are expected to meet the challenge of bringing these issues into a forum for discussion on the Wheaton campus.

(Donna O. Kerner)

Connections: Conx 23002 Food

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

(Donna O. Kerner)

Connections: Conx 23001 African Worlds

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

(Bruce Owens)

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

(Department)

235. Peoples and Cultures of Latin America
This course 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.

(M. Gabriela Torres)

Connections: Conx 23003 Modern Latin America

240. Urban Anthropology
The 20th century was characterized by massive urban growth throughout the world. Ethnographic
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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.

245. Indigenous Movements of Latin America
This course takes a topical/historical approach to contemporary fortunes and challenges facing native peoples in Latin America. We will consider transformations in “native identity” as engaged by nations, economic forces and global interests. We will also explore emergent forms of resistance and self-determination by examining ongoing strategies of leadership, alliance, accommodation, revolt and the uses of multimedia technologies.

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

255. Women in Africa
What contributions have women made to the societies of Africa prior to colonialism? How and why did colonialism affect men and women differently? What are the implications of gender inequality for economic development in Africa today? These questions are considered from ethnographic, autobiographical and fictional accounts. Gender, class and cultural identity will be focal points.

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

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

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

285. Peoples and Cultures of the Pacific
The island cultures of the Pacific respresent a dazzling array of social, political and economic styles, as well as a set of puzzling questions as they undergo rapid social changes in the 21st century. Some of the classic debates in anthropological scholarship will be considered, including: the origins of the inhabitants, the reasons for local warfare, ritual cannibalism, institutionalized homosexuality and exchange without money. We will also examine current debates about economic development, migration, environmental threats, political movements for integration and independence, the impact of tourism and the Western media, new religious movements, and language revivalism.

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

(Bruce Owens)

Connections: Conx 20032 Cultural Flows in South Asia

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

(Bruce Owens)

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

(Donna O. Kerner)

306. Infancy Across Cultures
(See Psy 306).

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

(Department)

340. Seminar on Religion in Anthropological Perspective
In various places throughout the world, people are killing themselves and others in the name of “religion” or “religious beliefs.” Attempts to make sense of these and other phenomena (such as trance, fundamentalism and ecstatic worship) that we call religious often reveal deep-seated prejudices and unfounded assumptions. This seminar examines how anthropologists have sought to understand such phenomena from the perspectives of practitioners in order to develop conceptual frameworks that facilitate cross-cultural understanding.

(Bruce Owens)

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

(Donna O. Kerner)

357. Indigenous Religions
(See Rel 357).

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

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

500. Individual Research
Open to majors at the invitation of the department.
Arabic

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

Note: Arabic 101 and 102 begins in 2007–2008; Arabic 201 and 202 will be offered in 2008–2009.

Art History

Chair: R. Tripp Evans
Faculty: Cunard, Fleo, Fleming, Forman, Halpert, Howard, Lane, Mahaffy, McPherson, Miller, Murray, Niederstadt, Sousa, Stone

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

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

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

Major
The art history major consists of at least 12 semester courses including: Arth 101 Great Work I and Arth 102 Great Works II or their equivalents, Arth 201 and Arth 202, Arth 401 Seminar

Two semester courses in Studio Art:
One must be either Two-Dimensional Design Arts 111, Three-Dimensional Design Arts 112 or Drawing I Arts 116.
The other may be any 100- or 200-level Studio Art course. Any 100-level Studio Art course must be taken before the senior year.
Seven additional courses.
Majors must take at least one semester course from each of the following five groups, and two semester courses from the non-Western category:

Ancient Art
One of the following:
Arth 105 Art in East Asia I
Arth 273 Greek Art and Architecture
Arth 274 Roman Art and Architecture

Medieval Art
One of the following:
Arth 106 Art in East Asia II
Arth 231 Italian Medieval Art and Culture
Arth 255 Pre-Columbian Art and Architecture
Arth 352 Early Medieval Art and Culture
Arth 353 Castles, Cathedrals and Monasteries

Early Modern Art (1400–1700)
One of the following:
Arth 218 Print Cultures in Early Modern Japan
Arth 232 Art and Architecture of the 14th and 15th Centuries in Italy
Arth 241 Northern Renaissance Painting 1400–1550
Arth 270 The Art of the Print
Arth 332 Art and Architecture of the 16th Century in Italy

Modern Art (1700–1900)
One of the following:
Arth 218 Print Cultures in Early Modern Japan
Arth 260 American Art and Architecture: Colonial to 1865
Arth 270 The Art of the Print
Arth 275 Arts in an Age of Revolution:
Neoclassicism, Romanticism, Realism
Arth 276 Impressionism and Post-Impressionism

**Contemporary Art (1900–present)**
One of the following:
Arth 263 African American Art
Arth 312 Contemporary African Arts
Arth 314 Modern Architecture
Arth 317 Cubism, Expressionism and Surrealism
Arth 318 Art since 1945
Arth 333 Architecture and Identity in Modern Japan
Arth 360 American Art and Architecture: 1865–1945

**Non-Western Art**
Two of the following:
Arth 105 Art in East Asia I
Arth 106 Art in East Asia II
Arth 212 African Visual Cultures
Arth 218 Print Cultures in Early Modern Japan
Arth 221 Arts of India
Arth 223 Islamic Art
Arth 224 Chinese Art and Culture
Arth 225 Status, Gender, and Identity in Japanese Visual Culture
Arth 255 Pre-Columbian Art and Architecture
Arth 256 Native North American Arts and Culture
Arth 312 Contemporary African Arts
Arth 333 Architecture and Identity in Modern Japan

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

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

**Minor**
A minor in art history consists of Arth 101 and Arth 102 or Arth 201 and Arth 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. Studio art majors may minor in art history by taking three additional art
history courses beyond the three required for the studio major (for a total of six).

**Courses**

101. Great Works I
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.
*Connections: Conx 20047 Molecules to Masterpieces*

102. Great Works II
A continuation of Arth 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.
*Connections: Conx 20025 The Math in Art and the Art of Math Conx 23008 Italian Culture, Language and Society*

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

(Sean McPherson)

106. Art in East Asia II
This course examines the art and architecture of China, the Japanese archipelago and the Korean
peninsula. Lectures will survey East Asian art chronologically and thematically, from the Song
Dynasty (960–1279) in China, the Heian Period (794–1185) in Japan, and the Koryo Dynasty
(918–1392) in Korea, through recent developments. We will examine both canonical works of art
and architecture, as well as popular visual culture.
and “folk” art production. We will be concerned throughout with issues pertinent to the broader study of visual and material culture, including the meaning(s) expressed by or derived from objects and images; transnational influences and cultural hybridity in art production; the artistic contributions of regional and ethnic minorities and women; material and visual culture as a reflection of and legitimation for social stratification; art as a forum for social protest and change; issues of style and artistic intent; the interplay between material, visual, and performative art forms; and the relationship between art and cultural identity.

(Sean McPherson)

201. Great Works I (Enhanced)
Arth 201 and Arth 202 make up a yearlong 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 course. Students will approach the material on several levels: through lecture classes held jointly with Art 101/102; through an 80-minute weekly discussion section based on a seminar model and including student-led discussions and seminal readings in the field and, most important, 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.

Connections: Conx 20047 Molecules to Masterpieces

202. Great Works II (Enhanced)
Continuation of Arth 201.

Connections: Conx 20025 The Math in Art and the Art of Math, Conx 23008 Italian Culture, Language and Society

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

(Kim Miller)

Connections: Conx 23001 African Worlds

218. Print Cultures in Early Modern Japan
Development of the woodblock print within the popular visual culture of Japan during the Edo period (1615–1868). Examination of the technical, thematic and stylistic development of woodblock prints; the work of individual print designers and schools; and the role of prints as reflection of and stimulus for the “Floating World” of urban popular culture. We will begin with an introduction to the cultural context of Edo Japan and technical aspects of Japanese printmaking, followed by a roughly chronological survey of major developments, genres and designers/publishers. Exploration of issues such as censorship, collaborative artistic production, early modern print cultures, landscape and travel, and representations of gender, sexuality and social status.

(Sean McPherson)

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

(Sean McPherson)

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

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

(Sean McPherson)

225. Status, Gender, and Identity in Japanese Visual Culture
Survey of selected aspects of Japanese art and architecture from Neolithic through recent times.
Particular attention to issues of gender, cultural identity and social status in the production and reception of art and architecture. Exploration of transnational and inter-cultural sources of Japanese visual culture. Our inclusive exploration of Japanese art and architecture will address fundamental questions about when, how and why particular images and monuments have come to be considered part of a canon of “great works” in the discipline of Japanese art history.

(Sean McPherson)

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

(Evelyn Staudinger Lane)

232. Art and Architecture of the 14th and 15th Centuries in Italy
This course introduces students to the art of the early Renaissance in Italy, with special attention paid to Florence. Issues such as technique, style, iconography, patronage, historical context and art theory are discussed in detail.

(Department)

241. Northern Renaissance Painting 1400–1550
The effects of secular patronage on late Gothic painting in France and Flanders (Pucelle, the Limbourg brothers), followed by a thorough analysis of the realistic and mystical currents in northern culture and painting from Jan van Eyck to Hieronymus Bosch; a study of the spread of the Flemish style to Germany and France and the impact of humanism (Dürer, Grünewald, Brueghel).

(Evelyn Staudinger Lane)

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

(R. Tripp Evans)

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

(R. Tripp Evans)

260. American Art and Architecture: Colonial to 1865
An examination of the visual arts in North America from the 17th century to the era of the Civil War, considering their role in the formation of national identity. In addition to class readings and lectures, students will study original works and extant structures in Boston, Providence and Newport.

(R. Tripp Evans)

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

(R. Tripp Evans)

Connections: Conx 23010 Black Aesthetics

270. The Art of the Print
The development of woodcut, engraving, etching, lithography, etc., from the 15th century to the present. Special attention to the work of Dürer, Rembrandt, Daumier, Whistler and Cassatt. Religious, social and/or political aspects of their work are also considered. Print collections at Wheaton and the Museum of Fine Arts, Boston, are highlighted. This course culminates in the organization and mounting of an exhibition of prints drawn from Wheaton’s collection of 1,000 impressions.

(Evelyn Staudinger Lane)

Connections: Conx 20020 The Art of the Print

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

(Department)

274. 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 in the Rhode Island School of Design Museum, Boston Museum of Fine Arts and the Wheaton Collection are spotlighted.

(Evelyn Staudinger Lane)

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

(Ann H. Murray)

276. Impressionism and Post-Impressionism
An examination of Impressionist and Post-Impressionist painting in France. Works of art are 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.

(Ann H. Murray)

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

Our historically and culturally structured examination of Buddhist material and visual culture will be informed throughout with thematic questions. What do material, visual and ritual culture contribute to the religious experience? How can we reconcile Buddhism’s doctrinal rejection of material and visual reality with its rich artistic legacy? To what extent can we understand devotional objects as “art”? How have secular and religious agendas intersected in the spread of Buddhism? How has Buddhist art, architecture and ritual accommodated itself to widely differing cultural and historical contexts? How have the iconography and aesthetic of Buddhist art both reflected and influenced prevailing notions of social status, gender and sexuality?

(Sean McPherson)

298. Experimental Course: Patronage and the Artist in Early Modern Italy
This course will explore the relationship between various patrons and artists in Italy from circa 1400 until circa 1650. We will examine the influence held by patrons such as churches, monasteries, and court rulers on art production and, in turn, how artists affected patrons’ taste. In addition, the class will address issues of gender and politics to understand the process of art production and art reception in early-modern Italy. From fresco cycles to museum collections, sacred decorations and self-portraits, this course will pay close attention to individual styles while contextualizing the works within their political, social, religious and economic settings.

(Touba Fleming)

299. Experimental Course: Introduction to Museum Studies
This course introduces students to museum history and practice and to contemporary theoretical issues in museum studies. In this course, students will learn to think critically about museums and like institutions: about the ways in which they represent people and cultures; about their role in and service to local, national and diasporic communities; about their physical structures and missions; about the legal and ethical issues museum practitioners now face; and about how they use technology and how they market themselves.

(Leah Niederstadt)

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

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

(Kim Miller)

Connections: Conx 23001 African Worlds

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

(R. Tripp Evans)

317. Cubism, Expressionism and Surrealism
A study of major developments in art during the first half of the 20th century: Cubism and related styles in France (e.g., Picasso, Braque, Sonia and Robert Delaunay); Expressionism in Germany (e.g., Kirchner, Marc, Kandinsky, Münther, Kollwitz); the international Dada and Surrealist movements (e.g., Duchamp, Miró, Dalí). Works of art considered in terms of style, content, theory and in relation to their social and political context.

(Ann H. 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.

(Ann H. Murray)

Connections: Conx 20034 The Historical Context of Contemporary American Culture

332. Art and Architecture of the 16th Century in Italy
Designed to introduce students to the art of 16th-century Italy, with special attention paid to Florence. Issues of technique, style, iconography, patronage, historical context and art theory are discussed in detail.

(Department)

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

(Sean McPherson)

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

352. Early Medieval Art and Culture
The transformation of late antique art and architecture to suit the needs of Christian cultures in the Greek East and Latin West, from the early paintings in catacombs to the year 1000.

(Evelyn Staudinger Lane)

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

(Evelyn Staudinger Lane)

Connections: Conx 20029 Living Architecture

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

(R. Tripp Evans)

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

401. Seminar
The study of particular periods, special topics or individual artists. A list for the following year is announced each spring. Subjects are chosen to meet the needs and interests of the particular group of art history majors.
500. Individual Research
Offered to selected majors at the invitation of the department.

Studio Art

Chair: R. Tripp Evans
Faculty: Baerumier, Cunard, Fieo, Fleming, Forman, Halpert, Howard, Lane, Mahaffy, McPherson, Miller, Murray, Niederstadt, Sousa, Stone

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

Major

The studio art concentration consists of at least 13 semester courses, including:
Arth 101 and Arth 102 or their equivalents (Arth 201 and Arth 202) which must be taken before the senior year.
Three semester courses in studio art foundations:
Arts 111 Two-Dimensional Design
Arts 112 Three-Dimensional Design
Arts 116 Drawing I

These foundation courses must be taken before the senior year.
One semester of Arts 402.
One additional semester course in art and art history
Six additional semester courses in studio art from the following areas (with a possible emphasis in the student’s major interest): drawing, painting, printmaking, sculpture, photography, and graphic design. Studio concentrators are urged to take Arth 318. Arts 399 is normally reserved for fall semester seniors.

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

Minor

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

Courses

Foundation programs

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

Connections: Conx 20047 Molecules to Masterpieces

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

116. Drawing I
An introductory course that explores basic drawing techniques through various media and motifs. A strong emphasis will be placed on working from perception and learning to see. No previous experience required.
Andrew Howard, Patricia Stone

Connections: Conx 20047 Molecules to Masterpieces

Upper-level courses

205. Drawing II
Continued exploration of drawing principles and techniques; emphasis on personal visual statements.
Tim Cunard, Patricia Stone

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

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

(Claudia R. Fieo)

Connections: Conx 23013 Animal Power in Religion, Art and Science

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

(Patricia Stone)

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

(Patricia Stone)

Connections: Conx 20010 Body, Form and Motion

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

(Andrew Howard)

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

(Claudia R. Fieo)

Connections: Conx 20011 Communication through Art and Mathematics, Conx 20042 Graphic Design and Web Programming, Conx 23012 Visualizing Information

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

(Jake Mahaffy)

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

(Jake Mahaffy)

298. Experimental Course: Screenwriting I
This course is an intensive screenwriting workshop introducing the student to basic elements of dramatic writing in the short film form. Classes are spent in lectures, screenings, readings, exercises and discussions, learning screenplay format, screenwriting software, structure, theme, dialogue, genre conventions and other aspects of cinematic narrative. A wide range of exercises and assignments familiarize students with writing techniques and creative discipline.

(Jake Mahaffy)

298. Experimental Course: Introduction to Character Animation
This course is an introduction to the basics of animated film production, focusing primarily on hand-drawn character design, development, and movement. Exercises include walk cycles, lip-synching, anticipation/follow-through, characterization and lessons in narrative, drawing skills and supporting software. Class time involves demonstrations of technique and screenings of a diverse range of films. No previous art or film experience is required for this class.

(Daniel Sousa)

298. Experimental Course: Introduction to Experimental Animation
This course is an introduction to the basics of animated film production, focusing primarily on the exploration of different materials and approaches to hand-made “moving art.” Exercises include pixilation, collage, cut-out, stop-motion and lessons in drawing skills, abstraction, non-linear story-telling and supporting software. Class time involves demonstrations of technique and screenings of a diverse range of films. No previous art or film experience is required for this class.

(Daniel Sousa)
310. Sculpture II
An exploration of sculptural concepts through some advanced techniques.
(Tim Cunard)

315. Intaglio Printmaking
This course introduces the various traditional and contemporary platemaking techniques and the printing process used to create an intaglio print. Emphasis is placed on experimentation and the development of personal imagery.
(Claudia R. Fieo)

Connections: Conx 20006 Animal Power, Conx 20020 The Art of the Print, Conx 23013 Animal Power in Religion, Art and Science

320. Painting II
A continuation of Painting I. More emphasis will be placed on developing an individual response to subject matter. Painting technique, color mixing and compositional development within a series will be explored.
(Patricia Stone)

325. Lithography
This course will explore the fundamental drawing techniques and printing process of stone lithography and pronto plate lithography while emphasizing the development of personal imagery.
(Claudia R. Fieo)


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

350. Graphic Design II
This course continues to focus on design as communication with further exploration of the relationship between typography and image using traditional design techniques and computer graphics.
(Claudia R. Fieo)

Connections: Conx 23012 Visualizing Information

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

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

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

Asian Studies
Coordinator: Matthew Allen
Faculty: Brumberg-Kraus, Chandra, Ge, Kim, Liang, Naemi Tanaka McPherson, Sean McPherson, Owens, Timm, Wilson, Zou

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

Major
The major in Asian studies consists of 10 courses. With the advice and approval of the coordinator, students are expected to develop a coherent and well-balanced program. Majors should achieve a broad familiarity with Asian cultures and a more specialized knowledge of at least one of three areas: East Asia, South Asia, or West Asia (the Middle East). In addition to their geographical concentrations, a few examples of particular topics which our Asian studies majors have focused on are: human rights in Tibet, illness and culture in Taiwan, Buddhist architecture, the 1965 coup in Indonesia, Taiwanese-PRC relations, and the position of ethnic Chinese in Indonesia. Under certain circumstances students may substitute relevant courses not included in the Asian Studies course listings.
The capstone requirement for this major is either a senior seminar offered in a discipline appropriate to the student’s program or an independent research project, pursued under the guidance of a member of the program, that results in a senior research paper.

The study of Asian languages is highly encouraged by the Asian studies faculty, although language study is not a requirement for the major or minor. As of spring 2007, instruction in Mandarin Chinese (introductory and intermediate) and Japanese (introductory) is offered at Wheaton. Additional study of Asian languages is available to Wheaton students through an agreement with Brown University. The faculty recommends that students interested in learning an Asian language consult the coordinator about the various opportunities available. Courses in Asian languages beyond Wheaton’s two-semester language requirement may be counted toward the Asian Studies major or minor. Majors considering graduate school should begin study of an Asian language as early as possible in their undergraduate career.

Students are urged to take advantage of junior year abroad (JYA) opportunities available in Asia. Many of Wheaton’s Asian studies majors spend a semester or year in China, Japan, India and other Asian countries through Wheaton’s affiliation with excellent programs such as IES and SIT. The program coordinator and Center for Global Education offer guidance on such opportunities.

**Anthropology**

Anth 295 Peoples and Cultures of South Asia

**Art and Art History**

Arth 105 Art in East Asia I
Arth 106 Art in East Asia II
Arth 218 Print Cultures in Early Modern Japan
Arth 221 Arts of India
Arth 224 Chinese Art and Culture
Arth 225 Status, Gender, and Identity in Japanese Visual Culture
Arth 288 Buddhist Art and Architecture
Arth 333 Architecture and Identity in Modern Japan

**Chinese**

Chin 101 Introduction to Chinese (does not count toward major/minor)
Chin 102 Introduction to Chinese (does not count toward major/minor)
Chin 201 Intermediate Mandarin Chinese
Chin 202 Intermediate Mandarin Chinese

**Economics**

Econ 232 Economic Development
Econ 233 Sweatshops in the World Economy
Econ 305 International Finance
Econ 306 International Trade

**History**

Hist 222 Introduction to Chinese Civilization
Hist 223 Introduction to Indian Civilization
Hist 224 Introduction to Japanese Civilization
Hist 225 Women in East Asia: Japan and Korea
Hist 227 Women in East Asia: China
Hist 251 Early Islamic Societies
Hist 252 The Modern Middle East 1800–1992
Hist 352 Social Movements in Modern Islam
Hist 365 Modern China
Hist 367 Modern Japan
Hist 401 Intellectual Bridges Between East and West

**Japanese**

Japn 101 Introduction to Japanese (does not count toward Major/Minor)
Japn 102 Introduction to Japanese (does not count toward Major/Minor)

**Music**

Musc 211 World Music: Eurasia
Musc 221 Music and Dance of South Asia
Musc 282 Music and Worship in World Cultures
Musc 309 Music Nationalism and Identity

**Political Science**

Pols 209 Chinese Foreign Policy
Pols 223 Contemporary Chinese Politics
Pols 263 The Politics of the Middle East
Pols 401 Seminar

**Religion**

Rel 102 Introduction to the Study of World Religions
Rel 108 Engaged Buddhism
Rel 109 Introduction to the Hebrew Bible
Rel 212 Sacred Texts of Asia
Rel 230 Mysticism and Spirituality
Rel 316 Islam: Faith and Practice
Rel 325 Hinduism: Thought and Action
Rel 326 Buddhism: Thought and Action

**Sociology**

Soc 280 The Asians and America

**Theatre Studies and Dance**

Thea 276 Non-Western Theatre and Performance
Astronomy

Coordinator: John Michael Collins
Faculty: Barker, Geoffrey Collins

For course listings and major requirements see Physics.

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

Courses

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

(Timothy Barker)

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

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

(Timothy Barker, Geoffrey Collins)

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

(Timothy Barker)

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

(Timothy Barker)

298. Experimental Course: Astrobiology
The questions “Is there life on other planets?” is one of the most fundamental questions we can ask. Though we have not found any extraterrestrial life, we are rapidly changing our understanding of how life originated and evolved on the Earth, what kinds of environments are suitable for life, and what kinds of environments conducive to life exist on other planets. This course will be a multidisciplinary exploration of the topic from the standpoint of astronomy, biology, geology, physics, and chemistry, so students are expected to have previously completed at least one introductory science course. In addition to the textbook, the course will include discussion of current research articles in astrobiology.

(Geoffrey Collins)

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

(Timothy Barker)

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

(Timothy Barker)

Biochemistry

Coordinators: Barbara Brennessel and Elita Pastralandis

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

**Major**
Senior majors 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. The major consists of the following courses or their equivalents:

**Biology**
Bio 112 Cells and Genes and Bio 305 Biochemistry
Two of the following courses at the 200 level:
Bio 211 Genetics
Bio 219 Cell Biology
Bio 221 Microbiology and Immunology
Bio 254 Developmental Biology
and one of the following at the 300 level:
Bio 307 Cell Evolution
Bio 316 Molecular Biology and Biotechnology
Bio 324 Neurobiology
Bio 347 Endocrinology

**Chemistry**
Chem 153 Chemical Principles or
Chem 253 Organic Chemistry I
Chem 254 Organic Chemistry II
Chem 331 Analytical Chemistry I
Chem 355 Physical Chemistry I
Chem 356 Physical Chemistry II

**Mathematics**
Math 104 Calculus II

**Physics**
Phys 170 Introductory Physics I
Phys 171 Introductory Physics II

**Capstone**
The capstone in biochemistry shall consist of an oral presentation by seniors at a symposium for biochemistry majors held in the spring semester. The presentation will be based on a review of recent primary literature on an approved topic or a student's independent research.

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**Bioinformatics**

**Coordinators:** Rochelle (Shelly) Leibowitz and Shawn McCafferty
**Faculty:** Brennessel, Dyer, LeBlanc, Kahn, Morris, Pastra-Landis

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

**Major**
The major consists of a minimum of 14 courses plus a capstone experience.

**Required courses**
Bio 112 Cells and Genes
Bio 211 Genetics
Bio 305 Biochemistry
Bio 316 Molecular Biology and Biotechnology
Chem 153 Chemical Principles
Chem 154 Inorganic Reactions
Chem 253 Organic Chemistry I
Chem 254 Organic Chemistry II
Comp 115 Robots, Games, and Problem Solving
Comp 116 Data Structures
Comp 325 Database Systems
Comp 215 Algorithms or Bio 242 DNA
Math 151 Accelerated Statistics
Math 241 Theory of Probability or Math 216 Computational Molecular Biology

**Capstone experience**
Recommended courses
Bio 219 Cell Biology
Bio 221 Microbiology and Immunology
Bio 254 Developmental Biology
Bio 303 Evolution
Biology

Chair: Edmund Y. Tong
Faculty: Auger, Barrett, Brennessel, Cato, Dyer, Kollett, Kricher, Lanni, McCafferty, R. Morris, S. Morris, Natrajan, Shumway

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

Off-campus credit
It is essential that students get permission from the Biology Department before taking courses to be counted toward the major in summer programs, field research programs and JYA programs.

Major Requirements
Bio 111 Evolution and Ecology
Bio 112 Cells and Genes (Biology 111 and 112 can be taken in any order.)
Four 200-level courses, at least three of which must have a laboratory.
Three 300-level biology courses, at least two of which must have a laboratory.
Chem 153 Chemical Principles
Chem 154 Inorganic Reactions
Three related courses from biology, chemistry, mathematics/computer science or physics.
The 200- and 300-level biology courses must include a minimum of one course from each of the following biology areas: cells and molecules, organisms, systems.

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

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

Cells and molecules
Bio 211 Genetics
Bio 219 Cell Biology
Bio 221 Microbiology and Immunology
Bio 254 Developmental Biology
Bio 298 Bacteriology
Bio 305 Biochemistry
Bio 307 Cell Evolution
Bio 316 Molecular Biology and Biotechnology
Bio 321 Immunology
Bio 324 Neurobiology
Bio 347 Endocrinology

Organisms
Bio 205 Nutrition
Bio 207 The Biology of Exercise
Bio 220 Evolution of Invertebrates
Bio 226 Comparative Animal Behavior
Bio 244 Introductory Physiology
Bio 252 Parasitology and Symbiosis
Bio 255 Vertebrate Evolution and Anatomy
Bio 262 Plant Biology
Bio 331 Advanced Marine Biology
Bio 348 Advanced Physiology
Bio 375 Ornithology

Systems
Bio 201 Environmental Science
Bio 215 Ecology
Bio 231 Marine Biology
Bio 298 Concepts in Ecology
Bio 303 Evolution
Bio 317 Molecular Ecology and Evolution
Bio 318 Tropical Field Biology
Bio 361 Vernal Pool Conservation Biology
Bio 364 Freshwater and Marine Botany
Bio 398 Conservation 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.

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

Honors/graduate school
Biology departmental honors will be awarded on the basis of a B+ or better average in the major, an overall average of B or better, and a grade of B+ or better on the individual research project.

Students intending to continue their study of biology in graduate school are strongly encouraged to take organic chemistry. Graduate and pre-health programs usually require students to have an exposure to organic chemistry, calculus and physics.

Minor
A minor in biology consists of five courses. No more than two courses may be at the 100 level; at least one course must be at the 300 level and at least three of the courses must have a laboratory.

Courses

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

106. Basic Anatomy and Physiology
A survey of the essential principles in human physiology combined with basic human anatomy. The emphasis is placed on neuromuscular structures and functions, since the course is connected to a studio art course, Arts 230, as well as a theatre course, Thea 140. Three hours integrated lecture/lab per week. Each student is required to do a “connected project.”

Connections: Conx 20010 Body, Form and Motion, Conx 20001 Human Biology and Movement

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

(Shawn McCafferty)

Connections: Conx 20019 The Darwin Connection: Evolution, Race and Culture

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

(Robert L. Morris)

Connections: Conx 20026 Biopharma

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

(Deborah Cato)

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

(Scott W. Shumway)

Connections: Conx 23009 The Environment
205. Nutrition
The course focuses on nutrients, their digestion and metabolism. The application of the fundamentals of nutrition to daily life and health issues such as dieting, exercise, weight control, eating disorders, heart disease, cancer, safety of food additives, genetically modified foods and farming practices. Students will carry out an independent project. Three hours lecture per week.

(Shari Morris)

Connections: Conx 23002 Food

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

(Edmund Y. Tong)

211. Genetics
The nature of genes, gene function and gene regulation. The transmission of inherited characteristics and the behavior of genes in populations. Laboratory includes the collection and analysis of data from Drosophila crosses. Three hours lecture, three hours laboratory per week.

(Betsy Dexter Dyer)

Connections: Conx 23017 Forbidden Knowledge, Conx 20015 Genes in Context, Conx 23016 Race as a Social Construct, Conx 20060 The Genetics of the Autism Spectrum

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

(John Kracher, Peter J. Auger)


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

(Robert L. Morris)

Connections: Conx 20029 Living Architecture, Conx 23012 Visualizing Information

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

(Betty Dexter Dyer)

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

(Barbara Brennessel)

Connections: Conx 20005 Microbes and Health

226. Comparative Animal Behavior
See Psy 226.

Connections: Conx 23013 Animal Power in Religion, Art and Science

227. Drugs and Behavior
See Psy 227.

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

(Scott W. Shumway)

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

(Betsey Dexter Dyer, Mark D. LeBlanc)

**Connections: Conx 20015 Genes in Context**

### 244. Introductory Physiology

The function of various animal organ systems, especially the ways in which they interact to maintain homeostasis of the individual. Most examples are from mammalian systems. Three hours lecture, three hours laboratory per week. A service learning component involving three four-hour sessions at Sturdy Memorial Hospital in Attleboro is also included.

(Betsey Dexter Dyer)

**Connections: Conx 20061 Body and Mind**

### 252. Parasitology and Symbiosis

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

(Edmund Y. 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.

(Robert L. Morris)

**Connections: Conx 23012 Visualizing Information**

### 255. Vertebrate Evolution and Anatomy

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

(John Kricher)

### 262. Plant Biology

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

(Scott W. Shumway)

**Connections: Conx 23002 Food**

### 290. Biology of Whales

Through the Marine Studies Consortium.

### 298. Experimental Course: Concepts in Ecology

An introduction to the conceptual basis for ecology with a strong focus on applied ecology. Major topics include ecological energetics, population and community ecology, human ecology and biodiversity studies. Three hours lecture.

(John Kricher)

### 303. Evolution

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

(John Kricher)

### 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.

(Shawn McCafferty)

### 307. Cell Evolution

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

(Barbara Brennessel)

**Connections: Conx 20015 Genes in Context**

### 316. Molecular Biology and Biotechnology

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

(Shawn McCafferty)

317. Molecular Ecology and Evolution
An introduction to the concepts and issues in molecular evolution and the emerging field of molecular ecology. Course emphasizes the unique insights provided by the application of molecular methods to questions in ecology and evolution. Topics include rates and processes of molecular evolution, phylogenetic systematics, phylogeography, population genetics, forensics and conservation genetics. Three hours lecture and three hours laboratory per week.

(Shawn McCafferty)

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

(Shawn McCafferty, Scott W. Shumway)

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

(Shari Morris)

323. Behavioral Neuroscience
See Psy 323.

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

(Robert L. Morris)

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

(Shawn McCafferty)

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.

(Edmund Y. Tong)

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

(Edmund Y. Tong)

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

(Scott W. Shumway)

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

(Scott W. Shumway)

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

(John Kricher)
390. Biology of Fishes
Through the Marine Studies Consortium.

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

401. Senior Seminar
One-semester seminar on a topic involving broad areas of biology. Students will be asked to study at least one specific topic in depth, resulting in written and oral presentations.

402. Senior Seminar
One-semester seminar on a topic involving broad areas of biology. Students will be asked to study at least one specific topic in depth, resulting in written and oral presentations.

499. Independent Research (one semester)
One-semester independent research supervised by a member of the Biology Department. Approval of the department is required.

500. Individual Research (two or more semesters)
Two semesters are normally required for departmental honors.

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

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

Through Williams College-Mystic Seaport Maritime Studies Program
Marine Ecology (200 level)
Oceanography (200 level)

Through Marine Biological Laboratory Semester in Environmental Science
Aquatic Ecosystems (300 level)
Terrestrial Ecosystems (300 level)
Mathematical Modeling of Ecosystems (300 level)
Microbial Methods in Ecology (300 level)

Chemistry

Chair: Laura Muller
Faculty: Benoit, Cockcroft, Evans, Kalberg, Lane, Pastra-Landis, Stewart, Sweet

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

Major

Chemistry courses
Chem 153 Chemical Principles
Chem 154 Inorganic Reactions
Chem 253 Organic Chemistry I
Chem 254 Organic Chemistry II
Chem 331 Analytical Chemistry I
Chem 332 Analytical Chemistry II
Chem 355 Physical Chemistry I
Chem 356 Physical Chemistry II
Chem 361 Advanced Inorganic Chemistry
Chem 400 Seminar

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

Through the Marine Studies Consortium
Bio 290 Biology of Whales
Bio 291 Introduction to Marine Mammals
Bio 380 Wetlands Ecology, Hydrology, Restoration
Bio 390 Biology of Fishes
Bio 391 Wetlands
Int 210 Water Resources Planning and Management
Int 215 Coastal Zone Management
An additional course in mathematics is recommended for students contemplating graduate studies.

The curriculum offered for those planning to major in chemistry is certified by the American Chemical Society. Certification requires the courses needed for the major plus Chem 362 and Chem 305. Chem 500 can be substituted for Chem 305, if the independent work is in biochemistry.

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

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

Courses

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

(Jani Benoit, Matthew Evans)

Connections: Conx 23009 The Environment

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

(Christopher Kalberg)

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

(Elita Pastra-Landis)

Connections: Conx 23009 The Environment

145. Art, Color and Chemistry
The scientific basis of art media including the chemical basis for color, molecular interactions and reactions involved in the creation of works of art and methods for dating and authenticating works of art. Two two-and-one-half-hour integrated lab/lecture meetings per week.

(Laura Muller)

Connections: Conx 20047 Molecules to Masterpieces

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

(Jani Benoit)

154. Inorganic Reactions
Properties of liquids and solutions, aqueous equilibria, precipitation reactions, acids and bases, reaction rates, oxidation-reduction, electrochemistry, qualitative analysis and nuclear chemistry. Three hours lecture and three hours laboratory per week.

(Laura Muller)

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

(Christopher Kalberg, Nancy Lane)

254. Organic Chemistry II
A continuation of Chem 53. The chemistry of aromatic, carbonyl and acyl compounds. In the laboratory organic reactions and synthesis projects, including isolation and mass, infrared, uv and nmr spectroscopy. Three hours lecture and four hours laboratory per week.

(Christopher Kalberg, Nancy Lane)

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

(Matthew Evans)

Connections:
Conx 23009 The Environment
Conx 20048 Environmental Problem Solving
305. Biochemistry
See Bio 305.

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

(Laura Muller)

Connections: Conx 20044 Mathematics of Chemical Analysis

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

(Jani Benoit)

Connections: Conx 20044 Mathematics of Chemical Analysis

355. Physical Chemistry I
Thermodynamics as a basis for consideration of the properties of matter, electrolytic and nonelectrolytic solutions and electrochemistry. Three hours lecture and four hours laboratory per week.

Connections: Conx 20045 Mathematical Tools for Chemistry

356. Physical Chemistry II
Reaction kinetics with applications to mechanisms and quantum mechanics. Three hours lecture and four hours laboratory per week.

(Laura Muller)

Connections: Conx 20045 Mathematical Tools for Chemistry

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

(Christopher 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.

(Christopher Kalberg, Nancy Lane)

400. Seminar
Selected topics from contemporary chemistry.

(Laura Muller)

500. Individual Research
Research under the direction of individual department members for two semester course credits. A thesis is required of each student.

Chinese

Jianping Ge and Shining Zou

Courses

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

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

(Shining Zou)

102. Introduction to Chinese
A continuation of Chin 101.

(Shining Zou)

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

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

(Jianping Ge)

202. Intermediate Mandarin Chinese
A continuation of Chin 201.

(Jianping Ge)

Classics
Chair: Joel C. Relihan
Faculty: Evans, Lech, Schell

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

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

Major
The major programs 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 will plan with their advisor a selection of complementary classical civilization courses (Arth 273 and Arth 274, Phil 203 and Rel 110 and Rel 210 count as classics); concentrators in classical civilization are required to take three semester courses in either Greek or Latin. All concentrators are encouraged to complete a senior thesis; they are also encouraged to participate in foreign study and archaeological programs.

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

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

Courses

Classical civilization (readings in English)

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

(Joel C. Relihan)

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

(Nancy Evans, Joel C. Relihan)

Topics in classical literature
The following courses are offered at both the 200 and the 300 level.

254/354. The Drama of Fifth Century Athens
The explosion of political and intellectual energy in Athens in the fifth century and its repercussions, focusing on Greek historical texts (Herodotus and Thucydides) and Greek drama (text, theatre, performance, interpretation). Topics will include the evolution of the Athenian Empire after the Persian War; the interrelationships of politics, religion and the arts; the diverse forms of comedy and tragedy; and the dissolution of Athenian power after the Peloponnesian War. Classics 254 forms a connection with Thea 351.

(Nancy Evans)

Connections: Conx 20046 The Greeks on Stage

256/356. The Ancient Romance
Stories of lovers destined to be separated and reunited, of pirates and thieves, false death and miraculous revival, of identity lost and found. From Homer’s Odyssey through Daphnis and Chloe and The Ethiopian Tale to utopian and picaresque literature, Petronius’ Satyricon and the historical fantasy The Romance of Alexander the Great.

(Joel C. Relihan)
354. The Drama of Fifth Century Athens
(See Clas 254. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

(Nancy Evans)

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

(Joel C. Relihan)

Topics in classical civilization
The following courses are offered at both the 200 and the 300 level. All 300-level courses are designated Writing Intensive.

205/305. The Fall of the Roman Republic
The history of Rome from 133 B.C.E. to 69 C.E.: the problems of empire, the fall of the Roman Republic, “band-aid” solutions, civil wars and, finally, Augustus and the infamous Julio-Claudians. Emphasis on political, intellectual and social changes.

(Joel C. Relihan)

262/362. The Ancient Landscape: From Mythology to Ecology
The land outside the walls of the city: how it was used and abused, praised and feared, personified in myth and religion. Topics will include agriculture and ancient farming manuals, deforestation, the cult of streams and fountains, the divinities of the wild, the Eleusinian mysteries and the literature that idealizes the country life.

(Joel C. Relihan)

266/366. Women, Power and Paganism
An introduction to the study of the public and private lives of women in Mediterranean antiquity from classical Athens and Rome to late antiquity (fifth century B.C.E. to fourth century C.E.). The relationship of secular authority to religious custom in the Greco-Roman city-states and empires, and the social status of women within these cultures as understood (and misunderstood) by civic institutions and religious customs, including medicine, law, mythology, art and politics. Special attention to religious practices that allowed women more visible and powerful social identities, including state festivals, the so-called mystery cults, and the emerging Rabbinic (Jewish) and Christian traditions.

(Keeley C. Schell)

305. The Fall of the Roman Republic
(See Clas 205. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

(Joel C. Relihan)

362. The Ancient Landscape: From Mythology to Ecology
(See Clas 262. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

(Keeley Schell)

Seminar

401. Senior Seminar

(Joel C. Relihan)

Greek courses

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

(Nancy Evans)

213/313. Theologia: Religious and Philosophical Inquiry
Talking about God in Greek: hymns, narratives, myths, catechisms. Translation and analysis of key texts: Homer and Hesiod, Pre-Socratics and Hellenistic philosophers, Septuagint and New Testament, neo-Platonists.

(Nancy Evans)

215/315. Private Lives and Public Citizens
A study of the Greek household of the Classical era. Key texts include Xenophon's Oeconomicus and Lysias's Murder of Eratosthenes.

(Nancy Evans)

219/319. Euclid and Greek Mathematics
A study of the origins and development of Greek mathematics. Selections primarily from Book I–VI of Euclid's Elements, but with additional materials from late Greek mathematicians. Greek 319 is the section for more advanced Greek language students, and includes additional readings from Greek mathematic and scientific texts.

(Joel C. Relihan)

222/322. Homer, Iliad
Achilles and Hector at the walls of Troy. Selections from the Iliad.

(Nancy Evans)

224/324. Homer, Odyssey
The wanderings of Odysseus. Selections from the Odyssey, Books 9–12.
226/326. Attic Drama
The tragic hero. Selections from Sophocles and Euripides. (Keeley C. Schell)

290/291. Tutorial in Coptic
A yearlong course introducing students of Greek to the study of Sahidic Coptic. The first semester covers basic grammar; the second semester is devoted to the study of Coptic Biblical texts and their Greek originals and then to Coptic Gnostic texts. (Joel C. Relihan)

351. Elementary Greek Prose Composition
352. Advanced Greek Prose Composition

Latin courses
101. Elementary Latin
A two-semester course that covers the essential grammar of classical Latin and introduces students to the reading of simple Latin prose. Resources in the audio lab and the computer lab will assist students in proper pronunciation and in drill and review. (Keeley C. Schell)

211/311. From Romulus to Rome
The legendary history of Rome. Selections from the Roman historians, primarily Livy; the relationship between myth and history in the Romans’ view of their origins. (Keeley C. Schell)

213/313. Latin Epistolography
The study of Roman letters and the development of the edited collection of letters as a Roman literary genre. Readings will be from Cicero, Fronto, Pliny, and Augustine. (Keeley C. Schell)

215/315. The Crisis of the Roman Republic
Social, political and military factors leading to the crisis of the end of the Roman Republic. Readings will be from Caesar, Sallust, Cicero, and Velleius Paterculus. (Keeley C. Schell)

217/317. Roman Satire
The origins and development of Roman prose and verse satire. Texts will include Horace’s Satires, Petronius’s Satyricon and Seneca’s Apocolocyntosis. (Joel C. Relihan)

222/322. Roman Comedy
Selections from Plautus and Terence and a consideration of the origins and development of comic drama in the ancient world. (Joel C. Relihan)

224/324. Poetry in Motion: Didactic Poetry and Roman Science
An introduction to classical poetry through the study of the poetics of observational astronomy. Selections from Vergil’s Georgics, Manilius’s Astronomica, and other lyric and epic poets who describe the constellations and the Zodiac. (Joel C. Relihan)

226/326. Eros and Erato: Love Poetry in the Roman World
The study of the conventions of love and of poetry. Selections from the lyric Horace and Catullus and the elegiac Ovid; love poetry from late antiquity and the Latin Middle Ages will also be read. (Joel C. Relihan)

228/328. Epics and Heroes
Selections primarily from Vergil’s Aeneid. Heroic and anti-heroic conventions in Ovid’s Metamorphoses and in the Silver Latin epic will also be addressed. (Joel C. Relihan)

Computer Science
Coordinator: Michael B. Gousie
Faculty: LeBlanc, Michaud

It is an exciting time to study computing. From science to the humanities, computing is at the center of interdisciplinary scholarship and research. Computer science at Wheaton falls into three categories: (1) a major, (2) a minor or (3) an interdisciplinary major (see Mathematics and Computer Science). A complete look at our computer science faculty, students and program can be found on our Web page at: http://www.wheatoncollege.edu/Acad/ComputerScience.

Studies in computer science provide students with the necessary background and skills to design and write software for tomorrow’s computing tools. The major prepares students for graduate programs in computer science and/or careers in the computing industry. The minor addresses the changing needs of a liberally educated person in a technological society.

Facilities
Wheaton provides an impressive array of computational work environments for students in computer science courses. In addition to fully networked dorm rooms, wireless access, campus classrooms and labs, a dedicated computer science lab features 20 dual-boot Windows/Linux servers.
A networked classroom provides experience in Mac OS X. Working in a blend of these different operating systems and providing a broad range of experience, students use a number of development environments as they gain experience in an array of different programming languages, including C/C++, Java, Perl and LISP.

**Connections**

The department embraces Wheaton’s commitment to connections, especially in linking computing to the liberal arts. New entry-level offerings include “Computing and Texts,” connecting “Computing for Poets” with the English department’s “Anglo-Saxon Literature” or “J.R.R. Tolkien.” Another new connection is “Graphic Design and Web Programming,” connecting “Graphic Design I” in the Art department with “Web Programming, Graphics, and Design.” These courses join “Computer Architecture,” “Genes in Context,” “Logic and Programming” and “Visualizing Information” in computer science’s growing list of connections.

**Major**

*Requirements for students who entered Wheaton before Fall 2005*

The major in computer science consists of a minimum of 12 courses: six core computer science courses, three mathematics courses, a senior seminar and two electives with at least five of those courses at the 300 level or above. For those students who place out of the introductory course(s), the additional course(s) needed to meet the minimum requirement will be determined in consultation with the department. Courses used to fulfill the major requirements may not be taken on a pass/fail basis. To major in computer science, the department strongly recommends that students achieve at least a C+ average in the first two computer science courses and that the first two math courses be completed by the second year.

**Required courses**

- Comp 115 Robots, Games, and Problem Solving
- Comp 116 Data Structures
- Comp 215 Algorithms
- Comp 220 Computer Organization and Assembly Language
- Select two of these three:
  - Comp 335 Principles of Programming Languages
  - Comp 345 Operating Systems
  - Comp 375 Theory of Computation

Three math core courses, to include
- Math 211 Discrete Mathematics and two from:
  - Comp 111 Foundations of Computing Theory
  - Math 101 or Math 102 Calculus I with Economic Applications
  - Math 104 Calculus II
- Math 221 Linear Algebra

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

A senior seminar.

Comp 401 Senior Seminar

**Requirement effective with the class of 2009**

The major in computer science consists of a minimum of 12 courses: seven core computer science courses, plus two mathematics courses, a senior seminar and two electives at or above the 200 level. For those students who place out of the introductory course(s), the additional course(s) needed to meet the minimum requirement will be determined in consultation with the department. Courses used to fulfill the major requirements may not be taken on a pass/fail basis. To major in computer science, the department strongly recommends that students achieve at least a C+ average in the first two computer science courses and that the first two math courses be completed by the second year.

**Required courses**

- Comp 111 Foundations of Computing Theory
- Comp 115 Robots, Games, and Problem Solving
- Comp 116 Data Structures
- (strongly recommend at least a combined 2.67 GPA in these courses to continue)
- Four Computer Science core courses
- Comp 215 Algorithms
- Comp 220 Computer Organization and Assembly Language
- Select two of the following:
  - Comp 335 Principles of Programming Languages
  - Comp 345 Operating Systems
  - Comp 375 Theory of Computation
- Two Math courses
- Math 211 Discrete Mathematics and at least one more from:
  - Math 202 Cryptography
  - Math 216 Computational Molecular Biology
  - Math 221 Linear Algebra
  - Math 101 Calculus I
  - or Math 102 Calculus I with Economic Applications
Electives
Two additional Computer Science (or Mathematics with permission) at or above the 200-level.
- Comp 242 DNA
- Comp 255 Artificial Intelligence
- Comp 325 Database Systems
- Comp 365 Computer Graphics
- Comp 399 Independent Study
- Comp 499 Independent Research

Capstone
- Comp 401 Senior Seminar

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

Required courses
- Comp 115 Robots, Games, and Problem Solving
- Comp 116 Data Structures
- Comp 215 Algorithms
- Comp 111 Foundations of Computing Theory
  or Math 211 Discrete Mathematics
- One 300-level Computer Science course.

Supporting course (only one is needed)
- any 100-level Computer Science course
- Math 101 Calculus I
- Math 102 Calculus I with Economic Applications
- Phys 110 Electronic Circuits
- Phys 170 Introductory Physics I

Courses

106. Basics of Computing
Computers may be one of the most ubiquitous tools in today’s technology-saturated life, but the task-oriented view many users have may be a limited one. While the computer is an excellent vehicle for word processing or online communication with friends and family, its strength lies in the ways it can be applied as a universal tool toward a broad range of real-world problems. This course explores the true nature of computers from the inside out, beginning with the physical nature of the machine within the box and journeying through the layers of how it functions and the underlying mathematical concepts. Along the way, computer programming becomes both accessible and fun through “Alice,” an animation-rich 3D environment in which the programmer designs worlds and instructs virtual actors to animate scenes, perform tasks and play games using a precise vocabulary that reflects real programming techniques.
  (Lisa N. Michaud, Mark D. LeBlanc)

111. Foundations of Computing Theory
Discrete mathematics represents the core mathematical and problem-solving principles in computer science education. It is not possible to make creative and effective use of computers without involving oneself in mathematical considerations. This course introduces many of the mathematical concepts that appear later in the computer science major. Everyday scenarios are related to discrete topics including algorithms, networks and data communication, parity and error, finite state machines, regular expressions, matrices, propositional logic, Boolean algebra, sets and relations in databases, and graphs and trees. Students use these techniques to solve real-world problems, such as forming SQL queries, designing shortest-path communications between cell towers and pattern matching across entire genomes and volumes of English text.
  (Mark D. LeBlanc, Lisa N. Michaud)

115. Robots, Games, and Problem Solving
Problem-solving techniques and algorithm development with emphasis on program design, introductory numerical methods and object-oriented programming from the client perspective. This course is intended for those seeking a thorough and rigorous exposure to programming; an ideal course for those considering graduate school in any field. Topics covered include 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.
  (previously Programming Fundamentals)
  (Lisa N. Michaud, Michael B. Gousie, Mark D. 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.
  (Michael B. Gousie, Mark D. LeBlanc, Lisa N. Michaud)

131. Computing for Poets
The use of computers to manage the storage and
retrieval of written texts creates new opportunities for scholars of ancient and other written works. Recent advances in computer software, hypertext and database methodologies have made it possible to ask novel questions about a story, a trilogy, an anthology or corpus. This course teaches computer programming as a vehicle to explore the formal symbol systems currently used to define our digital libraries of text. Programming facilitates top-down thinking and practice with real-world problem-solving skills such as problem decomposition and writing algorithms.

(Mark D. LeBlanc)

Connections: Conx 20037 Poetry and the Computer, Conx 20056 Computing and Texts

161. Web Programming, Graphics and Design
As Web pages proliferate on the Internet, it is becoming increasingly important to understand today’s technology. This course covers basic Web page design and creation using current software tools. Web pages are brought to life by adding custom graphics. Web programming is covered, using Flash/ActionScript or a similar language. Programming allows students to create more sophisticated pages that include user interaction, animation and more realistic computer graphics. Students practice many concepts while in the classroom and design and program their own Web pages as a major component of the course.

(Michael B. Gousie)

Connections: Conx 20042 Graphic Design and Web Programming

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, DNA 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 or Maple are applied to various solutions. Three hours of lecture and a two-hour laboratory per week.

(Mark D. LeBlanc, Lisa N. Michaud)

Connections: Conx 20015 Genes in Context

220. Computer Organization and Assembly Language
A detailed look at the internal organization and logic of computers.

The programming portion of the course considers a common assembly language and how such instructions are translated to the binary instructions of a traditional 32-bit machine language. Addressing modes and stack behavior related to subroutine calls are discussed in detail.

The computer organization portion of the course discusses gates, storage circuits, the arithmetic and logic unit, fetch/execute cycles and data paths. Microcoding is discussed in detail. The question of performance, in relation to a computer’s architecture and the choices made by programmers, is a major theme throughout the course.

(Michael B. Gousie)

Connections: Conx 20022 Computer Architecture

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

(Betsey Dexter Dyer, Mark D. LeBlanc)

Connections: Conx 20015 Genes in Context

255. Artificial Intelligence
The idea of a thinking machine captivates us as a culture and our long struggle toward an approximation of that goal has pushed us to examine what underlies our own thought processes and how we may create problem-solving models based on different definitions of what constitutes “intelligence.” This course examines the fundamentals of artificial intelligence, including searching for problem solutions, game playing, logical reasoning, task planning and robotics. We also explore the advanced topics of natural language communication between man and machine and the challenge of designing a machine that learns from experience. (previously COMP 355)

(Lisa N. Michaud, Mark D. LeBlanc)

325. Database Systems
In an age of information, it is crucial to understand how to design systems to manage and organize
potentially large collections of data. This course involves an in-depth study of the issues involved in today’s database management systems (DBMS). Topics include the theories behind database architecture (including the relational model), database design and DBMS implementation, as well as the collection, organization and retrieval of data through query languages such as SQL.

(Lisa N. Michaud)

335. Principles of Programming Languages
A theoretical study of the principles that govern the design and implementation of contemporary programming languages. This includes language syntax (lexical properties, BNF notation and parsing); language representations (data structures, control structures and runtime environments); and practical experience with language styles (procedural, functional, logical and object-oriented). Particular focus is on object-oriented languages. Labs, homework and programming assignments include selections from languages that are object-oriented (Java, C++, C#), functional (LISP), declarative (PROLOG) and used for data-interface (PERL), building system tools (C) and object-based applications (Visual Basic).

(Michael B. Gousie, Mark D. LeBlanc)

345. Operating Systems
Operating systems are the software core of computers. This most fundamental of all system programs controls all of the computer’s resources and provides the base upon which all application programs are written. The course introduces the theoretical structure of current computer operating systems, including batch, multiprogramming and multiprocessor systems. Specific strategies for input-output, interrupt handling, file management and concurrency are discussed. Practical experience is gained by writing module simulations, implementing concurrency by using threads and altering actual operating system software.

(Michael B. Gousie)

365. Computer Graphics
A look at many of the mathematical tools, data structures, algorithms and hardware associated with the creation of imagery on the computer. The course covers aspects such as animation, 3-D geometric transformations, projections, shading, texture mapping, viewing and visible surface determination. Modeling techniques, including fractals, surfaces of rotation and L-systems are discussed. Advanced topics such as ray tracing, radiosity, shadows and other effects are covered as time permits. Major programming projects put theory into practice, using OpenGL or other computer graphics application programmer interfaces.

(Michael B. Gousie)

Connections: Conx 23012 Visualizing Information

375. Theory of Computation
Many complex problems can be solved using a finite state machine approach. This course is a look at various kinds of such theoretical machines and how understanding them can lead to practical solutions to programming problems. Topics include regular languages, context-free languages, finite automata, pushdown automata, nondeterminism and Turing machines. The halting problem and the problem of computability versus undecidability are investigated. The topics are shown to have applications to compiler design; portions of a compiler are implemented in a major project.

(Michael B. Gousie)

399. Independent Study
An individual or small-group study 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. Students are also expected to assume a greater responsibility in the form of leading discussions and working examples.

401. Senior Seminar
A seminar featuring historical and/or contemporary topics in computer science. Roundtable discussions, student-led presentations, writing and a major programming project are featured.

499. Independent Research
An individual research project in computer science under the direction of an approved advisor. Typically, this involves a review of the primary literature that leads to the design and implementation of a computational experiment or the development of a large software system.

500. Individual Research
Research under the direction of individual computer science faculty for two semester course credits. A thesis is required of each student enrolled in this course.
Connections

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

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

Courses

23007. African Diaspora in New World
The courses in this connection connect the tradition of African American music to important aspects of American history and culture as studied from the perspectives of history and/or sociology. Students will learn to contextualize material across courses in these disciplines. History and sociology address issues of race and ethnicity, resistance, the church, community building, and the historical, political and economic backgrounds of these issues. Music explores the intangible reservoir of creativity and spiritual energy that helped an oppressed community not only to survive, but to flourish artistically. This connection encourages students to synthesize history and sociology with artistic and theological issues through music.

This may be completed as a two- or three-course connection. All connections must include at least one of the music courses; two-course connections must be constructed with courses from different departments.

23001. African Worlds
The African Worlds connection enables students to explore the range of interrelated cultures, histories, politics, art and intellectual contributions of African people living south of the Sahara. A combination of disciplinary perspectives is critical to understanding the contemporary challenges that face the continent. Common areas of concern explored in this connection include the precolonial legacy of African cultures and civilizations and how they interacted with other parts of the world system; the impact of European colonial overrule; the link between politics, art, performance and ritual; and the impact of African cultures on Europe and the Americas.

This may be completed as a two- or three-course connection; students completing only two courses should be sure that each course is in a different area. These courses may also be included in the African, African American, Diaspora Studies minor concentration.

Connections: Anth 225 Peoples and Cultures of Africa and/or Eng 245 African Literature and/or Musc 212 World Music: Africa and the Americas and/or Hist 143 Africans on Africa: A Survey and/or Pols 203 African Politics and/or Arth 212 African Visual Cultures and/or Arth 312 Contemporary African Arts

23013. Animal Power in Religion, Art and Science
Students taking these connected courses will learn to explore religious themes through visual forms, in addition to their more typical expression in textual media, and will draw inspiration and a content base from this background information as they develop their own creative expression. They should plan to enroll in the courses in the same semester, choosing whichever of the three studio courses is offered when the religion course is available. Rel 277 begins with myths and visual images of animals in a variety of religious traditions; both classes will participate in a field trip which offers the opportunity to observe how animals are featured in religious art. Art students will present their creative work to the rest of the students in the religion course for critique at the end of the semester.

Connections: Rel 277 Religion and Animals and/or Bio 226 or Psy 226 Comparative Animal Behavior with Arts 215 Relief Printmaking or Arts 315 Intaglio Printmaking or Arts 325 Lithography

20026. Biopharma
Students taking these two courses will have coordinated opportunities to study the global pharmaceutical industry, which has grown into a multibillion-dollar enterprise merging economic principles and biomedical research to develop and distribute...
therapeutics around the world. Students in Bio 112 are introduced to modern cell and molecular biology in both lecture and laboratory settings, while those in Econ 112 are introduced to the behaviors of economic markets, pricing and product distribution. The Biopharma connection will engage “Cells and Genes” students in discussing the economic implications of the biomedical research they discuss and engage “Microeconomics” students in the process of biological research.

Shared lecture topics illustrating important principles from both biological and economic perspectives will include vaccine development and distribution, drug therapy and human cloning, and the human genome project. Through independent laboratory research in the Cells and Genes lab, students will have the opportunity to do an independent research project in which they design and perform their own experiments, analyze and present their own data and make their own scientific discoveries. This project will offer students invaluable insights into the scientific process and into the inevitable pitfalls and occasional breakthroughs that accompany scientific discovery—insights critical to understanding why R&D budgets are so big in the pharmaceutical industry.

Connections: Bio 112 Cells and Genes and Econ 112 Introduction to Microeconomics

23010. Black Aesthetics
Black Aesthetics examines African American contributions to the visual arts, music and literature of the United States. Placing African American creativity within historical, sociological and political contexts, students may explore how black artists forged a creative culture that both illustrated their unique experience and identity and transformed the arts of the dominant culture within which they worked.

May be completed as a two- or three-course connection; at least two of the four areas (Humanities, Creative Arts, History, Social Science) must be represented.

Connections: Arth 263 African American Art or Eng 209 African American Literature and Culture or Musc 272 African American Originals I: Spirituals, Blues and All That Jazz or Musc 273 African American Originals II: Rhythm and Blues, Rock and Contemporary Jazz with Hist 209 African American History to 1877 or Hist 210 African American History: 1877 to the Present or Soc 230 Race and Ethnicity or Pols 327 Black Political Thought or Pols 271 or Pols 371 African American Politics

20061. Body and Mind
This connection seeks to explore the relationship between mental life and the physical body. Often this relationship between the two is misunderstood, or, even worse, taken for granted. This is a complex issue, and the goal is to inspire some thought about (1) how the mind arises from the physical body, (2) how the function of the brain gives rise to the structure of thought, and (3) how damage to the brain can selectively affect cognitive abilities.

