
TRINITY COLLEGE BULLETIN

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Founded in 1823
Hartford, Connecticut 06106-3100
Telephone (860) 297-2000

More information about Trinity College can be found at www.trincoll.edu, including home pages for many of the College's academic departments and programs.

College Calendar

2007

August 10	Friday	All bills for Fall 2007 Term must be paid in full.
August 23	Thursday	Summer Term II ends. Summer Term Library hours end
August 30	Thursday	First-year and Transfer students arrive. Residences open to first-year and transfer students after 9:00 a.m. President's Convocation for First-Year Students on the Quadrangle. Meal plan (7-day) for first-year students begins with evening meal.
September 1	Saturday	Class of 2008, 2009, 2010 students arrive. Residences open to returning students after 12:00 p.m. Meal plan (7-day) for these students begins with evening meal.
September 3	Monday	Labor Day. College offices and Library are closed.
September 4	Tuesday	Undergraduate and graduate classes begin. Fall Term Library hours begin.
September 6	Thursday	Fall Term Internship contracts due in the Internship Office.
September 11	Tuesday	Add/Drop Period ends for full-term and first quarter classes.
September 28	Friday	Final Day to withdraw from Fall Term courses.
September 28-30	Fri.-Sun.	Family Weekend.
October 8-9	Mon.-Tues.	Trinity Days. College is in session; regular classes are not held.
October 22	Monday	Mid-term.
October 23	Tuesday	First day of Second Quarter classes.
October 26	Friday	Second Quarter Add/Drop Period ends.
October 26	Friday	Deadline for seniors to submit Degree Applications to the Registrar's Office for May 2008 graduation. Deadline for Master's degree candidates to submit Degree Applications to the Graduate Studies Office for May 2008 graduation.
Oct 29-Nov 2	Mon.-Fri.	Advising Week.
November 5-12	Mon.-Mon.	Advance Registration for Spring 2008 Term.
November 9-10	Fri.-Sat.	Homecoming Weekend.
November 16	Friday	Student Accounts Office mails Spring 2008 Term bills for all students.
November 20	Tuesday	Thanksgiving Vacation for undergraduate and graduate students begins after last class. Evening meals on meal plan is served. Library closes at 6:00 p.m.
November 21-25	Wed.-Sun.	College offices and Library closed. Meal plan resumes with evening meal on November 25. Fall Term Library hours resume on Nov. 25 at 10:00 am.
November 26	Monday	Classes resume for undergraduate and graduate students.
November 30	Friday	Financial Aid recipients' budgets for study away in Spring 2008 due in Financial Aid Office.
December 3	Monday	Add/drop for Spring 2008 Term begins.
December 7	Friday	Deadline to apply to the Office of International Programs for approval to study off campus for all programs for Fall 2008 Term, Spring 2009 Term, or academic year 2008-2009.
December 10	Monday	Last day of undergraduate and graduate classes. Final day to elect to change a Pass/Low Pass/Fail grade to a letter grade.
December 11-16	Tues.-Sun.	Review Period.
December 14	Friday	All bills for Spring 2008 Term must be paid in full.
December 22	Saturday	Residences close at 12:00 noon for the vacation period. Fall Term Library hours end at 4:30 p.m.
Dec 22-Jan 20	Sat.-Sun.	Winter Break Library Hours in effect.
December 24-25	Mon.-Tues.	College offices and Library are closed.
December 26-28	Wed.-Fri.	Library closed. Open to Faculty by appointment only.

2008

January 18	Saturday	Residences open after 12:00 noon. Meal plan resumes with evening meal.
January 21	Monday	Martin Luther King Day. College offices and Library are closed.
January 22	Tuesday	Undergraduate and graduate classes begin. Spring Term Library hours begin.
January 24	Thursday	Spring Term internship contracts due in the Internship Office.
January 29	Tuesday	Add/Drop Period ends for full-term and third quarter classes.
February 15	Friday	Final day to withdraw from Spring Term courses
February 28-29	Thur.-Fri.	Trinity Days. College is in session, but regular classes are not held
February 29	Friday	Profile & FAFSA filing deadline for students applying for financial aid for the 2008-2009 academic year.
March 10	Monday	Mid-term
March 11	Tuesday	First day of Fourth Quarter classes.
March 14	Friday	Spring Vacation begins after last class; evening meal is last meal on meal plan. No graduate classes during vacation. Spring Break Library Hours in effect.
March 23	Sunday	Meal plan resumes with evening meal. Spring Term Library hours resume when Library opens at 10:00 am.
March 24	Monday	Classes resume. Fourth Quarter Add/Drop Period ends.
April 7-11	Mon.-Fri.	Advising Week
April 11	Friday	Deadline for sending 2007 Federal tax returns to the College Scholarship Service for students applying for financial aid for the 2008-2009 academic year.
April 14-21	Mon.-Mon.	Advance Registration for Fall 2008 Term.
April 28	Monday	Add/Drop Period for Fall 2008 begins.
April 30	Wednesday	Last day of undergraduate and graduate classes. Final day to elect to change a Pass/Low Pass/Fail grade to a letter grade. Last two days of classes count as Thursday and Friday.
May 1-4	Thur.-Sun.	Review Period.
May 1-2	Thur.-Fri.	General Examinations for seniors in certain majors (General Examinations end by the afternoon of May 2).
May 1-2	Thur.-Fri.	Spring Housing Lottery.
May 2	Friday	Honors Day ceremony at 3:30 p.m. in the Chapel
May 5-9	Mon.-Fri.	Final examinations for all undergraduate and graduate students. All grades (graduating seniors, consortium students and Master's degree candidates omitted) are due from faculty within 5 days of the scheduled final exam of each course. Evening meal on May 9 is last meal on meal plan.
May 9	Friday	Spring Term Library hours end at 7:00 p.m.
May 10	Saturday	Graduating Senior, Master's degree candidates, consortium students grades due. Residences close at 12:00 noon for all students except those participating in Commencement.
May 12	Monday	Financial Aid recipients' budgets for study away in Fall 2008 due in Financial Aid Office.
May 18	Sunday	Commencement Exercises for the 185th academic year.
May 19	Monday	Residences close at 9:00 a.m. for all students.
May 26	Monday	Memorial Day. College offices and Library are closed.
May 28	Wednesday	Session I of Summer Term begins (for Monday/Wednesday classes). Tuesday/Thursday classes begin May 29. Summer Term Library hours begin.
June 2	Monday	Final day for submission of Summer Internship forms.
June 5-8	Thur.-Sun.	Reunion Weekend.

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Information on Trinity College graduation rates, disclosed in compliance with the Student Right-to-Know and Campus Security Act, Public Law 101-542, as amended, may be obtained by writing to the Office of the Registrar, Trinity College, Hartford, CT 06106.

In accordance with Connecticut Campus Safety Act 90-259, Trinity College maintains information concerning current security policies and procedures and other relevant statistics. Such information may be obtained from the Director of Campus Safety (860) 297-2222.

History of the College

From modest beginnings in the rented basement of a Hartford church, Trinity has become one of the nation's leading independent liberal arts colleges.

The College was founded in May of 1823 as Washington College (the name was changed in 1845). It was only the second college in Connecticut, and its founding climaxed a thirty-five-year struggle by the state's Episcopalians to break the educational monopoly of Congregationalist-controlled Yale. In granting the Charter, the Connecticut General Assembly reflected the same forces of religious diversity and toleration that had caused it to disestablish Congregationalism as the official state church five years earlier. Appropriately, the Charter prohibited any religious test from being imposed on any student, faculty member or other member of the College.

The Trustees' decision to locate the College in Hartford, instead of New Haven or Middletown, resulted from the greater generosity of Hartford residents in pledging support for the fledgling institution. In addition to substantial monetary gifts from such prominent merchants as Charles Sigourney and Samuel Tudor, Jr., offers of assistance came from scores of laborers, artisans and shopkeepers. Typical were the pledges of Samuel Allen, a stonemason, to provide ten dollars worth of labor and of James M. Goodwin to supply one hundred fifty dollars worth of groceries. Such strong support from the Hartford community has continued throughout Trinity's history.

Present when classes opened on September 23, 1824 were nine students: six freshmen, one sophomore, one senior and one young man who was not ranked. The faculty numbered six: the President, Bishop Thomas C. Brownell, who taught Natural and Moral Philosophy; a Tutor in Greek and Latin; and Professors of Belles Lettres and Oratory, Agriculture and Political Economy, Chemistry and Mineralogy, and Botany. The presence of the two latter professors attests that Trinity, unlike many early 19th-century colleges, was committed to the natural sciences as well as the classical curriculum. This commitment has characterized the College to the present day.

A year after opening, Trinity moved to its first campus: two Greek Revival-style buildings on an elevated tract of land now occupied by the State Capitol. Within a few years the student body had grown to nearly one hundred, a size that it rarely exceeded until the 20th century.

Undergraduate life was arduous during the College's early history: students arose for prayers at 6 a.m. (5:30 during the summer semester), and classes began at 6:30. Because most students entered the College at age fifteen or sixteen, the faculty attempted strictly to regulate their behavior. Students were forbidden to gamble, to drink intoxicating beverages, to throw objects from the windows of College buildings, to engage in any sort of merrymaking without faculty permission, and so forth. One regulation prohibited students from keeping a sword in their rooms—a reflection, perhaps, of the fact that the pre-Civil War student body included many "chivalrous" young men from the Southern states. Of course, the regulations were not always scrupulously observed, and in his history of Trinity, the late Professor Glenn Weaver found several instances of riotous student behavior. On one occasion in the late 1820s, the students barricaded themselves within the College, forcing President Brownell to batter down the door with a fence post. A favorite end-of-semester practice was to conduct a ritual burning of the textbook used in some required course which students had found especially onerous. (The course in "Conic Sections" was often singled out for this treatment.)

In 1872 Trinity took an important step toward the future when it sold the “College Hill” campus to the City of Hartford to provide a site for a new State Capitol. Six years later, the College moved to its present location. Bounded on the west by an escarpment and on the east by gently sloping fields, the new site had been known in the 18th century as Gallows Hill. (Local legend has it that several Tories were hanged here during the Revolution.) The Trustees chose William Burges, the distinguished English architect, to design the new campus. Influenced by the architecture of the Oxford and Cambridge colleges, Burges proposed an elaborate scheme of four enclosed quadrangles extending north and south from a massive Gothic chapel. Financial and other considerations made it impossible to implement most of Burges’ plan, but Jarvis and Seabury Halls (completed in 1878) and Northam Towers (1881) bear his distinctive stamp. Generally viewed as the earliest examples of “collegiate Gothic” in the United States, these buildings were to exert an important influence on academic architecture for several decades to come. Together with the imposing Gothic chapel completed in 1932, they are a compelling reminder of the medieval origins of collegiate institutions.

The late 19th century was a seminal period in the history of American higher education: not only did the modern university begin to emerge, but many undergraduate colleges sought to recast their curricula and institutional practices in forms more appropriate to a rapidly industrializing society. The forces of change were seen at Trinity in the increased proportion of Ph.D.s on the faculty, the introduction of more electives into the curriculum, the addition of a program in biology, the strengthening of the other natural sciences, and the doubling of the number of library holdings. There was also talk of transforming Trinity into a university. But as had been true of earlier proposals to establish schools of medicine, law and theology, nothing came of this plan. Thus the College’s commitment to undergraduate liberal arts education was reaffirmed.

Another significant development in the late 19th century was the movement to loosen Trinity’s traditional ties with the Episcopal Church. Although never a “church school,” Trinity was closely linked with the Diocese of Connecticut, particularly after 1849 when the Bishop of Connecticut was made *ex officio* Chancellor of the College. The Charter was amended in 1889 to end this practice, an important step in the secularization of the College. Secularization proceeded apace throughout the 20th century. Today a substantial majority of undergraduates comes from non-Episcopal traditions, but the College still values its Episcopal heritage.

The achievements of the 1880s and ’90s notwithstanding, difficulties marked the early years of the new century, in part because of the notoriety caused in 1899 by the faculty’s decision to suspend the entire sophomore class for six weeks as punishment for the brutal hazing of freshmen. Enrollments declined sharply (only six students graduated in the Class of 1904), and the College began to look increasingly to the Hartford area for many of its undergraduates. For a while it seemed that Trinity’s destiny might be strictly regional. In the late 1920s, however, the College began to reestablish itself as a national institution. In 1929, the Trustees fixed five hundred as the ideal size of the student body and directed that applicants be sought from all parts of the country. Admissions standards were raised and financial aid expanded.

Although the Great Depression entailed severe hardships for many colleges, the 1930s were years of growth for Trinity. The faculty expanded steadily and the student body surpassed five hundred in 1936. Four residence halls were added, as well as the Clement Chemistry Building and the Chapel.

Rapid growth continued after World War II. The student body has now attained a plateau of approximately two thousand and the number of faculty exceeds two hundred. An architecturally eclectic collection of buildings went up, among them the Library, Downes Memorial Clock Tower, Mather Campus Center, McCook Hall, the Austin Arts Center, the George M. Ferris Athletic Center, the Albert C. Jacobs Life Sciences Center, and, more

recently, the Koepfel Student Center, Hansen Hall, the Vernon Social Center, several additional dormitories, and a computer science-engineering-mathematics facility that opened in January 1991. A master plan for further campus renovation and expansion resulted in the new Summit dormitory complex that opened in 2000, a major enlargement and technological upgrade of the Library -- now the Raether Library and Information Technology Center -- completed in the spring of 2003, and a new Admissions and Career Services building.

Of course, a college is much more than enrollment statistics, or faculty size, or bricks and mortar. In an age of constant social and intellectual transformation, a college must be a living community that can respond imaginatively to changing circumstances, while preserving pertinent parts of its heritage. Thus, innovation, tempered by a respect for the past, has been the hallmark of Trinity's recent history. Curricular reforms have reinvigorated the liberal arts tradition by restating it in terms which speak to the concerns of men and women whose lives and careers will continue well into the 21st century. As undergraduates have manifested greater personal maturity, the College has abandoned all remnants of paternalism in favor of treating them as responsible adults. Students have been given an enlarged voice in institutional decision-making and governance through the addition of their elected representatives to various faculty and trustee committees.

In 1968, Trinity made a commitment to the admission, with financial aid when needed, of a substantially larger number of black and other minority students. Less than a year later, the Trustees voted to admit women as undergraduates for the first time in the College's history. For the first five years of coeducation, male enrollment was held at a minimum of one thousand. But in January 1974, the Trustees abolished this guideline, so that henceforth sex would not be a criterion of admission any more than race, religion or national origin are. In September 1984, Trinity passed a milestone when it enrolled the first freshman class in its history in which women outnumbered men. Coincident with these developments, the College has acted to increase the number of women and minority group members on the faculty and in the administration. Approximately two hundred older, nonresident students also pursue the Trinity bachelor's degree through the Individualized Degree Program, established in the early 1970s.

Throughout the 1980s and 1990s, Trinity continued to adjust its practices and programs in accordance with changing academic values and student needs. The nature and quality of social and extracurricular life were a subject of lively discussion. Faculty members involved themselves even more vigorously than before in research and publication, but there was no lessening of the traditional emphasis on excellence in teaching. In fact, it was recognized that the two activities are closely linked: serious commitment to scholarship usually betokens the kind of intellectual vitality that is essential to effective classroom instruction. Moreover, a college of Trinity's stature believes the faculty is obligated not only to convey existing knowledge to students but also to be energetically engaged in the pursuit of new knowledge.

In the curricular area a number of important steps were taken. The faculty voted, for example, to approve new majors in Theater and Dance, Computer Science, Neuroscience, Public Policy Studies (now Public Policy and Law), Anthropology, Educational Studies, and, most recently, Environmental Science. The latter makes use of Trinity's new biological field station on the historic Church Farm in Ashford, CT. The faculty also established a Program in Women's Studies to ensure that scholarship by and about women is diffused throughout the curriculum, and in 1992 created a major in Women's Studies, which in 2002 was reconfigured as a major in Women, Gender, and Sexuality. The program of student internships, begun in the late 1960s, was greatly expanded. The latter program took advantage of Trinity's urban location by placing students in state and local government offices, business and financial institutions, social agencies, museums, and the like. Through internships undergraduates integrate practical field work with academic study under the supervision of a faculty member, thereby testing

theoretical and conceptual perspectives, at the same time exploring possible career interests. Beginning in the later 1990s, numerous other measures were adopted that use Hartford as a richly varied educational resource, including the Community Learning Initiative, which links courses to the neighborhoods surrounding the campus through research and service projects. Increased attention is also being devoted to international and global issues, and a network of “global learning sites” is being established in cities around the world, among them Santiago, Barcelona, Port-of-Spain, Moscow, Vienna and Paris. These sites are in addition to the campus Trinity has maintained in Rome since 1970.

The College’s “open” curriculum, adopted in 1969, was the subject of growing debate as the 1980s advanced. In 1983, 1984 and again in 1985, faculty committees put forward detailed plans for curricular innovation, including the establishment of nonmajor requirements. Though they differed in important particulars, these plans shared a concern for writing and quantitative skills, breadth of study, and interdisciplinary study. Early in 1986 the faculty gave final approval to a package of curricular reforms that took effect with the class entering in the fall of 1988. These included requirements in writing and mathematical proficiency, and the integration of knowledge across at least three disciplines. (The latter requirement was discontinued in 1997, but the curriculum continues to have a distinct interdisciplinary flavor.) In the spring of 1987, the faculty voted to supplement these measures with a modest distribution requirement designed to ensure suitable breadth in every student’s program of study.

Under new presidential leadership, the College began in 1995 to devote greatly increased attention to the needs of the surrounding neighborhoods, which were troubled by many of the social and economic problems typical of late-20th-century American cities. In partnership with the nearby Hartford Hospital, Connecticut Children’s Medical Center, Institute of Living, and Connecticut Public Television and Radio and with strong government support at the municipal, state, and federal levels, Trinity launched a multifaceted neighborhood revitalization initiative that attracted national attention and received backing from the business community and major foundations. The goal was to enhance educational and home-ownership opportunities for local residents, and to generate new economic activity in a 15-square-block area adjacent to the campus. Central to this project is the “Learning Corridor,” which opened in September of 2000 and includes a public, Montessori-style elementary school, a new neighborhood middle school, a math-science high school resource center to serve suburban as well as Hartford young people and teachers, the Greater Hartford Academy of the Arts, and the first Boys and Girls Club in the country to be located at a college. Trinity students have numerous opportunities to engage in volunteer work, internships, and research projects in conjunction with these institutions and other elements of the neighborhood initiative, as do members of the faculty. Simultaneously, a “Smart Neighborhood” initiative made Trinity’s state-of-the-art computing resources available to local civic organizations and others.

Amidst all the changes of recent decades, Trinity has maintained its bedrock commitment to liberal education—a commitment founded on the conviction that through rigorous engagement with the liberal arts students can best discover their strengths, develop their individual potential, and prepare themselves for personally satisfying, civically responsible, and socially useful lives. Periodic reviews of the curriculum as a whole, as well as of individual academic departments and programs, help ensure the continued vitality of liberal learning. The same is true of a comprehensive “Cornerstones” planning project initiated by a new president shortly after he took office in July 2004 -- a project that is expected to shape the College’s academic and other priorities for some years to come. In April of 2007, the Faculty voted to adopt several additional general education requirements, including a two-course writing requirement, a global engagement requirement, and second-language requirement, all of which will take effect with students matriculating in the Fall of 2008.

The Mission of Trinity College

Trinity College is a community united in a quest for excellence in liberal arts education. Our purpose is to foster critical thinking, free the mind of parochialism and prejudice, and prepare students to lead examined lives that are personally satisfying, civically responsible, and socially useful.

Four elements are central to the success of this quest:

- An outstanding and diverse faculty who excel in their roles as teachers and scholars, bringing to the classroom the insight and enthusiasm of people actively engaged in intellectual inquiry. Working closely with students in relationships of mutual respect, they share a vision of teaching as discussion – a face-to-face exchange linking professor and student in the search for knowledge and understanding.
- A rigorous curriculum firmly rooted in the traditional liberal arts, but one that also integrates new fields of study and interdisciplinary approaches to learning. Trinity encourages a blend of general education and specialized areas of study, and takes imaginative advantage of the many educational resources inherent in Trinity's urban location and international ties.
- A talented, motivated, and diverse body of students who are challenged to the limits of their abilities and are fully engaged with their studies, their professors, and one another. Our students take increasing responsibility for shaping their education as they progress through the curriculum, and recognize that becoming liberally educated is a lifelong process of learning and discovery.
- An attractive, secure, and supportive campus community that provides students with myriad opportunities for interaction with their peers as well as with the faculty. The College sustains a full array of cultural, recreational, and volunteer activities, and embodies the philosophy that students' experiences in the dormitories, dining halls, and extracurricular organizations are an important and powerful complement to their formal learning in the classroom.

The Curriculum

Central to Trinity's curricular philosophy is a conviction that students should be responsible for the shape and content of their individual programs of study, since this is one of the best ways to persuade them to become intelligently self-motivated in respect to matters that have great personal, social, and intellectual significance. The College's undergraduate curriculum provides a framework within which to explore the many dimensions of a liberal education. It sets a basic direction for students through general education requirements, while offering each individual the flexibility to experiment, to deepen old interests and develop new ones, to take advantage of a wide variety of special curricular opportunities, and to acquire specialized training in a major field.

Given the flexible nature of Trinity's curriculum and the wealth of academic options it makes available to undergraduates, judicious faculty advising is an essential component of the educational process. Such advising is most apt to occur when the student and the adviser can develop a close working relationship. Thus freshmen and sophomores ordinarily have as their advisers the faculty members who teach them in First-Year Seminars (see p. 12) during their initial semester at the College. By working on a topic of mutual intellectual interest for an entire semester, the student and the faculty member stand the best chance of developing the close acquaintance with and firm respect for one another that are crucial to successful advising. (Students who choose not to take a First-Year Seminar have as their adviser an appropriate member of the faculty. Special advising arrangements are made for first-year students in the Guided Studies Program, the Interdisciplinary Science Program, the Cities Program, and the InterArts Program.)

In planning the freshman-sophomore course of study, the student and adviser will assess the student's personal and intellectual interests and aspirations, develop a schedule for satisfying the general education requirements, canvass possible choices of major, consider which electives the student will take, and discuss the many special educational opportunities (e.g., foreign study, internships, open semesters) available at Trinity.

The First-Year Program

The First-Year Program is a significant part of the life of a first-year student at Trinity. It is a program designed to provide incoming first-year students with an intellectually challenging academic experience while making a link between academic life and residential life. Emphasis is placed on making a successful transition from high school to college and to a life-long habit of learning. This program, which makes extensive use of student Mentors, includes more than 40 First-Year Seminars. This includes the Fall Seminars, the Focus Program, and the Gateway Programs. It also extends beyond the classroom to involve field trips and other co-curricular events for first-year students. Seminar participants are also housed together in the same residence hall.

All first-year students are encouraged to enroll in a First-Year Seminar, a Focus Seminar or apply to be a part of one of the Gateway Programs (the Guided Studies in Western Civilization Program, the Cities Program, the Interdisciplinary Science Program, or the InterArts Program.) The First-Year Seminars and Programs are academically rigorous, limited in size, and designed to introduce the new Trinity student to:

- Critical analysis
- Discussion and debate
- Research and approaches to problem solving
- College-level writing
- The Trinity workload
- Trinity College resources and facilities
- The City of Hartford.

Through the seminars and programs, students are also introduced to the many resources of the library.

Seminar and Program faculty represent a variety of disciplines and departments at the College. First-year faculty members share a commitment to work closely with new students in order to help them begin rewarding academic careers. A Seminar professor also serves as the student's primary academic adviser until he or she declares a major (usually during the second semester of the sophomore year). The aim is to give students consistent, personal guidance during the first two years as they design their course of study.

Each Seminar or Program is assigned a Mentor, an upperclassman with a superior academic record, who works as a liaison between students and faculty. The Mentor often assists the faculty member in shaping the class and explores the seminar topic along with the first-year students. The Mentor brings to the Seminar or Program the insight of an experienced college student.

(See First-Year Seminars, p. 88 and Advising, p. 30.)

Special Curricular Opportunities

Trinity's undergraduates seek a wide range of educational opportunities and experiences. Thus the faculty has created a number of programs which enable students to depart from traditional patterns of classes. These special opportunities stem from the faculty's conviction that there is a fruitful connection between learning and life. While courses and programs in the traditional academic disciplines remain central to the curriculum, many students have found that their educations are enhanced by taking advantage of one or more of the opportunities described below.

A. GUIDED STUDIES PROGRAM: EUROPEAN CIVILIZATION

The Guided Studies Program is a nonmajor, interdisciplinary curriculum which the faculty authorized for implementation commencing with the first-year class that entered in 1979. The program is intended for strongly motivated students who wish to examine the evolution of Western civilization through an integrated study of European history, literature and thought from classical antiquity to the present. It concentrates on the primary issues and modes of interpretation that have shaped Western culture while introducing students to basic patterns of political, social and economic development. Courses in the humanities form the core of the program.

Those enrolled in the program take a specified sequence of courses that is characterized by both breadth and coherence. The various courses are integrated in such a way that significant connections are regularly drawn among them, thus ensuring that subjects are not studied in isolation.

The Guided Studies Program does not celebrate Western civilization to the detriment of other cultures. Rather, by furnishing students with greater knowledge of the West's leading cultural traditions, it tries to nurture the educated self-awareness and habits of critical inquiry that make possible the comprehension of other traditions. Furthermore, by exploring modes of Western culture in their historical setting, the program provides a context within which the student may make informed judgments about contemporary dilemmas and conflicts of value.

The program is designed to be compatible with every major at the College and may be taken by students whose main orientation is toward the natural sciences, social sciences or the arts as well as by those primarily concerned with the humanities. Although the sequence of courses is usually completed during the student's first four semesters of enrollment, it may be distributed across five or six semesters if such a pattern is more compatible with the student's overall plan of study.

The program can accommodate only a limited number of students: approximately 25 to 30 in each entering class. Applicants for admission to Trinity who are interested in the program should write the Admissions Office for further details or contact Dean J. Ronald Spencer, the director of the program. In March of each year, those applicants to the College judged to be best-qualified for the Program are invited to become candidates for enrollment in it.

B. INTERDISCIPLINARY SCIENCE PROGRAM

The Interdisciplinary Science Program (ISP) is a nonmajor curriculum designed by faculty members in Biochemistry, Biology, Chemistry, Computer Science, Engineering, Mathematics, and Physics. Inaugurated in the fall of 1987, the ISP is intended for a selected group of first-year students who are judged to have exceptional scientific and mathematical aptitude and to be strongly motivated for academic achievement, and who wish to explore interdisciplinary connections within the sciences and issues related to the application of science and technology in modern society. The goal of the program is to provide participants both a broader

understanding of the nature of scientific activity and the opportunity to test their interest in science by engaging in research.

Students enrolled in ISP participate in special courses distributed across three semesters. During the first semester, ISP students enroll in a special seminar. This seminar focuses on some aspect of science which is common to all areas of science, mathematics and engineering. Topics have included chaos and dynamical systems, experimental design, and the process of measurement. In the second semester, students select from a list of research topics in the participating department and serve as Research Apprentices with junior and senior science majors. Students are encouraged to experience scientific endeavor as a group activity and to interact across disciplinary lines through regular reports to the entire ISP class.

The ISP culminates in the sophomore year in a seminar which addresses the effects of scientific and technological change on society and the public policy choices which are required as a result.

While the ISP is intended primarily for students who plan to major in the sciences, engineering, and mathematics, it is designed to be compatible with every major at the College. The three-semester sequence allows study abroad.

The program can accommodate only a limited number of students: approximately 24 in each entering class. Applicants for admission to Trinity who are interested in the program should write either the Admissions Office or Dr. Alison Draper, Director of the Interdisciplinary Science Center, for further details. In March of each year, those applicants to the College judged to be best-qualified for the Program are invited to become candidates for enrollment in it.

C. THE CITIES PROGRAM

Modeled after the Guided Studies Program: European Civilization and the Interdisciplinary Science Program, the Cities Program, begun in 1996, is a nonmajor, interdisciplinary curricular offering for exceptionally well-qualified entering students. It examines cities, past and present, in the United States and elsewhere, from a wide variety of humanities and social science perspectives and helps students understand contemporary urban issues in all their complexity. During the first year, participating students take four courses expressly created for the Program—two each semester. As sophomores, they choose an approved elective from the regular curriculum that addresses an aspect of cities in which they are particularly interested, and they also satisfy the program's final requirement by any of several different means, including a tutorial, an internship, an individual or small-group research project, or another suitable course. (For details, see the Cities Program entry under "Courses of Instruction.") The course sequence, open only to students enrolled in the Program, is carefully integrated by the participating faculty to ensure coherence.

The Cities Program takes advantage of Trinity's location by using Hartford as a site for the close-up study of urban issues and by drawing on its rich array of intellectual and cultural resources. Students are given many opportunities to supplement their classroom learning by getting personally involved with the many social and economic problems of this city, which in many respects is a microcosm of urban America. Thus, the Program attracts not only students interested in the academic study of cities but also those of an activist bent who want to engage the manifold challenges of urban life. The Cities Program is compatible with every major offered at Trinity.

Approximately 25 talented and strongly motivated students are admitted to the Cities Program in each entering class. Applicants for admission to Trinity who wish to learn more about the Program should request a copy of the Cities Program prospectus from the Admissions Office or contact the Director of the Program, Dean J. Ronald Spencer. In March of each year, those applicants to the College judged to be best-qualified for the Program are

invited to become candidates for enrollment in it.

D. INTERARTS PROGRAM

The InterArts Program is a nonmajor, multidisciplinary program for a select group of creatively minded students who share an interest in the study and practice of art. Designed by faculty from the Studio Arts Program, the Creative Writing Program, the Department of Music, and the Department of Theater and Dance, InterArts offers first- and second-year students the opportunity to hone their artistic skills and at the same time explore contemporary issues in the arts from a range of critical perspectives.

InterArts students choose from an array of applied courses in the arts (such as painting, dance, musical composition, and fiction writing) and enroll in a series of special seminars that examine topics such as “Art, Identity and Society,” “Art and Ideas,” and “Art, Identity, and Community.” In the final semester of the Program, students create their own arts project in the media of their choice as part of the Arts Practicum requirement.

InterArts takes full advantage of the rich cultural resources of Hartford, a city vibrant with arts activities and institutions. Trinity’s location in Hartford allows InterArts students ample opportunity to observe and study a wide variety of art forms and to learn from practicing artists in the region.

The Program is designed to be compatible with every major at the College and many of the arts practice courses may be applied to a major in one of the four arts areas, i.e., Studio Arts, Creative Writing, Music, and Theater and Dance.

Approximately 15 strongly motivated, arts-oriented students are admitted to InterArts in each entering class. Applicants for admission to Trinity who wish to learn more about the Program should request a copy of the InterArts prospectus from the Admissions Office or contact the Director of the Program, Professor Clare Rossini. In March of each year, those applicants to the College judged to be best qualified for the Program are invited to become candidates for it.

E. GLOBAL PROGRAMS

Trinity College offers students a wide range of opportunities for global study away from the Trinity campus. Students may study at Trinity satellite campuses, at programs administered either directly by Trinity or as part of a consortium, at exchange and visiting student programs, or at non-Trinity programs approved by the College’s Curriculum Committee. The extensive involvement of Trinity faculty in the design, direction, and evaluation of Trinity’s global studies programs ensures the academic integrity of these programs. For details on Trinity-sponsored programs please see Global Studies Programs in the catalogue.

F. ACADEMIC OPPORTUNITIES IN HARTFORD

1. STUDY INTERNSHIPS IN THE HARTFORD REGION

Internships are a form of independent study involving a combination of supervised field-work activity and traditional academic inquiry under the direction of a faculty sponsor. They may be undertaken by any matriculated undergraduate, with the exception of first-year students. There are two types of internships: exploratory internships, which are valued at one-half course credit, and integrated internships, which may be taken for one or, in exceptional circumstances, two course credits.

More than 200 existing internships in the Hartford area are available through Trinity’s Internship Program; with approval, students may also locate placements in agencies that are not listed in Trinity’s internship directory. They may be done in and out of Hartford with private and public agencies, business and industry, cultural, educational and health institutions, and other community groups. The Internship Office assists students in locating

suitable internships or research opportunities related to their academic program. (See also Trinity College Legislative Internship Program under “Academic Opportunities in Hartford.”)

2. CITYTERM

CityTerm is a specialized internship program that is offered periodically for Trinity juniors and seniors interested in working for an urban organization. CityTerm addresses issues common to all cities but highlights Hartford as a learning environment for liberal arts students. Participants undertake a semester-long internship with a local community organization or public sector agency, working two or four days per week and earning either two or four course credits. The academic component of CityTerm is based on an intensive weekly seminar conducted by a faculty member. Seminar work includes substantial reading, research papers, and oral presentations. A portion of the seminar focuses on the internship, allowing students to integrate and analyze their experiences. Additional activities such as visiting speakers and films are offered as appropriate. Examples of CityTerm internships include: Broad Park Development Corporation, Connecticut Judicial Department, Connecticut Department of Economic Development: Urban & Regional Planning, various agencies of Hartford municipal government, Charter Oak Cultural Center, Southside Institutions Neighborhood Alliance, Hartford Courant.

3. TRINITY COLLEGE HEALTH FELLOWS PROGRAM

The Trinity College Health Fellows Program is designed for those undergraduates who wish to observe and participate in a variety of health-related activities. These activities include research projects, clinical services, educational seminars, and rounds at Hartford Hospital, Institute of Living, and Connecticut Children’s Medical Center, as well as local clinics. This program will provide students with valuable experience in a health-care setting. This experience can help guide their future career choices. For students interested in a career in medicine, medical schools are more commonly accepting only those students who have had relevant experience. This type of intensive participation would certainly make Trinity College students stand out. For students interested in a career in research, this program may also make them much more desirable to graduate schools. In addition, they will have learned important research skills, both specific to the placement and more general, such as formulating a hypothesis, methods of data collection, data analysis, and oral presentation as well as manuscript preparation.

Ordinarily, supervisors at the hospitals will be physicians. Placements will be carefully screened to ensure that they will be rigorous while providing students with a stimulating learning experience. All supervisors will be required to provide opportunities to participate in research as well as to observe clinical services. Supervisors will complete a questionnaire that describes their requirements and the possible opportunities at their placement. Each student and supervisor will be matched appropriately.

Working 30 hours per week for a professional in the health-care setting is valued at two course credits. Additionally, each fellow will participate in a seminar that includes a colloquium series, for which he or she will receive one course credit. Separate grades will be given for the seminar/colloquium and the clinical research experience. In some cases, one of these course credits will count towards a major, but this is decided by the individual major departments. Students will also take at least one other course at Trinity.

The seminar will cover general topics in health care, examining the relationship between basic research, clinical care, and public health. Readings will be assigned for each class meeting and from these articles the student will submit summaries and questions to facilitate further discussion. Students will also be required to complete other assignments. For the colloquium series, supervisors of the student fellows will be asked to give a presentation and

provide appropriate readings. As part of the site-based experience, students will be required to keep a weekly journal of experiences at the hospital and to present a clinical case, written in the format of Grand Rounds. They will also be required to produce a written summary of the research they conducted. As much as possible this will take the form of a scientific journal article. This research will also be presented as a poster at the Trinity College Science Symposium held each May and as an oral presentation at the end of the semester. The seminar is considered an integral part of the program. In rare cases, students will be given permission to take the seminar independently from the clinical placement. In no case will a student be permitted to work at a Health Fellows placement without participating in the seminar.

Preference will be given to juniors and seniors, and it is expected that students will have completed two laboratory courses. Some placements will carry specific additional prerequisites. The program will be limited to approximately 15 students. Some background in science is strongly encouraged.

Interested students should contact the Health Fellows coordinator, Professor Sarah Raskin, in September. Matches between accepted students and supervisors will be completed by November. Students will begin work at the hospital with the start of classes in January. Students who participate in their junior year should bear in mind the option of remaining on site to complete a senior thesis.

4. TRINITY COLLEGE LEGISLATIVE INTERNSHIP PROGRAM

A program of research activities and an opportunity to examine and participate in the State legislative process are offered through the Political Science Department each Spring Term. During the annual sessions of the Connecticut Legislature, about 14 Trinity students work full time as aides to legislators, attend bi-weekly seminars with a Trinity faculty member, and undertake various projects. Students are eligible to receive up to four course credits. For additional information consult the T.C.L.I.P. description under Political Science.

5. COMMUNITY LEARNING AT TRINITY COLLEGE

In recent years Trinity has strengthened its connections with the diverse communities and rich cultural and educational resources of Hartford. Through these connections students have found new opportunities for learning, leadership, and social involvement.

At Trinity, community learning is defined as inquiry conducted in community settings, as distinct from inquiry based in campus libraries or laboratories. Community learning courses contain specific projects that enhance student learning at the same time that they engage and often benefit community partners. Community learning thus raises questions of community import as well as of academic significance. It continually evolves out of a wide variety of collaborations by students and faculty with the city residents and institutions.

The Community Learning Initiative (CLI) is the faculty-led movement for the incorporation of community learning into the Trinity curriculum. Since the CLI's beginning in 1995, over 100 courses spanning 24 disciplines have been created or revised to incorporate community learning projects, projects that have been developed in collaboration with more than 60 community organizations and institutions. As many as 500 students a year are engaged in community learning courses.

There are several ways students can find courses with a community learning component: course descriptions often mention the inclusion of a community learning component; many courses included in the Community Action minor include a community learning component; academic advisers usually have a list of community learning courses; the CLI Web site lists such courses; and inquiries can be directed to the Program Coordinator for Urban Academic Engagements, Elinor Jacobson.

G. INTENSIVE STUDY PROGRAMS

From time to time faculty members offer Intensive Study Programs that enable a group of students to devote an entire semester to the study of a single large topic or a congeries of related topics.

There are two types of Intensive Study, both of which may be offered on campus or at a suitable off-campus location in the United States or abroad.

The first type permits a group of twelve or more students to work for a full semester under a single instructor. For both students and the instructor, work in the program constitutes the full academic load for the semester. Together and individually they study topics of mutual interest through group seminars, supervised research, tutorials, or a combination of these approaches.

In the second type of Intensive Study, students take three courses in related fields concurrently as well as an integrating seminar. The faculty teaching the related courses also supervise the seminar.

Through this program a student may earn up to four course credits while becoming deeply involved in a coherent body of knowledge.

H. STUDENT-DESIGNED STUDY

The opportunities of the Trinity curriculum enumerated in this section are designed to serve students' need for fresh, imaginative approaches to learning.

1. INDEPENDENT STUDY

Any student or group of students, except first-year students, may, with the approval of a faculty member and the faculty member's department chairperson, undertake an Independent Study course. Ordinarily, the purpose of an Independent Study is to enable the student to explore in detail specialized subjects not covered in regular courses. A large number of Independent Studies are offered each academic year. Specific notification of the Independent Study (even if it is identified by a course number) must be presented to the Registrar on a form provided for this purpose. A student may enroll for one or two course credits each semester in this study mode. Such Independent Study may be included in the major program if so approved by the program director or department chairperson. Second-semester freshmen may petition the Curriculum Committee for permission to take Independent Study (except internships) for cause.

2. OPEN SEMESTER

The Open Semester Program provides opportunity to undertake a full-time independent study or internship. Under this program, each student applies for permission to engage in some form of academically acceptable independent research or study, on the Trinity campus or elsewhere; or, the student may serve as a full-time intern with either a government agency or private organization. Application is made to the Director of Internship Programs after the student has secured a faculty member as Open Semester sponsor. To be eligible, the student must have completed all work of the preceding term.

The program shall consist of one semester, usually in the student's sophomore or junior year. Four course credits (graded either Pass/Fail or with a letter grade at the faculty sponsor's discretion) toward meeting graduation requirements will be granted upon successful completion of such work. Students continue in regular enrollment at Trinity while engaged in an Open Semester. In exceptional cases, this program of research, study or internship may be undertaken during the summer vacation period (usually for a maximum of three course credits). Only one Open Semester may be counted toward the 36 credits required for the baccalaureate degree.

In all instances, students undertaking the Open Semester Program should have clearly

defined the educational objective to be achieved. Procedures for submitting an Open Semester proposal are published in the *Student Handbook*.

Recent Open Semester projects have included internships in the United Nations, the U.S. Congress, the New York City Urban Fellowship Program, theater administration, private secondary schools, a school for the deaf, public television, and programs, here and abroad, to combat malnutrition and infant mortality. Other Open Semester projects have been carried out in political campaigns, personnel research, bilingual education, regional government, urban planning, wilderness education, local history, African literature and history, and psychophysiology.

The Trinity/La MaMa Urban Arts Semester in New York City is an Open Semester that utilizes the landscape and history of New York City as a catalyst for an intensive study in the arts. The semester is structured to provide full immersion in the NYC theater, dance, and performance communities as well as other arts genres with the goal of fostering artistic, academic, and personal growth. The program includes a comprehensive academic seminar, an arts internship, practice classes, attendance at several performances per week, group and individual field studies, master classes with guest artists, and diverse guest speakers. For further information, contact the Theater and Dance Department or Director Michael Burke at: Michael.Burke@trincoll.edu.

3. TEACHING ASSISTANTS IN THE FIRST-YEAR SEMINAR AND OTHER COURSES

Each First-Year Seminar instructor may enlist the services of an upperclassman as a teaching assistant for the seminar. The assistant may receive up to one course credit for such assistance. Interested students should consult one of the First-Year Seminar instructors. First-Year Mentors are associated with the seminars and may perform a variety of teaching assistant-like functions. Faculty members teaching certain other courses from time to time choose to use teaching assistants. Guidelines for the selection of teaching assistants are published in the *Student Handbook*.

4. STUDENT-TAUGHT COURSES

Juniors and seniors with a special competence can add considerably to their own education and to the educational process within the College by devising and teaching a credit-bearing course. Students desiring to offer such a course must first secure the approval of a faculty supervisor. The student and faculty supervisor will then submit the course plan to the Curriculum Committee for its formal approval (following the format in the *Student Handbook*). Such courses are open to Trinity students and faculty. The teaching student and students in the course are evaluated on a Pass/Fail basis by the faculty supervisor and a designated examiner, respectively.

Past student-taught courses have included “The Armenian People,” “Children’s Literature in Social Context,” the “Criminal Justice System,” the “Experience of Deafness,” “Introduction to Theater Technology,” “Introductory Fiction Workshop,” “UNIX and the Internet,” and “Local Politics and Governance,” as well as physical education courses on archery and fencing.

5. INDIVIDUALLY TAILORED, INTERDISCIPLINARY MAJORS

A student wishing to construct an individually tailored, interdisciplinary major must, in consultation with faculty members from two of the departments included in the proposed major, and with the approval of their department chairpersons, prepare a program of study which would constitute the major. The course of study must provide for depth and coherence and avoid superficiality. Any General Examination, independent study or research involved in the program will be evaluated by faculty members from at least two of

the appropriate disciplines.