Connections: Psy 222 Cognition or Psy 312 Perception or Psy 330 Scientific Approaches to Consciousness and Bio 244 Introductory Physiology

20010. Body, Form and Motion
The sequence of presentations in Bio 106 on various anatomical and physiological topics will coincide with lessons and assignments in Arts 230. As students learn the major bones in the human body, they will also create sketches of the articulated skeleton. As they learn to draw human figures in the lying, sitting and standing positions and in motion, they will study the anatomical features of all the major muscles, the physiology of muscle movement, and cardiovascular and respiratory changes during physical activity. Students will be expected to produce a “connected” final project. For example, a student who draws figures in different positions or in motion will write an analytical report that discusses types of major muscle activity produced with each position or movement. As students understand the anatomical and physiological basis of every bump, angle and curve of figure drawings, they will refine their artistic skills.

This connection should significantly heighten students’ appreciation of science and motivate them to learn more about the biology of the human body while developing techniques in figure drawing.

Connections: Arts 230 Figure Drawing and Anatomy and Bio 106 Basic Anatomy and Physiology

20041. Colonial Encounters
This two-course connection examines questions of race, ethnicity, religion, gender and sexuality in the contexts of empire, nation and transnational cultural identities. Combining the study of French language and literature with either sociology course makes it possible to interrogate colonial and post-colonial discourses, conflicts and identities.

Connections: Fr 235 Introduction to Modern French Literature with Soc 200 Social Movements or Soc 280 The Asians and America
20018. Communicating Information

Information abounds. A liberal arts education should seek to instill not only the ability to acquire and produce information, but also the ability to organize and communicate it effectively.

Professional/Technical Writing asks students to articulate problems, make recommendations and to support those recommendations using information expressed as numbers, words and visuals. Discrete Math similarly challenges students to analyze information in the form of problems and to convey those analyses as solutions using symbols, words and visuals. Language and logic, in both courses, are a means of learning material and developing thinking processes; both courses implicitly and explicitly address the false dichotomy between numbers and words. Students in Professional/Technical Writing learn that data play a crucial role in the construction of effective professional arguments.

Additionally, both courses use group problem solving and collaborative communication. An exercise involving the description and reproduction of a Lego model in Math 211, for example, parallels an abstract-drawing process-writing exercise in Eng 280. Effective communication in both courses also explores the visual display of quantitative information, as students read and design charts, graphs and/or figures; in Eng 280 document design (e.g., font selection, page layout, spacing, etc.) also serves as an important rhetorical element.

Connections: Eng 280 Professional and Technical Writing and Math 211 Discrete Mathematics

20011. Communication through Art and Mathematics

Art and mathematics are both forms of communication. The concept of design as communication is explored in Arts 250 through traditional and modern typography and design layout. This connection takes the idea of communication through design and extends it to communication through mathematics, particularly as it is used in advertising. Several topics linking math and computer graphic 3-D representation are incorporated into the course and students will use this and other tools to create an advertisement for math that includes prose, verse, song, drawing, graphics and/or other media.

Connections: Arts 250 Graphic Design I and Math 127 Colorful Mathematics

20022. Computer Architecture

Students taking these two courses will connect the practical experience and knowledge gained through creating electronic circuits with a theoretical understanding of how data are stored and transmitted within the structure of a computer.

Comp 220 focuses on the workings of a computer at a relatively high level, looking primarily at how data in binary form (0s and 1s) are transmitted through circuits, from memory through the CPU to arrive at an answer. In order to represent this, we use the notion of a series of “black boxes” to describe what happens to the data in each component. In Phys 110 (a laboratory-based course), students actually build these “black boxes” and see how the electronic components work. This hands-on approach will give students a much deeper understanding of the components that are discussed at a higher level in the computer science course.

Connections: Comp 220 Computer Organization and Assembly Language and Phys 110 Electronic Circuits

20056. Computing and Texts

This connection is a new variation of the “Poetry and the Computer” connection. Our goal is to demonstrate to students how computing can be used to investigate textual corpora (specifically the Dictionary or Old English machine-readable corpus of Anglo-Saxon and the writings of J.R.R. Tolkien). Students will use techniques such as word-frequency counts to investigate and characterize authorship, prose and poetic style, and the dating of text. In the computer science course students will learn to design introductory experiments and as part of the Methods Section of those experiments, learn to write scripts (programs, software) to search textual corpora and gather statistical measures. In the English courses they will examine the ways that computing-based approaches can mesh with more traditional approaches.

Connections: Eng 208 Anglo-Saxon Literature or Eng 259 J.R.R. Tolkien with Comp 131 Computing for Poets

20032. Cultural Flows in South Asia

These two courses address sociocultural issues central to the South Asian region of the world, home to approximately 1.5 billion peoples, and they model for students the strengths of multidisciplinary approaches to the study of this area. Anthropology and ethnomusicology study human culture from distinct but complementary disciplinary perspectives. While ethnomusicology is a relatively young discipline with a hybrid theoretical toolbox and a specifically performative focus, anthropology brings to bear a broad and deep body of theory on the study of social structure and cultural expression. The professors of the two courses will give
guest lectures in one another’s classes during the semester. Students who wish to complete this connection should plan to enroll in both courses in the same semester.

Connections: Anth 295 Peoples and Cultures of South Asia and Musc 221 Music and Dance of South Asia

20057. Early American Studies
The courses in this connection address America before the 1860s. Grounded in the interdisciplinary field American studies, the connection offers students an opportunity to employ different disciplinary approaches to texts that are often shared across English and history. As Sam Coale notes in his syllabus, “literature has never existed in a vacuum. It is always a product of its particular era, both participating in and criticizing it.”

Questions of interpretation characterize both disciplines in their approaches to the period. Students in the English course read literary texts with close attention to the historical contexts in which they were produced. In the history courses, students learn to interpret a variety of primary sources, including documents produced by and for governments, narratives and diaries written by individuals, newspapers and other periodicals printed between 1750 and 1876. Students are as likely to find themselves listening to or singing folk songs as they are reading novels or learning about electoral politics. Central to each course are questions about the development of the place that came to be called America and interactions among the peoples who encountered each other there.

Connections: Eng 253 American Literature to 1865 and Hist 201 American Colonial History or Hist 202 America: The New Nation, 1776–1836 or Hist 203 America: The Nation Divided, 1836–1876

Ecology is unique among the biological sciences for its dependence on applied statistical techniques from experimental design to data analysis. This is because ecology is a field science and numerous sources of variability affect field-collected data. That is, field data typically have much “noise” and it is essential to apply statistical techniques in order to detect a “signal.” The emergence of ecology as a strong, essential science in the latter half of the 20th century is largely due to the availability of computers to permit sophisticated and robust statistical procedures to be applied to large field-generated data sets. This lesson is vital for students of ecology and is taught during the first labs, then reinforced throughout the semester. It seems obvious that connecting with a basic course in statistics provides a catalyst for students in fully understanding how ecology is done. In turn, students of statistics would profit from using actual data sets generated by ecology students.


20017. Ecology and Public Policy
“Anthropogenic ecology,” the effect of humanity on ecosystems, is an emerging area of influence in ecology and is related to the discipline of conservation ecology, which in turn deals with such issues as ecosystem management for biodiversity, reintroduction of native species, elimination of invasive species and protection of endangered species and ecosystems. While there are many good examples of the importance of conservation ecology, none is better than the methods by which the policies that govern the U.S. national park system are formulated.

In this connection, Bio 215 deals with the basics of ecology, including anthropogenic examples, while Pols 321 specifically examines the budget of the National Park Service. Students in this course role play in making decisions for allocation of National Park Service funds. The park service, probably the single largest manager of public lands, botanical and animal species, and cultural artifacts in the world, owns some 357 parks and other designated areas, encompassing 80 million acres in the United States.

These connected courses enable students to learn more about the issues that must be resolved in making sound budgetary decisions. For ecology students, a pragmatic examination of the reality of budgeting in the area of conservation science will add immeasurably to the value of their introduction to the discipline. For political science students, an introduction to how an ecologist views the various issues in park administration and policy making will provide insights about how science informs decision and priority making.


20048. Environmental Problem Solving
This connection brings together two courses that investigate and shape our relationship with the natural world through analysis and hands-on practice. It represents a multidisciplinary approach to exploring the interaction between humans and the natural world. It provides an understanding of the consequences of human manipulation of the environment through analysis of some of the major
environmental problems facing the world. Further, students will apply this understanding to actual environmental conflict situations using the theory and practice of interest-based negotiation in hands-on field-work assignments.

Chem 303 explores the underlying biogeochemical cycles controlling the natural world and the ramifications of human disturbance of those cycles. Environmental issues are viewed in light of how science can inform public and private policy decisions. Students are encouraged to consider the link between environmental quality and the human condition and to explore the possibilities for equitable and sustainable technologies. Pols 361 bypasses the traditional approach of politics, seeking compromise, and the law, which produces frequently unstable or societally unacceptable win-lose outcomes. It helps students to learn the value of building trust among parties in conflict, by identifying conflicted parties and interests, generating positive responses to them, and embracing rather than compromising on issues of health, safety, and environmental quality. It exposes students to the concept and practice of risk assessment, and the application of these in their fieldwork.

Connections: Chem 303 Current Problems in Environmental Chemistry and Pols 361 Environmental Conflict Resolution

23014. Film and Society
Increasingly, fictional film is used as a lens to view the social dynamics of the society that produced the film. Analysts, critics and theorists rely on a variety of conceptual frameworks and models to interpret, analyze and assess these texts and the history of their production and audience reception. These approaches include film studies, culture studies and criticism in the humanities, and content and thematic analysis in the social sciences, as well as philosophic investigations of the arguments made in film.

This connection enables students to explore various aspects of this rich field in different national cinemas. In the First-Year Seminar “The Dreams We See,” offered every year, students learn how to analyze selected American box office hits from over the last century as primary historical documents. Pols 345 relies on contemporary films to examine political and social issues in post-Communist Russia.

In Fr 246, students learn to distinguish between modes of representation like realism, surrealism and subjective narratives to see how they reinforce or resist paradigms of class, gender or nationalism. In Itas 320, students examine how works by major Italian film directors respond to aesthetic and cultural debates and reflect the Italian socio-historical context, while Pols 225 is organized around Michael Walzer’s concept of politics as an art of unification and includes ten films that are narratives about Italian unification and nation building.

Any two-course connection must include one course from each of the two areas, social science or language (the FYS course is counted as a social science). Three-course connections must also include courses from two of the areas, but no more than one course from any one department.

Connections: Fsem The Dreams We See and/or Pols 225 Italian Politics and/or Pols 345 Understanding Russian Politics and Society through the Prism of Film with Fr 246 Introduction to French Cinema or Itas 320 Italian Cinema or Ger 267 Lulu, Lola and Leni: Women of German Cinema or Ger 374 Film and German Culture

23002. Food
This two- or three-course connection links the First-Year Seminar “The Rituals of Dinner” or Anth 210, which is required, to one or two courses in the sciences. The anthropology course covers such topics as how culture shapes taste and cuisine, how different forms of food production affect social structure and nutrition, and the political factors that cause famine and food shortage. Currently, the course has substantial units on eating disorders and the causes and consequences of malnutrition, as well as on food safety and the controversies around genetically modified food. It has several components that interface with and complement components of each of the science courses as well as an extensive service learning component.

Bio 205 contains substantial units on weight control and eating disorders and on critical issues in nutrition, such as the world food supply and the influence of advertising. Biology students will gain in-depth perspectives on the cultural aspects of food availability, food choice and eating customs. Anthropology students will appreciate the biological parameters underlying the contribution of nutrients to health and disease.

Bio 262 features a survey of the plant kingdom and a study of plant anatomy. Students learn the distinguishing features of each plant phylum and of selected families of flowering plants, the evolutionary features of each group, the ecology of each group, and how plants from these groups are utilized by human societies. The course looks especially at plants that are important in the lives of students, as sources of food, beverages, medicines and industrial products, and as objects
of aesthetic beauty. Complementary to the service learning component of Anthropology 210, students enrolled in Plant Biology go out into the field of the supermarket, the Harvard Botanical Museum and the cranberry bog.

Chem 109 will most clearly connect in two areas: the function of micronutrients and the potential and problems of genetically modified foods. The Edible Chemicals course focuses specifically on the chemical components of food; the constituents of food, their chemical structures, functional properties and their interactions. A laboratory component of the course examines not only the chemical characteristics of proteins, carbohydrates, fats and micronutrients, but also their behavior together, in cooking and in digestion. A separate section of the course focuses on genetically modified foods, their potential problems and the reality of their presence on our supermarket shelves.

The connection must be completed with at least one course from the two areas: Social sciences (F Sem 101, Anth 210) and natural science. It may be either a two or three-course connection.

Connections: F Sem Rituals of Dinner and/or Anth 210 Feast or Famine: The Ecology and Politics of Food with Bio 205 Nutrition and/or Bio 262 Plant Biology and/or Chem 109 Edible Chemicals

23017. Forbidden Knowledge
Throughout recorded human history, the acquisition of new knowledge through scientific discovery or technological invention has confronted human societies with ethical dilemmas. Students in this class will encounter these quandaries of the human condition by studying religious, literary, philosophical and scientific texts. The texts selected for this course explore the changing attitudes at various moments in history toward the need to forbid or control knowledge. Attitudes toward nature and the acquisition of knowledge in the Middle Ages, the origin of the scientific method in the 16th century as well as current issues in genetics will be explored from the perspectives of various disciplines.

Connections: Bio 211 Genetics with Hist 285 History of Science to the Scientific Revolution and/or Ger 262 The Morality and Fate of Forbidden Knowledge

23004. Gender
This two- or three-course connection allows students to explore gender from a variety of disciplinary perspectives: the humanities, social science courses in psychology or sociology and/or the scientific perspective of psychobiology. Two-course connections must combine one course from each of two of the available areas. Three-course connections must include courses from at least two of the areas.

This combination of courses will ask students to consider the intersections between gender, sexuality, race, ethnicity and class. Eng 240 examines the ways in which poetic genres encode gender. Psy 290 explores gender issues by studying the psychology of women. Soc 260 focuses on cultural norms and social structural aspects of gender. Psy 261 focuses on the biological basis of issues surrounding sex, gender and sexuality. The courses will also be linked by a shared writing component that focuses on the variety of conventions used in these different disciplines.

Connections: Humanities, Eng 240 Gender, Genre and Poetry Fr 236 Introduction to Early French Literature and Social Science Psy 261 Psychobiology of Sex and Gender, Psy 290 Psychology of Women, Soc 260 Gender Inequality

20008. Gender Inequality: Sociological and Literary Perspectives
The major concerns of this connection are examined in Soc 260: How do we learn to be women and men? How are our cultural beliefs and social institutions gendered? How do different sociological and feminist theories illuminate gender relations? How can we better understand the perpetuation of inequality by examining images of women in the media, sexism in language and violence against women? How is sexism related to racism, class stratification and heterosexism?

A number of these questions will be pursued in Fr 236 through a close reading and discussion of a series of literary texts that explore the lives of women who, in widely different social settings, confront beliefs and institutions that establish and perpetuate gender inequality and privileged male dominance. Students will consider various reactions to patriarchal hegemony by women in two traditional institutions: married life and the convent. Unhappily married women (Iseut, Phèdre, Emma Bovary) turn variously to adultery, incest, madness and suicide in an attempt to deal with their plight. Bent on expiating her sense of guilt through the sacrifice of her child’s freedom, a mother forces her illegitimate daughter (Suzanne Simonin) into the convent against her will, where she is brutalized physically and where she becomes the object of lesbian desire. Despite their apparent victimization, all of these women possess enormous strengths and adopt particular strategies that inform their resistance to gender inequality.

Connections: Fr 236 Introduction to Early French Literature and Soc 260 Gender Inequality
20015. Genes in Context
At the 50-year anniversary of the discovery of the structure of DNA, it is clear that the technology and medicine related to DNA have generated a wide range of ethical implications. This connection permits students interested in studying the genome at different levels to consider and apply those implications in their work. The DNA course is team taught by a biologist and a computer scientist; students may sign up for it as either Comp 242 or Bio 242. Three different upper-level courses, Comp 215, Bio 211 and Bio 307, also study DNA and the genome. Any one of these four courses may be connected to Phil 111, which emphasizes topics dealing with DNA technology and applications.

This connection takes as its goal increasing students’ awareness and understanding of the ethical issues stemming from the use of our growing knowledge of DNA and the genome. Many students taking this connection will be expected someday to make professional decisions about DNA-related issues and an understanding of the ethical implications of those decisions will serve them (and the larger community) very well. As technology and medicine find ways to utilize genetic information, increasingly complex issues with more serious consequences will emerge. Students who have taken this connection will be better equipped to evaluate and address these issues as they arise and are more likely to take a broader view of the effects of their actions. In addition, students will learn Perl, deemed by many in bioinformatics to be one of the more accessible string-matching languages, useful for genome searches and pattern matching for phylogenetic trees.

Connections: Bio 242 DNA or Comp 242 DNA or Comp 215 Algorithms or Bio 211 Genetics or Bio 307 Cell Evolution with Phil 111 Ethics

20007. German Language in European History
This connection seeks to place language learning in an historical context. Students will learn about the significance of Germany in modern European history while studying the language and literature of that nation. The two courses include consideration of issues of gender, class and multi-ethnicity, particularly at the intersections of German and Jewish and German and Middle Eastern cultures. The German language courses may fulfill the foreign language foundations requirement.

Connections: Ger 201 or Ger 202 Intermediate German with Hist 102 The Development of Modern Europe since 1789

20028. Germanies: History vs. Culture
The two courses in this connection explore the historical reality and cultural concept of Germany from the sometimes compatible, sometimes contradictory, perspectives of history and German studies. Ger 250 examines 20th-century Germany through novels, films and other art forms. Topics in Hist 240 include the unification of Germany under Bismarck, Germany and World War I, Weimar culture, the rise of National Socialism, the Holocaust and World War II, the Wall, Berlin and reunification. The courses include shared readings and lectures and are scheduled to be taken simultaneously.

Connections: Hist 240 German History: 1648–Present and Ger 250 German Culture

20023. Global Music
Global Music connects the study of culture and society generally (in Anth 102) to the study of music within specific cultures and societies. Musc 211 considers the musical traditions of India, Japan, Indonesia and the Middle East, as well as Celtic and Rom (gypsy) traditions of Europe; Musc 212 looks at the music of Africa, Latin America and the Caribbean, as well as ethnic music of the United States, including Native American, Anglo American, African American and Hispanic traditions.

Ethnomusicology and anthropology are both interdisciplinary fields that cross the boundaries of social science, the humanities and the arts in order to comprehend commonalities of the human experience across a wide range of cultural variations. In addition to sharing this comparative project, anthropologists and ethnomusicologists also share certain methodological techniques: participant observation, intensive interviewing, archival and documentary audiovisual research in local communities, often in “exotic” locations. Students will be encouraged, whenever possible, to attend performances, lectures and films that enhance our understanding of cultural diversity and human expression.

Connections: Musc 211 World Music: Eurasia or Musc 212 World Music: Africa and the Americas with Anth 102 Introduction to Cultural Anthropology

20042. Graphic Design and Web Programming
The ease with which anyone can create and post a Web site has resulted in a proliferation of Web pages, most of them not very interesting and poorly designed. This two-course connection enables students to learn basic graphic design principles and then apply them to Web pages that incorporate interesting graphics, animation and dynamic content. Such successful pages can be made only by
23008. Italian Culture, Language and Society
The First-Year Seminar section forming the basis of this connection examines different ways of seeing Italy and the complex nature of Italian life reflected in the concept of la dolce vita. Course materials, in English and Italian, include films, fiction, history and personal accounts of life in Italy today. The centrality of language to the historical disunity and eventual unification of Italy is a theme that runs throughout the seminar, and the politics of art and the ways in which language reflects cultural values emerge as important themes in the course. These themes mean that either or both of the other two courses provide stimulating interdisciplinary intersections of culture, art and language. Combining these courses will also provide a strong foundation for students who wish to study or travel in Italy.

Great Works II is a continuation of Art History 101, covering architecture, sculpture and painting in Western art from the early Renaissance to the present. Among the periods covered in this course are Italian art of the 14th, 15th and 16th centuries, including Sienese, Florentine and Venetian paintings, Renaissance architecture, Italian Baroque art and architecture, as well as modern periods of art that originated in Italy, such as Futurism.

Readings in Contemporary Italian Literature is designed to improve students’ oral and written abilities to communicate abstract and sophisticated ideas in Italian. The course also introduces them to contemporary Italian writers and thus broadens their understanding of the Italian world through poetry, short stories and other textual production such as advertising and film. Italian 200 is normally a fourth-semester Italian course with Italian 101, 102 and 150 as prerequisites, but there are also usually a number of first-year students in the course.

Connections: Fsem La dolce vita with Arth 102 Great Works II or Arth 202 Great Works II (Enhanced) and/or Itas 200 Advanced Intermediate Italian

20062. Jews in Modern Europe
In this connection students will learn how social, political and economic factors have shaped the Jewish community in Europe and how the Holocaust, the worst catastrophe in Jewish history, has affected Jewish identity and culture. Students will study the development of European Jewish communities and their relations with the Christian world in the Medieval and Early Modern eras, how modernization transformed relations between Jews and Christians and how many Europeans responded to Jewish assimilation attempts with anti-Semitism and persecution. Both courses will
deal with the effects of the Holocaust on Jewish identity, political structures and religious thought.  

Connections: Hist 228 European Jewish History with Rel 232 Faith after the Holocaust

20058. Latino Culture
The topic of Latino culture will be analyzed from two academically distinct but conceptually interrelated perspectives: literature and sociology. Students will have the opportunity to study the Latino experience in the United States (e.g., Mexican Americans, Puerto Ricans, Cuban Americans, Dominican Americans, etc.) by examining the writings, fact and fiction, of Latinos and the social structure and culture of the communities in which they live.

Connections: Hisp 300 Spanish Practicum Internship and Soc 285 Latino Community

23015. Learning to Learn in Math and Science
This two or three-course connection seeks to address issues in the nature and quality of math and science education in America by strengthening the math and science training of potential teachers in unusual and stimulating ways. It will have immediate relevance and appeal to Wheaton education minors, most of whom go on to become early childhood and elementary school teachers, by increasing their confidence in understanding math and science and their appreciation for the relevance of math and science in their everyday lives.

Each of these courses devotes time to modeling appropriate pedagogies and discussing differences in learning styles, ways of knowing and similar topics that develop stronger learners. All emphasize confidence building as science learners and educators. Math 133 will specifically address issues in math education through problem-solving activities and the infusion of gender and multicultural issues in this area. Int 111 involves data sharing and analysis, and emphasizes both group field-based projects and standards-based content and preparation for subject-matter teacher tests.

Students completing this connection should plan to take the math course and the science course before Education 371, 381 or 385, which must be taken in the fall of the senior year, prior to student teaching in the spring.

Connections: Educ 371 Early Childhood Curriculum or Educ 381 Elementary Curriculum or Educ 385 Early Childhood and Elementary Curriculum with Int 110 or Int 111 Ponds to Particles and/or Math 133 Concepts of Mathematics

20029. Living Architecture
These biology and art history courses share the assumption that architecture, whether built by humans or by nature, follows simple structural principles. These shared principles, termed “Rules to Build By” in these courses, are illustrated in the common characteristics of structures as different in scale as living cells and Gothic cathedrals.

For example, the first Rule to Build By states, “To maximize flexibility, assemble complex structures from simple repeating units.” In Cell Biology, this principle is illustrated by cell skeletons, which exist in countless shapes by recombing common identical subunits in different patterns. In medieval architecture, the principle is illustrated in Romanesque buildings that were constructed from modular units to create additive architecture that was efficient, flexible and diverse. The second posits that “To construct self-supporting structures, balance forces of tension and compression,” a principle manifested in cells by mitotic spindles and the arched stable scaffolds that support cell division, and in cathedrals by flying buttresses that support stone walls.

Living Architecture students work together in Wheaton’s Imaging Center for Undergraduate Collaboration (ICUC) in several joint laboratory exercises. One lab utilizes techniques of polarization imaging to detect the forces at work on skeletons of cells and of cathedrals. In another lab, digital image analysis is used to detect patterns in visual data in diverse objects and materials. For example, this versatile technique can be used equally well to find hidden patterns in neural networks—webs of interconnected nerve cells—as in the Bayeux Tapestry (a 230-foot-long embroidery that records the Norman Conquest in 1066). Studying dramatically different subjects through the shared approaches available in the ICUC lab will crystallize students’ understanding of important relationships in methodology between these apparently disparate fields.

Connections: Bio 219 Cell Biology and Arth 353 Castles, Cathedrals and Monasteries

20003. Logic and Digital Circuits
In logic, students employ a variety of methods to determine the truth values of statement forms and the validity of argument forms. These methods depend on an understanding of basic logical relations: negation, disjunction, conjunction and implication. These relations also form the foundations of digital electronic circuits. Students in both these courses will learn to follow specific paths (physical or not) in order to arrive at a conclusion or termination of a circuit. Logic students will see, in Electronic
Circuits, the physical manifestation of logical rules and procedures. Physics students will be introduced to philosophical issues that arise in the analysis of logical forms.

Connections: Phil 125 Logic and Phys 110
Electronic Circuits

20016. Logic and Programming
Logical equivalence, propositional expressions and clear reasoning are cornerstones of learning to write computer programs or software. Further grounding in logical reasoning will help students in computer science to see a theoretical side of programming and the philosophical side of writing collections of statements in languages that make machines perform logical instructions. Philosophy students will benefit by focusing on the use and application of logic in the writing of computer programs and will come to see, firsthand, the point of logical precision.

Connections: Phil 125 Logic and Comp 115 Robots, Games, and Problem Solving

20045. Mathematical Tools for Chemistry
The two semesters of Physical Chemistry examine the theoretical underpinnings of the physical behavior of molecules at both the macroscopic (thermodynamics in Physical Chemistry I) and microscopic (quantum mechanics in Physical Chemistry II) levels. Specifically, these courses teach the mathematical representation of molecular behavior. Students taking this connection will establish a diverse mathematical toolbox and then use it as they solve complex physical problems.

Connections: Chem 355 Physical Chemistry I or Chem 356 Physical Chemistry II and Math 221 Linear Algebra or Math 236 Multivariable Calculus

20044. Mathematics of Chemical Analysis
In "Analytical Chemistry I" and "Analytical Chemistry II" students learn how to determine the quantitative composition of a chemical sample. What these techniques all have in common is the need to do calculations to determine composition and statistical analysis to interpret the data. Advanced statistical methods such as those taught in Accelerated Statistics are incredibly useful in determining both the validity and significance of the data.

Connections: Chem 331 Analytical Chemistry I or Chem 332 Analytical Chemistry II and Math 151 Accelerated Statistics

20005. Microbes and Health
Both these courses deal extensively with the human immune system. Bio 221 covers such topics as the role of microbes (mostly viruses and bacteria) in causation of diseases, covering HIV and related viruses as well as the health behaviors and risk factors associated with conditions caused by infectious organisms. Psy 265 uses HIV and AIDS as a case study for understanding the intersections of behavior and infectious disease and focuses on the impact of stress on immune response. The laboratory exercises in Bio 221 will illuminate for students some of the practical clinical procedures used to diagnose infectious diseases. Psy 265 will help students understand how psychological experience influences health and how infectious diseases impact the lives of chronically ill individuals.

Connections: Bio 221 Microbiology and Immunology and Psy 265 Health Psychology

20024. Modern China: Tradition and Contemporary Politics
Students who begin this connection with Hist 365, which covers the political, social, intellectual and cultural history of China from the late 18th century to the present, will find they have an excellent historical background for Pols 223, which focuses mainly on political developments in China after 1949. Those whose schedules do not permit this order may take the political science course first. Both courses may also count toward a major or minor concentration in Asian Studies.

Connections: Hist 365 Modern China and Pols 223 Contemporary Chinese Politics

20014. Modern Italy
These two courses focus on modern Italy from interdisciplinary and cross-divisional perspectives, exploring the historical, political and sociocultural phenomena that have shaped contemporary Italy. Pols 225 uses case studies and films to explore current Italian policies, such as immigration, taxes and education, through an analysis of their historical roots in Italy's political movements (e.g., feminism and the 1968 international youth movement) and in Italy's long-standing problems (e.g., political bureaucracy and corruption). Itas 235 approaches many of these phenomena through literature, art (such as Futurism), and historical and literary criticism. It considers how Italy's contemporary history has shaped Italian women's lives and work, and how women and their production, in the broadest sense, have shaped contemporary Italy. Thus, students who make this connection will be learning not only about modern Italy, but also about how different disciplines (social science and the humanities) develop illuminating methodologies for analyzing historical frameworks and cultural productions.

Connections: Itas 235 Italian Women Writers in Translation and Pols 225 Italian Politics
23003. Modern Latin America
This is a two- or three-course connection that links courses from four different areas: the humanities, the arts, the social sciences and history. Students completing these courses will gain a multidisciplinary understanding of the sociopolitical and cultural phenomena that have shaped contemporary Latin America. Students who can take either Hisp 280 or Hisp 316 in their connection will derive the additional insight that can only be gained by reading texts on Latin America in the original language, from a distinctly Latin American perspective.

Connections: Anth 235 Peoples and Cultures of Latin America or Pols 233 The Politics of Latin America and/or Hist 219 Norte y Sur: Modern Spanish America and/or Musc 220 Music in Latin American Culture and/or Hisp 280 The Hispanic World: Introduction to Latin American Culture or Hisp 316 Spanish American Literature II: Contemporary Literature

20047. Molecules to Masterpieces
Molecules to Masterpieces helps students connect the art they create in Arts 111 / Arts 116 or the art they study in Arth 101 / Arth 201 to its chemical underpinnings. All of the classes in this connection look at art through an historical lens, focusing on what materials were used by artists in specific periods. Art, Color, and Chemistry adds the explanation of why those materials were useful in creating lasting, and sometimes not-so-lasting, works of art.

Connections: Chem 145 Art, Color and Chemistry and Arth 101 Great Works I or Arth 201 Great Works I (Enhanced) or Arts 111 Two-Dimensional Design or Arts 116 Drawing I

20043. Drawing I
Our experience of music, whether by Beethoven, Billie Holiday, the Beatles or the Bad Plus, consists of the emotions and subjective impressions communicated and inspired by the arrangement of sounds. As in verbal communication, both the sounds themselves and the particular method of organizing them determine these effects. In Musc 114, the focus is on the vocabulary, grammar and syntax of this language of sound (the “message”). In Phys 107, the focus is on the actual sounds themselves, in terms of their mathematical and physical relationships (the “medium”). Studying musical material from both these perspectives deepens our understanding and appreciation of this essentially mysterious phenomenon.

Connections: Musc 114 Music Theory I: Fundamentals of Harmonic Practice with Phys 107 or Musc 107 The Physics of Music and Sound

20009. Performing into Theory
The creative process and the theoretical enterprise are intertwined; artistic creation and rational reflection influence one another reciprocally. This connection engages students in the rich possibilities of a collaboration between the performing arts and philosophy.

Students will critically and creatively explore the boundaries between theory and practice, reason and imagination, mind and body. We want both to embolden and humble the theoretical stance by challenging it to critically evaluate pathbreaking or genre-blurring creative performance. Simultaneously, we will discover the way in which ideas in their intellectual and historical context affect artistic expression. In so doing, we hope to extend theory’s “self-understanding” and demystify the creative process.

Connections: Eng 287 Writing for Performance and Phil 236 Aesthetics

20037. Poetry and the Computer
English Renaissance poets explored the resources of their language in the new age of print and were fascinated by techniques of Latin, French and Italian versification. Their experimentation with sound and word patterns makes their work particularly interesting to study with the analytical tools available through computer programs. Recent advances in computer software—hypertext, database methodologies, and the Text Encoding Initiative (TEI)—have made it possible to query texts for recurrences of linguistic and lexical features and to “automatically” prepare exhaustive concordances and stylistic textual analyses. Students participating in this connection will discover how programming (or scripting) facilitates top-down thinking and practice with real-world, problem-solving skills such as problem decomposition and writing algorithms. They will be required to complete work in one course that relies on work already done in the other.

In Computing for Poets (Comp 3) all students will be expected to design experiments by asking original questions of a book, poem, author or corpus of texts, and to write computer programs in Perl to analyze a given text. This might be an ancient work, a set of poems or even a student’s paper written for some other course. Students who have first taken Eng 313, however, will be required to use authors studied in that course for their experiments. In a final programming project, students will write software to conduct an authorship attribution experiment using 17th-century poets.
Students who take Eng 33 after completing the current version of Comp 3 will be required to write an analytic paper on one of the poets from the authorship attribution experiment they have performed in that course.

Connections: Comp 131 Computing for Poets and Eng 313 Early Modern English Poetry

### 20040. Political Theories, Political Realities: Ideas and Practices in Past Politics

Students in these connected courses will study the material and institutional frameworks that generated pre-modern political theories and will come to understand the complexities of putting these theories in practice and the often nearly unbridgeable gap between the ideal and the real. Early European history saw the development of the majority of basic legal and political structures and ideologies (e.g., common law and jury trials, representative government and the separation of church and state). Knowledge of these ideas and practices, and of the theorizing behind them, becomes crucial to our understanding of such historical phenomena as nation-state building, imperialism, the conduct of war and efforts to establish systems of national and international law.

Connections: Hist 101 The Development of Modern Europe from the Medieval Era to 1789 and Pols 207 Political Theory: Ancient Greece to the Renaissance

### 20030. Politics and Global Change

Politicians and government regulators often make decisions that affect our natural world without understanding the science that explains how that world operates. Many issues concerning the use and modification of our natural environment, such as water use, desertification, air and water pollution, and climate change, cross national boundaries, but global treaties often prove difficult to ratify or enforce. Many scientists also wish to pursue their research without the distraction of politics. These courses offer a bridge across this divide by adding scientific information to the political debate in Pols 109 and by showing the practical and political aspects of human impacts on Earth systems to students in Phys 160. Students completing the connection will learn both sides of the politics-science relationship in detail; all students will benefit from the expanded breadth of discussion in both classes.

Connections: Pols 109 International Politics and Phys 160 Geology

### 20049. Psychoactive Sacramentals

Connections: Rel 230 Mysticism and Spirituality and Psy 227 Drugs and Behavior

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

Quantum Theory is the cutting-edge meta-narrative of our times. The challenges physicists face in attempting to explain it to the non-physicist, and often to themselves, involve the use of language, counterintuitive notions about cause-and-effect logic, the positing of images and metaphors to describe the quantum field—are there electrons, particles, waves, fields, antimatter, quarks, a “pulsating flux,” a holographic universe (each of these has been used to describe each of the others)?—and the idea of statistics and probability replacing “absolute” objects.

Connections: Eng 346 Contemporary American Fiction: Quirks, Quarks, and Quests or Sex, Lies, and Quantum Leaps with Phys 225 Modern Physics or Ast 130 The Universe

### 23016. Race as a Social Construct

The courses in this connection have the common theme of the origins and consequences of dividing humans into categories based upon morphological characteristics. In Genetics, students will study the complex pathways by which melanin pigments are formed. A major conclusion will be an appreciation for skin tones as a continuum of shades rather than as discrete and classifiable “racial” characteristics. In Africans on Africa, students will explore the attitudes and opinions of the diverse peoples of Africa for a much more complex point of view on what it means to be African or African-American. Multicultural Issues in Psychology is a course focusing on ethnic and racial identities and their influences on human behaviors and interactions.

This connection may be completed either as a two-course or three-course connection.

Connections: Bio 211 Genetics and/or Hist 143 Africans on Africa: A Survey and/or Psy 251 Multicultural Psychology

### 20012. Reading Children

Reading Children examines literature’s responsiveness to children and their needs. Each course explores literate processes from distinct but connected perspectives; each requires students to read children’s literature and attends to children’s responses to text. Both courses study the history of childhood as a context for understanding childhood reading.

In Eng 286 students practice critical and cultural analysis of texts. In Educ 390 critical analysis often centers at the letter, word, sentence and story levels as participants study the processes involved in learning to read.
This connection will deepen students’ understanding about reader response theory at many levels of development and experience. Eng 286 brings this critical strand into the foreground, since authors, editors, publishers and sellers are almost never members of the target audience. Educ 390 also focuses on these “consumers of the literature” as they grow and develop as readers and thinkers. Like the authors, publishers and sellers of children’s books, teachers are not children. The course therefore examines the challenges of planning instruction to take into account the social and cognitive worlds of children and the literacy practices that will engage and enhance learning.

**Connections: Eng 286 Children’s Literature and Educ 390 Teaching of Reading and the Language Arts**

**23011. Revolution!**
Social change, even revolutionary change, occurs in a variety of venues: in the home, at places of worship and on the streets. These connected courses allow students to examine many types of social movements and change, both in the United States and globally, and to compare and reflect on the methods of protest that are used in them. Students will study and analyze controversial issues involving racial, ethnic and national identity, as well as religion, sexuality and class, all of which shape our culture.

Thea 215, Theatre and Social Change, is the required course in this connection. By completing one or more of the history and sociology courses, students will have an opportunity to apply historical and social perspectives and pertinent theories of social change to their understanding of the theatre as a tool for conflict resolution. And they will consider how individualized, dramatized stories can realize or “perform” social issues in the theatre.

In addition to the theatre course, students must take one or two other courses to complete either a two- or three-course connection. Note, however, that only one sociology course will count in the connection.

**Connections: Thea 215 Theatre and Social Change with Hist 337 Power and Protest in the United States and/or Soc 200 Social Movements or Soc 230 Race and Ethnicity**

**20055. Russia: Challenge and Opportunity**
In this connection students will study Russia, one of the largest nations in the world, from the point of view of its history and current situation. In Pols 375, students will examine current challenges facing Russia, such as public health crises, depopulation, environmental damage, and political and economic instability, through the lens of political science theory. In Hist 215, they will learn about the historical background of Russian problems. In both courses students will consider whether Russia is somehow “flawed” and whether it can overcome the challenges it faces today.

**Connections: Hist 215 History of Russia and Pols 375 The Politics of Social and Economic Problems in Post-Communist Russia**

**20051. Russian History and Culture**
This two-course connection will explore the intersection between popular forms of art, music and literature and the historical development of Russia. Students will not only learn how the creativity of individuals and communities influences and is influenced by political, social and economic developments, but also will see how academic disciplines approach similar issues from different perspectives.

**Connections: Hist 215 History of Russia and Russ 101 Russian Folklore**

**20064. Russian History and Politics**
This connection will focus on Russian domestic or foreign policy and its roots in Russian history. In Russian Politics or Russian Foreign Policy, students will study the evolution of the Russian political system since the collapse of the Soviet Union, or the conduct and motivational premises of Russian foreign policy. In Russian History, students will go to the beginnings of Russian society and the state, and examine the role of religion, geography, social hierarchy, political power and ideology over the past two millennia.

**Connections: Pols 249 Russian Foreign Policy or Pols 255 Russian Politics and Hist 215 History of Russia**

**20053. Schooling in Modern Society**
This connection between Educ 250, Schooling in America and Hist 337, Power and Protest, or Hist 206, Modern America, is based on the common themes explored in all three courses. Schooling in America covers a history of American education (Historical Foundations), and issues of equality and access to education. All three courses explore issues of racial and other forms of inequality and our society’s attempts at redress through education and other realms. All courses connect students to pressing issues in the past and in the present. Students taking these classes will be able to see seminal issues in our history from multiple and important points of view.

**Connections: Educ 250 Schooling in America and Hist 337 Power and Protest in the United States orHist 206 Modern America: 1945 to the Present**
20031. Science FACTion
These entwined courses introduce students to the beauty and power of mathematics and show how mathematical ideas have influenced literary science fiction. Students examine how concepts of combinatorics, infinity, topology, logic, computability, number theory and cryptography are both interrelated and linked to the most influential science fiction of the past 40 years: a lovely look at the intertwinings of the nature of language and the language of nature.
Connections: Math 123 The Edge of Reason and Eng 243 Science Fiction

23006. Sexuality
What is sexuality? What is its biological basis? How does society constrain and construct it? How is sexuality represented and, again, constructed in such discourses as literature, film and religion? How does sexuality intersect with race? How do sexuality and race circulate and clash in global contexts? These are some of the questions that students taking courses in this connection will address.

More specifically, for example, students in Eng 236 and Hist 341 will gain perspectives on the Victorian sexologists. Those in Anth 350 and Eng 272 may deepen their understanding of transgender, while those in Itas 235 will focus on gender violence. Psy 261 and Soc 310 provide perspectives on power and bodily pain; Soc 310 and Eng 272, on post-colonialism and representations of gender, sexualities and cultures. Students completing Soc 310, Eng 236, and Fr 331 will learn about Western (and imperialist) discourses on sexuality, nation and power. Other combinations will provide other perspectives and focuses on the general topic of sexuality. Altogether there are 13 courses from three different areas (history, humanities and social science) from which students may create two- or three-course connections.

Students have considerable flexibility in creating these connections. Two-course connections must combine one course from each of two of the available areas. Three-course connections must include courses from at least two of the areas. Students interested in this topic may wish to take more than the two or three courses required to complete a connection.

20020. The Art of the Print
Students completing this connection will learn to understand printmaking from the perspectives of artist, connoisseur, collector, conservator and art historian. They will discover that the material taught in Arth 270 makes richer sense when they have experimented with printmaking and begun to develop their own personal imagery in Arts 315.
Arth 270 focuses on the history of prints, particularly the Old Masters, who were among the greatest printmakers of all time. Students in this class work directly with the prints in the Wheaton College Collection, learning how to handle and care for them and to identify media. They also learn about the history of prints from the early 15th century to the early 19th century. Becoming print collectors and organizing an exhibition drawn from the Wheaton collection are also requirements of the course. Since there is a great deal of emphasis on the object and on the techniques of the Old Masters in the art history class, becoming a printmaker in Arts 315 will give students a wonderful opportunity to create prints and truly understand the intricacies of this medium.
Connections: Arth 270 The Art of the Print and Arts 315 Intaglio Printmaking

20004. The Calculus of Microeconomics
Microeconomics becomes all the more interesting when techniques from calculus can be applied to many of the issues it addresses. In particular, the graphic representation of marginal analysis, continuity and optimization in microeconomics can be approached analytically through the tools of differentiation, the major topic in introductory calculus. All examples and projects in the introduction to calculus offered in Math 102 will have a basis in economics; problem sets and class time in Economics 102/112 will involve application of the calculus.
Connections: Math 102 Calculus I with Economic Applications and Econ 102 Introduction to Microeconomics or Econ 112 Introduction to Microeconomics
20019. The Darwin Connection: Evolution, Race and Culture

Though evolutionary thought long preceded the work of Charles Darwin, it is his work, beginning with *On the Origin of Species* (1859), that essentially defined what has become the discipline of evolutionary biology. Darwin was a Victorian gentleman, well educated and affluent. His identity as a scientist was as much informed and affected by his perceptions of Victorian society as by his work in science. And the impact of his work on society, in turn, was immediate.

This connection seeks to teach students about Darwin in the context of his 19th-century world. Information on Darwin, including his own writings—books, letters and journals—is truly voluminous and readily available. Students in Bio 111 will learn how Darwin the scientist was influenced, indeed molded, by Victorian culture, concerns and values. Students in Eng 235 will learn what evolutionary biology really is and why Darwin’s scientific work had such a dramatic impact on his era. Darwin’s writing has often been used in English literature courses for its general eloquence and its skilled use of metaphor, aspects that science students will find engaging and helpful in understanding evolutionary theory.

Connections: Bio 111 Evolution and Ecology and Eng 235 Race and the Victorians

23009. The Environment

The courses in this connection investigate our relationship with the natural world from different perspectives. They will offer multidisciplinary approaches to understanding the environment and our human interaction with it, to addressing such issues as climate change, population growth and endangered species, and to assessing the impacts—positive and negative—of technology on the environment and human society.

Students will take one of the three science courses, each of which provides a basic understanding of the underlying physical, chemical and biological processes controlling the natural world. They will learn how science can inform policy decisions and how social and economic concerns can shape the environment. In Soc 315 they will have the opportunity to consider the cultural, social and environmental impacts of contemporary Western civilization and its technologies. In Rel 242 they may explore the religious roots of the current environmental crisis by examining the spiritual origins of our ideas about nature.

This may be completed as a two- or three-course connection, but only one of the science courses may be used in the three-course combination. None of the courses need be taken concurrently or consecutively.

Connections: Bio 201 Environmental Science or Chem 103 Chemistry and Your Environment or Chem 303 Current Problems in Environmental Chemistry with Soc 315 Society, Technology and the Environment and/or Rel 242 Religion and Ecology

20060. The Genetics of the Autism Spectrum

The autistic spectrum of behaviors is becoming increasingly connected to genetics as more neurological and developmental pathways are being deciphered. Psy 324 provides a rich set of examples, as taught by Professor Grace Baron, an authority on autism and practitioner in the field. Bio 211 supplements by providing the background needed to appreciate the genetics of childhood behavior disorders, in general, and autism in particular.

Connections: Psy 324 Childhood Behavior Disorders or First-Year Seminar Visualizing Autism with Bio 211 Genetics

20046. The Greeks on Stage

The Greeks Onstage is a two-course connection that examines the history, style, techniques and acting of Greek tragedy. Analysis of the social and cultural contexts of drama makes students aware of the political tensions surrounding issues of class, religion, gender, sexuality and national identity. Combining the close reading of texts and the analysis of scripts with actual performance enhances student appreciation and understanding of the material.

Connections: Clas 254 The Drama of Fifth Century Athens and Thea 351 Advanced Acting

20034. The Historical Context of Contemporary American Culture

This two-course connection enables students to apply the historical study of modern America to their understanding of the art and culture of the period. Students must take Hist 206 and one of the creative arts or humanities courses.

Connections: Hist 206 Modern America: 1945 to the Present with Arth 318 Art since 1945 or Eng 247 African American Women’s Literature or Eng 249 Hollywood Genres or Eng 256 The Discourses of Cultural Diversity in U.S. Fiction or Eng 257 Race and Racism in U.S. Cinema or Musc 273 African American Originals II: Rhythm and Blues, Rock and Contemporary Jazz or Rel 223 Religion in Contemporary America
20025. The Math in Art and the Art of Math
Mathematics and art have always been connected. Math has been used to create works of art (perspective, golden rectangles, fractals, even visualizations of the fourth dimension), while art has been used to expand mathematical knowledge (artistic perspective shaped the drawing of mathematical diagrams; da Vinci illustrated a math text on the Golden Mean). Math has also been used to analyze art, for example, classifying figures based on their symmetry or using fractals to study 17th-century Japanese woodcuts or Jackson Pollock. Revolutions in art and in math, moreover, have often been closely tied: the Renaissance in art, preceded and to some extent made possible, the Renaissance in math; the new mathematical ideas of the fourth dimension and non-Euclidean geometry coincided roughly with the movement away from realism in the early 20th century.

Math 122 will use the mathematical mode of inquiry to pose and answer questions relating to art and art history. The course will progress chronologically from ancient Egypt and Greece to the Renaissance and move forward from there. While the material in the course is entirely mathematical, its topics and examples and much of the work the students do will be drawn from the field of art and from materials that students will encounter in Art 102.

Connections: Math 122 Math in Art and Arth 102 Great Works II orArth 202 Great Works II (Enhanced)

20054. The Religious Response
Contrary to what scholars early in the 20th century predicted, religion today is playing an increasingly conspicuous role on the world stage as well as in individual lives. Both as shared tradition and as personal faith, religion is also undergoing dramatic change. In our increasingly globalized world, the changing face of religion has become a challenge to us all, whatever our own religious views may be.

But the shape of current world events need not be the only impetus for the study of religion. As far back as we can see, it has always been a major factor in human lives. It has provided the contours and texture of social life; influenced intellectual, economic, and political movements; inspired art, architecture, and music; contributed fundamentally to language and literature; and provided insight and meaning for the mass of humanity. In its many forms, it has been the source of great suffering and of great joy. A liberal education remains incomplete without some understanding of religion and its role in history and in individual lives.

Together, the courses constituting this connection provide a systematic overview of the world’s major religious traditions in conjunction with interpretive frameworks for understanding the nature of the religious response to the inner and outer worlds, the possible meanings of the diverse religious expressions, and the significance of religious involvement in the lives of persons today.

Connections: Rel 102 Introduction to the Study of World Religions and Psy 260 Psychology of Religion

20065. Theories of Imperialism
This upper-level connection will examine the ways that nations have dealt with each other in the past and present, with focus on the imbalances of power that have led to imperialism. In Theories of International Relations, imperialism is examined through the many theoretical approaches that have been proposed over the past century, from J.A. Hobson to Robinson and Gallagher. In European Imperialism, theories are compared with the actual history of imperial expansion. This connection will allow students to think about the ways that state power, economic strength, technological advances and ideology have been used as tools of domination.

Connections: Hist 321 European Imperialism, 1757–1939 and Pols 339 Theories of International Relations

20038. Top Secret
What are secrets and why do we need to keep them hidden? Once we have secrets, how do we keep other people, companies, organizations, and countries from uncovering them? Your computer log-in password and your credit card number are two secrets you want to keep hidden from strangers. Microsoft’s source-code is a secret, and the formula that produces Coca-Cola is coded, locked in a vault, and kept under tight security. Al Qaeda has secrets that the U.S. government wants to know. The U.S. government has military secrets, diplomatic secrets and policy secrets it doesn’t want anyone, even allies, to know.

This two-course connection enables students to relate the “hows” of encoding secret information in the math course to the “whats” and the “whys” of doing so in the domains of government and business in the political science and economics courses. Students will learn what information policymakers and planners believe is necessary to keep secret and how to construct unbreakable codes to keep these secrets secure.

Connections: Math 202 Cryptography with Pols 229 United States Foreign Policy or Pols 379 National Security Policy or Econ 361 Industrial Organization and Public Policy
23012. Visualizing Information
Whether created or analyzed, produced for professional or folk purposes, viewed as data or expression, images are an increasingly common component of contemporary communication in both scholarly and popular venues. Each of the courses in this connection addresses the process of creating information out of images and their display. The increasing reliance on visual imagery in digital communication has put a premium on developing a genuine visual literacy in the encoding and deciphering of visual communication. This connection will allow students to appreciate the importance, power and value of using visual media for both gathering and disseminating knowledge.

Two-course connections must include courses from two of the five areas represented in the connection (creative arts, social science, natural science, math/computer science, humanities). Three-course connections may include courses in two or three of the areas, but no more than one course from any one department. (Two courses from the same area do not constitute a connection.)

Connections: Arts 250 Graphic Design I or Arts 350 Graphic Design II or Eng 289 Word and Image with Psy 312 Perception or Soc 282 Visual Sociology and/or with Bio 219 Cell Biology or Bio 254 Developmental Biology and/or with Comp 365 Computer Graphics and/or with Fr 352 The Quill and the Brush

20002. Voting Theory, Math and Congress
Not all elections are determined by simply counting who gets the most votes and declaring that person the winner. Mathematical theories of voting can create alternative voting methods that may then be applied to congressional elections as well as to the everyday functioning of the legislative branch. These courses, meant to be taken simultaneously, will explore the relationship between theory and practice through a joint project in which students from both classes work together on a simulation of a political campaign and election.

Connections: Math 217 Voting Theory and Pols 211 or Pols 311 Congress and the Legislative Process

23005. Women in the United States
These seven connected courses focus on women in the United States, addressing the intersections of gender, race and class in U.S. history, in U.S. social structures, and in U.S. literature and literary theory. Students may combine them in a variety of ways to create two- or three-course connections with different emphases, exploring the history of women, the positioning of women in current society, or the representations of women in gendered discourse, past and present.

Students might, for instance, trace African American women’s resistance to the dominant culture in history and in literature. They could examine the relationship between women and industrialization in both economics and history. Or they might explore how theories of psychological development play out in literary representations.

More specifically, students taking Eng 247, Psy 290 and Hist 234 will address body image in a novel by Toni Morrison, in psychological work on anorexia, and in discussions of beauty in the 1920s. Students taking Hist 233, Eng 377 and Econ 241 will discuss "woman’s sphere" and the politics of domesticity in 19th-century novels, drawing on the domesticity engendered by household economies. Seven courses from three different areas (history, humanities, social science) may be combined to create two- or three-course connections.

Any two-course connection must include one course from two of the three areas. Three-course connections will include courses in two or three of the areas (e.g., two social science courses and a history course; two humanities courses and a social science course; a history course, a social science course, and a humanities course). Two courses from the same area would not constitute a connection, however. Students may, if they wish, take more than the two or three courses required to complete a connection with this topic.


Development Studies
Coordinator: Donna O. Kerner
Faculty: Boroviak, Huiskamp

The development studies minor is made up of courses from several different disciplines, all of which share a focus on the process of change and development of Third World nations. The minor includes courses that focus on the concerns of specific regions and courses on the process of development in general.
Minor
The minor consists of five courses from the list below. The courses must come from at least two departments (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
Anth 210 Feast or Famine: The Ecology and Politics of Food
(a) Anth 225 Peoples and Cultures of Africa
(a) Anth 235 Peoples and Cultures of Latin America
Anth 240 Urban Anthropology
(a) Anth 245 Indigenous Movements of Latin America
Anth 250 Political Anthropology
Anth 255 Women in Africa
Anth 260 Women and Development
(a) Anth 285 Peoples and Cultures of the Pacific
Anth 333 Economic Anthropology

Economics
(c) Econ 232 Economic Development

History
(a) Hist 219 Norte y Sur: Modern Spanish America
Hist 225 Women in East Asia: Japan and Korea
Hist 227 Women in East Asia: China
(a) Hist 365 Modern China
(a) Hist 367 Modern Japan

Political Science
(a) Pols 203 African Politics
(a) Pols 223 Contemporary Chinese Politics
(a) Pols 233 The Politics of Latin America
(a) Pols 263 The Politics of the Middle East
(c) Pols 323 Comparative Political Development

Dual-Degree Programs

Contact program coordinators early. These programs are highly competitive.

B.F.A. in Studio Art through the School of the Museum of Fine Arts (Boston)
M.A. in Mass Communication and Communication Studies with Emerson College
M.B.A. with the Graduate School of Management at Clark University
B.S. in Engineering, Engineering Sciences and Science Management
M.A. program with the Andover-Newton Theological School
Dual-degree program with the New England College of Optometry

B.F.A. in Studio Art
Tim Cunard, Coordinator
This program awards the bachelor of fine arts degree (and the Wheaton A.B.) after a fifth year of full-time study in residence at the School of the Museum of Fine Arts (Boston).

Students should apply to the Museum School Admissions Office through the Wheaton coordinator in their junior year. They will be expected to submit a portfolio of their work at that time; admission 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
John Grady, Coordinator
The dual-degree program with Emerson College offers study in mass communication fields (television and radio broadcasting and film production), and communication studies (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 pro-
gram at that time or at the beginning of their senior
year. Wheaton students then take two courses dur-
ing the summer after their Wheaton graduation and
two full semesters at Emerson in the year following
their graduation from Wheaton.

For admission to the program Wheaton students
must have a cumulative Wheaton G.P.A. of at least
3.0 at the time of application. In the summer after
their sophomore year, students are urged to com-
plete an internship in communications, which may
be arranged with the Filene Center.

**M.B.A. with the University of Rochester**

*John Gildea, Coordinator*

Students should be aware that the Rochester
Graduate School of Management 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. An elementary knowledge of calculus
   is required. Economics and statistics courses are
   recommended.

2. The University of Rochester requires outstanding
   scholarship for the first five semesters and recom-
mends 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 A.B. degree from Wheaton and the
degree of master of business administration from
the University of Rochester.

**M.B.A. with Clark University**

*John Gildea, Coordinator*

Wheaton students may apply in their junior year
to the Graduate School of Management at Clark
University in Worcester. Wheaton students then
complete the M.B.A. program at Clark as full-time
Clark students in their fifth academic year.

**B.S. in Engineering, Engineering Sciences or
Science Management**

*John Michael Collins, Coordinator*

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 bach-
elor of arts degree from Wheaton and a bachelor’s
degree in one of a variety of engineering fields.
Programs in aeronautical or aerospace engineering
may also be arranged at other institutions on an
individual basis.

The program with the Thayer School of
Engineering at Dartmouth College requires a student
to spend the first two years at Wheaton, the junior
year at Dartmouth as part of the Twelve College
Exchange Program, studying engineering and other
applicable courses, and the senior year at Wheaton
to complete the A.B. degree. The student then
returns to Thayer in the fifth year to complete the
bachelor of engineering degree.

Entrance requirements vary between the institu-
tions and with individual fields of study, and interest-
ed students must work closely with the coordinator
throughout their years at Wheaton in order to ensure
their eligibility for admission into the programs.

No particular academic program is prescribed,
but a student’s three-year program should include
at least two courses in English (including writing
courses), six courses in the humanities and social
sciences, four to six courses in mathematics, two to
six courses in physics and one course in computer
programming. Courses in biology, chemistry or
economics are also expected for some programs.

Acceptance into a dual-degree program is
dependent upon the strength of the student’s
three-year academic record at Wheaton, the degree
to which the student has completed appropriate
course requirements for the proposed field of study,
and perceived abilities and promise for the success-
ful completion of such a program. Wheaton students
must complete three years in residence at Wheaton.

**M.A. in Religion**

*Barbara Darling-Smith, Coordinator*

The dual-degree program with Andover-Newton
Theological School prepares students for careers in
religion. It permits the completion of requirements
for the bachelor of arts degree from Wheaton and
the master of arts degree in religion from Andover-
Newton in five years. The degrees are awarded
simultaneously. Students ordinarily attend Wheaton
for seven semesters and spend three semesters
at Andover-Newton. Areas of concentration for the
program are:

- Bible
- World Religions
- Philosophy of Religion
- Religion and Society
- Religion and the Arts
- History of Christian Thought
It is possible for students to complete teacher certification requirements in secondary education in the field of religion during the semesters spent at Andover-Newton Theological School or to earn advanced standing toward the degree of master of divinity.

Students should consult the coordinator early in the second semester of their sophomore year.

**Doctor of Optometry**  
*Barbara Brennessel, Coordinator*

The dual-degree program with the New England College of Optometry will permit prepared and motivated Wheaton students with the professional goal of a doctor of optometry degree to complete the Wheaton bachelor of arts degree and the New England College of Optometry doctorate in seven years. Wheaton students who gain acceptance to this program will apply to the New England College of Optometry during their junior year. If they have demonstrated superior achievement in both the Wheaton curriculum and the optometry standardized tests, they may begin studies at the New England College of Optometry in the fourth year, after completing three years of Wheaton’s liberal arts curriculum, normally as a biology major. The fourth year, at the New England College of Optometry, will provide the credits needed for the student to earn the Wheaton A.B. at the same time as he or she begins doctoral study.

This program is designed for the academically outstanding student who has a strong and realistic motivation toward the optometric profession. Successful applicants will be superior high school students, especially in math and science, with acceptable SAT scores. Applicants will be interviewed by representatives of both Wheaton College and the New England College of Optometry, 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.

Economics

*Chair: Brenda Wyss*  
*Faculty: Buck, Chan, Freeman, Gildea, Miller, Walgreen, Williams*

The Economics Department offers a variety of courses that encompass the study of economic theories, history, institutions and quantitative techniques. Courses cover both domestic and international aspects of economics. They include principles and methods of economic research and analysis of issues that apply both to the private and public sectors of an economy. Course work at Wheaton may be augmented by participation in the Washington, D.C., Economic Policy Seminar, a one-semester academic program and internship during the junior year administered by American University.

**Major**

The economics major consists of at least 11 semester courses. These include Econ 101, Econ 102 or Econ 112, Math 102 or another math course subject to departmental approval, Math 141, Econ 201, Econ 202 and five other economics courses, at least two of which must be at the 300 level and one at the 400 level. Economics courses used to fulfill major requirements may not be taken pass/fail either at Wheaton or elsewhere. An overall average of C in all courses is necessary for completion of the major.