The student, with the faculty sponsors, submits the proposed interdisciplinary program of study to the Curriculum Committee for its approval (following the guidelines and format in the *Student Handbook*). All procedures necessary to establish such a major are to be completed prior to registration for the student's sixth semester.

Some recently approved majors are International Relations, Evolution of Speech, History and Literature, Medieval and Renaissance Studies, Architectural Studies, Foundational Issues in Visual Modeling, Philosophy and Literature, and Human Rights Studies.

6. ACADEMIC LEAVE OF ABSENCE

Students may plan an approved absence from Trinity for one or two terms or semesters in order to undertake approved academic work abroad or in an accredited college or university with which Trinity does not have an exchange program. Complete details on application for an Academic Leave of Absence are found in the *Student Handbook*.

7. THE ACADEMIC CALENDAR—TRINITY DAYS

Trinity Days are two-day periods in October and February (typically a Monday and Tuesday) when classes are suspended but the College remains in session. They provide a useful change in the pace of the semester and afford students sizable blocks of time for reading and reflection, preparation for mid-term examinations, and sustained work on term papers, theses, laboratory research, and other projects for which such unscheduled intervals are invaluable. Individual advising sessions, departmental meetings with majors, rehearsals, and educational trips may be scheduled for Trinity Days, as may special community-service activities, symposia, major lectures, or other all-College events. Because the College is in session, students are to remain on campus during Trinity Days, and faculty are to maintain their usual hours.

I. INTER-INSTITUTIONAL PROGRAMS

The resources of any one educational institution are limited, and Trinity has concluded arrangements with a number of other colleges and universities in order to offer students who are in good standing a wider choice of educational opportunities than can be available on one campus. Unless noted otherwise below, further information is available in the Office of International Programs, and participation in these programs is effected through that Office. Normally, students participating in these programs must arrange for their own transportation. A student receiving financial aid from Trinity may, on the basis of the costs of a program, use that aid for approved programs of foreign study and for certain domestic programs. Participants are responsible for arranging to have transcripts and any other documents necessary for the approval of transfer credit at Trinity sent to Trinity. Before electing to enroll elsewhere, a student should compare the academic calendars of Trinity and the host institution to ascertain whether scheduling conflicts will affect choices.

1. THE HARTFORD CONSORTIUM FOR HIGHER EDUCATION

In consortium with Rensselaer at Hartford, the Hartford Seminary, St. Joseph College, St. Thomas Seminary, the University of Hartford and the School of Dance Connecticut, Trinity offers its students the opportunity to register in these nearby institutions for liberal arts courses not offered at Trinity. Cross-registration in certain modern and classical languages, religion, women's studies, and urban studies courses is available with the public members of the Consortium: Capital Community College, Central Connecticut State University, and the University of Connecticut—Hartford branch (students who have earned at least 18.00 course credits may not enroll in courses at Capital Community College). There is no additional expense above Trinity's full-time tuition to the student who takes a course

(except for fees for certain courses) in one of these institutions as part of a regular program. Enrollment in courses through the Hartford Consortium for Higher Education is on a space-available basis only. Students who wish to count courses taken through the Consortium toward major or interdisciplinary minor requirements should obtain permission from the department chairperson, program director or minor coordinator, as appropriate, before enrolling in the course. Cross-Registration Forms are available in the Registrar's Office and must be approved by the Registrar of Trinity College and the student's faculty adviser.

2. TWELVE-COLLEGE EXCHANGE PROGRAM

Trinity participates in student exchanges with a consortium of colleges and universities composed of Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Vassar, Wellesley, Wesleyan, Wheaton, and Williams Mystic Program in Maritime Studies. Applicants who are rising juniors are given preference. The exchange may not be active every semester with all institutions.

3. TRINITY-ST. JOSEPH COLLEGE PROGRAM IN ELEMENTARY AND SECONDARY EDUCATION

Trinity College students may prepare for Connecticut State certification in elementary and secondary school teaching through a cooperative program with St. Joseph College under the auspices of the Hartford Consortium for Higher Education. Interested students should consult with the Director of the Educational Studies Program during their first year or early in their sophomore year (see Educational Studies Program under "Courses of Instruction").

4. WESLEYAN UNIVERSITY AND CONNECTICUT COLLEGE

Arrangements similar to those within the Hartford Consortium for Higher Education exist with Wesleyan University and Connecticut College for Trinity students. The arrangement is limited to one course per term and to a course offered at either Wesleyan University or Connecticut College, but not available at Trinity. Applications should be made through the Trinity College Registrar.

5. THE WILLIAMS-MYSTIC PROGRAM IN MARITIME STUDIES

Students may apply through the Twelve-College Exchange to spend one term studying humanity's relationship to the sea in its many aspects at the residential program in Mystic, Connecticut, sponsored by Mystic Seaport and Williams College. Consult the Office of International Programs for details.

6. THE AMERICAN SCHOOL OF CLASSICAL STUDIES IN ATHENS

Qualified undergraduates and graduates of Trinity may be admitted to the Summer Session of the American School of Classical Studies Athens. Trinity graduates may take graduate work during the regular academic year. The Greek authors are studied under the supervision of visiting professors from participating American colleges and universities. Archaeological trips and participation by qualified students in archaeological excavations are some of the opportunities offered. Interested students should contact Professor Martha Risser.

7. THE INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES AT ROME

The Intercollegiate Center is located in Rome and covers a curriculum that consists of reading both Greek and Latin authors, the study of Greek and Roman history, and a course in art and archaeology stressing the topology and buildings of Rome and the monuments of ancient art in Rome, Naples, Paestum, and Sicily. Consult the Office of International Programs for details.

8. WASHINGTON SEMESTER PROGRAMS OF THE AMERICAN UNIVERSITY

Trinity participates in the American Politics, Economic Policy, Justice and Public Law,

International Business and Trade, International Environment and Development, Museum Studies and Arts, Journalism, and Peace and Conflict Resolution Semester Programs and nominates students to enter these programs in the national capital each term. Study is pursued through a seminar, an individual research project, and an internship or one additional course at The American University. Consult the Office of International Programs for details.

9. NATIONAL THEATER INSTITUTE

Any student interested in disciplined theater work may apply through the Twelve-College Exchange for this residential, one semester program at the Eugene O'Neill Theater Center in Waterford, Connecticut. Participants work with theater professionals and pursue set courses in directing, playwriting, costume and scene design, acting, and movement. The program is also available in Moscow, Russia. Applications are available from the Theater and Dance Department and the Office of International Programs. Consult the Office of International Programs for details.

10. FOREIGN AND DOMESTIC STUDY PROGRAMS SPONSORED BY OTHER INSTITUTIONS

A number of opportunities exist for Trinity students in good standing to study abroad, in the field, or at centers in this country that are administered and staffed by other colleges and universities (see the Office of International Programs Approved Study Away list and consult the Transfer Credit and Procedure to Apply for an Academic Leave of Absence in the Trinity College *Student Handbook*).

A student proposing study under one of these options must consult her or his faculty adviser. Students planning to study abroad should also discuss the proposed program with an advisor in the Office of International Programs in order to ascertain that it is an approved program and eligible for transfer credit at Trinity College. The student must also file the proper form with the Office of International Programs and the Registrar's Office in order to receive transfer credit. Students who are interested in study for credit at a domestic program or institution that is not on the Trinity approved list must contact the Registrar's Office for guidelines and procedures.

11. SEA SEMESTER AT WOODS HOLE AND AT SEA, WOODS HOLE, MASSACHUSETTS

The Sea Education Association (SEA) offers intensive semester and summer programs for students interested in engaging in hands-on oceanographic research in an interdisciplinary academic context. Students spend six weeks at SEA's shore campus in Woods Hole, MA, and the second half of the semester is spent implementing the research program, and sailing the ship. SEA vessels conduct research each year in the North Atlantic, Caribbean, and Pacific oceans.

12. FIVE-YEAR TRINITY COLLEGE/RENSELAEER AT HARTFORD PROGRAMS IN ENGINEERING AND COMPUTER SCIENCE

The five-year Trinity/Rensselaer at Hartford programs in Engineering and Computer Science lead to a Bachelor's degree from Trinity and a Master's degree in Computer Science, Electrical Engineering, or Mechanical Engineering over a five-year period in residence at Trinity College. Graduate courses are completed at Rensselaer at Hartford (RAH) in downtown Hartford.

Before applying to the five-year program, a student is expected to complete (normally by the end of the third year) prerequisite courses, chosen in consultation with the Trinity faculty adviser.

Prospective five-year students in Engineering declare their intention to apply by writing a letter to the chair of the Trinity Engineering Department; those in Computer Science write

to the chair of the Trinity Computer Science Department. Normally, students make this declaration during the spring advance registration period of the third year. No such declarations will be accepted after the final fall registration period in the fourth year. Upon receipt of the student's declaration, a RAH faculty adviser will be assigned.

Five-year program students must enroll in at least one RAH course in the fall semester of the fourth year. Those with exceptional academic records may apply for formal admission at the end of the third year via a special Honors track. Such admission will be noted on the Trinity transcript. To enroll in courses at Rensselaer at Hartford in the fourth year, students use the undergraduate Consortium available from the Trinity Registrar and register through the Trinity Registrar's Office. Students in the fifth year register through the Trinity Graduate Studies Office. Registration deadlines of RAH apply for RAH courses.

Before beginning study at Rensselaer at Hartford, a coherent Plan of Study for the fourth and fifth years will be prepared in consultation with the Trinity and RAH advisers. A typical plan includes the following:

Fourth Year: Twelve (12) credit hours of study in the appropriate curriculum at Rensselaer at Hartford (normally two courses/semester).

Fifth Year: Twelve (12) credit hours of study in the appropriate curriculum at Rensselaer at Hartford (normally two courses/semester). Except in unusual circumstances, the fifth year will include regular Trinity courses to compensate, in number, for RAH courses taken in the fourth year.

Master's Thesis: A six (6) credit hour thesis is required.

Upon completion of the five-year program, the student will have earned as a minimum: 36 course credits satisfying the Trinity College Bachelor's degree requirements plus 30 credit hours (24 credit hours of courses plus a six credit-hour thesis) fulfilling the requirements for the Master's degree. No course will be counted both toward the Trinity undergraduate major and the Master's degree. The Bachelor's degree will be awarded upon completion of Trinity's degree requirements. Master's degrees are awarded by the Rensselaer Polytechnic Institute through Rensselaer at Hartford.

13. BEACON—THE BIOMEDICAL ENGINEERING ALLIANCE AND CONSORTIUM

BEACON is a unique collaborative arrangement among private industry and academic and medical institutions, including Trinity College, The University of Connecticut at Storrs, The University of Connecticut Health Center, The University of Hartford, and such medical institutions as Hartford Hospital, St. Francis Medical Center, John Dempsey Hospital, and Baystate Medical Center. Among its goals is the enhancement of educational opportunities for students interested in biomedical engineering. To accomplish this goal, BEACON significantly increases the educational opportunities for both undergraduate and graduate biomedical engineering students in the region by permitting them more easily to cross institutional boundaries (on a tuition transparent basis) to take courses offered by other institutions in BEACON. As a result, biomedical engineering students have the opportunity to interact with all biomedical engineering faculty and students at area academic institutions. For more information, consult the BEACON Web page (www.beaconalliance.org).

14. LAW COURSES OPEN TO TRINITY STUDENTS

The University of Connecticut School of Law (Greater Hartford campus) has made available to selected Trinity juniors and seniors certain upper-level courses, on a limited basis.

The eligible courses are not those in "black letter law" (e.g., torts or contracts) which normally comprise the first- and second-year program at law school. Rather, they combine law with traditional liberal arts materials, often drawing on philosophy, history, political

theory, the social sciences, etc. Many of the courses are policy oriented. Trinity students should find that they have a comparative advantage in the liberal arts or policy aspects of these courses, and a comparative, but not fatal, disadvantage in those aspects more strictly concerned with law. Instructors at the Law School will be aware of Trinity students' undergraduate status and may have somewhat different expectations of them than of law students.

Space in Law School courses is limited by course and instructor, and Trinity applicants are carefully screened. Students should apply for a Law School course only if it fills a gap in a well-defined educational program that they have pursued at Trinity. For example, a student writing a thesis centered on legal and social history ought to be able to make a case for admission, if a pertinent course is available. It is emphasized that this program is not intended simply for students who plan to attend law school and thus wish to obtain a "preview" of what legal study entails.

Information about Law School courses open to Trinity undergraduates may be obtained from Dean J. Ronald Spencer. To enroll for such a course, students must obtain a suitable Trinity faculty sponsor who will recommend them for the program and oversee their work in it. A statement of the student's reasons for wishing to take the course, together with the faculty sponsor's recommendation, should be submitted to Dean Ronald Spencer well in advance of preliminary registration for the term in which the course is to be given. Dean Spencer will review the application and decide on the student's admissibility prior to preliminary registration. Acceptance is not automatic.

J. SPECIAL POLICIES AND PROGRAMS

1. INTERNATIONAL STUDIES PROGRAM

Societies and cultures in different parts of the world are analyzed, compared and contrasted through the interdisciplinary approach of the International Studies Program. This program is intended to serve students who wish to prepare themselves to live in a global context and thus it extends the long-established aim of colleges to prepare students to exercise their political freedom within the narrower context of a single country and a single culture. The program offers major concentrations in African Studies, Asian Studies, Global Studies, Latin American and Caribbean Studies, Middle Eastern Studies, and Russian and Eurasian Studies. See International Studies Program under "Courses of Instruction."

2. PUBLIC POLICY AND LAW

The Public Policy and Law program provides a general umbrella under which a variety of interests at the intersection of public policy and the law may be pursued. The program requires students to take advantage of Trinity's urban, capital city location by requiring an internship associated with their particular area of policy specialization.

The core of the program equips the student with rigorous tools of analysis drawn from a variety of disciplines and provides for further background in policy through disciplinary electives and specially tailored seminars. See Public Policy and Law under "Courses of Instruction."

3. AMERICAN STUDIES

The American Studies major offers an interdisciplinary approach to the study of American culture. Students probe the contours of the American experience through an intensive reading of texts--literary, historical, visual, and aural, among others. The objective is to develop critical skills in thinking and writing while probing the complexities of such themes as race, class, gender, identity, ethnicity, and region. As part of the program, students participate in a junior seminar on American texts, choose a four-course thematic

concentration, and take a senior seminar. Majors take electives offered by faculty in American Studies as well as courses cross-listed with other areas of study in the humanities and social sciences. See American Studies Program under “Courses of Instruction.”

4. LANGUAGE-ACROSS-THE-CURRICULUM

Students may earn supplementary foreign language credit in a wide variety of courses across the curriculum. This option is generally open to all students who have completed the Intermediate level (fourth semester, or equivalent) in any foreign language currently taught at Trinity (except Self-Instructional Language Program courses), and who are enrolled in any course in which the instructor, in collaboration with a member of the Classics or Modern Languages faculty, approves a supplementary reading list in the foreign language. For example, those studying Aristotle in a Philosophy course, or the Roman Empire in a History course, might study texts in Greek or Latin; those studying European history, the economy of Latin America, or Freud, could do supplementary readings in French, Spanish or German; those studying Art History or the Modern Theater might do further readings in Italian or Russian, respectively. There are many other possibilities. Subject to satisfactory completion of the assigned work, such students will then be awarded an extra half credit. For further information, see any member of the faculty who teaches the language in question.

5. MINORS

Trinity offers, on an elective basis, over two-dozen interdisciplinary minors. Each of them focuses on a broad theme or topic (e.g., formal organizations, human rights, legal studies) and consists of five or six courses drawn from at least three different fields. With the approval of the Curriculum Committee, students may also design their own interdisciplinary minor. (See the *Student Handbook* for detailed information about student-designed interdisciplinary minors.) In addition, departmental minors are offered in English, Modern Languages and Literature, Music, and Religion.

6. ACTUARIAL SCIENCE

For a student interested in an actuarial career in insurance certain Trinity courses, mainly in mathematics and economics, provide preparation toward the professional examinations of the principal actuarial societies. In Hartford, the “Insurance Capital,” there may also be opportunity for actuarial employment during term-time or vacations. Students or potential students curious about the actuarial profession are invited to consult the chairperson of the Department of Mathematics.

7. COLLEGE COURSES

From time to time Trinity faculty offer nondepartmental courses known as “College Courses.” These sometimes reflect the current scholarly interests of individual faculty members and may be interdisciplinary in nature. They also allow the faculty to respond quickly to student interest in subjects which are not encompassed within traditional departmental categories. Faculty members holding extra-departmental appointments as “College Professors” usually offer College Courses. See “College Courses” under “Courses of Instruction.”

8. THE HARTFORD STUDIES PROJECT

The HSP began in 1989 as an interdisciplinary workshop on the post-Civil War era in Hartford and the region. Members and supporters come from among the museum, archival, and arts communities in the city, and include teachers, independent scholars, faculty, and Trinity alumni. Students from history, American Studies, and other departments, participate

in a seminar-level course (“The History of Hartford from 1865 to the Present”) that is open to undergraduates and graduate students. Each research project chosen by a student is mentored by a Project member or contact in the City. Students visit sites throughout the city and region. The HSP emphasizes the themes of race, immigration, gender relations, social policy, city politics, and the economic and cultural histories of Hartford. It curates a 3,000-image slide collection on the post-1880 history of Hartford, which is also available for campus use through the Trinity Slide Library. Media projects and oral history work are ongoing. The HSP also sponsors citywide forums, photography events, and speakers, both on-campus and off-campus. It maintains collaborative relationships with the Connecticut Historical Society, the Hartford Collection of the Hartford Public Library, the State Archivist’s Office at the Connecticut State Library, and a host of other community institutions and organizations. Moreover, the HSP is a clearing house for urban activists working in all the local communities, in the labor movement, and in the schools. It is committed to the pursuit of public history and the documentary tradition. Students may approach the HSP for archival and research consultations and for all types of classroom and extra-classroom presentations, as may any member of the public. The Project is supported by the Office of the Dean of the Faculty. The Project Director is Susan Pennybacker (History).

9. ACCELERATED STUDY

Students may elect to accelerate their undergraduate program. Through a combination of term-time and summer study, undergraduates may plan a program that will allow them to earn either the Bachelor’s degree in three years or (in some fields) the Bachelor’s and Master’s degrees in four years.

10. GRADUATE COURSES

Juniors and seniors with outstanding records may elect as a part of their undergraduate program graduate courses in the departments offering such courses. Permission to register for a graduate course must be obtained from the student’s major adviser, from the instructor of the course and from the Office of Graduate Studies. The departments have listed these courses after the undergraduate courses in the “Courses of Instruction.” For full course descriptions see the current Graduate Studies Bulletin.

11. AUDITING COURSES

With the permission of the instructor, matriculated students may audit without credit any course or individual course meetings in the College. Audited courses will not be recorded on the student’s permanent academic record. Spouses of such students are extended the same privilege.

The Individualized Degree Program

The Individualized Degree Program (IDP) was created in 1973 because Trinity believes that education is an ongoing process and should recognize each student's abilities and styles of learning. The IDP is a liberal arts program for adults who are highly motivated, confident, independent, and eager to profit from self-paced learning.

The IDP offers unusual flexibility and individuality. For instance, students may take not only conventional college courses but also "study units" designed for the independent learner. All the student's work is guided and evaluated by the professor overseeing the unit. Frequent contact with the professor is essential.

Because adult students may bring transfer credits from other institutions and must meet family and work obligations, Trinity allows students to set their own pace, giving them up to ten years to finish the requirements for the B.A. or B.S. degree.

Candidates for admission to the IDP must be at least 23. They may apply at any time. New students are admitted for fall and spring semesters. In reviewing applications and interviewing candidates, the IDP looks for evidence of academic potential, independence, self-discipline, and motivation.

Tuition fees for IDP students are less than fees for traditional students. Financial assistance is based on need and is offered to individuals who meet eligibility requirements. The financial aid package may consist of federal loans, employment in College jobs, grants from College scholarship funds, and federal funds.

IDP students may use all of Trinity's libraries, science laboratories, computing labs, other academic resources, athletic facilities, and administrative services such as career counseling. Students may take part in all extracurricular activities and are eligible to receive College awards for academic excellence. IDP students are in every way considered full-fledged members of the student body.

Fifteen Trinity professors form the IDP Council that oversees the program. Each IDP student has one of the 15 as a primary adviser. Once a student has chosen a major, much of the advising will be done by a professor from that department or program, but the IDP adviser remains available as a resource until the student graduates. Regular meetings with advisers are essential for success in the program.

Further information about the IDP may be obtained by writing, calling, or by visiting our Web site at www.trincoll.edu/academics/idp/.

Graduate Studies

The Graduate Studies program at Trinity College offers Master's degree programs for qualified men and women who wish to continue their education beyond the Bachelor's degree on a part-time basis. It attracts students who are already employed professionally but wish to continue their education and enhance their skills, as well as students who do not have specific professional objectives but wish to study to satisfy more personal educational goals. The Graduate Studies program has several distinguishing characteristics: a selected group of mature and highly motivated students, a well-qualified faculty of scholar-teachers, small classes, evening courses meeting once a week for three hours, excellent library facilities, encouragement of independent research, and personal student counseling.

Courses in the program lead to the Master of Arts degree. Students who hold the Bachelor's degree may enroll in graduate courses for which they are qualified even though they do not matriculate for the Master's degree.

Degree programs are offered in the following disciplines:

ECONOMICS

ENGLISH--WITH A SPECIAL TRACK IN WRITING, RHETORIC, AND MEDIA ARTS

HISTORY

In addition, two interdisciplinary degree programs combine the resources of several fields:

AMERICAN STUDIES--WITH AN OPTION TO CONCENTRATE IN MUSEUMS AND COMMUNITIES

History, literature, and society are studied in this approach to understanding the culture of the United States. The rich resources of the many historical societies and art collections in the Greater Hartford area are part of this degree program. Students matriculating into American Studies also have the opportunity to select a specialized concentration, known as Museums and Communities.

PUBLIC POLICY STUDIES--OFFERING TRACKS IN POLICY ANALYSIS AND PUBLIC POLICY STUDIES

The growing recognition of the complexity of government has led to the development of a program specifically tailored to those who are dealing with questions of public policy. The program equips working professionals with the skills required in the analysis of public issues. A dual degree program is also jointly sponsored with the University of Connecticut School of Law.

Additional information about the five graduate programs may be obtained from the Office of Graduate Studies.

THE MASTER'S DEGREE

Students holding the Bachelor's degree may apply for admission as candidates for the degree of Master of Arts. Catalogues and application forms for Graduate Studies programs are available at the Office of Graduate Studies.

Candidates for the Master's degree must complete a minimum of 10 graduate courses (numbered in the 800s or 900s), the equivalent of 30 semester hours. The Public Policy Master's requires 11 graduate courses. At least eight courses must be in the field of major study. Some departments require students to write a two-credit thesis as the final project for

degree completion.

Under certain conditions, as many as two courses from another graduate school will be credited toward the requirements for the Master's degree at Trinity. The requirements for the Master's degree must be completed within six years from the beginning of study.

UNDERGRADUATE ENROLLMENT IN GRADUATE CLASSES

Trinity undergraduates who are entering their junior or senior year and whose academic records demonstrate outstanding ability may be permitted to enroll in certain graduate-level courses with the prior approval of the instructor and the major adviser. Undergraduates who are admitted to graduate courses are expected to complete the same requirements that apply to graduate students.

Trinity undergraduates who take graduate courses to satisfy the requirements of the Bachelor's degree may not later elect to use these courses toward the requirements of the Trinity Master's degree.

Advising

A. ACADEMIC ADVISING FOR EDUCATION AT TRINITY

Frequent contact between student and faculty adviser is key to effective advising. Since the First-Year Seminars provide this kind of relationship, they offer the natural basis for academic advising about non-major programs of study. Accordingly, students in a First-Year Seminar are assigned their seminar instructor as an adviser and will remain under the guidance of this adviser until they select a major (usually in the spring of the sophomore year). At that time they will be assigned a departmental adviser. Students enrolling in the Guided Studies, Interdisciplinary Science, Cities, and InterArts programs are assigned a member of their program's faculty as an adviser for the first two years.

Each academic department and program of the College maintains its own system for advising students who have elected to major with it. This information is available from First-Year Seminar instructors, department chairpersons (for their respective departments) and interdisciplinary program directors.

Academic advisers will provide information about the College's general educational program and the various opportunities embodied in the curriculum. They also serve as a link between the student and the administration. When appropriate, the adviser will refer students to sources of information, counseling and other forms of personal help that are available in the College and the community.

B. ADVISING FOR GRADUATE STUDY

Trinity students who wish to continue study in their academic field for a master's degree or Ph.D. are supported by a network of faculty advisers from each academic department and program. Questions about strengths of graduate schools and their suitability considering the student's interests and strengths are to be referred to the Graduate Study Adviser in each department or the department chairperson.

C. ADVISING FOR PROFESSIONAL STUDY

While Trinity College does not offer major programs of study which are specifically designed to prepare students for professional study on the graduate level, the College recognizes that many of its students are considering such study. Therefore, advisers are selected to advise students interested in the areas listed below. Students are invited to consult the Career Services staff and other members of the appropriate committee at any time. Consultation early in a student's career at Trinity is recommended.

1. PREPARATION FOR HEALTH CAREERS

Trinity students interested in a health career are not required to select a specific academic major but are encouraged to choose a major that intellectually challenges and inspires them. For acceptance to most health professional schools (medical, dental, nursing, veterinary, etc.) students must complete a number of specific courses in biology, chemistry, English, mathematics, and physics. In addition, particular professional schools or programs may require other courses specific to that discipline. We recommend that students interested in pursuing a career in the health professions enroll in biology, chemistry and mathematics courses in their first year. *However, since the backgrounds and needs of students vary, we highly recommend that course selections be made following consultation with the Chair of the Health Professions*

Advisory Committee (HPAC). This consultation should be done by First-Year students prior to registration for the first-semester courses and continue throughout the subsequent semesters.

The HPAC provides students interested in a career in the health professions with advice and information about course selection and career selection. The committee's policy is to counsel and support any student expressing an interest in pre-professional education. The HPAC cannot guarantee admission to a professional school. The committee is chaired by William Church, Associate Professor of Chemistry/Neuroscience; the other current members are Sarah Raskin, Associate Professor of Psychology/Neuroscience; Alison Draper, Director of the Science Center; Michael O'Donnell, Principal Lecturer and Laboratory Coordinator in Biology; and Lanna Hagge, Director, Career Services.

2. PREPARATION FOR LAW SCHOOL

Students enter law school either directly from Trinity or within a few years after graduation. While no specific undergraduate course work is required, the competition is keen and the quality of academic work submitted by the student must be high. Since law school applicants must demonstrate strong background in writing and research as well as critical analysis, students are urged to include in their program of study at Trinity such courses as English, American history, logic, mathematics, political science, sociology and economics. Advisers on legal careers are Adrienne Fulco, Associate Professor of Legal and Policy Studies; and Lanna Hagge, Director of Career Services.

3. PREPARATION FOR GRADUATE BUSINESS SCHOOL

Graduate programs in business management attract a large number of Trinity graduates most of whom enroll after several years of work experience. Generally speaking, business schools evaluate applicants on three measures: (1) academic record, which may include Graduate Management Admission Test scores; (2) post-baccalaureate work record and work recommendations; and (3) leadership potential. Although graduate business schools have no preference for particular undergraduate majors, in addition to developing good oral and writing skills students should undertake undergraduate courses which develop and demonstrate quantitative skills: calculus, microeconomics, macroeconomics statistics, etc. Those interested in pursuing international business should present mastery of at least one foreign language as well as significant experience living and/or studying abroad. Advisers for graduate study in business and management are Ward Curran, the Ward S. Curran Distinguished Professor of Economics; and Gerald Gunderson, Shelby Cullom Davis Professor of American Business and Enterprise.

4. PREPARATION FOR GRADUATE STUDY IN ARCHITECTURE AND RELATED DESIGN AREAS

Graduates of Trinity College have entered programs of graduate study in Architecture, Planning, Urban Design, Landscape Architecture and related design areas and are practicing professionals in these fields. Since graduate programs vary from school to school, the student interested in any of these areas is advised to consult an adviser early in his or her college career to determine requirements. Recognizing that Studio Arts provides a model for artistic practice well-suited to the pursuit of a career in architecture, the Studio Arts major may be modified to provide a "Focus in Architecture." Interested students should consult with the Director of Studio Arts sometime before their third semester. See page 193. In general, a broad liberal arts curriculum is suggested, including courses in studio art, art history, science, mathematics and engineering.

Students considering a career in these areas are encouraged to consult an adviser early in their college career. Advisers are Kathleen Curran, Associate Professor of Fine Arts; Kristin Triff, Assistant Professor of Fine Arts; and David Woodard, Lecturer in Engineering.

Requirements for the Bachelor's Degree

The Bachelor of Arts is the degree normally conferred by the College on an undergraduate completing the requirements for a Bachelor's degree. However, a student who is graduated after completing a major or program of concentration in Biology, Biochemistry, Chemistry, Computer Science, Economics, Engineering, Environmental Science, Mathematics, Neuroscience, Physics, Psychology, or in an interdisciplinary science major such as Physical Sciences, may elect to be awarded the Bachelor of Science degree provided that the department or program in question has not established different requirements for the B.A. and B.S. versions of the major. Such a choice must be made known to the Registrar of the College not later than the beginning of a student's last semester of enrollment. A student who completes two (or more) majors may elect to receive the B.S. degree if at least one of those majors qualifies the student for the B.S.

The five-year Trinity/Rensselaer at Hartford programs in Engineering and Computer Science lead to a Bachelor's degree from Trinity and a Master's degree in Computer Science, Electrical Engineering, or Mechanical Engineering over a five-year period.

It is possible to qualify for the Bachelor's degree in fewer than four calendar years through accelerated enrollment in regular Trinity programs or by utilizing Advanced Placement credit and summer study. Similarly, it is possible to qualify in some subjects to receive both the Bachelor's degree and the Master's degree at the conclusion of four years of study.

It is the policy of the College not to award credit toward the Bachelor's degree for courses taken to satisfy requirements for either the high school diploma or for graduate or professional degrees.

Except for courses which invite repeated enrollment (e.g., Music 103, Concert Choir), a student who repeats a course in which he or she received a passing grade shall receive no credit for the second enrollment, but shall have both grades included in the calculation of the GPA. A repeated course does not count toward the minimum of four credits that a student must earn in order to remain in good academic standing.

A candidate for the Bachelor's degree must have satisfied all financial obligations to the College before the degree is conferred.

Candidates for the Bachelor's degree must:

- Receive 36 course credits, of which at least 18 (16 for students matriculating prior to the fall of 1996) must be earned through completion of courses taught or supervised by Trinity faculty.¹
- Complete the College's General Education requirements (description follows).
- Complete the requirements of a major.² (A student who is completing more than one

¹ Courses taught or supervised by Trinity faculty include courses taken at Trinity College Rome Campus; at the Program of Hispanic Studies in Córdoba, Spain; and with the Hartford Consortium for Higher Education (see names of member institutions under "Inter-institutional Programs, The Hartford Consortium for Higher Education"); as well as individual courses taught at other sites but sponsored by Trinity faculty.

² Individualized Degree Program students may complete a major through courses, study units, or major project as determined by each department with the approval of the IDP Council.

major must complete all the requirements of each major; however, if any course is required by more than one major, then that course may be applied toward fulfillment of the requirements of each major.)

- Attain a cumulative grade point average of at least C-.
- Pass a General Examination if it is required in the major. General Examinations are graded Distinction, High Pass, Pass, and Fail, and the grade is recorded on the student's transcript. Ordinarily, General Examinations are given in the days immediately preceding the Final Examination Period for the student's final semester of enrollment. Like other graduating seniors, students taking a General Examination are required to take final examinations in courses.

A student who has failed the General Examination will be offered one opportunity for re-examination. Should the student fail on that occasion, he or she may petition the department chairperson/program director and the Dean of the Faculty to take a second, and final, re-examination no sooner than one year after the second failure. It is expected that such petition will include evidence of adequate preparation completed, or to be completed prior to the final re-examination.

Students may apply up to one course credit in Physical Education toward the degree. No more than four course credits in applied music (exclusive of Music 407, Senior Recital) may be counted toward the degree. Furthermore, students may count toward the degree no more than three course credits in Techniques and Applications of Theater and Dance courses (Theater and Dance 109, 209, 309), no more than two of which may be in Theater and Dance 109. No more than two course credits earned in Teaching Assistantships may be counted toward the 36 required for the degree. (See the *Student Handbook* for detailed information about Teaching Assistantships for academic credit.) The number of exploratory and integrated internship credits that may be counted toward the 36 required for the baccalaureate degree is limited to three, no more than one of which may be earned through exploratory internships. (For further information about both types of credit-bearing internships, the reader is referred to the *Student Handbook*.)

GENERAL EDUCATION REQUIREMENTS

Trinity's General Education requirements consist of proficiency requirements in writing and mathematics and a five-part distribution requirement. Detailed descriptions of these requirements follow.

1. *Writing Proficiency*—Writing is an integral part of academic work in virtually all courses at Trinity, and students are expected to write prose that is correct, clear, convincing, and appropriate to audience and purpose. Consequently, the College's Writing Center evaluates the writing proficiency of all entering students. On the basis of this evaluation, some students may be required in their first semester to take English 101, Writing. The continued development of students' writing abilities is supported by various programs in the Writing Center and across the curriculum. At any time during students' careers at Trinity, faculty may refer students to the Writing Center for assistance, and they may be required to enroll in writing courses or other programs of supplemental writing instruction.
2. *Quantitative Literacy*—In contemporary society, the ability to understand and apply mathematical concepts is assuming increasing importance. All well-informed citizens should have facility in mathematical skills such as understanding quantitative relationships, interpreting graphs, analyzing data, and drawing valid conclusions from information presented. Numerous occupations expect of their practitioners a certain level of quantitative literacy. At Trinity College, many introductory courses (especially in the natural and social sciences) assume basic quantitative skills.

For all these reasons, Trinity has established a requirement that all students demonstrate a level of quantitative literacy sufficient for them to be able to function as informed participants in our increasingly technological society. Entering students will take a Quantitative Literacy (QL) Examination administered by the Mathematics Center. The QL consists of four sub-tests:

- (i) Numerical Relationships
- (ii) Statistical Relationships
- (iii) Algebraic Relationships
- (iv) Logical Relationships.

The Mathematics Center will advise students who do not pass the QL Examination about how they can attain the prescribed level of proficiency. Ordinarily, this can be accomplished by successfully completing one or more appropriate courses. Students who matriculate as freshmen must complete the requirement in order to be admitted to their fifth semester of study; those who matriculate as sophomore or junior transfer students may not enter the senior year until they have satisfied the requirement.

3. *Distribution*—To be liberally educated means, in part, to be broadly educated. To ensure suitable breadth in their programs of study, all students¹ must earn a C- or better in at least one full-credit course (or the equivalent in fractional-credit courses) in each of the following categories:

- (i) Arts
- (ii) Humanities
- (iii) Natural Sciences
- (iv) Numerical and Symbolic Reasoning
- (v) Social Sciences.

To allow students maximum choice, a large number of courses have been designated that may be used to satisfy each category of this requirement. Some of these courses may also be part of the student's major and/or interdisciplinary minor; such courses may be double-counted in fulfillment of both the distribution requirement and the requirements of the major and/or minor. After matriculating at Trinity, a student may fulfill up to two of the five distribution requirements with courses taken elsewhere, provided the Registrar determines that the courses in question are appropriate to the distribution categories the student seeks to fulfill with them. The approval of the Registrar should be secured before the courses are taken. Advanced Placement credit may not be used to satisfy this requirement. (See p. 54 for additional information about eligible distribution courses.)

Note: In April 2007, the faculty adopted four additional general education requirements that take effect with the class entering in the fall of 2008 (Class of 2012). They are: 1) a requirement that all first-year students complete a first-year seminar (or, alternatively, one semester of any of the several special "gateway" programs); 2) a two-course writing-intensive requirement; 3) a global engagement requirement; and 4) a second-language requirement. Except for the first-year seminar requirement, these additional requirements also apply to transfer students matriculating in the fall of 2008 or afterward. Complete information about these requirements will be published in the 2008-09 issue of the *Bulletin*.

CONCENTRATION IN MAJOR FIELDS AND INTERDISCIPLINARY PROGRAMS

Every candidate for the Bachelor's degree shall complete a major. A student's choice of major

¹ For students who matriculate prior to the fall of 2000, D- is the minimum acceptable grade for fulfilling each part of the distribution requirement.

shall be made, at the latest, prior to registration for the first semester of the student's junior year, and may be made earlier.

In the selection of a major, a student must consult the chairperson of the department (or his or her deputy) or the director of the interdisciplinary program. The student should discuss the suitability of the intended major and obtain the chairperson's approval in writing, and should outline a proper program of courses for the satisfactory completion of this major.

Ordinarily, no more than twelve courses in a single department will be required by a department or interdisciplinary major, nor will the total courses required for a major, including cognates, exceed eighteen. A student should not take more than fourteen courses in a single department.

Majors currently established at Trinity College include:

American Studies	English	Music
Anthropology	Environmental Science	Neuroscience
Art History	History	Philosophy
Biochemistry	International Studies	Physics
Biology	Jewish Studies	Political Science
Chemistry	Mathematics	Psychology
Classical Civilization	Modern Languages	Public Policy Studies
Classics	(French, German Studies,	Religion
Computer Science	Hispanic Studies,	Sociology
Economics	Italian, Russian,	Studio Arts
Educational Studies	plus Chinese	Theater and Dance
Engineering	and Japanese for	Women, Gender, and
	Plan B only)	Sexuality

Trinity also offers a Computer Coordinate major.

Interdisciplinary majors may also be individually constructed (see Student-Designed Study under "Special Curricular Opportunities").

MATRICULATION

New students are matriculated to the rights and privileges of official membership in the College Body at the annual Matriculation Ceremony held in the early autumn. After the Ceremony each student must sign the following pledge:

"I promise to observe the Statutes of Trinity College; to obey all its Rules and Regulations; to discharge faithfully all scholastic duties imposed upon me; and to maintain and defend all the rights, privileges, and immunities of the College, according to my station in the same."

ENROLLMENT IN COURSES

The College calendar consists of three terms: the Fall Term and the Spring Term, which comprise the regular academic year, and a Summer Session of shorter duration. Normally, all students attend the Fall and Spring Terms.

Students are required to indicate their intention to return to active academic study by enrolling in courses during the registration period which precedes each semester. At the beginning of each term, the College will assess a late fee when students do not notify the College of their return to campus and when enrollment materials are not returned by the designated dates. Following the add/drop deadline, students who wish to enroll in a course must petition the Academic Affairs Committee for approval.

To make normal progress toward the degree a student is expected to enroll in and complete an average of nine course credits each academic year. Degree candidates must complete at least four course credits each term unless they were admitted to the College as part-time candidates,

or have the permission of the Academic Affairs Committee.

GRADES

Following the close of each term the student receives a grade report. Passing grades are A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, Pass, and Low Pass. Grades below C- are unsatisfactory. F denotes failure. The provisional designation "Incomplete" may be granted by a subcommittee of the Academic Affairs Committee when it determines that a student is unable to complete course work on time because of wholly unusual or unforeseen circumstances or for sound educational reasons.

Grade Point Average is computed by converting each student's letter grades to their numerical equivalents; i. e., A+ = 4.333, A = 4.0, A- = 3.667, etc. on a four-point scale. Fractional course credits are evaluated accordingly in this conversion.

A Pass/Low Pass/Fail Option is available to all matriculated students. Each such student may designate one course each semester, to a maximum of four courses in his or her college career, as a Pass/Low Pass/Fail course. A student who has elected the Pass/Low Pass/Fail Option will have that option noted on the class list of the designated course. Traditional undergraduate students may not elect the Pass/Low Pass/Fail Option for summer courses. In such courses, a grade of "Pass" will be recorded if the instructor reports a letter grade of C- or better to the Registrar, whereas a grade of "Low Pass" will be recorded if the instructor reports a letter grade from D+ to D-. Full credit will be given for courses graded "Pass" or "Low Pass"; no credit will be given for courses graded "Fail," and a "Fail" will have the same effects on academic standing as the regular grade of F. A course once designated as Pass/Low Pass/Fail, counts towards the maximum of four Pass/Low Pass/Fail courses, even if the student should change from Pass/Low Pass/Fail to a letter grade by the close of the semester. Students who have been placed on Academic Probation may not take a course Pass/Low Pass/Fail during the next semester of enrollment after the Probation is incurred. Courses taken Pass/Low Pass/Fail may not be counted in the student's major, interdisciplinary minor, language concentration, or applied toward fulfillment of the distribution or mathematics proficiency requirements. Courses taken as part of a special first-year program, such as Guided Studies, must also be taken for a letter grade, as must First-Year Seminars and Tutorial College credits.

The student may also exercise the Pass/Low Pass/Fail Option for courses in Physical Education and for certain exploratory Internships. The Pass/Fail Option is the mandatory grading system in Student-Taught Courses and may be employed by the faculty sponsor of an Open Semester. Some Teaching Assistantships are also graded Pass/Fail. Pass/Fail courses mentioned in this paragraph do not count toward the four-course maximum of the previous paragraph. However, students teaching or taking a student-taught course may not elect to take another course on a Pass/Low Pass/Fail basis during the same semester.

If a student receives an "NGR" ("no grade received") in a course, the "NGR" will automatically convert to an "F" if a letter grade is not submitted to replace the "NGR" within 15 calendar days after the last day of the final examination period. The Registrar will notify the faculty member and student that this conversion will occur.

FACULTY HONORS LIST

To be eligible for the Faculty Honors List in any semester, a student must: a) achieve a semester grade point average of at least 3.667 with no individual letter grade below B-; b) complete a minimum of four course credits and receive letter grades for at least four course credits in courses taught or supervised by Trinity College faculty; c) have no courses for the semester under consideration in which the final grade is pending; d) have no disciplinary notation for academic dishonesty on the transcript. The Honors List will be determined at the

end of every semester and a notation will be entered by the Registrar on the transcript of each recognized student.

An IDP student who is enrolled part-time for both semesters of an academic year shall be eligible for the Honors List if, at the end of the academic year, the student has satisfied the above requirements by a combination of the two semesters. No course which has been counted toward a previous Honors List may be counted a second time.

The *Deans' Scholars* are the 25 full-time first-year students with the highest grade point averages at the end of the spring semester. Membership in the company of *Deans' Scholars* is intended both to recognize outstanding academic achievement and to encourage continued academic excellence. The *Deans' Scholars* meet periodically with the Dean of the Faculty and the Dean of the First-Year Program for discussions of College issues and other matters of moment. Students remain *Deans' Scholars* through the end of their sophomore year. The program began in 1999-2000.

ACADEMIC DISCIPLINE

The faculty has established criteria for the maintenance of good academic standing and satisfactory progress toward the degree. These criteria are published in the Trinity College *Student Handbook*.