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.

Independent study and honors work are encouraged. Majors who are considering graduate work in economics are strongly encouraged to take an extensive number of mathematics courses. See the department chair to determine the most appropriate choices.

**Minors**

The following minor concentrations are offered in economics: the American Economy, the International Economy and Economic Theory.

**The American Economy**

The minor concentration in the American economy provides students with a focus on the institutions, issues and policies of the American economy. The introductory economics courses give an overview of economic analysis and its application to the U.S. economy. The upper-level courses in the minor develop in greater depth the study of specific areas of the American economy.

Five of the following courses (or their equivalents), including Econ 101 and Econ 102 and at least one 300-level course, are required.
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 Econ 0 and Econ 0 and at least one 300-level course, are required.

101. Introduction to Macroeconomics
Macroeconomics covers the economic functioning and problems of society. Major topics include national income and growth, unemployment, inflation and stabilization policies, federal revenues, expenditures and the deficit, and money and banking.

(John Alexander Gildea, John Miller, John A. Walgreen, Russell Williams)

102. Introduction to Microeconomics
Microeconomics explains economic behavior of decision makers in the economy—consumers, business firms, resource owners and governments. Major topics include pricing and the operation of markets for goods and services and for resources, the behavior of firms and industries in different market settings, income distribution and public policy.

(Department)

Connections: Conx 20004 The Calculus of Microeconomics

112. Introduction to Microeconomics
Microeconomics explains economic behavior of decision makers in the economy—consumers, business firms, resource owners and governments. Major topics include pricing and the operation of markets for goods and services and for resources, the behavior of firms and industries in different market settings, income distribution and public policy.

(James Freeman)

Connections: Conx 20004 The Calculus of Microeconomics, Conx 20026 Biopharma

150. Principles of Financial Accounting
The principles of accounting used by economic organizations, including the preparation and interpretation of financial statements. (This course does not count toward the economics major.)

(Maryann Buck)

201. Macroeconomic Theory
Economic aggregates and their theoretical relationships. Topics include national income analysis, economic fluctuations, stabilization policies, inflation, unemployment, theory of aggregate demand and supply, and economic growth. General equilibrium, Neoclassical, Monetarist, Keynesian, New Classical
and Post Keynesian theoretical frameworks are considered.

(John Miller)

202. Microeconomic Theory
The theory of the economic behavior of the individual household, firm and market. Topics include the allocation of consumer income, cost and production functions, the determination of price and output under perfect and imperfect competition, the pricing and optimal allocation of resources and welfare economics.

(Department)

213. Money and Banking
This course studies the nature of money and credit in a modern economy; the operations of banks, the Federal Reserve System and financial markets; the impact of the money supply on prices, income and employment; United States monetary policy and its relationship to other forms of stabilization policy; and current domestic and international monetary problems.

(Russell Williams)

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.

(Russell 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.

(Brenda Wyss)

233. Sweatshops in the World Economy
This course engages students in the controversy regarding sweatshops and their role in the global economy. We ask why sweatshops have returned to the United States, the richest economy in the world. We also ask what role the spread of sweatshops in the developing world played in the alleviation and perpetuation of poverty.

(Brenda Wyss)

241. Women in U.S. Economy
Theories and empirical analysis of women’s work in the United States. Topics include the influence of feminist thought on economics, a multicultural history of women’s work, labor force participation, occupational distribution and wages, the gender division of labor in household production (housework and child rearing) and related policy issues.

(Brenda Wyss)

252. Urban Economics
The identification, description and analysis of problems that are basically urban in nature. Topics include the urbanization process, urban poverty, transport, housing, urban renewal, the problems of metropolitan government, the design of urban environments and city planning.

(Russell Williams)

255. Corporate Finance
The economics of corporate finance. Topics include capital budgeting, financial structure and the cost of capital, sources and forms of long- and short-term financing, the operations of the capital market, corporate taxes and the control of corporations.

(John Alexander Gildea)

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).

(John Alexander Gildea)

298. Experimental Course: Economics of Education
Education is one of the major foci of spending in the U.S. economy—it has been estimated that expenditures on education and training in the United States total approximately $740 billion dollars per year, more than 10 percent of the U.S. Gross Domestic Product. The three major sectors of the economy—households, government, and businesses—all consider education to be a priority. But despite a consensus that education is important, there are many issues and controversies about efforts to provide education. Some of these are issues associated with any activity involving an economy, and so they are issues raised not only in the United States but in countries around the world. What are the goals of education “production”? Are we producing the amount and quality of education that we need to produce? How are the necessary resources for education created, obtained and distributed? Are we spending too much or too little? Who pays? Who should pay? What are the appropriate roles of government, households and businesses? Through
what market and non-market processes is the demand for education coordinated with the supply of education providers? How does socioeconomic inequality shape education, and how do education systems shape inequality, using economic theory, insights from data, and exploration of the arguments behind various education policies.

This course provides students with insights into these issues and others, combining an eclectic blend of economic theory related to education with critical analysis of data, and with critical analysis of actual and proposed education policies. The goals are to see how education is related to the fundamental goals of economic growth and economic prosperity, to understand the institutional frameworks that shape educational outcomes, to gain knowledge about how economic theory provides insight into education issues, to understand how economic theories are woven into current and proposed policies for changing educational policy, and to further develop students’ skills in the analysis of economic policy initiatives.

(Russell Williams)

303. Public Finance
Analysis of the revenue and expenditure policies of the public sector in light of the allocation, distribution and stabilization functions of government. Topics include the proper role of government, industrial policy, the management of externalities, the budget deficit, public expenditures, and the nature and incidence of the U.S. tax system.

(John Miller)

305. International Finance
This course examines international financial relations among nations. Topics covered include the balance of payment accounts, foreign exchange rate determination, monetary and fiscal policies in an open economy, global financial liberalization, financial and currency crises, debt crises, the debate on fixed versus flexible exchange rate regimes, including “dollarization,” currency unions and monetary unions.

(John Miller)

306. International Trade
This course examines the effects of international trade on economic growth, income distribution, and labor and environmental standards. The topics covered include theories of trade, welfare effects of trade restrictions, U.S. and E.U. trade policies, trade issues of developing nations, multilateral trade negotiations under GATT and WTO, preferential trade agreements and multinational enterprises in the world trading system.

(James Freeman)

309. Labor Economics and Industrial Relations
Economics of labor markets, labor unions and collective bargaining. Topics include labor force participation; employment and unemployment; wage rates; education and training; labor market discrimination; issues, techniques and outcomes of collective bargaining, and public policies affecting workers and labor unions. Neoclassical, institutionalist and radical theoretical frameworks are considered.

(James Freeman)

311. History of Economic Thought
The development of economic thought from the mercantilist period to the present with primary emphasis on the classical economists, Marx, the Marginalists and Keynes. Topics investigated are the relationship between economic theory and its historical milieu, the role of paradigms in the development of economic ideas and the historical antecedents to current schools of economic thought.

(John Miller)

330. Applied Econometrics
Applications of regression analysis, a versatile statistical tool frequently used in empirical economic studies as well as in other social and natural sciences. The primary emphasis will be on developing a sound understanding of the ordinary least squares method, thus enabling students to read, understand and evaluate studies using this technique. Students will use the computer to run their own regressions.

(James Freeman)

336. Mathematical Economics
Introduction to the application of mathematical tools and techniques to economic analysis. Topics include solving linear economic models using matrix algebra, comparative static analysis, multivariable optimization with and without constraints, and linear programming.

(John Alexander Gildea)

360. 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.

(John A. Walgreen)

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.

Connections: Conx 20038 Top Secret

399. Selected Topics
A course for advanced students, the content of which is determined according to the interests of the students and the instructor. This course is offered at the discretion of the department.

401. Seminar: Topics in Law and Economics
Economic analysis of legal rules and institutions. Topics include the common law doctrines of property, contracts and torts. Crime and the legal process.

402. Seminar: Current Economic Issues
A discussion of problems and controversies facing today’s policymakers 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.

403. Global Economic Controversies
This seminar will highlight a series of current international debates. Students will study competing perspectives and will develop their own positions on each topic, both in writing and in classroom discussions. The debates chosen for discussion each semester will depend on timeliness, class interests and recent research. Potential topics include globalization of environmental protection, trade liberalization, international labor standards and immigration.

Education
Chair: Vicki L. Bartolini
Coordinators: Frinde Maher, Mary Lee Griffin
Facility: Mallette, Olson, Rogers, Werner

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 licensure requirements for public school teaching at the early childhood (Pre-K–2), elementary (–6) and secondary (8–12) levels in Massachusetts.

Minor
Students who are planning to seek licensure with a minor in education and student teaching in their senior year should consult with the appropriate coordinator as soon as possible in their Wheaton career. Early, careful advising enables students to plan their four-year schedules to meet all Massachusetts licensure requirements. All education courses required for licensure involve field study and training in area schools. Students considering teaching in independent schools or charter schools may not need to be licensed, although licensure is sometimes required by employers.

Current information about the performance of Wheaton graduates on the Massachusetts Tests for Educator Licensure (MTEL) is available on the college Web site.

Criteria for Admission to Minor Programs
Upon entry into Educ 240, Educ 250 or Educ 260, a student may apply to enroll in the Education Department’s minor concentration. This process involves three steps: first, the student meets with the appropriate Education Department coordinator for planning and assessment; second, the Minor Concentration Form must be approved by the coordinator and the student’s major advisor; and third, the student submits the form to the college registrar.

Criteria for Retention and Admission to the Practicum and for Licensure
All students seeking licensure must take and pass the Communication and Literacy sections of the Massachusetts Tests for Educator Licensure (MTEL) before entry into all senior-year courses. Additionally, early childhood and elementary education minors must pass the MTEL Foundations of Reading test before entry into the senior-year curriculum course. Admission to the practicum is by permission of the department. Normally, to gain admission to the practicum, students must maintain a cumulative GPA of B-. For entry into the practicum, students must also receive a B- or better in education curriculum courses. They must demonstrate satisfactory completion of the field-work experiences and show promise of fulfilling the Massachusetts Licensure Standards. Completion of the practicum does not guarantee licensure. To achieve Massachusetts licensure, students must demonstrate basic competency in the Massachusetts Department of Education Professional Teaching Standards and pass all
relevant sections of the Massachusetts Tests for Educator Licensure (MTEL). Students then apply to the state to be licensed.

Requirements for licensure
Described below are the specific requirements for Massachusetts teacher licensure at the early childhood, elementary and secondary levels, as well as departmental requirements for the general minor. All students seeking licensure must take and pass the MTEL Communication and Literacy Test before entry into senior-year courses. In addition, early childhood and elementary education minors must pass the MTEL Foundations of Reading Test before the fall of senior year. During the senior year all education minors seeking licensure are expected to take the appropriate subject matter test or tests.

Students seeking licensure in either program must also undertake at least one January, spring or summer internship in an educational setting prior to student teaching. This internship should be at least 40 hours in duration 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- cumulative GPA, at least a B- in the curriculum courses, maintained overall “good standing” within the college, and obtained permission from the department in order to gain admission to the student-teaching practicum.

Early Childhood Education: Teachers of Students with or without Disabilities (Pre-K–2)
To qualify for licensure, a student must complete the major concentration and a minor program in early childhood education with appropriate course work. He or she must also pass the following three Massachusetts Tests for Educator Licensure: MTEL Communication and Literacy, MTEL Foundations of Reading and MTEL Early Childhood Subject Test.

Major requirements for early childhood education
A Wheaton student will complete a major concentration (usually equivalent to at least 36 semester hours of credit) in a liberal arts field relevant to early childhood education. Please consult the departmental coordinators to determine appropriate subjects for the major.

Minor requirements in early childhood education
A student must complete the prepracticum and the practicum. The prepracticum consists of courses and experiences specifically designed to meet the licensure standards. The practicum involves full-time student teaching and practice in the role of a classroom teacher at cooperating schools. The following prepracticum courses are required: two of the three courses Educ 240, Educ 250 and Educ 260; Educ 251; Educ 375; Educ 385 and Educ 390. All of these, as well as required arts, sciences and humanities distribution course work, must be completed before the two practicum courses, Educ 396 and Educ 395. Also required are Math 133 or Math 110, Psy 203 and one of the following: first aid, lifesaving or CPR training. Field-work training: A student must complete a minimum of 20 hours of classroom observation, tutoring and teacher assisting in each of two prepracticum courses. Licensure regulations are determined by the state of Massachusetts; thus, students must stay abreast of possible changes.

Practicum requirements
During the senior year, a student will complete a semester-long, two-and-one-half-credit student teaching practicum plus a one-credit seminar in teaching methods. While student teaching, Wheaton students will intern at the cooperating schools for the entire school day and will follow the public school calendar. Students may take only one additional Wheaton credit during the semester and this must be fulfilled after the regular school hours. A student must notify the department chair of any incomplete grade from the previous semester. An incomplete may disqualify the student from admission to the practicum. One hundred hours of practicum must be completed at the Pre-K through kindergarten level and 200 hours at the 1-2 level. One setting must be an inclusion classroom.

Arts, sciences and humanities distribution course work in the field of early childhood education
A student must also take approximately nine courses equivalent to 36 semester hours of credit in the following areas: psychological foundations, children’s literature, the sciences, mathematics and the social sciences. These requirements are normally met by careful selection of liberal arts courses that fulfill Wheaton’s general distribution requirements. Consult the departmental coordinators for a list of courses that are especially recommended. Specifically, students are also required to take Math 133 to fulfill their mathematics requirement, unless a waiver is granted by the Mathematics Department. Licensure regulations are determined by the state of
Massachusetts; thus, students must stay abreast of possible changes.

**Elementary Education (Grades 1–6)**

To qualify for licensure, a student must complete the major concentration and a minor program in elementary education and take appropriate course work in the interdisciplinary field of elementary education. He or she must also pass the following three Massachusetts Tests for Educator Licensure: MTEL Communication and Literacy, MTEL Foundations of Reading and MTEL Elementary Subject Test.

**Major requirements for Elementary Education**

A Wheaton student will complete a major concentration (usually equivalent to at least 36 semester hours of credit) in a liberal arts subject-matter field relevant to elementary education. Please consult the departmental coordinators to determine appropriate subjects for the major.

**Minor requirements in Elementary Education**

A student must complete the prepracticum and the practicum. The prepracticum consists of courses and experiences specifically designed to meet the licensure standards. The practicum involves full-time student teaching and practice in the role of a classroom teacher at cooperating schools. The following prepracticum courses are required: two of the three courses Educ 240, Educ 250 and Educ 260; Educ 251; Educ 385 and Educ 390.

All of these, as well as required arts, sciences and humanities distribution course work, must be completed before the two practicum courses, Educ 396 and Educ 395. Also required are Math 133 or Math 101, Psy 203 and one of the following: first aid, lifesaving or CPR training. Field-work training: A student must complete a minimum of 20 hours of classroom observation, tutoring and teacher assisting in each of two prepracticum courses. Licensure regulations are determined by the state of Massachusetts; thus, students must stay abreast of possible changes.

**Practicum requirements**

During the senior year, a student will complete a semester-long, two-and-one-half-credit student teaching practicum plus a one-credit seminar in reflective teaching practices. While student teaching, Wheaton students will be at the cooperating school for the entire school day and will follow the public school calendar. They may take only one additional Wheaton credit during the semester and this must be fulfilled after the regular school hours. A student must notify the department chair of any incomplete grade from the previous semester. An incomplete may disqualify the student from admission to the practicum.

**Arts, sciences and humanities distribution course work in the field of elementary education**

A student must also take approximately nine semester courses equivalent to 36 semester hours of credit in the following areas: literature, the sciences, mathematics and the social sciences. These requirements are normally met by careful selection of liberal arts courses that fulfill Wheaton’s general distribution requirements. Consult the Education Department faculty for a list of courses that are especially recommended. Specifically, students are also required to take Math 133 to fulfill their mathematics requirement, unless a waiver is granted by the Mathematics Department. Licensure regulations are determined by the state of Massachusetts; thus, students must stay abreast of possible changes.

**Secondary education (grades 8–12) (Modern foreign languages: 5–12)**

Students may prepare for Massachusetts teacher licensure in a secondary school in one of the following major concentrations: English, history, mathematics, biology and three modern foreign languages: French, German and Spanish. To qualify for licensure, a student must complete appropriate courses in the major and fulfill the course requirements leading to a minor in secondary education. He or she must also pass the appropriate sections of the Massachusetts Tests for Educator Licensure.

**Major and minor requirements in secondary education**

Massachusetts licensure standards require demonstration of subject-matter competence as well as teaching competence during the student teaching practicum. Each participating academic department has therefore developed a specific set of course requirements and other experiences in the major that fulfill the subject-matter standards. Before students undertake a secondary education program, they must consult with their major advisor and the secondary education program coordinator. At that time, the student and department advisor will plan a major program that meets the subject-matter requirements of the Massachusetts licensure standards, as well as the minor program to fulfill the student’s minor concentration requirements in secondary school education.
A student must take the following prepracticum courses: two of the three courses Educ 240, Educ 250, and Educ 260; Educ 251, Educ 270 and Educ 391. All of these must be completed before the practicum courses, Educ 396 and Educ 395.

Field-work training
A student must complete a minimum of 15–20 hours of classroom observation, tutoring and teacher assisting in at least two of the prepracticum courses.

Practicum requirements
During the senior year, a student will complete a semester-long, two-and-one-half-credit student teaching practicum plus a one-credit seminar in teaching methods. While student teaching, the Wheaton student will intern at the cooperating school for the entire school day and follow the public school calendar. The student may take only one additional Wheaton credit during this semester and this (full-credit or half-credit) course must meet after the close of school. Students must notify the department chair of any incomplete grade from the previous semester and this may prevent admission to the practicum.

General Minor in Education
Upon application, a student may be admitted to a general minor in education. Normally this does not include preparation to teach, but rather provides an opportunity to study specific issues and related topics in education. Five courses are required, three of which must be education courses. The remaining two courses need not be within the department so long as they are appropriately related to the subject of study. One 300-level course is required. Permission of the Education Department faculty is necessary.

Courses

Foundations of education
Students fulfill the foundations of education requirement by taking two out of the following three courses:

240. Multiple Perspectives on Literacy
This course explores the roles of teacher and learner through the lens of students' literacy development. Classroom contexts and the intersection of home, community and school form the foundation of this field-based course. Through a shifting focus on theory and practice, students conceptualize and reconceptualize the roles of teacher and learner.

250. Schooling in America
A survey of the American school, emphasizing historical and sociological perspectives. Readings will focus on the history, goals and structure of American schools, as well as current issues such as the standards movement and recent innovations such as multicultural education.

(Frinde Maher, Kirsten Olson)

Connections: Conx 20053 Schooling in Modern Society

260. Teaching and Learning
This course has its focus at the crossroads where theory and educational practice intersect. Through readings, discussions and field experiences, students will examine their beliefs as well as myths and metaphors related to teaching and learning. Weekly fieldwork is required.

(Vicki L. Bartolini)

Perspectives on the learner

225. Global Education for Intercultural Competence
This course is intended to introduce students to the fundamental concepts associated with intercultural competence. It is also intended to make them more aware of the skills, attitudes and knowledge necessary for global citizenship as they embark on a cross-cultural immersion experience. Its central premise is that our past, present and future raise questions that can only be understood when we look beyond our borders. As such, success in negotiating this increasingly complex, interdependent and interconnected world requires that we understand these issues and the forces that shape them.

Students will be introduced to theories of globalization and cross-cultural communication. They will also explore how the values they hold complement or diverge from the global processes at work and in the end, have a more developed sense of their obligations as global citizens.

251. Special Education, Pre-K–12
This course surveys the history of special education in the United States, including national and state special education laws and procedures for identifying and serving children with special needs. Current special education models and strategies for working with children with special needs in the regular classroom will be examined. Field observation is required (9 hours).

(Marge Werner)

270. Issues of Adolescent Development
Multiple perspectives on the physical, cognitive and psychosocial transitions related to adolescent development. Topics include current versions of de-
Developmental theory; specific issues related to early, middle and late adolescence; the adolescent peer culture; sexualities and sex education; multicultural issues in adolescence; and changing male/female roles. Field experience is required (20 hours).

(Frinde Maher, Peony Fhagen-Smith)

Connections: Conx 23006 Sexuality

275. Learning in the Social Sciences
This course examines the literacy skills needed for social studies reading and writing. Through a dual focus on pedagogy and social studies content, the course explores theoretical perspectives, methods and materials brought to bear on the study of history, geography, economics, and civics and government in the elementary classroom. Massachusetts Curriculum Framework for History and Social Science outlines academic content and skills essential to the study of human experience past and present.

(Mary Lee Griffin, Claire L. Mallette)

299. Selected Topics
A course for interested students on aspects of the American educational system, the content and topics of which are determined according to the interests of the students and instructor. This course is offered at the discretion of the department.

375. Issues in Early Care and Education
This course examines complex issues determining and affecting the quality of early care and education for young children. Current research related to notions of childhood as well as national and international policies will be discussed. Students choose among several options for off-site visits, according to interests, transportation and scheduling availability.

(Vicki L. Bartolini)

Curriculum and methods

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 fieldwork is required, scheduled as a lab. A series of workshops in health, expressive arts, technology and the integrated curriculum will be held throughout the course.

(Vicki L. Bartolini)

Connections: Conx 23015 Learning to Learn in Math and Science

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 and science. A minimum of 20 hours fieldwork is required, scheduled as a lab. A series of workshops in the expressive arts, health, technology and the integrated curriculum completes the course.

(Vicki L. Bartolini)

Connections: Conx 23015 Learning to Learn in Math and Science

385. Early Childhood and Elementary Curriculum
This course is designed to develop a conceptualization of teaching and the role of the teacher in early childhood and elementary education settings (grades Pre-K–6). The planning, instruction and evaluation phases of teaching will be examined with a particular focus on the curriculum areas of math and science. A minimum of 20 hours of fieldwork is required, scheduled as a lab. A series of workshops in the arts, health, technology and MTEL test preparation complete the course.

(Vicki L. Bartolini)

Connections: Conx 23015 Learning to Learn in Math and Science

390. Teaching of Reading and the Language Arts
An introduction to reading, writing and related language activities in early childhood and elementary education with emphasis on the development of an understanding of the reading process. The appropriateness of current curricula, methods and materials will be considered in light of philosophical and practical objectives. A minimum of 20 hours of fieldwork, scheduled as a lab.

(Mary Lee Griffin)

Connections: Conx 20012 Reading Children

391. Secondary School Curriculum
A study of the secondary school curriculum (grades 8–12) with emphasis on approaches to teaching at the secondary level and the methods and practices used. Discipline-specific training in teaching methods will be provided. Field experience: a minimum of 20 hours of classroom observation and participation in area secondary schools. Open only to seniors who plan to student teach.

(Frinde Maher, Kathryn M. Rogers)
The practicum in teaching

395. Seminar in Teaching Methods
A series of two-hour seminar sessions that use the Massachusetts Professional Standards for Teachers to focus on effective instructional strategies and classroom management techniques. The seminar provides opportunities for reflection, support, sharing and guidance during student teaching. The seminar must be taken concurrently with Educ 396. (one credit)
Section 1. Early Childhood (Vicki L. Bartolini, Mary Lee Griffin)
Section 2. Elementary (Vicki L. Bartolini, Mary Lee Griffin)
Section 3. Secondary (Frinde Maher)

396. Student Teaching Practicum in the Public Schools
A full-time, full-semester student-teaching experience in which students assume increasing professional responsibility for teaching in a local public school. Concurrent enrollment in Educ 395 is required. By permission of the instructor.
Section 1. Early Childhood (Vicki L. Bartolini, Mary Lee Griffin)
Section 2. Elementary (Vicki L. Bartolini, Mary Lee Griffin)
Section 3. Secondary (Frinde 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.

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/copying and the efficacy of transitional support systems.

026. Introduction to ESL Tutoring (Susan Dearing)

030. Head Residents Seminar
Designed for head residents, this course will help students develop the skills required for leadership and program planning roles in residence halls. Specific issues such as homophobia, prejudice and racism will be addressed.

220. Introduction to Tutoring Writing
An introduction to the theory, methods and practice of tutoring in the writing of essays and other college assignments. As peer tutors, students will provide assistance to other students through individual tutoring and perhaps workshops. (previously EDUC 025)
(Susan Dearing)

Summer Internship

070. Brighton Internship Program
This course, typically offered in the summer, places Wheaton education minors for two weeks as classroom interns in British primary school classrooms. The two school sites are Woodingdean Primary School and Down's View School, both in Woodingdean, U.K. This experience allows Wheaton education students to observe and learn about British literacy and numeracy practices as well as the education implication of implementing a national curriculum in these school settings, one a “typical school,” the other a school for profound special needs students.
(Mary Lee Griffin)

Engineering

(See Dual-Degree Programs)

English

Chair: Michael Drout
Faculty: Bryant, Buck, Byrne, Campana, Christian, Clark, Coale, Conway, Dearing, Green, Kanost, Krebs, Lebduska, Lough, Meehan, Mulholland, Schaffzin, Standing, Stenger, Williams

The English curriculum offers a balance of old and new literature, film and print media, writers recognized in the traditional canon and writers who have been traditionally marginalized. Courses are taught through a variety of literary, critical and theoretical approaches, and all courses integrate concepts and scholarship on race and its intersections with class and gender.

The English Department participates in interdisciplinary major programs in American studies, theatre studies and dance, women’s studies and others. English majors wishing to study abroad may do so through Wheaton’s Center for Global Education.
sites in England, Scotland, Ireland, Australia and New Zealand.

Majors who plan their junior year away should take at least four courses toward their major (Eng 101 does not count toward the major) before leaving. All 300- and 400-level English requirements must be taken at Wheaton. Majors contemplating graduate study in literature or communications should normally take Eng 306, Eng 313, Eng 376, and Eng 377, among at least 13 English courses beyond Eng 101.

Major in English

The major in English consists of 10 or more courses in English beyond the 100 level. These requirements include:

Eng 290, a section of Eng 401, two other courses at the 300 level or above and two courses that focus on literature written before 1800. The 300- and 400-level courses must be taken at Wheaton.

Major in English with a concentration

The English major with a concentration requires 11 courses. Students fulfill the same requirements as for the basic English major and also choose a five-course concentration, for a total of 11 courses in the major. It is normally desirable that one of the five courses in the concentration be at the 300 level or above. One of the five courses can, with the approval of the department, be taken in a department other than English. In general, if a student wants to count a course that is not specifically listed for a concentration in the catalog, he or she needs to petition the department for approval.

Similarly, a student who wants to create a concentration that is not listed below needs to petition the department. Students who want to major in English with a particular concentration should normally apply by the end of the junior year.

The concentration in creative writing

With permission of the department, a student interested in creative writing may enroll in a program that emphasizes writing and literature equally. Students wishing admission to the creative writing concentration should submit a portfolio of work to the department early in the first semester of the junior year. Detailed guidelines are available from the department. Students hoping to apply for admission to the concentration are strongly advised to discuss their course plans with the director of the creative writing program, preferably by the end of their first year or during the first semester of sophomore year.

The English major with a concentration in creative writing consists of 11 or more courses beyond the 100 level, including:

At least six courses in literature, including Eng 290, one literature course at the 300 level and Eng 401. At least one course must be in literature from before 1800 and at least one course must be in contemporary literature.

At least five writing courses above the 100 level, normally including three courses at the 200 level and two courses at the 300 level or above. The concentration must include at least one 200- or 300-level sequence (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 an Eng 499 independent study in writing or a 500-level honors project, with the permission of the department.

Other concentrations

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

The concentration in literature, film and race

The five courses can include such courses as Eng 247, Eng 255, Eng 256, Eng 257, Eng 347.

The concentration in colonial and postcolonial literature

The five courses can include such courses as Eng 235, Eng 244, Eng 245, Eng 246.

The concentration in drama

The five courses can include such courses as Eng 241, Eng 246, Eng 252, Eng 273, Eng 274, Eng 288, Eng 309, Eng 310, Eng 388.

The concentration in gender

The five courses can include such courses as Eng 236, Eng 240, Eng 247, Eng 272, Eng 348, and Eng 377.

The concentration in medieval/Renaissance literature

The five courses can include such courses as Eng 207, Eng 208, Eng 273, Eng 306, Eng 309, Eng 310, Eng 313.
The concentration in poetry
The five courses can include such courses as Eng 208, Eng 232, Eng 240, Eng 260, Eng 283, Eng 313, Eng 326, Eng 341, Eng 383.

The concentration in modern and contemporary culture and media
The five courses can include such courses as Eng 249, Eng 256, Eng 257, Eng 272, Eng 286, Eng 341, Eng 343, Eng 348, Eng 357, Eng 376.

Major in dramatic literature and theatre
The major in dramatic literature and theatre is administered jointly by the theatre and English departments. See the theatre studies and dance department listing for additional requirements.

Minor
The English minor is in literature and consists of at least five courses, one of which must be at the 300 level or above and one of which is Eng 290 or the equivalent.

Courses
Writing courses for first-year students and sophomores

101. Writing
Required of all first-year students except those who have passed the Advanced Placement examination with a 4 or 5 or have passed the Wheaton exemption examination, which is given by invitation. The focus for the writing and reading varies from section to section, permitting students to follow special interests and explore new material. All sections introduce students to some college-level literacy practices. The topic for each of the sections will be announced before the date of course selections and sent to all entering students during the summer. Recent topics have included popular culture, London, multicultural lives, the environment, and rebellion and authority.

At least one short paper each week or a longer paper biweekly is required. Focus is on understanding invention, composing, revising and editing processes and using them. Students are encouraged to engage in conferences outside of class with their professors and to seek the help of Wheaton’s student writing tutors, who have completed a one-semester peer tutoring course that is jointly offered by the English and education departments.

010. Basic Writing
A small class for students who want individualized instruction and practice in writing and who need to achieve a satisfactory level of proficiency in written academic English. In addition to one class meeting per week, students meet individually with the course instructor and a writing tutor to identify and pursue solutions to specific writing problems. The course is normally taken either prior to or at the same time as English 101.

(Susan Dearing, Constance Campana)

060. Writing for Multilingual (ESL) Students
English 060 is designed to help non-native speakers of English gain the knowledge, skills and practice necessary to succeed at college writing. Students who place into this course must take it for two semesters, once concurrently with English 101 in the fall semester, and then once more in the spring, in order to fulfill the first-year writing and foreign language requirements. With permission of the instructor, other students for whom English is a second language may elect to take the course once for one-half credit or twice for one full credit.

(Susan Dearing, David Williams)

Other writing courses

280. Professional and Technical Writing
An advanced course in practical writing, with emphasis on writing as problem solving and on conciseness and clarity. Each student will select a particular local problem requiring a professional or technical solution, research the history of that problem, and write a report recommending a course of action to a specific audience. In addition to preparing frequent shorter writing assignments and the final large report, students will also be required to attend at least one career-related workshop or seminar offered by the Filene Center and to prepare a short report based on that seminar.

(Lisa Lebduska)

Connections: Conx 20018 Communicating Information

281. Creative Nonfiction
In richly textured prose that pays attention to detail, metaphor and perspective, workshop participants will reflect on various landscapes and their effects on the imagination. The places might include the students’ hometowns and neighborhoods as well as vacation spots or travels abroad. By linking the writers’ experiences of these places to broader themes in literature, especially the themes in travel literature, workshop participants will craft works of literary nonfiction. While the workshop is intended for students of creative writing, the class may interest students in history, art and art history, as well as the natural sciences.

(Deyonne Bryant)
282. Literary Translation
An introduction to the theory and practice of literary translation. In addition to reading translations and discussing the pleasures and problems of translation, students will undertake individual projects in translation of poetry and fiction of their choice. Open to sophomores, juniors and seniors with reading competency in one or more languages in addition to English. Previous experience in creative writing is desirable, but not required.

(Sue Standing)

283. Poetry Writing: Form and Craft
An introduction to poetry writing and poetics. Student writing, as well as issues of craft and technique, will be discussed in class and in individual conferences. Some experience in writing poetry is preferred, but not essential.

(Sue Standing)

284. Introduction to Fiction Writing
This course is designed to give students practical knowledge of the basics of craft as well as insight into the creative process. Workshop participants will study and practice the techniques of writing the character-driven story through guided exercises. Open to sophomores, juniors and seniors with permission of the instructor.

(Deyonne Bryant)

285. Literary Journalism
Combines practice in expository journalistic writing with basic reporting skills and discussion of the cultural work of journalism. The focus in the class will be on depth rather than timeliness, on rewriting and revision rather than writing quickly. Students should expect to publish some of their work in an appropriate forum.

(Paula M. Krebs)

287. Writing for Performance
What is performance? From the wave of a hand and the way we hold utensils to our intonation patterns and use of vocabulary, what often appear to be “unconscious” behaviors actually play out as signifying performances for spectators on the stage of everyday life. Together, we will re-create, revise, expand and contextualize our own performances and “stage” them—everywhere but in the theatre. Readings in philosophy, performance theory, art history, theatre and current events will help to foster a climate of heightening and transforming the details and language of autobiography.

(Charlotte Meehan)

Connections: Conx 20009 Performing into Theory

288. Playwriting: Form and Craft
Conflict. Paradox. Mystery. Suspense. Gossip. Poetry. Lies. All the ingredients of great plays. From dreams, memories, coupons, newspaper articles, rare books, overheard snippets of conversation, visual images and sounds, you will be encouraged to create fragments of dramatic writing (i.e., dialogues, monologues, settings) unique to your own imagination and temperament. Then our focus will shift to revision and expansion—deepening character, refining language and building a dramatic arc. Readings of contemporary plays, theory, manifestos and reviews will supplement our creative work.

(Charlotte Meehan)

289. Word and Image
This course focuses on interrelations between creative writing and visual imagery. Following explorations of writers’ responses to visual phenomena (including painting, sculpture, photography, artists’ books, scientific imagery and other media) and artists’ responses to language, you will have the opportunity to write about and to create multimedia pieces and to collaborate with others, both inside and outside the class. This course is designed primarily for creative writing students, but artists, musicians, dancers, filmmakers and others interested in multimedia projects incorporating texts are also encouraged to enroll.

(Sue Standing)

Connections: Conx 23012 Visualizing Information

383. Advanced Poetry Workshop
Intensive practice in the writing of poetry. Exercises and independent work, using assigned readings as models, will be discussed in workshop sessions and individual conferences.

(Sue Standing)

384. Advanced Fiction Workshop
This course allows students to study and practice various aspects of fiction writing through workshops and readings in the long story, the novella and the novel. Class discussions will be based on the students’ manuscripts and selected published works. Significant written output and revision are expected of workshop participants.

(Deyonne Bryant)

388. Advanced Playwriting
After we’ve written one or two plays, what we have to hold onto in those terrifying moments of facing the blank page are more refined instincts; a sharper sense of immediacy; some tools for creating character, dialogue, setting, and dramatic arc; and probably a stronger determination to make the
beast fly. Through a series of writing exercises and an ongoing discussion of individual creative process, we will focus on developing, shaping, refining and energizing our content. Plays written in this course will be included in the annual spring New Plays Festival. Readings of contemporary plays, theory, manifestos and reviews will supplement our creative work.

(Charlotte Meehan)

499. Independent Writing
As part of the creative writing concentration, after successful completion of at least one advanced writing workshop, students may be invited to undertake a semester of independent writing under the guidance of and with permission of the instructor.

(Deyonne Bryant, Charlotte Meehan, Sue Standing)

English literature and languages
After successfully completing Eng 101, all students are encouraged to take any English Department course at the 200 level, except Eng 247 and Eng 290.

207. Medieval Literature: Beowulf and Others
The class will examine medieval literature from the Anglo-Saxon period to the end of the 15th century. All texts will be in translation or modernized. We will read Beowulf, Sir Gawain and the Green Knight and Dante's Inferno as well as various shorter texts from the Old and Middle English periods.

(Michael Drout)

208. Anglo-Saxon Literature
Students in this class will learn Anglo-Saxon, the earliest form of English. We will mix the study of language with the study of literature and by the end of the semester students will be able to translate Anglo-Saxon poetry. Readings will include famous and beloved poems such as Beowulf, The Dream of the Rood, The Wanderer and The Seafarer as well as prose texts and less well known poems. The course uses King Alfred, an experimental computerized learning assistant.

(Michael Drout)

Connections: Conx 20056 Computing and Texts

209. African American Literature and Culture
A survey of African American literature and its interplay with other modes of cultural production in African America. Students will examine representations of African American experiences in poetry, drama, autobiography, fiction and film/documentary. Individual projects and small-group work will enable students to engage in the contexts out of which the experiences detailed in the texts emerge.

(Shawn Christian)

Connections: Conx 23010 Black Aesthetics

224. Eighteenth-Century Literature and Culture
By introducing students to the poetry, prose, drama, and culture of the late 17th century and early 18th century, this course examines the enormous political, social and literary changes that occur with the advent of modern Great Britain. We will read more traditional authors such as Swift, Rochester, Dryden and Pope, as well as recently “discovered” authors like Lady Mary Wortley Montagu, Anne Finch, and Aphra Behn. We will look at Pepys’s accounts of England during fire, plague and political upheaval; explore the emergence of modern journalism in Addison, Steel and Haywood; and read travel narratives that will help bring into focus British encounters—and responses to encounters—with the cultures and people of the Americas, the Near East, India and the Pacific Islands.

(James Mulholland)

232. Romantic Reveries and Revolutionary Visions
What has the British Romantic legacy of writers like Wordsworth and Keats, Coleridge and Shelley left us? How did they grapple with their revolutionary ideals as well as their own historical circumstances? We will critically and culturally examine their poetic exploration of the mind in all its psychological complexities, the political dimensions of their lyric assertions and the images that still seem to affect our contemporary culture.

(Samuel Coale)

235. Empire, Race and the Victorians
By the end of the 19th century, Britain had the most powerful colonial empire in the world. That empire was acquired during a key time in the formation of European and American ideas about race and we have inherited many of the Victorians’ assumptions about race, ethnicity and relations between Western Europe, Africa, Asia and America. This course explores literature about the British Empire, the political, social and sometimes even sexual issues that underlay the acquisition of colonies and the scientific writings that helped to shape definitions of race. We will read poetry, nonfiction prose, novels, travel literature and plays, and we will share resources and some class time with Bio 111.

(Paula M. Krebs)

Connections: Conx 20019 The Darwin Connection: Evolution, Race and Culture

236. Sex, Work and the Victorians
Male and female Victorians were obsessed with
“the Woman Question” in employment, education and other public and private areas. Upper-, middle- and working-class Victorians wondered about the effects that both industrialization and the abolition of slavery in British colonies would have on traditional relations among social classes and races. This course will examine Victorian literature that explores ideas about women’s role and sexuality as well as literature that focuses on new kinds of work and the concerns about class that arose from the changes of industrialism. We will read poetry, nonfiction prose, novels, travel literature and plays.

(Paula M. Krebs)

Connections: Conx 23006 Sexuality, Conx 20019 The Darwin Connection: Evolution, Race and Culture

240. Gender, Genre and Poetry
Poets are male. Muses are female. But what happens when the conventions get reversed? This course introduces you to the study of poetry by focusing on how gender gets associated with types of poetry and what individual poets do to subvert or refuse those associations. We will also ask what gender has to do with categories such as race, class and sexuality in the writing of poetry. You will read poems from different periods and cultures with an emphasis on the relationship between works that have come to exemplify a particular genre, such as Homer’s epic poem The Iliad or sonnets by Shakespeare and later works that revise those models.

(Claire Buck)

Connections: Conx 23004 Gender

241. Modern Drama
Although it is impossible to read all the plays of the modern period in one semester, by reading the “blockbusters” alongside lesser- and little-known avant garde plays, we will together build a foundation for taking up the important question of how the “canon” becomes encoded. Supplemental readings of particular productions, manifestos, theoretical essays, biographical accounts and historical material will enrich individual and collective responses to the dramatic texts. In this way, all of us become active participants in keeping the “body” of modern drama alive. Authors will include Samuel Beckett, Bertolt Brecht, Georg Büchner, Jean Genet, Lorraine Hansberry, Eugène Ionesco, Eugene O’Neill, Gertrude Stein, August Strindberg, Tennessee Williams and others.

(Charlotte Meehan)

243. Science Fiction
This course is an examination of recent science fiction (mostly written after 1970) and the ways in which the genre fits into and shapes the wider culture. In most years the course will be linked to Math Thought and students will be required to take both courses in order to take either one. In those years the course will focus on the ways that mathematics and science fiction interact to describe the contemporary world and shape the future. When not linked to Math Thought, the course will examine the ways that science fiction creates worlds and offers salvation, and how gender, power and race are developed in a science fiction context.

(Michael Drout)

Connections: Conx 20031 Science FACTion

244. Contemporary Caribbean Literature in English
An introduction to the work of Anglophone Caribbean writers who grapple with the issues of colonialism, class, race, ethnicity and gender in a context of often-conflicting allegiances to Europe, North America, Africa and Asia. The main emphasis will be on fiction and poetry published since the 1950s, but we will also read some earlier 20th-century literature to better understand the priorities and concerns of later writers. As we read, we will find some common concerns reappearing, such as anti-imperialism and nationalism, migrancy and homeland, and the relationship of literature to oral traditions and Caribbean music such as calypso, reggae and dub. Authors usually include Derek Walcott, Kamau Brathwaite, Louise Bennett,Grace Nichols, Olive Senior, V. S. Naipaul, The Mighty Sparrow and Jean Binta Breeze.

(Claire Buck)

Connections: Conx 23001 African Worlds

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.

(Sue Standing)

Connections: Conx 23001 African Worlds

246. Modern Irish Literature
A study of the role of literary culture in the formation of modern Ireland since the late 19th century. We will examine the response of Irish writers to English racial stereotypes of the Irish and their attempt to create new images of Ireland and Irishness. Topics will include the viability of the Irish language in modern literature, the use of Irish mythology, the place of women in national culture, the role of the United States in contemporary Irish culture, and debates about the censorship
of homosexuality. We will read drama, poetry and fiction by familiar figures such as Wilde, Yeats, Lady Gregory, Joyce, and Friel and less-familiar figures such as Marina Carr, Frank McGuinness, Marie Jones and Mary Dorcye.

(Claire Buck, James Patrick Byrne)

247. African American Women’s Literature
This course is a study of African American women’s literature. It is also a survey of the topics and themes in American and African American women’s literary history from the 19th century to the present. Topics include abolitionism; citizenship and suffrage; gender ideals and racial uplift; interracial alliances and relationships; expatriatism; and black assimilation, among others.

Limited to sophomores, juniors and seniors.

(Deyonne Bryant)

Connections: Conx 20034 The Historical Context of Contemporary American Culture, Conx 23005 Women in the United States

249. Hollywood Genres
What makes a western a western, a musical a musical? For Hollywood, genre has historically served as a form of product differentiation organized around specific narrative codes and conventions. Genres reveal much about how Hollywood interacts with and responds to shifts in audience tastes and cultural values. The course will introduce students to a variety of Hollywood genres and theories of generic formation in order to increase our understanding of the commercial, artistic and ideological function of genres. Required weekly film viewing.

(Josh Stenger)

Connections: Conx 20034 The Historical Context of Contemporary American Culture

252. Contemporary Drama: The Tip of the Iceberg
Just as painting changed with the invention of the camera, contemporary plays continue to be influenced by television and film. Some playwrights use the influence to create a new twist on the realistic tradition, while others write highly theatrical, often non-linear pieces that can only be performed for the stage. We will address the inherent tensions between these dramatic strategies, taking up the question of how content (political, socioeconomic, race, gender and aesthetic concerns) affects form. Readings will range from recent Pulitzer Prize winners to hot-off-the-press unproduced plays by some of America’s most renowned, as well as emerging, playwrights.

(Charlotte Meehan)

253. American Literature to 1865
A critical and cultural exploration of works and ideologies from Navajo and Hopi tales of origins to Puritan pathologies and predestined patterns, from enlightened progress to slave narratives and romantic reveries. Writers will include Wheatley, Edwards, Bradstreet, Franklin, Hawthorne, Stowe, Douglass, Poe and others. We will examine literature as historical and cultural document as well as individual testimony and demonic vision.

(Beverly Lyon Clark, Samuel Coale)

Connections: Conx 20057 Early American Studies

255. Cultural Diversity in American Literature: From the Civil War to the 1940s
A critical survey of race, class, ethnic, gender and immigration issues by the richly diverse authors of America’s late 19th and early 20th centuries. Works by African American, Asian American, Native American and Anglo American writers such as Chesnutt, Dunbar, Du Bois, Hughes, McKay, Eastman, Eaton (Sui-Sin Far) Standing Bear, James, Wharton, Chopin, Hemingway and Faulkner.

(James Patrick Byrne, Samuel Coale)

256. The Discourses of Cultural Diversity in U.S. Fiction
Examination of writers since the post-World War II period from a variety of discourses and traditions in U.S. culture, including Native American, African American, Latino/a and Asian American.

(Shawn Christian)

Connections: Conx 20034 The Historical Context of Contemporary American Culture

257. Race and Racism in U.S. Cinema
U.S. cinema has always struggled with both race and racism. This course examines the long, complex history of representations (and erasures) of racial difference in U.S. film. Although most mainstream films and public discussions frame race as a black-and-white issue, this course understands racial formations in the United States 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 United States.

Required weekly film viewing.

(Josh Stenger)

Connections: Conx 20034 The Historical Context of Contemporary American Culture

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 United States. 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.

259. J.R.R. Tolkien
Sometimes called the “author of the century,” J.R.R. Tolkien left his mark on both scholarship and the popular culture. Whether or not The Lord of the Rings is “literature” is one of the major topics of this course. Students will read Tolkien’s major works, including The Hobbit, The Lord of the Rings, and The Silmarillion, as well as his medieval scholarship. We will also examine Tolkien’s sources, including Beowulf, Sir Gawain and the Green Knight, Old Norse poetry and saga, and the Finnish Kalevala. The reading load for this course exceeds 2000 pages (plus all three Peter Jackson films), so students should be prepared.

260. American Voices in Lyric Combat
Who can claim to be an “American” voice? And how? Langston Hughes or Walt Whitman? Emily Dickinson or Elizabeth Bishop? Hart Crane or Sylvia Plath? T. S. Eliot or Marianne Moore? This course will explore American poetry from several vantage points, including race, gender, class, historical circumstance, cultural imperative, linguistic patterns and the whole uncertain idea of an “American” voice.

271. Nineteenth-Century Narrative
The 19th century had many different storytelling modes, from the satirical romances of Jane Austen to the psychological realism of George Eliot to the ghost stories of Dickens and the detective tales of Arthur Conan Doyle. This course provides an overview of the many kinds of narrative loved by 19th-century Britons and helps students develop skills in close reading as well as historical and cultural analysis.

272. Romancing the Novel
A course addressing both high-culture and pop-culture romances, from Jane Austen to Harlequin. Works may include Pride and Prejudice, Jane Eyre, Daisy Miller, The Making of a Marchioness, Lady Chatterley’s Lover, Lolita, Oranges Are Not the Only Fruit, The English Patient, a Harlequin romance and criticism of romance fiction.

273. Malcontents, Monarchy and Revenge in Early Modern Drama
The decades from 1590 to 1640 produced some of the richest—and most violent—drama written in English. Playwrights such as Marlowe, Kyd, Dekker, Jonson, Webster, Beaumont and Fletcher as well as Shakespeare dramatized nationhood and nightmarish revenge for London audiences who also were entertained by bear baiting and public hangings. As global exploration and commerce accelerated, the English public and private theatres excited playgoers by portraying foreign characters and societies as degenerate and immoral. Students will read selected plays and historical and cultural texts, perform and produce scenes, and write a variety of papers as well as a revenge play to understand more fully the social and imaginative worlds of early modern English theatre.

274. Restoration Theatre and Beyond
From Aphra Behn’s The Rover to The Beggar’s Opera to Sheridan’s School for Scandal, this course covers shifting modes of humor, wit and sophistication portrayed on the English stage, while taking into account the social, cultural and political elements driving change in the English state. The course covers the Restoration antimarial backlash, the theatre’s relationship to the mid-18th-century rise of the novel, the late century move toward sensibility and the changes to English theatre that arrived with the 19th century.

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).

286. Children’s Literature
An in-depth historical survey of British and U.S. children’s literature focused on appreciating the texts as literature, but also addressing their responsiveness to children’s needs and interests and other cultural contexts. Readings include Alice’s

(Beverly Lyon Clark)

Connections: Conx 20012 Reading Children

290. Approaches to Literature and Culture
This course introduces current debates in the field of English studies. It tackles a variety of ways of approaching literary and cultural texts, including film, from the Freudian to the feminist to the postcolonial. What difference does knowledge about the historical period or cultural context in which a text was written make to the way we read it? Does knowing the author of a text change our reading of it? Is film authorship different from literary authorship? Does our own class, race or gender affect our reading?

We will read theory about language and representation, race in literature and the economics of literary and cultural production, and we will test these ideas on literature and other kinds of texts such as advertisements, film and other visual media.

(Claire Buck, Shawn Christian, Paula M. Krebs)

298. Experimental Course: History of Early Cinema, 1895-1933
The course will examine the development of early cinematic technologies in the late 19th century up through their maturation into narrative films in the 1910s and 1920s. Focusing primarily on silent films from the United States, England, France, Germany and Russia, the course will introduce students to a wide range of issues including the shift in aesthetics, visual grammar and narrative structure guiding the transition from a “cinema of attractions” to the silent “feature film.” In addition to addressing aesthetic and narrative dimensions of early cinema, the course will introduce students to the work of filmmakers such as D.W. Griffith, Cecil B. DeMille, Buster Keaton, Oscar Micheaux, Charlie Chaplin, F.W. Murnau, Fritz Lang, Rene Clair, Sergei Eisenstein and others.

It will also examine important moments in early U.S. film exhibition such as the nickelodeon and the arrival of the movie palace, as well as the nascent commercial dimensions of the emerging international film trade.

(Josh Stenger)

306. Chaucer
A study of the Canterbury Tales and other Chaucerian verse in the original Middle English. We will discuss the ways that Chaucer portrays the social and cultural struggles of the 14th century as we marvel at the poet’s skill with verse and laugh at his dirty stories. Students do not need previous experience with medieval literature or Middle English to be successful in the course.

(Michael Drout)

309. Shakespeare and the Performance of Cultures
“What is my nation?” This key question from Henry V can be interjected into many of Shakespeare’s plays. This course will look especially at how Shakespeare’s plays serve to define places and peoples. We will investigate how different productions may have aided rebellion and question how others may be used for affirmation of nationhood. How have different productions fortified pride—and prejudice? Richard III, and Henry IV, Henry V, along with Hamlet, Othello, Midsummer Night’s Dream, The Merchant of Venice, Troilus and Cressida and the Tempest may be among the plays we’ll read.

(Katherine Conway)

310. Shakespeare and the Company He Keeps
Focusing on Shakespeare’s poetry and plays and the sources he used as well as the social and cultural contexts that produced them, this course looks, too, at the dramatic responses the Bard’s work provokes. We’ll read, for instance, Shakespeare’s “English” sonnet and compare it to some of Sidney’s Petrarchan sonnets. We’ll read Hamlet, King Lear, and Henry V, Othello, As You Like It and Twelfth Night, among others, to understand the ideas and conventions of thought and bias among the early modern English literary and playgoing culture. Using documents contemporary with Shakespeare’s writing, we’ll see how Shakespeare’s ideas are perhaps unoriginal, and how his inventions, experiments and riffs are extraordinary.

(Katherine Conway)

313. Early Modern English Poetry
We begin with Skelton and proceed to sonnets by Wyatt, Surrey, Sidney, Drayton, Spenser, Shakespeare and Mary Wroth. Various theoretical perspectives will help us to consider how gender is constructed by the sonneteers as well as Jonson, Herrick, Queen Elizabeth I and Amelia Lanyer. Through our close reading we’ll examine the literary conventions of form and meter and the divergence from such conventions made by Donne, Herbert, Marvell, Milton and Bradstreet.

(Katherine Conway)

Connections: Conx 20037 Poetry and the Computer

320. Beowulf
In this course students will translate all of Beowulf, the Anglo-Saxon poem that is usually called the earliest English epic. Topics of discussion will include manuscripts and material culture, comparative philology, heroism and epic morality, influence,
adaptation and oral tradition. Students must be proficient in Old English, having taken either Eng 208 or its equivalent.

(Michael Drout)

325. The Eighteenth-Century Novel
Before the 18th century, novels in English did not exist. By the end of the 18th century, however, many cultural figures worried about the seemingly obsessive novel reading that was going on among young (particularly female) readers. This course will examine what changed between 1700 and 1800 to make the novel the most important genre of English literature. We will explore the novel as a historical and literary phenomenon. We will see the many ways that the novel answered the grand social and cultural questions which dominated the 18th century. What is the difference between men and women? What makes a human life worthwhile? How should I relate to my family and loved ones? What makes a story seem truthful or false? By reading the prose of Defoe, Haywood, Richardson, Fielding, Sterne, Burney and Austen, we shall find out.

(James Mulholland)

326. Eighteenth-Century Poetry: Epic, Satire and Wit, 1660–1798
Coming after the English Civil War, the period from 1660 to 1800 involved some of the most significant transformations in British life, and poetry played a crucial part. We will begin by looking at vicious satires of gender and sexual relations and of political and religious beliefs composed by Rochester, Behn, Pope, Swift and Montagu. Then, we will chart how poetry changes when authors discover new motives for writing—such as financial gain or describing the exotic locales in Scotland, India and America—or when poetry is written by figures who had historically been excluded from it, like lower-class workers or African Americans. Finally, we will see what happens at the end of the 18th century when poetry becomes visionary and spiritual, as it does for Blake, or self-consciously “ordinary,” as it does for Wordsworth and Coleridge.

(James Mulholland)

341. Public Poetry, Private Poetry
Is rap poetry? Do poetry slams encourage “bad” poets? We will look at questions like these in order to examine two competing ideas about poetry’s role in the contemporary world. Is poetry the last refuge of the individual in a world dominated by corporations, as poet Robert Pinsky argues? Or can poetry be the effective vehicle for public culture, as when Maya Angelou read her poetry at Clinton’s presidential inauguration? Poets will usually include established writers like Sylvia Plath, Robert Lowell, Adrienne Rich, Rita Dove, Joy Harjo and Yusef Komunyakaa and newer names like the gay, Cuban American poet Rafael Campo and slammers such as Willie Perdomo and Tracie Smith.

(Claire Buck)

343. Fiction of the Modern
Fiction responding to the radical changes in the late 19th and early 20th centuries—industrialization, urbanization, colonization, mass culture, the women’s movement and the influence of Marx and Freud. We will study writers who searched for new ways to represent and explore experiences that the traditional novel did not or could not express. The thematic focus of the course will vary from year to year, but will always include comparison between writers from the modernist period with one or two later 20th century or contemporary novels. Readings by writers such as Djuna Barnes, Joseph Conrad, Jean Rhys, D. H. Lawrence, Jack London, E. M. Forster, James Joyce, Samuel Selvon, Monique Ali, Sadie Smith, Virginia Woolf, William Faulkner and writers representing the Harlem Renaissance.

(Claire Buck)

344. Woolf and Joyce and Others
In different ways, James Joyce and Virginia Woolf revolutionized the forms of the novel to focus on the inner world of the mind as well as outer “reality.” But they also focused on psychological as well as social experiences that had been traditionally marginalized. They brought into focus—and into question—“realistic” forms of storytelling that had been rendered invisible. They challenged conventional ideas of literature, politics and gender. And they stretched the limits of thought, feeling and expression through dazzling experimentation and comedy. The first half of the semester will focus on James Joyce’s *Ulysses*, the second half on works by Virginia Woolf.

(Claire Buck)

346. Contemporary American Fiction: Quirks, Quarks, and Quests—or—Sex, Lies, and Quantum Leaps
In this course we will read a selection of novels by Paul Auster, Joan Didion, Don DeLillo, Toni Morrison, David Plante, Joyce Carol Oates, Robert Stone and others. We will focus on postmodern modes of structures and vision as a way of seeing our world from different and controversial perspectives, as well as those explored by a selection from such critics as Colin McGinn, Christopher Norris,
Todd Gitlin, Terry Eagleton, Wendy Steiner, Linda Hutcheon and others.

The course will also explore and examine (from a non-scientific perspective, in terms of language and images) the effects and influences of quantum theory on contemporary fiction. From Heisenberg’s Uncertainty Principle and the difficulty of the relationship between language and quantum experience, which seems to flaunt and evade every logical way we have of trying to describe it. In this regard race, gender, sexuality and class can be seen from entirely new perspectives and shed light on the constant confrontation between “essences” and “relationships.”

(Samuel Coale)

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

347. Contemporary African American Fiction
This course is a study of humor in modern and contemporary African American fiction. Borrowing the Freudian concept of wit, we will examine selected literary treatments of racialism in America. Novels include George Schuyler’s Black No More, Wesley Brown’s Darktown Strutters, Charles Johnson’s Middle Passage, Dorothy West’s The Living is Easy and Andrea Lee’s Sarah Phillips.

Limited to junior and senior English majors and minors.

(Deyonne Bryant)

348. Sexual Politics of Film Noir
Film noir refers to a group of films made primarily in the decade or so after World War II and which frequently addressed, in the narrative terms of the thriller, crises surrounding gender, sexuality and race in American culture. The course will investigate through a feminist framework how the sexual politics of postwar films noir and of more recent neo-noirs engage and diagnose these crises. The course will have strong applications for students interested in film studies, gender studies, American studies and cultural studies. Required weekly film viewing.

(Josh Stenger)

Connections: Conx 23006 Sexuality

357. Cinema and the City
From its beginning, cinema has been fascinated with the city as a site of social cohesion, capital flows and intense ideological conflicts. From Hollywood to Bollywood to Hong Kong, from Soviet socialist realism to German expressionism, Italian neo-realism and the French New Wave, virtually all major film movements have a special relationship to the metropole. In this course, we will adopt an interdisciplinary approach to understanding the relationship between film production and consumption, urban space, architecture and cultural geography. Required weekly film viewing.

(Josh Stenger)

376. Literary and Cultural Theory
This course enables students to explore in greater depth some of the ideas introduced in Eng 290. Topics will change from year to year, but the course will include the study of language theories, postcolonial theory, cultural studies theory, and film and media theory. This course will be especially important for students who wish to attend graduate school in English.

(Samuel Coale)

377. Feminist Criticism
Do women read or write differently? Has their work been marginalized? What difference do race, class and sexual orientation make? We will explore U.S., British and French approaches to feminist criticism; also psychoanalytic, Marxist, African American, queer, postcolonial and cultural-studies approaches.

(Beverly Lyon Clark)

Connections: Conx 23005 Women in the United States

Other special courses

401. Seminars
Seminars study individual authors or special topics. A list for the following year is announced each spring. Students will be asked to express preferences among the subjects offered. Each group meets weekly. There are certain sections especially suited to writing and literature majors and to American studies majors.

500. Individual Research and Writing
Open to senior majors by invitation of the department; other interested students should consult with the chair of the department.

Environmental Science

Coordinators: Scott W. Shumway and Jani Benoit

The environmental science major provides students with the necessary background in biology, chemistry and mathematics that is required to understand natural processes and to apply the methodology of scientific research to environmental problems. The program is designed to prepare students to work in the environmental field and/or pursue further study
in graduate or professional programs in environmental science.

**Major**

**Core courses**
- Bio 111 Evolution and Ecology
- Bio 112 Cells and Genes
- Bio 201 Environmental Science
- Bio 215 Ecology
- Chem 153 Chemical Principles or
  Chem 154 Inorganic Reactions or
- Chem 253 Organic Chemistry I
- Chem 303 Current Problems in Environmental Chemistry
- Math 104 Calculus II or
- Math 151 Accelerated Statistics
- Phys 160 Geology

**Internship**

Students must complete an internship or independent research project with an environmental focus. Internships must be approved by the program coordinator in advance. Internships should be completed no later than January of the senior year. Independent research may receive credit, but other internships will not normally be given college credit.