At the end of each semester the records of all students are reviewed. Those students whose work does not meet the criteria for good standing are placed on Academic Probation and may be required to withdraw from the College. At the end of each year, those students who do not meet the criteria for satisfactory academic progress will be required to make up deficiencies before they will be allowed to enroll in future semesters.

AGE OF MAJORITY

The age of majority under Connecticut law is 18, except with respect to the provision and sale of alcohol, and students that age and older have the rights and responsibilities of all other adults. The College will normally communicate directly with students in matters pertaining to grades, academic credit, academic and disciplinary status and College bills. However, at the written request of the student, bills and information on academic and disciplinary matters will be provided to parents and guardians. Under Federal law, the parent or legal guardian of a dependent student, as defined for income tax purposes, has a right to information about his or her child without the College's having to seek the student's consent. Therefore, the College will also send a copy of dependent students' grades to parents each semester, unless a student requests in writing that this information not be sent. Regardless of whether a student requests that grades not be sent to his or her parents, upon receipt of a written request from a parent or legal guardian of a dependent student, together with documentation that the student is a dependent for Federal income tax purposes, the College will honor this right to the extent that it is required by law.

IRREGULAR CANDIDATES FOR THE DEGREE

The category of Irregular Candidate exists to help certain foreign students who have been admitted to the College as regular candidates for the degree, to adapt to the Trinity curriculum. Students are placed in this special status only by vote of the faculty on the recommendation of the Academic Affairs Committee.

To be awarded a degree, an Irregular Candidate must complete all degree requirements (see "Requirements for the Bachelor's Degree"). The Committee may require that such a student take preparatory or remedial work and may reduce the course load below the normal load of students in the class. The status of each Irregular Candidate will be reviewed by the Committee and, on request, reported to the faculty at the end of each semester. If it appears that a student

is unlikely to profit from further work at Trinity, he or she, like regular students, may be required to withdraw or helped to transfer.

HONORS AT GRADUATION

The excellence of a student in the general work of his or her college course, or in the work of individual departments, is recognized at graduation by the award of honor rank in general scholarship, or in subjects in which the student has shown proficiency.

The two members of the senior class having the highest standing are designated, respectively, Valedictorian and Salutatorian, except that students with letter grades in fewer than eighteen course credits taught or supervised by Trinity College faculty shall not be eligible for these designations.

Students attaining the grade of A- or better in all courses required for the degree are graduated with the title of OPTIMUS or OPTIMA.¹

Honors are awarded in General Scholarship to those students attaining a cumulative grade point average of 3.767. Letter grades in a minimum of eighteen course credits taught or supervised by Trinity College faculty are required for eligibility for Honors in General Scholarship. Students with an Incomplete on their records are automatically excluded from consideration.

Departments and programs may recommend to the faculty for Honors students who have achieved excellence in eight or more designated courses. Special examinations and a satisfactory thesis may also be prescribed. Students are advised to consult the departmental chairpersons or program directors concerning specific requirements.

Honors in the major are awarded at graduation. They are noted on the Commencement program of the year in which they are awarded and in the next issue of the *Trinity College Bulletin*, Catalogue Issue. Honors in the major are awarded on the basis of all of a student's work completed through and including the General Examination (if required in the particular major). All courses taken after matriculation are normally used to determine a student's eligibility. (See also "Grades" earlier in this section.)

Honors in Graduate Scholarship are awarded on the basis of grades earned in all courses that are required for completion of the Master's degree from Trinity College. To be eligible for Honors in Graduate Scholarship, a Master's candidate must have completed no fewer than seven courses with the grade of Distinction (including the Master's thesis or project when one is required by the department) and have received no grade lower than High Pass. Honors in Graduate Scholarship are awarded at graduation. They are noted on the student's official transcript, in the Commencement program of the year in which they are awarded, and in the next issue of the *Trinity College Bulletin*, Catalogue Issue.

HONOR SOCIETIES

Phi Beta Kappa, founded in 1776, is an honor society dedicated to humane scholarship. Members are elected from among those students who have achieved highest general scholastic standing. On the basis of its charter, the Chapter stipulates that persons elected to membership shall be men and women of honor, probity, and learning. Election to Phi Beta Kappa is widely regarded as a mark of highest distinction. The Trinity Chapter, known as the Beta of Connecticut, was chartered by the Yale Chapter, the Alpha of Connecticut, on June 16, 1845,

¹ It is Trinity's policy that prematriculation transfer grades are not recorded on the Trinity transcript. Students with prematriculation transfer credit are, therefore, not eligible for this honor if the transfer course work is used to fulfill Trinity degree requirements, regardless of the grades in the transferred courses.

and is the eighth oldest chapter of Phi Beta Kappa in the United States.

Pi Gamma Mu, a national social science honor society, was founded in 1924. The Trinity College Chapter, known as Connecticut Alpha, received its charter in 1936. The society has as its purpose the recognition of outstanding scholarship in the social sciences. Members are elected by unanimous vote from among graduate students and undergraduates of the senior and junior classes who have achieved superior rank in scholarship in the social sciences. The society is also empowered to elect to membership persons who have distinguished themselves in public service.

Pi Mu Epsilon, a national mathematics honor society, was founded in 1914. The Trinity College Chapter, Connecticut Delta, received its charter in 1995. Pi Mu Epsilon is an organization whose purpose is to promote scholarly activity in mathematics among students in academic institutions. Mathematics majors who have done outstanding work in mathematics and are in the top one-third of their class in their general college work are eligible for membership.

Delta Phi Alpha, the national German honorary society, was founded in 1929. The Trinity Chapter, Delta Upsilon, was chartered on March 7, 1958. Delta Phi Alpha seeks to recognize excellence in the study of German and to provide an incentive for higher scholarship. In so doing it aims to promote the study of the German language, literature, and civilization, and endeavors to emphasize those aspects of German life and culture which are of universal value. To qualify for membership, students must distinguish themselves scholastically both in German and in other courses, and must give evidence of continuing interest in the German language and German culture.

Psi Chi national honor society was founded in 1929 for the purpose of advancing the science of psychology and encouraging, stimulating and maintaining scholarship of the individual members. Trinity's chapter was reactivated in 1982 after an earlier chapter, formed in 1959, had become inactive. Members are elected for above-average performance in psychology.

The *Deans' Scholars* are the 25 full-time first-year students with the highest grade point averages at the end of the spring semester. Membership in the company of Deans' Scholars is intended both to recognize outstanding academic achievement and to encourage continued academic excellence. The Deans' Scholars meet periodically with the Dean of the Faculty and the Dean of the First-Year Program for discussions of College issues and other matters of moment. Students remain Deans' Scholars through the end of their sophomore year. The program began in 1999-2000.

The *Society of President's Fellows* was created in 1974 to recognize outstanding student achievement in the major. Its membership consists of one academically accomplished senior in each major offered at Trinity. The Fellows, who are nominated by their respective departments and programs, meet four times a year with the President of the College to discuss academic and other topics. In 1981-82, eight Fellows initiated *The Trinity Papers*, an annual journal of undergraduate scholarship, and members of the Society continue to constitute the editorial board of *The Papers*.

Admission to the College

GENERAL ADMISSION POLICY

Enrollment in the first-year class is generally in the mid-500 range of men and women. Since the College desires to maintain a community of students with diverse backgrounds and interests, and because the number of applicants greatly exceeds the number of places available, admission is the result of a highly selective process. Applicants are judged on (1) their academic performance and potential, (2) their accomplishments within their schools and communities, and (3) their qualities of character and personality. Trinity College does not make the religious tenets, race, gender, sexual orientation, or national or ethnic origin of any person a condition for admission.

The school record, the personal recommendations from school counselors and teachers, and the tests of the College Board or of the American College Testing Program are carefully considered by the Office of Admissions. Applicants should be well prepared for Trinity's academic work, and desirous and capable of contributing to campus and community activities.

Applicants for admission may obtain the necessary application forms by writing to the Office of Admissions or by visiting our Web site. The Regular Decision deadline for application to Trinity is January 1. Candidates will be notified of admission decisions by early April.

PERSONAL QUALITIES AND CHARACTER

Trinity is keenly interested in attracting and admitting candidates who not only give ample proof of academic prowess, but also show evidence of such personal qualities as honesty, fairness, compassion, altruism, leadership, and initiative in their high school years. We place great value in a candidate's capacity to move beyond the limits of personal achievement to involvement in the life of the community at large. We seek candidates who demonstrate a willingness to take an interest in the lives and welfare of others or to place themselves in situations which call for personal initiative and leadership. We believe that such experiences develop an individual's appreciation of ethical issues and may well enhance the capacity to make a difference in the society one will enter as a college graduate.

We believe that educated men and women should aspire to develop integrity as well as intelligence during their high school years. In addition to artistic, athletic, extracurricular, and academic talent, we recognize in the admissions process the development of strong personal qualities. Our pluralistic and democratic society requires many qualities from its leaders as it seeks to meet the challenges of the years ahead; character is certainly one of them.

SECONDARY SCHOOL REQUIREMENTS

Trinity requires a diploma from and certification by an accredited secondary school. The academic program should consist of at least sixteen academic units, typically including the following minimum number of courses: English (4 years), foreign language (3 years), laboratory science (2 years), algebra (2 years), geometry (1 year), history (2 years).

Because Trinity's curriculum assumes entering students will have prepared themselves academically in depth as well as in breadth, virtually all successful applicants offer considerably more work than this in college preparatory courses.

Students desiring to apply whose academic programs do not include study in the subject

areas or for the number of years listed above should contact the Admissions Office for advice.

Trinity College supports the efforts of secondary school officials and governing bodies to have their schools achieve, when possible, regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

EARLY DECISION

Students for whom Trinity is the first-choice college, and who agree to attend if offered admission, may choose to apply under either Option 1 or Option 2 of the Early Decision Program:

Option 1: All application materials (except the midyear secondary school report) must be received no later than November 15. Candidates will be notified of admission decisions by mid-December.

Option 2: All application materials must be received no later than January 1. Candidates will be notified of admission decisions by mid-February.

Both options require a signed statement affirming the candidate's commitment to attend Trinity if admitted. Candidates will receive one of three decisions: acceptance, deferral, or denial. Those denied admission under either early decision option will not be reconsidered during the regular season.

EARLY ADMISSION

Secondary school juniors who have achieved a level of personal and intellectual maturity and of academic competence which implies readiness for college may apply for acceptance by early admission. In these circumstances, the regular application procedures should be followed during the junior year.

STANDARDIZED TESTING REQUIREMENTS

Applicants for admission to Trinity are expected to submit official results from either (1) the ACT of the American College Testing Program, (2) the SAT I Reasoning Test of the College Board or (3) any two SAT II Subject Tests. It is the applicant's responsibility to have test scores sent to the Admissions Office. Trinity's CEEB code is 3899.

International students whose first language is not English are advised to submit results of the Test of English as a Foreign Language (TOEFL) in place of or in addition to the standardized testing mentioned above.

CAMPUS VISITS

Applicants for admission to the College are strongly encouraged to visit the campus. The large number of visitors makes it highly advisable for applicants to make campus appointments well in advance. Appointments may be made by calling the Admissions Office at (860) 297-2180.

Visitors desiring a campus visit during vacations and reading periods should be aware that formal classes are suspended during these times. Visitors coming to the campus for individual appointments, group sessions, or tours should go to the Office of Admissions.

INTERVIEWS

Although a personal interview is not required, this kind of meeting is a good opportunity for a mutual exchange of information. Appointments are usually scheduled on weekdays between 9:00 a.m. and 4:00 p.m. and are generally reserved for students who have completed their junior year. Interviews are also available on many Saturday mornings from September through early December.

GROUP INFORMATION SESSIONS

Weekdays at 10:30 a.m. and 2:30 p.m. throughout the year and on selected Saturdays in the fall at 9:30 a.m. and 11:30 a.m. (please call or visit the Web to confirm).

TOURS

Tours of the campus are conducted on a regular basis, Monday through Friday, most of the year. Saturday “limited access” tours are offered during portions of the summer and fall (please call or visit the Web to confirm). Student guides serve as an excellent resource for showing guests the physical environs of Trinity and for providing personal perspectives on student life.

ADVANCED PLACEMENT FOR FIRST-YEAR STUDENTS

Trinity’s academic departments will consider applications from entering first-year students for advanced placement.

Advanced Placement Program of the College Board—Students who take the Advanced Placement examinations will receive credit according to the guidelines noted below. When a department indicates that it awards Advanced Placement credit for work that is the equivalent of specific Trinity courses (e.g., Art History 101, 102), students who receive AP credit from that department may not take those courses for credit.

Biology	—Students who receive a score of 4 or 5 on the advanced placement examination in Biology may receive one course credit towards graduation. (This course credit may not be counted toward the Biology major, nor does it exempt students from any of the courses required for the major.)
Chemistry	—Students who have secured an advanced placement grade in Chemistry of 4 or 5 may receive one course credit. (This course credit may not be counted toward the chemistry major.)
Classics	—One course credit for each of the AP Latin exams in which a score of 4 or 5 is received.
Computer Science	—One and one-quarter course credits (Computer Science 115L) for a score of 4 or 5 on the AP-A Computer Science exam. —Two and one-half course credits (Computer Science 115L, 215L) for a score of 4 or 5 on the AP-AB Computer Science exam.
Economics	—One nonmajor course credit for scores of 4 or 5 in only one of the two AP Economics exams. This does not exempt the student from taking Economics 101, when Economics 101 is required as a prerequisite for a course. —One course credit (Economics 101) for scores of 4 or 5 in both AP Economics exams.
English	—One course credit for a score of 4 or 5 on either the Language and Composition or the Literature and Composition exam. (Neither can be counted toward the English major.)
Science	—One course credit (Environmental Science 149L) for a score of 4 or 5.
Fine Arts/Art History	—Two course credits (Art History 101, 102) for a score of 4 or 5.
History	—Two course credits for a score of 4 or 5 on either the European AP exam or the United States AP exam. AP credit in History counts toward general degree requirements only, and not toward a major in History. History majors with credit for European AP may still take History 102, History 111, History 112, and/or History 113 for credit. Students with credit for United States AP may take History 201 and/or History 202 for credit.
Mathematics	—Two course credits (Mathematics 131, 132) for a score of 4 or 5 on the AP-BC Calculus exam. One course credit (Mathematics 131)

for a score of 4 or 5 on the AP-AB Calculus exam. One course credit (Mathematics 107) for a score of 4 or 5 on the AP Statistics exam.

—No course credit will be awarded without the appropriate Advanced Placement Examination scores. However, students who have at least a year of high school calculus and who wish to obtain advanced standing in calculus may take a qualifying examination administered by the Department of Mathematics during First-Year Student Orientation in the fall. Students who exhibit a satisfactory level of competence on this examination, as determined by the Department, may receive exemption from (but not credit for) either Mathematics 131 or Mathematics 132.

Modern Languages

—One course credit for a score of 4, or two course credits for a score of 5 in each foreign Language and Literature. AP credit in Modern Languages counts toward general degree requirements only, and not toward a major under either Plan A or Plan B. Students wishing to receive one AP Language and/or Literature credit (i.e., for a score of 4) may not enroll for Trinity credit any lower than a fourth semester course in that language (see various language section listings). Students wishing to receive two AP Language and/or Literature credits (i.e., for a score of 5) may not enroll for Trinity credit any lower than a fifth semester course in that language (see various language section listings). Subject to departmental approval, students may opt to enroll in lower than a fourth or fifth semester course (as determined above), but in order to receive College credit under such circumstances, they will not be granted AP credit. First-year students entering with AP credit are strongly urged to consult the department before finalizing their initial course selection.

Music

—One and one quarter course credits (Music 101) for a score of 4 or 5.

Physics

—One course credit (Physics 131L) and admission to Physics 231L for a score of 4 or 5 on the “Mechanics” section of the AP-C Physics exam; two course credits (Physics 131L and Physics 231L) and admission to Physics 232L for a score of 4 or 5 on both the “Mechanics” and “Electricity and Magnetism” sections of the AP-C Physics exam.

—Two course credits (Physics 101L and 102L) for a score of 4 or 5 on the AP-B Physics exam. A student who achieves a score of 5 on the AP-B Physics exam may be admitted to Physics 231L if his or her general background in physics and mathematics is found to be satisfactory after review by the department.

—Students may not earn credit for both the B and C exams.

Political Science

—One course credit (Political Science 102) for a score of 4 or 5 on the United States Government and Politics exam.

—One course credit (Political Science 103) for a score of 4 or 5 on the Comparative Government and Politics exam.

Psychology

—One course credit (Psychology 101) for a score of 4 or 5.

All requests and applications for advanced placement should be made to the Registrar

before September 1 of the year of entrance. Receipt by the Registrar of an Advanced Placement score report will be considered an application for advanced placement and credit.

Advanced Placement Credit for the International Baccalaureate and Certain European Examinations—Students who wish to receive credit for international/foreign examinations (listed below), must have the official results sent through the mail to the Registrar. Course credits, not to exceed two per subject, may be granted. A maximum of nine course credits (i.e., the equivalent of one year of advanced standing) will be given for any combination of these results.

Students must obtain written consent from the appropriate academic department(s) at Trinity. In determining whether to grant credit and how much credit to grant, an academic department may require the student to submit additional information (copies of syllabi, examination questions, etc.) and/or pass a departmentally administered examination.

The following scores must be earned:

- i) French Baccalaureate—scores of 12-20
- ii) German Abitur—scores of 7-15 (“befriedigend” or better)
- iii) International Baccalaureate Higher Level Examinations—scores of 5, 6 or 7
- iv) Swiss Matura—scores of 5 or 6
- v) United Kingdom “A” Level General Certificate Examinations—grades of A, B or C

Normally, a student who has been granted credit in a particular area may not enroll for courses at Trinity which will repeat his or her work in the subject.

Credit by Examination—Any department is allowed to give quantitative or qualitative credit, or both, to an entering first-year student on the basis of its own special examination.

INTERNATIONAL STUDENTS

Trinity College welcomes diversity in its student body and encourages applications from qualified international students. For admissions purposes, international students are defined as non-U.S. citizens, regardless of country of residence. Need-based financial aid is available to a limited number of students in the form of scholarships, grants, and loans. International students applying for financial aid must complete the Financial Aid Application for Foreign Students and the Certification of Finances.

Once enrolled, international students must pursue a full courseload (4 courses per semester) to be eligible for student visa sponsorship (F-1). Trinity College has been approved for attendance of nonimmigrant students under the Immigration and Naturalization Service (at Hartford on April 30, 1954 with the file number A10 037 658) and issues student visas (F-1) for enrolling full-time international students.

TRANSFER ADMISSION

Students whose academic records are of good to excellent quality at two- or four-year accredited colleges who wish to transfer should write to the Coordinator of Transfer Admissions or visit our Web site for information about the procedure. Candidates for admission by transfer should be prepared to provide catalogues describing the content of college courses already completed and presently being studied.

For midyear admission consideration, candidates are required to complete the application process by November 15. Midyear admission candidates whose applications are properly completed by this deadline should receive a decision by early January.

Students desiring to commence their studies at Trinity in September must complete the application process by April 1. September admission candidates who have properly completed their applications will receive a decision by no later than mid-June.

No applicant will be considered who is not in good standing at his or her college.

A candidate for the Bachelor's degree admitted by transfer to the regular program must receive at least 18 course credits through courses taught or supervised by Trinity faculty members. As a general rule, transfer credit will be given for courses comparable to those offered in the Trinity curriculum in which the applicant has received grades of C- or better. However, the number of course credits awarded to a transfer student for work completed at another institution prior to enrollment in Trinity College shall not exceed that which the student could reasonably have earned during a comparable period of residency at Trinity; i.e., an average of nine course credits per year. Those admitted by transfer will be notified of the credit to be transferred toward general degree requirements at Trinity and which, if any, of the five parts of the distribution requirement (see "Distribution Courses") have been satisfied by such credit. In all cases the Registrar reserves the right to award or withhold credit. After entering Trinity, transfer students may petition the appropriate faculty regarding the use of transfer courses to satisfy major requirements and/or to replace up to three courses in an interdisciplinary minor. (Refer to "Requirements for the Bachelor's Degree" and "Interdisciplinary Minors" elsewhere in this catalogue.) Grades in courses taken before matriculation at Trinity are neither entered into the student's Trinity record nor included in the student's grade-point average.

A full discussion of transfer credit policies is found in the Trinity College *Student Handbook*.

College Expenses

Payment for tuition, fees, room and board is due in full (or TuitionPay plan established) before the opening of each semester on the dates shown in the College calendar. Monthly bills for extra courses and fees not included in the original billing will be mailed when applicable and are payable by the due date listed on the billing statement. All checks should be made payable to Trinity College.

Parents or guardians may also pay tuition bills through the TuitionPay program administered by Sallie Mae. The interest-free monthly payment plan enables you to spread tuition payments over 10 months without interest or finance charges. The monthly payment plan is available to all families, regardless of financial need. The only cost is an annual enrollment fee of \$55.00, which includes Tuition Protection Coverage at no additional cost. The use of this plan is optional and is suggested solely as a convenience. Information about the TuitionPay plan is sent each spring to parents of incoming first-year students and to parents who have previously used Tuition Pay, and is also available from the College. For additional information call TuitionPay at (800) 635-0120 or visit them at www.tuitionpay.com.

A TuitionPay contract must be established, or payment in full must be received, by Friday, August 10, 2007, for the Fall Term and by Friday, December 14, 2007 for the Spring Term.

Any student whose fails to pay all billed charges by the specified due dates will be considered delinquent in payment. The College reserves the right to withhold transcripts, grades, block attendance to class, registration, and access to campus facilities or housing. Delinquent accounts may be placed with a collection agency and all collection costs incurred by the College will be passed on to the student. A student may also be financially withdrawn from the College for failure to pay their account in full by all published due dates.

Communications regarding College expenses should be addressed to the Student Accounts and Loans Manager.

SCHEDULE OF COLLEGE FEES—2007-2008

	Fall Term	Spring Term	Total
Tuition	\$17,555.00	\$17,555.00	\$35,110.00
Room	3,045.00	3,045.00	6,090.00
Board (traditional meal plan) ¹	1,665.00	1,665.00	3,330.00
General Fee	710.00	710.00	1,420.00
Student Activity Fee	<u>170.00</u>	<u>170.00</u>	<u>340.00</u>
	\$23,145.00	\$23,145.00	\$46,290.00

(a) The full amount of tuition of \$17,555 per semester will be charged for full-time study up to and including 5.75 course credits per term. The College does not charge for the difference between 4.5 “standard” and the 5.75 course credit cutoff. This allows for 1.25 extra credits per term without charge. Students registering for 6.0 courses exceed that limit and are thus charged

¹ Board Cost will be adjusted based on student’s meal plan contract.

\$3,900 for extra tuition (\$3,900 pro-rated per credit over 6.0; 6.25 credits = \$4,875; 6.50 credits = \$5,850; 6.75 credits = \$6,825; 7.0 credits = \$7,800).

(b) Part-Time Study: Students who are approved part time status by the Academic Affairs Committee and will be taking less than three (3) course credits per term will be billed \$11,705 for tuition (and all applicable fees) for that term, which represents two thirds of full tuition. Verification of approval for part time status must be submitted to the Student Accounts Office.

(c) Repeat Courses: A fee of \$3,900 per credit will be charged for each repeated course if that course brings the student's course credit hours over the 5.75 limit.

(d) The College meal plan program is mandatory for all students in campus housing, except seniors. Please refer to the meal plan information on the following pages for more information.

(e) The General Fee of \$1,420 partially finances the operation of the Student Center, vocational tests, laboratory fees, and admission to athletic events.

(f) The Student Activity Fee of \$340 is enacted by the Student Budget Committee to finance student organizations, publications, the radio station, and admission to Austin Arts Center events.

(g) All first-time students are charged \$25 for a transcript fee. This one-time fee enables students to obtain their academic transcripts without having to pay each time a transcript is requested.

(h) *Study Away:*

Trinity College students will be charged a Study Away Fee for participation in a program on the College's Approved Study Away List: \$3,000 for one semester or \$3,500 for two semesters. The Study Away Fee is not charged to students who enroll in Trinity-sponsored programs, such as those in Barcelona, Cape Town, Cordoba, Istanbul, La MaMa, Moscow, Paris, Rome, Santiago, Shanghai, Trinidad, Vienna, etc. (consult the Office of International Programs for the complete listing).

In order to be eligible for financial aid and academic credit, students must remain matriculated at the College while enrolled in a study away program. Trinity students who enroll in a non-Trinity-approved program must withdraw from the College and forfeit Trinity-controlled financial aid. No academic credit toward the Trinity degree can be awarded for programs not approved by the College.

OTHER FINANCIAL INFORMATION

a) Auditors—\$350 per credit.

b) Campus Parking Fee—\$100 per year.

c) Returned Check Fee—\$20 per check.

d) Late Payment Fees—the late payment fee for nonpayment of billed charges on the scheduled due dates of August 10, 2007 and December 14, 2007 is \$50. An additional \$50 is charged if payment is not received within two weeks of the above dates. Subsequent late fees will be imposed thereafter until the bill is paid in full.

e) Credit Cards—Trinity College does not accept credit cards as a form of payment.

Trinity College Refund Policy

Tuition and Fees Refunds

Refunds will be made upon written request to the Student Accounts Office. Students who officially withdraw after tuition and fees are due, but before classes begin, will be given a full refund of all charges paid, less a \$ 100 administrative charge. If the official withdrawal occurs

after classes begin, tuition and fees are charged as follows:

1 day through 2 weeks	20% (80% refund)
Third week	40% (60% refund)
Fourth week	60% (40% refund)
Fifth week	80% (20% refund)
After fifth week	100% (no refund)

Refunds may be affected by financial aid award adjustments and any Federal Regulations.

The date of withdrawal is the date the Registrar receives written notification from the student. First year and transfer students withdrawing prior to the start of classes should submit such notice to the Director of Admissions. This refund policy also applies to charges for extra course credits. Please refer to the Office of Student Accounts and Loans' Web site.

Withdrawal from Class after the End of Add/Drop

Students may add/drop course credit hours during the add/drop period without any financial consequence. Although a student may withdraw from a class up to the Friday of the fourth full week of classes (this is after the add/drop period); the student is still financially responsible for the cost of that class. For example: A student who is registered for 5.75 course credit hours and withdraws from a 1.0 course credit class after the add/drop period is still financially responsible for 5.75 course credit hours. If that student replaces that withdrawn class with another (1.0), the student will be financially registered for 6.75 course credit hours and will be charged accordingly.

Withdrawal from Residential Contract

Room charges are based upon the date of receipt of written notification of withdrawal from a Residential Contract; therefore, residents must correspond with the Office of Residential Life as soon as the decision is made to withdraw from a contract.¹

When withdrawal from a contract occurs prior to the fifth week of the term contracted for, rental is prorated. Withdrawal during or after the fifth week, requires payment of rental for the full semester.

If a resident fails to occupy a residence by the first day of undergraduate classes in the term contracted for, it may be assumed that the resident has withdrawn and that a legitimate vacancy exists. Rental charges will be computed as if the resident submitted written notification of withdrawal on the first day of class and cancellation fees will apply.

Board Contract Refunds

Students will be registered for and billed for the meal plan they participated in during the previous semester. All first-year and transfer students will be registered for the 19 regular meal plan. Participation in the meal plan is mandatory for all students residing in campus housing, except seniors. Students living in buildings that are classified as cooking units (Anadama, Clemens, Stowe, Wiggins) and students who are members of Trinity authorized eating clubs may select a less expensive meal plan or may drop the meal plan completely. All meal plan changes must be made during the first two weeks of the semester in writing with the Chartwell's Office located in Mather Student Center.

If a student makes an adjustment to his or her meal plan and is due a refund, the refund will be processed by written request to the Student Accounts Office after the meal plan add/drop period expires. Refunds will be issued directly to the student only with the written

¹ Students who participate in the housing lottery and then withdraw from housing will be subject to a monetary penalty. Please consult the Campus Life Office for additional information.

authorization of the person or party who made the last payment on the bill for the related term.

Payment of Refunds

Refunds will be made on a timely basis following receipt of written request and will be prorated among sources of outside payment. Refunds will not be issued until at least one week after the last day of the drop/add period.

Financial Aid

The expense of an education at Trinity is often more than the student and his or her family can meet during the four undergraduate years. The College recognizes this and has therefore established a substantial program of financial aid designed to provide assistance to deserving young men and women who desire to study at Trinity, but whose resources are insufficient to meet the total cost of education.

Central to the College's program is the concept of financial need. The College assumes that the parents and the student together will accept responsibility for as great a share as possible of the total educational costs. Where such family resources are inadequate, the College will provide supplementary assistance to those students. Approximately 50 percent of Trinity's undergraduates are receiving financial help from College, Federal or State funds.

GENERAL INFORMATION

Funds to support the program of financial assistance come from several sources. A portion of the College's endowment has been specifically reserved for scholarship purposes. These funds are augmented by the College, which allocates a part of its annual operating income toward the maintenance of the program. Gifts from alumni, parents and friends are an important source of funds for scholarship and loan purposes as well. Thanks to the generosity of these donors the College is able to offer many students financial aid packages that are free of loans. The United States Government has made available additional funds under federal Higher Education legislation to supplement the College's resources.

In general, Trinity awards financial aid as a "package"; i.e., each recipient is normally expected to meet part of the financial need through term-time employment and the use of loans, with the balance coming in the form of a grant. Usually the student is expected to meet a greater share of the need through term and summer employment and/or borrowing as he or she progresses throughout the undergraduate years. The College does, however, adjust the composition of the aid package to meet the unique needs of each student and his or her family. Specifically, the aid package may consist of one or more of the following:

- *Grants* from College scholarship funds and various state and federal programs, including Federal Pell Grants.
- *Loans* from the Federal Stafford Loan Program or from the Federal Perkins Loan Program.
- *Employment* in College jobs, in the Federal Work-Study Program or in part-time off-campus jobs.

Each financial aid award is made for a single academic year only. However, the student who receives assistance from the College at the time of admission can be assured that continued aid will be forthcoming throughout the undergraduate years so long as the student is making satisfactory academic progress and continues to demonstrate financial need.

TERMS OF AWARD

All financial aid is awarded on the basis of:

Financial need—Demonstrated financial need, as determined by the needs-analysis procedures developed by the College Scholarship Service of Princeton, New Jersey, is the primary requisite for financial assistance. Trinity requires each applicant for assistance to file the CSS Profile and

the Free Application for Federal Student Aid (FAFSA).

Intellectual promise—The recipient shall have sufficient aptitude and a record of satisfactory achievement which indicate that he or she can be expected to meet the academic requirements of Trinity College.

METHOD OF APPLICATION

In order to be given consideration for financial assistance, a candidate for the freshman class must indicate interest in financial aid on the Trinity admission application. Candidates must submit both the FAFSA and the CSS Profile along with supporting documentation.

TERMS FOR RENEWAL OF AWARDS

Renewal of financial aid is based upon the following factors:

- *Financial need*—Continued need for assistance must be demonstrated by the student and his or her family.
- *Academic competency*—Students receiving Federal Title IV assistance must maintain academic standing consistent with graduation requirements. Such eligibility will normally be limited to the equivalent of four years of full-time attendance, although exceptions may be made in unusual circumstances.

METHOD OF APPLICATION FOR RENEWAL

Each recipient of financial aid who wishes to apply for a continuation of assistance must do so by April 15 of each year. All necessary renewal forms may be obtained from the Financial Aid Office in late fall through early spring. Notification of renewal will usually be made by July 1.

The following items must be submitted:

- Financial Aid Applications (CSS Profile and FAFSA)—An analysis of information contained on these forms will enable the Financial Aid Office to make adjustments in each award in response to changing family circumstances.
- A photocopy of the student's and parents' latest federal income tax returns and W-2 statements.

SOURCES OF SUPPLEMENTARY ASSISTANCE

The Director of Financial Aid is available to counsel students and their families about financial matters. The College endeavors to maximize the use of its resources so that as many needy and deserving students as possible are helped each year. Students in the upper classes who wish to be considered for financial aid are urged to communicate with the Director promptly so that they may receive the necessary materials and instructions for filing applications. Requests of this nature will be given consideration prior to the beginning of each academic term.

Applicants who seek aid from the College are also advised to investigate opportunities in their communities. Various states and local banks offer low-rate loan programs, and states support scholarship programs. Numerous company and corporation scholarship plans as well are open for application.

In addition, low-cost educational loans are available to student borrowers through the Federal Stafford Loan and Federal Parent Loan for Undergraduate Students (PLUS) programs.

STUDENT EMPLOYMENT

The Financial Aid Office maintains an online referral service for those students who are offered employment as part of their financial aid packages. Ordinarily, student jobs do not require more than 10 or 12 hours of the student's week and will not interfere with the student's academic schedule.

There are also numerous opportunities for off-campus community service employment in the Greater Hartford area. These positions are included in the online referral service

maintained by The Financial Aid Office.

VETERANS

Students admitted to Trinity who intend to study under Veteran's Educational Benefits should, upon admission to Trinity, communicate with their Regional Office of Department of Veterans Affairs (1-800-827-1000), requesting an Application for Education Benefits.

Courses of Instruction

KEY TO COURSE NUMBERS, COURSE CREDITS

Courses are identified by numbers ranging from 100 to 999. As a general rule, introductory level courses are numbered 100 to 199, intermediate level courses are numbered 200 to 299, and advanced undergraduate courses and seminars, or similar credit-generating activities, are numbered 300 to 499. Individualized Degree Program (IDP) study units and projects are numbered 600 to 699. Graduate courses are numbered 800 to 999.

Independent Study courses (sometimes called “tutorials”) are available by special arrangement. Permission is required of the instructor and the department chairperson. First-year students are generally ineligible to enroll in Independent Studies, but during their second semester they may petition the Curriculum Committee for permission to take Independent Study (except Internships) for cause.

Most courses meet throughout the semester, and earn 1 or 1.25 course credits. A lecture course meets 3 hours a week for a semester and earns 1 course credit (the equivalent of 3 semester hours); a laboratory course meets 3 hours a week for lecture plus 3 hours a week for laboratory, and earns 1.25 course credits (the equivalent of 4 semester hours). Courses that meet for irregular lengths of time or earn either more or less than 1 course credit, are so designated in the course description. Physical education courses meet for one-half semester and earn one-quarter course credit.

Courses which meet throughout the year and require completion of the entire course in order to earn credit for any part of the course, are hyphenated, e.g., History 498-99.

Symbols

[]—course not offered in the current academic year; ordinarily will be offered within the five following semesters

L—laboratory course

TBA—instructor to be announced

Distribution Requirement

Each student must pass with a letter grade one full-credit course (or the equivalent in fractional-credit courses) from each of the following five divisions. For students matriculating in the fall of 2000 or subsequently, C- is the minimum acceptable grade for fulfilling each part of the distribution requirement.¹ No course may be counted as belonging to more than one division. First-Year Seminars and Colloquia, College Courses, courses offered exclusively for an Interdisciplinary Minor, teaching assistantships, student-taught courses, tutorials, independent studies, internships and Senior Colloquia may not be counted toward this requirement.

When choosing courses to satisfy the distribution requirement, the student should confirm the classification of each course by consulting the entry for it in the current edition of the *Schedule of Classes/Course Listing*.

- ARTS: Art History; Cities Program 202; Classical Civilization 111, 214, 217, 311, 312, 321; Engineering 341, 342; English 110, 111, 270, 333, 334, 335, 336, 337, 492, 493, 494; Film 401; InterArts 201, 202; Music; Public Police 263; Religion 253, 254; Studio Arts; Theater and Dance (except 333, 405).
- HUMANITIES: American Studies 201, 203, 219, 298, 301, 354, 355, 409; Anthropology 225, 309; Arabic; Chinese; Cities Program 200, 201, 203, 204, 206; Classical Civilization (except 111, 214, 217, 311, 312, 321); Educational Studies 300, 400; English (except 101, 103, and all creative writing courses); French; German; Greek; Guided Studies 121, 211, 214, 219, 242, 243, 252, 253; Hebrew; Hispanic Studies; History; InterArts 101, 102; International Studies 101, 121, 150, 312, 354; Italian; Japanese; Latin; Linguistics; Modern Languages (in English); Philosophy (except 374); Religion (except 253, 254); Russian; Sociology 247; Women, Gender, and Sexuality 101, 207, 234, 301, 315, 350.
- NATURAL SCIENCES: Astronomy; Biology (except 115); Chemistry; Engineering (except 221, 341, 342); Environmental Science; First-Year Focus 105, 111, 149; Geoscience; Neuroscience; Philosophy 374; Physics; Psychology 261, 265, 302, 365, 392, 464.
- NUMERICAL AND SYMBOLIC REASONING: Computer Science; Engineering 221; Mathematics (except 101, 102, 103, 104); Political Science 241; Philosophy 205, 390; Psychology 221L; Sociology 201L.
- SOCIAL SCIENCES: American Studies 227, 228; Anthropology (except 225, 309); Cities Program 205, 207; Economics; Educational Studies (except 300, 400); International Studies 120, 203, 206, 212, 214, 218, 230, 250, 262, 270, 300, 301, 302, 305, 315; Philosophy 240; Political Science (except 241L); Public Policy Studies 201, 215, 302, 323, 345, 350, 403; Psychology (except 221L, 261, 265, 365, 392, 464); Religion 281, 288, 289, 290; Sociology (except 201L, 247).

Interdisciplinary Minors

Described below are the interdisciplinary minors that are available to undergraduates.

Minors consist of five or six courses. By faculty regulation, they must include courses in three different fields of knowledge, with no more than three drawn from any one field. Ordinarily, the course offerings of an academic department constitute a single field; thus, all Biology Department courses are in the field of biology, all Economics Department courses are in the field of economics, etc. In a few cases, however, a department encompasses more than one field. The Theater and Dance Department, for instance, offers courses in the separate fields of dance and theater; the Fine Arts Department includes the fields of art history and studio arts; and each of the several languages offered by the Department of Modern Languages and Literature constitutes a field.

Courses in the minor may be double counted toward the distribution requirement when they are otherwise eligible for distribution purposes. Furthermore, when the requirements of a major and minor overlap, up to two courses in a five-course minor may be double counted toward the major and up to three courses in a six-course minor may be double counted. Students may petition the Curriculum Committee for permission to undertake an individually tailored interdisciplinary minor. (For the complete set of faculty and student guidelines governing the program of interdisciplinary minors, the reader is referred to the *Student Handbook*.)

To declare a minor, the student contacts its faculty Coordinator. Students are advised to make the declaration in a timely fashion, but ordinarily no earlier than the second semester of the freshman year. Some minors specify a time after which the minor may not be undertaken.

The descriptions of the minors that follow include only the numbers and titles of the component courses; for complete course descriptions, refer to the departmental course offerings later in the Courses of Instruction section of the *Bulletin*. To assist students with their academic planning, courses in a minor that are offered less often than annually are marked with an asterisk (*). Some courses require the permission of the instructor or have an enrollment limit. See the *Schedule of Classes* for details.

Note: The interdisciplinary minors were originally created as a means for students to satisfy an "integration of knowledge" requirement. That requirement was abolished effective with the start of the 1997-98 academic year. However, those minors that retain sufficient student interest and faculty support continue to be available on an elective basis.

AFRICAN STUDIES

Coordinator: TBA

This minor is offered to allow students to study in an organized manner the history, politics, literature, religions and art of the African continent. The African continent today bears the marks of non-African traditions, especially European and Arab. Accordingly, the minor presents an interdisciplinary approach to studying the ways in which contemporary Africans cope with the prevailing problems of economic disarticulation, political governance and the breaking down of ancestral traditions. The component courses are integrated by a final project which should be based on the course work. The project is to be supervised by two faculty members offering courses in this minor and should be initiated after the sixth course has been taken.

Course requirements:

1. Four area courses:

French 233-02. African Novelists: Voices of a Continent, or French 233.04. African Cinema History 253. African History since 1880

**Religion 285. Religions of Africa, or Philosophy 223. African Philosophy
International Studies 302. Adjustment and Transition: the Political Economy of Sub-Saharan Africa, or International Studies 349. No Easy Walk to Freedom: Political Economy of Southern Africa**

2. Two elective courses chosen from among:

History 252. African History to 1880

Art History 294. The Arts of Africa

Religion 181. Islam

Economics 216. Global Rivalry and Coordination

Anthropology 201. Introduction to Anthropology

International Studies 307. Development in Africa: From Civilizing Mission to World Bank

International Studies 399. Independent Study

Note: other courses pertaining to Africa offered by visiting scholars may satisfy the elective course requirement. Contact the coordinator for approval.

AFRICAN AMERICAN STUDIES

Coordinator: Professor Cheryl Greenberg (History)

The Afro-American Studies minor is designed to provide students an overview of the history, cultural traditions, and political experiences of Afro-Americans in the United States.

The minor consists of one course in each of four required disciplines, one elective at the intermediate level or above, and an integrating exercise of a senior-level seminar or independent project. All courses must be approved in advance by the coordinator. All other course requirements should be completed before embarking on the integrating exercise.

Course requirements:

1. One course at the introductory or intermediate level focused on the experience of African Americans in **each** of the following disciplines (or in an interdisciplinary program such as American Studies cross listed with the appropriate discipline):
 - a. History
 - b. English
 - c. Political Science or Sociology
 - d. Music, Art, Fine Art, Theater/Dance
2. One course at the intermediate level or beyond (ordinarily 300-level or higher) on topics in African American Studies or race relations in the United States, from any department or program.
3. Integrating exercise consisting of **one** of the following:
 - a. One senior seminar focusing on issues pertaining to African Americans from any department or program.
 - b. One semester-long project on issues pertaining to African Americans under the supervision of a faculty member affiliated with the African American Studies minor or approved by the coordinator.
 - c. Senior thesis on issues pertaining to African Americans under the supervision of a faculty member affiliated with the African American Studies minor or approved by the coordinator.

ARCHITECTURAL STUDIES

Coordinator: Professor Kathleen Curran (Fine Arts)

Purpose:

The Architectural Studies minor is intended to equip the student with an understanding of the built environment, whether it be a Greek temple, a skyscraper, or a city. The minor includes historical, technological, and artistic approaches to the study of monuments and cities. Architectural history courses acquaint the student with major theoretical, cultural, stylistic, and technological movements throughout history. Engineering courses provide the student with the techniques required in architectural practice, including design and drafting. Studio Arts and Theater/Dance classes help develop the student's capacity to think and design three dimensionally.

Course Requirements:

The Architectural Studies minor requires a total of six courses representing three different fields. Students must take two or three architectural history courses. Typically, they will select their other courses from among those in the fields of engineering and studio arts listed below. In exceptional cases, however, they may request permission to substitute another field for engineering or studio arts. For example, courses in the fields of history or anthropology might be substituted if they have an architectural or urban component.