**Electives**

Four courses from the following list, including at least two courses at the 300 level, one of which must be from the biology listing:
- Bio 211 Genetics
- Bio 221 Microbiology and Immunology
- Bio 226 Comparative Animal Behavior
- Bio 231 Marine Biology
- Bio 252 Parasitology and Symbiosis
- Bio 262 Plant Biology
- Bio 303 Evolution
- Bio 305 Biochemistry
- Bio 317 Molecular Ecology and Evolution
- Bio 318 Tropical Field Biology
- Bio 331 Advanced Marine Biology
- Bio 361 Vernal Pool Conservation Biology
- Bio 364 Freshwater and Marine Botany
- Bio 375 Ornithology
- Chem 254 Organic Chemistry II
- Chem 331 Analytical Chemistry I
- Chem 332 Analytical Chemistry II
- Phys 227 Remote Sensing
- Bio 999 Course Offerings through Affiliated Institutions

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

**Through the Boston Marine Studies Consortium**
- Bio 380 Wetlands Ecology, Hydrology, Restoration
- Bio 390 Biology of Fishes

**Through Williams College-Mystic Seaport Maritime Studies**
- Marine Ecology (200 level)
- Oceanography (200 level)

**Through Marine Biological Laboratory Semester in Environmental Science**
- Aquatic Ecosystems (300 level)
- Terrestrial Ecosystems (300 level)
- Mathematical Modeling of Ecosystems (300 level)

**Capstone**

The capstone may be fulfilled by taking an appropriate senior seminar (Bio 401) or by conducting an independent research project that has been approved by the coordinator and supervised by a Wheaton faculty member (499) or by conducting research as part of a senior honors thesis (Bio, Chem, or Physics 500).

**Environmental Studies**

**Coordinator: Scott W. Shumway**

**Faculty: Kerner**

The minor in environmental studies is designed to help students appreciate the diversity and complexity of current environmental issues. Solving environmental problems requires an interdisciplinary approach and frequently involves collaboration of individuals with expertise in the natural sciences, social sciences and humanities. Therefore, students are encouraged to view the environment from different perspectives, to integrate the knowledge they acquire with their in-depth knowledge in their major, and to gain practical experience through an internship with an environmental focus.

**Minor**

The minor in environmental studies consists of five courses selected from the group listed below. At least two courses must be selected from the humanities and social sciences and at least two from natural sciences. At least one course must be at the 300 level or above. In addition, each student
is required to complete an internship related to the environment.

**Humanities and social sciences**
- Anth 101 Human Evolution
- Anth 210 Feast or Famine: The Ecology and Politics of Food
- Clas 262 or Clas 362 The Ancient Landscape: From Mythology to Ecology
- Econ 360 Economics of Regulation
- Int 210 Water Resources Planning and Management
- Phil 111 Ethics
- Pols 321 Public Administration and Public Policy
- Pols 361 Environmental Conflict Resolution
- Rel 242 Religion and Ecology
- Soc 315 Society, Technology and the Environment

**Natural sciences**
- Bio 201 Environmental Science
- Bio 215 Ecology
- Bio 221 Microbiology and Immunology
- Bio 226 or Psy 226 Comparative Animal Behavior
- Bio 231 Marine Biology
- Bio 252 Parasitology and Symbiosis
- Bio 262 Plant Biology
- Bio 290 Biology of Whales
- Bio 291 Introduction to Marine Mammals
- Bio 303 Evolution
- Bio 318 Tropical Field Biology
- Bio 331 Advanced Marine Biology
- Bio 361 Vernal Pool Conservation Biology
- Bio 364 Freshwater and Marine Botany
- Bio 380 Wetlands Ecology, Hydrology, Restoration
- Chem 103 Chemistry and Your Environment
- Chem 303 Current Problems in Environmental Chemistry
- Phys 160 Geology
- Bio 999 Course Offerings through Affiliated Institutions

**Internship**
Students must complete an internship or independent research project with an environmental focus. Internships must be approved by the program coordinator in advance. Internships should be completed no later than January of the senior year. Independent research with a faculty member may receive credit, but other internships will not normally be given college credit.

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**First-Year Seminar**

**Coordinator:** Bill Goldbloom Bloch  
**Faculty:** Barker, Benoit, Bezis-Selfa, Bianchi, Bloom, Brumberg-Kraus, Bryant, Buck, Cato, Celada, Cunard, Danehy, Dyer, Flagen-Smith, Gildea, Grady, Kim, Lane, Ledezma, Liang, Madkour, Meehan, Michaud, Owens, Powell, Price, Relihan, Searles, Trevino, Vogler, Williams

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, policymakers 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, and in the online catalog at www.wheatoncollege.edu/catalog/FSEM. 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 an 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.

**Section A01 (L)**  
**The Short Fiction of Edgar Allan Poe**

Without using ghosts, vampires, werewolves and other supernatural beings, Edgar Allan Poe produced a body of supernatural fiction that made him famous in Europe and America. Until Poe much American fiction was didactic, sentimental, and clichéd. By exploring the depths of the human mind, including
his own, exposing dream states, fears and anxieties, desires and obsessions, cruelty both artless and intentional, Poe elevated American fiction with its limited focus on national character to the realms of literature (writ large) focusing on the terrible yet beautiful state of human existence. “William Wilson” or “The Man of the Crowd,” for example, speaks of isolation and alienation from the very things to which one ought to be connected. “The Pit and the Pendulum” and “The Masque of the Red Death” deal directly with the inescapable terrors of life and death, while “The Cask of Amontillado” and “Hop Frog” indulge archaic fantasies of revenge and murder. Equally compelling are the stories that deal less with unusual states of mind than with a superior intellect contemplating uncanny situations, such as the detective stories, “The Purloined Letter” and “The Gold-Bug.” Suspending Poe biography—which is indeed extraordinary—we will interpret the stories based on their contributions to the development of a story tradition in the United States that can be seen today in fiction by Joyce Carol Oates, Mary Gaitskill, Robert Girardi, Mark Richard and Valerie Martin, among other internationally known American writers.

(Deyonne Bryant)

Section A02 (R, L)
Spectacular Voices: Celebrated Icons of World Music Traditions
We will explore the vocal traditions represented by particular individuals whose creativity and expressiveness have moved millions: vocalists who have become cultural representatives to localized regions and beyond. As we listen to these voices (Carmen Miranda of Brazil, Umm Kulthum of Egypt, Lata Mangeshkar of India, and Madonna, for starters) we will have the opportunity to study the socio-political and cultural contexts from which they have emerged to understand better the traditional music systems and theoretical strategies which have been fused (to varying degrees) with transnational musical trends in search of an irresistible, popular sound.

(Deanne Bryant)

Section A03 (L)
Festivals: Creative Chaos and Extraordinary Order
Festivity can bring people together in cooperation, provoke conflict, preserve tradition, and inspire innovation, often simultaneously. Festivals are commonly filled with extraordinary behavior that is traditional, while providing socially sanctioned spaces in which what is otherwise forbidden is often encouraged. This seminar will examine the enormous variety of festive behavior in which people participate around the world, including famous massive religious celebrations in South America, such as Carnival, and less well known festivities, such as the Burning Man Arts festival in the desert of Nevada and Providence’s Waterfire. We will explore what these extraordinary occasions tell us about what it is to be human in the places in which they are celebrated, and what they have in common despite their tremendous diversity. Students will conduct field research on festivals in which they can participate, as well as others through ethnographies, literature, the professor’s research and film.

(Bruce Owens)

Section A04 (L)
How the Lies of Our Past Shape Our Present Identities
Which racial or ethnic group do you most identify with? Does being a North American have any meaning for you? How do we teach our children about the cultural history of the United States? Whose history is the cultural history of the United States? What are the core values of United States culture? Who are the heroes, heroines and ancestors of the United States culture? How have the history lessons you learned in elementary and secondary school shaped your identity development? Cultural identity development is the process of identity formation that involves identification with a larger cultural group and aspects of that group’s culture. There are several socializing agents that contribute to the cultural identity development process of all (i.e., black, brown, yellow, red, and white) individuals living in the United States and they include family, peers, societal norms, and formal education. Along with examining the process of cultural identity development, we will also consider how formal education shapes cultural identity development in the United States. In particular, we will examine history lessons taught in elementary and secondary public schools and consider how these history lessons shape cultural identity across the life-span. Class discussions will draw heavily from your own schooling experience.

(Peony Fhagen-Smith)

Section A05
Cracking the Codes: Imagery and Mysteries
Central to Dan Brown’s ubiquitous book, The Da Vinci Code, is a controversial reading of Leonardo Da Vinci’s extraordinary work The Last Supper. Taking as his point of departure one of the most famous paintings in the history of art, Brown asks the reader to examine this image anew. But is Brown’s intent to place the work in context or spin a tale
that is without basis? How does this controversy affect our perception of the original painting? This course will examine moments in history when art has engendered controversy; its goal is to increase your awareness of the complexity of images, the broad range of interpretations, and the political, psychological and sociological impact of works of art. From *The Da Vinci Code*, we will turn to the tragic life of a 16th century female artist, Artemisia Gentileschi, the subject of another book and movie. Other controversies central to this course will be the puzzling circumstances surrounding the greatest of all tomb finds—the remains of an Egyptian boy-king, Tutankhamen, and the artistic treasures that accompanied him into death. Forgeries, thefts and censorship will also be subjects of investigation as we seek to crack the codes embedded in each image while acknowledging the multiple messages that works of art can convey.

(Evelyn Staudinger Lane)

**Section A06**

**Controversial Meanings of Modern Art**

This seminar will explore many well known “movements” from 1900 to the present. Six to eight studio projects will be supplemented and supported with readings from art critic John Russell and others.

(Tim Cunard)

**Section A07**

**The Search for Life in the Universe**

This seminar offers a scientific investigation into the possible existence of life elsewhere in the universe. Topics include the origin and evolution of the universe, the nature and development of life on Earth, the search for life on Mars, the search for life beyond the solar system, interstellar travel and communication, and the implications of contact.

(Timothy Barker)

**Section A08**

**The Complete Amateur Naturalist**

We will not entirely abandon books, for they are actually quite useful in the field as aids to learning scientific names and classifications and to making identifications. Furthermore, books are the source of some wonderful examples of nature writing, some of which we will read. However, this seminar will not be confined to a classroom. We also will create collections, engage in microscopy, and take field trips. This may seem to be an old-fashioned approach to science—observing, collecting and cataloging—but does it still work? Are there discoveries still to be made by amateur naturalists who are versatile in their interests and curious enough to make detailed observations? That is one of the topics we will explore in this seminar by reading and discussing the works of great naturalists, including Charles Darwin. In addition, students will keep note-, sketch-, or photographic books; write about nature; and plan and conduct field trips.

(Betsey Dexter Dyer)

**Section A09**

**Understanding New England Forests**

In this seminar, we will examine the natural history and ecology of the New England woods. By learning to identify the common flora and fauna of the New England region, students will gain knowledge and appreciation of the complex interactions found in a seemingly familiar ecological community. Both field-based activities and field trips will enable students to understand the past geology, climate, and human cultures that have helped create the current ecosystem. In addition, we will explore the human impact on New England forests, both historically and currently. Through selected readings, we will learn how native groups of people, as well as the European colonists, changed the landscape. We will also consider how our lifestyle decisions directly impact the environment. At the end of the course, students will have a better appreciation for the natural world and their roles in it. Field trips to the Pequot Museum in Connecticut, the Ponkapoag Bog in Canton, Massachusetts, and to Borderland State Park in nearby Easton will be a course requirement. *This seminar fulfills the Natural Science Divisional requirement.*

(Deborah Cato)

**Section A10**

**Achilles and Spiderman Go to Town**

Human beings, according to Aristotle, are designed to live in cities. But Greek mythology offers a different view: the heroes of Homer’s *Iliad* and Sophocles’s tragedies are city destroyers, and the myths, epics, and tragedies frequently present the spectacle of heroes brought to ruin within cities that cannot contain them. Are citizens anti-heroic? Are heroes anti-democratic? In search of answers, students will read from a wide selection of Greek and Roman literature, from Achilles and Socrates, through Romulus and Remus, to the world of Christian saints and the literature of the desert. Together, we will consider how the ancient world grapples with the question of where the human being is most fully realized: within the city or beyond its social and physical borders? Finally, we will explore how this debate occurs in modern American forms. Is the human ideal individual or social? Are the workings of society manifestations of individual
will or enemies of it? Does society favor Spiderman or Peter Parker? (Joel C. Relihan)

Section A11
Current Economic Controversies
In the richest country in the world, why are there 45 million Americans without health insurance? Why is Social Security projected to go bankrupt before you retire? Why is the distribution of income getting more unequal? Why are the rich getting tax cuts while social programs are being cut and inner city schools are failing? Why are people rioting in response to the actions of the World Trade Organization? And why aren’t we doing more to slow global warming? Understanding why these and many other economic problems exist in this era of economic prosperity is only the first part of the responsibility of U.S. policymakers. The second and much more controversial part of their job description is to propose reforms that carefully balance the costs and benefits of their policies on their constituents. What are the “best” spending reforms, tax reforms, and regulatory reforms being proposed by today’s policymakers? In this course we will look at a wide range of economic issues with the goal of learning how to evaluate these issues critically and objectively. Different economic perspectives and theories will be presented, discussed and debated. (John Alexander Gildea)

Section A12
Responsibility and Economic Policy
In this seminar, students will develop their ability to apply critical-thinking skills to economic issues and to the development of economic policy, while also building their awareness of the potential of the social sciences to affect economic policy issues. Designed for those who want to develop a deeper understanding of the context within which our society formulates its policies, this seminar will focus on two issues in which economic activity and responsibility are deeply intertwined—housing affordability and corporate accountability. Both involve economic policy—the rules/regulations under which individuals and institutions make economic decisions and the implicit or explicit goals that lie behind the rules and regulations. Students will examine two specific real-world cases: the controversy surrounding the future of the Mitchell-Lama affordable housing complexes in New York and the corporate decision-making issues raised by the Enron case.

Finally, we will explore some of the social, political, and philosophical issues underlying economic policy. When people make economic policy, their decisions are based not only on ideas about economics, but also on ideas about social responsibilities and the relationship between those responsibilities and economic activity. These concepts about responsibility have been sources of considerable dispute in our society. Today, policymakers with different beliefs about individual, interpersonal, and/or social responsibility can reach vastly different conclusions about what economic policies are appropriate and effective, and which are not. Readings and substantial class discussions will ensure that students develop insights into one of the important aspects of economic policy. (Russell Williams)

Section A13
Women Dramatists in America Today
Since the 1970s, when the likes of Maria Irene Fornes, Tina Howe, and Adrienne Kennedy paved the way for an explosive new generation of women devoting themselves to playwriting, the number of plays being written by women has increased exponentially. We will study a culturally and stylistically wide range of plays that reflect concerns of race, ethnicity, gender, sexuality, and class with a challenge to the idea that there’s writing and then there’s women’s writing. Some of the playwrights whose work we will explore are Shelley Berc, Migdalia Cruz, Lisa D’Amour, Elana Greenfield, Suzan-Lori Parks, Young Jean Lee, and Anne Washburn. (Charlotte Meehan)

Section A14 (R*)
World Travelers
What are the contributions of travel and travelers to the ways we understand our world and our place in it? We will compare different categories of traveler: explorer, tourist, slave, refugee, migrant worker, illegal immigrant, and even commodity, (coffee or sneakers, for example). And what about fish and birds? We will focus on literary and visually wide range of plays that reflect concerns of race, ethnicity, gender, sexuality, and class with a challenge to the idea that there’s writing and then there’s women’s writing. Some of the playwrights whose work we will explore are Shelley Berc, Migdalia Cruz, Lisa D’Amour, Elana Greenfield, Suzan-Lori Parks, Young Jean Lee, and Anne Washburn.

Our texts will likely include: The Journals of Captain Cook (extracts), The Interesting Narrative of Olaudah Equiano, or Gustavus Vassa, the African, The Wonderful Adventures of Mrs. Seacole in Many Lands, chapters from Caroline Moorehead’s Human Cargo: A Journey Among Refugees, A Rough Guide to the United States, and films such as Borat, Babel, and Darwin’s Nightmare. (Claire Buck)
Section A15

Visions de Paris

Ah! Paris! The City of Light! The City of Love, French baguettes and croissants, bohemian artists, fashion designers, Notre-Dame, and l’Arche de la Defense. The majestical capital of France, the essence of Frenchness, a city that fights dog droppings with the very refined “moto-crottes” (poop-scooters!). I am inviting you to take a virtual trip to France and for 13 weeks we will “walk” the streets of Paris, ever so careful as not to step in a dog’s contribution to sidewalk art. We will study French history and society while gazing at French cultural patrimony, analyzing the links between architecture and political power. Sitting at the terrace of a well-known café we will discover the Paris of James Joyce and Ernest Hemingway and why they were drawn to this place. We will spend a couple of evenings at the movies. We will read and analyze articles on Paris and France from The New York Times or the Boston Globe and define what vision of Paris, France or the French the authors want to convey, what stereotypes are perpetuated and why. With Paris as our field of investigation we will discover a new country, a new culture and a new people and its struggle to retain its identity in an ever-expanding European Community and a changing world. (This course will be taught in French.)

(Cecile Danehy)

Section A16

Fascism and Modernity in 20th Century Italian Culture

What is fascism? How does the political movement and the form of government of 1922–1943 Italy relate to the contemporary common use of the word “fascism”? Exploring the rise and fall of Italian fascism as well as its impact on post-WWII Italian national identity, this course traces the origins of fascism in Italy and its controversial legacy in contemporary mass culture. Through critical readings, film and visual art, literature and comic books, we will study Italian fascism as a complex cultural phenomenon at the intersection between politics and aesthetics, art and propaganda, elite and popular culture.

(Alberto Bianchi)

Section A17

Exploring New Worlds in Old Texts

Is it possible to read and understand old texts in a new way? In this seminar, everyone will get a chance to choose an intriguing book from the 16th or 17th century, and to learn how to “get inside” it by transcribing, studying, researching, editing, and encoding the text in a digital version. The goal is to produce hyper-textual editions that can be accessed online, complete with annotations, pictures, maps of the times, and other customizations: All this is to help other readers of the text understand your perspectives on the text and to relate its many layers to their own lives. You will select a text from a variety of original sources focused on the conquest and exploration of the Americas; depending on your skills and interests, the text may be written in English, Latin, Spanish, Portuguese, French or Italian. You will learn the state-of-the-art techniques of text encoding, currently a growing international movement, through the project of marking up your chosen text.

(Domingo Ledezma)

Section A18

Caribbean Dreams

Ever since Christopher Columbus crashed into the Bahamas and called its inhabitants “Indians,” the Caribbean has been a place about which people have dreamed. In the “developed” world, it conjures up idyllic images of swaying palm trees and sparkling waters, either as a vacation paradise or a home which they had to leave for political or economic reasons. In August and September it reminds us all of nature’s fury. But dreams for some are often nightmares for others, be they of sugar plantations, revolts of enslaved people, U.S. flags flying, socialist revolutions, or migrants washing ashore on Florida’s beaches. This seminar, through literature, documents, and historical scholarship, examines the dreams that the Caribbean has evoked and the realities that such dreams have produced in the “Greater Caribbean,” which centers on the islands which touch the Caribbean Sea and extends to places such as Boston, New York, Miami, London, Paris and Africa. As we consider these issues, you will become a better scholar who is prepared to tackle the academic challenges Wheaton presents.

(John Bezis-Selfa)

Section A19 (R*)

The Vietnam Experience and the Shape of American Life

We will explore the history of the American conflict in Vietnam and the impact of that experience on individual Americans and the overall shape of American life, both during the war and after. We will read memoirs of participants and opponents, discuss the fiction and films growing out of the experience, deal with postwar veterans’ issues, and investigate the ways the Vietnam experience influenced American life for the remainder of the 20th century.

(Alexander Bloom)
Section A20 (R*, L)
The Edge of Reason
Consciousness has been memorably described as a flashlight trying to illuminate itself. (Perhaps art is the human activity that best understands the surrounding darkness?) The edge of reason is the boundary between light and dark: the mathematics at the border between knowing and not-knowing. In this course, we’ll use logic and reason to grapple with ideas and concepts that are literally beyond the reach of human imagination.

Forever and a Day—Exploring different kinds of infinity
Nothing Doing—The opposite of everything is nothing; but what does it mean for something to be nothing?
Lower Dimensions—A solid block is three-dimensional. What about a sponge? A cloud?
Higher Dimensions—All hyped-up and no place we know. Möbius bands, Klein bottles, hypercubes, and hyperspheres
Imaginary Numbers—Imaginary numbers!?!?
Logical Conclusions—How can we logically use logic to understand the limits of logic?
Sense and (Non)Sensibility—Information, disinformation, and codes—Tales from the cryptological

The Edge of Reason is for anyone interested in understanding the mental models our minds make. While people who enjoy math are encouraged to take the course, the only prerequisites are an open mind, a big mouth and an inquiring spirit. The pay-offs are a keener analytical mind, a new way of looking at reality, a penchant for expressing the inexpressible and the ability to tolerate sleep deprivation.

(Bill Goldbloom Bloch)

Section A21 (L)
Truth and Consequences: Global Warming and Climate Change
The signs of global warming are all around us: melting glaciers, rising sea level, increased storm severity, and the spread of insect-born diseases. Yet debate about the need for action continues, often with an underlying assertion that scientific uncertainty is too great. In this seminar, we will analyze the scientific evidence for global warming in order to provide a framework for evaluating the extent and urgency of the issue. We will explore how scientists glean information about ancient climates from the geological record, what former climates can tell us the future, how climate has impacted civilizations in the past, the ways in which global warming has been manifested so far, and how scientists make predictions about future climate change. With a solid understanding of the physical, chemical and biological processes driving global warming, we will move on to consider broader aspects of the issue, including how the effects will be distributed across societies, what the alternatives are for reducing greenhouse gas emissions, the role of developing countries in future emissions strategies, and the responsibilities of technologically advanced countries in mitigating the effects. We will investigate the interplay between science and society and consider the ways a scientific understanding of global warming can contribute to the social, economic, and political debate in the United States and abroad. This seminar is designed to help you not only understand the causes and consequences of global warming, but also assess your role as a global citizen in addressing this world-wide environmental crisis.

(Jani Benoit)

Section A22
How the Middle East Views the West
Since 9/11, Americans have asked two central questions about the Middle East and the Islamic world: Why do they hate us? and What went wrong (in the Islamic world)? These questions may seem innocent in nature but in reality they betray our point of view and our expectations, both of which are deeply compromised at times by the assumptions that we ourselves possess of Middle Easterners as people who are unlike us and alien from us. In this course, we will leave such assumptions behind, and instead conduct a rigorous and contextualized investigation of life in the Middle East. We will build a foundation of historical knowledge on what has occurred in the Middle East in the last hundred years that produced the situation that we have today. Along the way we will examine ordinary peoples’ lives in order to understand everyday realities and diverse conditions within the region. With this achieved, we will proceed to reverse the gaze—or turn the viewing glass around—and attempt to understand how Middle Easterners perceive Americans. Students enrolling in this course are asked to leave preconceptions at the door and bring an open mind to the information that we will explore together. Our work will focus on a variety of historical and contemporary texts as well as multimedia resources. Through discussions and writing assignments, students will have a chance to improve their oral and verbal expression. They will also learn how to apply a high standard of critical analysis and scholarly rigor to all their work.
This course fulfills the Beyond the West Foundation requirement.

(Yuen-Gen Liang)

Section A23
Evil Robots and Helpful Droids
Since the genesis of the first contraption that could do simple arithmetic, people have been both attracted and repelled by the idea of a “thinking machine.” Artificial Intelligence captures our imagination, and machines that are capable of thought, feeling, and independent action are ubiquitous in fiction that represents high technology. Whether a portrayal speaks of something a few decades off in our own world, or something a long time ago in a galaxy far, far away, the thinking machine is invariably part of the landscape. In this course, we will explore the fiction and non-fiction that has sprung up around the mythos of the thinking machine over the past century, and cast our discussions against the backdrop of some of the realities behind the Artificial Intelligence methods and techniques of today.

(Lisa N. Michaud)

Section A24
Pluck Your Violin; I’ll Bang on a Can!
There exists a Persian legend that tells that God made a statue of clay in his own image, and asked the soul to enter into it. The soul refused, for its nature is to fly about freely, and not to be bound to any sort of captivity. Then God asked the angels to play their music and, as the angels played, the soul was moved to ecstasy through which it entered the clay body. In ancient Greece, philosophers recognized the power and influence of music in their society and developed the doctrine of ethos as they wanted that power to be used productively and ethically. In Ancient Egypt, priests kept all secrets of astronomy, music and architecture inside the temples. These sciences were not intended to be known by common people. Why do we sing? Why we are moved when we listen to music? What makes a specific sound appealing and what makes it repulsive in some other times? How does music communicate meanings and emotions? Where would we localize the musical meaning: inside or outside us? Why is it that different people can experience the same musical meaning? Drawing on many disciplines, such as psychology, social psychology, semiotics, psychoanalysis, philosophy, phenomenology, and linguistics, we will search for answers to these questions.

We will survey and consider the theories/opinions by which music is said to convey emotions. And in order to better understand the nature of musical emotions, we will define the word “musical” and will experiment with sounds and their various implications. We also will discuss the ways music affects and shapes our perception of the dramatic events of movie plots. And to harness the power of musical effect, we will experiment with composing “music” for anything but a musical instrument. No knowledge of musical notation or musical instruments is required. An extensive portion of our meetings will be centered on in-class discussion, group research, and experiments. The main aim of the seminar is to enable students to reflect critically on current issues of music psychology and to develop a better understanding of our musical behavior.

(Ahmed Madkour)

Section A25
Dignity
All humans are thought to have it. Philosopher John Stuart Mill thought living beings possessed dignity in proportion to their higher (or cognitive) faculties. Legal or human rights are thought to protect it. A terminal illness or nursing home stay is thought to threaten it. We speak both of living with and dying with dignity. But what is dignity? The philosopher and legal scholar, Ronald Dworkin refers to it as “a vague but powerful idea.” It has been variously described as “a capacity to assert claims,” or “a capacity to choose my roles and identities for myself.” How then does dignity differ from the related concepts of self-respect and autonomy? This course will be devoted to the study of dignity and related concepts. We will consider the notion of human dignity as it features in current controversies in bioethics: genetic engineering, disability rights, and physician-assisted suicide. Our texts will be legal, philosophical, historical, fictional works, and film. Our method will be conceptual and critical analysis.

(M. Teresa Celada)

Section A26
La dolce vita
“Addio, Dolce Vita”—“Goodbye to the Sweet Life”—says the headline on the cover of the November 26, 2005 issue of The Economist. Inside, a photograph on the first page shows elegant couples sitting at night at white-clothed tables in the soft lights and warm colors of an Italian piazza. Behind them, written on an awning in green script, is the name of the restaurant: Caffè Dolce Vita Ristorante.

“At first blush, life in Italy still seems sweet enough,” the article begins. “The countryside is stunning, the historic cities beautiful, the cultural treasures amazing, and the food and wine more
wonderful than ever." By most standards, Italians are wealthy and long-lived, their families cohesive, and their town centers mostly free of the all-night drunken behavior seen in some other countries.

"Yet beneath this sweet surface, many things have turned sour," Italy's slow economic growth, high cost of living, and high unemployment—especially among young people (four out of ten Italians between the ages of 30 and 35 live at home with their parents)—a phenomenon that analysts attribute more to the difficulty people that age have finding work than to the legendary closeness of the Italian family. La dolce vita has disappeared in the Italy of the 21st century, the article concludes—a decline that parallels that of Venice toward the end of the 18th century, What Venice is now, The Economist says, is "little more than a tourist attraction," however beguiling. Could this become the fate of Italy as a whole?

How is it that the title of a film Federico Fellini made nearly a half century ago can still evoke such a powerful image of the sweet life? That the idea of la dolce vita is so widely recognized that it can serve all these years later as the governing metaphor of a detailed 16-page analysis of the economic and political state of contemporary Italy in a financial weekly read around the globe? The myth of la dolce vita has beguiled visitors to Italy long before Federico Fellini used it for the title of his 1959 film. Seen through the lens of la dolce vita, Italy appears to be a land perfectly attuned to human nature and a sweet life of the senses. This is the la dolce vita that lures pilgrims to Italy where they hope to learn the art of living and the secret of happiness.

Fellini’s La Dolce Vita presents a different view of “the sweet life”; it is the sweetness of decay. “I wanted to put the thermometer to a sick world,” Fellini said, “to expose a glamorous but empty life of hedonism, consumerism, and personal destruction.” The myth of la dolce vita continues to be powerful and alluring in 2006, and in our seminar we will examine the contradictions and controversies about la dolce vita presented in a number of Italian and American films and books.

This seminar is part of a two- or three-course Connection Conx 23008, Italian Culture, Language and Society, which connects the First Year Seminar, Art History 102 or 202, and Italian 200.

Section A27
Russia in Crisis
This seminar deals with political conflict, policy-making, and social policy in post-Soviet Russia. We will briefly examine the major institutions and developments of the Soviet era, as well as the changes that led to the USSR’s collapse. The seminar’s main focus will be on the period since Boris Yeltsin and—more important—Vladimir Putin came to power. Particular emphasis will be on five issues: attempts to transform the political system from one based on authoritarianism to one based on democratic principles; efforts to shift from a centrally planned economy to one based on market forces; the political and economic role of the Federal Security Service (FSB)—the successor to the KGB—and the military, especially in Chechnya; religious freedom and religious persecution; and social questions, such as the position of women, the crisis in public health (alcoholism, drug abuse, family relations, environmental deterioration, HIV/AIDS), crime, and issues of particular interest to young people, such as education.

(David E. Powell)

Section A28
United States Minority Education and US
This course will use psychological perspectives to explore school programs that have had some success educating young children of varying ethnicity, race, and social class in the United States. Specific successful case studies will include Head Start, Wheaton’s Elisabeth Amen Laboratory Nursery School, James Comer’s school development program, and the STAR School, serving Navajo children in Arizona. Your own exploration will include eight hours of field experience. We will address developmental psychology questions, including: Can and should United States education be tuned to child development variations across ethnicity, race, and class? Are there educational principles and practices that best support the development of all children in the United States? What can we learn from child psychology in other countries? Your own questions will also help shape our course.

(Derek Price)

Section A29 (R*)
Rituals of Dinner
Margaret Visser suggests in her book The Rituals of Dinner that table manners originated to curb our instinct to use our knives on our fellow diners rather than on our dinner. Regardless of their origins, the rituals of dinner certainly have become symbolic means for representing and even mediating controversies—both within a culture and between different cultures. Thus, literature and art from the Bible to Babette’s Feast have used the setting of meals to represent social conflicts or tensions between the sexes, between old and young, competing philoso-
phies and religious perspectives, rich and poor, the Orient and the West, and so on.

Drawing upon theories from anthropology, religious studies, and psychology for “deciphering” the language of meals and their rituals, we will interpret some ancient literary and contemporary cinematic accounts of banquets. We will examine ancient texts, such as Genesis, Song of Songs, and Luke’s Gospel from the Bible, the Jewish Passover Seder, and Plato’s Symposium, and contemporary films, such as The Dining Room, Babette’s Feast, Tampopo, Like Water for Chocolate, and My Dinner With André. Particular attention will be paid to the spiritual significance of meals and their role in shaping one’s personal identity, group solidarity and relationships with transcendent or supernatural reality.

( Jonathan Brumberg-Kraus)

Section A30
The Dreams We See: Film in Society
Whether in a theater, on television or a video, fictional cinema has become the most influential art form of our age. But how does it influence us; and how much? Do these moving images refine our sensibilities and expand our horizons or, rather, are we numbed and pacified by what we see and desire? Are we, for better or for worse, choosing our entertainment, or are the real decisions being made by small elites with their own agenda or something to sell? In this course we will view a number of America’s most popular films, numerous film clips, and selected readings as we learn how to analyze the social meanings of popular movies and made-for-television dramas.

( John Grady)

Section A31
Mobsters, Terrorists, and CEOs: Criminals in Organizations
In this course, specific attention is paid to organizational crime’s origins, history, culture, structure and goals. Various types of criminal organizations and offenders will be considered, including the Cosa Nostra, the Yakuza, the crimes of business corporations, international and domestic terrorism, organized political crime, motorcycle gangs and street gangs.

(A. Javier Trevino)

Section A32
Class Matters
Does “class” matter today in our global world—how? Does it shape our life chances and opportunities? Does it create flexible social mobility or reinforce durable inequalities? Is class-based disparity increasing or decreasing with global capitalism?

What are the changing global class structures or class formations? How about in the United States—is its class structure open or closed? This course investigates the great debates on “class,” various approaches to class analysis, and their relevance in understanding the contemporary social world.

(Hyun Sook Kim)

(R) Residential Seminar: Housing with seminar classmates if you are placed in this seminar. Please consider this if selecting this seminar.
(R^) Residential Seminar: Single-sex housing is available if you are placed in this seminar. However, no quiet study floors or wellness spaces are available. Please consider this if selecting this seminar.
(R*) Residential Seminar: Wellness space is available if you are placed in this seminar. However, no single-sex housing or quiet study floors are available. Please consider this if selecting this seminar.

(L) Linked First-Year Seminar/English 101: Enrollment in both this seminar and the linked English 101 course is required. No waivers for English 101 will be approved for students who select this seminar. Please consider this if selecting this seminar.

French Studies
Chair: Jonathan David Walsh
Faculty: Anderson, Danehy, Gallagher, Kenney

In the Department of French Studies, we believe that a nation’s language, literature and culture are inseparable and that French and Francophone literatures are privileged cultural archives. In addition, studying a culture in its own language and investigating the similarities and differences within and among national cultures offer critical insights into our own linguistic and cultural traditions.

The faculty members in French studies at Wheaton want to give all students access to the beauty and power of the French language and to the rich diversity and high achievements of French and Francophone cultures in the very broadest sense.

Major
The French studies major consists of 10 or more courses, at least two of which must be taken the senior year.

Required
Fr 235 Introduction to Modern French Literature
Fr 236 Introduction to Early French Literature
Fr 245 Contemporary France
Courses in Culture and Linguistics
At least one of:
Fr 307 Translation, Art and Craft
Fr 320 From François I to François Mitterand: A Cultural History of Politics and Architecture
Fr 346 New Wave and Newer: French Cinema since the 1950s
Fr 356 Le Théâtre et la Société Française

Period courses
At least one course in each of the following periods:
Middle Ages or Renaissance (Fr 301 or Fr 302)
Seventeenth or 18th century (Fr 327 or Fr 329)
Nineteenth or 20th century (Fr 331, Fr 347, Fr 349, Fr 356 or Fr 357)

Electives
At least two other courses above Fr 245 (may include those listed above).
(By prior arrangement with the chair of the French Department, students may substitute Arth 276 or Arth 353 for one of these electives.)

Senior concentration course
In consultation with the faculty of the department, each senior will designate a 300-level course as a "senior concentration course," in which the senior major will engage in course work beyond that undertaken by other students. This advanced work will include additional oral reports, longer or more frequent writing assignments and the development of a substantial annotated bibliography.

Study Abroad
A number of the major requirements may be met during a junior year spent at a French-speaking university in study programs approved by the department. Application to such programs is made during the first semester of the sophomore year. Note that the college requires that at least one-half of the courses in the major be taken at Wheaton. Students with a good mastery of the French language who are majoring in other fields can pursue these fields during a junior year abroad with the approval of their major department. The department strongly recommends a full year of study abroad in a French-speaking country for all majors.

Majors are encouraged to select courses in areas such as European history, philosophy, religion or history of art, which will strengthen their awareness of the French cultural background. Work in other national literatures, including English, is strongly encouraged.

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

Courses
Language and culture courses
Students who have studied French before are placed in these courses according to their performance on the Wheaton placement test. Enrollment in each section is limited to 20 students. (French 102, 211 and 221 are yearlong courses.)

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.

211. Intermediate French
A thorough review of French grammar, mainly through short texts. Students will develop a richer vocabulary and a broader knowledge of French and Francophone culture, including literature and film. Three classes per week, plus weekly meetings with the French language assistant.

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.

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.

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 translation, exposés, debates, discussions
and a series of short papers. Work on grammar and pronunciation as needed.  

(Kirk 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**

Postcolonial encounters: What does it mean for the colonized to write in the language of the colonizer? We will try to answer that question through film screenings and the reading and discussion of novels, plays, poems and essays by 20th-century French writers such as Marguerite Duras as well as Vietnamese, African and West Indian Francophone writers.

(Cecile Danehy)

**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.

(Edward J. Gallagher)

**301. Medieval French Literature**

Representative works of the 13th 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, La Châtelaine de Vergy, Le Mystère d’Adam and the poetry of François Villon.

(Edward J. Gallagher)

**245. Contemporary France**

What does it mean to be French today? What factors contribute to French national identity and how has that identity evolved in recent years? In this course we look at the values that define French identity and how they are transmitted from one generation to the next. We look closely at education, government, religion, demographics and social policies as they affect work, race relations and the family. We conclude by studying how the European Union has changed French identity and politics.

(Edward J. Gallagher)

**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 Mitterand, we include Ganz, Carné, Renoir, Cocteau, Truffaut, Godard, Rohmer, Buñuel, Varda, Denis, Beineix, Ozon, Haneke.

(Jonathan David Walsh)
examine the construction of French national identity while investigating the personal and political motives that have driven French heads of state to build a cultural empire with universal aspirations.

(Cecile Danehy)

327. Moralists and Misanthropes, Sociability and Individualism in Literature of the Ancien Régime
Examines texts from mid-17th- to mid-18th-century France that influenced public opinion and shaped modern moral and social ideas. Special attention is paid to the notions of sociability, honnêteté, the birth of individualism and to related questions of language and reciprocity. Readings include essays, plays and novels by authors like La Rochefoucauld, La Bruyère, Molière, Marivaux, Voltaire, Diderot, Graffigny and Rousseau.

(Jonathan David Walsh)

329. Love and Libertinage in the Early French Novel
From the late 17th century onward, French novels depict the waywardness of heart and mind, love and worldliness in stories that helped define the novel as we know it today. As they test the realms of nature and reason, they bear witness to the dramatic social and ideological changes that occurred over the course of the 18th century before the Revolution, changes reflected in sometimes disturbing power strategies between the sexes. Readings include works by Mme de Lafayette, Abbé Prévost, Crébillon fils, Mme Riccoboni, Diderot, La Rochefoucauld, and Rousseau.

(Jonathan David Walsh)

331. Other Voices, Other Stories: Great Works by Women from France and the Francophone World
This course studies novels and short stories by contemporary women writers whose work defies traditional literary forms and introduces new modes of expression, whether as narrative experiments, figures of discourse or alternative texts—the body, for example, as metaphor or “text.” We explore how these writers respond to marginalization, subjugation or oppression through literature and how their stories operate on a political level. The course begins with a short introduction to French feminism. Authors include Cixous, Leclerc, Duras, Letessier, Hébert, Ernaux, Dijébar, Tadjo, Bâ.

(Jonathan David Walsh)

346. New Wave and Newer: French Cinema since the 1950s
What is implied by the expression “the seventh art”? How have French directors both resisted and appropriated the Hollywood formula? How have they challenged social, political and sexual norms? Discussion of films by Truffaut, Varda, Claire Denis, Godard, Buñuel, Tavernier and others. Lectures in English; readings, written work and discussions in English (Fr 246) or in French (Fr 346).

(Kirk Anderson)

347. Literature, the Arts and Society from the Dreyfus Affair to Vichy
Emphasis on representative shorter works in prose, theatre, poetry and cinema. Readings may include Proust, Apollinaire, Colette, Césaire, Sartre and the surrealists. Consideration of issues such as the decline of the realist novel, cross-pollination in the arts, the communal loss of innocence after the “Great War,” and the birth of négritude.

(Kirk Anderson)

352. The Quill and the Brush
What do we mean by “word” or “image,” and what do we do with them individually or in combination? In this creative writing course, we investigate the relationship between word and image in graphic novels or medieval tapestries; we deconstruct advertisements, photographs, movies. Students’ work will take many forms, from surrealist “Cadavres Exquis” to poems, collages, short stories and short videos. Theoretical texts by Barthes, Sontag and Berger.

(Cecile Danehy)

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.

(Cecile Danehy)
The German Department offers courses in German language, literature, film and culture, both in German and English. Students may choose to major in German or in German studies—or to minor in German. We have recently been active in film and video, in theatre and in multicultural studies—and active in connections with history and in the sciences.

**Major in German**
The major in German consists of 10 courses beyond the level of Ger 201 and includes a minimum of four courses at the 300 level and Ger 401. Beyond the basics of language and literature, we concentrate on film and video filmmaking, theatre, pedagogy and multicultural studies.

**Major in German Studies**
In this major, students pursue interdisciplinary studies in a number of fields that relate directly to German; it does not require as much proficiency in the language as does our German major. Students construct their own program of 10 courses: six within the German Department and, with our approval, four in other departments. The six courses must include at least two courses at the 300 level and German 401 or the equivalent.

We encourage students to go abroad through our exciting Wheaton in Germany program at the University of Regensburg in consortium with Vanderbilt and Wesleyan. Each year, this program features a resident director from one of these three German faculties.

**Minor**
The German minor provides a global component to many other majors. It consists of five courses in German, one at the 300 level.

**Courses**

**Language courses**
We encourage students both to begin and to continue their study of German at Wheaton. We focus on proficiency and communication in our language classes. During orientation, we provide a placement test for incoming students with a background in German. Up to two Wheaton graduation credits (awarded after completing a German course at Wheaton) may be earned by those students who matriculate with a score of 4 or 5 on the German Advanced Placement Examination (ETS).

**101. Elementary German**
This course develops the ability to understand and speak German in a real-life context. Extensive use of video and tapes to develop skills in listening, speaking, reading and writing. Special attention paid to cultural aspects of language and to Germany after the Wall. Three classes a week plus a weekly intensive session with our German language assistant.

(Eugene Chang)

**102. Elementary German**
A continuation of Ger 101 with emphasis on speaking and listening skills through use of video and video filmmaking.

(Reinhard Mayer)

**201. Intermediate German**
A course that puts to practical use German skills acquired at Wheaton or elsewhere. We will pay special attention to contemporary Germany. This course consists of three hours of class a week and a weekly intensive session with our German language assistant.

(Tessa Lee)

**Connections: Conx 20007 German Language in European History**

**202. Intermediate German**
A continuation of Ger 201 with an emphasis on speaking and listening through the use of video and video filmmaking.

(Tessa Lee)

**Connections: Conx 20007 German Language in European History**

**240. Advanced German**
The emphasis of this course is on increasing 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.

(Tessa Lee, Reinhard Mayer)

**242. Introduction to German Studies**
This advanced course emphasizes German cultural studies: an introduction to the studies of literature, culture and film.

(Tessa Lee, Reinhard Mayer)

**Courses in literature and culture**
These courses are conducted in German and all reading and writing is in German.
302. Business German
This course is designed to broaden students’ knowledge of German as a language of commerce and industry. Emphasis is given to business terminology, development of communication skills, and current international business topics. Students will be introduced to differences in “small c” culture and communication in the world of German business transactions and will be encouraged to take the internationally recognized “Prüfung Wirtschaftsdeutsch” (International Business German Exam) administered by the German Chamber of Commerce.

(Tessa Lee)

303. Telling Fantastic Tales: Märchen und Novellen
From fairy tales and the fantastic novellas and love stories of the Romantic Era to modern stories of the Wall and reunification, the course focuses on the art of telling stories in German: cultural context, purpose and technique.

(Tessa Lee)

304. Literary Greatest Hits: Erbe und Canon
A survey of great works of German literature and the Germans who created them. Canon-building, cultural icons, concepts of genius and greatness—and alternative canons that call the “Germanness” of that culture into question.

(Tessa Lee)

364. German Theatre and Culture
This course will offer students the experience of observing the process of working on the production of a play by a professional theatre company in Freiburg, Germany. In collaboration with students and instructors in German theatre classes being conducted simultaneously at Colgate University, Lafayette College and Vassar, the class will interpret the play and develop a well-researched plan for its staging. In addition to viewing a tape of the performance and analyzing other materials (costume and set designs), students will have the chance to interview actors, designers and the director of the German production at the Theater Freiburg via video conferencing throughout the term.

(Reinhard Mayer)

370. Classicism and Romanticism in German Literature
This class will be a survey of ideas and literary movements in Germany between 1750 and 1850. Particular attention will be given to the transition from the Classical to the Romantic Period: the critique of the Classical by Romantic authors, the role of Shakespeare as a model for both, the elevation of music as the highest form of artistic expression, the long career of Goethe encompassing both periods. Authors to be read include Goethe, Schiller, Lessing, Schlegel, Kleist, Brentano, Eichendorff, Büchner and Heine.

(Reinhard Mayer)

374. Film and German Culture
This course consists of a weekly film series focusing on Expressionism, New Wave and the newest films from Germany. Enhanced by a study of fairy-tale and romantic novellas and readings in contemporary German literature.

(Tessa Lee)

Connections: Conx 23014 Film and Society

380. Identity and Difference in German Culture
What does it mean to be a German today? Recent political, cultural and literary debates in Germany have addressed the question of who is allowed to claim Germany as their “home,” their Heimat. Literary (prose, poetry) and nonliterary (film, popular music, journalism) texts by intercultural writers and artists of the last two decades challenge the narrow and exclusive concept of “Germanness.” This course will explore important moments in the history of their struggle and responses to these challenges.

(Tessa Lee)

401. Senior Seminar
Intensive, independent, self-designed research for majors meeting with faculty on a weekly basis.

(Tessa Lee)

500. Individual Research
Honors thesis research. Many of our seniors are now choosing to do innovative, two-semester honors theses, which they begin preparing for in terms of research and connections during junior year abroad.

(Tessa Lee, Reinhard Mayer)

Courses in English
These courses are conducted in English; all reading and writing is in English translation. There are no prerequisites and no knowledge of German or of German culture is expected. Additional work is required for German majors to get 300-level credit.

250. German Culture
An interdisciplinary course in 20th-century German culture, history, politics and thought. Weekly examination of historical sources, material and popular culture, and novels/arts/film; looking for continuity and contradictions. Topics include: World War I, Weimar culture, Insiders and Outsiders, the German Other, Hitler, the Holocaust, the Wall, Berlin and
post-unification. This course is sometimes team-taught and always has a number of guest speakers.  
(Tessa Lee)

Connections: Conx 20028 Germanies: History vs. Culture

262. The Morality and Fate of Forbidden Knowledge
This course will investigate the perplexing ethical questions raised by the Renaissance shift in attitude toward the Faust legend. The flirtation with forbidden knowledge will be studied by drawing on religious, mythological, literary, philosophical and scientific texts. Taking recent developments in genetic engineering as a case in point, we will ask to what extent the pursuit of knowledge can enhance or be damaging to human experience.  
(Tessa Lee, Reinhard Mayer)

Connections: Conx 23017 Forbidden Knowledge

267. Lulu, Lola and Leni: Women of German Cinema
This course examines the women of German cinema, as filmmakers, as subjects of male filmmakers and as spectators. While each film will be explored in relation to the socio-historical, politico-cultural and aesthetic contexts of its production, the primary focus will be on the image and representation of the female body and agency and the principal characteristics of women’s filmmaking explored through such notions as a “feminine aesthetic.” This class covers a wide variety of works from the early beginnings of German cinema to the present. Each week is thematically structured around one film and several readings, on topics such as “the male gaze,” “gender and modernity,” “the beautiful,” “fascist aesthetics,” “the Cold War and sexual repression,” and “female spectatorship.” Reading and discussion of contemporary feminist (film) theories and programs for setting words to music. The interpretive qualities of recitation, setting and performance will be studied and, whenever possible, rehearsed. Selected works of Schubert, Schumann, Brahms, Wolf and Mahler will be examined as well as the poets: Goethe, Eichendorff, Heine and Mörike. This course will be cross-listed in the Music Department.  
(Reinhard Mayer, Ann Sears)

273. Film and German Culture
This course consists of a weekly film series focusing on Expressionism, New Wave and the newest films from Germany. Enhanced by a study of fairy tales and romantic novellas and readings in contemporary German literature.  
(Tessa Lee)

276/376. Berlin: Site of Memory, Site of Construction
Berlin is attracting profit—and thrill-seekers—once again, recapturing something of the vibrant energy of the Roaring Twenties before its imminent descent into fascism and the subsequent construction of the wall that would divide this city and the world at large during the Cold War. This course examines the political, social and cultural metamorphoses of the city with a special focus on the intercultural crossroads in literature, film, music and architecture. We will investigate how new identities and memories are formed at this local and global construction site.  
(Tessa Lee)

Experimental Courses
These courses are taught in English. German majors have the option to get 300-level credit with extra reading and work assignments in German.

298. German Lyrical Poetry and the Tradition of the Art Song
The tension between language and music will be explored in terms of various theories of and programs for setting words to music. The interpretive qualities of recitation, setting and performance will be studied and, whenever possible, rehearsed. Selected works of Schubert, Schumann, Brahms, Wolf and Mahler will be examined as well as the poets: Goethe, Eichendorff, Heine and Mörike. This course will be cross-listed in the Music Department.  
(Tessa Lee)

298. Kafka and the Kafkaesque
This course examines Kafka’s life and major works in the historical and social context of early-20th-century Central Europe. Central themes are: generational conflicts, the function of humor and parody in his writings, modernity in and as crisis, the figure of the outsider as well as the “foreign,” the eccentric, the illogical, the uncanny—the Kafkaesque. Several film adaptations that attempt to visualize Kafka’s imaginative depths will also be studied.  
(Tessa Lee)

298. Holocaust
This course will investigate the problems and controversies surrounding the depiction of the Nazi period in German history from the perspectives of historians, playwrights and poets, literary critics, documentary and feature film directors and artists
constructing public memorials in commemoration of the Holocaust.

(Reinhard Mayer)

376. Berlin—Site of Memory, Site of Construction
(See Ger 276)

(Tessa Lee)

Greek
(For descriptions of majors and minors, see Classics.)

Chair: Joel C. Relihan
Faculty: Evans, Schell

Courses

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

(Nancy Evans)

Intermediate courses
The following 200-level courses are open to students who have successfully completed Greek 101; students who have previously studied Greek must take the department’s placement test. These courses do not form sequences. Each course combines grammatical study and review with practice in close reading and textual analysis. Students will learn how to study and do research in specific disciplines in both primary and secondary materials. Readings in the original are supplemented by readings in English; critical writing in English is stressed. These courses will frequently be offered as connections courses.

213/313. Theologia: Religious and Philosophical Inquiry
Talking about God in Greek: hymns, narratives, myths, catechisms. Translation and analysis of key texts: Homer and Hesiod, Pre-Socratics and Hellenistic philosophers, Septuagint and New Testament, neo-Platonists.

(Nancy Evans)

219/319. Euclid and Greek Mathematics
A study of the origins and development of Greek mathematics. Selections primarily from Books I–VI of Euclid’s *Elements,* but with additional materials from late Greek mathematicians.

Greek 319 is the section for more advanced Greek language students, and includes additional readings from Greek mathematic and scientific texts.

(Reinhard Mayer)

222/322. Homer, Iliad
Achilles and Hector at the walls of Troy. Selections from the *Iliad.*

(Nancy Evans)

224/324. Homer, Odyssey
The wanderings of Odysseus. Selections from the *Odyssey,* Books 9–12.

226/326. Attic Drama
The tragic hero. Selections from Sophocles and Euripides.

(Keely C. Schell)

290/291. Tutorial in Coptic
A year-long course introducing students of Greek to the study of Sahidic Coptic. The first semester covers basic grammar; the second semester is devoted to the study of Coptic Biblical texts and their Greek originals and then to Coptic Gnostic texts.

(Reinhard Mayer)

Advanced courses
The department’s 300-level courses concentrate exclusively on the improvement of Greek language skills. Students in the 300-level versions of the above intermediate courses meet with those classes and read the Greek texts covered in them, in addition to reading other, related texts. Greek and Classics majors are strongly urged to take 351 and 352 in sequence.

351. Elementary Greek Prose Composition
352. Advanced Greek Prose Composition

Hispanic Studies
Chair: Hector Medina
Faculty: de Alba, Caba, Finn, Guzman, Houldsworth, Ledezma, Tiemey-Tello

The Hispanic Studies Department offers a broad range of courses in the language, literature and cultures of the Spanish-speaking world.

The department complements its curriculum.
through Wheaton’s interdisciplinary Programa de Estudios Hispanicos en la Universidad de Cordoba (PRESHCO), in Spain, which offers courses in various aspects of Hispano-Muslim art and civilization, Spanish art, economics, history, geography, language, literature and music. PRESHCO is sponsored by a consortium of Oberlin College, Smith College, Trinity College, Wellesley College, Wheaton College and the College of Wooster.

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

Applicants for admission who intend to continue the study of Spanish at Wheaton are strongly advised to take the Spanish Achievement Test of the College Entrance Examination Board. Applicants who have taken an advanced placement course in Spanish language or literature and who score 4 or 5 on the Advanced Placement Examination administered by the Educational Testing Service may receive up to two Wheaton degree credits for this advanced work upon successful completion of a 300-level course in Hispanic studies at the college.

Major
Requirements are intentionally broad and flexible to accommodate the diverse interests of students, while being sufficiently focused to assure development of appropriate knowledge and skills. Students interested in this program should discuss their plans with the department as early as possible in order to design an individualized program of study depending upon their personal preferences and career aspirations.

Majors and minors in Hispanic studies usually go on to further studies or employment in a wide variety of areas. These include graduate studies, teaching, law, government, publishing and editing, interpreting, personnel work and a multitude of positions in international relations, business and banking.

The department encourages students to develop a second major or minor in such areas as American studies, anthropology, art, computer science, economics, education, English, history, international relations, Latin American studies, legal studies, management, music, philosophy, political science, psychology, religion, sociology, theatre, women’s studies or a second language.

Requirements for students who entered Wheaton before Fall 2007
The major consists of nine courses distributed as follows:

Hispanic civilization and culture
One of:
Hisp 260 The Hispanic World: Introduction to Spain’s Social and Cultural History
Hisp 280 The Hispanic World: Introduction to Latin American Culture

Hispanic literature
Two required survey courses from:
Hisp 305 Literary Currents in Spain I: From the Middle Ages to the End of the Golden Age
Hisp 306 Literary Currents in Spain: 18th, 19th and 20th Centuries
Hisp 315 Spanish American Literature I: Colonialism to Modernism
Hisp 316 Spanish American Literature II: Contemporary Literature

Senior seminar
One senior seminar (Hisp 400) that allows students to integrate the diverse perspectives gained in courses and readings.

Electives
Five more elective courses at the 200 level (starting with 220 or above) or 300 level.

Study Abroad
The opportunity to study abroad is an integral part of the program of Hispanic Studies at Wheaton. Serious students of Hispanic Studies are expected to spend their junior year or a semester abroad, with PRESHCO in Spain, PMCSP in Mexico, or another approved program in Latin America or Spain.

Requirements effective with the class of 2010
The major consists of nine courses distributed as follows:

Hispanic civilization and culture
Hisp 260 The Hispanic World: Introduction to Spain’s Social and Cultural History and
Hisp 280 The Hispanic World: Introduction to Latin American Culture

Hispanic literature
Two 300-level literature courses

Senior seminar
One senior seminar (Hisp 400) that allows students to integrate the diverse perspectives gained in courses and readings.
Electives
Five more elective courses at the 200 level (starting with 220 or above) or 300 level.

Study Abroad
The opportunity to study abroad is an integral part of the program of Hispanic studies at Wheaton. Serious students of Hispanic studies are expected to spend their junior year or a semester abroad, with PRESHCO in Spain, PMCSP in Mexico, or another approved program in Latin America or Spain.

Minor
Any combination of five courses at the 200 level (starting with 220 or above), including at least one at the 300 level or equivalent.

Courses

Language courses
Language courses at the elementary and intermediate levels in Spanish are offered on an intensive basis and are taught with an eclectic, functional five-skills approach. This integrated approach simultaneously develops all the fundamental skills: speaking, comprehension, reading, writing and cultural awareness. In language courses, classroom practice in speaking is supplemented by work in the language laboratory.

Our language courses offer students an opportunity to acquire communication skills while developing an awareness and appreciation of Hispanic culture. These courses are designed for students in any field or major that benefits from the ability to communicate in Spanish and knowledge of Hispanic culture and civilization.

101. Basic Spanish
A yearlong course conducted by intensive oral method for students with no preparation in the language. Its goal is to provide more than a basic knowledge of Spanish while developing the fundamental skills: understanding, speaking, reading, writing and cultural awareness. Four class meetings per week plus work in the language laboratory and media center.

102. Basic Spanish (Continuation of Hisp 0.)

105. Review of Basic Spanish
Intensive one-year review of the basic structure of Spanish for students with some previous knowledge of the language but who are not ready for intermediate work. Intensive oral method. Comprehensive grammar review, with activities designed to improve the fundamental skills: listening, speaking, reading, writing and cultural awareness. Four class meetings per week plus work in the language laboratory and media center.

106. Review of Basic Spanish (Continuation of Hisp 105.)

150. Intermediate Spanish
This intensive one-semester course provides further development and practice of all language skills. Comprehensive grammar review, with activities designed to enhance the fundamental skills: listening, speaking, reading, writing and cultural awareness. Four class meetings per week plus work in the language laboratory and media center.

200. Advanced Intermediate Spanish
Reading and discussion in Spanish of a number of Spanish and Spanish American texts (drama, novel, short stories and poetry). Nonliterary texts such as films and music will also be included. The course is designed: 1) to improve students’ ability to communicate orally and to express themselves in written Spanish; 2) to broaden their understanding of the Hispanic world; 3) to introduce them to contemporary Hispanic writers. Four class meetings per week plus work in the language laboratory and media center.

220. Advanced Oral and Written Communication I: Conversation
Designed to improve students’ ability to speak Spanish at an advanced level, the course provides intensive practice in conversational skills through reading and discussion of current works that reveal sociocultural aspects of the Hispanic world. Using political and social ballads, popular verse, idioms, articles, short stories, plays and films, students will discuss contemporary topics with the goal of ensuring good communication skills. Attention will also be placed upon developing students’ knowledge of syntax and writing ability. Four class meetings per week plus work in the language laboratory and media center.

240. Advanced Oral and Written Communication II: Composition
This course is designed to improve students’ writing skills in Spanish, with emphasis on the practice of various types of writing: formal letters, diaries, poetry, essays, short stories, and analysis of literary texts and social and political issues in the Hispanic world. Attention is also given to improving conversational skills. Three class meetings per week plus work in the language laboratory and media center.

260. The Hispanic World: Introduction to Spain’s Social and Cultural History
A study of the major trends and development in the evolution of Spanish society and culture, from
its origins to the present, from historical, political, social, artistic and intellectual perspectives.  
(Hector Medina)

270. Studies in Latin American Culture: Cuba and the Pursuit of Freedom  
An advanced course that provides an introduction to Cuban culture while maintaining and improving Spanish language skills. The course is designed to give students an overview of the evolution of Cuban culture and society from the colonial times to the present, with emphasis on the 19th and 20th centuries. Readings include novels, short stories, plays, poetry, essays and historical sources. Some of the authors that will be considered are José María Heredia, Gertrudis Gómez de Avellaneda, José Martí, Nicolás Guillén, Lydia Cabrera, Alejo Carpentier, Fidel Castro, Guillermo Cabrera Infante, Lourdes Casal, Nancy Morejón and Dolores Prida. (Hector Medina)

280. The Hispanic World: Introduction to Latin American Culture  
An advanced course that provides an introduction to Spanish-speaking Latin American culture while maintaining and improving Spanish language skills. The course is designed to give students an overview of the diverse cultures of the region, moving historically from the first encounters of colonial times to the various communities that make up present-day Latino culture. While the temptation in such a course is to attempt to obscure differences in order to present a coherent narrative, our focus will rather be on the way many different and divergent voices make up Latin American identity and culture.  
Connections: Conx 23003 Modern Latin America  

Literature survey courses

305. Literary Currents in Spain I: From the Middle Ages to the End of the Golden Age  
A study of literary movements and genres in Spanish literature from the medieval period to the end of the Golden Age through the reading and discussion of representative works.

306. Literary Currents in Spain: 18th, 19th and 20th Centuries  
A study of literary movements and genres in Spanish literature from the 18th century to the present through the reading and discussion of representative works.

315. Spanish American Literature I: Colonialism to Modernism  
A study of Spanish American literature from the colonial period to 1910 through the reading and discussion of representative works.

316. Spanish American Literature II: Contemporary Literature  
A study of Spanish American literature from modernism to the present through the reading and discussion of representative works.  
Connections: Conx 23003 Modern Latin America  

Studies in literature

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

330. Studies in Spanish Literature of the 18th and 19th Centuries

340. Studies in Spanish Literature of the 20th Century

350. Studies in Spanish American Literature: Narrative

360. Studies in Spanish American Literature: Drama and Poetry

370. Studies on Hispanic Women Writers

399. Independent Study

400. Seminar in Hispanic Studies

Special course

300. 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 and in after-school programs, etc. Readings and class discussion will focus on the literatures, histories and cultures of Latinos in the United States and other issues pertaining to this community.  
Connections: Conx 20058 Latino Culture

Course in translation

235. Contemporary Latin American Fiction in Translation  
Readings in translation of significant works by modern authors from Latin America. (Also see courses offered through PRESHCO.)

PRESHCO

Hisp 999

PRESHCO is housed in the University of Córdoba’s Facultad de Filosofía y Letras, where courses are
taught in Spanish by professors of the University of Córdoba and other foreign scholars. This interdisciplinary program has been in operation since 1981 and has three basic objectives:
1. To encourage the personal and intellectual growth that comes from living and studying in a foreign country;
2. To increase the student’s command of the Spanish language;
3. To foster knowledge and appreciation of Spanish culture through studies in the humanities, social sciences and fine arts as they pertain to Spain.

Applicants must have completed Hispanic Studies 200 or the equivalent prior to participation in the program and may receive as many as four course credits per semester. All courses may be counted toward a major or minor in Hispanic studies. Students interested in PRESHCO or other programs in Latin America or Spain should consult with the PRESHCO coordinator and the Center for Global Education.

Courses Offered by PRESHCO

**Language**

**1301. Advanced Oral and Written Communication**
Three class hours per week plus additional practice outside class. An exploration of various kinds of textual material viewed as examples of linguistic registers with special attention to semantics and discourse in the contemporary Spanish world. This course is normally required for all students during their first semester in Córdoba (unless exempted by the resident director, in consultation with individual campus coordinators). (Fall and Spring)

**1306. Topics in Spanish Phonology and Linguistics**
A review of Spanish phonetics and phonology with an eye toward improving pronunciation and facility in identifying different accents and dialects. Together with extensive class work, students may choose to participate in a practicum working with local non-governmental organizations or in other settings to increase contact with contemporary language usage. (Fall and Spring)

**1310. Translation**
Theoretical and practical aspects of the translation of both literary and nonliterary texts. Classes are centered on the discussion of weekly translation exercises and are directed toward increasing students’ linguistic competence in both English and Spanish. (Spring)

**Literature**

**1601. Introduction to Spanish Literature I**
An examination of representative texts and literary movements from the medieval period to the Golden Age. (Fall)

**1602. Introduction to Spanish Literature II**
An examination of representative texts and literary movements from the 19th and 20th centuries. (Spring)

**1611. Seminar: Studies in Spanish Theatre**
Focusing on a different historical period each semester, the seminar will explore key aesthetic, cultural and political facets of selected representative texts. (Fall)

**1612. Seminar: Studies in 19th-Century Literature**
Close reading and analysis of representative texts from the 19th century. (Spring)

**1613. Seminar: Studies in 20th-Century Literature**
Critical analysis of key texts from the Generation of 898 to the present. (Fall)

**1614. Seminar: 20th-Century Feminist Expression**
An examination, through various media, of feminist expression in contemporary Spain with particular attention to currents in Spanish feminist thought. (Spring)

**Fine Arts**

**1700. The Music of Spain**
A panorama of Spanish music with a focus on its most significant and distinctive aspects, from the medieval period to the polyphony of the Golden Age and the nationalist trends of the last two centuries. (Fall and Spring)

**1701. Spanish Art: From the Islamic Period to El Greco**
A survey of the most significant artistic expressions—architecture, painting and sculpture—that emerged in Spain from the 8th to the 16th centuries. (Fall)

**1702. Spanish Art: From Velázquez to Picasso**
A continuation of the course described above, exploring artistic milestones from the 17th to the 20th centuries. (Spring)

**1720. Seminar: Methods and Techniques in Andalusian Art Restoration**
An integrative seminar entailing classroom instruction, extensive fieldwork and hands-on practice in the creation and restoration of arts specific to Andalusia. (A portion of this course takes place at the Escuela de Artes Aplicadas y Oficios Artísticos de Córdoba.) (Spring)
1730. History of Spanish Architecture  
An examination of the principal works of Spanish architecture from prehistoric times to the modern works of Antoni Gaudi and Rafael Moneo. (Spring)

History

1401. Roman Andalusia  
An exploration of the social and cultural history of the Roman aspects of Andalusia, from the second century B.C.E. to the 5th century C.E. (Fall)

1404. The Spanish Middle Ages  
An examination of the unique configuration of Christian, Islamic and Jewish cultures in Iberia during the medieval period. Focus on political, economic and social factors, as well as contact with other European powers. (Fall)

1405. Imperial Spain, 1492–1711  
The inner history of the “Spanish Century,” when Spanish military might was peerless and Spanish influence was supreme in Europe and America, is examined in all its contradictions. (Spring)

1406. The Colonization of America  
A critical examination of political, cultural, economic and racial cross-currents between Spain and the Americas during the colonial period. Particular focus on the making and implementation of the policies of the Spanish monarchy in the New World. (Spring)

1407. Political Reform and Social Change, 1808–1936  
An analysis of the political transmutations that followed the great wave of bourgeois revolutions in Western Europe, which brought with them the movement known as Constitutionalism. Examination of the particular transformations occasioned by the dual nature of Spanish economic development. (Spring)

1410. Seminar: El Franquismo and the Transition to Democracy  
An analysis of the complex period of the Franco dictatorship, from its Civil War beginnings to its conclusion and the transition to democracy. (Spring)

Geography

1500. The Geography of Spain  
A study of the basic components of the Iberian Peninsula in its ecological, human, economic and social dimensions, and an analysis of Spanish landscapes and regional diversity. (Fall)

Philosophy

1811. Political Philosophy: Spain and Latin America  
An examination of the development of concepts of nationhood, colonialism and human rights within a Spanish and Latin American context. (Fall)

Interdisciplinary courses and seminars

1910. The European Union: Economics and Society  
An examination of the impact of the political economy of the European Community on the economic and social structures of member states (growth, employment, standard of living), with special emphasis on present-day Spain. (Spring)

1911. The European Union: Political Structures and Institutions  
An examination of communitarian forms of government and political cooperation among member nations. Particular focus on ways in which participation in the EU and adherence to a supranational structure have informed Spanish government, jurisprudence, economics and society. (Fall)

1912. Women in Spanish Society.  
An inquiry into how a feminist focus reconfigures both the content and form of cultural and archival research. The course examines gendered notions of space, education, religion and culture through a variety of periods in Spanish history. (Fall)

1914. From Text to Film: Spanish and Latin American Cinema  
Focusing on six novels by Spanish and Latin American authors that have been adapted for film, the course examines questions of form, medium and narrative. (Fall)

1915. The Semitic Legacy in Hispanic Societies  
An analysis of the formation of “Semitic culture” (primarily Hebrew and Arabic) in both Eastern and Western contexts and its lasting influence on the Spanish ways of life and culture. Emphasis given to the role of Córdoba as a crossroads of intellectual, cultural and artistic currents. (Fall)

1916. Islam: Beginnings, Introduction into Spain and Contemporary Andalusia  
An examination of the origins of Islam in Arabia and its introduction into and evolution within Spain beginning in 711 C.E. Particular attention to the diversity of Islamic religious thought and philosophy, competing notions regarding lasting Islamic influence in Spanish identity, and the role of Andalusia as a cultural site for contemporary Islamic thought. (Fall)
1917. Image, Gender And Sexuality: Contemporary Spanish Cinema
Focusing on recent Spanish films by important filmmakers, the course analyzes the ways in which societal codes dealing with gender and sexuality are presented, explored and oftentimes subverted. (Spring)

Archaeology

1920. Andalusian Archaeology: Theory and Practice
A course encompassing both theory and hands-on practice. Readings and lectures in archaeological theory and methods (including differences between American and European approaches), complemented by extensive practice at local sites. (Fall)

1921. Theory and Methods in the Study of Prehistoric Material Culture
Taking advantage of Córdoba’s rich offering of research sites, this course combines an understanding of general approaches to the study of prehistoric remains with hands-on practice in the Facultad’s “Laboratorio de Prehistoria,” visits to the Museo Arqueológico de Córdoba and other local research facilities. (Spring)

Offerings at the Facultad de Filosofía y Letras
PRESHCO students, as part of their academic program, are encouraged to take a course offered as part of the regular offerings at the Facultad de Filosofía y Letras or another division of the University of Córdoba (for example, economics, education, or law). Doing so can facilitate greater integration into Spanish student life and offers students an extensive array of courses in areas not common in study-abroad programs. Additional fees required by the university for a one-credit course are covered by the PRESHCO program. The grade received is transferred to American grading standards and reported to the home institution for program credit. Given the fact that the Spanish university calendar differs considerably from that in the United States (requiring accommodations in terms of class meetings and due dates for assignments and examinations), students interested in this option should speak to their coordinator before departure or with the resident director upon arrival.

In addition to informing students about the many offerings of the University of Córdoba, the program identifies a short list of courses that may be of particular interest to students learning about Spain and its culture. These offerings are enhanced for program participants by additional course meetings and discussion sections. A list of these courses is available approximately two months before the beginning of each semester and is sent to all accepted students.

Students interested in PRESHCO or other programs in Latin America or Spain should consult with the PRESHCO coordinator and the Center for Global Education.

History

Chair: Alexander Bloom
Faculty: Baker, Bezis-Selfa, Cathcart, Chandra, Liang, Mezzano, Quinn, Tomasek

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

Major
The major program in history requires a minimum of 10 courses. These include:

Area of concentration
Five courses in an area of concentration—America, Asia or Europe. At least two of these five courses must be at the 300 level or above.

Outside the concentration
Three courses outside the area of concentration, one of which must be in each of the other two areas. One of the three courses may be in Latin American history, if the other two courses are in the two areas outside of the area of concentration.

Junior colloquium
Hist 301 is required of all majors in the first semester of the junior year, except those on LOA or approved study away, who must take it in the senior year.

Seminar
Hist 401 Seminars
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, International Relations, Russian and Russian studies, and Women’s studies.
Minor
The history minor consists of at least five courses. Four courses must be in a single area. One course must be outside the area of concentration. At least one of the four courses of concentration must be at the 300 level or above. No more than two 100-level courses may count for the minor.

History courses are also included in the following special minor programs: African, African American, Diaspora Studies, Development Studies, Latin American Studies and Management.

Courses

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.

(Candice T. Quinn)
Connections: Conx 20039 Ideas of Antiquity

101. The Development of Modern Europe from the Medieval Era to 1789
A study of the foundations of modern Europe. Among the topics examined are the development of modern states, the emergence of a capitalist economy, the Renaissance, the Reformation, overseas expansion, the Scientific Revolution and the Enlightenment.

(Yuen-Gen Liang)
Connections: Conx 20040 Political Theories, Political Realities: Ideas and Practices in Past Politics

102. The Development of Modern Europe since 1789
Europe from the French Revolution to the present. Topics include: the Industrial Revolution; nationalism, romanticism, imperialism, democracy, socialism, communism and fascism; the impact of two world wars; totalitarianism; and Europe’s post–World War II renaissance.

(Anni Baker)
Connections: Conx 20007 German Language in European History, Conx 20054 The Religious Response

143. Africans on Africa: A Survey
Africa’s development paralleled European development up to the eve of European colonization of the continent. Whereas the African slave trade robbed the region of millions of her people, a distinctly African holocaust, the slave trade, and its eventual demise in the early 19th century, also set the stage for European colonization. This course is a broad survey of the history of the African continent prior to colonization, during colonization and through the postcolonial period to the present. Its perspective will be uniquely African. We will focus on the interruption of African development and the strategies of resistance and accommodation adopted by various groups through an examination of selected texts, literature and film.

(Dolita Cathcart)
Connections: Conx 23001 African Worlds, Conx 23016 Race as a Social Construct

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.

(Anni Baker)

213. The History of the Civil Rights Movement
This course will examine, through readings and films, those events that led up to and included the civil rights movement in the United States, as well as those mass movements it inspired throughout the 1960s and the 1970s. We will explore the hopes and dreams, actions and strategies, of the progressive members of this movement, which began decades before sit-ins galvanized student activism. This course will center on the historical context 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.

(Dolita Cathcart)

214. European Military History
An introduction to the history of war and the armed forces in Europe. We will begin in the 1400s with the technological and tactical developments that led to “modern warfare.” We will discuss the development of 18th century military states such as Prussia, and the 19th century “people’s army” of Napoleon. We will explore the impact of the Industrial Revolution on European warfare, and the development of new military technology. We will end the course with an in-depth study of the First and Second World Wars.

(Anni Baker)
215. History of Russia
A survey of the growth and development of Russia from its medieval foundations to the recent breakup of the Soviet Union. Topics include: political, social, religious and economic developments; the conflict of Eastern and Western traditions; Russia’s emergence as a European power; 19th-century revolutionary and reform movements; the creation of the Soviet Union and its flawed drive for modernization and domination in global politics.

(Anni Baker)

Connections: Conx 20051 Russian History and Culture, Conx 20055 Russia: Challenge and Opportunity, Conx 20064 Russian History and Politics

217. Mundo Brasileiro
Explores construction of Brazil and its diaspora since 1500 through documents, scholarly works, fiction, music and film. Topics include: environmental change, colonization and its impact on indigenous peoples, African slavery and its legacies, migration to and from Brazil, gender norms, politics and economic development, rise of mass culture, urbanization and industrialization, how outsiders have viewed Brazil, and impact of all these on Brazilians’ struggle to define what is “Brazilian.” Course will try to connect class and campus to Brazilian communities of southern New England.

(John Bezis-Selfa)

218. First Global Societies: Colonial Latin America
Provides introduction to early modern history of the Hispanophone and Lusophone Americas, principally through interpretation of documents. Topics include: indigenous societies before contact with Europeans; conquest and colonization of the Americas by Iberians; rise of African slavery; social, economic, political, and cultural developments under colonial rule, and revolutions for national independence.

(John Bezis-Selfa)

219. Norte y Sur: Modern Spanish America
Explores key themes in modern Spanish America’s history through focus on Mexico, Argentina and one other nation-state. Topics include: nation-building and economic development in the 19th century; the decline and abolition of slavery; the experience of indigenous peoples under national rule; roles of western Europe and the United States in shaping political, economic, and cultural development; Mexican Revolution, Cold War and Socialist Revolutions, and recent efforts at economic and political reform.

(John Bezis-Selfa)

Connections: Conx 23003 Modern Latin America

222. Introduction to Chinese Civilization
This course examines the main political, social, intellectual, and cultural events and currents of China from ancient times to the present in the context of changing territorial and economic realities.

(Vipan Chandra)

223. Introduction to Indian Civilization
This course examines the main political, social, intellectual, and cultural events and currents of India from ancient times to the present in the context of changing territorial and economic realities.

(Vipan Chandra)

224. Introduction to Japanese Civilization
This course examines the main political, social, intellectual and cultural events and trends of Japan from ancient times to the present in the context of changing territorial and economic realities.

(Vipan Chandra)

225. Women in East Asia: Japan and Korea
This course examines the influence of Shintoism, Confucianism, Taoism, Buddhism, colonialism, communism, democracy, feminism and changing economic forces in shaping women’s lives from ancient times to the present.

(Vipan Chandra)

227. Women in East Asia: China
This course examines the status roles of women in Chinese society from ancient times to the present. The influence of Confucianism, Taoism, Buddhism, modern nationalism, communism, and contemporary liberal and feminist ideas as well as changing economic forces in shaping women’s lives is the main focus of the course.

(Vipan Chandra)

228. European Jewish History
This course is a survey of the history of Jewish communities in Europe, from the Middle Ages to the present. Topics include the Jewish experience during the Crusades; the expulsion of Jews from Spain; the Jewish Enlightenment; Jews in Eastern Europe and Russia; assimilation and anti-Semitism; the Holocaust and the creation of the state of Israel.

(Anni Baker)

Connections: Conx 20062 Jews in Modern Europe

240. German History: 1648–Present
A survey of German history from the end of the Thirty Years’ War to national reunification in the 1990s. Topics include: absolutism, the unification of Germany under Bismarck, Germany and World War I, the Weimar period, the rise of National...
Socialism, the Holocaust and World War II, division and the problems of a newly reunited Germany.
(Anni Baker, Michael Mezzano)

Connections: Conx 20028 Germanyes: History vs. Culture

251. Early Islamic Societies
Surveys Islamic history from 600s C.E. to the end of the 18th century. Begins with the late-antique world of the Byzantine and Sasanian empires and progresses to the life of Muhammad, the establishment of the Umayyad and Abbasid Caliphatcs, political disintegration during the Crusader and Mongol invasions, and the rise of the Ottoman Empire. Explores the emergence of Islamic culture through such topics as religious practice and law, gender and minority relations, literature, and art and architecture.
(Yuen-Gen Liang)

252. The Modern Middle East 1800-1992
Surveys the history of the Middle East from 800-992. Major themes in the nineteenth century include the internal reform efforts under Ottoman and Egyptian regimes; European military, political, economic, and cultural intervention; the evolution of new paradigms in politics and society; and the emergence of Islamic modernist and reform intellectuals and movements.

In the 20th century, this course will focus on the rise of nationalism; WWI and the partition of the region; the settlement and establishment of Israel; independence movements and the establishment of nationalist states; globalization and industrialization; Islamic social and political movements; the Arab-Israeli conflict; and European and American intervention in the postcolonial period.
(Yuen-Gen Liang)

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.
(Candice T. Quinn)

Connections: Conx 23017 Forbidden Knowledge

National histories

201. American Colonial History
Provides introduction to colonial history of North America. Topics include: indigenous societies before contact with Europeans and Africans; European reconnaissance and colonization; rise of indentured servitude and racial slavery; social and cultural exchange among and between native peoples, Africans and Europeans; connections of North America to the Caribbean Basin and Atlantic world; conflicts between European colonizers for dominance of North America; and social, political and economic development of mainland British North America in the 18th century.
(John Bezis-Selfa)

Connections: Conx 20057 Early American Studies

Considers the process by which Americans created a new nation and forged a national identity from the period of the Revolution through the Jacksonian era. Topics include: the course of American political growth; the experiences of Native Americans, African Americans and women in the new republic; the beginnings of northern industry; and the flourishing of reform movements.
(Kathryn Tomasek)

Connections: Conx 20057 Early American Studies

203. America: The Nation Divided, 1836–1876
Explores the development of divergent patterns of life in three distinct regions of the United States (the West, North and South) in order to comprehend the emergence of sectionalism, the violent struggle of the Civil War and the readjustments of the Reconstruction years.
(Kathryn Tomasek)

Connections: Conx 20057 Early American Studies

204. Industry and Empire: The United States, 1876–1914
Examines how industrialization in the late 19th century transformed work, home life, class dynamics, ethnic diversity, gender relations, race relations, politics and foreign policy. Such changes redefined what it meant to be American and led to the creation of the modern nation.
(Dolita Cathcart)

205. America between the Wars: 1914–1945
The two world wars bracket a period of extremes in American history: the Roaring Twenties and the Great Depression of the 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.

(Alexander Bloom)

206. Modern America: 1945 to the Present

Despite America’s preeminent position in the world since 1945, the anxieties of the Cold War and the nuclear age pervaded postwar life. Issues such as civil rights, McCarthyism, Vietnam, the counterculture, Watergate, economic fluctuations and political cynicism all raised particular concerns. This course will trace American history in these years—political, social and cultural.

(Alexander Bloom)

Connections: Conx 20033 History and Politics of U.S. Foreign Policy, Conx 20034 The Historical Context of Contemporary American Culture, Conx 20053 Schooling in Modern Society

209. African American History to 1877

Examines the early history of people of African descent in North America, placing the experiences of African Americans at the center. Includes a survey of African history before European incursions and attention to enslavement, culture, women’s experiences, community and family life among both free and enslaved blacks, and the role of African Americans in the American Revolution, the Civil War and Reconstruction.

(Dolita Cathcart)

Connections: Conx 23007 African Diaspora in New World, Conx 23010 Black Aesthetics

210. African American History: 1877 to the Present

This course follows the freed slaves and other African Americans from the end of Reconstruction through the 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.

(Dolita Cathcart)

Connections: Conx 23007 African Diaspora in New World, Conx 23010 Black Aesthetics

232. Women in North America to 1790

This course surveys the history of women in colonial North America. The course begins by examining interactions among indigenous inhabitants; colonizers from Spain, France and Great Britain; and enslaved Africans. The focus then narrows to the British North American colonies and the experiences of women of Native American, European and African descent through the period of the American Revolution and its immediate aftermath. Throughout the course, particular attention is paid to changing constructions of gender and race, exploring their intersections with class, religion and region.

(Kathryn Tomasek)

Connections: Conx 23005 Women in the United States

233. U.S. Women, 1790–1890

This course surveys the history of women in the 19th-century United States, exploring changing constructions of gender, race and class during a period of significant economic and political development. The course examines the emergence of the women’s rights movement among members of the emerging white middle class as well as the changing experiences of free and enslaved African American women. Students complete original research in diaries held in the Wheaton College Archives and Special Collections.

(Kathryn Tomasek)

Connections: Conx 23005 Women in the United States

234. U.S. Women since 1890

This course surveys the history of women in the United States in the 20th century. Beginning with an examination of suffrage and numerous movements for social and economic change, the course challenges students to explore the complexities of women’s experiences. Throughout the course, particular attention is paid to intersections among multiple identities grounded in social constructions of gender, race, class and sexual orientation in local, national and international contexts.

(Kathryn Tomasek)

Connections: Conx 23005 Women in the United States

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.

(Alexander 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.

(Candice T. 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 prehistory 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; and debates concerning reproductive freedom.

(Candice T. 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.

(Candice T. Quinn)

321. European Imperialism, 1757–1939
An examination of European imperialism from the late 18th to the early 20th century. We will consider the factors that led to imperial expansion in the late 18th century and study the colonial experience from the point of view of those who lived it. We will examine how imperialism changed colonized societies; how imperialism influenced culture in Europe; and the development of resistance and opposition in the colonies.

(Ann 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.

(Alexander Bloom)

332. Social and Intellectual History of the United States since 1876
The response of American intellectuals, analysts and writers to the changes accompanying the growth of modern American society from the Industrial Revolution to the present day. Readings will include William James, Emma Goldman, Henry Adams, Jane Addams and Richard Wright, as well as contemporary analysts of modern American life.

(Alexander Bloom)

337. Power and Protest in the United States
Democracy, citizenship and civil rights in the United States are not static concepts unaffected by societal change, nor apt to be changed without pressure from marginalized populations. In this course, we will examine how the growing consciousness and activism of several marginalized populations during the 20th century developed into social movements that changed the meaning and the delivery of democracy, citizenship and civil rights. These changes directly affected the lives of marginalized populations in the United States, and indirectly the lives of the majority population and global communities as well.

(Dolita Cathcart)

Connections: Conx 23011 Revolution!, Conx 20053 Schooling in Modern Society

338. U.S. Labor History
Explores 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.

(Dolita Cathcart)

339. Slavery in the Americas
Examines slavery and slave societies in the Americas (mainly colonial British North America and the United States, Caribbean and Brazil) from rise of Atlantic slave trade to abolition. Emphasizes understanding of slavery and enslavement through interpretation of primary sources.

(John Bezis-Selfa, Dolita Cathcart)

340. Gender and Work in the 19th-Century United States
What is work and who is a worker? Have the answers to these questions changed over time? This course examines the persistence of a gender division of labor that has differentiated women’s work from that of men; that division’s organization over time, place and occupation; and its variations by race, class and region.

(Kathryn Tomasek)

341. Sex and Culture in the 19th-Century United States
Examines the history of thinking about the nature and meaning of sexuality, with particular attention to the religious, medical, psychiatric and sexologi-
cal discourses in the United States and Europe; popular responses to these discourses; and the changing boundaries between “normality” and “deviance.”

(Kathryn Tomasek)

Connections: Conx 23006 Sexuality

352. Social Movements in Modern Islam
Analyzes the historical development of Islamic reform, modernism and political movements from 1800 to 1992. Contextualizes movements in Islamic societies undergoing colonialization, modernization, Europeanization and globalization. Compares such movements to other contemporaneous ones, including nationalism, liberalism, feminism and authoritarianism. Studies the development of diverse notions in “Islam” espoused by these movements.

(Yuen-Gen Liang)

365. Modern China
A close look at China’s political, social and cultural development from 1842 to the present. Focus will be on both the foreign and domestic factors in China’s transition from its imperial past to a modern nation-state.

(Vipan Chandra)

Connections: Conx 20024 Modern China: Tradition and Contemporary Politics

367. Modern Japan
A detailed look at the multifaceted transformation of Japan since the Meiji Restoration of 1868. Japan’s ambitions, achievements and problems will be closely examined. The major focus will be on political change, but attention will also be directed to intellectual, social and economic questions.

(Vipan Chandra)

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. The course examines relatively benign movements such as pacifism, health and new religions as well as the more infamous ideologies of racism, fascism and Stalinism.

(Anni Baker)

398. Experimental Course: The World at War: 1914–1945
This course is an in-depth study of World Wars I and II across all major and minor fronts. Topics include: the political and diplomatic prelude to war, political ideologies and war, doctrine, strategy, tactics and technology of war, the impact of war on society, politics and the economy, the media and war, and how the wars are remembered in contemporary society.

(Michael Mezzano)

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.

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.

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.

Interdepartmental

Courses listed here are offered from time to time by faculty members in more than one department. See also Connections for a listing of connected courses.

Courses

110. Ponds to Particles
Want to know how science connects to the real world? This interdisciplinary course is totally hands-on, problem-based science, with authentic applications. You’ll work as part of a team in service to a local township to solve real problems for that community. Using “just-in-time” teaching, your instructors will serve you as coaches and partners in your problem-solving endeavors. The course includes many field trips, ranging from short on-campus explorations to daylong expeditions on Boston Harbor, Cape Cod and Quabbin Reservoir.

The first semester will focus on water problems on Cape Cod; the second semester (Int 111) will focus on energy problems. Students are encouraged to take both semesters (experiences in the second semester will build on those in the first), but enrolling for only one semester is acceptable.
Early childhood/elementary education minors are strongly advised to take this course both semesters to meet their science requirements.

(Deborah Cato, Kathleen Morgan)

Connections: Conx 23015 Learning to Learn in Math and Science

111. Ponds to Particles
See Int 110.

(Deborah Cato, Kathleen Morgan)

210. Water Resources Planning and Management
Through the Marine Studies Consortium.

215. Coastal Zone Management
Through the Marine Studies Consortium.

225. Maritime History
Through the Marine Studies Consortium.

International Relations

Coordinator: Darlene L. Boroviak

The international relations program prepares students for the complexities of globalization by challenging them to develop a broad understanding of international issues from historical, economic and political perspectives. Students can tailor the program to meet their specific objectives.

Students wishing to participate in various exchange programs, junior year abroad, or other relevant programs should consult with the program coordinators at an early date to ensure that they can complete all requirements. International relations majors are encouraged to participate in relevant internship and/or field-work experiences, both in the United States and abroad.

Major

The major in international relations consists of 10 courses, plus competency at the intermediate level in a modern foreign language. The major includes five core courses, at least four courses in one geographical area concentration and at least one applied topics course. Each major’s program should be carefully constructed with the 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 by taking either a research methods course in political science or history or an analysis course in economics. Students should take Math 141 for their quantitative analysis requirement.

Core courses

Required of all students.

Econ 305 International Finance or Econ 306 International Trade
(note that Econ 101 and Econ 102 are prerequisites)
Pols 109 International Politics
Pols 229 United States Foreign Policy
Pols 309 International Law and Organization or Pols 339 Theories of International Relations
Ir 402 Senior Seminar

Foreign language

Competence at the intermediate level in a modern foreign language. (For languages taught at Wheaton, the equivalent would be passing Fr 211, Ger 202, Itas 200, Russ 211 or Hisp 150.)

Area concentrations

Each major must choose four courses in one of the following areas, including courses from at least two departments, at least one of which must be political science. With permission, students may substitute an appropriate course other than those listed.

Europe and Russia

Hist 102 The Development of Modern Europe since 1789
Hist 215 History of Russia
Hist 240 German History: 1648–Present
Hist 321 European Imperialism, 1757–1939
Pols 215 Contemporary European Governments and Politics
Pols 225 Italian Politics
Pols 249 Russian Foreign Policy
Pols 255 Russian Politics
Pols 265 Politics and Society in Eastern Europe
Pols 325 European Integration
Pols 345 Understanding Russian Politics and Society through the Prism of Film
Pols 375 The Politics of Social and Economic Problems in Post-Communist Russia

Asia

Anth 285 Peoples and Cultures of the Pacific
Anth 295 Peoples and Cultures of South Asia
Hist 222 Introduction to Chinese Civilization
Hist 223 Introduction to Indian Civilization
Hist 224 Introduction to Japanese Civilization
Hist 365 Modern China
Hist 367 Modern Japan
Pols 209 Chinese Foreign Policy
Pols 223 Contemporary Chinese Politics
Rel 212 Sacred Texts of Asia
Rel 328 Buddhism and Development

Middle East/Africa/Latin America
Anth 225 Peoples and Cultures of Africa
Anth 235 Peoples and Cultures of Latin America
Anth 245 Indigenous Movements of Latin America
Hist 217 Mundo Brasileiro
Hist 219 Norte y Sur: Modern Spanish America
Hist 251 Early Islamic Societies
Hist 252 The Modern Middle East 1800–1992
Pols 203 African Politics
Pols 233 The Politics of Latin America
Pols 263 The Politics of the Middle East
Pols 273 Inter-American Relations
Pols 333 Popular Movements and Religious Sentiment in the Americas
Rel 316 Islam: Faith and Practice

Applied topics courses
At least one of the following courses must be part of the major:
Anth 210 Feast or Famine: The Ecology and Politics of Food
Anth 240 Urban Anthropology
Anth 250 Political Anthropology
Anth 260 Women and Development
Anth 333 Economic Anthropology
Econ 232 Economic Development
Econ 233 Sweatshops in the World Economy
Hist 214 European Military History
Pols 309 International Law and Organization*
Pols 323 Comparative Political Development
Pols 339 Theories of International Relations*
Pols 379 National Security Policy
Soc 200 Social Movements
Soc 240 Conflict and Genocide
Soc 270 Immigration
Evaluated field-work experience (overseas internship program or relevant Washington, D.C., U.N. or other domestic experience.)

*M Pols 309 and Pols 339 may not be used as both core courses and applied courses. Each may count for either a core course or an applied course.

Minor
The minor in international relations requires the completion of Econ 305 or Econ 306, Pols 109, Pols 229, Pols 309 and one course from the Applied Topics Courses of the major program.

Courses

402. Senior Seminar

Italian Studies

Chair: Hector Medina
Faculty: Bianchi, Gabriele, Hanson

The program in Italian studies offers courses in the language, literature, civilization, art and politics of Italy.

Major
The major in Italian studies consists of at least nine courses (starting with Itas 200 or above.) Starting with the Class of 2008 at least four of the nine must be in Italian.

Courses
Nine courses from the following:
Itas 200 Advanced Intermediate Italian
Itas 220 Advanced Oral and Written Communication: Composition and Conversation
Itas 235 Italian Women Writers in Translation
Itas 260 Italian Civilization
Itas 305 Studies in Italian Literature I
Itas 306 Studies in Italian Literature II
Itas 320 Italian Cinema
Itas 330 Modern Italian Theatre
Arth 231 Italian Medieval Art and Culture
Arth 232 Art and Architecture of the 14th and 15th Centuries in Italy
Arth 274 Roman Art and Architecture
Arth 332 Art and Architecture of Renaissance Florence
Arth 336 Sex and Death in Early Modern Venice
Arth 401 (When it concerns Italian topics)
Pols 225 Italian Politics

Other combinations are also possible, if students take advantage of special courses that deal directly with Italy and/or Italians in America offered by other departments. Such courses will vary from year to year.

We also encourage majors to spend their junior year abroad with an approved program, such as Middlebury in Florence or Ferrara and IES in Milan or Rome.
Minor
The minor in Italian studies consists of at least five courses from the course list for the Italian Studies major (starting with Itas 200 or above.) Starting with the Class of 2008 at least two of these courses must be in Italian.

Courses
Language courses
Language courses at the elementary and intermediate levels in Italian are offered on an intensive basis and are taught with an eclectic, functional five-skills approach. This integrated approach develops simultaneously all the fundamental skills: speaking, comprehension, reading, writing and cultural awareness.

Our language courses offer students an opportunity to acquire communication skills while developing an awareness and appreciation of Italian culture and civilization. These courses are designed for students in any field or major that benefits from the ability to communicate in Italian and knowledge of Italian literature, culture and civilization.

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

Elementary language courses
101. Basic Italian
A yearlong course conducted by intensive oral method for students with no preparation in the language. Its goal is to provide more than a basic knowledge of Italian by developing the fundamental skills: understanding, speaking, reading, writing and cultural awareness. Four class meetings per week plus work in the language laboratory and media center.

102. Basic Italian
Continuation of Itas 101.

150. Intermediate Italian
This intensive one-semester course provides further development and practice of all language skills. Comprehensive grammar review, with activities designed to enhance listening, speaking, reading, writing and cultural awareness. Four class meetings per week plus work in the language laboratory and media center.

Advanced intermediate language courses
200. Advanced Intermediate Italian
Reading and discussion in Italian of Italian texts (drama, novel, short stories, poetry). Nonliterary texts such as films and music included. Designed to improve students’ ability to communicate orally and to express themselves in written Italian; to broaden their understanding of the Italian world; to introduce them to contemporary Italian writers. Four class meetings per week plus work in the language laboratory and media center.

Connections: Conx 23008 Italian Culture, Language and Society

220. Advanced Oral and Written Communication: Composition and Conversation
This course is designed to improve the student’s speaking and writing skills in Italian at an advanced level and will develop fluid conversational and writing skills through intensive practice. Three class meetings per week plus work in the language laboratory and media center.

Civilization course
260. Italian Civilization
A study of the major trends and development in the evolution of Italian society and culture, from its origins to the present, from a historical, political, social, artistic and intellectual perspective.

Literature survey courses
305. Studies in Italian Literature I
A study of literary movements and genres from the medieval period to the end of the 16th century through the reading and discussion of representative works by Dante, Petrarch, Boccaccio, Machiavelli, women writers of the Renaissance and others. Discussion of the Inquisition and Venice’s central role in print culture.

306. Studies in Italian Literature II
A study of literary movements and genres from the 17th century to the present through reading and discussion of representative works by such authors as Galileo, Carlo Goldoni, Giovanni Verga, Grazia Deledda, Anna Banti and Italo Calvino.

Studies in literature or culture
320. Italian Cinema
This course introduces students to Italian cinema, film analysis and 20th century Italian history (including fascism, war, the “economic miracle” of the 1960s and migration). We will study cinematic techniques and styles through close visual readings of films by Rossellini, De Sica, Fellini, Antonioni, Pasolini, Wertmüller, Bertolucci and others. We will see how these films reflect the aesthetic and cul-
tural debates in the Italian socio-historical context. Required weekly film viewing and readings.

(Alberto Bianchi)

Connections: Conx 23014 Film and Society

330. Modern Italian Theatre
This course explores the shifting zones between stage and audience, between written text and social intervention. Beginning with Pirandello’s seminal masterpiece, *Six Characters in Search of an Author*, students will explore the radical artistic and political potential of theatre in modern Italian society. Readings and viewings may include: avant-garde Futurist theatre; De Filippo’s Neapolitan theatre; Martinelli’s Afro-Italian collaborations; and works by Betti, Pasolini, Maraini, Ginzburg and the renowned Fo-Rame team.

(Tommasina Gabriele)

399. Selected Readings
Course in translation

235. Italian Women Writers in Translation
A study of the dramatic shifts in social, political and economic roles of Italian women in the 20th century, beginning with Aleramo’s famous autobiographical novel, *A Woman* (1906). Includes the complex treatment of women under fascism; representations of women as wives and mothers; women in the workforce; women’s political victories (suffrage and divorce); personal and social struggles for sexual self-determination; the place of Italian women writers in the canon. Amongst the readings: Sibilla Aleramo, Maria Messina, Dacia Maraini, Alba De Céspedes. Lectures, discussions, readings, films and papers in English. Italian majors and minors may select to do readings and papers in Italian.

(Tommasina Gabriele)

Connections: Conx 20014 Modern Italy, Conx 23006 Sexuality

Japanese

Naemi Tanaka McPherson

Courses

101. Introduction to Japanese
Students will develop the four basic skills of speaking, listening, reading, and writing at an elementary level in Japanese. Culturally appropriate communicative skills and an accurate command of basic grammar will be emphasized. Students will master the basic pronunciation of Japanese, and learn the Hiragana and Katakana syllabaries, as well as 58 Kanji. Three weekly class meetings, and language laboratory work.

102. Introduction to Japanese
A continuation of Japn 101.

Latin

Joel C. Relihan and Keeley C. Schell
(For descriptions of majors and minors, see Classics.)

Courses

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

(Keeley C. Schell)

Intermediate courses
The following 200-level courses are open to students who have successfully completed Latin 101; students who have previously studied Latin must take the department’s placement test. These courses do not form sequences. Each course combines grammatical study and review with practice in close reading and textual analysis. Students will learn how to study and do research in specific disciplines in both primary and secondary materials. Readings in the original are supplemented by readings in English; critical writing in English is stressed. These courses will frequently be offered as connections courses.

211/311. From Romulus to Rome
The legendary history of Rome. Selections from the Roman historians, primarily Livy; the relationship between myth and history in the Romans’ view of their origins.

213/313. Latin Epistolography
The study of Roman letters and the development of the edited collection of letters as a Roman literary genre. Readings will be from Cicero, Fronto, Pliny and Augustine.

(Keeley C. Schell)

215/315. The Crisis of the Roman Republic
Social, political and military factors leading to the crisis of the end of the Roman Republic. Readings will be from Caesar, Sallust, Cicero and Velleius Paterculus.
217/317. Roman Satire
The origins and development of Roman prose and verse satire. Texts will include Horace’s *Satires*, Petronius’s *Satyricon* and Seneca’s *Apocolocyntosis*.

(Joel C. Relihan)

222/322. Roman Comedy
Selections from Plautus and Terence and a consideration of the origins and development of comic drama in the ancient world.

224/324. Poetry in Motion: Didactic Poetry and Roman Science
An introduction to classical poetry through the study of the poetics of observational astronomy. Selections from Vergil’s *Georgics*, Manilius’s *Astronomica*, and other lyric and epic poets who describe the constellations and the Zodiac.

(Joel C. Relihan)

226/326. Eros and Erato: Love Poetry in the Roman World
The study of the conventions of love and of poetry. Selections from the lyric Horace and Catullus and the elegiac Ovid; love poetry from late antiquity and the Latin Middle Ages will also be read.

228/328. Epics and Heroes
Selections primarily from Vergil’s *Aeneid*. Heroic and anti-heroic conventions in Ovid’s *Metamorphoses* and in the Silver Latin epic will also be addressed.

Advanced courses
The department’s 300-level courses concentrate exclusively on the improvement of Latin language skills. Students in the 300-level versions of the above intermediate courses read the Latin texts covered in the courses with which they meet and other, related texts. Latin and Classics majors are strongly urged to take 351 and 352 in sequence.

351. Elementary Latin Prose Composition
(Joel C. Relihan)

352. Advanced Latin Prose Composition
(Joel C. Relihan)

Latin American Studies
Coordinator: John Bezis-Selfa
Faculty: de Alba, Allen, Caba, Huiskamp, Ledezma, Medina, Searles, Tierny-Tello, Trevino

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 United States, and the world.

Minor
The minor consists of five courses as described below. Those interested should consult the coordinator and/or participating faculty to design their program.

Language competence
Language competence at the advanced level of Portuguese or Spanish (for Spanish the equivalent would be passing Hisp 220).

Additional courses
Five courses selected from at least three of the five disciplines listed below.

Anthropology
Anth 235 Peoples and Cultures of Latin America
Anth 245 Indigenous Movements of Latin America

Art
Arth 255 Pre-Columbian Art and Architecture

Hispanic Studies
Hisp 270 Studies in Latin American Culture: Cuba and the Pursuit of Freedom
Hisp 280 The Hispanic World: Introduction to Latin American Culture
Hisp 300 Spanish Practicum Internship
Hisp 315 Spanish American Literature I: Colonialism to Modernism
Hisp 316 Spanish American Literature II: Contemporary Literature
Hisp 350 Studies in Spanish American Literature: Narrative

Special courses are also offered occasionally on women writers from Latin America and other topics.

History
Hist 217 Mundo Brasileiro
Hist 218 First Global Societies: Colonial Latin America
Hist 219 Norte y Sur: Modern Spanish America
Hist 339 Slavery in the Americas
**Music**  
Musc 212 World Music: Africa and the Americas  
Musc 220 Music in Latin American Culture

**Political Science**  
Pols 233 The Politics of Latin America  
Pols 273 Inter-American Relations  
Pols 333 Popular Movements and Religious Sentiment in the Americas

**Sociology**  
Soc 285 Latino Community

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**Legal Studies**  
Coordinator: Stephen Mathis  
Faculty: Goodman

The legal studies minor defines an area of study within the liberal arts. It includes courses that examine legal institutions from a humanistic or social science perspective.

**Minor**

Students are required to take a minimum of five semester courses in the minor. Although it is possible to take only courses in philosophy and political science, courses from related fields, including sociology and psychology, may be included or substituted with the approval of the coordinator.

**Philosophy**

At least two required:
- Phil 255 Feminism, Philosophy and the Law
- Phil 260 How Judges Reason
- Phil 265 Philosophy of Law
- Phil 321 Contemporary Social and Political Philosophy

**Political Science**

At least two required:
- Pols 291 Judicial Politics
- Pols 309 International Law and Organization
- Pols 341 Constitutional Law I: The Supreme Court and the Constitution
- Pols 351 Constitutional Law II: Civil Rights and Civil Liberties
- Pols 022 Legal Issues in Public Policy: Family Law
- Pols 023 Legal Issues in Public Policy: Criminal Law
- Pols 024 Legal Issues in Public Policy: Torts
- Pols 025 Legal Issues in Public Policy: The Law of Sexuality and Gender

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**Management**

See also Dual-Degree Programs.

*Coordinator: John Alexander Gildea*

The courses included in the management minor are ones that would be particularly useful for a student intending to earn an M.B.A. or to seek an entry-level position in business. However, the minor does not encourage students to develop business skills in any narrow sense. Rather, drawing on the breadth and depth of the courses offered in the liberal arts tradition, the minor seeks to foster an understanding of the role of business in society and to reinforce a high level of literacy in the basic areas of quantitative and communication skills.

**Minor**

The minor in management consists of six courses.

**Required core courses**

*Mathematics/Computer Science*

One course from:
- Math 101 Calculus I
- Math 104 Calculus II
- Comp 106 Basics of Computing
- Comp 115 Robots, Games, and Problem Solving

*Quantitative methods*

- Math 141 Introductory Statistics

*Microeconomic theory*

- Econ 202 Microeconomic Theory

**Additional courses**

Three courses from the following list, at least one of which must be outside the Economics Department, and at least one of which must be at the 300 level.

Any economics course other than 101 or 102 not included in the core requirements.

- Eng 280 Professional and Technical Writing
- Hist 338 U.S. Labor History
- Math 211 Discrete Mathematics or Math 221 Linear Algebra
- Pols 321 Public Administration and Public Policy
- Soc 215 Working: Society and the Meanings of Work
Mathematics

Coordinator: Rochelle (Shelly) Leibowitz
Faculty: Bloch, DeCoste, Kahn, Naidjate, Ratliff, Sklensky, Straley

The Mathematics and Computer Science Department offers students a commitment to combining our knowledge with cutting-edge technologies, initiating majors into the lush and varied realms of mathematics. You will leave Wheaton with the fundamentals, heightened powers of analysis and logic and a firm grasp on the first stage of your career. A bachelor’s degree in mathematics is a key that unlocks hundreds of different doors, ranging from law school to systems analysis to a career in business to graduate study in mathematics.

Major
The mathematics major consists of a minimum of 11 courses. Normally, the courses will be:
Math 101 Calculus I or
Math 102 Calculus I with Economic Applications
Math 104 Calculus II
Math 211 Discrete Mathematics
Math 221 Linear Algebra
Math 301 Real Analysis or
Math 321 Abstract Algebra
Math 401 Seminar
Five additional courses at the 200 or 300 level, at least two of which are at the 300 level. Comp 115, “Robots, Games, and Problem Solving,” may be used to fulfill one of the additional 200-level courses.

The department recommends that at least five courses be completed by the end of the second year. For those students who place out of calculus, the major consists of a minimum of 10 courses. Any additional course(s) needed to meet the minimum requirement will be determined in consultation with the department.

Students who are considering attending graduate school in mathematics are strongly encouraged to take both Math 301 Real Analysis and Math 321 Abstract Algebra. Students who are education minors and are student teaching during spring of the senior year can substitute an additional 300-level course for the Senior Seminar with departmental approval.

Courses beyond Math 104 used to fulfill the major requirements may not be taken on a pass/fail basis. To major in mathematics, a student needs at least a C+ for the average of her/his Calculus I and Calculus II grades.

Minors
Mathematics Minor
The mathematics minor requires five courses:
Math 101 Calculus I or
Math 102 Calculus I with Economic Applications
Math 104 Calculus II
Math 221 Linear Algebra or
Math 236 Multivariable Calculus
One additional course at the 300 level
One additional course at the 200 or 300 level

Statistics Minor
The minor consists of a minimum of five courses, only one of which may be counted both for the minor and for the student’s major.

Required courses
Math 141 Introductory Statistics or
Math 151 Accelerated Statistics and
Math 251 Methods of Data Analysis

Discipline-specific advanced course
At least one 300-level course that incorporates statistical methods in a discipline-specific context. One course chosen from:
Econ 330 Applied Econometrics
Math 342 Mathematical Statistics
Psy 340 Laboratory in Social Research Methods
Psy 343 Laboratory in Cognitive Psychology
Psy 345 Laboratory in Developmental Psychology
Psy 348 Laboratory in Animal Communication and Cognition
Chem 331 Analytical Chemistry I
Soc 302 Research Methods in Sociology

Mathematical foundation
One course chosen from:
Comp 115 Robots, Games, and Problem Solving
Math 101 Calculus I
Math 102 Calculus I with Economic Applications
Math 221 Linear Algebra
Math 241 Theory of Probability

Elective
One additional course chosen from either of the two lists above, or an independent study (399) with approval of the minor’s coordinator.
Courses

101. Calculus I
Calculus is the elegant language developed to model changes in nature and to formally discuss notions of the infinite and the infinitesimal. The universe is perceived and understood by observing changes and the derivative is the premier intellectual tool for grasping and precisely describing change. Topics include techniques of differentiation, the graphical relationship between a function and its derivatives, and the Fundamental Theorem of Calculus. Applications may include carbon dating archeological finds, modeling population growth and optimization. No previous experience with calculus is assumed.

(Madani Naidjate)

102. Calculus I with Economic Applications
The mathematical content is very similar to that of Math 101, but the natural connections between the techniques from Calculus I and microeconomics are emphasized. For example, the derivative from calculus is applied to the marginal analysis and optimization that are approached graphically in microeconomics.

(Janice Sklensky)

Connections: Conx 20004 The Calculus of Microeconomics

104. Calculus II
Taking the Fundamental Theorem of Calculus as a starting point, Calculus II explores the solution of definite integrals, and their applications, by both analytic and computational methods. These ideas provide a gateway to improper integrals and the careful study of infinite series. Additional topics include techniques of integration, numeric integration, volumes of revolution and Taylor series.

(Janice Sklensky, Harrison Straley)

122. Math in Art
This course investigates mathematics in the context of some of its myriad connections with the art and architecture of various cultures past and present. Possible mathematical topics include systems of proportion, the development of the Golden Ratio by the ancient Greeks and its connection to Fibonacci numbers, the geometry of perspective, classifying different symmetries, non-Euclidean geometry and the fourth dimension, tessellations, and fractals.

(Janice Sklensky)

Connections: Conx 20025 The Math in Art and the Art of Math

123. The Edge of Reason
Consciousness has been memorably described as a flashlight trying to illuminate itself. (Perhaps art is the human activity that best understands the surrounding darkness?) The edge of reason is the boundary between light and dark: the mathematics at the border between knowing and not-knowing. In this course, we’ll use logic and reason to grapple with ideas and concepts that are literally beyond the reach of human imagination. The Edge of Reason is for anyone interested in understanding the mental models our minds make. While people who enjoy math are encouraged to take the course, the only prerequisites are an open mind, a big mouth, and an inquiring spirit. The payoffs are keener analytical abilities, a new way of looking at reality, a penchant for expressing the inexpressible and the ability to tolerate sleep deprivation.

An intertwined co-requisite is Eng 243 taught by Michael Drout at the same time, on alternating days. This is a yearlong course consisting of one class each semester. By taking both semesters, students will attain the QA and AH designations and also fulfill a two-course Connections requirement. However, a student may enroll in only The Edge of Reason.

(Bill Goldbloom Bloch)

Connections: Conx 20031 Science FACTion

127. Colorful Mathematics
The mathematics behind coloring, drawing and design will be investigated and the art of coloring, drawing and design will aid in the study of other math topics. Topics include: African unicursal tracings, coloring maps, coloring graphs, symmetry, border patterns and tessellations.

(Rochelle (Shelly) Leibowitz)

Connections: Conx 20011 Communication through Art and Mathematics

133. Concepts of Mathematics
Required of elementary education minors. Mathematical topics that appear in everyday life, with emphasis on problem solving and logical reasoning. Topics include ratios and proportion, alternate bases, number theory, geometry, graph theory and probability.

(Rochelle (Shelly) Leibowitz, Harrison Straley)

Connections: Conx 23015 Learning to Learn in Math and Science

141. Introductory Statistics
Strongly recommended for social science students. This course aims to answer several profound questions: Given the impossibility of collecting complete data, how do we accurately answer
questions about a large population of people, industrial products or mechanical devices? How do we test interesting hypotheses which apply to a large group? On each space flight, the Challenger had a one in 5 chance of a failure of a critical part—how do we understand a statement such as this? The notions of confidence intervals, hypothesis testing and probability provide a framework for answering these and other questions. May not be counted toward the mathematics major.

151. Accelerated Statistics
Strongly recommended for science and graduate school-bound social science students. This course covers all the questions and tools of Math 141, plus a deeper look at probability, tests of significance, regression and ANOVA. May not be counted toward the mathematics major.

(Michael Kahn)


202. Cryptography
We live in an ocean of information and secrets, surrounded by codes and ciphers. Actions as prosaic as making a call on a cellphone, logging onto a computer, purchasing an item over the Internet, inserting an ATM card at the bank or using a satellite dish for TV reception all involve the digitizing and encrypting of information. Companies with proprietary data and countries with classified information: all kinds of organizations need a way to encode and decrypt their secrets to keep them hidden from prying eyes. This course will develop from scratch the theoretical mathematics necessary to understand current sophisticated crypto-systems, such as the government, industry and Internet standards: the public-key RSA, the DE, and the Rijndael codes.

(Bill Goldbloom Bloch)

Connections: Conx 20038 Top Secret

211. Discrete Mathematics
Combining the iron rules of logic with an artist's sensitivity is part of the aesthetics of a mathematical proof. Discrete mathematics is the first course that asks students to create their own rigorous proofs of mathematical truths. Relations and functions, sets, Boolean algebra, combinatorics, graph theory and algorithms are the raw items used to develop this skill.

(Rochelle (Shelly) Leibowitz)

Connections: Conx 20018 Communicating Information

212. Differential Equations
Since the time of Newton, some physical processes of the universe have been accurately modeled by differential equations. Recent advances in mathematics and the invention of computers have allowed the extension of these ideas to complex and chaotic systems. This course uses qualitative, analytic and numeric approaches to understand the long-term behavior of the mathematical models given by differential equations.

(Bill Goldbloom Bloch, Rachelle C. DeCoste)

216. Computational Molecular Biology
Mathematical models and computer algorithms played a role in sequencing the human genome and continue to play a role as biologists deal with enormous amounts of data that need to be processed and analyzed. This course deals with the theory (but not computer programming) of the computational techniques used in molecular biology.

(Rochelle (Shelly) Leibowitz)

217. Voting Theory
This course examines the underlying mathematical structures and symmetries of elections to explain why different voting procedures can give dramatically different outcomes even if no one changes their vote. Other topics may include the Gibbard-Satterthwaite Theorem concerning the manipulation of elections, Arrow’s Impossibility Theorem, measures of voting power, the theory of apportionment, and nonpolitical applications of consensus theory.

(Tommy Ratliff)

Connections: Conx 20002 Voting Theory, Math and Congress

221. Linear Algebra
How might you draw a three-dimensional image on a two-dimensional screen and then “rotate” it? What are the basic notions behind Google’s original, stupefyingly efficient search engine? After measuring the interacting components of a nation’s economy, can one find an equilibrium? Starting with a simple graph of two lines, and their equations, we develop a theory for systems of linear equations that answers questions like those posed here. This theory leads to the study of matrices, vectors, linear transformations and geometric properties for all of the above. We learn what “perpendicular” means in high-dimensional spaces and what “stable” means when transforming one linear space into another. Topics also include: matrix algebra, determinants, eigenspaces, orthogonal projections and a theory of vector spaces.

Connections: Conx 20045 Mathematical Tools for Chemistry
236. Multivariable Calculus
This course is a continuation of the rich field of ideas touched upon in Calculus II and extends the ideas of the derivative, the integral and optimization to functions that depend on several variables. Topics include vector-valued functions, multiple integrals, alternate coordinate systems, the gradient, vector calculus and Green’s Theorem.

Connections: Conx 20045 Mathematical Tools for Chemistry

241. Theory of Probability
This course is an introduction to mathematical models of random phenomena and process, including games of chance. Topics include combinatorial analysis, elementary probability measures, conditional probability, random variables, special distributions, expectations, generating functions and limit theorems.

(Michael Kahn)

251. Methods of Data Analysis
Second course in statistics for scientific, business and policy decision problems. Case studies are used to examine methods for fitting and assessing models. Emphasis is on problem-solving, interpretation, quantifying uncertainty, mathematical principles and written statistical reports. Topics: ordinary, logistic, poisson regression, remedial methods, experimental design and resampling methods.

(Michael Kahn)

285. Mathematical and Statistical Consulting
Teams of students explore current problems of interest acquired from area businesses and government agencies. The student groups construct and determine appropriate techniques for investigating and solving clients’ problems. Each group meets clients regularly to provide progress report. Results of investigations are delivered by way of scholarly report and professional presentation to the sponsoring organization.

(Michael Kahn, Tommy Ratliff)

301. Real Analysis
This course takes a rigorous approach to functions of a single real variable to explore many of the subtleties concerning continuous and differentiable functions that are taken for granted in introductory calculus. Much more than simply an advanced treatment of topics from calculus, this course uses beautiful and deep results about topics such as the Cantor set, Fourier series, and continuous functions to motivate the rigorous approach.

(Bill Goldbloom Bloch, Tommy Ratliff)

321. Abstract Algebra
This course is an introduction to the study of abstract algebra. We begin with sets, and operations on those sets, that satisfy just a few basic properties and deduce many more properties, creating an impressive body of knowledge from just these few initial ideas. We use this approach to focus on structures known as groups. Symmetry, permutation groups, isomorphisms and homomorphisms, cosets and factor groups will be covered, as well as an introduction to rings, domains and fields. A secondary focus will be developing the student’s ability to write rigorous and well-crafted proofs.

(Janice Sklensky)

327. Graph Theory
A graph is a mathematical structure consisting of dots and lines. Graphs serve as mathematical models for many real-world applications: for example, scheduling committee meetings, routing of campus tours and assigning students to dorm rooms. In this course, we study both the theory and the utility of graphs. Offered at the discretion of the department.

(Rochelle (Shelly) Leibowitz)

331. Geometry
A comparison of Euclidean and non-Euclidean geometries with an emphasis on understanding the underlying structures that explain these geometries’ fundamental differences. At the instructor’s discretion, the geometries of the Euclidean plane and Euclidean manifolds will be compared with spherical and hyperbolic geometries.

(Tommy Ratliff)

342. Mathematical Statistics
This course covers mathematical theory of fundamental statistical techniques and applications of the theory. Topics: estimation and associated likelihood statements regarding parameters, hypothesis testing theory and construction, ANOVA, regression, Bayesian and resampling methods for inference.

(Michael Kahn)

351. Number Theory
Divisibility properties of the integers, prime and composite numbers, modular arithmetic, congruence equations, Diophantine equations, the distribution of primes and discussion of some famous unsolved problems. Offered at the discretion of the department.

(Michael Kahn)

361. Complex Analysis
Complex numbers first arose naturally during the algorithmic process of finding roots of cubic polynomials. Extending the ideas of calculus to complex
numbers continues to bring forth beautiful ideas such as the Mandelbrot Set and powerful applications to quantum mechanics. This course will take primarily the geometric perspective in understanding the many surprising and elegant theorems of complex analysis. Offered at the discretion of the department.

(Bill Goldbloom Bloch, Rachelle C. DeCoste)

381. Combinatorics
A study of graph theory and general counting methods such as combinations, permutations, generating functions, recurrence relations, principle of inclusion-exclusion. Offered at the discretion of the department.

(Rochelle (Shelly) Leibowitz)

399. Independent Study
An individual or small-group study in mathematics under the direction of an approved advisor. An individual or small group intensively studies a subfield of mathematics not normally taught. An independent study provides an opportunity to go beyond the usual undergraduate curriculum and deeply explore and engage an area of interest. Students are also expected to assume a greater responsibility, in the form of leading discussions and working examples.

401. Seminar
A seminar featuring historical and/or contemporary topics in mathematics. Roundtable discussions, student-led presentations and writing are featured.

Mathematics and Computer Science

Chair: Michael B. Gousie
Faculty: Bloch, DeCoste, Kahn, LeBlanc, Leibowitz, Michaud, Ratliff, Sklensky

The mathematics and computer science major brings together aspects of theoretical and applied work that reinforce each other well. The major provides sound undergraduate preparation for a world of work that increasingly involves computer use. The major also provides excellent preparation for graduate study in computer science or applied mathematics, as well as in quantitatively oriented programs in management or public policy.

Major
The major consists of a minimum of 13 courses. Courses beyond the 100 level used to fulfill the major requirements may not be taken on a pass/fail basis.