Architectural History:

- AHIS 161. The History of Architecture in Western Civilization**
- AHIS 214. Greek and Roman Architecture**
- AHIS 223. Medieval Art and Architecture**
- AHIS 244-01. Spanish Colonial Art and Architecture**
- AHIS 245-01. Palace and Country House Design in 17th Century Europe**
- AHIS 254. 18th Century Architecture**
- AHIS 265. 19th Century Architecture**
- AHIS 286. Modern Architecture: 1900 to the Present**
- AHIS 295. African Architecture**
- AHIS 341-01. Seminar: Bernini**
- AHIS 395-01. Rome, an Art and Architectural History**
(any other appropriate architectural history course)

Engineering:

- Engineering 341. Architectural Drawing**
- Engineering 342. Architectural Design**

Studio Arts:

Any one- or two-hundred level classes in the following media: drawing, design, painting, sculpture, printmaking, or photography.

Theater/Dance:

Students may substitute two one-half credit courses in stage design and lighting design for one Studio Arts course.

Means of Integration: An integrating project combining the student's three fields shall be carried out in the context of either the fifth or sixth course the student takes in the minor.

ASIAN STUDIES

Coordinator: Professor Lestz (History)

The Asian Studies minor examines the variety of cultural expressions of peoples living in areas of South, Southeast, East, and Central Asia, as well as in diasporic conditions. It includes study from a number of different areas such as anthropology, economics, film, fine arts, history, language, literature, music, philosophy, political science, religion, sociology, and theater and dance. It also encourages students to draw on their knowledge of Asian languages, as well as on their study-abroad experiences in Asia. The minor consists of six courses, one of which is the integrating exercise.

Course Requirements:

I. Five courses drawn from the Asian Studies offerings of International Studies (see listings elsewhere in this Bulletin), subject to the following conditions:

1. The courses must come from three different academic fields and have a central topic or theme.
2. At least one of the courses must be at the 300 level or above, and must be taken at Trinity.
3. Two courses from a student's study abroad experience may be included.
4. No courses may be taken pass/fail, except for those courses transferred in from overseas programs.
5. One Asian language course may be counted toward this group of five courses.

II. An integrating exercise. This synthesizing agent is an important component of the minor as it draws together the courses a student has taken around a central topic or theme. It must be approved by the coordinator of the Asian Studies minor, but may be carried out under the direction of any faculty member in the program. The nature of the exercise will be developed in consultation with the coordinator of the minor as the student progresses through the minor's first five courses, and will be one of the following:

1. An independent study taken as the sixth course in the minor, specifically to focus on the chosen topic or theme.
2. A 15-20 page paper, written in a sixth Asian Studies course, that links that course to one or two previous courses in the minor. This paper is to be submitted to the minor coordinator.

A student's minor program of courses must be approved by the coordinator of Asian Studies, and students majoring in Asian Studies are ineligible for the Asian Studies minor.

CLASSICAL ANTIQUITY

Coordinator: Professor Martha K. Risser (Classics)

The purpose of the minor is to allow the student to acquire a general knowledge of the achievement of ancient Greece and Rome, which traditionally has constituted, along with the Judaeo-Christian tradition, the chief ingredient of western

civilization. Despite the advance of technology, shifts in educational and societal priorities, and an increasing awareness of other civilizations in the 20th century, Homer and Plato, Cicero and Caesar remain living figures, and the classical tradition still pervades our poetry and prose, our philosophy and law, our ideas of history, our conceptions of education, and our art and architecture. The student electing this minor will have the opportunity to become acquainted with the classical achievement in each of these areas and to shape that knowledge into an integrated view of Antiquity.

Course Requirements:

1. Three core requirements:
 - (a) **Classical Civilization 111. Introduction to Classical Art and Archaeology**
 - (b) * **Classical Civilization 211. Age of Augustus, or
Classical Civilization 212. Age of Pericles**
 - (c) **History 111. Foundations of Ancient History**
2. Three electives chosen from the following list, with no more than three of the total of six courses drawn from any single field:
 - (a) **Classical Civilization 111. Introduction to Classical Art and Archaeology**
Classical Civilization 213. Etruscan Art and Archaeology
 * **Classical Civilization 214. Greek and Roman Architecture**
 * **Classical Civilization 215. Ancient Greek Painting**
Classical Civilization 217. Greek and Roman Sculpture
Classical Civilization 220. Archaeology of Greece and Rome
Classical Civilization 222. Classical City
Classical Civilization 300. Archaeological Excavation (Tel el-Far'ah)
 * **Classical Civilization 311. Aegean Bronze Age**
Classical Civilization 312. East meets West: The Middle East in the Roman Era
 - (b) * **Classical Civilization 203. Mythology**
 * **Classical Civilization 204. Greek Civilization**
**Classical Civilization 208. Men, Women and Society in Ancient Greece and Rome:
Myth and Reality**
Classical Civilization 224. Sex and Sexuality in Ancient Greece and Rome
 * **Classical Civilization 305. Greek Tragedy**
 * **Classical Civilization 306. Ancient Epic**
History 203. Magic and Medicine in Ancient Greece
Jewish Studies 263. Jews among the Greeks and Romans
 - (c) **Classical Civilization 302. Seminar: Romano-Celtic Britain**
History 111. Foundations of Ancient History
 * **History 333. Republican Rome**
 * **History 374. The Age of Alexander the Great**
History Seminars in the field of ancient history
 - (d) * **Philosophy 232. Fate, Freedom and Necessity**
 * **Philosophy 281. History of Philosophy (I): The Presocratics to Augustine**
 * **Philosophy 282. History of Philosophy (II): Augustine to Descartes**
 * **Philosophy 340. Metaphysics of Plato and Aristotle**

Courses in Latin and Greek languages at the upper level (i.e., 200-level and beyond) may be taken as electives for the minor with the approval of the minor's Coordinator.

Only courses in which the student receives a grade of at least C- may be applied toward the requirements of the minor.

To satisfy the final requirement of the minor (as opposed to the requirements in the courses comprising it), students take and pass a three-hour, written qualifying examination. The examination will be graded Distinction, High Pass, Pass and Fail. Successful completion of this examination carries no course credit, but the grade will be entered on the student's record.

For the examination the student will be responsible for the material covered in the courses taken in the minor and also for a special reading list, designed in part to fill in any areas in which the student may lack course coverage. This list, and the list of sample examination questions, will be given to all students who enroll for the minor.

THE CLASSICAL TRADITION

Coordinator: Professor Martha Risser (Classics)

The minor in the Classical Tradition will establish a basic acquaintance with the history and cultural landmarks of ancient Greece and Rome, and promote a contextual understanding of later achievements significantly influenced by them, especially in literature and history, the arts, and philosophy.

The minor is based on two groups of courses: the first comprises courses in the civilization of classical Greece and Rome, the second courses in subjects in which the presence of the Greek and Roman experience is felt. For convenience, these groups are called "Ancient" and "Modern," respectively.

Course requirements:

1. Classical Civilization *211. Age of Augustus, or *212. Age of Pericles, or 219. The Classical Tradition

2. Five additional courses, one of which shall be drawn from the Ancient group; and no more than two may be taken in any one of the three sub-categories of the Modern group—i.e., a) Literature and History, b) Philosophy, and c) The Arts.

Note: Students are urged, when possible, to take the required course in Classical Civilization (and any elective from the Ancient group) before taking courses in the Modern group.

Group I: Ancient

Ancient Greek (any)

Art History 101. Introduction to the History of Art in the West I

Classical Civilization 111. Introduction to Classical Art and Archaeology

* **Classical Civilization 203. Mythology**

Classical Civilization 207. The City of Jerusalem

* **Classical Civilization 208. Men, Women and Society in Ancient Greece and Rome: Myth and Reality**

Classical Civilization 211. Age of Augustus

* **Classical Civilization 212. Age of Pericles**

Classical Civilization 213. Etruscan Art and Archeology

* **Classical Civilization 214. Greek and Roman Architecture**

Classical Civilization 217. Greek and Roman Sculpture

* **Classical Civilization 219. The Classical Tradition**

Classical Civilization 222. The Classical City

Classical Civilization 224. Sex and Sexualities in Greece and Rome

Classical Civilization 302. Celtic Britain and the Romans

* **Classical Civilization 305. Greek Tragedy**

* **Classical Civilization 306. Ancient Epic**

History 111. Foundations of Ancient History

History 203. Magic and Medicine in Ancient Greece

History 225. The Origin and Development of the Greek Polis

History 244. The Collapse of the Roman Republic

History 334. The Provinces of the Roman Empire

History 374. The Age of Alexander the Great

History 391. Jews in the Mediterranean and Near East from Nebuchadnezzar to Mohammad

Jewish Studies 263. Jews among the Greeks and Romans

Latin (any)

Group II: Modern

Literature and History

English 345. Chaucer

English 356. Milton's Colonial Epic

* **German 302. Voices of the Century**

* **Italian 311. Literature of the Middle Ages**

* **Italian 312. Literature of the Renaissance**

Italian 333. Dante: The Divine Comedy

History 112. Foundations of Medieval History, 300-1000: Conversion to Christianity

History 112-02. The Formation of Europe in the Middle Ages, 100-1500

Philosophy

* **Philosophy 232. Fate, Freedom and Necessity**

* **Philosophy 281. History of Philosophy (I): The Presocratics to Augustine**

* **Philosophy 282. History of Philosophy (II): Augustine to Descartes**

The Arts

* **Art History 223. Medieval Art and Architecture**

* **Art History 234. Early Renaissance Art in Italy**

* **Art History 236. High Renaissance Art in Italy**

* **Music 211. The History of Western Music I**

* **Music 212. The History of Western Music II**

Music 213. The History of Western Music III

* **Music 321. Monteverdi**

Appropriate courses taken in programs abroad may, with the prior permission of the Coordinator, be counted for minor credit.

Only courses in which the student receives a grade of at least C- may be applied to the requirements of the minor.

As a final integrating requirement each student must submit a paper that treats in interdisciplinary fashion either a specific topic relevant to or material drawn from any two courses among the six elected for the minor. Alternatively, the student may write a more general essay integrating the work of three or more courses included in the minor. Credit for the minor depends on the satisfactory completion of this requirement. The faculty organizers of the Classical Tradition minor anticipate that new courses will be introduced in both the Ancient and Modern groups as they become available.

COGNITIVE SCIENCE

Coordinator: Professor Dan Lloyd (Philosophy)

Of what are minds made? How do people think, perceive, and feel? What is the nature of human consciousness? What is the relationship of the mind to the brain? In what ways is the human mind like, or unlike, a computer? These are a few of the central questions of cognitive science, the interdisciplinary study of the human mind. In recent years, cognitive science has undergone explosive growth. The diverse methods of cognitive science encompass, among others, thought experiments, computer simulations, brain scans, and perceptual and cognitive laboratory experiments.

The fields of cognitive science include psychology, philosophy, neuroscience, linguistics, and computer science. The Trinity Cognitive Science minor is built around five core courses designed to introduce students to the major issues and approaches of cognitive science and its component disciplines. One or more culminating courses provide a close examination of specific topics in cognitive science. Thus, the minor comprises a minimum of six courses.

The courses below comprise a recommended path through the minor. However, alternative courses in each category can be selected, subject to the approval of the minor coordinator. Since some courses are not offered every year, students with an interest in the minor should meet with the coordinator as soon as possible. (Students must receive at least a C- in any course for it to be counted toward the minor.)

Core Courses. Students should take one course in each of the five areas below. (Although the core courses can be taken in any order, the sequence below is recommended.)

Philosophy: Philosophy 220L. Introduction to Cognitive Science

Computer Science: Computer Science 105. Computers in a Modern Society, or Computer Science 115L. Introduction to Computing

Psychology: * Psychology 255L. Cognitive Psychology

Linguistics: * Linguistics 101. Introduction to Linguistics, or * Psychology 391. Psychology of Language

Neuroscience: * Psychology 365. Cognitive Neuroscience, or Psychology 261. Brain and Behavior

Culminating courses. Each of the courses below takes an interdisciplinary approach to a significant problem in cognitive science. Students should take at least one of the following to conclude the minor:

Psychology 356L. Cognitive Science

* **Psychology 365. Cognitive Neuroscience (unless already taken as a core course)**

* **Psychology 391. Psychology of Language (unless already taken as a core course)**

Psychology 392. Human Neuropsychology

* **Psychology 402-06. Senior Seminar: Intelligence**

* **Computer Science 352. Artificial Intelligence**

Philosophy 357. Issues in Cognitive Science

* **Philosophy 370. Minds and Bodies**

Philosophy 374. Minds and Brains

COMMUNITY ACTION

Coordinator: Associate Professor Dina Anselmi (Psychology) (fall), Professor James Trostle (Anthropology) (spring)

The minor in Community Action is designed to engage students in both academic and practical work that addresses the meanings of citizenship, democracy, and community in the United States as well as the global community. Through study combined with direct participation in community-based research and service, students will gain a more comprehensive understanding of the role of individuals and institutions in sustaining and developing democratic society.

The minor has four components. "Theory and Practice" courses explicitly discuss the theories behind community-based learning and institutional engagement. "Methods for Community Learning" teaches formal methods appropriate to community-based research. Through individually designed concentration areas students will have the opportunity to develop their minor according to their interest. Examples of these concentrations include community development and planning, the arts, democratic theory, environmental studies, public health, and social movements. Finally, students will complete a community-based internship culminating in an integrative paper. Altogether, the minor must comprise at

least six courses, to be drawn from at least three different fields.

Course Requirements:

1. Theory and Practice (Choose one of the following)
 - Anthropology 320. Community-Campus Exchanges**
 - Sociology 206. Organizing by Neighborhood**
2. Methods for Community Learning (Choose one of the following)
 - Anthropology 301. Ethnographic Methods and Writing**
 - Economics 318L. Econometrics (prerequisite: Economics 107)**
 - English 208. Argument and Research Writing**
 - English 225. Writing “Broad Street” Stories**
 - Mathematics 114. Judgment and Decision Making (same as Public Policy 114)**
 - Psychology 221L. Research Design and Analysis (prerequisite: Psychology 101)**
 - Sociology 201L. Research Methods in the Social Sciences (note: requires a previous sociology course)**

N.B. Whenever possible, students should take their theory and methods courses (above) before beginning their concentrations.

Concentration Areas: The concentration areas of the minor give students the opportunity to pursue an interdisciplinary area of interest related to the themes of community, citizenship, and democracy. A concentration consists of three courses chosen in consultation with the minor coordinator. The courses chosen need not have community learning components (although many probably will), but should provide a setting in which students in the minor can reflect on a theme of community import. A listing of possible themes and suggested courses follows below.

Culminating Internship: Seniors in the minor will undertake a one-credit internship with a community organization, chosen in consultation with the minor coordinator. During their internships, students will write a reflective research paper to be submitted to the minor coordinator and appropriate additional readers. The paper should demonstrate a thoughtful integration of themes and learning achieved throughout the minor.

Examples of concentration areas and possible courses:

Arts and Community

American Studies 811. Hartford Architecture 1790-1960
Art History 271. The Arts of America
Art History 374. Seminar: American Art and Architecture: The Gilded Age
Art History 381-02. Seminar: Issues in Contemporary Architecture
English 339. Festival and Drama: A Popular Theater Process
Music 113. World Music
Music 122. Cultural Practices of African American Music Makers
Music 215. Topics in World Music: Latin America and Caribbean Music
Music 234. Protests in Music
Theater and Dance 334. Approaching Education through Movement

Community Development and Planning

Anthropology 224. Anthropology of Poverty
Anthropology 350. The Concept of Progress
Anthropology 310. Anthropology of Development
Cities Program 205. Social Science Approaches to Cities
College Course 224. Cities, Mega-Cities, and Our Global Future
College Course 319. Hartford Studio
Economics 209. Urban Economics
Economics 211. Poverty in America
Economics 311. Environmental Economics
Economics 317. Development Economics
Political Science 355. Urban Politics
Public Policy 211. Community Development: Principles and Practices
Public Policy 219. Building America: The Epic Struggle Between Road and Rail
Public Policy 302. Law and Environmental Policy
Public Policy 826-02. Urban Administration and Public Policy

Democratic and Public Theory

Philosophy 210. American Philosophy
Philosophy 355. Moral Theory and Public Policy
Political Science 216. American Political Thought

Political Science 337. Democratic Theory
Political Science 342. The American Revolution and the Framing of the Constitution
Political Science 352. Community and Freedom
Political Science 370. Theories of Revolution
Religion 374. Philosophies of Community

Environmental Studies

Biology 131. Urban Wildlife Ecology
Biology 141. Conservation Biology
Biology 333L. Ecology
Chemistry 130. Environmental Chemistry
Economics 311. Environmental Economics
Philosophy 227. Environmental Philosophy
Physics 108. Energy and Society
Public Policy 302. Law and Environmental Policy
Sociology 344. Population Studies

Public Health

Anthropology 215. Medical Anthropology
Anthropology 340. Anthropology and International Health
Biology 244. Biology of Infectious Diseases
Economics 217. Economics of Health and Health Care
Philosophy 215. Medical Ethics
Philosophy 229. Concepts of Madness
Psychology 237. Health Psychology
Psychology 392. Human Neuropsychology
Sociology 328. Sociological Perspectives on Health and Gender

Social Movements and Social Change

History 232. Immigration and Ethnicity in America: The Urban Crucible
History 313. The Struggle for Civil Rights in the United States
History 318. Reform Movements of 20th-Century America
History 370. Mobs, Masses, and Democracy in America
Political Science 355: Urban Politics
Political Science 370. Theories of Revolution
Sociology 272. Social Movements
Sociology 321. Urban Sociology
Sociology 336. Race, Racism, and Democracy
Sociology 351. Society, State, and Power

ENVIRONMENT & HUMAN VALUES

Coordinator: Professor Craig W. Schneider (Biology)

The unifying theme of this interdisciplinary minor is the environment. Students who elect the minor will come to appreciate the intricate balance of the natural world and the influence of *Homo sapiens* on the environment. Specific issues addressed by courses in the minor include the conservation of biodiversity, governmental energy and environmental policies, the economic implications of public or private management of natural resources, ethical implications associated with ecosystem destruction or maintenance, cultural responses to habitat alteration, and other environmental issues which face society as we approach the next millennium. The minor consists of five courses and an integrating experience.

Course Requirements:

1. Two (2) courses chosen from the following biology/environmental science courses:
 - * **Biology 107. Plants and People**
 - * **Biology 111. Winter Ecology**
 - * **Biology 116. Biogeography**
 - * **Biology 131. Urban Wildlife Ecology**
 - * **Biology 141. Global Perspectives on Biodiversity and Conservation**
 - Biology 152L. Organisms and Populations, or**
 - Biology 182L. Biology II: Evolution of Life**
 - Biology 215L. Botany**
 - * **Biology 233. Conservation Biology**
 - Biology 333L. Ecology**
 - * **Biology 336L. Marine and Freshwater Botany**

- * **Biology 430. Avian Ecology and Conservation**
- * **Biology 435. Life History Strategies**
- * **Biology 463. Ecological Concepts and Methods**
- Environmental Science 149L. Introduction to Environmental Science**
- Environmental Science 275L. Methods in Environmental Science**
- Environmental Science 286. Theory and Application of Geographic Information Systems**

2. Three (3) additional courses from the categories listed below. Only two (2) courses can be taken within the same field. No more than one (1) course can be taken from Natural Sciences & Quantitative Methods.

Natural Sciences & Quantitative Methods

- Chemistry 111-112L. Introductory Chemistry I and II**
- Chemistry 230. Environmental Chemistry**
- Geological Sciences 112L. Introduction to Earth Science**
- * **Geological Sciences 204L. Earth Systems Science**
- Mathematics 107. Elements of Statistics, or**
- Mathematics 114. Judgment and Decision-Making**
- * **Physics 312. Geophysics**
- Psychology 221L. Research Design and Analysis, or**
- Sociology 201L. Research Methods in the Social Sciences**

Social Sciences

- Anthropology 201. Introduction to Cultural Anthropology**
- Anthropology 240. Public Anthropology**
- Anthropology 309. Culture, Ecology, and Environment**
- * **College Course 280. Third Generation Rights: Linking Human Rights, the Environment, and Health**
- * **Economics 311. Environmental Economics**
- Public Policy 302. Law and Environment Policy**
- Public Policy 303. Policy Implementation Workshop**
- * **Sociology 344. World Population**

Humanities

- * **International Studies 209. Buddhism and Ecology**
- * **Philosophy 227. Environmental Philosophy**

Each student who elects this minor is also required to complete an integrating experience which could include an independent study or internship approved by the coordinator or completion of Biology 333L, Biology 336L, Biology 430, Biology 435, Biology 463, or Economics 331 Section 18 as a culminating sixth course in the minor sequence. Independent study could involve a substantial research paper or special project within one of several academic departments, to be taken after the regular five course sequence.

Courses may be counted toward the minor only if the student receives a grade of at least C-. Because a number of the courses (*) listed above are not offered every academic year, it is recommended that students begin the course requirements for the environment and human values minor no later than their sophomore year.

FILM STUDIES

Coordinator: Professor Luis Figueroa (History)

The purpose of the Film Studies Minor is to offer a broad understanding of the medium of film as an art form and cultural force. The curriculum calls for students to be trained in the fundamentals of the history, theory, and aesthetics of film and filmmaking in a required course, and then to take additional courses in a range of areas, including national cinemas, film and theory, and film production. Enrollment in the Film Studies Minor is limited. Students may not declare the Minor until they have **completed Introduction to Film Studies (English 265), or French Cinema (offered as French 233-05, Modern Languages 233-33, or French 320), or Film and History (History 264)**, and have submitted an essay describing their intentions together with a piece of written work from one of these two courses. These materials will be evaluated by the coordinator to determine a student's eligibility for declaring the Film Studies Minor. It is strongly recommended that one of these two courses be taken as the first course of the Minor; one of the two *must* be taken no later than as the second course to be counted toward the Minor. Students should contact the coordinator as soon as possible to discuss their desire to do the Film Studies Minor..

Students must take a total of four additional courses from categories B, C, and/or D, but not more than two courses from any one of these three categories. The sixth required course is an Integration Course described in Section E, below. Together, the total of six required courses must cover at least three different fields from those listed below. A minimum grade of C- is required for a course to be counted toward the minor. Film courses taken away from Trinity College may be counted only with *prior* approval from the coordinator.

Six credits are required of all Minors:

A. Introduction to the Study of Film

Any one of the following courses: (a) Introduction to Film Studies (English 265) or (b) French Cinema (whether taken as French 233-05, Modern Languages 233-33, or French 320); or (c) Film and History (History 264). As stipulated above, admission to the Minor is contingent upon approval by the Coordinator of an essay of intention and a written piece of work from one of these two courses.

B. National Cinemas

1. Anthropology 247. China Through Film
2. Art History 105-01. History of World Cinema
3. German 236-16. German Filmmakers and Hollywood (also offered as Modern Languages 233-90)
4. German 301-04. German Literature and Film, 1945-1995
5. Hispanic Studies 226. Iberian and Latin American Film
6. Hispanic Studies 328. Iberian Film
7. Hispanic Studies 343. Latin American Film
8. International Studies 236. Japanese Crime in Literature and Film
9. Modern Languages 233-05. Italian Cinema (also offered as Italian 290)
10. Modern Languages 233-12. Women's Lives in Contemporary Chinese Literature and Film
11. Modern Languages 233-26. Cinema and Societies in Crisis: Contemporary Russian and American Films
12. Modern Languages 233-27. Hong Kong Films and Literature: The Colonial Period and After (also offered as Chinese 233)
13. Modern Languages 233-29. Germany in Cinema and Text
14. Modern Languages 233-32. African Cinema (also offered as French 233-03)
15. Modern Languages 233-33. French Cinema (also offered as French 233-05 and French 320)
16. Modern Languages 301. Russian through Literature and Film
17. Modern Languages 333-16. Greater China: Film and Fiction (also offered as Chinese 333)
18. Cinema of any other nationality(ies), with approval from the coordinator.

C. Film and Theory

1. Anthropology 230. Visual Anthropology
2. College Course 151. French Film Festival (.5 credit)—Students wishing to count this course towards the minor must take it twice, but covering a different film director or theme each time.
3. English 360. Shakespeare in Film
4. History 124. Hartford on Film, 1969-Present
5. History 264. Film and History
6. History 451-08. Historical Documentary Film: Theory and Practice
7. History 451-26. Film and Revolution in Cuba since 1959
8. Philosophy 238. Media Philosophy
9. Philosophy 386. Philosophy and Film
10. Sociology 241. Mass Media, Popular Culture and Social Reality
11. Theater/Dance 346. Seminar: Looking at Performance
12. Women, Gender and Sexuality 207. Homosexuality and Hollywood Film
13. Any other course with extensive use of film in relation to some aspect of literature, artistic film practices as well as cultural or aesthetic theory (with approval of the Coordinator).

D. Film Production

1. English 337. Writing for Film
2. Film Studies 301. Filmmaking (prerequisite: English 265. Introduction to Film Studies *or* French Cinema [French 320/Modern Languages 233-33]); *or* Film and History [History 264]).

Numbers three, four, and five below may be counted toward the minor ONLY when numbers one and two, from this category cannot be taken. In addition, the following courses would only be counted with prior approval of the coordinator after the course instructor and the student submit a report specifying how the film medium will be incorporated in coursework.

3. Theater/Dance 307. Performance Art
4. Theater/Dance 393. Playwriting
5. Theater/Dance 394. Directing

E. Integration Course (Required of all Minors):

- 1) English 439. Special Topics in Film, *or* History 451-26. Film and Revolution in Cuba since 1959. — prerequisite: any *one* of the three gateway courses into the program: English 265. Introduction to Film

Studies; Modern Languages 233-33, French Cinema; or History 264, Film and History; and at least two courses in categories B or C. This course will require at least one major paper or project that synthesizes work covered in this course with subject matter from other Film Studies courses.

OR

2) Film Studies 401. Advanced Filmmaking — prerequisites: **any one of the three gateway courses into the program: English 265: Introduction to Film Studies; Modern Languages 233-33, French Cinema; or History 264, Film and History; plus Film Studies 301: Filmmaking; and English 337: Writing for Film (or Theater/Dance 393. Playwriting, when English 337 is not offered or available).** Preferably, these courses should be taken in this order. This course will entail making films that build on and synthesize skills and knowledge from other courses.

FORMAL ORGANIZATIONS

Coordinator: Professor Gerald A. Gunderson (Shelby Cullom Davis Endowment)

Formal organizations are people organized into a social unit for the explicit purpose of achieving certain goals. Such organizations include governments, businesses, nonprofit organizations, political parties and the court systems. They do not include informal organizations such as the family, culture, and social groups. Formal organizations are characterized by endurance beyond the participation of individuals and require detailed rules for internal operations.

Course Requirements:

1. **Sociology 361. Formal Organizations** (prerequisite: prior Sociology course)
2. **Economics 214. Business and Entrepreneurial History**
3. Two courses from the following list:
 - * **Economics 207. Alternative Economic Systems** (prerequisite: **Economics 101**)
 - Economics 306. Public Finance: Economics of the Public Sector** (prerequisite: **Economics 101**)
 - Economics 308. Industrial Organizations and Public Policy** (prerequisite: **Economics 101**)
 - Political Science 218. Urban Politics** (**Political Science 102** recommended)
 - * **Political Science 301. American Political Parties and Interest Groups**
 - * **Political Science 309. Congress and Public Policy** (prerequisite: **Political Science 102**)
 - Political Science 311. Administration and Public Policy**
 - Sociology 325. Sociology of Law** (prerequisite: prior Sociology course)
4. A one-credit internship in a formal organization supervised by a faculty member in the minor; or, a one credit internship in a formal organization integrated into an accompanying seminar.
5. An integrating experience consists of writing a paper at the completion of one of the courses that employs the methods of that course and contrasts them with the methods of another course in the minor. These papers are presented at an annual meeting of all students in the minor.

No more than three courses may be counted in a single field, and courses must be taken in at least three fields, excluding internships.

Each course for credit in the minor must earn a minimum of a C-.

Students may complete this minor even if they begin it as late as their fifth semester. However, they must have taken another Sociology course before enrolling in either **Sociology 325 or 361** (the latter of which is required); and **Economics 101** is a prerequisite for all the Economics courses listed in the minor. Completion of these prerequisites prior to the fifth semester will greatly facilitate scheduling.

FRENCH STUDIES

Coordinator: Professor Karen Humphreys (Modern Languages and Literature)

Purpose:

The minor in French Studies gives students the opportunity to explore the profound influence that French art, literature and thought have had upon Western culture, and to integrate the various disciplines of this field of study into an understanding of the Francophone cultures of Africa, Canada and the Caribbean.

Course Requirements:

Students must take six courses in three categories of inquiry (at least one course, and no more than three, from each category). These six courses must represent three different fields of knowledge, as defined in the section on "Interdisciplinary Minors" in the current Bulletin. **French 401** (Special Topic) is required; at least one of the other five must be taken from the French literature cycle (**French 351, 352, 353, 355**), and must be taken at Trinity College. No course below **French 202** may be counted. Students are encouraged (although not required) to take some of their other courses in one of the various programs of foreign study open to them throughout the French-speaking world: they

should consult the coordinator of the minor and the Director of International Programs for more information.

Examples of acceptable courses taught here at the College are listed below (many others may be acceptable with the coordinator's approval).

Categories of inquiry:

1. The Arts
 - * **Art History 241. 17th-Century Art I: The South**
 - * **Art History 252. 18th-Century Art and Architecture**
 - * **Art History 255. The Sublime Picaresque and the Romantic from Watteau to Delacroix**
 - * **Art History 282. 20th-Century Avant-garde in Painting and Sculpture**
 - * **Art History 384. Seminar: Van Gogh, Gauguin, and Symbolism**
 - French 320. French Cinema**
 - * **Music 326. Topics in 20th-Century Music: Debussy, Ravel, and Fauré**
2. History, Politics, and Thought
 - French 305. Modern Culture and Civilization**
 - * **History 291. French Politics and Culture 171-1815: Enlightenment and Revolution**
 - * **History 401. The French Revolution at Home and Abroad 1789-1815**
 - Philosophy 217. Philosophy in Literature**
 - * **Philosophy 222. Existentialism**
 - Philosophy 283. History of Philosophy: Descartes to Hume**
 - * **Philosophy 312. Descartes**
 - * **Philosophy 322. Sartre**
 - Political Science 322. International Political Economy**
 - Political Science 327. European Integration**
3. Language and Literature
 - French 233 and *333. Literature in Translation**
 - French 241. Advanced Composition and Style**
 - French 350. Advanced Translation Studies**
 - French 351. Heart and Mind in French Literature**
 - French 355. Special Topic in French Literature**
 - * **Latin 232. Comparative Philology: Latin and Greek**
 - * **Linguistics 101. Introduction to Linguistics**
 - * **Linguistics 236. Language, Meaning, and Ideology**

In their senior year, students will enroll in **French 401** and write an interdisciplinary paper integrating the knowledge acquired in their French language and literature courses with that acquired in at least one of the other areas of inquiry being counted toward the minor.

Majors in French may not take this minor.

GERMAN STUDIES

Coordinator: Professor Johannes Evelein (Modern Languages and Literature)

Purpose:

The minor in German Studies gives students the opportunity to explore the profound influence that German art, literature, and thought have had upon European and world culture, and to integrate the various disciplines of this field of study into an understanding of the cultures of the German-speaking world.

Course Requirements:

Students shall take six courses in three categories of inquiry (at least one course, and no more than three, from each category). **German 401**, Senior Seminar: Special Topics, is required and must be taken in the senior year (see below). At least one of the other five must be taken from the German literature offerings (**German 233, 301, 302, 399, and 460**) at Trinity College. The German Studies minor does not require the Language Proficiency Exam. Students are encouraged (although not required) to take some of their other courses in one of the study abroad programs sponsored by the Department. They should consult the Coordinator of the minor and the Director of International Programs for more information. Examples of acceptable courses taught at the College are listed below (others may be acceptable with the Coordinator's approval).

Categories of inquiry:

1. The Arts
 - * **Art History 101. Introduction to the History of Art in the West I**
 - * **Art History 232. Gothic and Renaissance Art in Northern Europe**
 - Art History 252. 18th-Century Art and Architecture**
 - * **Art History 261. 19th-Century Painting and Sculpture**
 - Art History 286. Modern Architecture: 1900 to the Present**
 - * **Music 164. Mozart and 18th-Century Music**
 - * **Music 166. Beethoven: His Life and Music**
 - Music 312. The History of Western Music II**
 - Theater and Dance 251. Theater and Dance in the 20th Century**
 - Theater and Dance 338. 20th-Century European Theater and Drama**
2. History, Politics, and Thought
 - * **Economics 205. History of Economic Thought**
 - History 102. Introduction to the History of Europe: 1715 to the Present**
 - History 310. Germany**
 - * **History 322. Golden Age of Capitalism: Europe in the 19th Century**
 - * **History 323. Europe, 1914-1989**
 - History 372. Post-War Europe: 1945 to Present**
 - * **Philosophy 284. Hume to the End of the 19th Century**
 - * **Philosophy 286. 20th Century Continental Philosophy**
 - * **Philosophy 318. Kant**
 - * **Philosophy 320. Hegel**
 - * **Philosophy 325. Nietzsche**
 - * **Philosophy 328. Freud**
 - * **Philosophy 335. Heidegger**
 - Political Science 105. Introduction to Political Philosophy**
 - Political Science 208. Western European Politics**
 - Political Science 210. History of Political Thought II**
 - Religion 223. Major Religious Thinkers of the West I**
 - Religion 224. The Survival of God**
3. Language and Literature
 - German 233. German Literature in Translation**
 - German 301. German Readings I**
 - German 302. German Readings II**
 - German 399. Independent Study**
 - German 460. Tutorial**

In their senior year, students will enroll in **German 401** and write an interdisciplinary paper integrating the knowledge acquired in German language and literature courses with that acquired in at least one of the other areas of inquiry being counted toward the minor. The integrating project may be written in English. Majors in German may not take this minor..

HISPANIC STUDIES

Coordinator: Professor Thomas S. Harrington (Modern Languages and Literature)

Purpose:

The Minor in Spanish Studies will introduce students to the complexities of an area extraordinarily rich in historic, literary and artistic patrimony currently undergoing a political, economic and cultural renaissance and a return to world prominence.

Course Requirements:

Students take a minimum of six courses in three categories of inquiry:

- History, Political Science, Economics
- Language and Literature
- Art and Music

No fewer than one course, nor more than three courses may be taken in any one category. A minimum of three courses for this minor must be taken at Trinity's global site in Barcelona, PRESHCO, Trinity's program in Cordoba, or another Trinity-approved program in Spain. At least one course must be in History and Politics, and one in Art or Music.

Courses in the Spanish Language must be beyond the intermediate level (201-202) in order to count towards the minor. In their senior year, students must enroll in a 300-level course in Peninsular Literature or culture at Trinity and write a 20-25 page interdisciplinary paper integrating the knowledge acquired in their Spanish courses, which include language, literature, history, art, music, political science, and economics. Majors in Spanish may not take this minor. This course may be counted as one of the six courses.

LIST OF COURSES, TRINITY COLLEGE, HARTFORD

Language, Literature, and Culture

- Modern Languages 233-04. *Barcelona in Translation*
- Modern Languages 233-05. *Spanish Golden Age in Translation*
- Hispanic Studies 221. *Advanced Grammar and Composition*
- Hispanic Studies 226. *Conversation: Iberian and Latin American Film*
- Hispanic Studies 261. *Iberian Culture I*
- Hispanic Studies 262. *Iberian Culture II*
- Hispanic Studies 270. *Foundations of Literary and Cultural Analysis*
- Hispanic Studies 301. *Introduction to Cervantes' Literary Industry*
- Hispanic Studies 302. *Conquest and Colonialism in the Americas*
- Hispanic Studies 311. *Spanish Golden Age: An Overview*
- Hispanic Studies 313. *Vision of America in Golden Age*
- Hispanic Studies 317. *Construction of Early Modern Spanish National Identity*
- Hispanic Studies 320. *Emigration and Transatlantic Cultural Commerce*
- Hispanic Studies 324. *The Spanish Post-War Novel (1939-Present)*
- Hispanic Studies 328. *Iberian Film*
- Hispanic Studies 330. *Poetry in Action: The Iberian New Song, 1960-1980*
- Hispanic Studies 338. *Turn-of-the-Century Iberia*
- Hispanic Studies 401. *Senior Thesis*

PRESHCO COURSES

Language

- 1301. *Advanced Oral and Written Communication*
- 1306. *Topics in Spanish Phonology and Linguistics*
- 1310. *Translation*

History, Geography, and Politics

- 1400. *Spanish Civilization: An Overview*
- 1401. *Roman Andalusia*
- 1404. *The Spanish Middle Ages: Christians, Moslems, and Jews*
- 1405. *Imperial Spain: 1492-1711*
- 1406. *The Colonization of America*
- 1407. *Political Reform and Social Change 1808-1936*
- 1409. *Spanish History of the 19th and 20th Centuries*
- 1410. *Seminar: El Franquismo: (1936-1978)*
- 1411. *The European Union: Economics and Society*
- 1412. *The European Union: Political Structures and Institutions*
- 1500. *The Geography of Spain*
- 1502. *The Geography of the European Union*

Literature

- 1601. *Introduction to Spanish Literature I*
- 1602. *Introduction to Spanish Literature II*
- 1611. *Seminar: Studies in Spanish Theater*
- 1612. *Seminar: Studies in 19th-Century Literature*
- 1613. *Seminar: Topics in 20th-Century Literature*
- 1614. *Seminar: 20th-Century Feminist Expression*
- TBA *Literature Seminar*

Interdisciplinary Courses and Seminars

- 1910. *The European Union: Economics and Society*
- 1911. *The European Union: Political Structures and Institutions*
- 1912. *Women in Spanish Society*

- 1914. **From Text to Film: Spanish and Latin American Cinema**
- 1915. **The Semitic Legacy in Hispanic Societies**
- 1916. **Islam: Beginnings, Introduction into Spain, and Contemporary Andalusia**
- 1917. **Image, Gender and Sexuality: Contemporary Spanish Cinema**
- 1920. **Andalusian Archeology: Theory and Practice**
- 1921. **Theory and Methods in the Study of Prehistoric Material Culture**

Fine Arts

- 1700. **The Music of Spain**
- 1701. **Spanish Art: From the Islamic Period to El Greco**
- 1702. **Spanish Art: From Velázquez to Picasso**
- 1720. **Seminar: Methods and Techniques in Andalusian Art Restoration**
- 1730. **Seminar: Topics in the History of Spanish Art and Architecture**

HUMAN RIGHTS STUDIES

Coordinator: Professor Sonia Cardenas (Political Science and Director of the Human Rights Program)

The Human Rights minor provides an interdisciplinary overview of the key questions and concerns shaping the study of human rights. Students explore the complexities underlying civil, political, economic, social, and cultural rights, both in theory and practice. Drawing on a variety of perspectives and cases from around the world, including the United States, courses equip students to think comparatively and critically about a wide range of human rights issues.

Course requirements:

The minor consists of six courses, including two core courses, three electives, and an integrating exercise. Courses must be drawn from at least three different disciplines, and students must earn a minimum of C- in any given course to receive credit for the minor. Students may request permission from the coordinator to substitute a human rights course taken abroad.

1. Core Courses: 2 courses

In 2007-2008, students who enroll in two or more of these courses may count only one as a core course; the other(s) will serve as an elective. Additional core courses will be offered in subsequent years. All three courses are taught in the spring semester.

- History (TBD). The History of Human Rights in Africa**
- Human Rights Studies 310. Human Rights: The Question of Justice**
- Theater and Dance 373-02. Human Rights through Performance**

Students who have already taken Public Policy 360 (International Human Rights Law and Advocacy) and International Studies 203 (Human Rights in a Global Age) or Philosophy 246 (Philosophy of Human Rights) will receive credit towards the minor.

2. Elective courses: 3 courses

Fall 2007:

- Anthropology 215. Medical Anthropology**
- English 308. Reconstructing Communities**
- History 103. Postwar Europe: from Genocide to the Struggle for Human Rights**
- International Studies 212. Global Politics**
- Philosophy 241. Race, Racism, and Philosophy**
- Philosophy 355. Moral Theory and Public Policy**
- Public Policy 265. The Bill of Rights**
- Public Policy 323. The Legal History of Race Relations**
- Women, Gender, and Sexuality 301. Western Feminist Thought**

Spring 2008:

- American Studies 355. Urban Mosaic**
- Environmental Studies 149. Introduction to Environmental Science**
- History 377. After Empire**
- International Studies 249. Immigrants and Refugees**
- International Studies 250. Transnational Migration**
- Political Science 378. International Security**
- Psychology 324. Stereotypes, Prejudice, and Discrimination**

3. Integrating Exercise

Seniors who have not previously taken “Special Topics in Human Rights” (HRST 301, 302) must enroll in HRST 399, an independent study, in consultation with the coordinator.

ITALIAN STUDIES

Coordinator: Professor Dario Del Puppo (Modern Languages and Literature)

Purpose:

The Minor in Italian Studies will introduce students to the complexities of an area which has been traditionally significant for Western civilization, and which retains a unique historical, literary and artistic patrimony.

Course Requirements:

Students take six courses in three categories of inquiry:

1. The Arts and Music
 2. History, Politics, and Religion
 3. Language and Literature
- No fewer than one course, nor more than three courses may be taken in any one category.
 - An interdisciplinary civilization course, **Italian 236 or Rome 345**, is required of all students.
 - Courses in the Italian Language must be beyond the introductory level (**101-102**) in order to count towards the minor.
 - Only courses in which the student receives a grade of at least a C- may be applied to the requirements of the minor.
 - Students are encouraged to enroll in the Rome campus, where they will be able to take courses toward the minor.
 - Majors in Italian may not take this minor.

Hartford Campus

1. The Arts

Art History 102. Introduction to the History of Art in the West II
Art History 101. Introduction to the History of Western Architecture
Art History 223. Medieval Art and Architecture
Art History 234. Early Renaissance Art in Italy
Art History 236. High Renaissance Art in Italy
Art History 241. 17th Century Art: The South
Art History 334. Renaissance Art
Art History 395. Roman Art and Architectural History

2. History, Politics, and Religion

History 116. The Rise and Fall of Roman Republic
History 112. Foundations of Medieval History
History 113. Europe 1300-1750
History 221. Science, Religion, and Nature
History 244. Collapse of Roman Republic
History 266. War and Peace in Europe, 1500-1600
History 304. Renaissance Italy
History 340. Leonardo and Machiavelli
History 401. Italian and European Fascism
History 401-17. Historiography of Fascism
History 451. Science in Early Modern Europe
Italian 236. Modern Italy
Religion 192. Roman Catholicism
Religion 228. Conflict and Belief

3. Language and Literature

Italian 201, 202. Intermediate Italian I, II: Conversation and Composition
Italian 228. Italian Language and Society
Italian 313. Modern Italian Literature
Italian 314. Contemporary Italian Literature
Italian 333/401. Topics in Italian Literary Culture
Modern Languages 233-05. Italian Cinema
Modern Languages 233-08. Modern Italy
Modern Languages 233-17. Mafia
Modern Languages 233-24. Italy and America
Modern Languages 233-41. Food in Italian History, Society, and Art

Modern Languages 333-12. Dante: The Divine Comedy

Rome Campus (Including Summer Program)

1. Art History

- Rome 181. Introduction to the Art of Rome**
- Rome 210. Renaissance Art**
- Rome 224. Art Conservation**
- Rome 230. Ancient Art of Rome**
- Rome 311. Baroque Art of Rome**
- Rome 320. Early Christian and Medieval Art**
- Rome 330. Ancient Art of Rome**
- Rome 340. Michelangelo**
- Rome 350. Research Seminar in Art History**

2. History, Politics, and Economics

- Rome 301. Economics**
- Rome 306. Public Finance**
- Rome 308. Economics of Art**
- Rome 328. Global Problems and International Organizations**
- Rome 345. Twentieth-Century Italian Politics and Society**
- Rome 397. Psychology of Art**

3. Language, Literature, and Philosophy

- Rome 201, 202. Intermediate Italian I, II: Conversation and Composition**
- Rome 217. Italian Literature and Cinema**
- Rome 235. Food in Italian History**
- Rome 250. The City of Rome**
- Rome 299. Italian Culture**
- Rome 316. Reading Ancient Rome**

Other courses given by visiting faculty.