Required courses
Math 101 Calculus I or
Math 102 Calculus I with Economic Applications
Math 104 Calculus II
Math 211 Discrete Mathematics
Math 221 Linear Algebra
Comp 115 Robots, Games, and Problem Solving
Comp 116 Data Structures
Comp 215 Algorithms
Comp 220 Computer Organization and Assembly Language

Five additional courses beyond the 100 level
Either three in math and two in computer science or four in math and one in computer science, including a Senior Seminar (Math 401 or Comp 401) and at least two courses at the 300 or 400 level.

Mathematics and Economics

Coordinators: John Alexander Gildea, Rochelle (Shelly) Leibowitz
Faculty: Bloch, Freeman, Kahn, Miller, Ratliff, Walgreen

The interdepartmental major in mathematics and economics provides an opportunity for students interested in both economic and mathematical analysis to use certain mathematical concepts and techniques in understanding and analyzing economic problems, processes and policies. A student with this combination of disciplines would be prepared for graduate study at institutions stressing mathematical economics. Courses beyond Math 104 and Econ 102 used to fulfill the major requirements may not be taken on a pass/fail basis.

Major
The major consists of a minimum of 14 courses: seven Economics courses and seven Mathematics courses.

Economics
Econ 101 Introduction to Macroeconomics
Econ 102 Introduction to Microeconomics
Econ 201 Macroeconomic Theory
Econ 202 Microeconomic Theory
Econ 330 Applied Econometrics
Econ 336 Mathematical Economics
Econ 402 Seminar: Current Economic Issues
**Mathematics**

Math 101 Calculus I  
Math 104 Calculus II  
Math 141 Introductory Statistics or  
Math 151 Accelerated Statistics  
Math 211 Discrete Mathematics or  
Math 221 Linear Algebra  
One course at the 300 or 400 level.  
Two additional courses at the 200 or 300 level.

**Music**

See also courses in Music Performance.

Chair: Matthew Allen  
Faculty: Amper, Britto, Cashen, der Hohannesian Falls-Keohane, Hann, Harbold, Irkaeva, MacPherson, Madkour, McNamara, Mouradjian, Raney, Ringwald, Romanul, Searles, Sears, Urban

The Music Department offers a variety of approaches to the study of music. Studies in both Western European music and ethnomusicology provide in-depth learning for the major through courses in listening, performance, music literature and history, music criticism, composition and theory. Electives enable majors to pursue advanced study in areas of personal interest. Many traditional and interdisciplinary courses are open to majors and nonmajors alike.

Individual performance instruction is available either for credit or on a noncredit basis in piano, harpsichord, organ and voice; most of the standard orchestral instruments (violin, viola, cello, bass, flute, oboe, clarinet, bassoon, trumpet, trombone, tuba); and jazz (guitar, jazz piano and saxophone). Students may participate in a variety of faculty-directed ensembles, including Chorale, Chamber Singers, Chamber Orchestra, Jazz Band, Wind Symphony and World Music Ensemble for credit or noncredit.

**Major**

These requirements apply to music majors who declare their music major in the 2003–2004 academic year and beyond.

The major in music consists of 11.5 semester courses:

- Musc 114 Music Theory I: Fundamentals of Harmonic Practice
- Musc 115 Music Theory II: Tonal Harmony
- Musc 214 Music Theory III: Form and Analysis or another theory course at or above the 200 level
- Musc 209 Western Music I: Medieval, Renaissance, Baroque or Musc 210 Western Music II: Classical, Romantic, Modern
- Musc 211 World Music: Eurasia or Musc 212 World Music: Africa and the Americas
- Two additional 200-level courses, other than the required history or theory courses.
- Two 300-level courses.
- Musc 402 Senior Conference

One year of credit performance study and .5 credit (one year) of ensemble performance. Students who place out of Musc 114 or Musc 115 through proficiency tests must still take three theory courses. No course taken pass/fail can satisfy a major requirement.

**Minors**

There are five minor concentrations in music, each involving five semester courses.

**Music history**

Musc 114, Musc 115, Musc 209, Musc 210 and one course at the 300 level.

**Music theory and composition**

Musc 114, Musc 115, Musc 214, Musc 307 and Musc 308.

**American music**

Musc 114, Musc 115, two courses from Musc 220, Musc 262, Musc 272 and Musc 273 and Musc 292, and one course in American music at the 300 level.

**Ethnomusicology**

Musc 113 or Musc 114, Anth 102, Musc 211 or Musc 212, one course from Musc 220, Musc 221, Musc 262, Musc 272, Musc 273, Musc 282, Musc 292, and one course in ethnomusicology at the 300 level.

**Music performance**

Musc 114, Musc 115, Musc 214, another music course at or above the 200 level, at least one year of a double credit performance course (two years are strongly recommended) and a required half recital.

For a definition of “double credit” see Courses in Performance. 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.

(earl raney)

107. The Physics of Music and Sound
See Phys 107.
Connections: Conx 20043 Music: The Medium and the Message

113. Introduction to Music Theory
Designed for non-music majors or students with little music theory background who wish to gain experience with the fundamental concepts of music notation, scale forms, intervals, triads, seventh chords and rhythmic structures. Includes individual computer-assisted instruction.

(ahmed madkour, guy urban)

114. Music Theory I: Fundamentals of Harmonic Practice
Music notation, scale forms, intervals, triads, seventh chords, rhythmic structures, part-writing. Requires some background in music notation and basic music theory, determined by placement test offered online and during the first class meeting. Students who have not studied music before should register for Musc 113, Introduction to Music Theory.

(guy urban, jeffrey cashen)
Connections: Conx 20043 Music: The Medium and the Message

115. Music Theory II: Tonal Harmony
Four-part diatonic progressions and voice leading, simple modulation, analysis of works and excerpts from 18th- and 19th-century Western repertoire. One 30-minute lab per week in addition to regular class meetings. Prerequisite Music 114 or permission of the instructor.

(ahmed madkour, guy urban)

209. Western Music I: Medieval, Renaissance, Baroque
The study of representative compositions in their historical settings. Lecture, listening, discussion.

(william macpherson)

210. Western Music II: Classical, Romantic, Modern
The study of representative compositions in their historical settings. Lecture, listening, discussion.

(william macpherson)

211. World Music: Eurasia
An ethnomusicological study of music and other expressive arts within human culture. Focus on classical, folk and popular musics from a variety of traditions including Bulgaria, India, Indonesia and Ireland. This course seeks to develop critical skills, theoretical understanding, and appreciation for the musical diversity that surrounds us.

(julie searles)
Connections: Conx 20023 Global Music

212. World Music: Africa and the Americas
An ethnomusicological study of music and other expressive arts within human culture. Focus on musical traditions and aesthetics of the African continent, including Ewe, Dagbamba, Mande and Shona peoples, vocal traditions of South African and Arab music traditions found in Egypt. The Americas are represented through the diverse musical offerings of Brazil and Native American music cultures found here in the United States.

(julie searles)
Connections: Conx 20023 Global Music, Conx 23001 African Worlds

214. Music Theory III: Form and Analysis
Approaches to analyzing compositional forms, phrase structure and more advanced harmonic progressions in music of the 18th- and 19th-century Western repertoire.

(guy urban, ahmed madkour)
Connections: Conx 23003 Modern Latin America

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 United States, Caribbean, Central and South America. Topics covered include indigenous/native, mestizo and African-based musical forms; samba, salsa, merengue and other dance musics; and the Nueva Cancion (“New Song”) movement.

(matthew allen)
Connections: Conx 23003 Modern Latin America

221. Music and Dance of South Asia
A study of the inseparable worlds of music and dance on the South Asian subcontinent (India, Pakistan, Nepal and other countries), traversing a stylistic spectrum from popular and folk to high-art classical genres and a range of performance settings encompassing ritual, festival, musical theatre, concert hall and cinema. An ethnomusicological approach places the arts within social, political, historical and religious contexts.

(matthew allen)
Connections: Conx 20032 Cultural Flows in South Asia
242. Conducting
Develops a repertoire of skills necessary for leading effective rehearsals and intelligent performances. Emphasis on learning efficient conducting techniques that will work with singers and instrumentalists. Other topics include rehearsal technique, score reading, performance-related music analysis and ear training. Labs with singers and instrumentalists. (Tim Harbold, Earl Raney)

262. Vernacular Dance in America
The study of American vernacular dance as an indicator of significant historical, social and artistic trends, contextualizing dance in the contemporary cultural climate that both shaped and reflected the influence of dance as an expressive form. Consideration of relevant theoretical works from the fields of dance ethnography, ethnomusicology and culture studies, and experience with the dances themselves through lecture demonstrations. (Julie Searles)

272. African American Originals I: Spirituals, Blues and All That Jazz
African American music from early spirituals to bebop and the historical and social context in which the music was created. A balance of lecture, listening and discussion. Considerable use of film. (Ann Sears)

Connections: Conx 23007 African Diaspora in New World, Conx 23010 Black Aesthetics

273. African American Originals II: Rhythm and Blues, Rock and Contemporary Jazz
African American music from rhythm and blues to rock and roll, from Latin-influenced Cubop and Brazilian Bossa Nova to contemporary jazz. Study of the influence of African-based musical aesthetics and traditions in the United States since 1945. A balance of lecture, listening and discussion. Considerable use of film. (Reinhard Mayer, Ann Sears)

Connections: Conx 20034 The Historical Context of Contemporary American Culture, Conx 23007 African Diaspora in New World, Conx 23010 Black Aesthetics

282. Music and Worship in World Cultures
Study of music and dance in religious and spiritual practice in Europe, Asia, Africa and the Americas. We will explore the dialectics between: sacred and secular, virtuosity and devotion, and religious belief and sociopolitical forces, in Islam, Judaism, Christianity, Hinduism, Buddhism and indigenous African and Native American spirituality. (Matthew Allen, Julie Searles)

292. Broadway Bound: American Musical Theatre
A survey of American musical theatre, focusing on three areas: the African American experience (through shows such as The Green Pastures, Cabin in the Sky, Show Boat, Carmen Jones, Porgy and Bess and The Wiz); Western views of Asia (Madama Butterfly, South Pacific and The King and I); and romantic treatments of American history (The Girl of the Golden West, 1776 and Oklahoma). Emphasis on film viewing and discussion. (Ann Sears)

298. Experimental Course: Electronic and Computer Music I
Designed for both music and non-music majors. Introduction to the use of computers in music creation: overview of MIDI messages and protocol, sequencing, sound synthesis, audio recording and mixing. The course has two major parts: history and theory; and studio/music creation. Prerequisite Musc 113 or Musc 114. (Ahmed Madkour)

298. Experimental Course: German Lyrical Poetry and the Tradition of the Art Song
The tension between language and music will be explored in terms of various theories of and programs for setting words to music. The interpretive qualities of recitation, setting and performance will be studied and whenever possible, rehearsed. Selected works of Schubert, Schumann, Brahms, Wolf and Mahler will be examined as well as the poets Goethe, Eichendorff, Heine and Mörike. This course will be cross-listed in the German Department. (Reinhard Mayer, Ann Sears)

302. ‘The Modern Composer Refuses to Die!’: Music in the 20th Century
Composer Edgard Varèse’s rallying cry reflects the rebellious spirit of composers who emerged from the decaying European classical and romantic music tradition of the 19th century striving to create new musical languages and ideals. The course will survey the important composers of the 20th century, their music and their interactions with the other arts, in the context of the cultural and political upheavals of that period. (Guy Urban)

307. Composition
The development of technical facility in music composition through individual study and group discussion and analysis. (Ahmed Madkour)
308. Analytical Survey of Western Music
Discovering the interactions of time, space, language, timbre and form as they occur in Western European music from the Middle Ages to the 21st century.

(Ahmed Madkour, Guy Urban)

309. Music Nationalism and Identity
This course examines the crucial role played by music in the construction of individual, community and national identity in the 19th and 20th centuries. Through the lens of art, folk and popular music traditions, we will study music “revivals”; the role played by music in nationalist movements in Europe, the Americas and Asia; and the culture clashes that occur when musical systems encounter each other.

(Matthew Allen)

312. American Musical Traditions to 1945
This class will survey the cultivated and vernacular traditions of American music, both sacred and secular, from the Yankee tunesmiths and immigrant musics of the colonial period to jazz and musical theatre at the end of World War II. Considerable independent listening, viewing and writing.

(Ann Sears)

332. Teaching Music in the United States
Introduction to important philosophies in music education, teaching styles, learning strategies and curriculum design. Includes teaching practicum at the Elisabeth W. Amen Nursery School.

(Ann Sears)

398. Experimental Course: Electronic and Computer Music II
Designed for both music and non-music majors. Introduction to the use of computers in music creation: fundamentals of digital audio, sound-processing techniques, sampling and real-time computer music. The course has two major parts: history and theory and studio/music creation. Prerequisite Electronic and Computer Music I.

(Ahmed Madkour)

398. Experimental Course: Politics of Movement
This class explores dynamic issues such as race, gender, class, sexuality and spirituality, framed through revolving case studies of world dance traditions. We will consider the impact of colonialism on expressive forms and how controversies emerge through transformative shifts in ownership. We will look at how definitive dance styles materialize through negotiation and the appropriation of marginalized influences, and how people use dance to embody, define, reinforce and empower personal and shared identity.

(Julie Searles)

398. Experimental Course: Arts Administration
Students will explore the organization and administrative workings of performing arts groups, including symphony orchestras, choral ensembles, chamber music ensembles, folk, jazz and rock bands, among others. Lectures, individual readings and guest presentations will focus primarily on the non-profit arts organization in the areas of publicity, marketing, fundraising, board relations and programming, as well as managing a concert series or festival; the recording industry, community music schools, the touring artist and educational residencies. Outside presenters from various area arts organizations will share insight into outreach and programming opportunities/challenges created by race, gender and ethnicity in the current sociopolitical climate. Students will interact with local arts organizations and concentrate on a specific genre for their final projects.

(Earl Raney)

398. Experimental Course: Music of Ireland

(Matthew Allen)

398. Experimental Course: Guitar in World Culture

(Matthew Allen)

399. Selected Topics
May be offered from time to time to allow students to study a particular topic not included or not emphasized in regular courses.

402. Senior Conference
A course designed to culminate work done in the music major. Topics, format and instructor(s) will vary, but the course will include weekly seminars and the writing, presentation and discussion of a substantive paper.

(Guy Urban, William MacPherson)

500. Individual Research
Offered to selected majors at the invitation of the department. Students interested in such a program, which is normally carried out by candidates for departmental honors, should contact the department chair during the junior year or at the very beginning of the fall semester of the senior year.
Music Performance

See also courses in Music History and Theory.

Chair: Ann Sears
Faculty: Allen, Amper, Britto, Cashen, der Hohannesian, Falls-Keohane, Hann, Harbold, Irkaeva, MacPherson, Madkour, McNamara, Mouradjian, Raney, Ringwald, Romanul, Searles, Urban

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. Students may participate in a variety of faculty-directed ensembles, and individual performance instruction is available either for credit or on a noncredit basis. All performance courses fulfill creative arts curriculum requirements.

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 corequisites. A student may count a maximum total of two ensemble credits (four years of participation) toward the 3 credits required for graduation.

Individual performance courses
Instrumental or voice lessons may be taken with or without academic credit.

To qualify for performance study with academic credit, a student must pass an audition (see individual course description for audition requirements) and enroll in Musc 114 and Musc 115 during the first year of study and in one semester course at or above the 200 level during the second year of study. Students may repeat any level of study for academic credit and accumulate up to four credits at one level. Students who wish to progress to the next level of study and are committed to more advanced repertoire and more intensive practice will request promotion at the end-of-semester jury and must have the approval of the instructor.

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 at the 300 or 400 levels may request academic credit equal to a semester course per semester of lessons. This program calls for twelve 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.

Instrumental or voice lessons without academic credit are offered at any level of ability. A fee of $300 is charged for twelve 30-minute lessons each semester or $450 for twelve 45-minute lessons or $600 for twelve 60-minute 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 noncredit lessons taken off campus.

Major
See the major in music.

Minor
See the minor concentration in music performance.

Courses in Performance

010. Wheaton College Chorale
The Wheaton Chorale is open to all students by audition. The chorale rehearses three hours weekly, performing two to three times each semester. Repertoire consists of music from various traditions, including major works, standard Western-practice choral literature, folk musics of the world, jazz, gospel and more.

(Tim Harbold)
015. Wheaton Chamber Orchestra
The chamber orchestra is open to all Wheaton students who play orchestral string instruments. The orchestra rehearses weekly and presents several concerts each year, both on and off campus. Repertoire includes music from the Renaissance through the 20th century and often involves collaboration with other campus ensembles.

(Earl Raney)

020. Southeastern Massachusetts Wind Symphony
The wind symphony is open to all Wheaton students who play woodwind, brass or percussion instruments. The ensemble rehearses weekly and presents several concerts each year, both on and off campus. Repertoire includes standard wind ensemble and concert band literature from the Renaissance through the 20th century.

(Earl Raney)

025. Wheaton Jazz Band
The jazz band is open by audition to Wheaton brass and woodwind players, guitarists, bass players, keyboardists, percussionists, drummers and vocalists. Other instruments may be incorporated with permission of the instructor. Repertoire covers a wide range of styles, including swing, bebop, progressive and fusion jazz. The ensemble rehearses weekly, presenting several performances each year.

(Rick Britto)

030. World Music Ensemble
The World Music Ensemble performs music from a variety of world traditions, including Brazilian, Irish and South Indian music. Open to all singers and instrumentalists regardless of background, the ensemble is a workshop for both learning repertoire and for learning how music is taught in different cultural settings. We rehearse weekly and give a public performance at the end of the semester.

(Shelia Falls-Keohane)

040. Beginning Class in Voice
Group lessons meeting for one hour once a week. Students will study folk song, art song and musical theatre repertoire and develop technique through specific vocal exercises. Students will sing in unison and individually. Class size is limited to four to six students and the students will share the fee for one-hour, noncredit lessons.

050. Piano Lessons
For declared or prospective music majors who need to fulfill the performance requirement (see major requirements) and who do not have the background to qualify for Musp 150. May be taught as a group lesson.
**Philosophy**

Chair: Stephen Mathis  
Faculty: Celada, Kendrick, Partridge

The Philosophy Department offers a broad range of courses in traditional areas of philosophical inquiry. In addition, the department provides several courses of interest to students with specific career goals, such as law, medicine and business.

**Major**  
The major consists of 10 semester courses.  
Required courses  
- Phil 125 Logic  
- Phil 203 Ancient Philosophy  
- Phil 207 Modern Philosophy: Descartes to Kant  
- Phil 401 Advanced Seminar in Philosophy (in the senior year)

**Special areas**  
At least one course is required from each of two special areas:  
- **Value theory**  
  - Phil 236 Aesthetics  
  - Phil 265 Philosophy of Law  
  - Phil 311 Ethical Theory  
  - Phil 321 Contemporary Social and Political Philosophy

- **Metaphysics and Epistemology**  
  - Phil 224 Minds and Machines  
  - Phil 245 Philosophy of Science  
  - Phil 325 Metaphysics

At least two courses (in addition to Phil 401) are required at the 300 level or above. Not more than two courses at the 100 level, other than logic, may count toward the major. Students may be invited by the department to become honors candidates or to elect other independent work.

Guidelines have been established for interdepartmental major programs combining philosophy with religion, political science or history.

**Minor**  
The minor consists of five philosophy courses, including one at the 300 level and one from each of the following special areas: value theory (Phil 236, Phil 265, Phil 311, or Phil 321) and metaphysics (Phil 224, Phil 245, or Phil 325). Only one course at the 100 level, other than logic, may count. The department also participates in the minor programs in environmental studies, legal studies, public policy, psychology and women’s studies.

**Courses**

*Introductory courses*

**101. Introduction to Philosophy**  
An examination of fundamental problems of philosophy. Topics will vary and may include faith and reason, appearance and reality, the relation of mind and body, human nature, nihilism and morality. This course does not assume previous study of philosophy or intent to specialize.

**111. Ethics**  
An introduction to moral reasoning through the study of ethical theories and their application to practical problems such as capital punishment, world hunger, animal rights and the environment. Special attention to developing and defending one’s own moral positions. Readings from traditional and contemporary sources.  
*Connections: Conx 20015 Genes in Context*

**121. Individual and Society**  
An introduction to social and political philosophy, with special emphasis on the individual’s role in various approaches to the proper constitution of the state. Emphasis will be placed on developing and defending one’s own positions on both theoretical and practical issues. Readings from traditional and contemporary sources.  
*(Stephen Mathis)*

**125. Logic**  
An introduction to categorical, propositional and predicate logic with particular emphasis on methods of discovering and proving the validity of arguments. Designed to improve students’ ability to reason clearly and precisely. Analysis of logical equivalence, soundness and the relation of truth to validity.  
*(Nancy Kendrick)*  
*Connections: Conx 20003 Logic and Digital Circuits, Conx 20016 Logic and Programming*
Intermediate courses

203. Ancient Philosophy
An introduction to the thought of Plato and Aristotle: knowledge and truth, the nature of reality, the good life and the good society. Attention also to Socrates and the pre-Socratic philosophers.

(John Partridge)

Connections: Conx 20039 Ideas of Antiquity

207. Modern Philosophy: Descartes to Kant
The foundations of theory of knowledge and metaphysics through the writings of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume and Kant. Attention to the ways in which these thinkers anticipate various issues in contemporary thought.

(Nancy Kendrick)

208. American Philosophy
America's contribution to philosophical thought, focusing on the classical pragmatists Charles Pierce, William James and John Dewey and their influence on contemporary issues of gender, race and religion. Emphasis on epistemological and metaphysical concepts, such as belief, truth, the nature of knowledge and justification.

(Nancy Kendrick)

224. Minds and Machines
Can a computer think? What is the nature of thought? How does technology affect our conception of ourselves? This introductory course explores issues in the philosophy of mind.

(Nancy Kendrick)

225. Philosophy of Religion
See Rel 225.

233. Philosophy and Literature
Plato began the ancient quarrel between poetry and philosophy; this course seeks rapprochement. Philosophical examination of the relationship among readers, writers and literary texts, illuminating the nature of the mind and imagination, the domain of ethics and the task of moral philosophy. Topics include existentialism, the paradox of fiction and ethical criticism.

(John Partridge)

236. Aesthetics
The branch of philosophy that concerns itself with beauty and art. Examines the main historical and contemporary theories of art and the aesthetic experience. Special emphasis on the nature of aesthetic value, the limits of aesthetic theory and the contributions of aesthetic inquiry to other philosophical fields.

(John Partridge)

Connections: Conx 20009 Performing into Theory

241. Bio-Ethics
A consideration of ethical issues raised by biotechnologies. Possible topics include: laboratory-assisted reproduction and human cloning, enhancement of human traits, designing future children and stem cell research.

(M. Teresa Celada)

242. Medical Ethics
A consideration of current ethical controversies in medicine. Topics will be drawn from life and death issues, resource allocation, experimentation with human subjects and ethical issues in the practice of health care.

(M. Teresa Celada)

245. Philosophy of Science
An examination of modern views about the nature of science. One emphasis is on epistemological issues: scientific knowledge and its distinctiveness, observational evidence and theory construction, and scientific method. A second emphasis concerns issues about science, values and democratic society.

(M. Teresa Celada)

255. Feminism, Philosophy and the Law
An examination of issues in law and philosophy posed by feminist theory, including how society views women and their roles, and how that view affects the legal and societal status of women.

(Stephen Mathis)

260. How Judges Reason
A consideration of fundamental issues in the conception and practice of law in the United States. Emphasis on the analysis of forms of legal reasoning; designed to provide students with a basic understanding of the judicial process.

(Stephen Mathis)

265. Philosophy of Law
A survey of key issues in legal philosophy and legal theory, such as the nature of law, the role of the ethical in the law and punishment theory. Materials will draw on the social sciences as well as philosophy to develop a framework for study of legal institutions across cultures.

(Stephen Mathis)

Advanced courses

311. Ethical Theory
An in-depth examination of theories in normative ethics and meta-ethics. Topics drawn from consequentialist and non-consequentialist theories, moral prohibitions, moral rights, autonomy, naturalism, cognitivism and non-cognitivism and practical reason.

(M. Teresa Celada)
321. Contemporary Social and Political Philosophy
A critical examination of recent theories of a just society, including the work of Nozick, Rawls, Habermas, Young and Benhabib. Offered in alternate years.

(Stephen Mathis)

325. Metaphysics
An investigation of philosophical problems involving space and time, causation, agency, contingency and necessity, and the distinction between mind and matter.

(Nancy Kendrick)

329. Nineteenth-Century Continental Philosophy
Critical examination of post-Kantian idealism and the materialist turn in the context of the German Enlightenment. Intensive study of some of the following thinkers: Kant, Hegel, Fichte, Schopenhauer, Marx, Feuerbach, Kierkegaard and Nietzsche.

(John Partridge)

388. Tutorial
The student will do all the work required for any 200-level course not already taken, plus additional independent work to be arranged in advance with the instructor.

401. Advanced Seminar in Philosophy
Topics will vary from year to year, according to the interests of students and members of the department. Required of majors and minors in their senior year, encouraged for junior majors and minors.

500. Individual Research

Physics
Chair: John Michael Collins
Faculty: Barker, Chen, G. Collins, Goodman

The Wheaton Physics/Astronomy Department provides students with an outstanding individualized curriculum that challenges them to become involved in every stage of the experimental process, from the design of the experiment through the interpretation of data. The mark of a Wheaton physics education is to complement rigorous course work with substantive experiences that call for students at all levels to confront uncertainty in an experiment, and to make rational and informed decisions as to how to probe nature’s ways.

Capstone Experience
All majors in their junior or senior year are required to participate in a research project for one semester or for a summer. Each student is required to write a report and give an oral presentation on the project.

Major in physics
The major in physics consists of a minimum of 10 semester physics courses, as outlined below, chosen in consultation with members of the department so as to form a coherent program in support of the student’s interests and goals.

Required courses

Physics
Phys 170 OR Phys 180 Introductory Physics I (Enhanced)
Phys 171 OR Phys 181 Introductory Physics II (Enhanced)
Phys 225 Modern Physics
Phys 298 Modern Physics II
Phys 350 Experimental Physics
At least three of the following four core courses. Students planning to attend graduate school in physics or astronomy should take all four of the courses below.
Phys 310 Statistical and Thermal Physics
Phys 311 Classical Mechanics
Phys 314 Electric and Magnetic Fields
Phys 370 Quantum Mechanics
Two or more of the following courses:
Phys 110 Electronic Circuits
Phys 226 Optics
Phys 227 Remote Sensing
Ast 302 Astrophysics
Phys 360 Geophysics
Phys 398 Mathematical Physics
Phys 398 Computational Physics
Phys 398 Electric and Magnetic Fields II

Mathematics requirement
Math 236 Multivariable Calculus
Recommended courses outside the department
Math 221 (Linear Algebra) and Math 212 (Differential Equations) are highly recommended for students planning on pursuing graduate school in physics, astronomy, engineering or related fields.
We also recommend that students take a course in computer programming, such as Comp 115.

Major in Astronomy and Physics
This interdisciplinary major, requiring at least 10 courses, provides an opportunity for students to pursue their interest in astronomy at a deeper level than is possible through the minor in astronomy
by taking courses in physics that provide additional perspective on the fundamental principles underlying astronomical research. This major is not recommended for students planning to do graduate work in astronomy; such students should major in physics.

**Required courses**

Ast 130 The Universe  
Ast 140 The Solar System  
Ast 202 Frontiers of Astronomy  
Ast 250 Ancient Astronomies  
Ast 302 Astrophysics  
Ast 305 Observational Astronomy  
Phys 170 Introductory Physics I  
and/or Phys 171 Introductory Physics II  
Phys 225 Modern Physics  
Phys 350 Experimental Physics  
and an additional 300-level course or Phys 399  

**Physics and Engineering—Dual Degree**

Students who are interested in using physics as a base to pursue an engineering career should consider participating in a Wheaton dual-degree program in engineering. This program allows students completing three years at Wheaton and two or more additional years at another institution to earn a bachelor of arts degree from Wheaton and a bachelor’s degree in engineering.

**Departmental honors**

Departmental honors will be awarded to students who successfully complete the Senior Honors Thesis and have an average of B+ or better in the major and an average of B or better overall.

**Minor in Physics**

The minor in physics consists of a minimum of five courses, including Phys 225 and Phys 350, chosen in consultation with members of the department.

**Minor in Astronomy**

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

**Courses**

**107. The Physics of Music and Sound**  
For students of music and others. What sound is, how sounds combine, the distinctions between musical and nonmusical sound, the characteristics of sounds produced by different instruments, sound recording and reproduction, and human perception of sound. Includes lecture demonstration.  
*(John Michael Collins)*  

**Connections: Conx 20043 Music: The Medium and the Message**

**110. Electronic Circuits**  
A laboratory-oriented introduction to modern electronics, which progresses from simple circuits using discrete solid-state components to those using integrated circuits common to computers and control devices. Students will gain insight into the way computers work and learn how to use microcomputers to control simple devices. No previous work in physics or electronics is required.  
*(Xuesheng Chen)*  

**Connections: Conx 20003 Logic and Digital Circuits, Conx 20022 Computer Architecture**

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

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

**140. The Solar System**  
The processes that shape the surfaces and atmospheres of planets and satellites and how the planets have evolved in different directions. Students will learn how planetary data are gathered and how to interpret those data and will design a mission to address one of the many remaining mysteries of the solar system.  
*(Geoffrey Collins, Timothy Barker)*

**160. Geology**  
The origin, evolution and behavior of the Earth, the processes that shape the Earth today and investigation of the geologic record to see how these processes have operated in the past. Topics include earthquakes, volcanoes, erosion, rocks and minerals, the interior of the Earth, Earth history and plate tectonics. Laboratories and field trips to investigate local geology are included.  
*(Geoffrey Collins)*

**Connections: Conx 20030 Politics and Global Change**

**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.

(John Michael Collins)

171. Introductory Physics II
The fundamentals of electric and magnetic phenomena including circuit theory. The theory of oscillations and waves. Introduction to geometrical and physical optics. Recommended for students in science, mathematics and engineering dual-degree programs. Three hours lecture, three hours laboratory per week.

(John Michael Collins)

170. Introductory Physics I (Enhanced)
An enhanced version of Phys 170, offering students an opportunity to work at a faster pace and/or with more advanced materials. Typically these courses award an additional half credit for the extra work and time required of them.

(John Michael Collins)

172. Introductory Physics II (Enhanced)
An enhanced version of Phys 171, offering students an opportunity to work at a faster pace and/or with more advanced materials. Typically these courses award an additional half credit for the extra work and time required of them. (John Michael Collins)

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.

(John Michael Collins)

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.

(Timothy Barker)

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

226. Optics
Geometric and wave optics, including reflection, refraction, scattering, diffraction, interference, polarization and nonlinear phenomena. Applications to microscopes, telescopes, spectroscopy, lasers, fiber optics, holography and a variety of modern optical materials. The course includes a significant amount of laboratory work outside of class.

(John Michael Collins)

227. Remote Sensing
A great deal can be learned about the Earth by studying the different wavelengths of light reflected or emitted from its surface. Students will learn the theory, collection and interpretation of remotely sensed data from aircraft and satellites, through hands-on projects related to geology, ecology, human land use and environmental monitoring.

(Geoffrey Collins)

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

(Timothy Barker)

298. Experimental Course: Modern Physics II
Applications of quantum mechanics to atomic and molecular systems. Topics include the hydrogen atom, the fine and hyperfine interactions, spin, and angular momentum. Many-electron atoms, simple molecules, bonding, and rotational and vibrational motions are also discussed. Throughout the course, basic concepts of quantum mechanics are stressed, such as wavefunctions, energy levels, quantum states and quantum numbers.

(John Michael Collins)

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

(Timothy Barker)

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

(Timothy Barker)

310. Statistical and Thermal Physics
The principles of the physics of systems having many particles. A statistical (microscopic) approach to the thermodynamic (macroscopic) properties of
many-particle systems, such as pressure, volume, temperature, entropy, free energy and heat capacity.
(John Michael Collins)

**311. Classical Mechanics**
Advanced topics dealing with classical mechanical systems. Small oscillations and waves. The calculus of variations, Fourier analysis and series solutions of differential equations are some of the mathematical methods developed and used.
(Xuesheng Chen)

**314. Electric and Magnetic Fields**
Classical electricity and magnetism, electromagnetic fields and waves. Vector calculus and much of potential theory will be developed and used throughout the course.
(Xuesheng Chen)

**350. Experimental Physics**
Advanced laboratory. Students will perform a variety of experiments from the various branches of physics and astronomy chosen to suit their individual needs and interests.
(Xuesheng Chen)

**360. Geophysics**
Use of the principles of physics to understand current geologic phenomena and the evolution of the Earth and planets. Topics include the structure and evolution of the interiors of the Earth and other planets, deformation of solid material, seismology, heat generation and transport, dynamics of the ocean and atmosphere, hydrology, gravity anomalies, geomagnetism and impact cratering.
(Geoffrey Collins)

**370. Quantum Mechanics**
The principles of quantum mechanics. Schroedinger’s equation and applications to some physical systems. Observables, operators and expectation values. Operator algebra. Angular momentum and spin. Approximation methods.
(Xuesheng Chen)

**399. Selected Topics**
Independent study on topics in physics, astronomy or geology not covered by the regular course offerings. Content varies with the interest of students and instructors.

**499. Independent Research**
A research project in physics, astronomy or geology supervised by a faculty member of the department.

**500. Individual Research**
Investigation of a problem in physics, astronomy or geology under the guidance of a faculty member. Students must write a thesis and take an oral examination. Open to junior and senior majors who are candidates for departmental honors.

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**Political Science**

*Chair: Gerard Huiskamp*

*Faculty: Allen, Boroviak, Goodman, Kennedy, Murphy, Powell, Shomali, Vogler, Wilson*

The Political Science Department offers a broad range of courses in the field of American, international and comparative politics (encompassing non-Western and Western systems) and political theory. To acquaint students with important research techniques, the department offers a course in modern social science research methods. Every student majoring in political science participates in a department seminar. Participation in political campaigns, individual research and other field projects is encouraged. The department sponsors a semester in Washington, D.C., under the American University Washington Semester Program. The faculty also supports and maintains information on appropriate junior year abroad studies in political science.

**Major**
The major in political science consists of 10 semester courses, including four core courses and one course from each of the four area groupings. At least three of the 10 courses must be at the 300 level or above. Majors should complete Pols 200 before their senior year and they are encouraged to take Math 141 for their math requirement. Any student may propose an individual major program for consideration by the department’s entire faculty. The department welcomes individual research on the part of its majors.

**Core courses**
Pols 101 The American Political System
Pols 200 Modern Political Inquiry: An Introduction to Research Methods
Pols 401 Seminar
And one of:
Pols 207 Political Theory: Ancient Greece to the Renaissance or
Pols 227 Political Theory: Renaissance to the American Founding
International relations
Pols 109 International Politics
Pols 209 Chinese Foreign Policy
Pols 229 United States Foreign Policy
Pols 249 Russian Foreign Policy
Pols 273 Inter-American Relations
Pols 309 International Law and Organization
Pols 339 Theories of International Relations
Pols 379 National Security Policy

Comparative Western societies
Pols 115 Introduction to Comparative Politics
Pols 215 Contemporary European Governments and Politics
Pols 225 Italian Politics
Pols 255 Russian Politics
Pols 265 Politics and Society in Eastern Europe
Pols 325 European Integration
Pols 335 Politics of Divided Societies
Pols 345 Understanding Russian Politics and Society through the Prism of Film
Pols 375 The Politics of Social and Economic Problems in Post-Communist Russia

Comparative non-Western
Pols 203 African Politics
Pols 223 Contemporary Chinese Politics
Pols 233 The Politics of Latin America
Pols 263 The Politics of the Middle East
Pols 323 Comparative Political Development
Pols 333 Popular Movements and Religious Sentiment in the Americas

American
Pols 201 Contemporary Urban Politics
Pols 211 Congress and the Legislative Process
Pols 221 Women in Politics
Pols 231 The American Presidency
Pols 271 African American Politics
Pols 291 Judicial Politics
Pols 321 Public Administration and Public Policy
Pols 326 Political Psychology
Pols 331 Media and Politics
Pols 341 Constitutional Law I: The Supreme Court and the Constitution
Pols 351 Constitutional Law II: Civil Rights and Civil Liberties
Pols 361 Environmental Conflict Resolution
Pols 391 Advocacy and the Governmental Process

Theory
Pols 207 Political Theory: Ancient Greece to the Renaissance
Pols 227 Political Theory: Renaissance to the American Founding
Pols 298 Non-Western Political Thought
Pols 298 Justice, Freedom and Democracy
Pols 327 Black Political Thought

Minor
Guidelines have been established by the economics, history, political science, and sociology and anthropology departments for interdepartmental concentrations. The department offers a joint minor in urban studies with the Sociology and Anthropology Department.

It is possible for nonmajors to have a minor concentration in either American politics or comparative politics/international relations. Each minor consists of a minimum of five courses in the appropriate area. The minor in American politics must include Pols 101 and at least one course in American politics at the 300 level. The minor in comparative/international politics must include Pols 109 or Pols 115 and at least one course in international or comparative politics at the 300 level.

Courses

101. The American Political System
An introduction to American politics using a systems approach and covering aspects of political behavior along with institutional description and analysis of public policy. Open to freshmen, sophomores and juniors.
(Jay S. Goodman)

109. International Politics
After a brief introduction to salient events in world politics since World War II, basic concepts in the analysis of international politics are considered. The course will analyze the various types of international actors (nations, international organizations, liberation movements, multinational corporations), their goals and how they seek to attain them, and will explore the determinants of international political behavior.
(Darlene L. Boroviaik, Jeanne Wilson)

Connections: Conx 20030 Politics and Global Change

115. Introduction to Comparative Politics
The comparative study of the political process in Western and non-Western societies. No political system will be studied in depth, though the course
provides the concepts and tools for such study in the future.

(Gerard Huiskamp)

200. Modern Political Inquiry: An Introduction to Research Methods
An introduction to the guiding principles of modern social science research, along with instruction in the actual use of research techniques, including surveys, statistical analysis of political data and data processing by computers.

201. Contemporary Urban Politics
Urban, suburban and metropolitan government and policy problems. The course will focus on local political conflict in the context of the federal system in which both the national government and the states play important roles. Policy formulation, implementation and evaluation, including community development, housing, education and welfare, will be explored via fieldwork.

203. African Politics
An introduction to African politics. The course will focus on major issues, including political change, institutions, processes, economic development, female roles, ethnicity and foreign policy.

(Gerard Huiskamp)

Connections: Conx 23001 African Worlds

207. 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.

Connections: Conx 20040 Political Theories, Political Realities: Ideas and Practices in Past Politics

209. Chinese Foreign Policy
An introduction to the study of Chinese foreign policy. The course will focus on providing explanations for China’s foreign policy behavior as well as inquiring into the major issues that have shaped the development of the foreign policy of the People’s Republic of China.

(Jeanne Wilson)

211. Congress and the Legislative Process
An analysis of who gets elected to the House of Representatives and the Senate, how they get elected and what they do once in office. Topics covered include: elections, constituencies, party organizations, committees, rules and norms, interest groups, executive liaison, policy outcomes and the impact of reforms.

(Marcus Allen)

Connections: Conx 20002 Voting Theory, Math and Congress

215. Contemporary European Governments and Politics
A comparative study of contemporary European political systems. Special attention given to the relationship of government structures and the policy-making process.

(Darlene L. Boroviak)

221. Women in Politics
This course examines gender, race and class as categories of analysis for understanding the political experiences of individuals in U.S. society. In an attempt to elucidate the conceptions and ideas that shape cultural and sexual identities, this course will consider all types of women. We will examine how feminist analysis and womanist analysis reconceptualizes political science and politics.

223. Contemporary Chinese Politics
An introduction to the political institutions and processes of the People’s Republic of China. Covers the political experience of the PRC since 1949 with a focus on the post-1978 era.

(Jeanne Wilson)

Connections: Conx 20024 Modern China: Tradition and Contemporary Politics

225. Italian Politics
An examination of the dramatic changes in contemporary Italian politics that mark the transition to the Second Republic. Through a series of case studies and films, the course will focus on topics such as political culture and the myth of a “backward” Italy, feminism and the “youth question,” electoral reforms, immigration, bureaucracy and corruption, the fight against the Mafia, federalism and local government reform, and Italy and the European Union.

(David Vogler)

Connections: Conx 20014 Modern Italy, Conx 23014 Film and Society

227. 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.

(Alireza Shomali)
229. United States Foreign Policy
An examination of the goals of American foreign policy and of the making and implementing of policy to attain those goals in the Cold War period.
(Darlene L. Boroviak)
Connections: Conx 20033 History and Politics of U.S. Foreign Policy, Conx 20038 Top Secret

231. The American Presidency
Development and problems of presidential leadership in an era of crises. Includes both a historical analysis of the development of presidential powers and the application of those powers in contemporary American politics.
(David Vogler)

233. The Politics of Latin America
An introduction to the dynamics of politics in Latin America. Themes include political economy, military authoritarian intervention, transitions to democracy, social movements and the U.S. role in the area. Countries used as examples include Brazil, Mexico, Argentina, Colombia, El Salvador and Chile.
(Gerard Huiskamp)
Connections: Conx 23003 Modern Latin America

249. Russian Foreign Policy
A study of contemporary Russian foreign policy behavior with an emphasis on Russia's struggle to define a foreign policy strategy in a post-communist world. Approximately one-quarter of the course will be devoted to historical antecedents of the Soviet period.
(Jeanne Wilson)
Connections: Conx 20064 Russian History and Politics

255. Russian Politics
The course will examine the attempts since the dissolution of the Soviet Union to set a course for an emergent Russian state. Some time will also be spent on examining political processes in the other CIS states.
(Jeanne Wilson)
Connections: Conx 20064 Russian History and Politics

263. The Politics of the Middle East
An introductory course in contemporary Middle East politics focusing on the internal dynamics of Middle East societies, the political relations among states in the region and the involvement of the superpowers in Middle East affairs.
(Alireza Shomali)

265. Politics and Society in Eastern Europe
After a brief introduction to the history of Central and Eastern Europe, the course will focus on the current situation in each of the nations of the area. Attention will be directed to the political, economic and social developments in these countries, as well as the progress they have made in shifting to political democracy and a market economy.
(David E. Powell)

271. African American Politics
The relationship between African Americans and the American political system since moving from protest to politics in their quest for freedom is the course's central theme. Examined are the changing role of civil rights organizations and the related successes of varied strategies for political empowerment on this quest for freedom.
(Marcus Allen)
Connections: Conx 23010 Black Aesthetics

273. Inter-American Relations
This course will instruct students in the theory and practice of international negotiation through the analysis of case studies as well as role-playing through a negotiation simulation—“the international relations of the Americas.” In this interactive Web-based simulation of international negotiation, participants model real-world international interactions between countries.
(Gerard Huiskamp)

291. Judicial Politics
Focuses on judicial politics in the United States as reflected in the criminal law process. The course is organized in terms of points of discretion where political decisions are made: the police and arrest, treatment of the accused, bail, plea bargaining, conspiracy law, contempt, sentencing and prisons.
(David Vogler)
Connections: Conx 20064 Russian History and Politics

298. Experimental course: Non-Western Political Thought
Far from being a homogenous system, non-Western political philosophy portrays a host of diverse ideas of man, society, truth, good and power. Like its “Western” counterpart, “non-Western” political thought has historically evolved in response to the socio-political exigencies of time. Having this fragmentary nature in mind, we begin this course with an evaluation of the very dichotomy of Western vs. non-Western traditions of thought. Then, we trace the historical and intellectual exchanges between select branches of each tradition and inquire into medieval and contemporary Islamic political thought. Perhaps the recent worldwide resurgence of political Islam and its growing importance in international and domestic affairs fully account for this choice. The “Eastern” philosophy of nonviolence
and its relevance for the current world shape our second area of concern.

Finally, we will specifically investigate a branch of contemporary Islamic political thought that seeks to learn from, and incorporate, Gandhi’s philosophy of nonviolence, and, in so doing, offer alternatives to both “western-secularist” and “Islamic fundamentalist” political ideologies.

(ALIREZA SHOMALI)

308. Experimental Course: Major Political Concepts: Justice, Freedom and Democracy
It seems that for centuries, justice, freedom and democracy have engaged the minds of political thinkers and won the hearts of us, typical citizens of the world. These ideas help us understand who we are, how we live and why our life can improve. However, do we have a clear perception of what democracy and freedom really are? Does everyone, regardless of all differences among human beings, envision the idea of justice the same way we do? If yes, then what is that consensual notion of justice? If the answer is negative, can we really “justify” anything?

(ALIREZA SHOMALI)

309. International Law and Organization
A study of the role of international law and organizations in international relations. Attention given to the legal relations of states through analysis of cases and documents. Some emphasis given to the United Nations.

(DARLENE L. BOROVIAK)

320. Public Administration and Public Policy
An analysis of theories of administrative behavior and current policy problems. The last half of the course is an administration “game” based on the budget of the National Park Service.

(JAY S. GOODMAN)

Notes: Conx 20017 Ecology and Public Policy

321. Comparative Political Development
A broadly comparative survey of the political economy of less developed countries, diversities and similarities across Asia, Africa and Latin America.

(GERARD HUISKAMP)

325. European Integration
A study of various attempts to unify Western Europe, including the European Union and NATO; the implications of the establishment of a common market in Western Europe in 1992; and the impact of changes in Eastern Europe on European integration.

(DARLENE L. BOROVIAK)

326. Political Psychology
See Psy 326.

327. Black Political Thought
An introduction to African American political and social ideas. Through critical examination of major expressions of that discourse, we hope to arrive at some understanding of the principles, goals and strategies developed by African American women and men. Focus is on major philosophical, theoretical and ideological formulations put forward during the 19th and 20th centuries. In light of the historic and contemporary problems associated with race, class and gender oppression, we will probe the manner in which these structures of domination and exploitation have differentially and similarly impacted the lives of black women and men.

(MARCUS ALLEN)

Notes: Conx 23010 Black Aesthetics

331. Media and Politics
An intensive study of media in political campaigns, using video archive materials and student projects on media in gubernatorial and Senate campaigns.

(JAY S. GOODMAN)

333. Popular Movements and Religious Sentiment in the Americas
Religious sentiment and popular social movements in the Americas. A study of religious sentiment in the Western tradition and how different conceptions of divinity have influenced contemporary social movements. The course examines both defensive working-class movements (the Christian identity movement, white supremacists and citizen militias) and groups focused on popular empowerment (the civil rights movement, liberation theology and participatory action-research).

(GERARD HUISKAMP)

335. Politics of Divided Societies
A study of the role of ethnic or cultural divisions in the politics of various societies. The course will look at how different 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 United States.

(GERARD HUISKAMP)

339. Theories of International Relations
The course surveys theories of international relations (e.g., realism, the causes of war, functionalism, decision-making analysis) with the underlying goal of providing students with a framework—or frameworks—with which to analyze and critique behavior in the international arena.

(JEANNE WILSON)
Connections: Conx 20065 Theories of Imperialism

341. Constitutional Law I: The Supreme Court and the Constitution
A study of the politics of the U.S. Supreme Court and the Constitution, with analyses and debates on major Supreme Court decisions on the powers of the president, Congress and the courts, the proper role of national and state governments in a federal system, and the guarantee of a republican form of government.

(David Vogler)

345. Understanding Russian Politics and Society through the Prism of Film
An examination of political and social issues in post-communist Russia, relying heavily on films—primarily those produced in Russia (with English subtitles)—to understand the situation within the country. Topics include the transition to political democracy and a market economy and social problems such as alcohol abuse, drug abuse, HIV/AIDS, environmental degradation, the war in Chechnya and the situation of women.

(David E. Powell)

Connections: Conx 23014 Film and Society

351. Constitutional Law II: Civil Rights and Civil Liberties
A study of U.S. Supreme Court decisions, with analyses and debates on affirmative action, equal protection, abortion rights, freedom of speech and religion, government searches and seizures, privacy, private property rights, capital punishment, the right to die and related issues.

(David Vogler)

361. Environmental Conflict Resolution
A fieldwork-based course. The classroom component will focus on the theory and practice of interest-based resolution of environmental conflicts and on their merits, building on the work of Fisher, Urey and Susskind. In fieldwork assignments, students will analyze the interests of the conflicted parties, develop strategies for interest-based negotiation of compromise and develop scenarios for this negotiation. Class simulation developed by the Program on Negotiation at Harvard Law School. This course may be counted toward the minor in Environmental Studies.

(Jeremiah Murphy)

Connections: Conx 20048 Environmental Problem Solving

375. The Politics of Social and Economic Problems in Post-Communist Russia
Course examines the social and economic problems, and the successes and failures, encountered in the effort to transform Russia into a “modern” capitalist state.

Among the issues covered will be Russia’s demographic crisis, migration into and out of the country, drug and alcohol abuse, crime, the social/political and economic position of women, prostitution, abortion, STD’s (especially HIV/AIDS), environmental deterioration, the crisis in health care, political and economic corruption, and the re-emergence of religion as a political and social force. Purpose is to analyze public policies as both cause and effect of strains in Russian society.

(David E. Powell)

Connections: Conx 20055 Russia: Challenge and Opportunity

379. National Security Policy
Focuses on issues of national security and strategies for policy implementation in the United States and Russia in the post–Cold War era. Topics covered include missile defense, terrorism, weapons of mass destruction, military doctrine and military preparedness.

(David E. Powell)

Connections: Conx 20038 Top Secret

391. Advocacy and the Governmental Process
This course is designed to give students exposure to the advocacy process, within a not-for-profit organization that is attempting to influence state government. Students will develop familiarity with the practices of politics and public policy through study and hands-on experience, and will learn to read, analyze and draft legislative or administrative documents. Students will evaluate how those involved in political advocacy roles can advance society’s best interests. Fieldwork will take place in Massachusetts or Rhode Island state legislatures.

(Jeremiah Murphy)

398. Experimental course: Writing Public Policy
This course is designed to develop students’ abilities to conceive and write public policy, for local, state, national and international decision-making arenas. Students will examine real-world case studies and then move on to their own topics of interest, for implicit or explicit policy audiences. These latter policy pieces may be one or more in number, according to individual students’ interests. Students are encouraged to bring interdisciplinary perspectives to the course.

(Jeremiah Murphy)
401. Seminar

**American Politics**
Focuses on contemporary issues facing the American political system.

(David Vogler)

**International/Comparative Politics**
Focuses on global processes and trends characteristic of the current international order.

(Jeanne Wilson)

421. Government Fieldwork
Individually designed and supervised fieldwork in agencies of state and local government or a political campaign in Boston, Providence and surrounding communities. A semester of tutorial work (or its equivalent) with an instructor before and after the field experience and a paper relating the scholarly literature to the experience are required. Students who enroll in this course are expected to work a minimum of eight hours a week at their internship. Additionally, at the conclusion of the internship experience, students must complete a Work and Public Service Record through the Filene Center. Enrollment on an as-available basis.

**Short courses**

020. Model United Nations
Preparation for and participation in a national model United Nations conference (The Harvard National Model U.N.). The course may be taken for credit more than once as long as different states are represented. Conference costs, including room and board, are the responsibility of the student. Course begins on or about November 1. No add or drop after this date. Enrollment limited to 20 students.

022. Legal Issues in Public Policy: Family Law
This course uses a law school casebook and law school teaching methods to look at the current law of marriage, divorce, child custody, property divisions, procreation, abortion, adoption and domestic violence. (One-half credit)

(Jay S. Goodman)

023. Legal Issues in Public Policy: Criminal Law
This course uses a law school casebook and law school teaching methods to look at the current law of the common law crimes of homicide, assault, battery, arson, burglary and rape, and the legal defenses to each. (One-half credit)

(Jay S. Goodman)

024. Legal Issues in Public Policy: Torts
This course uses a law school casebook and law school teaching methods to look at the development of the law of personal injury, including intentional torts, negligence, products liability, strict liability, libel, and fraud. (One-half credit)

(Jay S. Goodman)

025. Legal Issues in Public Policy: The Law of Sexuality and Gender
A mini-course on an important current legal issue. Topic: The Law of Sexuality and Gender. (One-half credit)

(Jay S. Goodman)

029. January Internship in Washington, D.C.
An opportunity for students to work as interns in the nation’s capital and meet weekly for structured discussion. The Filene Center for Work and Learning provides support in developing intern positions. Students will be required, without exception, to work in Washington from January 3 through January 24.

(Jeremiah Murphy)

**Psychobiology**

*Coordinators: Kathleen Morgan, Meg Kirkpatrick, Robert L. Morris
Faculty: Benoit, Nelson*

The interdepartmental major in psychobiology is intended to fill the needs of students seeking understanding of the biological bases of behavior. The field of psychobiology includes all of the interface between psychology and biology, such as neurobiology, psychoneuroimmunology, animal behavior, psychopharmacology, cognitive neuroscience, neuroendocrinology, health psychology, physiological psychology and developmental psychobiology, to name a few. Psychobiologists examine the evolutionary, physical and biological bases of behavior and experience. In doing so, they focus on the physical structures, chemicals and physical events involved in the production of behavior. Students majoring in psychobiology will be prepared for graduate training in any of the fields mentioned above, as well as for professional training in medicine or veterinary medicine. They also may find jobs in research laboratories, zoological parks, aquariums, industry or education.

**Major**

Students majoring in psychobiology are encouraged to pursue independent research as a way to integrate the two fundamental disciplines.
Requirements
Bio 111 Evolution and Ecology
Bio 112 Cells and Genes
Psy 101 Introductory Psychology or
Psy 225 Brain, Mind and Behavior
Psy 202 Quantitative Research Methods
Bio 211 Genetics
Psy 226 Comparative Animal Behavior or
Bio 226 Comparative Animal Behavior or
Psy 227 Drugs and Behavior
Math 141 Introductory Statistics or
Math 151 Accelerated Statistics or
Psy 341 Laboratory in Behavioral Neuroscience
At least one semester of chemistry: Chem 103 or
Chem 104 or Chem 153 or Chem 154.
Bio 244 Introductory Physiology
or Bio 255 Vertebrate Evolution and Anatomy
Bio 219 Cell Biology or
Bio 254 Developmental Biology
At least two 300-level labs—one from each of the
two contributing disciplines (biology and psychol-
ogy). Suggested lab courses include the following
(but others will be accepted with permission of the
advisors): Psy 334, Psy 336, Psy 343, Psy 345, Psy
348, Bio 303, Bio 305, Bio 324, Bio 331, Bio 348,
Bio 399.
A documented research, internship or practicum
experience of no fewer than 120 hours, typically
after the sixth semester.

Different electives may be appropriate depending
upon the career goals that a particular student may
have for himself or herself. Options among these or
others are best decided upon in consultation with
one of the psychobiology advisors.

Recommended electives
Bio 201, Bio 205, Bio 215, Bio 221, Bio 231, Bio
303, Bio 318, Bio 347, Clas 120, Phil 224, Psy 211,
Psy 222, Psy 227, Psy 265, Psy 235, Psy 312

Recommended for graduate training in neurosci-
ence
Bio 305, Bio 324, Phys 170, Phys 171, Psy 222, Psy
227, Psy 312

Recommended for graduate training in animal
behavior
Bio 215, Bio 305, Bio 318, Psy 211, Psy 312,
Psy 348

Students interested in the health professions are
encouraged to consult one of the health career advi-
sors in addition to their advisor in psychobiology.

Psychology
Chair: Bianca Cody Murphy
Faculty: Agatstein, Barnes, Baron, Berg, Fhagen-
Smith, Kirkpatrick, Liebling, Morgan, Nelson, Olin,
Price, Sahar, Thompson, Woodard, Wulff, Zuriff

The offerings of the Psychology Department are
intended to reflect the remarkable diversity of
topics and approaches that constitute modern-day
psychology. Many students may want to begin their
exploration of psychology by taking a 200-level
course focused on a particular topic. Psychology
101, which is not required for the major, is
intended as an overview of the field for those who
do not expect to concentrate in psychology. It can,
however, be counted toward either the major or
the minor. Students with scores of 4 or 5 on the
AP psychology test will be credited for Psychology
101.

Laboratories and field placements
On-campus laboratory facilities include the
Elisabeth Amen Nursery School, human and animal
experimental labs and a psychobiology lab that
includes a vivarium. Off-campus fieldwork with
either children or adults may be conducted in com-
munity-intervention agencies, psychiatric mental
hospitals, social service agencies and industrial
organizations.

Major
The major consists of at least 10 credits.

Statistics
Math 141, Math 151, or Bio 212.

Psychology
Psy 202 Quantitative Research Methods

Biological
Two of the following:
Psy 225 Brain, Mind, and Behavior
Psy 226 Comparative Animal Behavior
Psy 227 Drugs and Behavior
Psy 235 Human Sexuality
Psy 261 Psychobiology of Sex and Gender
Psy 265 Health Psychology
Psy 298 The Body in Human Experience
Psy 341 Laboratory in Behavioral Neuroscience
Psy 348 Laboratory in Animal Communication and
Cognition
Individual
Two of the following:
Psy 203 Developmental Psychology
Psy 211 Learning and Memory
Psy 221 Experiencing: The Phenomenology of Everyday Life
Psy 222 Cognition
Psy 241 Personality—The Study of Lives
Psy 247 Abnormal Psychology
Psy 312 Perception
Psy 315 Social and Emotional Development
Psy 324 Childhood Behavior Disorders
Psy 330 Scientific Approaches to Consciousness
Psy 343 Laboratory in Cognitive Psychology
Psy 345 Laboratory in Developmental Psychology
Psy 369 Clinical Psychology
Psy 398 Laboratory in Qualitative Research

Sociocultural
Two of the following:
Psy 098 Psychology and Ethics
Psy 232 Social Psychology
Psy 251 Multicultural Psychology
Psy 260 Psychology of Religion
Psy 270 Adolescent Development
Psy 272 Psychological Anthropology
Psy 290 Psychology of Women
Psy 301 Culture Wars on Campus: Psychological Perspectives
Psy 306 Infancy across Cultures
Psy 326 Political Psychology
Psy 334 Practicum in Human Services
Psy 336 Child Development in the Navajo Nation
Psy 340 Laboratory in Social Research Methods
Of the six courses in the above three categories, one must be a 300-level course and one must be a laboratory course (i.e., at least two 300-level psychology courses are required).

Seminar or thesis
Psy 400 Psychology Senior Seminar

Honors Work
Students with an overall GPA of 3.4 or higher are encouraged to consider completing an honors thesis in psychology. Proposals for honors theses must be reviewed and approved by the department, generally in the spring of the junior year.

Psy 500 Senior Honors Thesis
Students who undertake a senior thesis must also take the Senior Seminar in Psychology.

Courses in the following subject areas outside of psychology are also recommended: writing; philosophy, including logic and ethics; other social sciences; computer science; biology and the physical sciences.

Minor
Students minoring in psychology should take five psychology courses, at least one of which is at the 300 level. A minimum of five credits is required.

Courses

101. Introductory Psychology
A survey of the basic principles and findings of psychology as a social and biological science and practice.

202. Quantitative Research Methods

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 Elisabeth W. Amen Nursery School.
(Peony Fhagen-Smith, Derek Price)

211. Learning and Memory
A study of memory from behavioral, cognitive, and biological perspectives. Reviews principles of classical and operant conditioning as they have been established through animal research and applied in behavior therapy; takes a cognitive approach to human memory, with an emphasis on information-processing theories; and explores recent work in functional brain imaging and with neuropsychological patients.
(Rolf Nelson)

221. Experiencing: The Phenomenology of Everyday Life
An introduction to the phenomenological approach in psychology and its application to ordinary, everyday experiences as well as to uncommon ones. Applies phenomenological methods and interpretations to achieve insights into such activities as writing, imagining and driving a car, as well as to the less-accessible experiential worlds of children and autistic, blind or paralyzed adults.
(David Wulff)

222. Cognition
A survey of scientific studies of everyday thinking, with particular attention to language, problem solving, reasoning and decision making. Serves as an introduction to cognitive neuroscience, which examines information processing in conjunction
with its underlying neural mechanisms. Current experimental research will be incorporated into the classroom discussions.