JEWISH STUDIES

Coordinator: Professor Ronald Kiener (Religion)

Jewish Studies involves a multi-disciplinary investigation of Jewish civilization in its many historical and geographical manifestations. The scope of the Jewish Studies curriculum covers Jewish civilization from its ancient Near Eastern origins to its contemporary history and culture in Israel and the diaspora communities around the world. This minor emphasizes various cross-cultural perspectives on and multi-disciplinary approaches to the study of Jewish civilization. Majors in Jewish Studies may not take this minor.

Course Requirements:

The minor requires six courses, including two core courses, two courses in Hebrew language, and two electives. Taken as a whole, the courses must represent at least three different fields, and may include no more than three courses from any one field. In addition, students are required to complete an exercise in the integration of knowledge acquired in the courses.

1. Core Courses: any 2 courses of the following (a third may be counted toward the elective requirement):

- Religion 109. The Jewish Tradition**
- Religion 211. Introduction to the Hebrew Bible**
- History 336. Modern Jewish History**

2. Language: 2 courses

All students in the Jewish Studies minor must satisfactorily complete the introductory sequence in either Modern Hebrew (**Hebrew 101, 102**) or Biblical Hebrew (**Religion 103, 104**), or else pass an examination demonstrating an equivalent level of competence. Students who pass such an examination must take two other courses in Modern or Biblical Hebrew at a level appropriate to their qualifications, arrive at the beginning level of Hebrew language acquisition (Biblical or Modern), or pass an examination demonstrating that level of competence. The following language courses are available:

- Hebrew 101. Elementary Modern Hebrew I**
- Hebrew 102. Elementary Modern Hebrew II**
- Hebrew 201. Intermediate Modern Hebrew I**
- Hebrew 202. Intermediate Modern Hebrew II**
- Hebrew 301. Advanced Modern Hebrew I**
- Hebrew 302. Advanced Modern Hebrew II**

- Religion 103. Elementary Biblical Hebrew I**
- Religion 104. Elementary Biblical Hebrew II**
- Religion 203. Readings in Hebrew Literature**
- Religion 204. Readings in Hebrew Literature II**
- Religion 304. Readings in Post-Biblical Hebrew Literature**

3. Electives: 2 courses

Participants in the major may choose from any of the elective courses listed below. Students may petition the director to have elective study outside of this approved list counted. A one-credit internship may be counted as an elective.

- Jewish Studies 263. The Jews Among Greeks and Romans**
- Jewish Studies 275. The Making of American Jews**
- Jewish Studies 399. Independent Study**
- Classics 207. The City of Jerusalem**
- Classics 300. Archaeological Excavation**
- Hebrew 306. Literature and Society in the Modern Jewish Era**
- History 384. Christians and Jews in Medieval Europe**
- History 391. The Jews in the Mediterranean and Near East from Nebuchadnezzar to Mohammad**
- History 401-62. The Holocaust**
- History 401-69. Jews and Judaism in the European Imagination**
- International Studies 206. Interests and Positions in the Arab/Israeli Conflict**
- Religion 205. The Emergence of Judaism**
- Religion 206. Judaism in the Middle Ages**
- Religion 207. Jewish Philosophy**
- Religion 208. Jewish Mysticism**
- Religion 209. Religion in the Contemporary Middle East**
- Religion 214. The Jews in America**
- Religion 215. Myth and the Bible**
- Religion 218. Judaism in the 20th Century**
- Religion 315. Apocalyptic Literature: From Daniel to Revelation**
- Religion 316. Genesis**

4. Integration of Knowledge

To demonstrate an integration of interdisciplinary work in the Jewish Studies minor, a student will write a paper (after taking at least four courses towards the minor) which integrates the material learned from the several courses. The paper must be eight-ten pages long and is to be submitted to the Coordinator.

LEGAL STUDIES

Coordinator: Professor Adrienne Fulco (Public Policy and Law)

The Legal Studies minor introduces students to the complex ways in which law shapes and structures social and economic institutions from the vantage point of several different disciplines. Students will examine how the law affects the distribution of authority, the enforcement of obligations, and the formulation of policy. Students will also learn about the reciprocal interchange between law and broader ideas such as justice, responsibility, and morality.

N.B. Students may not apply for admission to the Legal Studies minor until they have completed Legal Studies 113.

Students are expected to enroll in the minor no later than their fifth semester. Students must receive a grade of C- or higher in courses fulfilling the requirements of the Legal Studies minor. No more than two courses taken outside of Trinity may be counted toward the minor. Courses for the minor cannot be taken on a Pass/Fail basis.

Course Requirements:

Students must take a total of six courses.

1. Introductory Course: Legal Studies 113. Introduction to Law
2. Disciplinary Approaches: three courses from the approved list are required, one from each of three different disciplines or programs. See list below.

Course substitutions by approval of coordinator.

3. Cross-Cultural Elective: one course from the approved list that deals principally with the law and society of one or more countries other than the United States. See list below.

Course substitutions, including COURSES taken while studying abroad, by approval of coordinator. Courses marked with a number sign (#) in the approved lists that appear below satisfy this requirement.

4. Integrating Exercise:

The integrating exercise consists of one course at the 300 or 400 level. Courses marked by an asterisk in the approved lists that appear below satisfy this requirement. See list below. (Ordinarily, students should not take this course until they have satisfied requirements 1 and 2, above.)

Course substitutions by approval of the coordinator.

Fall 2007:

- LEST 113. Introduction to Law**
- CHEM 170. Introduction to Forensic Chemistry**
- HIST 103. Europe and the Post-War World: Genocide#**
- HIST 256. Human Rights in Latin America and the Caribbean#**
- PBPL 319. Fear, Freedom, & the Constitution***
- PBPL 323. Legal History of Race Relations***
- PBPL 335. Pandemics, Public Health, Law, and Policy**
- POLS 313. International Law*##**
- POLS 378. Sexual Orientation and the Law***
- RELG 338. Christian Social Ethics**
- SOCL 204. Social Problems in America**

Spring 2008

- LEST 113. Introduction to Law**
- COLL 231. Ambulance of the Wrong Color#**
- HIST 312. The Formative Years**
- EDUC 309. Race, Class, Education Policy**
- PBPL 302. Law and Environmental Policy***
- PBPL 345. Judicial Role in Shaping Public Policy***
- PBPL 360. International Human Rights*##**
- PHIL 215. Medical Ethics**
- POLS 226. Minority Politics in America**
- POLS 231. Politics, Human Rights in Contemporary Latin America#**
- POLS 305. International Organizations#**
- POLS 316. Constitutional Law: Civil Rights and Liberties***
- POLS 378. International Security#**
- POLS 412. The Politics of Judicial Policy***
- RELG 262. Religion and American Society**
- RELG 264. Religion in America Today**
- WMGS 215. Drink and Disorder in America**

5. Legal Studies Course Description:

113. Introduction to Law— This course traces the development of law as a stabilizing force and instrument of peaceful change from the state of nature through the present day. Among the topics covered are the differences between civil law and common law systems, law and equity, substantive and procedural law, civil and criminal processes, and between adversarial and inquisitorial systems. Federal trial and appellate courts, the role of counsel and the judge, and the function of the grand and petit juries are also studied. The doctrine of substantive due process is explored from its beginning through modern times, as are the antecedents and progeny of *Griswold v. Connecticut*. The Warren Court, and its decisions in *Miranda*, *Escobedo*, *Massiah*, *Mapp*, *Gideon*, *Gault*, *Baker and Brown*, are surveyed. Though not a course in constitutional law, the role of the U.S. Constitution as the blueprint of a democratic, federated republic, and as the supreme law of the land, is examined. There is some emphasis on the 4th, 5th, 6th, 8th and 14th amendments. Students are exposed to conflicting views on controversial issues such as capital punishment, gay rights, abortion, and rights of the criminally accused.—Smith

LITERATURE & PSYCHOLOGY

Coordinator: Professor Dianne Hunter (English)

The Literature & Psychology Minor devotes itself to integrating literary and psychological insights into human beings, their behaviors, and their destinies as these are represented in texts of philosophy, literary and dramatic art, and in cognitive, social, and psychoanalytic psychologies. This minor consists of six courses drawn either from the list below or from others approved by the Coordinator as relevant to the integration of literature and psychology.

Students completing this interdisciplinary minor must include **courses from at least three different fields**. Students take a 200-level course to begin the Minor, and then progress to at least two courses at the 300-level. As a culmination, students complete a 400-level research and writing project, integrating and developing work from several previous courses in this program.

Literature & Psychology Course List:

Anthropology 230. Visual Anthropology
 Classical Civilization 203. Mythology
 Classical Civilization 208. Men, Women, and Society in Ancient Greece and Rome: Myth and Reality
 Classical Civilization 224. Sex and Sexualities in Ancient Greece and Rome
 Classical Civilization 305. Greek Tragedy
 English 260. Introduction to Literary Studies
 English 265. Introduction to Film Studies
 English 290. Introduction to Literature and Psychology
 English 315. Girls Growing Up in Victorian Literature
 English 322. Revisions of Shakespeare
 English 326. Virginia Woolf
 English 342. Tragedy and Metatheatre
 English 343. Women and Empire
 English 351-2: Shakespeare
 English 373. Feminist Literary Criticism
 English 388. Hysteria and Literature
 English 424/824: Studies in Victorian Literature
 English 490. Writing/Research Project
 French 363. Studies in Surrealism
 German 233-10. Franz Kafka
 German 301. Small Masterpieces
 Greek 302. Aeschylus and Aristophanes
 Hispanic Studies 318. Gender and Sexuality in Spanish America
 Hispanic Studies 327. Memory at Work in Latin American Literature
 History 251. Les Miserables: History and Literature in 19th-century France
 History 370. Mobs, Masses, and Democracy in America
 Latin 221. The Blending of Greek and Roman
 Music 218. Psychology of Music
 Neuroscience 101. The Brain
 Neuroscience 201. Principles of Neuroscience: Neurobiology
 Neuroscience 401. Neurochemistry
 Philosophy 209. Persons and Sexes
 Philosophy 214. Philosophy of Art
 Philosophy 217. Philosophy in Literature
 Philosophy 218. Philosophy of Psychology
 Philosophy 230. Theories of Human Nature
 Psychology 270. Clinical Psychology
 Psychology 273. Abnormal Psychology
 Psychology 310. Psychology of Gender Differences
 Psychology 375. Psychology of Human Sexuality
 Psychology 391. Psychology of Language
 Psychology 397. Psychology of Art
 Psychology 471. Psychotherapy
 Russian 253. Fantasy and Realism
 Russian 257. Dostoevsky
 Russian 357. Dostoevsky

MARINE STUDIES

Coordinator: Professor Craig W. Schneider (Biology)

The unifying theme for this minor is the sea, and the multifaceted relationship to it enjoyed by humans in the past, the present and the (projected) future. The diverse influences of the sea on humankind find expression in history, literature,

political science, economics, and the natural sciences. Courses in these disciplines, with the sea as common focus, provide a coherent and interdisciplinary perspective to the marine environment. This minor differs from other minors, for it depends upon courses offered in one of two off-campus programs, the Williams College-Mystic Seaport Maritime Studies Program, or the Sea Education Association's SEA Semester program.

The marine studies minor consists of six courses, four required core courses offered by the off-campus program, and two elective, and related, courses offered at Trinity.

Course Requirements:

The courses which satisfy the minor in marine studies are listed below. Those offered at Trinity are divided by general academic area into two groups. Two courses from this list must be successfully completed prior to enrollment in either of the off-campus programs: two courses from Group A, or two courses from Group B, or one course from each group. The required core courses offered in the Williams-Mystic and SEA Semester Programs are listed as Group C. The integrative exercise for this minor is the Maritime Policy Seminar (Williams-Mystic Program) or the Maritime Studies course (SEA Semester).

Group A. Courses in the Sciences

- * **Biology 141. Global Perspectives on Biodiversity and Conservation**
- Biology 152L. Organisms and Populations, or**
- Biology 182L. Biology II: Evolution of Life**
- * **Biology 222L. Invertebrate Zoology**
- * **Biology 233. Conservation Biology**
- * **Biology 336L. Marine and Freshwater Botany**
- Chemistry 111L. Introductory Chemistry I**
- Chemistry 230. Environmental Chemistry**
- Environmental Science 149L. Introduction to Environmental Science**
- Physics 101L. Principles of Physics I**

Group B. Courses in the Humanities and Social Sciences

- * **Economics 311. Environmental Economics**
- English 204. Introduction to American Literature I**
- * **History 238. Introduction to Caribbean History**
- * **Political Science 224. Public Policy Analysis: Theory and Practice**
- * **Public Policy 302. Law and Environmental Policy**

Group C. Required Core Courses (Choose one program)

Williams-Mystic Program

Literature of the Sea
American Maritime History
Marine Ecology (science majors) or Oceanography (nonscience majors)
Marine Policy Seminar

SEA Semester Program

Maritime Studies
Nautical Science
Oceanography
Practical Oceanography I and II (taken at sea)

Note: The Oceanography courses in Group C for both programs satisfy the science distribution requirement for non-science majors.

Normally, the portion of the minor taken off campus should be completed during the second semester of the sophomore year or during either semester of the junior year. In any case, it is very important to discuss your plans with the Coordinator of the minor as soon as possible. The off-campus program usually accepts only sophomores or juniors.

The schedule for application and notification of acceptance into the Williams-Mystic Program is approximately as follows:

	<i>Application Due</i>	<i>Notification</i>
Early decision	early February	late February
Regular decision	mid March	late April

The application under both decision plans is for either the following fall semester or spring semester—there is only one application period each academic year for either semester in the Williams-Mystic Program. Students apply to this program through the Twelve-College Exchange.

SEA Semesters are offered continually throughout the academic year. Applications are considered on a rolling basis. Students are urged to apply well in advance of the anticipated date of attendance, and do so directly to the SEA Admission Office.

The Office of International Programs must be notified of your application to the Williams-Mystic or SEA Semester program.

Acceptance into this minor is contingent upon the student's securing admission to the Williams-Mystic or SEA Semester Program.

Courses may be counted toward the minor only if the student receives a grade of at least C-. Because a number of the courses (*) listed above are not offered every academic year, it is recommended that students begin the course requirements for the marine studies minor no later than their sophomore year.

MEDIEVAL & RENAISSANCE STUDIES

Coordinator: Professor Jonathan Elukin (History)

This minor provides an opportunity to study the development of European civilization from the late Roman Empire to the 17th century. Students take courses in three categories of inquiry:

1. Major institutions, events and peoples (History)
2. Ideas, thinking and beliefs (Philosophy, Religion)
3. Forms of artistic expression (Art History, English, Language and Literature, Music)

Course Requirements:

1. **Medieval and Renaissance Core Course**—Students must have already completed at least three courses for the minor before taking the core course. Core course topics vary from year to year. **Through consultation with the coordinator of the minor, students can obtain information about the planned schedule of core courses.**
2. Five courses chosen from the following list, including at least one in each of the three categories. (New courses not appearing in this list may also satisfy the requirements.)

Major Institutions, Events and Peoples:

History 112. Foundations of Medieval History: Conversion to Christianity
History 113. Foundations of Early Modern History, 1300-1700
History 304. Culture, Society and Identity in Renaissance Italy
History 319. Gender, Heresy, and Resistance in Medieval Europe
History 384. Christians and Jews in Medieval Europe

Ideas, Thinking, and Beliefs:

Religion 109. Jewish Tradition
Religion 181. Islam
Religion 208. Jewish Mysticism
Religion 223. Major Religious Thinkers of the West I
Religion 225. Women in Christian Tradition
Religion 226. Christian Mysticism

Forms of Artistic Expression:

Art History 101. Introduction to the History of Art in the West I
Art History 102. Introduction to the History of Art in the West II
Art History 223. Medieval Art and Architecture
Art History 232. Gothic and Renaissance Art in Northern Europe
Art History 234. Early Renaissance Art in Italy
Art History 236. High Renaissance Art in Italy
English 210. Survey of English Literature Part I: Anglo-Saxon Period to 1700
English 345. Chaucer
English 346. Dream Vision and romance
English 348. Women Writers of the Middle Ages
English 349. Studies in Drama: Early English Drama
English 351. 352. Shakespeare
English 354. 17th-Century Poetry
English 355. Shakespeare and His Contemporaries
French 251. French Literature: Middle Ages to Romanticism
Hispanic Studies 301. An Introduction to Cervantes' Literary Industry
Hispanic Studies 311. The Spanish Golden Age: An Overview
Hispanic Studies 313. The Vision of America and its Inhabitants Through the Renaissance

and the Golden Age

Italian 311. Literature of the Middle Ages

Italian 312. Literature of the Renaissance

Modern Languages 233-41. Food in Italian History, Society, and Art

Modern Languages 333. Dante: The Divine Comedy

Latin: (One course credit towards the minor for the introductory level; other courses with permission of coordinator of the minor)

Music 311. The History of Western Music I

N.B. At Trinity's Rome Campus and PRESHCO Program in Cordoba courses are regularly offered in the Medieval and Renaissance periods.

MODELS AND DATA

Coordinator: Professor Philip S. Brown, Jr. (Mathematics)

This minor emphasizes the interplay between theoretical abstraction formulated in a mathematical model and data obtained from measurements in the real world. The minor gives the student an opportunity to study the construction of models and the analysis of data.

Course Requirements:

1. Calculus course **Mathematics 132**, to allow access to a vast number of models that describe dynamical (changing) processes.
2. One semester of statistics (**Mathematics 107**), to provide background necessary for rigorous data analysis.
3. One semester of computing (**Computer Science 115L**), to provide the capability of creating and implementing a computer model without reliance on software packages.
4. One of the following courses, to expose the student to accepted methods of data collection:

Biology 221L, 333L

Chemistry 111L, 112L, 121L, 208L

Economics 318L

Engineering 212L

Physics 101L, 102L, 131L, 231L, 232L

Psychology 221L

Sociology 201L

5. The capstone course (**Mathematics 252 or Mathematics 254**), to teach mathematical formulation of real-world problems and to teach basic modeling principles applicable to a variety of fields. (Prerequisites: 1 year of calculus, 1 semester of computing.)

Mathematics majors, who automatically satisfy the calculus requirement, are required to take two sequential laboratory courses in one of the physical sciences or two related introductory courses together with one upper-level laboratory course in Biology, Engineering or one of the Social Sciences.

MODERN EUROPEAN STUDIES

Coordinator: Professor Kathleen Kete (History)

The two interdisciplinary minors in Modern European Studies offer the opportunity to study the interactions of historical, intellectual and artistic forces that have shaped Western culture from the beginning of the 19th century to the present. In order to achieve depth and focus, the student will choose to concentrate on either the 19th century or the 20th century.

To complete requirements for either minor, students will take six courses, five of which will be drawn from the following disciplines: history, art history, modern languages and literature, comparative literature, philosophy, theater and dance, English, music, political science and history of science. Three of these courses must be survey courses, two will be courses on special topics. The sixth, and last course to be taken is an interdisciplinary seminar: Issues in Modern European Studies.

A. INTERDISCIPLINARY MINOR IN 19th-CENTURY EUROPEAN STUDIES

Course Requirements:

1. Three survey courses from the following list:
 - * **Art History 261. 19th-Century Painting and Sculpture**
 - * **Comparative Literature 233-06. 19th-Century European Literature**
 - * **Economics 205. History of Economic Thought (can count as a survey or topic course, but not both)**
 - * **History 322. Golden Age of Capitalism (or in its absence, History 102. Introduction to the History of Europe)**

- * **Philosophy 284. History of Philosophy (IV): Hume to the End of the 19th Century**
2. Two courses on special topics. A sample list of eligible courses follows, but there are many other possibilities among which to choose. Students should consult with the coordinator of the minor about their choices.
 - Art History 262. Birth of Modern Style**
 - * **Art History 265. 19th-Century Architecture**
 - Art History 361. 19th-Century Art**
 - * **Economics 205. History of Economic Thought (can count as a survey or topic course, but not both)**
 - * **English 381. Symbolists, Aesthetes, and Decadents**
 - * **English 382. 19th Century Gothic Novel**
 - History 208. British Politics and Society**
 - History 251. Les Miserables**
 - * **History 308. The Rise of Modern Russia**
 - History 310. Germany**
 - * **Italian 313. Literature of the 18th and 19th Centuries**
 - * **Music 325. Topics in the 19th Century**
 - * **Philosophy 320. Hegel**
 - * **Philosophy 325. Nietzsche**
 - * **Russian 251. The Great Tradition of the Russian Novel (course given in translation)**
 - * **Russian 357. Dostoevsky (course given in translation)**
 - * **Theater 336. Ibsen and Strindberg**
 3. An interdisciplinary seminar to be taken after completion of 1 and 2, above:
 - Modern European Studies 300. Issues in Modern European Studies: The 19th and 20th Centuries—**
This course will study, in depth, some major problem(s) or concept(s) that straddle the 19th and 20th centuries. It will integrate the student's knowledge of the historical, artistic, cultural, philosophical and social issues of the times. The seminar will be led by one or two faculty members but will feature guest lectures by faculty from at least two other fields.

N.B. If **Modern European Studies 300** is not offered in any given year, an integrating paper may be substituted with the agreement of two participating faculty.

B. INTERDISCIPLINARY MINOR IN 20TH-CENTURY EUROPEAN STUDIES

Course Requirements:

1. Three survey courses from the following list:
 - Art History 282. 20th-Century Avant-Garde in Painting and Sculpture**
 - Art History 283. Contemporary Art (can count as a survey or topic course, but not both)**
 - * **Comparative Literature 233-07. 20th-Century European Literature**
 - * **Economics 205. History of Economic Thought (can count as a survey or topic course, but not both)**
 - * **History 323. Europe 1914-1989 (or, in its absence, History 102. Introduction to the History of Europe)**
 - * **Philosophy 286. 20th-Century Continental Philosophy**
 - * **Theater & Dance 338. 20th-Century European Theater and Drama**
2. Two courses on special topics. A sample list of eligible courses follows, but there are many other possibilities among which to choose. Students should consult with the coordinator of the minor about their choices.
 - * **Art History 105. History of World Cinema**
 - Art History 283. Contemporary Art (can count as a survey or topic course, but not both)**
 - Art History 286. 20th-Century Architecture**
 - Art History 292. History of Photography**
 - * **Art History 381-03. Picasso**
 - * **Comparative Literature 313. Studies in Surrealism**
 - * **Economics 205. History of Economic Thought (can count as a survey or topic course, but not both)**
 - * **French 320. French Cinema**
 - * **German 291. The Weimar Republic**
 - History 208. British Politics and Society**
 - History 246. The Holocaust**
 - * **History 308. The Rise of Modern Russia**
 - * **History 336. Modern Jewish History**
 - History 365. World War II**

- * **History 401-65. Italian and European Fascism**
- History 402-83. Formation of English National Identity**
- Italian 290. Italian Cinema: Fiction and Film**
- * **Italian 352. 20th Century Prose**
- * **Music 124. The Birth of Modernism**
- * **Philosophy 335. Heidegger**
- * **Psychology 447. Freud**
- * **Spanish 332. 20th-Century Spain: Poetry**
- * **Theater & Dance 236. 20th-Century Dance History**
- * **Theater & Dance 333-01. East-European Theater in the Post-Stanislavski Era**
- * **Theater & Dance 340. 20th-Century Directors**

3. An interdisciplinary seminar to be taken after completion of 1 and 2, above: See Modern European Studies 300 listed under 19th-Century Modern European Studies above. (All 19th- and 20th-Century Modern European Studies minors are to take the same seminar.)

N.B. If **Modern European Studies 300** is not offered in any given year, an integrating paper may be substituted with the agreement of two participating faculty.

MYTHOLOGY

Coordinator: Professor Leslie Desmangles (Religion)

The Mythology minor is designed to acquaint students with myths from various cultures of the world, with methods used to interpret them, and with the expression of myth in a wide range of the arts. Although attention is given to the shape of myth as found in classical Western and non-Western sources, students are encouraged to expand their repertoire of material and to challenge prevailing concepts of what myth is.

The minor requires students to take at least one course in each of four categories, plus an elective and the integrating component. The first five courses must be drawn from a minimum of three fields.

Course Requirements:

1. One course from each of the following four categories:

A. Western

- * **Classical Civilization 203. Mythology**
- * **Religion 216. Genesis**

B. Non-Western

- Religion 253. Indian and Islamic Painting**
- Religion 254. Buddhist Art**
- * **Religion 255. Hinduism**
- * **Religion 283. Native American Religions**
- * **Religion 285. Religions of Africa**

C. Interpretive Schemes

- * **Anthropology 201. Introduction to Cultural Anthropology**
- * **English 265. Introduction to Film Studies**
- * **Linguistics 236. Language, Meaning, and Ideology**
- * **Psychology 447. Freud**
- Religion 184. Myth, Rite, and Sacrament**
- * **Religion 281. Anthropology of Religion**

D. The Arts

- Art History 103. Introduction to Asian Art**
- Art History 105. History of World Cinema**
- Art History 234. Early Renaissance Art in Italy**
- Art History 236. High Renaissance Art in Italy**
- Art History 241. 17th Century Art I: The South**
- Art History 242. 17th Century Art II: The North**
- English 354. 17th Century Poetry**
- English 363. William Blake: The Poet as Radical**
- English 387. Romantic Poetry**
- Modern Languages 233-02. African Novelists: Voices of a Continent**
- Modern Languages 333-12. Dante: The Divine Comedy**
- Theater/Dance 243. Asian Dance and Drama**

2. Elective—one other course selected from the above lists or from among the following:

- * **Classical Civilization 208. Men, Women and Society in Ancient Greece and Rome: Myth and Reality**
- * **English 319. Time and the Modern Novel**
- English 345. Chaucer**
- * **English 346. Dream Vision and Romance**
- English 351, 352. Shakespeare**
- * **English 356. Milton**
- History 317. American Culture, 1815-1914**
- * **Religion 208. Jewish Mysticism**
- * **Religion 252. Asian Mystic**
- * **Religion 315. Apocalyptic Literature: From Daniel to Revelation**

3. Integrating Component

A specially designed independent study stressing the comparative study of myths and their interpretation is available for students to take individually or in small groups as their culminating exercise.

On occasion an integrating seminar will be offered which will be an examination of myths, their interpretation, and expression, to be taken by students as their fifth or sixth course in the sequence. Enrollment limited to Mythology minors, or by permission of the instructor.

Students may opt, with the approval of the coordinator, to do an independent study of their own design that integrates at least several of the fields and methods central to the minor.

Independent studies may be used to fulfill no more than two of the requirements for the minor.

Any substitutions for courses in any of the categories must be approved in advance by the coordinator. Substitutions for regular courses may include those taken at other institutions, home or abroad.

PERFORMING ARTS

Coordinator: Professor Katharine Power (Theater and Dance)

While theater, dance, and music are artistic and intellectual activities with many autonomous features—features which lend to each of the three fields its special aesthetic contours—there are, nevertheless, issues and attitudes and visions that the three disciplines share. Nowhere is this more apparent than in the realm of performance. For performance—the act of demonstrating artistic skill before an audience whom the skill entertains, edifies, and perhaps even provokes—is the method by which the three disciplines best display the accumulated body of work that their creators (playwrights, choreographers, and composers) have bequeathed and that scholars and critics, given sufficient time, will have analyzed and evaluated.

The interdisciplinary minor in the Performing Arts is beholden to the notion that an actor or dancer or musician can gain valuable insights into the performing process by experiencing the specialized concerns of colleagues in the other disciplines; this minor will aid students in discovering these aesthetic links.

Course Requirements:

- One course credit from Section I.
- One course credit from each of the fields (theater, dance, and music) in Section II.
- **MUSC 121 Listening to Music** OR **THDN 206 The Eye of the Beholder: Theatrical Performance and Critical Values** required of all students enrolled in the minor.
- A sixth course credit, chosen either from Section I or II.

No more than three of the six credits in the minor may be in any one of its component fields; i.e., dance, music, and theater.

Section I comprises courses that a) are already interdisciplinary in nature or have obvious roads to interdisciplinary application, and that b) are essentially academic courses which take place in a traditional classroom setting (as opposed to the “playing fields” of performance).

Section II contains courses that relate specifically to performance, or performance applications, in each of the three fields.

In order to fulfill the integrated course requirement for the Performing Arts minor, students must take either **MUSC 121 Listening to Music** or **THDN 206 The Eye of the Beholder: Theatrical Performance and Critical Values**. Both of these courses develop skills in performance analysis and evaluation.

I.

- **MUSC 113 Introduction to World Music**
- **MUSC 215 Topics in World Music: Music of Latin America and the Caribbean**
- **MUSC 218 American Popular Music**

- MUSC 219 Toca Brasil! (Play Brazil!)
- MUSC 272 Contemporary Musical Theater
- THDN 110 Foundations of Theatrical Performance
- THDN 206 Eye of the Beholder: Theatrical Performance and Critical Values
- THDN 363 Performance Theory

II.

THEATER

THDN 103 Basic Acting

- THDN 205 Intermediate Acting
- THDN 208 Narrative and Performance
- THDN 209 Intermediate Techniques in Theater and Dance
- THDN 235 Voice
- THDN 306 Advanced Acting
- THDN 307 Performance Art
- †THDN 309 Advanced Techniques in Theater and Dance
- THDN 394 Directing
- THDN 399 Trinity/La MaMa Urban Arts Semester in New York City
- THDN 494 Advanced Directing: Play-building

DANCE

- THDN 106 Elements of Movement: As Language/As Art
- THDN 107 Introduction to Performance
- THDN 122 Ballet Technique I
- THDN 130 Jazz Technique I
- THDN 131 Modern Dance Technique I
- THDN 207 Improvisation
- †THDN 209 Intermediate Techniques in Theater and Dance
- THDN 222 Ballet Dance Technique II
- THDN 230 Jazz Dance II
- THDN 231 Modern Dance II
- †THDN 309 Advanced Techniques in Theater and Dance
- THDN 315 Making Dances
- THDN 316 Dances in Repertory
- THDN 322 Ballet III
- THDN 330 Jazz Dance III
- THDN 331 Modern Dance III

MUSIC

- MUSC 101 Basic Musicianship
- †MUSC 103 Concert Choir
- †MUSC 105 Instrumental Ensemble
- †MUSC 107 Lessons
- †MUSC 109 Jazz Ensemble
- †MUSC 111 Samba Ensemble
- MUSC 200 Composition
- MUSC 206 Music, Technology, and Media
- MUSC 208 Computer Synthesis and Sound Design
- MUSC 207 Conducting and Orchestration
- MUSC 407 Senior Recital

Note: Courses marked with a cross (†) carry one-half course credit each and either may be taken repeatedly or offer separate sections on different topics. A maximum of one course credit in each course so marked can be counted toward the minor.

A student majoring in Music or Theater and Dance is not eligible for this minor (unless s/he has a double major with one of the major fields being neither Music nor Theater and Dance).

RUSSIAN STUDIES

Coordinator: Professor Carol Any (Modern Languages and Literature)

This interdisciplinary minor examines Russian society, with an emphasis on its historical development and its literature. Students will learn to use the methods of the various disciplines which constitute this field of study.

Each student must complete an approved research project which investigates some topic of interest and makes balanced use of two of the disciplines. This may be an Independent Study or a paper written for one of the courses. Each student is expected to make an oral presentation of his or her paper to other participants in the program.

Course Requirements:

1. History 308. The Rise of Modern Russia
2. Two courses chosen from the following electives:
 - Modern Languages 233-36. Fantasy and Realism in Russian Literature**
 - Modern Languages 233-82. Love, Sex, and War in Tolstoy**
 - Modern Languages 233-93. Russian and Soviet Theater**
 - Russian 253. Fantasy and Realism in Russian Literature**
 - Russian 254. Communism and Consumerism in Russian Literature**
 - Russian 337-01. Russian and Soviet Theater**
 - Russian 357. Dostoevsky**
3. One course chosen from the following electives:
 - Economics 207. Alternative Economic Systems**
 - Economics 324. The Russian Economy in the 20th Century**
 - Political Science 331. Transitions to Democracy: Fascism & Communism**

Students who have learned Russian may substitute **Russian 302. Russian Prose Narrative, Russian 304. The Current Russian Media, Russian 301. Russian through Literature and Film, or Russian 305. Russian Culture and Civilization** for one of the elective courses in Group 2.

Students studying at Trinity-in-Moscow may substitute that program's core course for **History 308, Economics 324, or Political Science**. Other substitutions may be possible; please consult with the coordinator.

Students majoring in Russian and Eurasian Studies or Russian Language and Literature are ineligible for this minor.

SOVIET AND POST-SOVIET STUDIES

Coordinator: Professor Carol Any (Modern Languages and Literature)

This interdisciplinary minor is intended for students who have a special interest in studying Soviet and Post-Soviet society, particularly its political, social and economic institutions as they undergo transition in the Post-Soviet context. More important, the course of study will provide an opportunity to gain insights into the special modes of analysis employed in several fields of study, including history, literature, economics and sociology.

Students must complete an approved research project that requires the integration of at least two disciplines. This may be an Independent Study or a paper written for one of the courses. Each student is expected to make an oral presentation of his or her paper to other participants in the program.

Course Requirements:

1. **Economics 324. The Russian Economy in the 20th Century or Economics 207. Alternative Economic Systems**
2. **History 308. The Rise of Modern Russia**
3. **Political Science 331. Transitions to Democracy: Fascism & Communism**
4. *One of the following courses:*
 - Modern Languages 233-36. Fantasy and Realism in Russian Literature**
 - Modern Languages 233-73. Cityscapes in Russia and the U.S.**
 - * Russian 254. Russia on Trial: Literature Speaks Out**
 - Russian 233-09. Women in Russian Culture**
5. A fifth course selected in consultation with the coordinator.

A student may substitute a Russian culture course, **Russian 251, 357, 358**, or a Russian culture course conducted in Russian: **Russian 302. Russian Prose Narrative, Russian 304. The Current Russian Media, or Russian 301. Russian through Literature and Film** for one of the courses listed above. Substitutions for courses not offered may be made with the permission of the coordinator.

Students undertaking this interdisciplinary minor are advised to take **History 308** and **Economics 101** as early as possible.

Students studying at the Trinity-in-Moscow Global Learning Site may substitute that program's core course for **History 308, Economics 324, or Political Science**. Other substitutions may be possible; please consult with the coordinator.

Students majoring in Russian and Eurasian Studies or Russian Language and Literature are ineligible for this minor.

STUDIES IN PROGRESSIVE AMERICAN SOCIAL MOVEMENTS

Coordinator: Professor Stephen Valocchi (Sociology)

This minor explores the political, economic, cultural, ethical, and religious factors that have given rise to progressive social movements in America and the relationship between the academic study of these movements and practical political activity. The minor includes work from a variety of academic disciplines, an internship involving organizing experience, and a Coordinate Seminar.

To declare the minor, students should obtain a declaration of minor form from the registrar and take it to the coordinator of the minor, Professor Valocchi.

If students do not declare the minor by the end of the sophomore year, they cannot be assured of a place in the Coordinate Seminar, a requirement for the minor.

Course Requirements:

1. Three courses selected from the core group listed below, no more than two of which may be in the same field.
2. A fourth course selected from either the core group or the list of supplementary courses.
3. Either a one-semester, one-credit internship/seminar or a two-semester, two-credit internship/seminar with a social organization (approved by a member of the SPASM faculty) based in or working on behalf of a dispossessed, disenfranchised, oppressed or imperiled community. A file containing SPASM internships is in the Internship Office. The academic component of the internship is a Coordinate Seminar taken in the fall term of the internship. Students must have completed at least two courses in the minor before enrolling for the internship/seminar and must register for it as **Sociology 206 Organizing by Neighborhood: An Internship/Seminar Experience**. The internship must be sponsored by a member of the SPASM faculty: Professors Greenberg, Leach, Kirkpatrick, Wade, Valocchi or Zannoni.
4. In satisfying requirements 1 and 2, students must take courses in at least three different fields. Any exemptions from the requirements must be requested in writing to the Coordinator.

Core Courses:

- American Studies 228. Black Politics in Urban America
- * American Studies 331. Politics and Society in the 20th-Century South
- * English 376. Home Fires Burn: America in Fiction
- * History 247. Latinos/Latinas in the United States
- * History 361. Interpreting the American Dream
- History 370. Mobs, Masses, and Democracy in America
- History 378. Puerto Rico and Puerto Ricans
- International Studies 203. Human Rights in Global Age
- * International Studies 204. Feminist Diversities
- * International Studies 300. Racism
- International Studies 349. No Easy Walk to Freedom
- * Philosophy 235. Human Rights
- * Philosophy 355. Moral Theory and Public Policy
- * Political Science 326. Women and Politics
- Political Science 355. Urban Politics
- Religion 262. Religion in American Society
- * Sociology 204. Social Problems in America
- * Sociology 310. Sociology of Education
- Sociology 312. Social Class and Mobility

Supplementary Courses:

- American Studies 409. Senior Seminar
- History 315. Women in America
- History 451. History of Hartford: 1865-Present
- * History 235. Colonialism in the Americas
- * Music 117. Music of Black America
- * Political Science 370. Resistance, Revolution, Repression
- Sociology 214. Race and Ethnicity
- Sociology 241. Mass Media and Popular Culture
- * Sociology 280. Women and Work
- * Women, Gender, and Sexuality 235. Gender and Education

- * **Women, Gender, and Sexuality 278. Sexual Orientation and the Law**
- Women, Gender, and Sexuality 369. Queer Studies: Issues and Controversies**
- Women, Gender, and Sexuality 406. Current Issues Seminar: Gender, Sex, and the Law**

THIRD WORLD STUDIES

Coordinator: Professor Brigitte Schulz (Political Science)

The history of human society can be viewed as groups coming increasingly into contact with one another: knowledge, technology, and cultural practices are diffused; power relationships are altered; and new patterns of economic exploitation are established. Building on earlier contacts, efforts of Europeans to establish global monopolies and the accommodation and resistance of non-European peoples to those efforts established sets of relations from the 16th century onward, the economic, political, and cultural consequences of which persist today.

The minor offers an overview of these historical processes, with particular emphasis on the societies of Asia, Africa, and Latin America, that is, the Third World. The concept of the Third World is itself problematic, being defined in the negative—neither Western European nor North American. In taking cognizance of this fact, the minor examines the imposition of “Western” categories on the Third World and the strategies Third World peoples have adopted to contend with a changing global situation.

Course Requirements:

- * **Anthropology 350. The Concept of Progress**
- Economics 216. Global Rivalry and Coordination**
- * **English 398. Post-Colonial Fiction**
- * **History 386. Planetary History**

Two electives chosen in consultation with the faculty participating in the minor.

Normally, the first two courses in the sequence listed above are taken first, then the integrating seminar, followed by the next two courses, and, finally, the elective.

To receive credit for the minor, students must pass a qualifying examination. This examination is taken in the semester the student completes the final course in the minor.

In order to complete the required courses in proper sequence, students will need to take the prerequisite course for **Economics 216, Economics 101**, during their freshman year. Generally, it will be necessary to begin taking the required courses in the minor by the spring of the freshman year or the fall of the sophomore year, depending on when the courses are offered.

Students majoring in Comparative Development Studies are ineligible for this minor.

VISUAL STUDIES

Coordinator: Professor Joseph Byrne (Fine Arts)

The Visual Studies minor presents the opportunity for students to explore a studio discipline in combination with historical and critical perspectives gleaned from a variety of other fields. The minor declaration form must be completed and signed by the coordinator no later than the second semester of the junior year.

Course Requirements:

A total of six courses are required for the Visual Studies minor:

- Core Studios: Two courses in one studio discipline, either **Painting I & II, Drawing I & II, Printmaking I & II, Sculpture I & II, or Photography I & II**.
- History of Art: Two courses in Art History, at or above the 200 level.
- Critical Perspective: One course in a third field, selected with the advice and prior approval of the coordinator, which provides a theoretical and conceptual foundation for the artwork created as part of the integrating project. Students are encouraged to take advantage of special courses and seminars, which may appear in the Bulletin.
- Advanced Studio and Integrating Experience: On completion of the basic course requirements as listed above, the student will take the sixth course, a 300-level studio in his/her chosen discipline (**Painting III, Drawing III, Printmaking III, Sculpture III, or Photography III**). As part of this course the student will propose and execute a project which will serve as the integrating experience for the minor. The project shall consist of a body of artwork, related by theme or content, and a short (four- to six-page) written statement addressing the artwork created, its historical antecedents and precedents, and the structure, ideas, and issues presented in the work from the perspective of the third discipline.

WOMEN, GENDER, AND SEXUALITY

Coordinator: Professor Robert Corber (Women, Gender, and Sexuality)

The program in Women, Gender, and Sexuality takes gender and sexuality as its critical terms of inquiry, exploring them as social constructs and analyzing their impact on the traditional disciplines. The program draws on the liberal arts and

sciences to examine a wide range of topics relating to gender and sexuality, including women's varied experiences in different historical periods and cultures, as well as their contributions to culture in all its forms; the relationship among sex, gender, and sexuality; lesbian, gay, and transgender subcultures, and their histories and politics; and the institutional and discursive regulation of gender and sexuality. Recognizing that gender and sexuality cut across most fields of knowledge and that race, class, and nation are crucial components of gender and sexual identities, the program has both an interdisciplinary and cross-cultural focus.

The minor consists of six courses: 1) two required core courses in Women, Gender, and Sexuality; 2) three other Women, Gender, and Sexuality courses; 3) a senior seminar.

- Core Courses (required; recommended in sequence)
 - a) **Women, Gender, and Sexuality 101. Women, Gender, and Sexuality**
 - b) **Women, Gender, and Sexuality 301. Western Feminist Thought or**
 - c) **Women, Gender, and Sexuality 369. Queer Studies: Issues and Controversies**
- The Electives
 - a) Students planning a minor in Women, Gender, and Sexuality will, in consultation with an adviser, select three electives chosen from a list of cross-listed Women, Gender, and Sexuality courses. As a rule, this selection will be made in the sophomore year.
- The Senior Seminar
 - a) **Women, Gender, and Sexuality 401**

Three elective courses in Women, Gender, and Sexuality, including one Arts/Humanities and one Social Science.