(Rolf Nelson)

Connections: Conx 20061 Body and Mind

225. Brain, Mind and Behavior
An introduction to biopsychology through a survey of topics such as nervous system structure and function; neuronal physiology; structure and function of the sensory and motor systems; and the physiological bases of emotion, motivation, learning, and abnormal and social behaviors.

(Meg Kirkpatrick, Kathleen Morgan)

226. Comparative Animal Behavior
An introduction to evolutionary theory as an organizing framework for comparing representative behavior patterns in humans and other animal species. Includes analysis of both the mechanisms and the functions of behaviors.

(Kathleen Morgan)

Connections: Conx 23013 Animal Power in Religion, Art and Science

227. Drugs and Behavior
An introduction to the study of drug use, abuse and addiction, with a focus on recreationally used drugs. Topics range from the neurochemical action of drugs to the consequences of their use for society.

(Meg Kirkpatrick, Kathleen Morgan)

Connections: Conx 20049 Psychoactive Sacramentals

232. Social Psychology
An introduction to the systematic study of human social behavior. Considers how people perceive and react to others and how they are affected by social situations. Topics include attitudes, prejudice, helping, aggression and interpersonal attraction.

(Gail Sahar, Michael Berg, Fredric Agatstein)

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.

(Linette G. Liebling, Nancy Olin)

Connections: Conx 23006 Sexuality

241. Personality—The Study of Lives
A study of the nature of human personality, including its structure, development and ongoing dynamics. Employing a variety of classic and modern theoretical perspectives and research findings, addresses the fundamental question of how we are to understand ourselves and others in the diverse situations in which humans find themselves.

(Cooper R. Woodard, David Wulff)

247. Abnormal Psychology
A survey of the chief forms of psychological disorder and current modes of explanation and treatment. Issues include the definitions of normality and abnormality and the goals of intervention. Case studies focus the discussion.

(Bianca Cody Murphy)

251. Multicultural Psychology
Multicultural psychology is the systematic study of all aspects of human behavior as it occurs in settings where people of different cultural backgrounds encounter each other. Multiculturalism has been considered a “fourth force” in the field of psychology, supplementing behaviorism, psychodynamic theories and humanistic psychology. Readings, discussions and films will be used in this course to explore such topics as differences in worldviews and in means of communication; the acculturation process; stereotyping, prejudice, discrimination and racism; cultural identity development; and building multicultural competence.

(Peony Fhagen-Smith)

Connections: Conx 23016 Race as a Social Construct

260. Psychology of Religion
A descriptive and interpretive study of religious attitudes, experiences and practices. Drawing on biological, behavioral, psychoanalytic, Jungian, existential-phenomenological and humanistic viewpoints, this course considers the nature of religious experience; the meaning of religious images, creeds and rituals; and the origins and significance of individual differences in religious outlook.

(David Wulff)

Connections: Conx 20050 Quest for Transcendence, Conx 20054 The Religious Response

261. Psychobiology of Sex and Gender
An exploration of the possible biological underpinnings of sex differences in human behavior. Examines the relationship between hormones and the central nervous system in determining how the sexes participate in many different areas of human
behavior. Some of the main topics of this course are the sexual differentiation of the brain, how the brain and behavior connect, sex differences in animal behaviors, the evolution of sexual differences, the biology of sexuality and sexual attraction, and sex differences in parenting, aggression and aging. (Meg Kirkpatrick)

Connections: Conx 23004 Gender, Conx 23006 Sexuality

265. Health Psychology
Presents a biopsychosocial model of health that addresses how biological, psychological and social processes and their interaction influence our physical well-being. Topics include mind-body interactions, health behavior and interventions, patient-doctor relationships, and chronic and advanced illnesses. (Michael Berg)

Connections: Conx 20005 Microbes and Health

270. Adolescent Development
Multiple perspectives on the physical, cognitive and psychosocial transitions related to adolescent development. Topics include current versions of developmental theory; specific issues related to early, middle and late adolescence; the adolescent peer culture; sexualities and sex education; multicultural issues in adolescence; and changing male/female roles. (Frinde Maher, Peony Fhagen-Smith)

Connections: Conx 23006 Sexuality

272. Psychological Anthropology
See Anth 270.

290. Psychology of Women
Examines psychological theories and research about women and gender. Discusses similarities as well as gender differences and the multiple causes for those differences. Explores the ways in which ethnicity, class and sexual orientation interact with gender in the United States. (Bianca Cody Murphy)

Connections: Conx 23004 Gender, Conx 23005 Women in the United States

298. Experimental Course: The Body in Human Experience
A survey of the many ways that the body conditions or is an object of our daily experience as it varies from one individual to another and is framed by history, culture, religious tradition, ethnic identity, gender, age and health. Among the topics will be the effects of human physiology and posture on human experience; language, symbols, and the construction of the built world; body image and bodily experience in men and women, including LGBT persons; and efforts to transform the body through cosmetics, tattooing, piercing, mutilation, body-building, plastic surgery and dress. (David Wulff)

301. Culture Wars on Campus: Psychological Perspectives
An examination of what psychology can contribute to our understanding of four debates directly affecting students in the liberal-conservative culture wars: freedom of expression, feminism, affirmative action and sexuality. (Gerald Zuriff)

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, caretaker-infant relationships, early experience and changes during infancy, all in cultural contexts. (Derek Price)

312. Perception
A detailed look at the processing of visual information, from the moment that photons of light enter our eyes to the experience of seeing the world spread out before us. Topics include depth perception, perspective in art, color, perceptual organization, motion, attention and awareness. (Rolf Nelson)

Connections: Conx 20061 Body and Mind, Conx 23012 Visualizing Information

315. Social and Emotional Development
In this course the growth of social and emotional competence that emerges from children’s experiences in their relationships with others (e.g., parents, other children, cultural context) will be explored through in-depth reading and discussion of such topics as attachment, emotions, gender role development, development of the self, moral development and more. Special attention will be given to books such as Odd Girl Out: The Hidden Culture of Aggression in Girls, by Rachel Simmons; Dan Kindlon and Michael Thompson’s Raising Cain: The Emotional Life of Boys; and The Skin We’re In: Teaching Our Teens to Be Emotionally Strong, Socially Smart, and Spiritually Connected, by Janie Ward. (Peony Fhagen-Smith)

324. Childhood Behavior Disorders
A survey of behavioral disorders of childhood in both clinical and educational settings, with a review

(Grace Baron)

*Connections: Conx 20060 The Genetics of the Autism Spectrum*

**326. Political Psychology**
The study of psychological influences on political thinking and behavior. Personality and politics, intergroup conflict, political cognition and genocide are some of the topics to be considered.

(Gail Sahar)

**330. Scientific Approaches to Consciousness**
How does the brain give rise to a conscious awareness of our surroundings? What is the relation of the body to the mind? Are animals conscious? This course approaches the recently emerging field of consciousness studies, which attempts to address questions like these and others, from a cognitive, neuroscientific, and philosophical perspective.

(Rolf Nelson)

**334. Practicum in Human Services**
Students intern in a community mental health or human service agency for one day or two half-days a week. They receive supervision both at the agency and by the professor. The weekly class meeting integrates the fieldwork experience with the theoretical literature. Placements may address issues such as homelessness, family violence, adolescent pregnancy, AIDS, mental illness and child care.

(Grace Baron)

**336. Child Development in the Navajo Nation**
A cultural perspective on child development is sought through service learning relationships with a Navajo community school and domestic hosts in Arizona during January. Service may include classroom instruction and field supervision of students, as well as domestic chores for our host families. Readings, reflective exercises, journal writing and literature searches all will contribute to papers developed during spring semester. Additional fees may be necessary for travel.

(Derek Price)

**340. Laboratory in Social Psychology**
The study of the important conceptual, practical and ethical issues involved in doing social psychological research. Students will conduct studies using experimental and correlational methods and learn to write an APA-style paper. Topics have included attitudes toward abortion, affirmative action and Wheaton’s honor code.

(Gail Sahar, Michael Berg)

**341. Laboratory in Behavioral Neuroscience**
An introduction to the physiology of behavior, with a special focus on neurophysiology, neuroanatomy and sensory physiology. Six hours a week, lab/lecture combined.

(Meg Kirkpatrick)

**343. Laboratory in Cognitive Psychology**
The design, implementation, evaluation and interpretation of experiments in memory, perception and other topics in cognitive psychology. Following experience in carrying out pre-designed laboratory experiments, students will work in groups on developing and carrying out their own original research projects.

Understanding of the scientific process will be further facilitated through discussions of journal articles in the field.

(Rolf Nelson)

**345. Laboratory in Developmental Psychology**
Early childhood development will be assessed in the Elisabeth W. Amen Nursery School through cross-sectional and longitudinal quantitative research methods. Students will design and implement the specific methodologies, analyze the data using SPSS and interpret the results in written APA format. Ethical issues will be addressed.

(Peony Fhagen-Smith, Derek Price)

**348. Laboratory in Animal Communication and Cognition**
A comparative introduction to current theories and methodologies for investigation of the nature of communication in, and cognitions and problem-solving abilities of, nonhuman animals. Lab/lecture combined.

(Kathleen Morgan)

**369. Clinical Psychology**
An introduction to the field of clinical psychology. Considers the basic tools of the clinician, including interviewing, observation and assessment; the major theories of counseling and psychotherapy; and professional and ethical issues. Case studies, demonstrations and videotapes will be used.

(Bianca Cody Murphy)
Methods including phenomenology, grounded theory, conversation and discourse analysis, protocol analysis, memory work and narrative psychology. 

(David Wulff)

400. 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.

500. Individual Research

Public Policy Studies

Coordinator: John Miller

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 policymaking, alternative disciplinary approaches to policy formation and implementation and appreciation of value conflicts in the policy process. In addition, students are encouraged to pursue substantive policy issues that draw on the expertise of Wheaton faculty members in such areas as environmental regulations, criminal justice, technological development, labor-management relations, poverty and welfare, anti-trust and regulation, and health care.

Minor
The minor consists of six courses, at least one of which must be at the 300 level, including: Econ 101 Introduction to Macroeconomics or Econ 102 Introduction to Microeconomics And one course in statistical or research methods: Math 141 Introductory Statistics or Pols 200 Modern Political Inquiry: An Introduction to Research Methods or Soc 302 Research Methods in Sociology Other courses may be selected by students in consultation with the coordinator. No more than three courses in any department may count toward the minor.

Religion

Chair: Jeffrey R. Timm
Faculty: Brumberg-Kraus, Darling-Smith

The study of religion plays two roles. It provides a quintessential liberal arts experience for all students and cultivates religion majors. The Religion Department seeks to provide specialized courses for students majoring in the discipline, and general courses for students interested in religion but who are pursuing other majors.

Major
The religion major consists of nine semester courses.

Requirements
Rel 102 Introduction to the Study of World Religions
Rel 401 Seminar
and seven courses selected from three of the following areas. At least three courses will be taken from one of these areas; at least two courses from a second area; and at least one course from a third.

Scriptural studies
Rel 109 Introduction to the Hebrew Bible
Rel 110 Literature of the New Testament
Rel 204 Scripture in Judaism, Christianity and Islam
Rel 207 Introduction to Rabbinic Literature
Rel 210 Jesus and the Gospels
Rel 212 Sacred Texts of Asia
Rel 342 Liberation Theology

Western religious traditions
Rel 204 Scripture in Judaism, Christianity and Islam
Rel 223 Religion in Contemporary America
Rel 232 Faith after the Holocaust
Rel 282 Music and Worship in World Cultures
Rel 322 Judaism: Faith and Practice
Rel 323 Seminar in Jewish Thought
Rel 342 Liberation Theology

Asian and non-Western religious traditions
Rel 108 Engaged Buddhism
Rel 212 Sacred Texts of Asia
Rel 316 Islam: Faith and Practice
Rel 325 Hinduism: Thought and Action
Rel 326 Buddhism: Thought and Action
Rel 357 Indigenous Religions
Contemporary and comparative religious thought
Rel 102 Introduction to the Study of World Religions
Rel 142 Religion and Sexuality
Rel 162 Perspectives on Death and Dying
Rel 204 Scripture in Judaism, Christianity and Islam
Rel 208 Religion in Modern Literature
Rel 225 The Philosophy of Religion
Rel 230 Mysticism and Spirituality
Rel 232 Faith after the Holocaust
Rel 242 Religion and Ecology
Rel 260 Psychology of Religion
Rel 277 Religion and Animals
Rel 340 Seminar on Religion in Anthropological Perspective
At least three courses at or above the 300 level, including Rel 401, are required of all majors.

Interdepartmental majors
Majors in religion and philosophy and religion and history are offered jointly with the philosophy and history departments, respectively. Students electing either joint major should consult with the chairs of the two departments concerning the courses required.

The classics and religion departments have drawn up guidelines for an interdepartmental major in ancient studies. For the dual-degree programs with Andover-Newton Theological School, contact Barbara Darling-Smith.

Minor
Minor concentrations are available in comparative religion, Bible, world religions and Judaic studies. A minor consists of five courses approved by the department, one of which must be at or above the 300 level. Rel 102, though not required, is strongly recommended. For the minor in Judaic studies, see Jonathan Brumberg-Kraus.

Courses
102. Introduction to the Study of World Religions
A survey of the major world religions for the beginning student. Religions discussed will include indigenous religions (American Indian and African traditions), religions of India (Hinduism and Buddhism), China (Taoism and Confucianism) and those originating in the Middle East (Judaism, Christianity and Islam). Religion will be considered as a worldview expressed through doctrine, myth, ethical system, ritual, personal experience and society.

Connections: Conx 20054 The Religious Response

108. Engaged Buddhism
An introduction to contemporary Buddhist thought and practice, exploring the role of Buddhism in addressing issues of social and environmental concern. Basic concepts, text traditions and history of Buddhism will provide the foundation for understanding the contemporary developments of “engaged Buddhism” and its response to issues of social justice, race, gender ethnicity, consumerism, advertising culture, info-age technology and the natural environment.

(Jeffrey R. Timm)

109. Introduction to the Hebrew Bible
An overview of the diverse, sometimes conflicting, religious perspectives represented in the Hebrew scriptures concerned primarily with the biblical texts as the expressions of religious beliefs and ways of life. Examination of the historical contexts and literary forms and traditions of the texts and the concrete social situations to which these texts are religious responses. Focus on the Bible’s treatment of general themes in the study of religion, such as ideas of the holy, religious language and myth, ritual, monotheism and goddess worship, prophecy, theodicy, salvation, gender, the religious value of the secular, and interpretation.

(Jonathan Brumberg-Kraus)

110. Literature of the New Testament
The literature of the New Testament, with special attention to the form and content of the New Testament documents, their relationship to one another and their witness to the character of early Christianity.

(Jonathan Brumberg-Kraus)

142. Religion and Sexuality
A study of religious views on sexual choices, life styles and problems of today, including love, marriage, sex roles, homosexuality, celibacy, contraception, abortion, and sexual and domestic violence.

(Barbara Darling-Smith)

Connections: Conx 23006 Sexuality

162. Perspectives on Death and Dying
Study of the grief process. Exploration of cross-cultural rituals surrounding death and speculation from various religions on immortality, resurrection and reincarnation. Investigation of end-of-life moral questions.

(Barbara Darling-Smith)

204. Scripture in Judaism, Christianity and Islam
This course focuses on the religious function of sacred scriptures in the three Western religious traditions: Judaism, Christianity and Islam. Attention will
be paid to scripture as myth of origins; the relative importance of sacred story, prophecy, and law in the three traditions; authority; and the importance of interpretative traditions. We will also investigate the ritual functions of scripture, artistic representations and contemporary efforts to interpret the relevance of textual traditions.

(Johnathan Brumberg-Kraus)

207. Introduction to Rabbinic Literature
This course introduces the most important rabbinic documents of antiquity: the Mishnah and the Babylonian Talmud (the Bavli). Attention will be paid to their ritual, mythic and ethical dimensions, especially their distinctive exegetical and theological approaches to the Torah.

(Johnathan Brumberg-Kraus)

208. Religion in Modern Literature
This course examines modern fiction as a means of exploring diverse views on the nature and meaning of human existence and the search for faith. The writings of such novelists as Katherine Paterson, Zora Neale Hurston, Umberto Eco, Aharon Appelfeld, Nagib Mahfouz, Orhan Pamuk, Flannery O’Connor and some contemporary religious poets are to be considered.

(Johnathan Brumberg-Kraus)

210. Jesus and the Gospels
This course studies selected versions of the life of Jesus across many genres (scholarly, fictional, cinematic and devotional) and across many centuries (from canonical and apocryphal Gospels to medieval allegories to modern novels and films) in order to explore the ways generations of Christians at different times and places have fitted the story to their own needs and situations.

(Johnathan Brumberg-Kraus)

212. Sacred Texts of Asia
A study of some of the major religious traditions that have emerged in South and East Asia. Hinduism, Buddhism, Confucianism and Taoism will be explored by considering representative scriptural texts and subsequent commentary traditions as a way to uncover their respective answers to fundamental questions about ultimate reality, humanity and salvation.

(Johnathan Brumberg-Kraus)

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.

(Barbara Darling-Smith)

Connections: Conx 20034 The Historical Context of Contemporary American Culture

225. The Philosophy of Religion
A study of questions emerging from the philosophical analysis of religious thought. Both religious and anti-religious thinkers will be considered on fundamental issues: the existence of God, the status of revelation and faith, the problems of conflicting truth claims of different religions, immortality and human destiny. Special attention will be given to contemporary challenges to traditional, patriarchal theology.

(Jeffrey R. Timm)

230. Mysticism and Spirituality
An examination of mysticism as well as other forms of personal religious consciousness and the way individuals have integrated religious experience with their general understanding of existence. Attention will be given to accounts of mysticism and spirituality found in different cultures and historical periods. Fundamental issues include: the character of religious experience, the significance of gender in spirituality, self-realization and self-transformation, the relationship of interior experience and public life, and altered states of consciousness.

(Jeffrey R. Timm)

Connections: Conx 20049 Psychoactive Sacramentals, Conx 20050 Quest for Transcendence

232. Faith after the Holocaust
The death of six million Jews at the hands of the Nazis and their collaborators in World War II represents a radical challenge to faith in Judaism, in Christianity and in Western humanism. The course begins with an historical overview of the Holocaust and then uses literature of Holocaust survivors and the philosophical and theological response of Jewish and Christian authors to articulate the challenge of the Holocaust to faith. The course concludes with a discussion of the implications of the Holocaust for Western culture. Because the questions that this course explores are highly varied and defy simple answers, a variety of disciplines, texts and media will be employed, including films and outside experts.

(Johnathan Brumberg-Kraus)

Connections: Conx 20062 Jews in Modern Europe

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.

(Barbara Darling-Smith)

Connections: Conx 23009 The Environment

260. Psychology of Religion
See Psy 260.

277. Religion and Animals
This course analyzes what religions have had to say about human relationships with other animals and whether religious traditions have included or excluded animals from humans’ moral responsibilities. Topics include an exploration of animals in story and animals as religious symbols; an exploration of how different human animals are from nonhuman animals; and a look at how religious traditions can foster ethical regard and compassion for animals.

(Barbara Darling-Smith)


282. Music and Worship in World Cultures
See Musc 282.

This course studies Pauline Christianity through an examination of the Letters of Paul and Luke’s Acts of the Apostles. We will pay special attention to the social historical context and structures of Pauline Christianity. We will discuss its ideals of community and authority, its Christian self-definition in regard to emerging Rabbinic Judaism, the significance of religious conversion for Pauline Christianity, and the relationship of early Christian literature and ethics to other Greco-Roman literary and cultural conventions (e.g., Acts and ancient novels).

(Jonathan Brumberg-Kraus)

316. Islam: Faith and Practice
Pagan Arabia, the life and teaching of Muhammad, the spread of Islam, the development of Muslim thought, Islamic mysticism and modernism. Course involves field trips to an Islamic center and interviews with contemporary Muslims.

(Jonathan Brumberg-Kraus)

322. Judaism: Faith and Practice
This course introduces the distinctive dimensions of Jewish religious and cultural worldviews in theory and in practice. Students will study not only classic Jewish texts, but also visit local synagogues, observe celebrations of Jewish holidays and conduct interviews with members of the local Jewish communities.

(Jonathan Brumberg-Kraus)

323. Seminar in Jewish Thought
This seminar is intended to deepen students’ understanding of major trends of Jewish thought and to practice the methods characteristic of the academic study of Judaism. Students will analyze common readings in class discussion and pursue independent study culminating in a major research paper in consultation with the instructor.

(Jonathan Brumberg-Kraus)

325. Hinduism: Thought and Action
A thematic and conceptual inquiry into some of the most important religious and philosophical traditions within Hinduism. Major consideration given to questions about the nature of ultimate reality, suffering and liberation, language and revelation, personal existence and death, eros and asceticism, myth and ritual. Regular film and other audiovisual presentations will provide insight into the contemporary Hindu worldview.

(Jeffrey R. Timm)

326. Buddhism: Thought and Action
A thematic and conceptual inquiry into some of the most important religious and philosophical traditions within Buddhism. Attention given to the major schools of Buddhist thought, as well as topical inquiries into issues regarding women in Buddhism, meditation practices, Buddhist art and architecture and the influence of Buddhism on contemporary Western religious pluralism. The course features close readings of Buddhist texts in translation and regular audiovisual presentations.

(Jeffrey R. Timm)

328. Buddhism and Development
This special study/tour takes students to Bhutan for three weeks to study Buddhism and development. Traditionally, Buddhism has emphasized development in the form of individual and collective “psycho-technologies” designed to transform affliction and confusion into enlightenment. In the case of Bhutan (and for contemporary engaged Buddhism in particular), development also concerns implementing Buddhist paradigms from the top down by developing Buddhist social theory, in economic development, as well as in environmental and cultural conservation.

During this study/tour, students will examine development in Bhutan from the bottom up, through visits to monasteries, temples and sacred places,
as well as from the top down, i.e. by exploring contemporary Bhutanese approaches to economic development, to environmental conservation and to the forces of globalization.

(Jeffrey R. Timm)

340. Seminar on Religion in Anthropological Perspective
See Anth 340.

342. Liberation Theology
Theology is rational reflection upon faith; liberation theology is reflection by people of faith who find themselves in situations of oppression. In this course we will read the writings of various groups—global women and men, African American women and men, and white women—and their struggles to relate Christian and Jewish teachings to liberation.

(Barbara Darling-Smith)

357. Indigenous Religions
An exploration of the rituals, myths and symbols of indigenous religions and the interconnection between these religious forms and native ways of life. Focuses on Native American religious traditions, but indigenous religions in Africa, Australia and pre-Christian Europe will also be considered.

(Barbara 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.

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.

(Jeffrey R. Timm)

500. Individual Research
Open to majors by invitation of the department for work culminating in a senior honors thesis.

Russian and Russian Studies

Chair: Francoise Rosset
Faculty: Baker, Powell, Souders, Wilson, Wyss

Russian and Russian studies is dedicated to the idea that we should approach Russian culture from a holistic point of view, setting traditions of Russian art and literature in the context of ever-changing Russian culture, politics and history. Our primary gateway is the Russian language.

Russian and Russian studies offers students a wide range of courses in the Russian language (from the elementary to the advanced level), in Russian art, culture, film and literature, as well as history, economics and politics. We have a traditional major in Russian language and literature and an interdisciplinary program in Russian studies with courses taught by the departments of Russian, economics, history and political science. We also offer two minors. Students may choose either the traditional major in Russian or the interdisciplinary major in Russian studies.

Connections and Capstones
Russian and Russian studies has a few established connections, but many more are in the works. A capstone experience is required of all Wheaton students. Ours may be fulfilled through course work (a senior seminar), but also through research and other projects. In Russian studies, this might include presenting your research at the annual Harvard-Wellesley-Wheaton Undergraduate Symposium in the spring.

Students are strongly encouraged to experience Russia itself. Wheaton offers several options for study in Russia on a junior year or semester abroad program. There are also options for summer study in the United States or in Russia. Students normally get credit for such study, and early consultation with the department is advised.

Students who do outstanding work in either Russian major may become members of Alpha Epsilon, the Wheaton College Chapter of the National Slavic Honor Society, Dobro Slovo.

Note on rotation of courses: We offer different courses to our majors during their four years of study. Russian literature and culture courses rotate on a three-year cycle; a few are on a four-year cycle.

Major in Russian Studies
The Russian studies major is a broad-based, interdisciplinary course of study. Students acquire a basic knowledge of Russia and the former Soviet Union through the study of Russian culture, language and literature combined with economics, history and politics.

This major consists of a minimum of 10 semester courses.
**Russian language**
Four semester courses selected from:
Russ 110 Beginning Russian I
Russ 111 Beginning Russian II
Russ 210 Intermediate Russian I
Russ 211 Intermediate Russian II
Russ 240 Advanced Russian I
Russ 241 Advanced Russian II
Russ 242 Advanced Conversation and Grammar Review I
Russ 243 Advanced Conversation and Grammar Review II

**Russian literature and culture**
Three semester courses selected from:
Russ 101 Russian Folklore
Russ 200 or Russ 300 Russian Literature: Icons to Revolution
Russ 201 or Russ 301 Russian Literature: From Revolution to the Present
Russ 203 Russian Drama
Russ 281 Russian Arts and Culture
Russ 282 Russian Film
Russ 284 Women in Russian Culture
Russ 305 Topics in Russian Literature
Russ 351 Selected Prose Writers
Russ 352 Russian Poetry
Russ 370 Russian for the Arts, Business and Politics

**Courses in other departments**
Three semester courses selected from at least two different departments. Courses include:
Econ 288 Foundations of Political Economy
Hist 215 History of Russia
Pols 249 Russian Foreign Policy
Pols 255 Russian Politics
Pols 265 Politics and Society in Eastern Europe
Pols 345 Understanding Russian Politics and Society through the Prism of Film
Pols 375 The Politics of Social and Economic Problems in Post-Communist Russia
Pols 379 National Security Policy
The major requires a minimum of three courses at the 300 level. These may be selected from the culture courses or from the courses in other departments. Substitutions by permission of the department. A capstone experience is required of all Wheaton students and may be accomplished through course work, research or other projects.

**Major in Russian Language and Literature**
The Russian language and literature major is designed to provide students with a sound knowledge of Russian language, culture and literature. Students who choose this major often have had some prior study of Russian, or they may do summer study or a semester or junior year abroad.

The major consists of a minimum of nine semester courses.

**Russian language and literature in Russian**
Four semester courses, beginning at the advanced language level:
Russ 240 Advanced Russian I
Russ 241 Advanced Russian II
Russ 242 Advanced Conversation and Grammar Review I
Russ 243 Advanced Conversation and Grammar Review II
Russ 351 Selected Prose Writers
Russ 352 Russian Poetry
Russ 370 Russian for the Arts, Business and Politics

**Russian literature and culture courses in English**
Four courses, selected from:
Russ 101 Russian Folklore
Russ 200 or Russ 300 Russian Literature: Icons to Revolution
Russ 201 or Russ 301 Russian Literature: From Revolution to the Present
Russ 203 Russian Drama
Russ 281 Russian Arts and Culture
Russ 282 Russian Film
Russ 284 Women in Russian Culture
Russ 305 Topics in Russian Literature

**Senior Seminar**
Russ 402 Seminar
With permission of the department, the Senior Seminar can be replaced with another equivalent capstone experience, as long as the student has taken a minimum of nine courses.

The major requires a minimum of three courses at the 300 level or above. Substitutions by permission of the department. A capstone experience is required of all Wheaton students and may be accomplished through course work, research, or other projects.

**Minors in Russian and Russian Studies**
We offer two minors, one entirely in Russian, the other an interdisciplinary minor.
Minor in Russian Language
The minor in Russian language, done entirely in Russian, requires a total of five courses: four semesters of language courses, and one semester chosen from Russ 351, Russ 352 or Russ 370.

Minor in Russian Language and Literature
The minor in Russian language and literature allows students to do part of the course work in English. It consists of three language courses and two courses in Russian literature or culture. (The latter courses include Russ 101, Russ 200 or Russ 300, Russ 201 or Russ 301, Russ 203, Russ 281, Russ 284, Russ 305. Substitutions possible with departmental approval)

Both minors require a minimum of one course at the 300 level or above—this is a college-wide requirement.

Courses
Language courses
We administer language proficiency/placement tests in September and January each year. A student may skip the first or the first two years of Russian and place directly into the advanced-level courses. Students who have taken two, three or more years of Russian at the secondary school level are expected to place into Russian 101 (or the Russian 40 series, with departmental permission).

110. Beginning Russian I
The principal elements of the Russian language, including reading, writing, speaking and cultural awareness. Emphasis is placed on colloquial language and the ability to converse in Russian. Class work is supplemented by one hour per week of language laboratory work.

111. Beginning Russian II
A continuation of Russ 101 with further emphasis on grammar and conversation. Class work is supplemented by one hour per week of language laboratory work.

210. Intermediate Russian I
Written and spoken Russian. More fundamentals of Russian grammar, with emphasis on oral practice, comprehension and composition. Class work is supplemented by one hour per week of language laboratory work.

211. Intermediate Russian II
Continuation of Russ 210. Written and spoken Russian. More fundamentals of Russian grammar, with further emphasis on oral practice, comprehension and composition. Class work is supplemented by one hour per week of language laboratory work.

Advanced language courses
Please note that these four courses are not sequential. They can be taken in any order.

240. Advanced Russian I

241. Advanced Russian II
Review of Russian grammar. Russian style and syntax, with emphasis on composition.

242. Advanced Conversation and Grammar Review I
Review of Russian grammar. Emphasis on oral comprehension and verbal proficiency.

243. Advanced Conversation and Grammar Review II
Review of Russian grammar. Emphasis on verbal proficiency and Russian cultural/political vocabulary.

Literature and culture courses given in Russian
These courses are designed for Russian majors and are conducted in Russian, but are open to all qualified students with permission of the department.

351. Selected Prose Writers
The study in Russian of selected prose works by some of the following writers of the 19th and 20th centuries: Pushkin, Lermontov, Pavlova, Gogol, Turgenev, Dostoevsky, Tolstoy, Tefti, Chekhov, Zamyatin, Zoshchenko, Bunin, Solzhenitsyn and Tokareva.

352. Russian Poetry
A survey in Russian of poets from the early 19th century to the present. Emphasis both on analysis and on reading/performance of poetic works.

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.

402. Seminar
Integration of the student’s work in previous courses through independent work chosen with the approval of the department.
500. Individual Research
Open to senior majors by invitation of the department.

Courses given in English
Courses in culture, literature and civilization conducted in English are open to all students without regard to foreign language proficiency. Many of these courses have connections pending.

101. Russian Folklore
A general, interdisciplinary introduction to Russian culture with special emphasis on folklore, tracing its development from pre-Christian times to the present. The course will center on the study of folk tales, epics and ballads; beliefs, traditions and superstitions; and the influence of folklore on the development of Russian literature and art.

Connections: Conx 20051 Russian History and Culture

200. Russian Literature: Icons to Revolution
A broad survey course with primary emphasis on the classics of the 19th century. The study of strong passions and clashing beliefs in 19th-century Russian literature and culture. Focus on love and social commentary in the works of Pushkin, Lermontov, Gogol, Pavlova, Chekhov, Dostoevsky and Tolstoy. Cultural materials include icons and Russian wooden architecture, the myths of St. Petersburg and Moscow, Russia’s expansion into the Caucasus and Siberia, 19th-century music, and trends in 19th-century painting.

201. Russian Literature: From Revolution to the Present
The study of Russian literature and culture in the 20th century, from the turmoil of the Revolution through the terror of Stalin’s Soviet Union to the momentous changes of the 1990s. The focus will be on literature and art, grappling with aesthetic concerns amid censorship, purges and rapid political change. Readings might include: Akhmatova, Babel, Zamyatin, Nabokov, Gorky, Pasternak, Solzhenitsyn, Bitov, Baranskaia, Tokareva, Petrushevskaia. Cultural materials cover the avant-garde, Soviet theatre and ballet, samizdat and other unofficial art, glasnost and the new trends of the past few years.

203. Russian Drama
A survey of modern Russian theatre, including some opera and ballet. The course includes a brief history of Russian theatre and its traditions in directing and set/costume design. Readings include a variety of short to full-length plays by such writers as Pushkin, Gogol, Ostrovsky, Chekhov, Kharms, Gippius, Erdman, Shvarts, Aitmatov, Petrushevskaia and Nina Sadur.

(Francoise Rosset)

281. Russian Arts and Culture
Begin with a brief survey of Russian political history, then focuses on Russian and Soviet art, including some non-Russian works from former republics of the Soviet period (Georgia, Armenia, Latvia, Central Asia). Includes ballet and theatre, cinema, classical music as well as bard music and formerly underground rock, some literature and poetry, and art from the icons to the avant-garde to unofficial and official art.

(Francoise Rosset)

282. Russian Film
The course will acquaint you with the culture of modern Russia through its cinema. Lectures with discussion and analysis of a series of Russian films from Eisenstein to current productions, emphasizing content and moral/political issues as well as artistic technique.

(Francoise Rosset)

284. Women in Russian Culture
A historical survey of the cultural and political impact of women in Russia, with emphasis on the 20th century. Works by and about women, including works by Russian women in politics, literature and poetry, theatre and painting.

(Francoise Rosset)

285. Russian Jewish Culture
This course discusses Russian-Jewish culture and its extraordinary role in Russian literary and social history. The Jews of Russia created an original culture that combined profound religious piety with extreme secularism, and political and aesthetic conservatism with daring experiments in literature, arts and film.

The course will cover the most important issues of Russian-Jewish coexistence and will focus on the cultural, linguistic and ideological transformation of Russian Jews in the late 19th and the 20th centuries, from pious Yiddish-speaking shtetl dwellers to secular Russian-speaking urbanites. Literary works of major 19th- and 20th-century Russian writers, and guest lectures on art, religion, history and political history, will provide the primary material for discussion. Taught with the Department of Religion.

300. Russian Literature: Icons to Revolution
Advanced version of Russ 200 Russian Literature: Icons to Revolution
301. Russian Literature: From Revolution to the Present
Advanced version of Russ 201.

305. Topics in Russian Literature
Topics will vary to meet student demand and interest and might include: the Russian novel, the Silver Age, Soviet classics, Russian women writers, or others.

Sociology

Chair: A. Javier Trevino
Faculty: Grady, Kim, McCormack, Yllö

The sociology program focuses on human social behavior, social organization and cultures, and contemporary social problems. Issues of race, ethnicity, class, gender, sexuality, religion and technology—within both the United States and global context—are addressed in a wide range of courses.

Major
The major program in sociology requires 10 courses and must include:
Soc 190 Self and Society
Soc 272 Analyzing Social Trends or
Math 141 Introductory Statistics
Soc 301 Sociological Theory
Soc 302 Research Methods in Sociology
Soc 402 Senior Seminar or
Soc 403 Senior Pro-seminar or two semesters of
Soc 500 Individual Research
Students are expected to take Soc 190 in their freshman or sophomore year, Soc 301 and Soc 302 in their junior year and Soc 402 or Soc 403 in their senior year. Students must also take Soc 272 or Math 141.

Minor
The minor in sociology requires five courses, one of which must be at the 300 level.

Courses

Introductory/core courses

104. Contemporary Social Problems
This course is organized into three sections: First, the social action section deals with how social change can be realized through the implementation of political strategies and tactics in the creation and/or alleviation of problems of moral indignation. The theory section provides major sociological perspectives for examining certain public issues. Finally, the problems section takes an in-depth look at specific social problems such as pollution, poverty and crime.

190. Self and Society
This course examines theoretical modes of sociological inquiry and empirical research through an in-depth study of the self and society. Through classical and contemporary readings, five areas are explored: the construction of the self; socialization and sexuality; the power of social structures and circumstances; deviance; and globalization and social change.

232. Social Psychology
See Psy 232.

301. Sociological Theory
The primary objective of this course is to provide a broad overview of the major sociological theorists and theories. Accordingly, the student will become familiar with the classical (pre–World War II) as well as with the contemporary (post–World War II) theoretical paradigms in sociology. Students will cultivate their sociological imaginations as they learn to apply the theories.

(A. Javier Trevino)

302. Research Methods in Sociology
An introduction to the scientific method and its application to sociological research. Topics include formulation of research problems, sampling, measurement, data collection and analysis. Emphasis is on research design.

(Kersti Alice Yllö)

402. Senior Seminar
A semester of directed research in which students receive individual attention while carrying out an empirical study. The seminar offers guidance and a framework for the many stages of the research process. Students will be expected to produce a thesis and present it publicly in February.

(John Grady, Kersti Alice Yllö)

403. Senior Pro-seminar
The pro-seminar deals with conceptual analysis and critiques of theories, methodologies and paradigms employed by sociologists and by different sociological schools of thought. Various themes are explored through the application of concepts, theories, paradigms and sociological imagination. A senior thesis and an oral defense of the thesis are required.

(A. Javier Trevino, Hyun Sook Kim)

500. Individual Research
Open to majors at the invitation of the department.
**Deviance and social control**

**211. Criminology**
This course provides a multidisciplinary approach to understanding crime and criminal behavior. The individual actor, the social environment, the law and the criminal justice system will be examined in order to better understand violent crime, juvenile delinquency, gangs, organized crime, white-collar crime, etc. We will also focus on the alternative of restorative justice.

(A. Javier Trevino)

**221. Deviance and Social Control**
The primary objective of this course is to develop a sociological and critical analysis of various types of deviant behaviors and deviant statuses, including criminality, delinquency, alcoholism, mental illness, physical defects, etc.

(A. Javier Trevino)

**240. Conflict and Genocide**
The course offers a comparative study of genocides, which are examined in relation to modernity, colonialism, nation-building, wars and postcolonialism. It also investigates why some cases of mass killings have not been acknowledged as genocides.

(Hyun Sook Kim)

**311. Violence against Women**
This seminar explores the nature of violence against women, focusing on current research on woman battering, rape, child sexual abuse and pornography. Students will compare theoretical approaches and will critically examine empirical research. The impact of race, ethnicity and class on the abuse experience are considered. A major part of the seminar involves original research by students on an issue of their choice. The semester will culminate in a symposium on violence against women organized by seminar members.

(Kersti Alice Ylilö)

**Inequality and social change**

**095. Cultures, Communities and Change**
Taught in Vietnam and Cambodia, this three-week course focuses on the socioeconomic, cultural and political change of Southeast Asia. The course is field based and includes the study of local markets, factories, agricultural coops, housing projects, NGO programs, museums, and historical sites.

(Hyun Sook Kim)

**200. Social Movements**
The course examines national liberation movements, social revolutions, and labor and environmental justice movements. The course explores the local and global impact of colonialism and capitalism and struggles to confront deepening forms of oppression, injustice and inequality.

(Hyun Sook Kim)

Connections: Conx 20041 Colonial Encounters, Conx 23011 Revolution!

**210. Inequality**
What is social “class” and how do we understand class inequality? How does one’s “class” position shape one’s social standing and life’s chances? The course focuses on class analysis from various perspectives and investigates social stratification, inequality, mobility, poverty, wealth, power, domination and commodification in the globalized world.

(Hyun Sook Kim)

**230. Race and Ethnicity**
This course focuses on historical and contemporary issues of race and ethnic inequalities in the United States. Our goal is to examine sociological theories of race and ethnic relations and to understand how the social construction of race and racism have influenced organizations, institutions and identities.

Connections: Conx 23007 African Diaspora in New World, Conx 23010 Black Aesthetics, Conx 23011 Revolution!

**260. Gender Inequality**
How do we learn to be women and men? How are our cultural beliefs and social institutions gendered? How do different sociological and feminist theories illuminate gender relations? How can we better understand the perpetuation of inequality by examining images of women in the media, sexism in language and violence against women? How is sexism related to racism, class stratification and heterosexism?

(Kersti Alice Ylilö)

Connections: Conx 20008 Gender Inequality: Sociological and Literary Perspectives, Conx 23004 Gender

**270. Immigration**
There are currently massive and rapid movements of people across national borders for jobs, residence, political asylum, family integration, trade, business and tourism. This course explores multiple causes and consequences of immigration. Depending on the instructor, this course will focus on global migration (Kim) or immigration in the U.S. context.

(Hyun Sook Kim)

**280. The Asians and America**
A multidisciplinary study of social and cultural encounters between Americans of Asian descent
and America as an empire. The course examines topics such as Orientalism, colonialism, Asian wars, capitalism, slavery, "coolie" labor, racial exclusion, citizenship restrictions, and transnational and Panethnic solidarity movements.

(Hyun Sook Kim)

Connections: Conx 20041 Colonial Encounters

298. Experimental Course: Mapping Disaster: Introduction to Geographic Information Systems (GIS)
This course will introduce students to Geographic Information Systems (GIS), a powerful software for mapping and spatial analysis. It will focus on mapping and analyzing environmental and socio-economic data. Topically, the course will concentrate on the issues and challenges raised in the Gulf Coast area generally and New Orleans in particular by the events leading up to, the impact of, and the long-range consequences of Hurricane Katrina.

(John Grady, Jenni Lund)

310. Beyond Global Feminism
This is a course on feminist epistemology. It examines how various forms of feminist knowledge are constructed and deconstructs notions such as "woman," gender, gender oppression, patriarchy, women's liberation, women's rights, and sisterhood. The course examines contentious debates about and among Western, Third World, global, postcolonial, poststructural, and transnational feminisms.

(Hyun Sook Kim)

Connections: Conx 23006 Sexuality

Institutions and social organization

175. Media and Society
The role and influence of the media in contemporary societies, with specific attention to questions regarding: the influence of the media over people's lives in "mass society," the political ideology inherent in mass media messages, the organization of media industries and the media as means for subcultural expressions.

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.

(John Grady)

225. Health and Medicine
This course will examine medicine as an institution and explore the consequences of its organization for public policy. Should doctors control health care? Should medicine be socialized? Has medicine made us healthier? Does our system of health care devalue women? The course will investigate these and other questions.

(John Grady)

235. Families in Transition
Has the obituary for the American family been written prematurely? How can we better understand contemporary families by studying families cross-culturally and in diverse social and racial/ethnic groups? How does a social scientific analysis illuminate the nature of gender, dating, marriage, parenting, violence and divorce? We explore the changing nature of the family as an institution as well as the transitions individual families undergo.

(Kersti Alice Ylilö)

255. Living in Cities: Urban Sociology
Cities are the most important form of settlement in the modern world. They are workshops of innovation in technology, culture and manners. Because the city is a settlement and not an institution, the course will encourage students to use methods and concepts derived from several disciplines to understand the city. The course explores the organization, growth and conflicts of a number of the world's major cities.

(John Grady)

285. Latino Community
The course will examine the various Latino populations in the United States: Mexican Americans, Cuban Americans, Puerto Ricans, Dominicans, etc. Issues that are unique to these populations will be considered: culture (normative and esthetic), bilingualism, the immigrant experience, family life, the church, education and so on.

(A. Javier Trevino)

Connections: Conx 20058 Latino Culture

315. Society, Technology and the Environment
Have our cities created a way of life that is impossible to sustain? Is our technology out of control? How should we relate to our environment? We will consider these and other questions in an exploration of the impact that our social relations and technological systems have had on the conditions of human existence in contemporary society.

(John Grady)

Connections: Conx 23009 The Environment

322. Sociology of Law
This course examines the interrelations between law and various aspects of society. It employs a comparative and historical approach and addresses such questions as: How and why does law develop?
Under what social conditions does a differentiated legal system emerge? How do legal systems vary with different forms of social institutions?

(A. Javier Trevino)

340. Gender and Health
This course focuses on constructions of gender and sex and their implications for understanding determinants of population health. It considers how gender roles, race/ethnicity, class, culture, and frameworks of addressing gender and biological sex “shape” conceptions, questions, explanations and interventions for the societal patterns of health, disease and well-being.

Specialized methods

272. Analyzing Social Trends
Have you ever wondered whether the population is growing too fast? How many of us are poor? How ethnically diverse are we? Is the American family falling apart? These questions are debated all the time in the media. But are they telling the whole story? This team-taught course will provide the key to analyzing descriptive statistics—including how they are constructed, displayed and disseminated—to illuminate the stories that lie hidden behind the headlines.

(John Grady)

282. Visual Sociology
What do snapshots, home movies and advertising tell us about modern societies? What role should graphic design play in social research? What do we do when we go to the movies (whether in Calcutta or Boston), and what do we see when we get there? These are a few of the questions that social scientists ask as they produce or interpret the images that the camera has made, which play an ever-more important role in how we view and conduct our lives and communicate with others.

(John Grady)

Connections: Conx 23012 Visualizing Information

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 photojournalistic tradition and how is that tradition 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, lifestyles or culture. Student access to a video camera is recommended.

(John Grady)

392. Feminist Research
This seminar examines critiques of traditional social science and its methods, focusing on the controversies that surround the scientific method, objectivity, politics and the purpose of research. We will explore “feminist methodology” and debate whether such a thing even exists. The seminar also focuses on models of feminist research and looks at the connections between the personal, political and intellectual.

(Kersti Alice Yliö)

Statistics

Coordinator: Michael Kahn

Statisticians work with information collected by scientists and decisionmakers in the hope of making sense of complicated questions. Statistics is concerned with approaches for gathering, managing, organizing, analyzing and presenting information. It helps scientists and decisionmakers of all kinds learn from experience and make decisions in the presence of uncertainty. Good statistical practice requires familiarity with probabilistic ideas and includes the ability to design experiments or surveys; to summarize and analyze observational data; to build mathematical models with probabilistic components; and to draw conclusions while quantifying the uncertainty associated with those conclusions.

Minor
The minor consists of a minimum of five courses, only one of which may be counted both for the minor and for the student’s major.

Required courses
Math 141 Introductory Statistics or
Math 151 Accelerated Statistics and
Math 251 Methods of Data Analysis

Discipline-specific advanced course
At least one 300-level course that incorporates statistical methods in a discipline-specific context. One course chosen from:
Econ 330 Applied Econometrics
Math 342 Mathematical Statistics
Psy 340 Laboratory in Social Research Methods
Psy 343 Laboratory in Cognitive Psychology
Psy 345 Laboratory in Developmental Psychology
Psy 348 Laboratory in Animal Communication and Cognition
Chem 331 Analytical Chemistry I
Soc 302 Research Methods in Sociology

**Mathematical foundation**
One course chosen from:
Comp 115 Robots, Games, and Problem Solving
Math 101 Calculus I
Math 102 Calculus I with Economic Applications
Math 221 Linear Algebra
Math 241 Theory of Probability

**Elective**
One additional course chosen from either of the two lists above, or an independent study (399) with approval of the minor’s coordinator.

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**Theatre Studies and Dance**

**Coordinators:** Paula Krebs and Andrew Howard

**Faculty:** Burlington, Conway, Fox, Madden, Meehan, Mrozowski, O’Dell, Stenger

The Department of Theatre Studies and Dance offers students a wide array of courses in acting, directing, theatre design and history, dance, dramatic literature, playwriting and film theory. Central to the department’s mission are the development of communication skills—both oral and written—careful attention to how theatre and dance function as collaborative art forms, and an emphasis on theatre and dance as windows to diverse cultures, lifestyles and intellectual perspectives.

The Watson Fine Arts Center contains two performance spaces: the Dorothy Littlefield Weber ’38 Theatre, a 350-seat proscenium house with a modular thrust, and the Kresge Experimental Theatre, a “black box” with flexible seating that can accommodate up to 120 spectators. Productions in these theatres, directed by both faculty and students and numbering an average of six per year, cover a lot of territory: everything from an annual Dance Concert and New Plays Festival to ancient Greek tragedy, modern realism, Shakespeare, farce, Beckett, musicals, and Molière.

Students are encouraged to study away from Wheaton for at least one semester during their junior year. Popular programs include the National Theatre Institute in Waterford, Connecticut, London’s British American Drama Academy and the Boston University Internship Program. Students have also participated in programs in France, Ireland, Australia and New Zealand.

In an effort to gain valuable theatre experience in a professional setting, students also frequently arrange internships with area companies. Past connections have been established with Trinity Repertory Company in Providence, American Repertory Theatre in Cambridge, the Huntington Theatre in Boston and the Roundabout Theatre in New York.

**Major**
The major in theatre studies and dance is administered jointly by the Theatre and English departments. It includes a minimum of twelve courses: eight from theatre and four from English (or other departments offering dramatic literature courses during a given semester—see explanation below).

Three concentrations are available within the major: acting/directing, theatre design and dance. The major must include three courses at or above the 300 level.

**Required courses**

**English**
Four courses from the English Department, including at least one course in Shakespeare (Eng 309 or Eng 310) and three courses from among the following:

- Eng 241 Modern Drama
- Eng 242 Hollywood Film since 1970
- Eng 246 Modern Irish Literature
- Eng 249 Hollywood Genres
- Eng 258 Introduction to Film Studies
- Eng 273 Malcontents, Monarchy and Revenge in Early Modern Drama
- Eng 274 Restoration Theatre and Beyond
- Eng 287 Writing for Performance
- Eng 288 Playwriting: Form and Craft
- Eng 348 Sexual Politics of Film Noir
- Eng 357 Cinema and the City
- Eng 388 Advanced Playwriting

With permission from English and Theatre Department chairs, dramatic literature courses offered through other departments (e.g., Musc 292 or Clas 254) may be used to satisfy this requirement.
Theatre
Thea 103 Introduction to Theatre
Thea 275 The History of Western Theatre
Thea 276 Non-Western Theatre and Performance
Thea 371 Ensemble Experiments

Concentrations
Three credits in one of the following areas of specialization:

**Acting/Directing**
Thea 101, Thea 202, Thea 211, Thea 311, Thea 351

**Theatre design**
Thea 203, Thea 204, Thea 205, Thea 302

**Dance**
Thea 110 and Thea 140 or four semesters of Thea 320,
and either Musc 262 or Musc 292

All acting/directing and dance concentrators must take one course from theatre design. All theatre design concentrators must take one course from either acting/directing or dance.

With careful planning and appropriate approval, double majors and self-designed majors are also welcome possibilities.

Minor
The theatre studies and dance minor consists of at least five interrelated courses, at least one of which normally will be at the 300 level. The minor includes Thea 103, Thea 371 and three other courses approved by the department chair in one or more of the following areas of specialization: acting/directing, theatre design, theatre history, dance, dramatic literature, playwriting and film theory. In special circumstances and with approval from all department faculty, minors may substitute independent projects for Thea 371.

Courses

**Acting**

**101. Beginning Acting**
Students in this course are introduced to the internal and external demands of turning psychology into behavior. The bare necessities of investing yourself in the moment, genuinely talking and listening, playing objectives and personalizing material are initially explored via games, improvisations and exercises. A midsemester monologue and final scene are also presented.

(Stephanie Burlington)

**102. Public Speaking**
This course provides the student with greater self-confidence and ease with speaking, while enhancing use of language, delivery, and organization. Students will participate in an intensive series of prepared speeches, debates, and impromptu exercises. Appropriate for all majors.

(Jennifer Madden)

**211. Intermediate Acting**
This course takes the acting fundamentals put forth at the beginning level to a critical next step. Students confront the emotionally high stakes of more demanding and more complicated dramatic worlds. The plays of Russian writer Anton Chekhov serve as an important focal point in the class. Limited to sophomores, juniors and seniors.

(Stephanie Burlington)

**298. Experimental Course: Scene Painting**
This course introduces the techniques of scene painting through practical projects, in a studio format. Students will learn traditional methods of scenic painting, including layout, faux finishing, representational painting, related skills, and proper tool use and care. If applicable, the class will paint the scenery for the Theatre Department’s production.

(Jane Stein)

**351. Advanced Acting**
Focus on the proper use and all-too-frequent misuse of “style” in the theatre. The class encounters via readings, games, improvisations and presentations the worlds of Greek and Shakespearean tragedy and absurdist tragicomedy. Students must keep a weekly journal and present at least three scenes. Limited to juniors and seniors.

Connections: Conx 20046 The Greeks on Stage

**Directing**

**202. Beginning Directing**
Examination of the myriad theories/practices of play direction with special emphasis on the fundamentals of script analysis, overall organization, use of space and collaborative creation. Practical directing problems encountered via scene work from plays both classical and modern.

(Stephanie Burlington)

**311. Intermediate Directing**
This course takes directing fundamentals put forth at the beginning level to a critical next step. Strong emphasis on what is meant by directorial concept, vision or interpretation and how it affects the collaborative work that is theatre. Students direct both original and established scripts.
399. Selected Topics
Independent research and/or practicum at the advanced level monitored by a faculty member.

Theatre design

203. Introduction to Scene Design
Development of critical thinking through the study of design development, scenic styles, elements of design and methods of visual presentation of scenic design. Design projects range from script analysis to collage, color and 3-D visual presentations.

(Clinton O’Dell)

204. Introduction to Costume Design
Development of critical thinking from a costume designer’s viewpoint. Emphasis will be given to script analysis, period research, fabric, color theory and the sketching of finished costume renderings.

(Clinton O’Dell)

205. Stagecraft
Examination of the technical challenges encountered in mounting a major production. Backstage procedures, construction techniques, theatre safety, tool operation and maintenance, drafting, materials and supplies. Students will be assigned crew positions in department productions as a practical aspect of their training.

302. Introduction to Lighting Design
An examination of the fundamental principles of light. The development of original design projects from the perspective of a lighting designer. The skills of a lighting designer: script analysis, drafting, instrument and color selection. Students will be assigned crew positions in department productions as a practical aspect of their training.

399. Selected Topics
Independent research and/or practicum at the advanced level monitored by a faculty member.

Theatre history

275. The History of Western Theatre
Focus on the evolution of Western drama from ancient to modern times. Diverse theatrical styles, movements and production modes are examined via scripts, research projects and videotapes.

(Jennifer Madden)

276. Non-Western Theatre and Performance
An overview of various non-Western performance traditions and methodological approaches. The course investigates a wide variety of performances, carnivals and religious rites from Melanesia and Asia (Papua New Guinea, India, Sri Lanka, Japan, China, Korea, Tibet, Java and Bali), the Caribbean and Africa. Live performance and film complement assigned readings of scripts, theoretical writings and anthropological studies.

(Jennifer Madden)

292. American Musical Theatre
A survey of American musical theatre focusing on three areas: the African American experience, the American view of Asia and the romantic treatment of American history. Emphasis on film viewing and discussion. This course is cross-listed with the Music Department.

(Ann Sears)

Dance

110. Jazz Dance
Introductory through intermediate jazz dance technique, including the study of body isolations, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, clarity in complex movement combinations and the refinement of performance style. A working knowledge of jazz dance is the desired goal of this course of study.

(Cheryl Mrozowski)

Connections: Conx 20001 Human Biology and Movement

140. Ballet
Introductory through intermediate study of the principles and vocabularies of classical ballet. Class comprises three sections: barre, center and allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality and the embodiment of performance style. The fundamental requirements of classical dance are taught in conjunction with dance combinations.

(Cheryl Mrozowski)

Connections: Conx 20001 Human Biology and Movement

320. Dance Company
This course offers an in-depth exploration of the aesthetic and performing issues surrounding specific dance idioms—ballet, modern, jazz and others—through the study and performance of selected repertory works. Students receive a half-credit for participation in the Wheaton Dance Company. Limited to four semesters.

(Cheryl Mrozowski)
399. Selected Topics  
Independent research and/or practicum at the advanced level monitored by a faculty member.

Other courses

020. Rehearsal and Production  
Students receive a half-credit for participating as actors, assistant directors, designers, stage managers or technicians in a faculty-directed mainstage production. Limited to two semesters.

103. Introduction to Theatre  
A survey of plays from the ancient Greeks to the present with an emphasis on how to transform the written word into relevant live performance. Appreciation of the theatre through a brief study of its history, acting-directing-design theory and practicum, and discussion of tragic vs. comic visions.

199. Selected Topics  
Independent research and/or practicum at the introductory level monitored by a faculty member.

215. Theatre and Social Change  
A course that investigates how theatre can be used to help communities talk about difficult issues regarding race, ethnicity, sexuality, gender, economic status, religion and politics. Writers and/or performance artists studied include Anna Deavere Smith, Moises Kaufman, Tony Kushner, Danny Hoch and Suzan-Lori Parks. 

(Stephanie Burlington)

Connections: Conx 23011 Revolution!

299. Selected Topics  
Independent research and/or practicum at the intermediate level monitored by a faculty member.

371. Ensemble Experiments  
Development of a theme-based theatre project, including the writing and performance of a script, the design of sets, lights and costumes, and the preparation of effective publicity. This is the Theatre Studies and Dance Department’s senior seminar/capstone experience. Students may petition for an alternative capstone. Limited to senior majors and minors.

500. Individual Research  
Honors thesis work monitored by one or more faculty members.

Urban Studies

Coordinator: John Grady  
Faculty: Allen, Williams

An interdepartmental minor in Urban Studies is offered by the Departments of Political Science and Sociology.

Minor  
The minor consists of six courses:  
Pols 200 Modern Political Inquiry: An Introduction to Research Methods  
or Soc 302 Research Methods in Sociology  
Pols 321 Public Administration and Public Policy  
or Econ 252 Urban Economics  
Pols 201 Contemporary Urban Politics  
Soc 255 Living in Cities: Urban Sociology  
Urb 301 and Urb 302 Fieldwork in the Urban Community

Courses

301. Fieldwork in the Urban Community  
Individually designed and supervised fieldwork in agencies of state and local government; community service organizations; and programs and nonprofit associations in Boston, Providence and surrounding communities. Seminars integrate fieldwork with the academic program.

302. Fieldwork in the Urban Community  
See Urb 301 Fieldwork in the Urban Community

Women’s Studies

Coordinator: Kim Miller  
Academic advisor for the major: Beverly Lyon Clark  
Faculty: Borovik, Bryant, Buck, Caba, Cathcart, Celada, Chandra, Christian, Darling-Smith, Dearing, Evans, Fhagen-Smith, Gabriele, Huiskamp, Kendrick, Kerner, Kim, Kirkpatrick, Krebs, Lane, Lee, Luis, Maher, Mathis, McCormack, Meehan, John Miller, Muller, Murphy, Murray, Quinn, Rosset, Sahar, Sears, Standing, Stenger, Tierney-Tello, Tomasek, Walsh, Wyss, Yllo

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.

**Major**
The major in women’s studies consists of at least nine courses, including Introduction to women’s Studies, Feminist Theory, and the Senior Seminar. Three or more additional courses must be taken at the 300 level or above. 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.

**Introduction and Theory**
- Wmst 201 Introduction to Women’s Studies
- Wmst 312 Feminist Theory
- Wmst 401 Senior Seminar: Topics in Women and War

**Women in U.S. Society**
Two of the following:
- Econ 241 Women in U.S. Economy
- Hist 232 Women in North American to 1790
- Hist 233 U.S. Women, 1790–1890
- Hist 234 U.S. Women since 1890
- Soc 260 Gender Inequality
Other courses may qualify with permission of the women’s studies advisor.