A

ARTS AND HUMANITIES

- * American Studies 248. *Female Bodies in the 19th-Century Literature and Culture*
- * Anthropology 305. *Women in East Asia: Anthropological and Literary Considerations*
- * Classical Civilization 208. *Men, Women in Society in Ancient Greece/Rome: Myth and Reality*
- * Classical Civilization 224. *Sex and Sexualities in Ancient Greece and Rome*
- * College Course 151. *French Film Festival*
- English 290. *Introduction to Literature and Psychology*
- * English 304. *Multi-ethnic Women's Autobiographies*
- * English 307. *Race and Gender in Contemporary American Fiction*
- * English 313. *Twentieth-Century African American Autobiography*
- English 318. *Sylvia Plath*
- * English 320. *Black Women Writers*
- * English 323. *Shelleys, Woolfs, Plath/Hughes*
- * English 324. *The Resisting Reader*
- English 348. *Women Writers of the Middle Ages*
- * English 388. *Hysteria and Literature*
- * English 412. *Feminism and Literature*
- * English 413-03. *Virginia Woolf and Bloomsbury*
- * English 431. *Writing Women of the Renaissance*
- English 495-01. *Senior Seminar: Melville*
- * English 850. *From Moll to Mother, Rake to Rhett: Gender and Culture in Select Novels*
- * French 233-02. *African Novelists: Voices of a Continent*
- French 233-03. *African Cinema*
- * French 355-05. *Representations of Youth and Childhood in Modern French Literature*
- Hispanic Studies 318. *Gender and Sexuality in Spanish America*
- * History 247. *Latinos/Latinas in the United States*
- History 315. *Women in America*
- History 316. *Families in American History*
- History 359-01. *Gender and Colonialism in Africa*
- * International Studies 300-07. *Wordly Sex*
- * Modern Languages 233-12. *Women's Lives in Contemporary Chinese Literature and Film*
- * Modern Languages 233-32. *African Cinema*
- * Modern Languages 233-53. *Heroines, Good Guys, and Assassins*
- * Modern Languages 233-77. *Women and War: World War I and II*
- Music 150. *Women in Music*
- * Music 156. *Music, Gender and Society*
- * Music 224. *Music of Black American Women*
- * Philosophy 209. *Persons and Sexes*

- Philosophy 230. Theories of Human Nature
- Philosophy 346. Philosophy of Love and Sexuality
- * Religion 225. Gender and Christianity
- * Religion 248. Women and Religion
- * Religion 366. Women in Text and Tradition
- * Spanish 233-51. Latin American Women's Literature: Survey of Latin American Women's Literature in Translation
- * Spanish 318. Gender and Sexuality in Latin America
- Spanish 321. Gender, Ethnicity, and Geographies of Resistance in Andean Culture
- Spanish 325-01. Literature of Popular Conscious and Revolution
- * Spanish 371. Latina/Latino Writers in the U.S.
- Women, Gender, and Sexuality 207. Homosexuality and Hollywood Film
- Women, Gender, and Sexuality 212. The History of Sexuality
- * Women, Gender, and Sexuality 215. Drink and Disorder in America
- * Women, Gender, and Sexuality 322. American Literary Realism
- * Women, Gender, and Sexuality 350. American Women Artists and Cold War Culture
- Women, Gender, and Sexuality 369. Queer Studies: Issues and Controversies

B

SOCIAL AND NATURAL SCIENCES

- Anthropology 207. Anthropological Perspectives on Women and Gender
- * Anthropology 282. Women and Social Change in China
- * Anthropology 305. Women in East Asia: Anthropological and Literary Considerations
- * College Course 271. Health, Gender, and Human Rights
- International Studies 311. Feminist Diversities: Cross-Cultural Women's Movements and Thought
- International Studies 218. Women and Family in the Middle East
- * International Studies 249. Immigrants and Refugees: Strangers in a Strange Land
- Political Science 377. The Law, Gender Issues, and the Supreme Court
- Political Science 326. Women and Politics
- Psychology 310. Psychology of Gender Differences
- * Public Policy 325. Gender and Public Policy
- Sociology 207. The Family and Society
- Sociology 280. Women and Work
- Sociology 331. Masculinity
- * Women, Gender, and Sexuality 206. Sex, Gender, and Power
- * Women, Gender, and Sexuality 234. Gender and Education
- * Women, Gender, and Sexuality 250. Feminist Economics
- * Women, Gender, and Sexuality 251. Gender and Dislocation
- Women, Gender, and Sexuality 378. Sexual Orientation and the Law
- * Women, Gender, and Sexuality 307. Women's Rights as Human Rights
- * Women, Gender, and Sexuality 311. Women in Development
- Women, Gender, and Sexuality 330. Gender and Multiculturalism in Trinidad and Tobago

WRITING AND RHETORIC

Coordinator: Beverly Wall (A.K. Smith Center for Writing and Rhetoric)

The interdisciplinary minor in Writing and Rhetoric offers students the opportunity to study the arts of language and logic. An examination of how writing, speaking, and critical and creative thinking are interrelated in the liberal arts is combined with extensive practice in a wide range of contemporary genres from personal narrative to analytical argument and electronic dialogue.

Course Requirements:

1. Core—Three (3) courses chosen from the following list:
 - English 103. Special Topics (1 course from this category)
 - English 202. Expository Writing Workshop
 - English 208. Argument and Research Writing
 - English 225. Writing "Broad Street" Stories
 - English 226. Spirit of Place: Writing with an Active/Reflective Eye
 - English 270. Introduction to Creative Writing
 - English 300. The Art of the Essay
 - English 302. Writing Theory and Practice
 - English 313. American Autobiography: Cross-Cultural Perspectives

English 331. The Art of Argument
English 333. Creative Non-Fiction
English 338. Political Rhetoric and the Media

2. Electives—Two (2) courses from different fields chosen from the following list: (*Indicates the course is not offered each year.)

- * Linguistics 101. Elementary Linguistics
- Mathematics 107. Elements of Statistics
- Mathematics 114. Judgment and Decision-Making
- Mathematics 205. Abstraction and Argument
- Philosophy 105. Critical Thinking
- Philosophy 205. Symbolic Logic
- * Philosophy 358. Philosophy of Language
- Political Science 325. Communications and Politics
- * Psychology 255. Cognitive Psychology
- * Psychology 391. Psychology of Language

OTHER: As one elective, students may select from their major an upper-level course involving extensive writing. Approval must be secured in advance from the course instructor and the coordinator of the minor. At the end of the semester, students submit to the coordinator a portfolio of writing completed for the course in their major, along with a reflective essay on writing and reasoning in the academic discipline. (Because no more than three courses from any one field may be counted toward an interdisciplinary minor, English majors who are interested in this option will need to consult with the coordinator about possible alternatives.)

3. Integrating Component

Students will integrate the minor by taking an individual or small-group independent study (**Rhetoric 399**) with the coordinator or with one of the Smith Center faculty. The independent study will explore the full interdisciplinary scope of writing and rhetoric in the liberal arts, at times with special attention to the electronic revolution of voice, page, and screen. Occasionally, an integrating seminar (**Rhetoric 401**) will be offered in place of the independent study.

First-Year Seminars

Except for those participating in The Guided Studies in Western Civilization Program, The Interdisciplinary Science Program, The Cities Program, or The InterArts Program, entering students enroll in a First-Year Focus Course or a First-Year Seminar.

The First-Year Focus Courses for the 2007-2008 Academic Year are:

The First-Year Focus Program is an opportunity for students to explore a broad field of interests introduced by way of a Fall Term Focus seminar and subsequently developed in a follow-up Spring seminar designed especially for first-year students. Students in the Focus Program participate in a small cluster of thematically linked seminars taught by faculty members who represent a range of academic disciplines at the College and are interested in working collaboratively to engage first-year students in an active community of learning. Students enrolled in the Focus Program take one Fall Term Focus seminar and one Spring Term Focus seminar.

FOCUS SEMINARS

Students who enroll in these “clustered” seminars will participate in common discussions and activities across the seminars and will be eligible to take a special follow-up course during the spring term.

I. CLAIMS TO TRUTH: SCIENCE, RELIGION, AND POWER

Students in this Focus cluster have the choice of three fall term seminars which use the Reacting to the Past format to examine authority and power in different ways.

Reacting to the Past

Reacting to the Past – Reacting seminars involve students in timeless ideas and important books by giving class members roles in games set in critical moments in history. Most of the course is devoted to these games in which students work together in groups and organize the class to try to win the game for their side of the issue. Students in this seminar will determine the nature of democracy in Athens, decide whether to try Socrates, and sit in judgment on Galileo and his radical ideas about the cosmos. One of you might even be elected Pope. You can learn more about reacting games at the Reacting web site at http://www.trincoll.edu/prog/reacting_past

David Henderson (3008) is Professor of Chemistry and Director of the Environmental Science Program and has a wide range of interests. He is currently doing research on the environmental impact of man-made snow at ski areas and on contaminated wells in Connecticut. He is also very active in the Reacting to the Past program as the author of three Reacting games: *Evolution in Kansas 1999*, *The Council of Nicaea* and *Acid Rain in Europe*.

William Church (3479) is Associate Professor of Chemistry and Neuroscience. His research interests involve studying the chemistry of neurodegenerative diseases, particularly Parkinson’s Disease. He is also the faculty advisor for the women’s soccer and softball programs and is the chair of the Health Professions Advisory Committee.

Spring 2008

Origins: Science, Life, and the Universe

This seminar will examine the two major themes of modern science- how did we get here and what should we do to preserve our environment –using two Reacting to the Past™ games. The seminar also examines how ideas of authority and the role of religion and science have changed due to scientific discoveries. The issues of evolution and creationism along with the Big Bang and Quantum Mechanics will be introduced in the setting of the game *Evolution in Kansas – 1999* which examines the decision to remove evolution and the Big Bang cosmology from the Kansas science curriculum in 1999. Issues of the science, politics, and economics of environmental protection will emerge in the *Acid Rain in Europe* game. This game explores the efforts to control trans-national pollution which occurred in Europe in the 1970’s-1990’s. This seminar includes an integrated laboratory in which experiments will provide quantitative and experimental scientific background.

This course meets the Natural Science distribution requirement

David Henderson is Professor of Chemistry and Director of the Environmental Science Program and has a wide range of interests. He is currently doing research on the environmental impact of man-made snow at ski areas and on contaminated wells in Connecticut. He is also very active in the Reacting to the Past program as the author of three Reacting games: *Evolution in Kansas 1999*, *The Council of Nicaea* and *Acid Rain in Europe*.

II. SAVING THE PLANET: ENVIRONMENTAL SCIENCE, ENGINEERING, AND LEGAL PERSPECTIVES.

Global and Urban Sustainability

The term “sustainability” has become a popular term that is used in many ways to mean many different things. Students in this seminar will use an engineering team problem-solving approach in order to write “The Trinity Principles of Sustainability.” This class-created document will include strict definitions of both global and urban sustainability.

In the first half of the course students will study the science, economics, and politics of resource use and sustainability on a global scale. This will be a writing intensive process that will train the students in information technology and require them to perform both individual and team in-class presentations. In the second half of the course the students will apply this knowledge on a local level, to address the developing concept of urban sustainability using Hartford as a model for U.S. urban centers.

John Mertens is an engineering professor who also contributes to environmental science and public policy courses. He promotes using an engineering problem-solving approach to address the challenges facing humankind. His primary research is experimental studies of combustion and air pollution using shock tubes and optical diagnostics.

Inconvenient Truths: Contemporary Controversies in Science, Law, and Policy

Over the past decade Americans have engaged in vigorous debates about a variety of important issues that require us to think clearly about the relationship between science, law, and public policy. Recently, the issue of global warming has captured the headlines and created controversy as politicians have debated the persuasiveness of scientific arguments that predict an impending environmental crisis. Michael J. Fox, who has Parkinson’s disease, has criticized the Bush Administration for limiting federal funding for embryonic stem cell research. And only last year, the Supreme Court ruled that the federal government may not prosecute doctors in Oregon who prescribe life-ending drugs to terminally ill patients under that state’s Death with Dignity Act.

Did global warming cause Hurricane Katrina and its catastrophic aftermath? Should all eleven and twelve year old girls receive Gardasil, the vaccine that can prevent many forms of cervical cancer? Do we have the right to die? In this seminar we will first seek to understand why scientific evidence itself has increasingly come under attack as policy makers have confronted these vexing questions. We will then explore several of the most important issues that are part of the broader debate about science, law, and policy. These include: stem cell research, global climate change, assisted suicide, AIDS prevention, and Human Papillomavirus vaccine.

Adrienne Fulco, Professor Fulco directs the Public Policy and Law Program and coordinates the Legal Studies Minor. She teaches courses on American public policy, constitutional law, and the Supreme Court.

Spring 2008

Introduction to Environmental Science

An introduction to interrelationships among the natural environment, humans, and the human environment, including the biological, social, economic, technological, and political aspects of current environmental challenges. This course focuses on building the scientific framework necessary to understand environmental issues. It will explore the structure, function, and dynamics of ecosystems, interactions between living and physical systems, and how human enterprise affects natural systems. It will also examine current issues regarding human impacts on environmental quality, including global warming, air and water pollution, agriculture, overpopulation, energy, and urbanization. Labs will incorporate both laboratory and field exercises that complement lecture material.

This course meets the Natural Science distribution requirement

Joan Morrison is an Associate Professor of Biology and she teaches courses in Conservation Biology, Environmental Science, and Avian Ecology. Her research specialty is birds of prey and she has studied these birds in Florida and Chile. Dr. Morrison is strongly committed to conservation and environmental studies.

III. PILLS, PATHWAYS, AND PATHOGENS: HOW DISEASES ARE TRANSMITTED AND TREATED

Under the Influence: Potions, Drugs and Pills that have Shaped Our World

Bio-active substances influence us because they can affect our health and our sense of wellbeing. At a broader level, some substances also profoundly influence communities, nations and the planet as a whole. This seminar will explore the extraordinary history of human experimentation with various toxins, drugs and medicines and the resulting effects on the healthy body or in disease. We will also analyze how tradition, religion, public policy and international relations prohibit, limit or encourage their use through critical reading, intensive writing, discussion and presentations.

Hebe Guardiola-Diaz, Associate Professor of Biology and Neuroscience.

Inequality, Social Networks and Tipping Points: Their meanings for Health and Disease

Human health and disease are influenced both by individual behavior and group context. This seminar will explore a variety of methods and concepts used to understand how diseases move through human populations, including differences between weakly and densely linked social networks; the relevance of ideas like the 80/20 rule or six degrees of separation or the tipping point; and the health-related effects of social inequality. We will read a mix of social science, public health, and literary texts to see how different disciplines explain flows of pathogens and people and health-related ideas, and we will interact with a variety of Hartford organizations to learn about health disparities.

James Trostle is Professor of Anthropology. He is actively involved in a long-term public health research project in Ecuador and consults for groups like the World Health Organization.

Spring 2008

Microbes and Society

A topics focused course designed to examine the structure and function of microorganisms as well as being a survey of the variety of microorganisms that shape our world. Topics include disease-producing microbes, microbes necessary for food production, microbial ecology, microorganisms that are useful for research, and an introduction to the usefulness of biotechnology to our society. Not creditable to the biology major.

This course meets the Natural Science distribution requirement

Lisa-Anne Foster is an Associate Professor of Biology with a research interest in infectious diseases. In addition to her courses within the Biology Department, she has developed courses for non-majors in the area of infectious disease and public health.

MODERN LANGUAGE GATEWAY SEMINARS

Students who enroll in the Modern Language Gateway seminars will be part of a new, intensive language seminar format that will prepare them for the second semester of the language. Additionally, the two seminars in this program will carry 1.50 course credits to reflect the additional work done in language acquisition.

Language and Music of Russia

We will observe the magnificent sweep of Russian culture through its language and music. Students will learn to speak, read, and write Russian while considering the interplay of tradition and modernization in Russia through a study of music as an expression of the Russian soul. Our seminar will meet four days a week, three of them spent on learning Russian, and the fourth devoted to listening to and analyzing a broad cross-section of Russian music—folk songs, sacred music, major classical composers from Tchaikovsky to Shostakovich, and contemporary youth pop. After completing this course, students may choose to continue their study of Russian by taking Russian 102-*Elementary Russian II* in the Spring semester, followed by the more advanced courses in the language sequence.

Carol Any is a reader of Russian literature and singer of Russian songs. As a speaker of English and Russian, she has trouble deciding which language she prefers. One of her greatest pleasures is sharing her favorite literature and art with her students.

Introduction to Italian Language and Culture

To fully understand and appreciate Italy, its people and its culture, one must have a good grasp of the language. This course, therefore, integrates an intensive study of basic Italian with an overview of contemporary Italian culture. The seminar will meet four days a week. On three of those days, students will study grammar and vocabulary and use a language-based approach toward the study of Italian culture. One day a week, however, will be devoted to discussion in English of selected readings, film, and music that deal with important topics, such as: the international appeal of Italian art, cinema, design, fashion, food, sports, and music, globalization and Italy's political role in the Mediterranean region, and the perceptions and stereotypes of contemporary Italy and of Italians in the U.S. and in the international press. Authors, songwriters, and directors that we will examine include: Oriana Fallaci, Sandra Petrigiani, and Alessandro Baricco (in literature), Lucio Battisti, Mina, Eros Ramazzotti, Jovanotti (in music), Marco Tullio Giordana, Gabriele Muccino, and Gianni Amelio (in film), as well as essays about Italian language (Tullio De Mauro) and society (Paul Ginsborg). Films are in Italian with English subtitles, and most literary and critical readings are in English (except short accessible texts to be read in Italian). After completing this course, students may choose to continue their study of Italian by taking Italian 102 (*Intensive Elementary Italian II*) in the Spring semester, followed by the more advanced courses in the language sequence.

Giuliana Palma has enjoyed teaching Italian language and culture for many years. She strongly believes that anyone can (and must!) learn a foreign language, but she is also aware that to master one is a challenge. And that is why one of the most rewarding professional experiences for her is to be able to converse in Italian with her students as they walk to class or around campus.

FIRST YEAR SEMINARS

Debating Human Rights

The prominence of human rights issues has risen dramatically in recent decades, yet rights continue to be violated in most countries. What explains the gap between human rights rhetoric and practice? We will explore the key debates surrounding the concept and application of human rights, paying close attention to the role of power. What happens when human rights norms clash with the interests of powerful states, military apparatuses, and multinational corporations? Under what conditions can human rights conditions be changed, and what role can human rights activists and institutions play? Drawing on a broad range of readings and case studies from around the world, including the United States, we will examine scholarly writings, first-hand testimonial accounts, and human rights reports. This seminar is linked closely to the Human Rights Program, including its lecture and film series.

Sonia Cardenas is Associate Professor of Political Science and Director of the Human Rights Program. Her current research focuses on the global rise of state institutions for human rights and the persistence of torture in the modern world.

The Gender of Slavery

This seminar will explore the meaning of freedom, autonomy and agency in exploitative relationships, with particular attention to gender differences. The contemporary and historical forms of oppression we will examine across cultures include the Arab and European slave trades, indentured servitude, child soldiering, domestic and/or undocumented work, prostitution, trafficking in persons, the mail order bride industry, arranged marriages, and obsessive friendship. We will use autobiography, ethnography, film, government documents, short stories, and journal articles to address questions like—what counts as exploitation, what does it mean to be autonomous, what are the sources of personhood, how important is a sense of self to our humanity, what is human agency, and what kind of resistance to exploitation is possible? Assignments will range from a book review and critical essays to campus observations and a short research or policy paper.

Janet Bauer, a professor in International Studies, believes that anthropological perspectives can challenge your views of the world. Hers have been altered through living in and doing ethnographic research on Islam, gender, and modernity in such places as Agusan del Sur in the Philippines, Mazleghan in central Iran, Kreuzberg in Germany, Saint Joseph in Trinidad, and Hungerford Street in Hartford, Connecticut. She is currently exploring new Muslim immigrants in Hartford schools for a comparative project on Islam, Race, and Community that will take her back to the Middle East.

The Thread of Life

It has been more than fifty years since the structure of DNA has been revealed to the world by Watson and Crick. At the time, these investigators could little have realized the far-reaching consequences their discoveries would have on everyday life. After DNA structure was revealed, it soon became apparent that DNA could be manipulated, spliced and “recombined” to form new genetic combinations never before seen in nature. These findings have wide implications ranging from economic benefits through crop improvement to the potentially devastating possibilities of bioterrorism. Included in these issues are the social and moral obligations surrounding the cloning of mammals, including humans.

In this course we will explore many of the potential and realized concerns surrounding biological methods in use today and the responsibility that must accompany the wielding of genetic power. We will explore articles, books and commentaries on topics ranging from the use of DNA amplification in forensic science to the potential benefits from gene therapy and discussions of human cloning. Students will research topics, present findings and defend viewpoints in discussions of these topics with the larger student group.

Robert J. Fleming is an Associate Professor of Biology and teaches courses in Genetics and Developmental Biology. His research interests include cell-to-cell communication mechanisms and genes required for nuclear import in the fruit fly, *Drosophila melanogaster*.

God and Satan in Literature

At its extremes, human behavior exemplifies both godliness and godlessness. Our seminar will explore treatments of Good & Evil / God & Devil in great works of literature. Central to the literary works we will read is the question of how human beings reflect, or act out, their own conceptions of holiness (frequently understood as kindness, self-sacrifice, and creativity) and the satanic (destructiveness and the desire to bring harm to others). We will consider the works in pairs or clusters so that we may appreciate subtextual references to previous works, and understand the works as literary conversations between authors of different cultures and eras. Many of our readings will come from Russian literature. Authors will include Dostoevsky, Kafka, and others.

Carol Any is a reader of Russian literature and singer of Russian songs. As a speaker of English and Russian, she has trouble deciding which language she prefers. One of her greatest pleasures is sharing her favorite literature and art with her students.

Mind/Body and the Concept of Self

The study of mind/body interaction has been a topic of scientific, philosophical, and religious speculation for centuries, as theologians, scientists and philosophers have grappled with questions such as “How does someone become possessed by evil spirits?” or “Exactly where in the body does the mind reside?” In the mental health fields as well, questions about how the “mind” influences the body and vice versa have challenged many: What are hallucinations? Is depression physical or psychological? Can stress cause cancer? Just what is the “self?” Answers proposed to these puzzling interactions have been equally broad ranging.

With renewed vigor over about the past twenty years, psychology, and increasingly, medicine as well, has begun to recognize just how direct and complex these issues of mind/body/self interaction really are. New evidence of the effects of stress on health, the biological and psychological components of most major mental illnesses, and the psychological components of many physical illnesses have all helped mobilize professional and public attention to these fascinating issues. At the same time, others with less commitment to scientific and scholarly investigation have blurred the lines between legitimate scientific understanding and unsubstantiated sensationalistic rhetoric, sometimes creating the public impression that the entire area of mind/body interaction is really nothing but some kind of pseudo-science or “new age” hyperbole.

In this seminar, we will examine the current state of mind/body health and the concept of “self” through critical reading, writing and discussion. Students will also help shape and decide some of the specific topics in the seminar, based on their own interests and ideas.

Randolph Lee is an Associate Professor of Psychology and Director of the Counseling Center. He teaches courses in clinical psychology and psychotherapy.

Exploring Deterministic Chaos

Deterministic chaos (the term sounds oxymoronic, just like “right-wing think tank”) refers to the complex, seemingly random behavior of surprisingly simple deterministic systems (or simple caricatures of complicated systems). Applications of chaos theory arise in disciplines ranging from physics to population dynamics, meteorology, and finance. In addition, it has caught the imagination of writers (see Michael Crichton’s *Jurassic Park*), playwrights (see Tom Stoppard’s *Armadillo*), and film directors (see Darren Aronofsky’s movie *π*). In this seminar, we’ll explore chaos with the help of interactive on-line tutorials and spreadsheets, among other tools. A willingness to use algebra is essential.

Harvey Picker is Professor of Physics and a friend of cats.

Making and Breaking Ciphers: Cryptology and Modern Society

How did Julius Caesar secretly communicate with his generals? How were the British able to eavesdrop and pinpoint the position of the German U-boats? Is online shopping really safe? How does modern cryptology (the study of ciphers) protect the privacy of our personal information and communications? From ancient times through our present Internet age, cipher makers have been engaged in a fierce rivalry with cipher breakers. During WWII Allied cryptographers were able to read German ciphers, thereby hastening the end of the war. Today, our ability to encrypt credit-card numbers and other personal information is essential for online commerce. In this seminar, we will take an historical approach to learning the foundations of both classical and modern cryptology. We will also address social and ethical implications of modern cryptology. In addition to readings, writings, and discussions, students will also develop their problem-solving skills by testing their cipher-making and cipher-breaking skills against their classmates.

Ralph Morelli has been teaching computer science at Trinity College since 1985. His academic interests include artificial intelligence, historical cryptography, open source software development, and computer science education. He believes that Trinity provides an ideal environment in which to teach, learn, and do research with bright, talented, and hard-working students.

Elvis, Billie, and Tupac

This course explores the work of iconic figures Elvis Presley, Billie Holiday, and Tupac Shakur in the context of their social times. We will look at Elvis, the so-called “King of Rock and Roll,” in terms of the musical culture of the 1950s and try to understand the many reasons for his rise to pop superstardom as well as his continued popularity. Along the way, we will read two of the most important studies of Elvis: Peter Guralnick’s *Last Train to Memphis* and the sequel, *Careless Love*. Our discussion of Billie Holiday will center largely on her recorded work and its importance in shaping the direction of jazz in the 1940s and 1950s. We will read her controversial co-authored “autobiography” as well as several studies of her life and work. Finally, we will consider the multifaceted personality of Tupac Shakur, looking at his music and his influence on rap and hip-hop culture in the late 20th and early 21st centuries. To these ends, we will read articles in popular culture magazines, including *The Source*, *Rolling Stone*, and *Vibe*, as well as those contained in popular music and culture anthologies. An optional two-day visit to Graceland during the fall Trinity Days is planned.

Gail Woldu is a Professor of Music and divides her scholarly work between hip-hop culture and French music at the turn of the 20th century. She has presented and published over two dozen articles on rap and hip hop. She is finishing a book on Ice Cube, to be published by Praeger Books.

Thoughts of Peace and War

We will look at how various kinds of writers—philosophers, politicians, poets, and psychologists—have written about wars in the twentieth and twenty-first centuries, focusing on those who write from an anti-war standpoint. We will consider a range of different wars, reading authors as diverse as Virginia Woolf, Ghandi, James Hillman, Ishmael Beah, and others, looking at political, psychological, and literary answers to the following kinds of questions: What makes people participate in wars? How do people resist war? What effect does war have on individuals and on nations? What rhetorical strategies are used to promote war and peace? How can we foster peace? Answers to these questions vary from one war to the next; in studying particular wars, we will reflect on how our study of past wars can illuminate present ones, from a literary/rhetorical as well as a political standpoint.

Irene Papoulis is a Senior Lecturer in the Allan K. Smith Center for Writing and Rhetoric at Trinity, where she teaches all levels of writing, specializing in creative nonfiction. With Michelle Tokarczyk, she is co-editor of *Teaching Composition/Teaching Literature: Crossing Great Divides*. She also works as a consultant for teachers through the Institute for Writing and Thinking at Bard College.

Witchcraft in Colonial America

The Salem Witchcraft trials in colonial America continue to haunt American society as exemplified in Arthur Miller’s play *The Crucible* that serves as a metaphor for the McCarthy era of the 1950’s. This seminar will focus on witchcraft in

colonial America and will take into account the history of European continental and English witchcraft experiences as an intellectual background for the colonial American trials. We will explore how and why the trials came about and how to account for the size and scope of the persecution and their eventual end. We will utilize the writings of recent historians from Chadwick Hansen to Mary Beth Norton to interpret the period and the events in Salem. We will also compare and contrast the 1692 witch hunt in Stamford, Connecticut to determine why it never reached the level of “hysteria” of the Salem trials.

Richard Ross is the College Librarian at Trinity College and has an academic background in European and United States History. Before coming to Trinity, he taught at the University of New Hampshire, Boston College, and Northeastern University.

Israel: How Ancient and Modern Texts Enhance Understanding of Historical Sites

The uniqueness of historical sites in Israel will be illuminated through an examination of selected passages from ancient and modern texts. These texts include *The Hebrew Bible*, *The New Testament*, *The Koran* and medieval and modern literature. Students will gain greater appreciation of their readings through use of technology in class and in their assignments.

Levana Polate is a Principal Lecturer in Modern Languages and International Studies. She joined Trinity College in 1989. She earned her B.A. in Hebrew Literature and Philosophy from Tel Aviv University and her M.A. in Jewish Studies from the Hebrew College, Brookline, Mass. Her scholarly interests include Israeli Literature, Israeli Culture, and the Hebrew Bible.

America Ascendant, 1941-1963

While owing much to generations long departed, the America we know today – at once mighty and vexed -- was largely spawned by the twin experiences of war with Germany and Japan, and the swift rise to world power which occurred in the decade framed by the German Blitzkrieg of 1939-40 and the outbreak of the Korean War in June, 1950. Using works of fiction, history, journalism, and film (both documentary and creative), our seminar will explore aspects of the nation's history from the days before Pearl Harbor to the assassination of President Kennedy in November, 1963. Topics will include combat experience in Europe and the Pacific, the dropping of the atomic bomb, the evolution of the Cold War at home and abroad, the stirring of the civil rights revolution, the triumph of “the affluent society,” the looming Vietnam crisis, and the character and career of John F. Kennedy.

Jack Chatfield is a graduate of Trinity College who earned his PhD from Columbia University. He has taught a variety of American history courses from “Thomas Jefferson and his World” to “The American Experience in Vietnam.” He hopes in his seminar to strengthen an awareness of the pleasures of reading and writing, and will ask each student to keep a book containing newly mastered English words. His own collection – including the words “adventitious,” “irenic,” and “insipid” – will be on display.

Science and Asthma: A Global Perspective

In this seminar, we will build our knowledge of health and science and then use it to help others in a community service project on asthma. We will read essays by eminent scientists and physicians and discuss them in class. We will also take advantage of all the health resources in Hartford – learning about asthma from world-class public health officials, health educators and physician-researchers. This will require field trips to various offices and institutions around Hartford, including Hartford Hospital and the Connecticut Children's Medical Center. Additionally, we will carry out a semester-long community service project in collaboration with the American Lung Association of Connecticut. Asthma has reached nearly epidemic proportions in Hartford, particularly among Latino and African American children, and we will assist the City of Hartford in educating children and parents about the symptoms of asthma through a curriculum developed by the American Lung Association. This experience is an excellent opportunity particularly for students interested in pursuing a career in the health professions. Finally, we will explore the implications of asthma around the world, particularly in Hartford's Caribbean population and in Trinidad and Tobago. Students will have an option to continue this work through independent projects in the spring semester.

Alison Draper is the Director of the Science Center at Trinity and a member of the Health Professions Advisory Committee. She is a toxicologist and does research in environmental toxicology.

Order with Disorder: The Medieval Mind

A brilliantly gilded Madonna and child; the severed head of Holofernes; a tale of knightly obedience to one's lord and master; a diatribe on marriage by the wife who buried five husbands and is in search of a sixth. In the dualistic millennium we describe as “medieval,” peace lives beside violence, order stands beside disorder. This seminar will study selected medieval texts (in English) beginning with Anglo-Saxon poems about both the men and the women who did battle against human and inhuman odds, the bloody “chanson” of Roland, the romance of *Sir Gawain and the Green Knight*, and several tales depicting the battle between the sexes from Chaucer's narrative, *The Canterbury Tales*. We will also read at least one Gothic “medieval” tale, as well as selected 19th and 20th century re-interpretations of the medieval world, including Mark Twain's funny yet politically sharp *Connecticut Yankee in King Arthur's Court*. Finally, we will investigate how contemporary “medieval” murder mysteries have applied modern order to medieval chaos. Whenever possible we will consider the art of the times as we try to illuminate a world where rules and hierarchies clashed with the disruptive forces of human nature. This class will include a Saturday field trip to the Worcester (MA) Armory Museum.

Margaret Lindsey is the director and acting dean of the First-Year Program and has an academic background in medieval literature. She previously taught freshman writing at The University of New Hampshire and directed graduate programs at Dartmouth College and Wesleyan University.

Utopia / Dystopia

What might Utopia look like? Taking examples from classical Greece to present-day America, this course will examine the ways people have imagined and tried to engineer the just society. Some questions we will address: how have our ideas about Utopia changed over the centuries? What are the pitfalls in utopian thinking and how is Utopia related to its negative image, Dystopia? Can the lessons of utopian speculation help us understand the world today? Readings will include More, Shakespeare, Hawthorne, and Huxley. Our activities will include evening film screenings and one field trip.

David Rosen joined the English department in 2002. His teaching interests include Modern British literature and poetry of all periods.

Rich and Poor, White and Colored: Race and Class in America and at Trinity College

Why are we here? Because we don't mean squat. We are second rate citizens. What about all the other people whose kids don't have to fight the war? Let's face it boys, we're the bicks, the spics and the niggers. That's why we're here."

---Pvt. Danny Purcell, *Tour of Duty*, CBS, 1987

What is the reality of race and class in the United States today? Have we become, or at least are we steadily progressing towards a country in which we are judged "not by the color of our skin but the content of our character"? Or are we still stratified by race and class in a way that exemplifies George Orwell's cynical dictum, "All animals are equal, but some are more equal than others"? Or does the reality of race and class defy facile description?

This seminar will be devoted to a careful analysis of questions on race and class in America and at Trinity College. While no discussion of these topics can be divorced from the history of the United States, we will focus primarily on the recent past and contemporary issues, especially at Trinity. We will closely read and analyze a number of different kinds of texts, such as biography, social analysis and film; the list includes *Black Like Me*, *The Other America*, and *Bamboozled*. The heart of the seminar will be in-class discussions and a series of papers which will include response papers, literary analysis and a research paper. Because of the film component, students will be required to attend a Monday evening session to view and discuss the films.

This seminar will, obviously, discuss a number emotionally charged issues and it will not shy away from controversy and open dispute. Students should be prepared to challenge one another and to accept that their own views are also subject to critical scrutiny.

David Cruz-Uribe, SFO, is a professor of mathematics and a lay brother in the Secular Franciscan Order. He is also a Mexican-American, but given the complex and contextual nature of his ethnic identity, he often describes himself by saying that he is "white on even days and colored on odd days."

Highlanders: People and Culture of the Himalayas

Heinrich Harrer's *Seven Years in Tibet*, John Avedon's *In Exile from the Land of the Snow*, and David Breashears film on the ill-fated Everest expeditions of 1996 are contributions to a large corpus of works related to Tibet and Nepal built around the experiences of Western adventurers, amateur religious investigators, and mountain climbers. The Himalayan rim exists in the American imagination as a set of dramatic pictures and impressions constructed from such sources. We equate the Himalayas with forbidding landscapes, exotic forms of Buddhism, and harrowing ascents of Mount Everest. However, only a fragment of the historical and cultural experience of this complex region is captured in its record as conveyed by the foreign visitors who sought adventure or the exotic in the lands of this imposing mountain chain. Throughout their history, the Himalayan highlands were a fascinating area of interaction between peoples and cultures. In their own right, these remote lands were extraordinarily creative as they produced great religious, artistic, and philosophical traditions that profoundly influenced the entire south and east Asian world. Unlike India or China, the small states of the Himalayas escaped colonial administration and developed in an idiosyncratic manner that strongly influences the life and mores of this part of the world today.

This seminar will focus on the ethnographic map of the Himalayan rim and introduce the peoples (the Tibetan, Newar, Gurung, Magar, Tharu, Limbu, Sherpa, and Lepcha among others) who produced its distinctive cultures. An optional trek to Nepal with an attached .5 credit independent study unit is likely to be offered to interested members of the seminar during the inter-term (December 2007 to January 2008).

Michael Lestz, is the Director of the O'Neill Asia Cum Laude Endowment and an Associate Professor of History. He specializes in the history of China and also teaches courses related to South and Southeast Asia. He has led fourteen treks or study programs for Trinity students in Tibet, Nepal, China, and Cambodia. Lestz speaks Chinese and Nepali and is a devoted amateur mountain climber.

The Race for the White House

Before considering the dynamics of the 2008 race for the White House, this course will examine presidential contests from a historical perspective. In doing so, we will ask questions such as: How has the presidential selection process changed over the years and how have those changes altered the type of candidate chosen as the eventual nominee?

What were the major issues that shaped particular elections? How did the successful candidate effectively craft a winning message on those issues? How did the Electoral College system and the nation's regional divisions effect those elections? How has presidential campaigning changed over the years? With this background, we will then examine the current candidates and their campaign strategies as they prepare for the 2008 primaries to decide the nominee for each of the two major parties. In exploring the current contest, we will discuss the issues that are likely to play a central role in the 2008 general election, including foreign and domestic policy, the state of the economy, and the cultural cleavages that divide Red and Blue America.

Kevin J. McMahon, Associate Professor of Political Science, is the author of *Reconsidering Roosevelt on Race: How the Presidency Paved the Road to Brown* (Chicago, 2004), which won the American Political Science Association's Richard E. Neustadt Award for the best book published on the American presidency in 2004. He is currently working on a book entitled, *Nixon's Court: The Silent Majority and the Conservative Counterrevolution*, for the University of Chicago Press.

The Beatles & the 60's

The Beatles were the most famous and influential musicians of the twentieth century---in John Lennon's controversial words, "We're more popular than Jesus." In this seminar, we will examine the Beatles both as musicians and as a social, political, and commercial phenomenon. Were they so successful because they were the greatest musicians of their time? Because their appearance happened to coincide with important changes in society, among them the rise of the "youth culture"? Because they benefited from shrewd management and manipulation of the media? Or for all these reasons? We will focus sometimes on the music of the Beatles, and at other times on the group's cultural significance. We will read about (and listen to) the Beatles, read their own words, and study the social upheavals of the 1960's in which their music played a part. This is NOT a course in which we will sit around discussing whether "Yesterday" is a prettier song than "Michelle, ma Belle." Instead, our approach will be critical and analytic---assessing the credibility of what we read will be a central part of our discussions. There will be a number of short papers and oral presentations, and a final research project. No previous background in music is required to take this course.

John Platoff, Professor of Music, teaches a variety of courses in music history and theory at Trinity College, in subjects ranging from the music of Bach, Mozart, and Beethoven to the Psychology of Music. While his principle research concerns the operas of Mozart, he recently presented a paper on the Beatles song "Revolution" at an international Beatles conference in Jyväskylä, Finland.

Whose Art is it Any Way? Artists, Critics, and Public Values

This seminar explores the complications that arise when artists, critics of art, and the general public tangle over what is (and what is not) appropriate to Art. We will examine the powerful role of the critic in shaping public views on Art as well as instances of public outrage that occur in spite of what critics and artists have to say. Particular attention will be given to painter Jackson Pollock's rise to fame as the rebel icon of a new American art; the critical reception of Lorraine Hansberry's play *A Raisin in the Sun* in the context of the Civil Rights era and the later Black Power movement; and the exhibit of Robert Mapplethorpe's photography that led to criminal charges of obscenity and the courtroom trial of a museum director.

Katherine Power, teaches courses for the Department of Theater and Dance and the InterArts Program. She is particularly interested in encouraging students to think seriously about art.

The Mind: Brain, Language, and Evolution in Hartford

This seminar will examine key issues in neuroscience, psychology, and evolution by concentrating on discoveries by scientists with Hartford area roots. These include Christine Ladd Franklin, a logician, mathematician, and psychologist of color vision; Benjamin Lee Whorf, an influential linguist whose "day job" was fire insurance investigator; Roger Sperry, discoverer of the "split brain;" William Scoville (flamboyant neurosurgeon whose patient, H. M., is one of the best known cases in the study of memory); Karl Pribram, a prominent and controversial neurosurgeon and brain theorist who once taught at Trinity while a researcher at the Institute of Living; and Donald Johanson, the discoverer of "Lucy." By studying key works of these people, students will learn to think about the science of mind in a richly interdisciplinary way, considering both science and ethics.

William Mace has taught Psychology at Trinity since 1971 and is also a member of the neuroscience program. His work is in the study of vision, especially in ways that vision guides practical activity. These interests have led to natural collaborations with other scholars in departments of engineering, philosophy, fine arts, robotics, and physical education (kinesiology). He is Director of the International Society for *Ecological Psychology* and Editor of the scholarly journal, *Ecological Psychology*.

The Weather: Historical Events, Great Storms, and Modern Forecasting

Weather and climate have affected the settlement of our continent, the history of our country, and our lifestyles of today. The seminar will cover the subjects of weather and climate in the contexts of both history and science. Historical material will range over topics that include the journey of peoples from Africa to the Americas, the vanishing of the prehistoric Anasazi civilization in the American Southwest, the Dust Bowl of the 1930's, and the role of weather in the D-Day invasion of Europe. Papers will be required on topics such as the Year Without Summer, the Blizzard of 1888, and Hurricane Katrina. Evidence for global warming will be the subject of critical analysis by the students. Students will

be introduced to a view of meteorology as a well-developed, interdisciplinary science of physics, mathematics, computing, and high-technology data-acquisition. Students also will have the opportunity to learn basic weather-forecasting techniques.

Philip Brown is a professor in the Mathematics Department. He is the coordinator of the Models and Data minor and teaches computer-related courses in mathematical modeling and numerical analysis. His research is in the field of cloud physics with a focus on the rain process.

Tradition and Talent: Suzan-Lori Parks

How does a career develop? Is it due to talent? Luck? The books one reads in college? We will investigate the career of a contemporary writer, (playwright, screenplay writer, novelist), from her obscure post-modern first play that was produced in a bar in the Bowery to the modernist play on Broadway that won her a Pulitzer. Along with the complete body of works by Suzan-Lori Parks, we will read some of the plays and novels that clearly influenced her (Shakespeare, Beckett, Hawthorne, and Faulkner). Trinity College will be producing a week's worth of Parks' *365 Days 365 Plays* and we will follow that production, if not also insert ourselves into it. Finally, we will partner with Hartbeat, a theatrical company based in Hartford, who will be in the process of developing a work on poverty in the city to be produced in the spring. Both of these experiences will ground our theoretical questions about tradition, talent, and creation in concrete practice.

Rena Fraden is Dean of the Faculty at Trinity College and a Professor of English and American Studies. She has written *Blueprints for a Black Federal Theater: 1935-39* and *Imagining Medea: Rhodessa Jones and Theater for Incarcerated Women*.

Culture, Conflict, and Competition: Sport in Our Society

This seminar addresses the issues and controversies surrounding sport in the United States. Students will study the history of sport in an effort to better understand contemporary sports today and they will be asked to consider the social context of sport in relation to gender, race, ethnicity, and class. Seminar topics include discussion of equity opportunities based on the 1972 Title IX legislation which prohibits sex discrimination in all aspects of education and the youth sports phenomenon as a setting for important developmental experiences. Students will also research current controversial data that claims that traditional values of college sports are threatened by an educational divide that exists between academics and athletics. Through this study, we will establish an understanding of why sport is a major force in shaping the quality and character of American culture and how we might enhance this framework.

Robin Sheppard is a Professor of Physical Education. She was the head coach of field hockey and lacrosse at Trinity from 1974-1999. She currently serves as the Associate Athletic Director and as Assistant Director of the First-Year Program.

Borders and their trespassers: (im)migration, human rights, and imagined communities

This course will consider the border politics involved in the making of local and (trans) national communities. Using the U.S./Mexican border and the Trinity/ Hartford border as our two primary loci of inquiry, we will explore the rights and reception of those who cross borders: not only geopolitical, but also linguistic, racial, economic, and cultural ones. Examining immigration policy and admissions policy, law enforcement along the border, media representations of migrants and natives, and the stories of border crossers, we will attempt to understand the forces that expand and constrain membership rights in these intersecting communities. How are borders constructed and contested by groups on both sides of the border? How are rights of belonging and membership transformed by migrants and "trespassers"? Border politics will be considered from an anthropological perspective (Prof. Dyrness) and from a cultural studies perspective (Prof. Gebelein), allowing us to consider a wide variety of scholarly work in fiction and nonfiction, contemporary media, and border studies.

Andrea Dyrness is an Assistant Professor of Educational Studies at Trinity College. Professor Dyrness' research focuses on the role of Latino immigrant parents in creating educational change in the U.S.. She helped form a participatory research team called *Madres Unidas* (Mothers United) in Oakland California and also has had considerable experience in Central America, including research with a non-governmental organization providing education to working children in Guatemala.

Anne Gebelein, Visiting Assistant Professor of Modern Languages, Hispanic Studies.

African Studies:

see International Studies Program, p.244

American Studies Program

LOUIS MASUR, KENAN PROFESSOR OF AMERICAN INSTITUTIONS AND VALUES, *DIRECTOR*;
ALLAN K. AND GWENDOLYN MILES SMITH PROFESSOR OF LITERATURE LAUTER;
CHARLES A. DANA PROFESSOR OF HISTORY HEDRICK;
PAUL E. RAETHER PROFESSOR OF HISTORY GREENBERG
PROFESSOR LEACH;
ASSOCIATE PROFESSORS CORBER** AND PERKINS;
ASSISTANT PROFESSOR TANG;
VISITING PROFESSOR COHN;
VISITING ASSISTANT PROFESSORS GILMORE, LAWSON, MAIER, MCCOMBIE, AND WALSH;
VISITING LECTURERS ANDREWS AND FITZGERALD

The American Studies major gives students the opportunity to apply the methods and learning of several disciplines to the study of the culture and society of the United States. It draws upon the resources of many departments and programs at Trinity. To learn a variety of disciplinary and interdisciplinary perspectives on the United States, students take courses with American subject matter offered by several departments. To integrate their knowledge of American culture and society and to master a variety of methodological approaches to American studies, students participate in a required series of American Studies courses and seminars.

Students who are considering a major in American Studies should consult with the program director as early in their undergraduate career as possible. In addition, it is strongly recommended that students prepare themselves for the major by selecting at least one of the following survey courses: English 204: Introduction to American Literature I; English 205: Introduction to American Literature II; History 201: The United States from the Colonial Period through the Civil War; History 202: The United States from Reconstruction to the Present. Students also are advised to plan their schedules so that they take American Studies 203 in their sophomore year and American Studies 301 in their junior year.

A course will not count for the major if the grade is below C-.

THE AMERICAN STUDIES MAJOR

The American Studies major requires 12 courses, as follows.

- American Studies 203: Conflicts and Cultures in American Society. This course is ordinarily taken in the sophomore year.
- American Studies 301: Junior Seminar: American Texts.
- A senior seminar in American Studies.
- A senior exercise consisting of one of the following:
 - a) A second senior seminar
 - b) A one-credit, one-semester independent research project, ordinarily a research paper of 40 pages.
 - c) A two-credit, two-semester thesis, ordinarily a research paper of at least 75 pages.
- A student-designed thematic concentration of four courses, at least two of which must be at or above the 300 level. This concentration, designed by the student in consultation with his or her adviser, must be defined and titled by the end of the fall of the junior year. Up to one internship may count toward the concentration (as a 200-

** Spring Term Leave

level course) if it is directed by a member of the American Studies faculty. Examples of possible concentrations: race; gender; ethnicity; class; popular culture; protest movements; law and society.

- Four additional courses in American studies. To ensure adequate breadth and depth, students must take at least four courses at or above the 300 level (including those in the concentration), from at least three different departments or programs. The required junior and senior seminars do not count toward this requirement.

Honors in American Studies:

To receive honors in American Studies a student must complete a thesis or project with a grade of A- or better and earn a GPA of at least 3.5 in courses counted towards the major.¹

FALL TERM

203. Conflicts and Cultures In American Society—Focusing on a key decade in American life—the 1890s, for example, or the 1850s—this course will examine the dynamics of race, class, gender, and ethnicity as forces which have shaped and been shaped by American culture. How did various groups define themselves at particular historical moments? How did they interact with each other and with American society? Why did some groups achieve hegemony and not others, and what were—and are—the implications of these dynamics for our understanding of American culture? By examining both interpretive and primary documents—novels, autobiographies, works of art and popular culture—we will consider these and other questions concerning the production of American culture. (Enrollment limited)—Maier

258. Law in United States Society—“The law is made for the times, and it will be made or modified by them,” declared a jurist in 1839. This course will examine the ways in which the law is constructed. What are the connections between legal rules and larger social transformations? Who makes the law and how do legal norms change over time? We will study such questions by focusing on three case studies: the criminal law of slavery, the law as it related to economic development in the 19th century, and the desegregation of Central High School in Little Rock, Arkansas, following the Supreme Court’s decision in *Brown v. Board of Education* (1954). We will probe these issues through a close examination of case materials, memoirs, analytical essays, and historical accounts. (Enrollment limited)—Masur

[260. Exploring Asian American Experiences]—This course examines the historical experiences and cultural expressions of the nation’s diverse Asian American communities and places them within a broader discussion of identity formation, community building, social mobility, immigration policy, naturalization rights, and race relations. It also reveals how ethnicity, race, gender, class, and generation influence the daily lives of Asian Americans. Readings include historical monographs, political pamphlets, literary works, oral histories, and social commentaries. (Enrollment limited)

301. Junior Seminar: American Texts—This course, required for the American Studies major and ordinarily taken in the fall of the Junior year, examines central texts in American history and culture. Through intensive discussion and writing the class will explore the contexts of these works as well as the works themselves, paying particular attention to the interrelated issues of race, class, gender, and other similarly pivotal social constructs. Course is open only to American Studies majors. Prerequisite: Students must have completed American Studies 203 or enroll in 203 with 301.203 (Enrollment limited)—Maier, Tang

[348. Thought and Culture in American Society]—This course offers a survey of American intellectual and cultural history in the long nineteenth century – from the decades following the Revolution to the early years of the twentieth century. Among the various “isms” we will unpack are republicanism, evangelicalism, transcendentalism, individualism, populism, pragmatism, and progressivism. Readings will include work by Thomas Jefferson, Ralph Waldo Emerson, Herman Melville, Harriet Beecher Stowe, Frederick Douglass, William James, Ida Wells, Jane Addams, Jack London and others. (Enrollment limited)

352. The Culture of Cold War America—This course encourages students to critically analyze the relationship between the Cold War and developments in American culture. Discussion topics include the roots of the Cold War, the anxieties concerning nuclear annihilation, the fear of global and domestic communism, representations of the Cold War in social memory, political dissent and cultural politics during the Cold War, and the impact of the Cold War on gender norms, civil rights, and labor relations. In addition to reading historical monographs, students will be interpreting the era’s popular culture. (Enrollment limited)—Tang

[358. Voices of Freedom, Voices of Desperation: American Reformers, 1760-1960]—This course examines the public and private works of select American reformers. From Tom Paine and Ida Wells to Rachel Carson and Bob Dylan, reformers have been selfless and selfish in their quest to better America. Noble activist? Attention-starved loner? In this class, you will judge individual musicians, politicians, and writers while exploring how changing views on religion, economy, gender, science, and race, time and again, reshaped the trajectory of American social reform. (Enrollment limited)

399. Independent Study—Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor are required for enrollment. (1-2 course credits) —Staff

402. Senior Project—Students undertake projects on American Studies topics of their own choosing. The projects will be supervised by a faculty member in an American Studies-related field. Submission of the special registration form, available in the Registrar’s Office, and the approval of the project adviser and director, are required for enrollment. —Staff

409. Senior Seminar: Visual Culture in America—Images have always played a critical role in the construction of American culture. Drawing upon diverse media (prints, painting, cartoons, photography, movies, television and the graphic novel) and interdisciplinary readings on the interpretation of images, we will examine the changing role of visual culture in the shaping of American society. Specific topics include 18th century family portraits, Civil War photography, images of empire, documentary expression in the 1930s, and visual narratives of 9/11. Course open only to senior American Studies majors. (Enrollment limited)—Masur

435. Museum Exhibition—Students are introduced to the issues and processes involved in developing exhibitions and explore different approaches to cultural and historical interpretation at a range of museums. Class sessions and exercises will examine the basics of exhibit planning and development. Topics include the conceptualization of exhibit themes and educational goals; learning in museums; visitor needs and accessibility; design elements; technology in museums; and audience evaluation methods. Through critical readings of course literature and site visits, students will also consider the various interpretive methods utilized at living history museums, historic houses and historical sites, history and cultural museums, and urban historical parks. Includes some field trips; guest speakers; student project(s).—Fitzgerald

450. The Social Conscience and American Photography, 1839-1946—"The camera never lies," but it certainly can persuade. From its inception, photography has been employed in the cause of social change in the United States. During the Civil War, the images of the Brady studio helped persuade the Union of the justice of its cause. Anthropological images made during the 1860s-1880s helped define the vanishing Native American communities of the West; the romantic images of photographers like Edward Curtis created sympathy among white Easterners for their plight. In the later 19th century, photography became the handmaid of Progressive reform in the hands of Jacob Riis, whose book *How the Other Half Lives* convinced its public of the need for urban reform. Sociologist Lewis Hine found his photographs of child labor far more effective than text alone in stimulating change. And in what may be the most comprehensive photographic project yet undertaken, the Farm Services Administration under FDR's New Deal created a body of iconic images of the great Depression that abide through today. In the hands of Walker Evans, Dorothea Lange, Russell Lee, and Gordon Parks, among others, the FSA body of work remains the overarching visual definition of the Depression. We will examine how it served the agendas created by the agency head, Roy Stryker, and the photographers themselves. Two papers during the term, one final paper or project and presentation. Texts will include Liz Wells, *Photography: A Critical Introduction*; Alan Trachtenburg, *Reading American Photographs*; Fleischhauer and Brannan, *Documenting America: 1935-1943*. (Enrollment limited)—McCombie

461. American Globetrotters: Travel Writing and Tourism—This graduate-level seminar will interrogate the American fascination with travel and tourism and analyze the literary strategies employed by travel writers. Our exploration will begin with the quintessentially masculine figure of the traveler and then turn to women travel writers who question traditional femininity and African American authors who challenge racism and social injustice in their travel writing. We will consider the perspective of the "natives" and their response to travel accounts written by tourists and colonists. Considering journeys undertaken to reclaim cultural "roots," students will read contemporary travel writing that questions the meaning of multi-cultural identity. We will also study the growing field of travel criticism and address issues of imperialism, globalization, and tourism. Authors studied will include: Washington Irving, Caroline Kirkland, Herman Melville, Matthew Henson, Nancy Prince, June Jordan, W.E.B. DuBois, Jamaica Kincaid, Paisley Rekdal, and others. (Enrollment limited)—Steadman

465. Post-War/Postmodern: American Design from Retro to Neo-Retro—This course explores the specifics of design in postwar America from a variety of perspectives, particularly its social history. We will consider the growing phenomenon of postwar design templates as re-invented by contemporary designers in an attempt to understand why these icons of the baby boom have come to roost in contemporary culture. Topics include automobile design and history; housing and the creation of the American suburb; taming the exotic in tiki bars; kitchen debates and the feminine mystique; domestic ideals/quering domesticity. (Enrollment limited)—McCombie

498. Senior Thesis Part 1—Submission of the special registration form, available in the Registrar's Office, and the approval of the thesis adviser and the director are required for enrollment. The registration form is required for each semester of this year-long thesis. (The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits) —Staff

[499. Senior Thesis Part 2]—Submission of the special registration form, available in the Registrar's Office, and the approval of the thesis adviser and the director, are required for each semester of this year-long thesis. (The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits) —Staff

GRADUATE COURSES

801. Approaches to American Studies—This seminar, which is required of all American Studies graduate students, examines a variety of approaches to the field. Readings may include several "classic" texts of 18th- and 19th-century American culture and several key works of American Studies scholarship from the formative period of the field after World War II, as well as more recent contributions to the study of the United States. Topics will include changing ideas about the content, production, and consumption of American culture, patterns of ethnic identification and definition, the construction of categories like "race" and "gender," and the bearing of class, race, gender, and sexuality on individuals' participation in American society and culture. Undergraduates who wish to enroll in this course must obtain permission of their adviser and the instructor.—Leach

[816. Patriotism and Popular Culture in Post World War II America]—World War II elevated patriotism in America to perhaps its highest level in the nation's history. National purpose merged seamlessly with international imperatives. The

patriotism that united the nation during wartime continued to be a prominent cultural factor in the decades that followed, in part, because of the memory of World War II as a “just” and “necessary” war and in part, because of the importance of patriotism’s link to the American Way of Life and America in general. This seminar will examine post-World War II expressions of patriotism that were used and occasionally abused by cultural and political tastemakers to influence, persuade, and direct Americans as citizens and as consumers of goods, services, and cultural ideology. Our focus will be on patriotic images and messages as they appeared in the media especially during the Cold War and as Americans began taking sides in the emerging cultural warfare brought about by Vietnam, Watergate, the 70’s stagflation and contention over race, gender, affirmative action, and the environment.

[825. Museums, Visual Culture, and Critical Theory]—This course aims to address and interrogate the issues brought up in key theoretical readings by applying their insights to case studies, particularly cases of museum exhibitions and programs. Issues to be addressed include: reproduction and spectacle; gender and display; ethnicity, ‘primitivism,’ and race; sexuality, sexual practice, and censorship. Case studies will vary each year and will range from exhibitions focusing on consumption (such as “Let’s Entertain: Life’s Guilty Pleasures” at the Walker Art Institute, 2000), to ethnicity and race (such as the Holocaust Memorial Museum and the Pequot Museum), and sexuality (The Museum of Sex; the Robert Mapplethorpe exhibitions). Each class will combine theoretical readings with considerations of museum practice. By the end of the semester, students shall be able to analyze exhibitions using both the tools of postmodern theory and practical observation and history. Texts: *Media and Cultural Studies: Keyworks*, eds. Durham and Kellner (Malden, MA: Blackwell, 2001) *Art and Its Publics: Museum Studies at the Millennium*, ed. Andrew McClellan (Malden, MA: Blackwell, 2003)

835. Museum Exhibition—Students are introduced to the issues and processes involved in developing exhibitions and explore different approaches to cultural and historical interpretation at a range of museums. Class sessions and exercises will examine the basics of exhibit planning and development. Topics include the conceptualization of exhibit themes and educational goals; learning in museums; visitor needs and accessibility; design elements; technology in museums; and audience evaluation methods. Through critical readings of course literature and site visits, students will also consider the various interpretive methods utilized at living history museums, historic houses and historical sites, history and cultural museums, and urban historical parks. Includes some field trips; guest speakers; student project(s).—Fitzgerald

850. The Social Conscience and American Photography, 1839-1946—“The camera never lies,” but it certainly can persuade. From its inception, photography has been employed in the cause of social change in the United States. During the Civil War, the images of the Brady studio helped persuade the Union of the justice of its cause. Anthropological images made during the 1860s-1880s helped define the vanishing Native American communities of the West; the romantic images of photographers like Edward Curtis created sympathy among white Easterners for their plight. In the later 19th century, photography became the handmaid of Progressive reform in the hands of Jacob Riis, whose book *How the Other Half Lives* convinced its public of the need for urban reform. Sociologist Lewis Hine found his photographs of child labor far more effective than text alone in stimulating change. And in what may be the most comprehensive photographic project yet undertaken, the Farm Services Administration under FDR’s New Deal created a body of iconic images of the great Depression that abide through today. In the hands of Walker Evans, Dorothea Lange, Russell Lee, and Gordon Parks, among others, the FSA body of work remains the overarching visual definition of the Depression. We will examine how it served the agendas created by the agency head, Roy Stryker, and the photographers themselves. Two papers during the term, one final paper or project and presentation. Texts will include Liz Wells, *Photography: A Critical Introduction*; Alan Trachtenburg, *Reading American Photographs*; Fleischhauer and Brannan, *Documenting America: 1935-1943*.—McCombie

861. American Globetrotters: Travel Writing and Tourism—This graduate-level seminar will interrogate the American fascination with travel and tourism and analyze the literary strategies employed by travel writers. Our exploration will begin with the quintessentially masculine figure of the traveler and then turn to women travel writers who question traditional femininity and African American authors who challenge racism and social injustice in their travel writing. We will consider the perspective of the “natives” and their response to travel accounts written by tourists and colonists. Considering journeys undertaken to reclaim cultural “roots,” students will read contemporary travel writing that questions the meaning of multi-cultural identity. We will also study the growing field of travel criticism and address issues of imperialism, globalization, and tourism. Authors studied will include: Washington Irving, Caroline Kirkland, Herman Melville, Matthew Henson, Nancy Prince, June Jordan, W.E.B. DuBois, Jamaica Kincaid, Paisley Rekdal, and others.—Steadman

865. Post-War/Postmodern: American Design from Retro to Neo-Retro—This course explores the specifics of design in postwar America from a variety of perspectives, particularly its social history. We will consider the growing phenomenon of postwar design templates as re-invented by contemporary designers in an attempt to understand why these icons of the baby boom have come to roost in contemporary culture. Topics include automobile design and history; housing and the creation of the American suburb; taming the exotic in tiki bars; kitchen debates and the feminine mystique; domestic ideals/queering domesticity.—McCombie

894. Museums and Communities Internship—Matriculated American Studies students have the opportunity to engage in an academic internship at an area museum or archive for credit toward the American Studies degree. For detailed information, contact the Graduate Studies Office. —Staff

940. Independent Study—Selected topics in special areas are available by arrangement with the instructor and written approval of the Graduate Adviser and Program Director. Contact the Office of Graduate Studies for the special approval form. —Staff

953. Research Project—Under the guidance of a faculty member, graduate students may do an independent research project on a topic in American Studies. Written approval of the Graduate Adviser and the Program Director is required. Contact the Office of Graduate Studies for the special approval form.—Staff

954. Thesis Part I—(The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits) —Staff

955. Thesis Part II—(Continuation of American Studies 954.) (2 course credits) —Staff

956. Thesis—(Completion of two course credits in one semester). (2 course credits) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Art History 271. The Arts of America]—This course examines major trends in painting, sculpture, architecture, and the decorative arts in the United States from the colonial period to 1900. Emphasis will be placed on how the arts in the United States reflect the social and cultural history of the 18th and 19th centuries.

Economics 321. American Economic History—A survey of the growth of the American economy from pre-Columbian times to the present. Special attention will be given to the issues of economic growth, industrial development, the economy of the antebellum South, transportation and commerce, the rise of cities, and the impact of major wars on the economy. Prerequisite: C- or better in Economics 101.—Gunderson

[Educational Studies 300. Education Reform: Past and Present]—How do we explain the rise and decline of education reform movements? How do we evaluate their level of “success” from different sources of evidence? Drawing upon primary source materials and historical interpretations, this course examines a broad array of elementary, secondary, and higher education reform movements from the mid-19th century to the present, analyzing social, material, and ideological contexts. This intermediate-level seminar explores a topic common to all branches of educational studies from both theoretical and comparative perspectives. Prerequisite: C- or Better in EDUC200 or American Studies Major or Public Policy and Law Major.

English 205. Introduction to American Literature II—This course surveys major works of American literature after 1865, from literary reckonings with the Civil War and its tragic residues, to works of ‘realism’ and ‘naturalism’ that contended with the late 19th century’s rapid pace of social change, to the innovative works of increasingly mobile, often expatriate modernist writers. As we read works by authors such as Emily Dickinson, Rebecca Harding Davis, Mark Twain, William Dean Howells, Gertrude Stein, and William Faulkner, we will inquire: how have literary texts defined and redefined ‘America’ and Americans? What are the means by which some groups have been excluded from the American community, and what are their experiences of that exclusion? And how do these texts shape our understanding of the unresolved problems of post-Civil War American democracy? For English majors, this course satisfies the requirement of a course emphasizing cultural context.—Hager

[English 217. Introduction to African American Literature]—A broad survey of African American writing from the 19th century to the present, with an emphasis on issues of voice, identity and canonicity. Readings in Frederick Douglass, Nat Turner, Harriet Jacobs, Jean Toomer, Zora Neale Hurston, Richard Wright, Toni Morrison, Gayl Jones, and others. This course satisfies the requirement of a course emphasizing cultural context.

English 265. Introduction to Film Studies—A study of film as a genre and of the critical and technical concepts needed to analyze it. The study is undertaken largely through the examination and discussion of feature films chosen for variety of technique, style, and cultural context. Required film screenings will be scheduled accordingly. This course satisfies the requirement of a literary theory course, or a course emphasizing cultural context.—Riggio

English 308. Reconstructing Communities: Geographies of Race and Class in American Literature, 1865-1954—In the post-Civil War United States, the communities that formed the broader ‘American’ community were in a state of profound flux. The demise of slavery, large-scale migration, and rapid urbanization radically reshaped human geography: southerners became northerners, farmers became factory workers, and the unresolved contradictions of African Americans’ status roiled race relations nationwide. This course will examine American literature from the end of the Civil War to the dawn of the Civil Rights Movement—a period when the relation of being in America to being ‘American’ was acutely uneasy. By reading literary texts by and about freed slaves and other African Americans, immigrants and migrants, capitalists and workers, we will study the ways narrative representations helped to draw and redraw the American cultural map. In turn, we will consider how this tumultuous historical period fundamentally changed the ways stories are told. Attending to both the literary form and historical context of texts by Thomas Wentworth Higginson, Susie King Taylor, Willa Cather, Carlos Bulosan, Harriette Arnow, and Ralph Ellison, among others, we will hone skills that are crucial both to the study of literature and to membership in any community: the ability to confront ambiguity and contradiction with equanimity and analytical rigor, and the capacity to speak and write persuasively about that confrontation. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural contexts.—Hager

[English 313. American Autobiography: Cross-Cultural Perspectives]—Drawing on recent autobiography theory, this course examines life-writing by a range of American authors with attention to cultural context. Topics we will explore include storytelling and self re-creation; the precariousness of memory in autobiographical practice; and the politics of race/ethnicity, gender, class, and sexuality in shaping personal experience and in determining modes of self-representation. For English majors,

this course satisfies the requirement of a literary theory course, or a course emphasizing cultural context. Not open to first-year students.

[English 370. Reading Stowe and Hawthorne: Tragedy, Romance, Haunted Houses, Passionate Reformers, Weird Science]—In this course, we will study in relation to one another the antebellum novels, short works, and personal writing of Nathaniel Hawthorne and Harriet Beecher Stowe. These major American authors both produced fascinating, suspenseful, moving, and eerily-weird writing, so first and foremost, we will have some fun reading. We will examine the development, associations, and cultural significance of these two authors. Hawthorne and Stowe grappled with some of the most influential ideologies and political debates of their historical moment; they thought a lot about what makes good writing and what writing can do for human beings; and they both connected themselves to vital writing communities and traditions in America and abroad. Reading their work will tell us a lot about 19th-century literary movements and antebellum American culture. We will also use our explorations of these two writers to gain a better understanding of American literature and culture in general. Scholars have looked to their works as important reflections of American ideals and American identity. While reading and discussing Stowe and Hawthorne, then, we will be able to discuss how American literature and culture has developed, as well as how the study of American literature has changed over time. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context.

[English 372. Literature of the Harlem Renaissance]—This course treats a selection of novels, essays, short fiction, and poetry by African American writers of the period, including Langston Hughes, Nella Larsen, Claude McKay, Zora Neale Hurston, James Weldon Johnson, Jesse Fauset, and Jean Toomer. Emphasis is on identifying the characteristics that unify this body of literature and on investigating the significance of the Harlem Renaissance within the African American literary tradition. This course satisfies the requirement of a course emphasizing literature written after 1800 or a course emphasizing cultural context.

English 375. American Short Fiction—19th Century—In this course we will read short fiction by both canonical writers, like Hawthorne, Melville, Poe, Twain, and Crane; lesser-known writers, like Alice Cary, Rebecca Harding Davis, Charles Chesnut, and John Milton Oskison; and some writers who have in recent times reemerged from obscurity, like Jack London, Kate Chopin, and Mary Wilkins Freeman. We will consider how fiction changed in the course of the 19th century and in what ways, if any, race, gender, ethnicity, and geography shape modes of narrative. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800.—Lauter

[English 428. The Literature of Social Protest]—This course will consider American fiction and poetry that address the issues of social change and social protest. Among the works that may be discussed are Jack London's *The Iron Heel*, Upton Sinclair's *The Jungle*, Sinclair Lewis's *It Can't Happen Here*, Philip Roth's *The Plot Against America*, as well as poetry by Langston Hughes, Claude McKay, Denise Levertov, and Robert Bly. (Note: English 428 and English 828 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate program, this course satisfies the requirement of a course in American literature, or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies a literary history requirement for the old requirements, predating fall 2004. Not open to first-year students.

[English 476. Blogging On]—More than eight million Americans have created and maintained “blogs” which Merriam-Webster defines as “a Web site that contains an online personal journal with reflections, comments and often hyperlinks.” But what is a blog? What kind of writing goes on there, and how does it differ, rhetorically, from other kinds? How does information pass from blog to blog and what is the impact of this new activity on mainstream culture? Participants in this seminar will read and analyze blogs. Most students will, in lieu of a final paper, produce and maintain a blog (although those who wish to do a more traditional analytical paper will be accommodated). Other readings in the course will include *The Meme Machine* by Susan Blackmore as we work on a theoretical framework for understanding the way information spreads. (Note: English 476 and English 866 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing cultural context, or as an elective. For writing and rhetoric minors, this course counts as a core course. For the English Graduate Program, this course counts as a core course for the writing, rhetoric, and media arts track, and as an elective for the literary studies track.

English 495. Senior Seminar: Amistad and Other Rebellions—The period prior to the Civil War witnessed intense conflicts not only about slavery and race but about the spread of capitalism, restrictions on women's economic and social rights, the growth of cities, and a variety of other social issues. “Literature” in this period was seldom seen as standing apart from these issues. On the contrary, art, politics, and social issues were generally seen as heavily intertwined. In this seminar we will look at the relationships between a number of issues prominent in ante-bellum America and works of art which at once expressed ideas about such issues and helped shape responses to them. The *Amistad* affair will provide one instance; we will examine two or three others as well. This course satisfies the requirement of a senior project.—Lauter

[English 828. The Literature of Social Protest]—This course will consider American fiction and poetry that address the issues of social change and social protest. Among the works that may be discussed are Jack London's *The Iron Heel*, Upton Sinclair's *The Jungle*, Sinclair Lewis's *It Can't Happen Here*, Philip Roth's *The Plot Against America*, as well as poetry by Langston Hughes, Claude McKay, Denise Levertov, and Robert Bly. (Note: English 428 and English 828 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate program, this course satisfies the requirement of a course in American literature, or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies a literary history requirement for the old requirements, predating fall 2004.

[English 866. Blogging On]—More than eight million Americans have created and maintained “blogs” which Merriam-Webster defines as “a Web site that contains an online personal journal with reflections, comments and often hyperlinks.” But what is a blog? What kind of writing goes on there, and how does it differ, rhetorically, from other kinds? How does information pass from blog to blog and what is the impact of this new activity on mainstream culture? Participants in this seminar will read and analyze blogs. Most students will, in lieu of a final paper, produce and maintain a blog (although those who wish to do a more traditional analytical paper will be accommodated). Other readings in the course will include *The Meme Machine* by Susan Blackmore as we work on a theoretical framework for understanding the way information spreads. (Note: English 476 and English 866 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing cultural context, or as an elective. For writing and rhetoric minors, this course counts as a core course. For the English Graduate Program, this course counts as a core course for the writing, rhetoric, and media arts track, and as an elective for the literary studies track.

History 201. The United States from the Colonial Period through the Civil War—An examination of the developing American political tradition with emphasis on economic and ideological factors.—Chatfield

History 209. African-American History—The experiences of African-Americans from the 17th century to the present with particular emphasis on life in slavery and in the 20th-century urban North.—TBA

History 218. US Since 1945—This course examines America since WWII. We will explore both political events and cultural and social trends, including the cold war, rock 'n' roll, civil rights, feminism, Vietnam, consumerism and advertising, the new right and the new left, the counterculture, religious and ethnic revivals, poverty, and the “me” generation. —Gilmore

History 264. Film and History—Up to the advent of the modern era, most people preserved their historical memory and produced historical narratives and interpretations of the past that were conveyed through oral traditions, since written texts were generally accessed only by educated elites. With the advent of the printing press and later the emergence of professional history as an academic discipline, the modern era witnessed the rise of printed historical scholarship as the principal medium for accessing historical memory and historical interpretation. However, the twentieth century saw the emergence of new forms of communication through cinema and television that produced a multitude of texts that came to be the primary form through which large segments, if not the majority, of people the world over gained knowledge of the past. From D.W. Griffith's *Birth of a Nation*, to Ken Burns *The Civil War* and beyond, millions of Americans, for example, came to experience cinema and television as the principal form of historical knowledge-production and dissemination. This course will explore the relationship between history as written by historians and history as represented in cinema. We will study both fiction and documentary films framed by debates between historians, film scholars, and filmmakers. In the process, students will be introduced to film analysis as a form of literacy.—Figueroa

History 265. Urban Life, Urban Culture: Coming of Age in the 20th-Century Metropolis—We explore life passages and political culture in New York, Berlin, London, Paris, Chicago, Los Angeles, Philadelphia and Cape Town, as portrayed in memoir, fictional, narrative and visual sources.—Pennybacker

History 349. Black Women's Social Movement Activisms—In this course we will examine social movements of the post-emancipation United States from the perspective of Black women activists. By looking at such movements as anti-lynching, progressive education, Back to Africa, suffrage, legal civil rights, Black Power, feminism, welfare rights, and GLBT liberation/queer rights, we will trace and analyze how Black women's activisms are a continuous and constant force in U.S. history. Along the way, we will also contemplate and discuss how the trajectory of U.S. history changes when we look at the past from the perspective of Black women.—Gilmore

[History 451. American Cultures]—This seminar considers a variety of ethnic, racial, religious, gender and economic communities across American history.

[International Studies 200. Hippies: Asia in America]—Asia in the American Imagination—Walt Whitman, in 1868, hoped that the wisdom and art of India might act as a foil against the functionalized personality of industrial America (“Passage to India”). From Whitman to New Age, Asia appears in the U.S. as an exotic antidote to industrial modernity, despite the fact that Asian labor participated actively in that very modernity. This class will study the ways in which North Americans have represented Asia as well as Asian Americans. We will explore immigration policy, the travels of Asian spiritual healers to the U.S., the many journeys of US hippies to Asia and the status of Asian goods in the U.S. marketplace. Readings include writings of (Allen Ginsberg, Gary Snyder) and about (Gita Mehta) hippies, legal documents, documents of exotica (Kung Fu, Sushi), and histories of New Age and alternative healing (Deepak Chopra, Chinese Medicine); we will also listen to music and watch movies (such as the work of Bruce Lee) that fashioned an “Asia” in the mind of Americans.

[Music 224. Music of Black American Women]—A broad survey of the music of black American women, focusing primarily on the music and lives of the great classic blues singers and the jazz singers of the 1940s through 1960s. No previous training in music is required.

Philosophy 241. Race, Racism, and Philosophy—An intensive examination of some philosophical discussions of race and racism. Topics include the origins of European racism, the distinction between intrinsic and extrinsic racism, the conceptual connections between racist thinking and certain canonized philosophical positions (e.g., Locke's nominalism), the relationship between racism and our notions of personal identity, the use of traditional philosophical thought (e.g., the history of philosophy)

to characterize and explain differences between European and black African cultures, the possible connections between racism and Pan-Africanism, the nature of anti-semitism, and recent attempts to conceptualize race and racism as social constructions. —Marcano

Political Science 225. American Presidency—An explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the courts. The nature of presidential leadership and personality is also explored.—Reilly

[Political Science 277. The Law, Gender Issues, and the Supreme Court]—This course introduces students to contemporary gender issues as they are treated both in the law and in the decisions of the U.S. Supreme Court. We will explore some of the historical antecedents to contemporary legal gender questions and then examine in detail the following areas of controversy: affirmative action, the equal rights amendment, surrogate parenthood, abortion, and sex discrimination, including AIDS-related questions. For background, the following courses are recommended but not required: Political Science 102, 307, 316, Women's Studies 301, or a course in U.S. history since the Civil War. The format of the course is primarily discussion. Not open to first-year students.

Political Science 307. Constitutional Law: Federal Systems—An analysis and evaluation of leading decisions of the United States Supreme Court dealing with the allocation of power among federal government branches and institutions, and between federal and state governments. The emphasis will be on the federal system and separation of powers issues, as enunciated by the court, but attention will also be given to unadjudicated constitutional issues between the Legislative and Executive branches, and to the theoretical foundations of the United States' constitutional system (Locke, Montesquieu, The Federalist papers, etc.). Prerequisite: C- or better in Political Science 102. —McMahon

Political Science 326. Women and Politics—This course explores the role of women in American politics across the 20th century. We will examine the collective efforts made by American women to gain political rights, secure public policies favorable to women, and achieve an equal role for women in the political realm and society more broadly. We will try to understand how and why women's political views, voting behavior and the rates of participation have changed over the 20th century and why they remain distinctive from men's. We will also explore the deep ideological divisions among American women, exploring the strikingly different ways that feminists and conservative women define what is in the best interest of women. Finally we end the course by studying women as politicians. We will assess the obstacles women face in getting elected or appointed to political positions, whether or not they act differently from their male counterparts and the significance of their input. Prerequisite: C- or better in Political Science 102 or permission of instructor. —Chambers

[Political Science 355. Urban Politics]—This course will use the issues, institutions, and personalities of the metropolitan area of Hartford to study the following topics: What is political power? Who has it, and who wants it? Particular attention will be given to the forms of local government, types of communities, and the policies of urban institutions. Guest speakers will be used to assist each student in preparing a monograph on a local political system. Prerequisite: C- or better in Political Science 102 or permission of instructor.

[Religion 214. Jews in America]—A social and religious history of American Judaism from pre-revolutionary to contemporary times. After examining the era of immigration and "Americanization," the course will focus on the ethnic, religious, and social structures of American Judaism: the community center, the Synagogue, and the Federation. (May be counted toward American Studies and Jewish Studies.)

[Religion 261. American Catholics]—This historically oriented course will explore the struggle of Catholics in the United States to integrate being "Roman" with being "American." It will survey the experience of an immigrant, authoritarian church in a country founded on belief in the excellence of Protestantism and dedicated to liberal and democratic ideals. Having arrived in the mainstream with the election of John F. Kennedy, that church now faces a new set of challenges, which will be the final consideration of the course. (May be counted toward American Studies.)

Religion 267. Religion and the Media—Western religion, and Christianity in particular, has always put a premium on employing the available techniques of mass communication to get its message out. But today, many religious people see the omnipresent "secular" media as hostile to their faith. This course will look at the relationship between religion and the communications media, focusing primarily on how the American news media have dealt with religion since the creation of the penny press in the 1830s. Attention will also be given to the ways that American religious institutions have used mass media to present themselves, from the circulation of Bibles and tracts in the 19th century through religious broadcasting beginning in the 20th century to the use of the Internet and World Wide Web today. (May be counted toward American Studies and Public Policy Studies.)—Silk

[Sociology 204. Social Problems in American Society]—Diverse sociological perspectives on the causes of social problems will be analyzed. Crime, police behavior, collective violence, poverty, welfare and other topics relating to deviance and inequality in American society are considered in light of these perspectives.

[Sociology 214. Race & Ethnicity]—A cross-national comparison of racial and ethnic differences as sources of conflict and inequality within and between societies. We will also consider the role of race and ethnicity as a basis for group and national solidarity. Topics will include the persistence of ethnic and racial loyalties in regard to language, marital choice, and politics; a comparison of social mobility patterns among various ethnic and racial groups; ethnicity and race as reactionary or revolutionary ideologies; the issues and facts regarding assimilation and pluralism in different societies.

Sociology 241. Mass Media, Popular Culture and Social Reality—This course examines the integral role mass communication has in social and cultural life. Specifically, it explores how we identify and construct our social identity using media images. This is accomplished by focusing on different types of media content and their effect on individuals and culture, as well as by examining audience response to media content. Other topics covered include the social and economic organization of mass media, development of communication technologies, and sexist and racist stereotypes in the media. Prerequisite: Prior Sociology course or permission of instructor. —Williams

[Theater and Dance 239. Theater of the Americas]—A detailed study of the major philosophies, techniques, and performances of theater in North and South America including Nelson Rodrigues (Brazil), Teatro Experimental (Chile), Arthur Miller, Guillermo Gomez-Pina, and the Wooster Group (USA). Also listed under American Studies, Latin American Studies, and English.

Women, Gender, and Sexuality 207. Homosexuality and Hollywood Film—The 20th century is generally understood as a crucial period for the emergence and consolidation of modern lesbian and gay identities and practices. A case can be made for the special role of Hollywood in this historical process. Stars such as Greta Garbo, Marlene Dietrich, Bette Davis, James Dean, Marlon Brando, and Montgomery Cliff provided lesbians and gays with powerful models of gender and sexual nonconformity, and Hollywood genres such as the musical and the domestic melodrama informed the camp sensibility in crucial ways. Beginning with the 1930s and ending with the 1990s, this course examines how Hollywood contributed to the formation of lesbian and gay subcultures. It pays particular attention to the representation of lesbians and gays in Hollywood films and how this representation did and did not shift over the course of the 20th century. In addition, it engages recent theoretical and historical work on gender and sexuality. Mandatory weekly screenings. (Also listed under English.)—Corber

[Women, Gender, and Sexuality 212. History of Sexuality]—Sexuality is commonly understood as a natural or biological instinct, but as scholars have recently shown, it is better understood as a set of cultural practices that have a history. Starting with the ancient Greeks, this course examines the culturally and historically variable meanings attached to sexuality in Western culture. It pays particular attention to the emergence of sexuality in the 19th century as an instrument of power. It also considers how race, class, gender, and nationality have influenced the modern organization of sexuality. Topics covered include sex before sexuality, sexuality and colonialism, sexuality and U.S. slavery, and the emergence of the hetero/homosexual binarism in the late-19th century. Primary readings include *The Symposium, A Passage to India, Incidents in the Life of a Slave Girl, The Well of Loneliness,* and *The Swimming Pool Library*. Secondary readings include work by Michel Foucault, David Halperin, Angela Davis, Hazel Carby, Martin Duberman, George Chauncey, Madeline Davis and Elizabeth Kennedy. (Also listed under History.)

Women, Gender, and Sexuality 234. Gender and Education—What is gender equity in schooling and what impact does this have on gender equity more broadly? Different disciplinary perspectives on the impact of gender in learning, school experience, performance and achievement will be explored in elementary, secondary, post-secondary, and informal educational settings. The legal and public policy implications of these findings (such as gender-segregated schooling, men's and women's studies programs, curriculum reform, Title IX, affirmative action and other proposed remedies) will be explored. Findings on socialization and schooling in the U.S. will be contrasted with those from other cultures.—Bauer

Women, Gender, and Sexuality 301. Western Feminist Thought—An exploration of the main currents in American feminism, with occasional excursions into European thought. The course readings assume (rather than demonstrate) women's historical subordination to man and put forward various explanations and strategies for change. Readings in J.S. Mill, C. P. Gilman, Emma Goldman, Simone de Beauvoir, Adrienne Rich, bell hooks, Mary Daly, Audre Lorde, and others. Primarily for sophomores and juniors. Permission of the instructor is required. Prerequisite: C- or better in one other course in Women Gender and Sexuality. —Hedrick

[Women, Gender, and Sexuality 323. The Trouble with Normal: An Introduction to Queer Theory]—This course provides an introduction to queer theory, a set of theoretical and critical practices that have recently transformed the study of gender and sexuality. Reading rebelliously within the canon, it stages an encounter between some of the most influential queer theorists (Michel Foucault, Judith Butler, Eve Sedgwick, and Michael Warner) and a series of cononical texts drawn from nineteenth- and twentieth-century American literature. The purpose of this encounter is to bring greater historicity to queer theory while deepening students' understanding of the place of sexuality in the American literary past. Novels include *Billy Budd, The Awakening, The Ambassadors, The Professor's House, Passing, The Great Gatsby, The Sun Also Rises,* and *Nightwood*.

[Women, Gender, and Sexuality 378. Sexual Orientation and the Law]—The purpose of this course is to introduce students to the growing theoretical literature and case law in the area of sexual orientation and the law. We will study the historical treatment of gays and lesbians as a matter of law and public policy, and we will examine the particular discriminatory laws that have been enacted at the local, state, and national level. Texts will include books on a variety of policy issues concerning the legal status of gays and lesbians, as well as court cases, legal briefs, and law review articles. Topics will range from same-sex marriages to discrimination against individuals infected with the HIV virus. Prerequisite: Women Gender and Sexuality 101 or 212 or Public Policy 201 or 202

SPRING TERM

201. American Identities—The central focus of this course will be American identities: the various ways in which Americans have defined themselves, and have been defined. We will proceed chronologically, looking at contact between Amerindians, Puritans, and Cavaliers, the creation of a national identity, the contested meanings of race, class, gender, and ethnicity, and the role played by such forces as religion, region, technology, and empire. The course will also serve to introduce students to some of the central themes, theories, and sources of American Studies, and interdisciplinary approach to the study of American culture.