**Women in International Perspective**
Two of the following:
- Anth 255 Women in Africa
- Anth 260 Women and Development
- Anth 350 Gender and Social Organization
- Clas 266 Women, Power and Paganism
- Econ 233 Sweatshops in the World Economy
- Fr 331 Other Voices, Other Stories: Great Works by Women from France and the Francophone World
- Hisp 370 Studies on Hispanic Women Writers
- Hist 225 Women in East Asia: Japan and Korea
- Hist 227 Women in East Asia: China
- Itas 235 Italian Women Writers in Translation
- Russ 284 Women in Russian Culture
- Soc 310 Beyond Global Feminism

**Electives**
Two of the following not used above:
- Anth 255 Women in Africa
- Anth 260 Women and Development
- Anth 350 Gender and Social Organization
- Arth 336 Sex and Death in Early Modern Venice
- Clas 266 Women, Power and Paganism
- Econ 233 Sweatshops in the World Economy
- Econ 241 Women in U.S. Economy
- Eng 236 Sex, Work and the Victorians
- Eng 240 Gender, Genre and Poetry
- Eng 247 African American Women’s Literature
- Eng 272 Romancing the Novel
- Eng 348 Sexual Politics of Film Noir
- Eng 377 Feminist Criticism
- Fr 331 Other Voices, Other Stories: Great Works by Women from France and the Francophone World
- Hisp 370 Studies on Hispanic Women Writers
- Hist 225 Women in East Asia: Japan and Korea
- Hist 227 Women in East Asia: China
- Hist 232 Women in North American to 1790
- Hist 233 U.S. Women, 1790–1890
- Hist 234 U.S. Women since 1890
- Hist 313 Issues in the History of Women in Europe
- Hist 340 Gender and Work in the 19th-Century United States.
- Hist 341 Sex and Culture in the 19th-Century United States
- Itas 235 Italian Women Writers in Translation
- Phil 255 Feminism, Philosophy and the Law
- Pols 025 Legal Issues in Public Policy: The Law of Sexuality and Gender
- Psy 261 Psychobiology of Sex and Gender
- Psy 235 Human Sexuality
- Psy 290 Psychology of Women
- Rel 142 Religion and Sexuality
- Russ 284 Women in Russian Culture
- Soc 260 Gender Inequality
- Soc 310 Beyond Global Feminism
- Soc 311 Violence against Women
- Soc 340 Gender and Health
- Soc 392 Feminist Research
- Wmst 315 Black Feminist Theory
- Wmst 399 Independent Study
- Wmst 500 Individual Research
Minor
The minor in women’s studies consists of five or more courses: Wmst 201, at least one 300-level course, and three electives, only one of which may be taken at the 100 level. Students who have completed at least one 300-level theory class (Wmst 312 or Wmst 315) are strongly encouraged to take Wmst 401, the Senior Seminar (with permission of the instructor). Students are encouraged to do an interdisciplinary independent study and related internships.

Women’s Studies Courses

Anthropology
Anth 255 Women in Africa
Anth 260 Women and Development
Anth 350 Gender and Social Organization

Art History
Arth 336 Sex and Death in Early Modern Venice

Classics
Clas 266 Women, Power and Paganism

Economics
Econ 233 Sweatshops in the World Economy
Econ 241 Women in U.S. Economy

English
Eng 236 Sex, Work and the Victorians
Eng 240 Gender, Genre and Poetry
Eng 247 African American Women’s Literature
Eng 272 Romancing the Novel
Eng 348 Sexual Politics of Film Noir
Eng 377 Feminist Criticism

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

Hispanic Studies
Hisp 370 Studies on Hispanic Women Writers

History
Hist 225 Women in East Asia: Japan and Korea
Hist 227 Women in East Asia: China
Hist 232 Women in North America to 1790
Hist 233 U.S. Women, 1790–1890
Hist 234 U.S. Women since 1890
Hist 313 Issues in the History of Women in Europe
Hist 340 Gender and Work in the 19th-Century United States
Hist 341 Sex and Culture in the 19th-Century United States

Italian
Itas 235 Italian Women Writers in Translation

Philosophy
Phil 255 Feminism, Philosophy and the Law

Political Science
Pols 025 Legal Issues in Public Policy: The Law of Sexuality and Gender

Psychology
Psy 261 Psychobiology of Sex and Gender
Psy 235 Human Sexuality
Psy 290 Psychology of Women

Religion
Rel 142 Religion and Sexuality

Russian
Russ 284 Women in Russian Culture

Sociology
Soc 260 Gender Inequality
Soc 310 Beyond Global Feminism
Soc 311 Violence against Women
Soc 392 Feminist Research

Women’s Studies
Wmst 201 Introduction to Women’s Studies
Wmst 312 Feminist Theory
Wmst 315 Black Feminist Theory
Wmst 399 Independent Study
Wmst 401 Senior Seminar: Topics in Women and War

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 toward either the major or minor.

Courses

201. Introduction to Women’s Studies
An introduction to topics and themes in women’s experiences from a cross-cultural, historical and interdisciplinary perspective. Topics may include women’s historical roles in the family, the workforce and public and private spheres in different societies; the psychology of changing gender roles; images of women and how they are constructed; women’s perspectives in literature and in the sciences; and the roots and prospects of the contemporary women’s movement.

298. Experimental Course: Global Feminisms
This course covers feminism and feminist concerns from a multicultural perspective, showcasing the voices of non-Western feminists on topics
ranging from the definition of “women,” to the impact of race relations on feminism and vice versa, to the worldwide and urgent problem of violence against women.

Some of the themes we will explore will include different definitions of gender (for both women and men) and how this influences the lives of actual people in different cultures; the issue of biology and the female body, and how the body is operated upon, constrained, referred to, and symbolized in different cultures and by different feminists; contraception, reproductive capability, and the role of motherhood; the public and private spheres and women’s roles in these; social networking; sexuality; poverty and inequality; and other concerns brought up by various feminists.

(Keridwen N. Luis)

312. Feminist Theory
This advanced-level course is designed to explore in depth many of the theoretical frameworks and methodological issues that are touched upon in women’s studies and gender-balanced courses. The course focuses on historical and contemporary writings from a range of perspectives, including liberal feminism, radical feminism, socialist feminism and postmodernism. Special topics such as racism, lesbianism and international women’s issues are also examined.

Connections: Conx 23005 Women in the United States, Conx 23006 Sexuality

315. Black Feminist Theory
The class will examine critical and theoretical issues in Black feminism from the 19th century to the present, focusing on the influential contemporary Black feminist intellectual tradition that emerged in the 1970s. From this perspective, students will explore certain themes and topics, such as work, family, politics, and community, through reading the writings of Black feminists. We will also study the ways in which women and men have worked together, toward the eradication of race and gender inequality, among other systems of oppression, which have historically subjugated Black women. Although emphasis will be placed on Black feminist traditions in the United States, at the end of the semester we will consider Black feminism in global perspective.

(Kim Miller)

Connections: Conx 23007 African Diaspora in New World

399. Independent Study
Advanced students, in consultation with an instructor, may arrange to pursue independent study on topics not covered by the regular course offerings.

401. Senior Seminar: Topics in Women and War
A semester of directed reading and research where students will examine significant issues at the forefront of feminist theory and research, as well as the principal theoretical debates within the field of women’s studies. Topics chosen for discussion will depend on class interest, recent research, and timeliness. Potential topics include postcolonial feminisms, women and war, and black feminist theory.

Students will pursue an original research project and will produce a thesis as their capstone to the major. Students and instructor will meet regularly in a seminar setting to discuss readings and the stages of the research project.

(Kim Miller)

500. Individual Research
Open to senior majors by invitation of the program. All other interested students should speak with the program coordinator or women’s studies academic advisor.
Selected Endowed and Other Named Funds

Faculty Funds

Arts Center Endowment Fund: This fund was established for the support and maintenance of the new arts center project.


Patricia Higgins Arnold '66 and Christopher B. Arnold Fund for Faculty Enrichment: Established in 1997 by Patricia Higgins Arnold '66, member of the Wheaton College Board of Trustees.

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.

Robert C. and Mary Friedeman Brown '43 Faculty Fund: Established in 2001 to create a faculty chair in urban planning and the environment. While the fund is ultimately intended as a faculty chair, until the contributed value of the fund reaches $1.5m, the income from the fund will be made available annually to the faculty for the support of programs, activities, and purchases that support active learning related to balancing urban issues and natural resources.

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 alumnae/i and friends.

Clark Fund for Language Instruction: This fund was established in April of 2003 by Virginia R. Clark, Class of 1953, to support equipment replacement and maintenance for the Clark Language Library.

Helen E. Clark '60 Faculty Fund: Established in 1986 by Helen E. Clark, Class of 1960.

Clemence Family Endowed Fund for Faculty and Student Research: Established to underwrite the expense associated with independent student-faculty study opportunities. The income will support student stipends and faculty remuneration, purchase project equipment and materials, and underwrite registration and travel costs for academic conferences and research.


Deemer Fund: Established in 1979 with gifts from Mr. and Mrs. Kenneth C. Deemer (Louise McKeon Deemer, Class of 1933), income is to be used for the acquisition of art for the gallery located in Watson Fine Arts.

Caroline C. Edwards '70 Fund for Film and Visual Studies: Established in 2005 by the generosity of Caroline C. Edwards '70.

Caroline C. Edwards '70 Professor of Film Production and Visual Studies: Established in 2005 by the generosity of Caroline C. Edwards '70.

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).

Alden and Beverly Fowlie Fiertz '53 Faculty Fund: Established in May 1997 by Beverly Fowlie Fiertz, Class of 1953, to be used as a faculty sabbatical fund to ensure that tenured faculty have the opportunity to engage in appropriate academic research, while, at the same time, ensuring that Wheaton students continue to benefit from quality teaching.

Fischer Endowed Faculty Fund in Classics: Established in 1985 by Ariail 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 Margaret Mudge, Class of 1930, to support faculty salaries in the Music Department.

Eric G. Goullaud Faculty Fund: Income from this fund to be used to support faculty.

Edward N. and Charlotte Corlew Hartley '30 Faculty Fund: Established in 1987 through a gift from the trust of Charlotte Corlew Hartley, Class of 1930, in memory of Edward and Charlotte Hartley’s commitment to teaching and quality.

Emily C. Hood Fund for Arts and Sciences Partnerships: Established by Emily C. Hood, Class of 1953, member of the Wheaton College Board of Trustees, in 2003 in honor of her 50th reunion, this fund will support independent research partnerships between students and faculty in the disciplines of the arts and/or sciences, including technology projects.
Bojan H. Jennings and Maud A. Marshall Chemistry Equipment Fund: Established in 1995 by Suzanne Purrington, Class of 1960, and many others, in honor of Bojan H. Jennings and Maud A. Marshall, professors emeriti of chemistry. These funds are to be used to purchase chemistry equipment.

Henrietta Jennings Faculty Fund for Outstanding Teaching at Wheaton: Established in 1997 by Sandra Ohm Moose ’63 along with other gifts from alumnae/i and friends in memory of Henrietta C. Jennings, Professor of Economics from 1931 to 1965, whose demand for excellence challenged and inspired her students.

Carter-Wallace History Faculty Fund: Established in 1986 by Mr. and Mrs. Henry Hoyt, Jr., in honor of their daughter, Heather Hoyt Neburka ’89.

Norman Woodason Johnson Endowed Fund for Math and Computer Science: Established in 2000 by Penny Johnson Burns and Robert O. Burns in honor of Mrs. Burn’s brother, Norman W. Johnson, Professor Emeritus of Mathematics. This fund is to be used at the discretion of the Department of Mathematics and Computer Science to promote better understanding of and greater appreciation for mathematics and computing in the greater Wheaton community. Appropriate projects for support include, but are not limited to, annual lectures, symposia, or other public events.

Charles and Mary Kaye P’83 Faculty Fund: Established in 1986 by the Kayes in honor of their daughter Gretchen Kaye ’83.

Jane Oxford Keiter ’64 Faculty Salaries Fund: Established by Robert E. Keiter and Jane Oxford Keiter ’64, P’95.

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.

Josephine McFadden ’61 Endowed Fund for Science Equipment: This endowed fund for science equipment was established in 2004 by Josephine McFadden, Class of 1961, to annually upgrade and improve the equipment and technology that is used in teaching and research in the following departments: physics, astronomy, chemistry, biology, biochemistry, computer science, mathematics, environmental science and psychology.

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.

William S. Mullin Faculty Fund: Established by Elizabeth Mullin, Class of 1964. The income from this fund is to be used towards the endowment of faculty chairs.

Anne J. Neilson ’49 Endowed Fund for the Chemical Sciences: Established in 1999 by Trustee Emerita Anne J. Neilson ’49. The purpose of the fund is to purchase scientific equipment for the chemistry department and to support chemically based investigations in sciences other than chemistry.

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.

Carlton T. Russell Organ Fund: This fund was established in March 2004 to honor the retirement of Carlton T. Russell, Professor of Music and College Organist from 1962 to 2004. The fund will support periodic restoration and renovation of the Casavant Organ in Cole Memorial Chapel beyond regular maintenance.

Carolyn Heller Schwarz ’25 Faculty Fund: Established by Mabel Tingley Woolley ’25 and increased 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.

Shaw Family Endowment Fund: Established by Sheila Shaw, professor of English at Wheaton, and her husband, Sidney Shaw.

Catherine Filene Shouse Fund in Economics: Established by gifts from the Lincoln and Therese Filene Foundation, Inc., of Boston, MA, in honor of Catherine Filene Shouse, Class of 1918 and L. H. D. in 1966. The income is to be used for faculty salaries in Economics.

Marcia Spencer Stansfield Endowed Fund for Faculty Salaries: Established in 1994 through a bequest from the estate of Marcia Spencer Stansfield.

Anne Huber Tripp ’56 Endowment Fund: Established through a bequest from Alvine Clark Huber ’29 to honor her daughter, Anne Huber Tripp, Class of 1956.

Wareham Family Fund: Established in October of 2004 by Cornelia Clifford Wareham, Class of 1974. The purpose of this endowed fund is to provide science equipment for the college.
from the Advising Center. Deadlines
for submission are November 6 for
January/Summer School scholar-
ships, and April 5 for all other
scholarships. Further infor-
mation and application forms for the
January term programs. Further infor-
mation 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.

Adolph Weil Family Faculty
Endowment Fund: Established by Mr.
and Mrs. Adolph Weil, Jr. in honor of
their daughter Jan Weil ’74.

Richard White Sons Science Fund:
Established in 2004 by Richard
White Sons, Inc. The income from
this endowed fund will be used to
support the ABI 3100 automated
gene sequencer until such time as the
machine requires replacement. At that
time, the monies from this endowed
fund will be used towards the pur-
chase of a new gene sequencer.

Marion Willi Whittemore ’57 Faculty
Fund for Music: Established in 1987
by Mr. and Mrs. Fred B. Whittemore
(Marion Willi ’57). The income from
this fund is designated for faculty
support in the Music Department.

Filene Center Endowed Funds
January/Summer School scholar-
ships: The college offers scholar-
ships to Wheaton undergraduates for
study at approved summer school or
January term programs. Further infor-
mation 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 scholar-
ships 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 graduat-
ing class in support of graduate or
professional study in any field.

Blakely Fetridge Bundy ’66 Fund
for Work and Learning Fellows in
Early Childhood Education and
Development: Established in 2006
by the generosity of Blakely Fetridge
Bundy ’66.

Shelby Cullom Davis Foundation
Domestic and Global Internships
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.

Daniel Golden Endowment for Work
and Learning Fund: Established in
2007 by Jane Lisman Katz ’69 in
honor of Daniel Golden, Dean for
Work and Service Learning from

Keefe Family Foundation Work
and Learning Fellows: Established
in 2004 by Kathleen Keefe Raffel
through the Keefe Family Foundation,
the income from this endowed fund
will be used to support student intern-
ships in the areas of education or
environmental issues.

Sarah Hartley McCutcheon
Memorial Endowed Fund for
Internships: Established in 1999
by classmates and friends of Sally
Hartley McCutcheon, Class of 1981,
in honor of her memory. This fund
shall be used to help aid internships.

Julia R. Lange Fellowship:
Established in 1974 in memory of
Julia R. Lange by 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 aca-
demic 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, member
of the Wheaton College Board of
Trustees. Fellowships are for gradu-
ate study in a degree granting pro-
gram to the senior man and woman
who have excelled academically, have
made a significant contribution to the
campus community and have demon-
strated 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.

Frances A. Shirley Endowed
Internship Fund in Theatre Studies
or Dramatic Literature: Established
in 2005 by Frances A. Shirley,
Faculty Emerita. This endowed
internship for Theatre Studies or
Dramatic Literature will be awarded
to an individual with a focus on
English or American drama. Funding
is available for an off-campus
internship program and is managed
through the Filene Center for Work
and Learning. A stipend will be
awarded to a distinguished junior,
senior or post-graduate majoring
in Theatre Studies or Dramatic
Literature who is interested in an off-
campus internship at an institution
with a strong theatre program or a
professional theatre company. The
stipend can be used for a wider expe-
rience in practical work in theatre
or to fund a domestic or overseas
summer of theatrical studies which
includes attending performances and
engaging in discussions with actors
and professional staff.

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.

**Blakely F. Bundy ’66 Back to the Future Program Fund:** Established in 1998 by the generosity of Blakely Fetridge Bundy ’66.

**Dorothy Yeomans Flanagan ’71 Fund for Co-Curricular Learning:** Established in 2001 to support stipends and travel expenses for students with financial need engaged in learning opportunities in locations other than the college, especially beyond the borders of the United States.

**Suzanne Fogelson Golden ’67 Filene Center Fund:** Established in 1998 by Suzanne Fogelson Golden ’67, to support out-of-classroom experiences.

**Patricia Dunn Grey ’80 Endowed Fund for the Filene Center for Work and Learning:** Established in 1999 by Patricia Dunn Grey, Class of 1980, member of the Wheaton College Board of Trustees, and her husband, Richard Grey.

**Mars Fellows Endowed Fund:** Established in 2000 by John F. Mars and Adrienne Bevis Mars, Class of 1958, member of the Wheaton College Board of Trustees, to support faculty-student summer research collaborations.

**Nancy Lyon Porter ’43 Community Service Fellows:** Established in 2004 through a gift from the Frank H. and Nancy L. Porter Advised Fund at the request of Elizabeth Porter Daane, Class of 1977, and her brothers in honor of their mother, Nancy Lyon Porter ’43. This fund supports student internships in community service.


Barbara Shalita Samuelson ’64 Work and Learning Endowment: Established in 1997 by Barbara S. Samuelson ’64 to support internships.

Catherine Filene Shouse ’18 Endowed Fund: This fund exists to support the work of the Filene Center, particularly the internship program.


Sukey Nichols Wagner ’56 Endowed Fund for the Filene Center: Established in 1998 by Wheaton College Trustee Sukey Nichols Wagner ’56 and her husband, Rodney Wagner.

Katharine Conroy Whalen ’70 Endowed Fund for the Filene Center for Work and Learning: Established in 2001 by Katharine Conroy Whalen ’70 to support student internships arranged through the Filene Center for Work and Learning.

Elizabeth Wright Shippee ’37 Fund for Work and Learning Fellows: The Elizabeth Wright Shippee ’37 Fund for Work and Learning Fellows (the Shippee Fund) was originally the Elizabeth Wright Shippee ’37 Memorial Fund, which along with the Shippee Rental Collection, was established through the generosity of Mr. and Mrs. Harold Shippee and their family, to memorialize Elizabeth Wright Shippee ’37. Elizabeth was passionate about art and her family chose to create a lasting tribute to her which would “more clearly touch the individual life of some student and perhaps offer inspirational help and encouragement.” In 2005, the Shippee family sought a more temporary use of the fund, which will still abide by their parent’s original intent. For this purpose, the Shippee Fund has been redesignated.

**General Endowment Funds**

**Arvilla Morrison Alter ’28 Fund:** Established in 2007 through a gift annuity from Arvilla Morrison Alter, Class of 1928. The income on this permanently unrestricted endowment fund is temporarily restricted as it is to be used to support the Arts Center.

**Arts Center Endowment Fund:** An endowment fund established with donor designated for a restricted endowment fund, the income from which is to be used for the support and maintenance of the arts center at Wheaton.

**Campaign for Wheaton General Endowment Fund:** Established in 1995 during the Campaign for Wheaton to hold unrestricted gifts to the endowment.

**Consolidated Endowment Fund:** Established in 1964 by order of the Board of Trustees, through a transfer of unrestricted gifts from various donors, and from surpluses in operations. The income from this fund is to be used for general educational purposes.

**Campbell Edwards Family Endowed Fund for the Arts:** Established in 2006 by the generosity of Caroline Campbell Edwards ’70.


**General Endowment Fund:**

Established as a general endowment fund for Wheaton College, the purpose of this fund is to provide unrestricted funds for the college’s operating budget.

**Morgan and Joan Duffy Murray ’53, P’82 Endowed Fund for Campus Beautification:** Established in 1999 to support campus beautification. Interest from the fund will support ongoing efforts and future enhancements to the grounds and landscaping of Wheaton College. This fund was created to reflect the Murrays'
affection for the campus and Joan’s long time service to gardening and the Garden Club of America.

**Murray Fund for Balfour-Hood:** Established in 1987 by Mr. and Mrs. Morgan J. Murray (Joan D. Murray ’53, P’82). Income to provide programming funds for special events, speakers and performances at the Balfour-Hood Center.

**Sesquicentennial General Endowment Fund:** Established in 1982 during the Sesquicentennial Campaign to hold unrestricted gifts to endowment.

**Wallace Endowed Fund:** This endowed fund supports the operating budget of the Madeleine Clark Wallace Library at Wheaton College.

**Watson Fine Arts Center Endowed Fund:** This endowed fund supports the operating budget of the Watson Fine Arts Center at Wheaton College.

**Weiss Women’s Leadership Program Fund:** Established in 2006 by the generosity of Donald and Mary Weiss P’07 to develop and deliver programs to enhance leadership skills of Wheaton’s female students.

**Laban Wheaton Endowment Fund:** Established as an endowment fund by Laban Wheaton, husband of Eliza B. Wheaton, in 1864. This fund’s purpose was for the benefit of female education in said Wheaton Female Seminary. The fund increased further upon Eliza B. Wheaton’s death, at which time she left the remainder of her estate to the Trustees of the Wheaton Female Seminary, to be used at their discretion for the benefit of the school.

**Global Funds**

**Alice F. Emerson Global Awareness Fund:** Established in 1991 by the Wheaton community in honor of Alice F. Emerson, the fifth President of Wheaton College. The income from this fund is to be used to promote global awareness.

**Constance M. Maheu ’40 International Advising Endowment Fund:** Established in 2005 by Constance M. Maheu ‘40, this fund will help support the advisers in the Center for Global Education. Global Center advisors provide students with counsel and mentoring as they research, plan and assess their study and work abroad opportunities. During individualized advising sessions, advisors work closely with students to develop a detailed global education plan. Even while students are overseas, advisors remain in communication in order to help students achieve their unique program goals.

**Dale Rogers Marshall Fund for Global Education:** Established in 2004 by members of the Wheaton College Board of Trustees, alumne/i, staff and friends in honor of Dale Rogers Marshall, sixth President of Wheaton. This fund will support global education at Wheaton.

**Endowed Fund for Global Programs:** Established in 2002 to support the Center for Global Education at Wheaton College.

**Adele and William Rogers Fund for Global Education:** Established in 1995 by Dale Rogers Marshall, sixth president of Wheaton College, in honor of her parents, Adele and William Rogers, this fund supports global education through the center for Global Education.

**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 1986 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.

**Karen Strauss Cook ’74 Distinguished Fellowship Program:** Established in 1997 by Karen Strauss Cook, Class of 1974, member of the Wheaton College Board of Trustees. To be used to support Wheaton’s Distinguished Fellows Program.

**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 lecture-ship 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.

**Jane E. Ruby Lecture in the Humanities:** Established in 1993 by 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 Alumnae/i Lecture Fund: Established in 1993 in memory of LaDonne Heaton Schulman ’57, Wheaton’s first Fulbright scholar, by alumnae/i, family and friends.


Watson Gallery Program: Established in 1965 by Morton S. Wolf, father of Elizabeth Wolf ’63. He offered $1500 for up to three years to support the Watson Art Gallery to have 6 to 8 art exhibits per year. The end of 3 years he would give $5,500 a total of $10,000. A Friend of Art Committee was formed to conduct a special appeal to endow the fund, which is to be used for maintenance of Watson Hall Exhibition Room in order to perpetuate art exhibitions.

Library Funds

Dorothy T. Andrews ’29 Book Fund: Established by Howard L. Andrews, in honor of his wife, Dorothy Thayer Andrews, Class of 1929. The income from this fund is to be used to purchase books for the library, preferably in the sciences.

Judith S. Ball and Deborah H. Schwartz ’75 Library Fund in American Studies: Established in 1995 by Mr. and Mrs. Martin Schwartz in honor of their Wheaton daughters, Judith Ball, Class of 1964 and Deborah Schwartz, Class of 1975, in support of Wheaton’s National Endowment for the Humanities Challenge grant.

Ruth S. Berry ’25 Book Fund: Established in 1986 by Ruth S. Berry ’25. The income from this fund is to be used to purchase books for the library restricted to the area of humanities.


Doris T. Bishop Library Fund: Established in 1972 in memory of Doris Taylor Bishop, Classics Department from 1955 to 1969. The annual income from this fund will be used to purchase serials in classics for the library.

Ralph P. Boas Memorial Library Fund: Established in 1948 in memory of Professor Boas, a member of the English Department from 1930 to 1945, by students and friends. Income from the fund is to be used for the purchase of books in the field of English Drama and English Poetry.

Deborah K. Burnstine ’80 and Elizabeth B. Burnstine ’85 Judaica Book Fund: Established in 1985 in honor of their two Wheaton daughters, Deborah K. Burnstine and Elizabeth Burnstine, and combined with the Jewish Book Fund and the Judaica Fund. The purpose of this fund is to purchase books for the library relating to the humanities.

Gertrude C. Carey ’48 Book Fund: Established in 1986 in memory of Gertrude “Trudy” Campbell Carey, Class of 1948, by alumnae and friends at the time of her death. Income to be used to purchase books for the library.

Class of 1922 Library Fund: Established in 1947 by members of the Class of 1922, on the occasion of their 25th Class Reunion. The income only of the fund is to be used to purchase books for the library at the discretion of the librarian.

Class of 1924 Library Fund: Established in 1974 by the Class of 1924 in honor of their 50th class reunion, to purchase books, periodicals or other materials for the Madeleine Clark Wallace Library.

Class of 1927 Library Fund: Established in 1952 by the Class of 1927 in honor of their 25th class reunion, to purchase books for the Madeleine Clark Wallace Library.

Class of 1929 Library Fund: Established in 1984 by the members of the Class of 1929, in memory of deceased members of the Class of ’29 per Wheaton Alumnae. The library should choose its own gifts or books per letter written by Helen D. Abbott ’29. Income to be used to purchase books for the library.

Frances M. Coakley ’68 Memorial Book Fund: Established in 1972 by Mr. and Mrs. James F. Coakley as an expendable fund for the purchase of poetry books for the library in memory of their daughter, Frances M. Coakley, Class of 1968. This fund became endowed in 1983 with additional gifts received in memory of Mrs. Coakley and her sister, Mrs. Ruth Melican.

William I. Cole Memorial Library Fund: Established in 1931 thru a bequest from William Isaac Cole, Treasurer from 1913 to 1926, Professor of Sociology from 1916 to 1925 and Trustee from 1926 to 1935. To be managed as a memorial library fund to purchase books for the Memorial Library in the Samuel Valentine Cole Memorial Room.

Justine Taber Collingwood ’13 Library Fund: Established in 1995 by Ann Taber Nugent, Class of 1957, in loving memory of her aunt, Justine Taber Collingwood, Class of 1913, to support the Madeleine Clark Wallace Library.

Constance F. Davis Endowed Library Fund: Established in 1988 by Forrest S. Davis Trust in memory of his wife, Constance Furbish Davis ’30. The income to be used for general purposes of the library.

Isabelle Verges del Rio Library Fund: Established in 1994 in memory of Isabelle Verges del Rio, Class of 1944 and her 50th Reunion and the NEH Challenge. The income is to be used to purchase library materials in the area of foreign languages.

Marjorie M. Dunham ’32 Library Fund: Established by the Estate of Marjorie Dunham ’32 in 1990. This endowment fund is intended to support the purchase of acquisitions, materials and services for the library, at the discretion of the librarian, for general purposes of the library.
Hewitt and Ann Fletcher ‘39 Library Fund: Established in 1988 to support technology and library acquisitions.


Beverly Fowlie Fiertz ‘53 Library Fund for the Humanities: Established in 1988 by Beverly Fowlie Fiertz, Class of 1953, in honor of her 35th class reunion, to purchase library acquisitions restricted to the humanities.

Ruth A. Fletcher ‘35 and Leo W. Fletcher Memorial Archives and Special Collections Fund: Established in 1998 by Frederick Fletcher, in memory of his mother, Ruth Andrews Fletcher, Class of 1935, to benefit archives and special collections.

Carrie Lorch Frank ‘16 Book Fund: Established in 1983 in memory of Carrie Lorch Frank, Class of 1916. Funds will be used for the purpose of purchasing art books for the Library.


Nancy J. Gilson Memorial Library Fund: Established in 1988 by Dr. and Mrs. Milton M. Gilson in memory of their daughter, Nancy Jean Gilson, Class of 1967, to provide funds for the purchase of library materials and services in the study of psychology.

Elsie E. Gulley Book Fund: Established in 1954 in honor of Elsie E. Gulley, Professor of History 1926-1954, through donations. Funds used for the purpose of purchasing books for the Library in the field of English history.

Hilda Frame Harris ‘31 Book Fund: Established in 1990 through a bequest from Hilda Frame Harris, Class of 1931, to provide staff salaries, architect’s fees, the library newsletter and access to online journals.

Ha-Yom Yizkor Book Fund: Established in 1989 by Bernie and Iris Jacobs and the Ha-Yom Congregation to purchase books of Judaica acquisitions.


Janet Heller Family Art Endowment Library Fund: Established in 1989 by Franklin Hannoch, Jr. to purchase illustrated art reference books for the library.


Helen Pratt Jenkins’24 Library Fund: Established in 1984 by A. Diehl Jenkins, Jr., son of Helen Pratt Jenkins, Class of 1924, in her memory to purchase books for the college library.

Wilmer A. and June Barbara Jenkins Book Fund: Established by June Barbara Jenkins Peterson, Class of 1949, as a book fund in memory of her husband.

Henrietta Jennings Book Fund: Established in 1965 through donations in honor of Henrietta Jennings, Professor of Economics from 1931 to 1965, and member of the Library Visiting Committee from 1967 to 1972.

Anne Larcom Kemper ’67 Book Fund: Established in 1986 by Mr. and Mrs. Rodney Larcom for the purpose of purchasing books and periodicals in the field of botany.


Shirley G. Libby ’41 Book Fund: Established by Theodore I. Libby in honor of his wife, Shirley G. Libby, Class of 1941. The purpose of this fund is to provide state of the art technology and enhanced printed materials to further student and faculty study, research and collaboration through the library.

Library Visiting Committee Book Fund: Established in 1988 by members (10) of the Library Visiting Committee, Chairman Rodney Armstrong and Katharine Armstrong. The purpose of the fund is for the purchase of books for the library.

Caro Lynn Endowed Book Fund: Established to honor Miss Lynn at the time of her retirement in 1938 by fellow faculty member Eunice Work and funded primarily by an anonymous donor to support the purchase of books for the library.

Sam Maltese ’96 Library Fund: Established in February of 1995 in memory of Sam Maltese, Class of 1996, by family and friends to support the Madeleine Clark Wallace Library.

Margaret H. McKim ’32 Book Fund: Established in 1988 by Margaret Holmes McKim, Class of 1932, to support the library’s acquisition of books, periodicals and other printed materials.

National Endowment for the Humanities Library Fund: Established by a challenge grant from the National Endowment for the Humanities in 1990, to purchase library materials in the areas of history, philosophy, languages, linguistics, literature, archeology, jurisprudence, the history, criticism and theory of the arts, ethics, comparative religion, and those aspects of the social sciences that employ historical or philosophical approaches.

Nancy Norton Book Fund: Established in honor of Professor Emerita Nancy P. Norton, a member of the history faculty from 1953-1986. The purpose of this fund is to purchase books in history for the library and to support a book prize awarded during Honors Convocation as the Nancy Norton Prize in History.
Mary Sue Noto '69 Book Fund: Established in 1986 by classmates, family and friends in memory of Nancy Sue Noto to support the purchase of books for the library.

Roberta J. M. Olson Library Fund in Art History: Established in 1994 by Victor Parachini in honor of Roberta J. M. Olson for the purpose of purchasing books, periodicals, audio-visual aids and any materials to help with the study and appreciation of the history of art.

George and Helen MacGregor Paul '27 Library Fund: Established in 1987 through gift annuities and enhanced in 1995 by a bequest from the estate of Helen M. Paul, Class of 1927, to purchase books at the discretion of the Library Committee.

Helen Wann Piper '39 Historical Collection on Women Endowed Library Fund: Established in 1993 in honor of Helen Wann Piper, Class of 1939, to aid Wheaton College in the National Endowment for Humanities Challenge for the library.


Nancy Sutherland Reynolds '38 Library Fund: Established in 2004 by Nancy Sutherland Reynolds, Class of 1938, the income from this endowed fund will be used to support the Madeleine Clark Wallace Library at Wheaton College.

Rose B. Robbins Endowed Book Fund for the Humanities: Established in 1998 by in memory of Rose B. Robbins by Francine Craven, Class of 1963, for her mother. The purpose of this fund is to purchase books for the library in the humanities, as her mother loved British and American literature, art, music and history.

Sesquicentennial Endowed Library Fund: Established in 1983 for the purpose of library projects.

Stahl Family Library Fund: Established by Lesley Stahl, Class of 1963, and members of her family, to purchase books, materials and services for the Madeleine Clark Wallace Library related to new technologies in modern society to promote the study and application of the newest and most innovative aspects of technology in society.

Stitt Family Library Fund for the Arts: Established by Mr. and Mrs. William Britton Stitt, (Susan Keene Stitt '58) in 1994. Income to be used from the endowed fund for the acquisition of new Library materials supporting the study, appreciation and history of the Fine and Performing Arts at Wheaton.

John M. P. Thatcher IV '01 Endowed Library Fund for the Sciences: Established in 2001 by John and Margaret Thatcher in honor of their son, John M. P. Thatcher IV '01 to support the purchase of science resources for the library. The resources purchased will be designated with a preference for psychobiology and the natural sciences.

Hayden B. and Onaita MacIntyre Tibbetts '51 Book Fund: Established in May 1997 by Hayden Tibbetts, Jr., in the memory of his wife, Onaita MacIntyre Tibbetts, Class of 1951, as a library book fund.

Eliza Wheaton Book Fund: Established in 1980 by members of the Wheaton Associates. The purpose of this fund is to purchase books for the library, as a more concrete proof of the Associates’ concern for Wheaton to the Wheaton Associates Book Fund.

Willis Family Library Fund: Established in 1995 by Gary Willis P’92 to support the purchase of humanities materials for the library.

Mabel Woolley '25 Charitable Trust Endowed Library Fund: Established in 2004 to support the Wheaton College library.

Prizes

Holcombe M. Austin Prize in Philosophy: Established in 1960 by Amanda Tevebaugh 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.


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 Shouse Prize in Economics: Established in 1919 by Catherine Filene Shouse, Class of 1918.

Maria Victoria DeLuca Forsythe Prize in Studio Art: Established in 1984 by faculty, family and friends in memory of Maria 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 contributions to her team, the college and the world of sport.

Claudia Friese '82 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. Clemente (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.

Madden History of Art Prize: Established in 1934 by Mrs. Genevieve Teachout Madden, Class of 1935.

Meg L. Kearns '99 Endowed Prize in Psychology: Established by a gift from Peter F. Kearns, in memory of Meg Kearns, to endow a prize fund in psychology.

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.

Gladys Kelley Memorial Award for Staff Service: Established in 2006 by Catherine Conover and Christopher Covert in memory of Gladys Kelley, who worked at Wheaton College for 29 years. The purpose of this award is to recognize a staff member who has excelled in her/his job and offer this person an opportunity to enhance her/his career with a stipend to use for career development.

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.

**Ney/Stineman ’92 Wheaton Foundation Award:** Established in 1993 by John D. Hamilton, P’61, the Gebbie Foundation, family and friends in memory of Christa N. Stineman and Allison Wells Ney, both Class of 1992.

**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.

**Edward F. O'Dowd Prize for Excellence in Latin:** Established in 1985 by Margaret O'Dowd '94, 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.

**Edna D. Parks Prize in Music Theory:** Established in 1976 by music majors in honor of Professor Parks, a member of the Music Department from 1957 to 1976. Endowed in 1983.

**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.

**Phi Beta Kappa Prize:** Established in 1955 by the Wheaton Chapter. Awarded to freshmen.

**Helene Pruszynski Outstanding Leadership Award:** Established in 1980 by the Class of 1980 in memory of classmate Helene Pruszynski.

**Senior Athletic Award:** Established in 1978 to recognize a member of the graduating class who has made a significant contribution to the success of the Wheaton College Athletic Program.

**Shepardson Award for Outstanding Senior Dean’s Intern:** Established in 1990 by Nancy Shepardson in memory of her husband, Erwin (Skip) Shepardson.

**Sophomore Prize in Biology:** Established in 1959 by Shirley Stitwell 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 their classmate Helen Meyers Tate.

**Villars Prize in Science:** The Villars Prize in Science was created in memory of Trudy Villars, Professor of Psychology 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.

**Wheaton Scholar Prize:** Established in 1987 by former Wheaton Scholars.

**Professorships**

**Mildred Bray ’30 Endowed Chair:** Established in 2003 by Mildred Harding Bray, Class of 1930

**Samuel Valentine Cole Professorship in English Literature:** Established in 1966 by Helen Wieand Cole in memory of her husband, Wheaton President from 1897 to 1925.

**William Isaac Cole Professorship in Sociology:** Established in 1966 by Helen Wieand Cole in memory of her brother-in-law, Wheaton 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.

**Mary Renwick Gammon ’48 Endowed Faculty Chair:** Established by the generosity of Mary Renwick Gammon ’48. This faculty chair is to be awarded to professors whose teaching and/or research includes an interest in interdisciplinary studies; preference will be given to professors who are interested in non-western religions, cultures, or ideas.

**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 Simington 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 Jane Oxford Keiter ’64 and her husband Robert E. Keiter, member of the Wheaton College Board of Trustees, as an investment in education during the Campaign for Wheaton.

**A. Howard Meneely Professorship:** Established in 1971 by Mr. and Mrs. Brackett H. Clark in memory of A. Howard Meneely, Wheaton President from 1944 to 1961.
Anne J. Neilson '49 Endowed Professorship in the Sciences: Established in 1999 by Anne J. Neilson, Class of 1949. This faculty chair is to be awarded to a tenured member of the Wheaton faculty for outstanding teaching and research in the sciences.


Jane Ruby Professorship: Established in 1997 by John F. Mars and Adrienne Bevis Mars '58, member of the Wheaton College Board of Trustees, 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).

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 1902 Scholarship Fund: 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 Endowment Fund: 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 Jane 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.


Reed and Ernestine Bricker Scholarship: Established in 1972 by Mr. and Mrs. Reed Bricker in honor of their daughter, Jean Bricker Trautman, Class of 1948.

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 Hevey, 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 memory of Antoinette Frances Carpenter, Class of 1855.

Henry and 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 and 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.

Putnam and Elizabeth Friend Cilley '29 Scholarship: 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 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 Classes '43 Unrestricted Endowed Scholarship: Established in 1997 through a bequest from Dorothy Lindeman Classes '43.

Carolyn M. Clewes and 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.


Priscilla S. Collins '40 Endowed Scholarship: Established in 2007 by Priscilla S. Collins, Class of 1940.

Allison Joy Connor '96 Memorial Scholarship: Established in 1997 in memory of Allison Joy Connor '96 by her family and friends.

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.

Catherine Conover Endowed Scholarship: Established by Christopher Covert in honor of Catherine Conover to support student aid grants.

Mildred Libby Cook '31 Scholarship Fund: Established in 1985 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 1925 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 English 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 by Mabel Wheeler Daniels, a former member of the Visiting Committee on Music.

Eleanor Broderick Daunis '38 and Elisabeth Daunis Scolum '68 Endowed Scholarship: Established in 1998 by Eleanor Daunis '38 in honor of her daughter, Elisabeth Daunis Scolum '68, on her 30th reunion, and to mark her own 60th reunion.

Phyllis Hussey Davidson '22 Scholarship: Established in 1973 by Phyllis Hussey Davidson, Class of 1922.
Norma L. Dickey Endowed Scholarship Fund: This fund was established by Norma L. Dickey, Class of 1942, to support student scholarships at Wheaton.


Campbell Edwards Family Endowed Scholarship Fund: Established in 2006 by the generosity of Caroline Campbell Edwards ‘70.


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.

Faith and William Endowed Scholarship Fund: Established in 2000 by an anonymous donor to be used to award scholarship aid to deserving students.


Follett Family Scholarship Fund, in Memory of Helena Converse Follett ’36: The Follett Family Scholarship Fund in Memory of Helena Converse Follett, Class of 1936, was established for the purpose of providing scholarship aid to a worthy student, with first preference for students interested in foreign languages or students interested in international programs.

Richard V. and Mildred Carlson Ford Scholarship: Established by Rosemary Ford Kotkowski ’47 in honor of her parents Richard and Mildred Carlson Ford. Income from this fund is to be used for scholarship aid for deserving students.

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.

Elizabeth A. Garrigues ’49 Scholarship: Established in 2001 by Elizabeth A. Garrigues, Class of 1949. The income from this fund is to be used for general student scholarship support.

Ruth Linscott Gatz ’28 Endowed Scholarship Fund: Established in July 2002 as an endowed scholarship fund to support the education of a worthy student.

Marion B. Gebbie Scholarship: Established in 1965 by the Gebbie Foundation in memory of Marion B. Gebbie, Class of 1901.

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 by Emma W. Gleason, “a friend of Wheaton.”

Kathryn Bilgore Gold ’69 Scholarship Fund: Established in 1991 by 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.

Eric G. Goullaud Scholarship Endowment Fund: The income from this fund is to be used for student scholarships.

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.

Alma Grew Scholarship: This fund was established in June of 2004 by Alma C. Grew, Class of 1963, to support scholarship aid for worthy Wheaton College students.

Ellin Wynne Hales ’52 Scholarship: Established in 1966 by Burton W. Hales, Jr., and Ellin Wynne Hales, Class of 1952.

Frances Hall ’39 Endowed Scholarship: This fund was established in January of 2004 by Frances Hall, Class of 1939, for scholarship purposes.

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 Moody Hamilton ’29 Scholarship: This fund was established in 2002 as an unrestricted scholarship fund by Ruth Moody Hamilton, Class of 1929.


Beatrice Parker Hemingway '10 Scholarship: Established in 1935 by 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.

Hildegarde Marburg Hennington '37 Scholarship: Established in 1999 by Hildegarde Marburg Hennington, Class of 1937.

Allen A. and Sheila Lewis Henry '64 Scholarship: Established in 1998 by Allen A. and Sheila Lewis Henry '64.

Elizabeth Beadle Herrmann '51 Scholarship: Income from this fund is to be used for student scholarships.

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.


Ethel and Frederick Holden Scholarship Fund: Established in 2004 by Dorothy H. Candage, Class of 1927, in memory of her parents, Ethel H. and Frederick A. Holden, to provide scholarship aid to Wheaton College students.


Helen D. Hood Scholarship: Established in 1959 by 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.

Virginia Olivier Howard '48 Endowed Scholarship: This fund was established by Virginia Olivier Howard, Class of 1948, to support scholarship aid at Wheaton College.

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 by 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.

Alice Friend Ireland '34 Endowed Trustee Scholarship: Established in October 2002 to provide scholarship awards to outstanding students in Maine.


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 by 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 Endowment: Established in 1994 by Peter Lauricella, father of Sharon ’94 and Daniel ’98, Anna Lauricella and Thomas Lauricella, in memory of Amelia Lauricella, Peter’s grandmother and Thomas and Anna’s mother.


Minnie E. LeMaire ’30 Scholarship: Established in 2002 as an unrestricted scholarship fund by Minnie E. LeMaire, Class of 1930.

George Sargent Leubuscher '25 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.

Teddy Krause Leyon ’57 and Anne Leyon Kilkenny ’84 Music Scholarship Fund: Established in 1996 by Althea Krause Leyon, Class of 1957, and John Leyon, parents of Anne Leyon Kilkenny, Class of 1984. The purpose of this fund is to provide students with fees for individual music lessons.

Lincoln Family Endowed Scholarship Fund: Established in 1999 for scholarship aid.

SELECTED ENDOWED AND OTHER NAMED FUNDS
Carrol Tenenbaum Lippman '63 Memorial Scholarship: Established in 1995 by friends of Carrol Tenenbaum 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 (Kathryn Elaine Poss, Class of 1935), parents of Margaret Lucile Livengood, Class of 1969.

Helen Loud '21 Scholarship: Established in 1998 by the estate of Helen L. Loud '21.

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 Fund: 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 Eaton, 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 Endowed 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.

McCune Endowed Scholarship Fund: Established in 1998, the fund supports internships with community-based organizations, direct volunteer activity and non-profit placements, both domestic and foreign.

Walter O. McIntire Scholarship: Established in 1941 by friends of Professor McIntire, a member of the Philosophy Department from 1914 to 1941.

Priscilla Wascoat McKenney '34 Memorial Scholarship: Established in 1977 by family and friends in memory of Priscilla Wascoat McKenney, Class of 1934.

Harriet Dewey McLucas '45 Endowed Scholarship Fund: Established by Harriet Dewey McLucas '45 in 2007 to support a student who has financial need and has an interest in the sciences.


Charles E. Merrill Trust Scholarship: Established in 1975 through a grant from the Charles E. Merrill Trust.

Estelle Merrill Scholarship: Established in 1911 by members of the New England Wheaton Club in memory of Estelle Hatch Merrill, 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, member of the Wheaton College Board of Trustees, to honor the memory of her grandmother, Mary Elizabeth Robinson Murphy, and to celebrate their shared love of music.

Marcia Silver Nalebuff '54 Scholarship: Established in 1996 with a gift from Marcia Silver Nalebuff, Class of 1954.

Barbara Erwin Nelson '28 Scholarship Fund: This scholarship was established by Barbara Erwin Nelson, Class of 1928.

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.


Ruth Tompkins Papageorge '32 and George Papageorge Endowed Scholarship: Established in 1998 by Ruth Tompkins Papageorge '32.

J. Edgar Park Scholarship: Established in 1944 by alumnae and friends in honor of Dr. Park, Wheaton President from 1926 to 1944.

Elizabeth Chase Perkins '22 Scholarship: Established in 1975 by 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.


Howard Piper Scholarship Fund: Established in 1984 by Helen Wann Piper, Class of 1939, in memory of her husband, Howard Piper.

Susan H. Haberberger Plymyer ’85 Endowed Scholarship: Established in 2005 through the generosity of Arthur and Joanne Haberberger P’85 in honor of their daughter, Susan H. Haberberger Plymyer ’85, to provide financial assistance to deserving students at Wheaton College.

Elaine Neefus Poole ’33 Scholarship: Established by Elaine Neefus Poole, Class of 1933, to provide scholarship aid for a student majoring in political life.

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.


Alice Padelford Roberts ’21 Memorial Scholarship Fund: Established in 1994 by Alice Padelford 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.

Carol Frost Ross ’64 Scholarship: Fund established by Carol Frost Ross, Class of 1964, to support a Wheaton student with demonstrated need.


Sargent Family Scholarship Fund: Income from this fund to be used for scholarship assistance to one needy student.

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.

Saxon Family Endowed Scholarship Fund: Established in 2003 by Robert and Margery Saxon, parents of Meg Saxon, Class of 1995, and Jill Saxon, Class of 2000, to support scholarship aid for students who have financial need and come from the state of Massachusetts.

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 Kohn and Arronson Foundations: Established in 1986 by the Arronson Foundation at the request of Amy Kohn Goldberg, Class of 1974, in honor of Professor Emerita Ariadne Shilaeff, a member of the Russian Department from 1971 to 1985.

Walter C. and Esther U. Shipley Scholarship Fund: Established in 1966 by family and friends in memory of Professor Shipley, a member of the Psychology Department from 1941 to 1966.

Frances A. Shirley Endowed Scholarship Fund in Theatre Studies or Dramatic Literature: Established in 2005 by Frances A. Shirley, Faculty Emerita. This endowed fund for Theatre Studies or Dramatic Literature will be awarded to an individual with a focus on English or American drama. The scholarship can be held for two years if the student maintains a high level of work during the junior year. The holder is encouraged to spend a semester or the entire junior year in the British Isles or Ireland at an institution with a strong theatre program. If the donor’s preference cannot be met, the scholarship may be awarded outside the preference to another qualified student in need of financial aid.
Established in 1992 by Frances A. Shirley, Faculty Emerita, in memory of her mother, Frances Swengle Shirley.

**Stanley Shirley Memorial Scholarship Fund:** Established in 1994 by Barrett C. Nichols in memory of his wife Louis Sawyer Nichols ‘25 and in honor of his daughter Sukey Nichols Wagner ’56, and activated in 1994 by Trustee Sukey Nichols Wagner ‘56.

**Michael and Linda Walsh ’78 Endowed Scholarship:** Established in 2003 by Michael and Linda Walsh, Class of 1978, with a preference to support student scholars from the Midwest who are majoring in the physical sciences.

**Arline J. Walton ’33 Scholarship:** Established in 1984 by Arline J. Walton, Class of 1933.

**Annie E. Wardwell Scholarship:** Established in 1940 by 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 Isabella M. Wardwell, Class of 1868.

**Jeanette Kittredge Watson ’02 Scholarship:** Established in 1967 by the IBM Corporation in memory of Jeanette Kittredge Watson, Class of 1902.

**Hazel Wilcox Weden ’25 and Faith Weden Fenske ’54 Endowed Scholarship:** Established in 2000 in memory of Hazel Wilcox Weden, Class of 1925 and in honor of her daughter, Faith Weden Fenske, Class of 1954.


**Katharine Wellington ’28 Scholarship:** Established in 1992 by 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 Baylies Wheaton, Class of 1926 Scholarship:** Established in 1984 by members of the Class of 1926 in honor of Eliza Baylies Wheaton, and presented to the College on the occasion of their 60th reunion.

**Wheaton Associates Scholarship:** Established in 1983 by the Wheaton Associates.

**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 Fund:** 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 Endowment:** Established in 1997 in honor of Marion Willi 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 Support
Dorothy Littlefield Weber '38 Endowment Fund for Annual Fund Support: Established in February of 2003 by Dorothy Littlefield Weber ’38. This fund was established understanding the importance of the Annual Fund and its role in helping the college reach new levels of excellence in the teaching and learning that are the core of a liberal arts mission. It permits Wheaton to attract talented students, faculty and staff. Vital needs such as scholarships, competitive faculty salaries and many vibrant educational programs are all made possible through the Annual Fund.

Annual Fund Scholarships
Rose E. Smith and Hyacinth B. Bryant Annual Fund Scholarship: Established in 2000 by Candice C. Bryant, Class of 1969, to provide student scholarships with a preference for minority students.

Dorothy Epstein Carver ’55 50th Reunion Annual Fund Scholarship: Established in 2004 by Dorothy Epstein Carver, Class of 1955, in honor of her 50th reunion, to provide financial assistance to a student who has demonstrated a level of academic excellence and social responsibility in high school and while at Wheaton College.

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.

Pauline and John Deaver Annual Fund Scholarship: Established in 2003 by John and Pauline Deaver, Class of 1943, for student scholarships.

Virginia Olivier Howard ’48 Current Year Annual Fund Scholarship: Established in 1995 by Virginia Olivier Howard, Class of 1948, to support scholarship aid at Wheaton College.


Barbara Frelinghuysen Israel ’67 Annual Fund Scholarship: Established in 2007 by Thomas and Barbara Frelinghuysen Israel, Class of 1967, to provide financial assistance to a Wheaton student with a preference for someone who has expressed an interest in the arts.


Anne F. Kilguss ’64 Annual Fund Scholarship: Established in 2007 by the generosity of Anne F. Kilguss, Class of 1964.

Klaffky-Hazard Annual Fund Scholarship: Established in 2006 by Lynn Klaffky Hazard, Class of 1968, to provide scholarship support with a preference to a student in the major of physics and/or mathematics.

Fred Kollett Annual Fund Scholarship: Established in 2004 in memory of Fred Kollett, Professor of Mathematics and Director of Academic Computing by David L. Wagner, member of the Wheaton College Board of Trustees.


Lindholm-Lebovitz Annual Fund Scholarship: Established in 2004 by Janet Lindholm Lebovitz, Class of 1972, to provide student scholarships.

Agnes M. Lindsey Current Use Scholarship: Established in 1958 and supported by the Agnes M. Lindsay Trust of New Hampshire.

Anne Long ’52 Annual Fund Scholarship: Established in 2004 by Anne Long, Class of 1952, to provide scholarships for students with financial need.


Elizabeth Deyo Martin ’48 Annual Fund Scholarship: Established in 1997 by Elizabeth Deyo Martin, Class of 1948, to provide student aid grants to an individual Wheaton student.

Multinational Charitable Trust Scholarship: Funding provided by the Multinational Charitable Trust Foundation supports scholarship aid at Wheaton College.

Family of Diane C. Nordin Annual Fund Scholarship: Established in 2004 by the family of Diane C. Nordin to honor her mother, Jeannette S. Nordin. This scholarship celebrates Mrs. Nordin’s more than 30 years of service and dedication as a teacher.


Ann Gilmour Ross '48 Annual Fund Scholarship: Established in memory of Ann Gilmour Ross, Class of 1948, by her sister Deane Marsh.

Margaret Clover Stillman '59 and Robert D. Stillman Annual Fund Scholarship: Established in 2007 through the generosity of Margaret Clover Stillman '59 and Robert D. Stillman.


West Robinson Annual Fund Scholarship: Established in 2007 by Carol and Peter West England P’08.

Wheaton College Bhutan Scholarship: This scholarship was established by Adrienne Bevis Mars, Class of 1958, and her son Michael Mars, to support scholarship aid for worthy students from Bhutan.

Project Scholarship Funds


Professor Charles Aughty Annual Fund Scholarship for Project Scholarship: Established in 2007 by Mary “Polly” Bartlett Bryson, Class of 1979, in memory of Professor Charles Aughty.

Birkmann Family Scholarship for Project Scholarship: Established in 2007 by Betsy Birkmann Gabrielson, Class of 1978, to support scholarships for students with a desire to pursue a Wheaton career of study in the physical or behavioral sciences.


Nick and Molly Booth ’72 Annual Fund Scholarship for Project Scholarship: Established in 2007 by Molly Davis Booth, Class of 1972.

Barbara and John Boyle Annual Fund Scholarship for Project Scholarship: Established in 2007 by Barbara and John Boyle.

Carolyn M. Brown Annual Fund Scholarship for Project Scholarship: Established in 2007 by the generosity of Wheaton College Trustee Roger H. Brown in honor of his mother, Carolyn M. Brown.

Wayne and Jacqui Budd Annual Fund Scholarship for Project Scholarship: Established in 2007 by Wheaton College Trustee Wayne A. Budd and Jacqueline Budd.


Tom and Carol Soliday Cameron ’50 Annual Fund Scholarship for Project Scholarship: Established by Thomas and Carol Soliday Cameron, Class of 1950.

Susan Howard Campbell Annual Fund Scholarship for Project Scholarship: Established in 2007 by Susan Howard Campbell, Class of 1962.


Sunny Chen ’06 Honorary Scholarship: Established in 2007 by John and Ann Kirkpatrick Runnette, Class of 1956, in honor of Sunny Chen, Class of 2006. Sunny’s great thirst for knowledge led her to Wheaton, where she excelled. This scholarship is given to students with the same drive, ambition, perseverance, and appreciation of life that Sunny Chen has exhibited.

Ruth and Brackett Clark Annual Fund Scholarship for Project Scholarship: Established in 2007 by Virginia “Sally” Clark, Class of 1953, in memory of her parents, Ruth and Brackett Clark.


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Katharine Brockway Grenholm
'57 Annual Fund Scholarship for
Project Scholarship: Established
in 2007 by Jane Rowe Mráz '57
in memory of Katharine Brockway
Grenholm '57.

Greystone Scholarship for Project
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Peter Haas Honorary Annual
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Project Scholarship: Established in
2007 by Samuel M. Mencoff and Ann
Stoeffel Mencoff, Class of 1979.

Gillian Shepherd Mestre Annual
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Scholarship: Established in 2007 by
Gillian Shepherd Mestre, Class of
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Anne J. Neilson '49 Annual
Fund Scholarship for Project
Scholarship: Established in 2006 by
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Anne J. Neilson, Class of 1949.

Marion and Ivan Newberg Annual
Fund Scholarship: Established in
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Pegasus Annual Fund Scholarship
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Tiebout, Class of 1946.

Tucker-Pearson Annual
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Scholarship: Established in 2007 by
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David and Ellen Wagner Annual Fund Scholarship for Project Scholarship: Established in 2007 by the generosity of Wheaton College Trustee David Wagner and Ellen Wagner.

Linda Rehberger Ware ’58 Memorial Annual Fund Scholarship for Project Scholarship: Established in 2007 by Wheaton College Life Trustee Adrienne Bevis Mars ’58 in honor of her classmate, Linda Rehberger Ware.

Mr. and Mrs. Robert S. Weil Annual Fund Scholarship for Project Scholarship: Established in 2007 by Wheaton College Trustee Vicki Weil in honor of her parents, Mr. and Mrs. Robert S. Weil (Virginia Loeb Weil, Class of 1942, and Robert S. Weil, Trustee Emeritus).

Student Loan Funds

Evelyn Danzig Haas ’39 Visiting Artists Program
Evelyn Danzig Haas ’39 Visiting Artists Program and Arts in the City: Established in the spring of 2003 by the Evelyn and Walter Haas, Jr. Foundation, the purpose of this fund is to enhance every student’s education—and life—by broadening opportunities for exposure to the wide world of the arts. Through the Evelyn Danzig Haas ’39 Visiting Artists Program and Arts in the City, leading artists of all kinds—musicians and dancers, painters and sculptors, photographers and printmakers, writers and directors—now come to campus for intensive, short-term engagements to work with students and faculty on a variety of projects. Students and faculty also attend concerts, exhibitions and plays in various cities as part of Arts in the City.

Celeste Gottesman Bartos ’35 Fund for Visual Arts: This fund was established within the Evelyn Danzig Haas ’39 Visiting Artists Program and Arts in the City by Celeste Gottesman Bartos, Class of 1935, to support the expenses associated with visiting visual artists.

Ruth Eddy ’42 Master Class in the Arts Endowed Fund: Established by Ruth Eddy, Class of 1942.

Caroline C. Edwards ’70 Master Class in the Visual and Musical Arts: This fund was established in 2004 by Caroline C. Edwards, Class of 1970. The purpose of this fund is to support bringing visual and musical artists to Wheaton College to teach a class or classes to Wheaton students.

Mary Bloor Loser ’42 Arts Fund for Music: Established in 1987 in memory of Mary Bloor Loser, Class of 1942, and her father, Carl Bloor, and augmented in 2003 as part of the Evelyn Danzig Haas ’39 Visiting Artists Program. The income from this fund is to be used by the Music Department with the stipulation that a portion of the income shall be used for a minimum of two annual on-campus musical recitals by important artists. It shall also include a Musical Master Class Series, which includes an annual minimum of one performance by a visiting musical artist.

Dale Rogers Marshall Visiting Artists Program Endowed Fund: Established in 2004 by members of the Wheaton College Board of Trustees, alumnae/i, staff and friends in honor of Dale Rogers Marshall, sixth President of Wheaton. This fund will support the Visiting Artists Program at Wheaton.

Master Class in the Arts Given by an Alumna: This fund was established in January of 2004 by an anonymous donor. The purpose of this fund is to support a master class with a preference for the visual arts.
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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 Committee; 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, Gay, Bisexual and Transgender Alumnae/i Association also serves as a network for alumnae/i and current students.

The association reaches 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 in the 21st century.

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