Readings will include poems, essays, autobiographies, novels, images, films, and the interpretive work of scholars in a number of disciplines. (Enrollment limited)—Masur

203. Conflicts and Cultures In American Society—Focusing on a key decade in American life—the 1890s, for example, or the 1850s—this course will examine the dynamics of race, class, gender, and ethnicity as forces which have shaped and been shaped by American culture. How did various groups define themselves at particular historical moments? How did they interact with each other and with American society? Why did some groups achieve hegemony and not others, and what were—and are—the implications of these dynamics for our understanding of American culture? By examining both interpretive and primary documents—novels, autobiographies, works of art and popular culture—we will consider these and other questions concerning the production of American culture. (Enrollment limited)—Gilmore

[231. Presley, Dylan, Springsteen, and the Poetics of Rock and Roll]—This course examines the musical and social meaning of three icons in the history of rock 'n' roll and American culture. It has been said that Presley freed a generation's body, Dylan unlocked a generation's mind, and Springsteen has been working on a generation's soul. We will delve deeply into the music and lyrics of each artist and study each figure as someone who shaped the 1950s, 1960s and 1970s. In addition to an intensive exploration of the music, sources will include published interviews, documentaries, and interpretive works by scholars and critics such as Peter Guarlnick, Greil Marcus, Christopher Ricks, Dave Marsh, and June Sawyers. (Enrollment limited)

275. The West in American Culture: Symbols, Myths, and Realities—This course investigates the cultural meanings and the lived experiences associated with the American West. Themes for the course include Frederick Jackson Turner's notion of the frontier and American exceptionalism, the use of western myths and symbols in American culture, race relations and the historical experiences of racial minorities, regional development and its relationship to federal power, and political movements such as women's suffrage, environmentalism, and conservatism. (Enrollment limited)—Tang

337. Sexual Labors in the United States—This course will analyze and examine the intersection of sex and work in the United States. We will explore sexual labors -- prostitution, sexual acting and performance, forced and voluntary sexual labor -- in the contexts of U.S. history, culture, economy, politics, and society. We will examine efforts to criminalize and decriminalize sex work, subcultures of sex workers, and dynamics of power in sex work through the lenses of socioeconomic class, gender, and sexuality. To do so, we will trace historical and current constructions of sex (as) work through a blend of sources -- diaries and letters, film, music, popular literature, and secondary analysis. (Enrollment limited)—Gilmore

[352. The Culture of Cold War America]—This course encourages students to critically analyze the relationship between the Cold War and developments in American culture. Discussion topics include the roots of the Cold War, the anxieties concerning nuclear annihilation, the fear of global and domestic communism, representations of the Cold War in social memory, political dissent and cultural politics during the Cold War, and the impact of the Cold War on gender norms, civil rights, and labor relations. In addition to reading historical monographs, students will be interpreting the era's popular culture. (Enrollment limited)

355. Urban Mosaic: Migration, Identity, and Politics—This course focuses on ethnic and racial communities in 20th-century urban areas. Readings allow students to assess and to compare the ways in which ethnicity and race impacted how people lived and worked in the city (e.g., ethnic neighborhoods, segmented labor, and racially exclusive unions). They also reveal how ethnic and racial communities defined their interests when they engaged in political activities. Discussion themes include identity politics, intergroup relations, cultural life within ethnic and racial communities, employment discrimination, and residential segregation. (Enrollment limited)—Tang

[361. Interpreting the American Dream]—A critical inquiry into the ways in which Americans of diverse characteristics have thought about the promise of America (Enrollment limited)

402. Senior Project—Students undertake projects on American Studies topics of their own choosing. The projects will be supervised by a faculty member in an American Studies-related field. Submission of the special registration form, available in the Registrar's Office, and the approval of the project adviser and director, are required for enrollment. —Staff

409. Ralph Ellison and American Modernism—This seminar examines the writings of Ralph Ellison, one of the most exciting novelists and thinkers of the twentieth-century. Attending closely to Ellison's fiction and non-fiction, students will attain the sort of familiarity with Ellison that can only come from detailed study of his work. We will also use Ellison as a point of entry to explore the subject of American modernism. Working through Ellison, we will focus on American modernism as expressed in the New York City skyline, the music of Louis Armstrong and Duke Ellington, the poetry of T.S. Eliot, and the collages of Romare Bearden. In so doing, we will examine the function of culture, the relationship between culture and identity, and just what it means to be modern in America. (Enrollment limited)—Maier

499. Senior Thesis Part 2—Submission of the special registration form, available in the Registrar's Office, and the approval of the thesis adviser and the director, are required for each semester of this year-long thesis. (The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits) —Staff

GRADUATE COURSES

802. Primary Research Materials—This seminar is designed to enable students to identify, evaluate, and use a range of primary sources, from personal letters, vital records, and the census to photographs, oral history, and newspapers. Students will

critically read secondary literature to explore how other scholars have used primary sources, and will develop research projects on topics of their own choosing, based on primary sources available in local archives and repositories. Course not open to undergraduates.—Lawson

[811. Hartford Architecture 1790-1960]—A seminar on the architecture of Connecticut's capital city from the end of the American Revolution to the advent of mid-20th century urban renewal, as an expression of the artistic, economic, social and political forces that have shaped Hartford and New England. Changing architectural styles and building types will be examined in the broader context of Hartford's transformation from a mercantile to an industrial economy. The contributions of important architects who are represented by works in Hartford will be integral to the study. The course includes two Saturday walking tours.

[823. The History of American Sports]—This course will examine American sports from their beginnings in Puritan-era games to the multi-billion dollar industries of today. We will begin by looking at the relationship between work, play, and religion in the colonies. We will trace the beginnings of horseracing, baseball, and boxing, and their connections to saloons, gambling, and the bachelor subculture of the Victorian underworld. We will study the rise of respectable sports in the mid- and late 19th century; follow baseball as it became the national pastime; see how college football took over higher education, and account for the rise of basketball. We will look at sports and war, sports and moral uplift, and sports and the culture of consumption. Finally, we will examine the rise of mass leisure, the impact of radio and television, racial segregation and integration, the rise of women's sports, battles between players and owners in the last 25 years, and the entrance of truly big money into professional sports. Readings in primary and secondary sources will emphasize the historical experience of sports in the United States, so that students can develop a framework for understanding current events, including the recent NHL lockout, the Kobe Bryant affair, and the controversies over steroids. Note: This American Studies course also counts towards the History program.

825. Museums, Visual Culture, and Critical Theory—This course aims to address and interrogate the issues brought up in key theoretical readings by applying their insights to case studies, particularly cases of museum exhibitions and programs. Issues to be addressed include: reproduction and spectacle; gender and display; ethnicity, 'primitivism,' and race; sexuality, sexual practice, and censorship. Case studies will vary each year and will range from exhibitions focusing on consumption (such as "Let's Entertain: Life's Guilty Pleasures" at the Walker Art Institute, 2000), to ethnicity and race (such as the Holocaust Memorial Museum and the Pequot Museum), and sexuality (The Museum of Sex; the Robert Mapplethorpe exhibitions). Each class will combine theoretical readings with considerations of museum practice. By the end of the semester, students shall be able to analyze exhibitions using both the tools of postmodern theory and practical observation and history. Texts: *Media and Cultural Studies: Keywords*, eds. Durham and Kellner (Malden, MA: Blackwell, 2001) *Art and Its Publics: Museum Studies at the Millennium*, ed. Andrew McClellan (Malden, MA: Blackwell, 2003)—McCombie

[835. Museum Exhibition]—Students are introduced to the issues and processes involved in developing exhibitions and explore different approaches to cultural and historical interpretation at a range of museums. Class sessions and exercises will examine the basics of exhibit planning and development. Topics include the conceptualization of exhibit themes and educational goals; learning in museums; visitor needs and accessibility; design elements; technology in museums; and audience evaluation methods. Through critical readings of course literature and site visits, students will also consider the various interpretive methods utilized at living history museums, historic houses and historical sites, history and cultural museums, and urban historical parks. Includes some field trips; guest speakers; student project(s).

[850. The Social Conscience and American Photography, 1839-1946]—"The camera never lies," but it certainly can persuade. From its inception, photography has been employed in the cause of social change in the United States. During the Civil War, the images of the Brady studio helped persuade the Union of the justice of its cause. Anthropological images made during the 1860s-1880s helped define the vanishing Native American communities of the West; the romantic images of photographers like Edward Curtis created sympathy among white Easterners for their plight. In the later 19th century, photography became the handmaid of Progressive reform in the hands of Jacob Riis, whose book *How the Other Half Lives* convinced its public of the need for urban reform. Sociologist Lewis Hine found his photographs of child labor far more effective than text alone in stimulating change. And in what may be the most comprehensive photographic project yet undertaken, the Farm Services Administration under FDR's New Deal created a body of iconic images of the great Depression that abide through today. In the hands of Walker Evans, Dorothea Lange, Russell Lee, and Gordon Parks, among others, the FSA body of work remains the overarching visual definition of the Depression. We will examine how it served the agendas created by the agency head, Roy Stryker, and the photographers themselves. Two papers during the term, one final paper or project and presentation. Texts will include Liz Wells, *Photography: A Critical Introduction*; Alan Trachtenburg, *Reading American Photographs*; Fleischhauer and Brannan, *Documenting America: 1935-1945*.

853. Agency and Agenda: Commercial American Photography Since 1914—This course investigates how photography has described and constructed consumer culture and current events, from selling the American Dream to the events of September 11, 2001. We will examine how advertising photography uses news imagery for its own agendas as well as creating enduring icons that in turn become part of the imagery of news. We will consider ethics and the roles of the image-maker; tactics of display; the creating agencies and their agendas; the manipulation of images (physical and interpretive); and how race, gender, and ethnicity are constructed in commercial and in news images.—McCombie

894. Museums and Communities Internship—Matriculated American Studies students have the opportunity to engage in an academic internship at an area museum or archive for credit toward the American Studies degree. For detailed information, contact the Graduate Studies Office. —Staff

[940. Independent Study]—Selected topics in special areas are available by arrangement with the instructor and written approval of the Graduate Adviser and Program Director. Contact the Office of Graduate Studies for the special approval form. —Staff

953. Research Project—Under the guidance of a faculty member, graduate students may do an independent research project on a topic in American Studies. Written approval of the Graduate Adviser and the Program Director is required. Contact the Office of Graduate Studies for the special approval form. —Staff

954. Thesis Part I—(The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits) —Staff

955. Thesis Part II—(Continuation of American Studies 954.) (2 course credits) —Staff

[956. Thesis]—(Completion of two course credits in one semester). (2 course credits) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Anthropology 232. Native North American Cultures]—Original ecologists, vanishing races, cowboy victims, marginalized reservation-dwellers, radical separatists, casino proprietors? These are just some of the dominant stereotypes and conflicting images of Native Americans today. In this course we critically examine these images and introduce the study of Native North Americans from an anthropological perspective. The origins, development, and contemporary variations of Native American groups in the United States and Canada are explored. The course emphasizes key themes in the study of Native Americans today, including culture change, demography, economic development, ethnic identity, sovereignty and self-government, land and resource rights, environmental justice and health, and representations of “Natives” and “Indians” in popular culture.

Economics 214. Business and Entrepreneurial History—The evolution of business structures and practices, primarily in the American experience. Changes in such aspects of management, finance, marketing, and information are considered. Special attention is given to the role of entrepreneurs and conditions which may have influenced their creative efforts. Both an analytical approach and case studies are employed. Prerequisite: C- or better in Economics 101. —Gunderson

Educational Studies 300. Education Reform: Past and Present—How do we explain the rise and decline of education reform movements? How do we evaluate their level of “success” from different sources of evidence? Drawing upon primary source materials and historical interpretations, this course examines a broad array of elementary, secondary, and higher education reform movements from the mid-19th century to the present, analyzing social, material, and ideological contexts. This intermediate-level seminar explores a topic common to all branches of educational studies from both theoretical and comparative perspectives. Prerequisite: C- or Better in EDUC200 or American Studies Major or Public Policy and Law Major. —Dougherty

Educational Studies 307. Latinos in Education: Local Realities, Transnational Perspectives—This course investigates the education of Latinos, the largest and fastest growing minority group in the United States. By examining both the domestic and transnational contexts, we explore these central questions: How do cultural constructions of Latinos (as immigrants and natives, citizens and non-citizens) shape educational policy and teaching practices? What views of citizenship and identity underlie school programs such as bilingual education, as well as Latino responses to them? This course fulfills the related field requirement for Hispanic studies majors. It will also include a community learning component involving a qualitative research project in a Hartford school or community organization. Prerequisite: EDUC200 or INTS/LACS majors or Hispanic Studies majors or Anthropology majors or Permission of Instructor. —Dymess

English 204. Introduction to American Literature I—A survey of literature, written and oral, produced in what is now the United States from the earliest times to around the Civil War. We will examine relationships among cultural and intellectual developments and the politics, economics, and societies of North America. Authors to be read include some that are well known—such as Emerson, Melville, Dickinson—and some who are less familiar—such as Cabeza de Vaca, John Rollin Ridge, and Harriet Jacobs. For English majors, this course satisfies the requirement of a course emphasizing cultural context. —Lauter

[English 213. 20th-Century African American Literature]—This course will introduce students to a broad survey of 20th-century African American fiction, essays, and poetry by such celebrated writers as DuBois, Hurston, Wright, Ellison, Petry, Hughes, Baldwin, Brooks, Baraka, Jordan, Killens, Morrison, Lorde, and Walker. Our discussions and strategies for reading will be informed by consideration of relevant social, historical, and political contexts. In addition to discussing issues of race, class, gender, and sexuality, emphasis will be on identifying and tracing recurring ideas/themes, as well as on developing a theoretical language to facilitate thoughtful engagement with these works. This course satisfies the requirement of a course emphasizing cultural context.

[English 303. Ante-Bellum Literature: *Amistad* and Other Rebellions]—The period leading to the Civil War witnessed intense conflicts not only about slavery and race but about the spread of capitalism, restrictions on women's economic and social rights, the growth of cities, and a variety of other social issues. “Literature” in this period was seldom seen as standing apart from these issues. On the contrary, art, politics, and social issues were generally seen as heavily intertwined. In this course we will look at the relationships between a number of issues prominent in ante-bellum America and works of art which at once expressed ideas about such issues and helped shape responses to them. The *Amistad* Affair will provide one instance; we will examine two or three others as well. This course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. Prerequisite: For English majors, English 260 with a grade of C- or higher.

[English 326. Fires, Fences, Funnyhouses: African American Drama since 1903]—This course is conceived as a communal, scholarly immersion in the field of 20th-century African American drama. We will work to understand the achievements of African American playwrights, who have often been erratically published, artistically underappreciated, and sometimes simply unnoticed. These trends have continued, perhaps even intensified, even as African American novelists, poets, and recording artists have found ever-growing acclaim from both academic institutions and popular consumers—and despite the fact that such influential figures as W.E.B. DuBois, Alain Locke, Langston Hughes, and Amiri Baraka all cited the theater as the single artistic venue in which black artists would make their most important and distinguished contributions. Our readings in this course will cover four major areas: (1) playscripts by 20th-century African American artists; (2) plays from other eras and cultural traditions that provide interesting intertexts; (3) essays by prominent figures in 20th-century African American culture and history; and (4) modern scholarship in fields such as theater studies, literary theory, feminist, gender, and sexuality studies, and other disciplines that pertain directly to the plays we are reading and the ways we might read them. When possible, we will look at taped performances of these plays and/or engage in our own mini-performances of the scenes we are reading. Assigned readings will include plays by Joseph S. Cotter, Sr., Zora Neale Hurston, Marita Bonner, Paul Green, Djuna Barnes, Lorraine Hansberry, Jean Genet, Aimé Césaire, Adrienne Kennedy, Charles Gordone (OyamO), Ntozake Shange, August Wilson, Anna Deavere Smith, and Suzan-Lori Parks, as well as essays by Antonin Artaud, Bertolt Brecht, Elin Diamond, W.E.B. DuBois, Frantz Fanon, Henry Louis Gates, Jr., Saidiya V. Hartman, Luce Irigaray, Eric Lott, Malcolm X, and Alice Walker. Prerequisite: For English majors, English 260 with a grade of C- or higher.

[English 330. Nineteenth-Century American Literature and Culture: Science, Technology, and Power]—Nineteenth-century Americans witnessed dramatic cultural shifts that made a largely rural, agrarian, deeply-religious nation into an increasingly urban, industrial, and secular one. Science and technology became dominant popular concerns, especially because they offered new kinds of social and political power. They promised members of a fast-changing society the ability to explain and control the world around them. In this course we will read literary and cultural texts of the 19th century that responded to and participated in the scientific and technological revolutions of the period. Through our reading, we will examine how a diverse American population confronted this age of science with both enthusiasm and fear. We will be particularly concerned with asking how science and technology shaped race, class, and gender identities – how social relationships were determined by new theories, discoveries, and inventions. Course texts may include works by Ralph Waldo Emerson, Henry David Thoreau, Frederick Douglass, Herman Melville, Walt Whitman, Mark Twain, Frank Norris, Henry James, Catherine Beecher, Charlotte Perkins Gilman, Susan Fenimore Cooper, Zitkala-Sa, and Charles Chesnut.

[English 380. Scribbling Women: 19th-Century American Women Writers]—This course will trace the rich and diverse tradition of women's writing in 19th-century America. Reading novels, short stories, poetry, and essays, as well as cultural artifacts such as newspapers and photographs, we will consider the contexts that influenced women's writing and evaluate women authors' contributions to literary, political, and social movements during the 1800s. We will pay particular attention to representations of race, class, ethnicity, and gender in women's writing. African American, Euro-American, Hispanic, Native American, middle- and working-class women authors will be studied, and may include Maria Stewart, Maria Cummins, Harriet Beecher Stowe, Harriet Jacobs, Rebecca Harding Davis, Elizabeth Stuart Phelps, Zitkala-Sa, Louisa May Alcott, Caroline Kirkland, Frances E.W. Harper, Emily Dickinson, and Nancy Prince. This course satisfies the requirement of a course emphasizing cultural context or of a course emphasizing literature written after 1800.

[English 405. Intersections in American Literature]—The idea behind this course is to pair works of American literature that are seldom thought to have much of anything to say to one another and, by reading them together, to place them in spirited conversation with one another. In doing so, we will examine some of the more exciting hidden connections and continuities in American literature. Students will read Herman Melville and Frederick Douglass, F. Scott Fitzgerald and Nella Larsen, Mark Twain and DBC Pierre, and Charles Wright and Yusef Komunyakaa. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context.—Maier

[English 428. The Literature of Social Protest]—This course will consider American fiction and poetry that address the issues of social change and social protest. Among the works that may be discussed are Jack London's *The Iron Heel*, Upton Sinclair's *The Jungle*, Sinclair Lewis's *It Can't Happen Here*, Philip Roth's *The Plot Against America*, as well as poetry by Langston Hughes, Claude McKay, Denise Levertov, and Robert Bly. (Note: English 428 and English 828 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate program, this course satisfies the requirement of a course in American literature, or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies a literary history requirement for the old requirements, predating fall 2004. Not open to first-year students.

[English 455. Gendered Projections]—What is gender, or what do we imagine gender to be? Is there any difference between these two questions? In what specific ways is gender socially constructed? How and by whom are these constructs instilled and maintained, and how do competing forces of history, politics, economics, race, class, region, sexuality, and nationality influence and complicate each person's experience of gender? This course will chase some answers to these and other questions, exploring 20th-century literature, playwrighting, and cinema for the different and often unstable notions of gender that these works "project" for us. As a seminar in literature, the course aims to highlight how various projections of gender are inseparable from such seemingly formal considerations as voice, genre, style, and point of view. Also, because gender itself constitutes such a dense network of social relations, we will assess the ways in which literature and art generate their own social relations, with important implications not only for gender but for countless other concepts and ideologies. Thus, in each of the seminar's four units—loosely focused around Anglo-American, African American, Latin American, and expatriate American literature—we will read and analyze texts in order to detect their particular concepts of gender, or the questions they raise about gender. Throughout the

course, we will think critically about how differences in form, era, or cultural context affect the varying conclusions or implications related to gender in these works. Primary texts shall include *Mrs. Dalloway*, *The Hours*, *Funnyhouse of a Negro*, *Kiss of the Spiderwoman*, *Memory Mambo*, *Lolita*, the films *American Beauty* and *Butterflies on a Scaffold*, as well as important essays in gender theory, feminist and gay/lesbian studies, psychoanalysis, critical memoir, and other branches of scholarship. (Note: English 455 and English 855 are the same course.)For English majors, this course satisfies the requirement of a course emphasizing cultural contexts. For the English Graduate Program, this course satisfies the requirements of a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track.

[English 828. The Literature of Social Protest]—This course will consider American fiction and poetry that address the issues of social change and social protest. Among the works that may be discussed are Jack London's *The Iron Heel*, Upton Sinclair's *The Jungle*, Sinclair Lewis's *It Can't Happen Here*, Philip Roth's *The Plot Against America*, as well as poetry by Langston Hughes, Claude McKay, Denise Levertov, and Robert Bly. (Note: English 428 and English 828 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate program, this course satisfies the requirement of a course in American literature, or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies a literary history requirement for the old requirements, predating fall 2004.

[English 855. Gendered Projections]—What is gender, or what do we imagine gender to be? Is there any difference between these two questions? In what specific ways is gender socially constructed? How and by whom are these constructs instilled and maintained, and how do competing forces of history, politics, economics, race, class, region, sexuality, and nationality influence and complicate each person's experience of gender? This course will chase some answers to these and other questions, exploring 20th-century literature, playwriting, and cinema for the different and often unstable notions of gender that these works "project" for us. As a seminar in literature, the course aims to highlight how various projections of gender are inseparable from such seemingly formal considerations as voice, genre, style, and point of view. Also, because gender itself constitutes such a dense network of social relations, we will assess the ways in which literature and art generate their own social relations, with important implications not only for gender but for countless other concepts and ideologies. Thus, in each of the seminar's four units—loosely focused around Anglo-American, African American, Latin American, and expatriate American literature—we will read and analyze texts in order to detect their particular concepts of gender, or the questions they raise about gender. Throughout the course, we will think critically about how differences in form, era, or cultural context affect the varying conclusions or implications related to gender in these works. Primary texts shall include *Mrs. Dalloway*, *The Hours*, *Funnyhouse of a Negro*, *Kiss of the Spiderwoman*, *Memory Mambo*, *Lolita*, the films *American Beauty* and *Butterflies on a Scaffold*, as well as important essays in gender theory, feminist and gay/lesbian studies, psychoanalysis, critical memoir, and other branches of scholarship. (Note: English 455 and English 855 are the same course.)For English majors, this course satisfies the requirement of a course emphasizing cultural contexts. For the English Graduate Program, this course satisfies the requirements of a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track.

History 124. Hartford on Film, 1969-present—In 1969, film makers came to Hartford from Canada and California to document the problems of wealth and poverty in our city. They shot 35 short films in collaboration with residents, just as riots broke out in Hartford during that summer. Trinity's Hartford Studies Project has worked with students, alumni, and residents to restore the original footage and interview surviving activists, community leaders, and residents of the city, then and now. This course explores the problems of Hartford from the 1960s to the present, using both old and new documentary footage as tools for learning, research and dialogue. Its central themes are: racial politics, immigration, community mobilization, policing, education, housing, corporate and civic power, "urban renewal," and Hartford's changing place in national and global political cultures. Students will interact with residents, community organizations, and interviewees. They will devise their own related projects in the city, working in the documentary tradition that inspired the original film makers. We will also work with the Old State House/Connecticut Historical Society exhibition on Hartford's history, which opened in 2006.—Pennybacker

History 202. The United States from Reconstruction to the Present—A continuation of History 201, examining the transformation of the divided and agrarian society of the 19th century into a highly organized, urban-industrial world power.—Gilmore

History 218. US Since 1945—This course examines America since WWII. We will explore both political events and cultural and social trends, including the cold war, rock 'n' roll, civil rights, feminism, Vietnam, consumerism and advertising, the new right and the new left, the counterculture, religious and ethnic revivals, poverty, and the "me" generation. —TBA

[History 234. American Indian History]—This interdisciplinary course will introduce students to American Indian history from the pre-contact period through the late-20th century. We examine the diversity and commonality of Native cultures with a specific eye to gender, politics, trade, ecology, spirituality, and activism. Special attention is paid to Indian responses to the challenges (and opportunities) presented by European colonization, westward expansion, and federal policies. We develop a better understanding of key issues in Indian country today and their historical roots: education, urban dispersal, sovereignty, ecological rights, blood quantum, and repatriation.

[History 247. Latinos/Latinas in the United States]—Who are "Latinos/Latinas" and how have they come to constitute a central ethnic/racial category in the contemporary United States? This is the organizing question around which this course examines the experiences of major Latino/Latina groups – Chicanos/Mexicanos, Puerto Ricans and Cubans – and new immigrants from Central America and the Caribbean. We study U.S. colonialism and imperialism in the Old Mexican North and the Caribbean; migration and immigration patterns and policies; racial, gender and class distinctions; cultural and political

expressions and conflicts; return migrations and transnationalism; and inter-ethnic relations and the construction of Pan-Latino/Latina diasporic identities.

[History 265. Urban Life, Urban Culture: Coming of Age in the 20th-Century Metropolis]—We explore life passages and political culture in New York, Berlin, London, Paris, Chicago, Los Angeles, Philadelphia and Cape Town, as portrayed in memoir, fictional, narrative and visual sources.

[History 311. Colonial America: Mind and Society]—A selective exploration of the history of Colonial America from the early settlements through 1763. The course will focus on political ideals and practices, the emergence of a dynamic capitalist economy, and essential aspects of the cultural and religious life of the colonies. Special attention will be given to the relationship between European settlers and native Americans, and to the rise of plantation slavery in the South. The course will attempt to strike a judicious balance between intellectual, political, and cultural history.

History 312. Formative Years in Am Hist, 1793-1815—An examination of the causes and course of the American Revolution; the Confederation period; the framing of the Constitution; and the political and diplomatic history of the early republic. Special attention will also be given to the institution of plantation slavery in the South, and the paradoxical relationship between the ideals of republicanism and human bondage in the South.—Chatfield

[History 313. The Struggle for Civil Rights in the United States]—African Americans and their white allies have long struggled to win equal rights and equal opportunities in America. We will examine the course of that struggle from the start of the 20th century to the present day, with a focus on the period 1930 to 1968. The course considers questions of urbanization, employment, racism, politics, violence, non-violence, Black Power, and class.

History 345. Warring States: The United States and Vietnam—Probably no set of events in the post-war history of the United States has so torn the fabric of American political life and values as the war in Vietnam. The war tested American foreign and military policy aims in Asia and became the object of a soul-searching national controversy that engaged the energies of millions of Americans and tried the collective conscience of the nation. For the Vietnamese people, the war was a harsh experience that evoked sacrifice and suffering in the name of revolution and independence. Vietnam's struggle with the United States represented in symbolic and practical terms an attempt to resolve questions of national identity and sovereignty that were the legacy of foreign domination and an ambiguous encounter with European culture and society. This course will examine the Vietnam war through a variety of historical materials including monographs, documents, novels and memoirs. Films and guest-lectures will supplement the core readings. Readings will include: George Herring, *America's Longest War*, John Lewis Gaddis, *Strategies of Containment*, James Carroll, *American Requiem*; Truong Nhu Tang, *A Viet Cong Memoir*; and Tim O'Brien, *If I Die in a Combat Zone*.—Chatfield, Lestz

[History 350. Civil War Era, 1845-1877]—An exploration of the causes of the American Civil War, including a detailed study of slavery, abolitionism, the development of Southern sectional consciousness, conflict over the Western territories, the disintegration of the national party system and the rise of the Republicans, Lincoln's election, and the secession crisis of 1860-61. The political and military history of the wartime period will also be examined, as will the post-war struggle to reconstruct the Union and define the status of four million newly freed black Americans.

[History 370. Mobs, Masses, and Democracy in America]—"There are in fact no masses," writes the cultural critic Raymond Williams. "There are only ways of seeing people as masses." This intellectual and social history course will examine ways of "seeing people as masses" in the United States since the American Revolution. By studying changing interpretations of mobs, masses, and social movements, we will inquire into changing ideas about American democracy, the character of "the people," and ways of communicating with them. Particular topics will include the role of "the crowd" in the era of the Revolution; images of riots, strikes, lynch mobs, theater audiences, and other kinds of collective behavior in the 19th century; criticism of the mass society, mass culture, and the mass media (movies, radio, TV, advertising) in the 20 century; and ideas about the causes and effects of social movements. Course materials will include novels and films in addition to more traditional types of primary documents. This is a core course for the Studies in Progressive American Social Movements minor.

[History 387. Everybody's Protest Novel]—Americans don't just have social protests and reform movements, they write fiction to convince others of the rightness of their cause. This course, based on reading, lecture, and discussion, considers the context and the impact of several protest novels and plays in American history, examining the issues they protested, the means of persuasion they used, and their success (or failure). The social movements and protest fiction we will discuss will change from year to year, but will include classics such as *Uncle Tom's Cabin*(slavery); *The Jungle*(industrial working conditions); *Native Son* or *To Kill a Mockingbird*(racism); or *The Crucible*(McCarthyism).

History 451. The Gilded Age:1865-1900—The transformation of the United States into an urban industrial nation, with special attention to the social and cultural effects of industrialization. The course will begin by examining Reconstruction, but will concentrate on the years after 1877. Extensive readings in original source materials, including several novels, as well as in analytic histories.—Leach

History 828. The Gilded Age:1865-1900—The transformation of the United States into an urban industrial nation, with special attention to the social and cultural effects of industrialization. The course will begin by examining Reconstruction, but will concentrate on the years after 1877. Extensive readings in original source materials, including several novels, as well as in analytic histories.—Leach

[History 839. Nationalizing America 1932-1960]—This course will discuss topics in the history of the years that encompassed the Depression and New Deal, World War II, and the Cold War. During this period an activist welfare state/national security state and a national mass culture took form, shaped by responses to economic crisis and economic opportunity, the gathering power of popular-culture media and advertising, and wars hot and cold. Both political topics (e.g., New Deal labor or civil rights policies, McCarthyism) and social and cultural topics (e.g., the World War II home front, changing gender roles, suburbanization) will be investigated. Course materials will include fiction, movies, and other documents from the period, as well as outstanding works of historical analysis and synthesis. Graduate Students.

[History 839. Race and Ethnicity in 20th-Century America]—This course examines how Americans have defined race and ethnicity over time as well as the historical experiences of non-whites and immigrant groups in the 20th century. In what ways are ethnic and black experiences similar? In what ways are they different? Undergraduates who wish to enroll in this course must obtain permission of their adviser and the instructor.

[History 866. US in Prosperous Years 1900-29]—Topics in the culture and political economy of the years 1900-1929, including progressive movements, labor organization struggles, the rise and fall of the Left, the suffrage campaign and its aftermath, immigration and Americanization, the World War home front, migrations and communities of African-Americans, and the impact of the mass media.

International Studies 249. Immigrants and Refugees: Strangers in Strange Lands—The post-cold war world is one of changing national boundaries and governments, environmental devastation and internal conflicts, resulting in an apparently unprecedented flow of people from their native homelands. At a time when multiculturalism is not a popular model for national integration, immigrants, refugees, and other sojourners find themselves in new places creating new lives for themselves. The processes by which this occurs illustrate some of the basic social, cultural, and political dilemmas of contemporary societies. Using historical and contemporary case studies from Europe and the Americas, this course looks at issues of flight, resettlement, integration, cultural adaptation, and public policy involved in creating culturally diverse nations. Questions to be raised include what are the conditions under which people leave, who can become a (authentic) member of society, what rights do non-citizens versus citizens have, are borders sacrosanct, are ethnic and racial diversity achievable or desirable, is multiculturalism an appropriate model, do people want to assimilate, what are the cultural consequences of movement, and how can individuals reconstruct their identities and feel they belong? This course includes a community learning component. (Also offered under American Studies, Comparative Development, Public Policy and Women, Gender, and Sexuality.)—Bauer

[Philosophy 241. Race, Racism, and Philosophy]—An intensive examination of some philosophical discussions of race and racism. Topics include the origins of European racism, the distinction between intrinsic and extrinsic racism, the conceptual connections between racist thinking and certain canonized philosophical positions (e.g., Locke's nominalism), the relationship between racism and our notions of personal identity, the use of traditional philosophical thought (e.g., the history of philosophy) to characterize and explain differences between European and black African cultures, the possible connections between racism and Pan-Africanism, the nature of anti-semitism, and recent attempts to conceptualize race and racism as social constructions.

[Political Science 316. Constitutional Law: Civil Liberties and Civil Rights]—An analysis and evaluation of decisions of courts (and related materials) dealing principally with freedom of expression and equal protection of the laws. Prerequisite: C- or better in Political Science 102, or Public Policy 201 or Public Policy 202.

[Political Science 326. Women and Politics]—This course explores the role of women in American politics across the 20th century. We will examine the collective efforts made by American women to gain political rights, secure public policies favorable to women, and achieve an equal role for women in the political realm and society more broadly. We will try to understand how and why women's political views, voting behavior and the rates of participation have changed over the 20th century and why they remain distinctive from men's. We will also explore the deep ideological divisions among American women, exploring the strikingly different ways that feminists and conservative women define what is in the best interest of women. Finally we end the course by studying women as politicians. We will assess the obstacles women face in getting elected or appointed to political positions, whether or not they act differently from their male counterparts and the significance of their input. Prerequisite: C- or better in Political Science 102 or permission of instructor.

[Political Science 355. Urban Politics]—This course will use the issues, institutions, and personalities of the metropolitan area of Hartford to study the following topics: What is political power? Who has it, and who wants it? Particular attention will be given to the forms of local government, types of communities, and the policies of urban institutions. Guest speakers will be used to assist each student in preparing a monograph on a local political system. Prerequisite: C- or better in Political Science 102 or permission of instructor.

Psychology 223. Psychosocial Perspectives of Asian Americans—This course focuses on issues (e.g., social psychological, identity, well-being) pertaining to Asian Americans. We will consider topics like acculturation, biculturalism, minority group status, cultural values and norms, relationships and roles and how they affect identity development and psychological functioning (e.g., stressors, support systems, academic achievement, mental health). We will discuss psychosocial research relevant to Asian Americans. We will develop and apply critical thinking skills in addressing Asian American issues.—Chang

[Religion 236. Womanist Perspectives on Ethics in America]—An introduction to the distinctive analysis of African-American women social ethicists. After examining the sources and methods of womanist ethicists such as *Emilie* Townes, Klatie Cannon, and Joan Martin, the course will explore their perspectives on contemporary moral problems in America. (May be counted toward American Studies and Women, Gender, and Sexuality Program.)

Religion 261. American Catholics—This historically oriented course will explore the struggle of Catholics in the United States to integrate being “Roman” with being “American.” It will survey the experience of an immigrant, authoritarian church in a country founded on belief in the excellence of Protestantism and dedicated to liberal and democratic ideals. Having arrived in the mainstream with the election of John F. Kennedy, that church now faces a new set of challenges, which will be the final consideration of the course. (May be counted toward American Studies.)—Walsh

Religion 262. Religion in American History—The historical role of religion in shaping American life and thought, with special attention to the influence of religious ideologies on social values and social reform. (May be counted toward American Studies.)—Kirkpatrick

Religion 264. Religion in America Today: A Regional Analysis—This course explores the place of religion in contemporary American civic culture. It will begin with an examination of religion and public life in each of eight regions of the country, stressing the significant differences in the religious history, demography, and politics of each region. On the basis of this regional analysis, the course will take up issues of national politics and public policy, including religion and political partisanship, abortion, faith-based social service provision, public school vouchers, the death penalty, and same-sex marriage.—Silk

[Women, Gender, and Sexuality 215. Drink and Disorder in America]—Drinking as an institution has reflected the varieties of cultures, interest groups, and ideologies that have swept America. We will examine the tumultuous history of this institution from the origins of the Republic to the present in order to understand what the ‘wets’ and the ‘drys’ can tell us about the nature of community in America. Special attention to the ways in which gender, race, class, and ethnicity shape perceptions of drinking, leisure, and social control. (Also listed under American Studies and History.)

[Women, Gender, and Sexuality 340. Race, Gender and the Politics of Poverty in the U.S.]—Images such as the lazy, irresponsible and sexually promiscuous “welfare queen” or the welfare-abusing “illegal” immigrant dominate contemporary U.S. political discourse about poverty. Not only do these images work to criminalize women of color, but they locate the origins of economic inequality in the cultural behaviors of the poor themselves. This course traces the historical emergence and development of these images of a “culture of poverty” in order to analyze how interlocking structures of race, gender, sexuality and capitalism have shaped social science approaches to poverty in the U.S. In particular, the course draws on historical analysis, political theory, and cultural studies to examine how contemporary understandings of poverty, deservingness, citizenship rights and obligations, and U.S. national identity gain their meaning through discourses of race, gender and sexuality. Specific issues we will consider include but are not limited to globalization, immigration and the feminization of poverty; recent changes in U.S. welfare policy; reproductive rights and population control; and women of color and the criminal justice system

Women, Gender, and Sexuality 369. Queer Studies: Issues and Controversies—This broadly interdisciplinary course examines the impact of queer theory on the study of gender and sexuality in both the humanities and the social sciences. In positing that there is no necessary or causal relationship between sex, gender, and sexuality, queer theory has raised important questions about the identity-based understandings of gender and sexuality still dominant in the social sciences. This course focuses on the issues queer theory has raised in the social sciences as its influence has spread beyond the humanities. Topics covered include: queer theory’s critique of identity; institutional versus discursive forms of power in the regulation of gender and sexuality; the value of psychoanalysis for the study of sexuality; and lesbian and gay historiography versus queer historiography.—Corber, Valocchi

Anthropology

PROFESSOR TROSTLE, *DIRECTOR*
 DISTINGUISHED PROFESSOR OF ANTHROPOLOGY ERRINGTON
 PROFESSOR NADEL-KLEIN
 ASSISTANT PROFESSOR NOTART†

The anthropology major at Trinity focuses on cultural anthropology, which is the interpretive study of human beings as they are culturally constituted and as they have lived in social groups throughout history and around the world. As such, it is a comprehensive and comparative discipline that embraces human life in all of its diversity and complexity. Broad in focus, it seeks to understand in a non-ethnocentric manner why people—in both “exotic” and familiar settings—do what they do and what accounts for human differences as well as similarities. It asks how people use

† Academic Year Leave

material and symbolic resources to solve, in often varying ways, the problems of living in the world and with each other. To arrive at their interpretations, anthropologists interweave the sciences, social sciences, and humanities, engaging in continuous dialogues with other disciplines.

Students majoring in anthropology study the discipline's history, methodology, and contemporary concerns. Since non-ethnocentric interpretations require familiarity with the specifics comprising a particular cultural context, students also take courses concerning distinct ethnographic areas such as the Caribbean, China, Africa, Europe, the United States, and the Pacific. In addition, they take courses that emphasize issues of broadly human concern, because interpretations of human similarities and differences can be achieved only through cross-cultural comparison. In selecting electives, students may choose either additional anthropology courses or appropriate courses in such cognate departments and programs as International Studies, Classics, Music, Sociology, and Women, Gender, and Sexuality. Students will consult with their adviser to determine the exact mix of courses that will meet their particular objectives.

For more details on the program's faculty, requirements, and sources, visit our Web site at www.trincoll.edu/depts/anth/.

SPECIFIC REQUIREMENTS: Ten courses with a minimum grade of C-, including:

Four core courses.

Anthropology 201. Introduction to Cultural Anthropology

Anthropology 301. Ethnographic Methods and Writing

Anthropology 302. History of Anthropological Thought

Anthropology 401 Seminar in Contemporary Issues.

Two ethnographic courses. Examples include:

Anthropology 210. Peoples of Europe

Anthropology 225. Indigenous Peoples of the Far North

Anthropology 244. Life at the Edge: The Borderlands of East and Southeast Asia

Anthropology 282. Women and Social Change in China

Anthropology 362. Peoples and Cultures of the Caribbean.

Four electives in anthropology or in cognate subjects. Examples include:

Anthropology 207. Anthropological Perspectives on Women and Gender

Anthropology 215. Medical Anthropology

Anthropology 238. Economic Anthropology

Anthropology 230. Visual Anthropology

Anthropology 245. Anthropology and International Health

Anthropology 306. Time and Culture

Anthropology 308. Anthropology of Place

Anthropology 330. Anthropology of Food

HONORS

In addition, students who wish to qualify for honors in anthropology must write a one or two-credit senior thesis. Honors will be awarded to those whose thesis is granted an A- or better and who have a minimum grade average of B+ for the courses comprising their major.

FALL TERM

201. Introduction to Cultural Anthropology—This course introduces theory and method in Cultural Anthropology as applied in the analysis of specific cultures. The focus will be applied in the analysis of specific cultures. The focus will be on case studies of societies from different ethnographic areas. Topics to be considered will include ritual and symbol systems, gender, family and kinship, reciprocity and exchange, inequality and hierarchy, cultural intrusion and resistance, and social change. (May be counted toward international studies.) (Enrollment limited)—TBA

207. Anthropological Perspectives of Women & Gender—Using texts and films, this course will explore the nature of women's lives in both the contemporary United States and a number of radically different societies around the world, including, for example, the !Kung San people of the Kalahari and the Mundurucù of Amazonian Brazil. As they examine the place of women in these societies, students will also be introduced to theoretical perspectives that help explain both variations in women's status from society to society and "universal" aspects of their status. (May be counted toward international studies and women, gender, and sexuality.)—Nadel-Klein

[213. The Meanings of Money]—What is money? What does money do? Why do so many people try so hard to get it? This course will look comparatively at the roles and meanings of money in different societies. We will consider whether money causes social decay or fosters social integration. We will examine money not only as a medium of exchange, but also as a means of power, resistance and expression. We will learn about lottery winners, counterfeiters, and gamblers and investigate pawn-shops and co-ops. Readings will include ethnography, theory, and news articles. (This course includes a community learning component.) (Enrollment limited)

215. Medical Anthropology—This course covers major topics in medical anthropology, including biocultural analyses of health and disease, the social patterning of disease, cultural critiques of biomedicine, and non-Western systems of healing. We will explore the major theoretical schools in medical anthropology, and see how they have been applied to specific pathologies, life processes, and social responses. Finally we will explore and critique how medical anthropology has been applied to health care in the United States and internationally. The course will sensitize students to cultural issues in sickness and health care, and provide some critical analytic concepts and tools. (Enrollment limited)—Trostle

226. Culture and the Mind:Psych Anthropology—How much of culture is in our heads? To what extent does culture affect how we think and act? How do we get beyond the old nature (biology) versus nurture (culture) debate to understand the dynamic interplay of biological and cultural forces in human psychology and development, including perception, cognition, emotion, personality, identity, and behavior? This course addresses these and other key questions through the concepts, methods, and theories of cognitive and psychological anthropology and related disciplines. This is your brain on culture! (Enrollment limited)—TBA

[240. Public Anthropology]—Public anthropology engages students in the public policy arena by investigating the cultural foundations of controversial issues. We will read ethnographic accounts and theoretical commentaries on debates that occupy mass media attention, such as intelligent design, reproductive rights, genetic research, human rights, indigenous peoples land claims, and public resource management. Students will look at how anthropologists speak and write about these subjects and will also consider how we might be more effective in communicating our ideas to a public audience. (Enrollment limited)

302. History of Anthropological Thought—This course explores the anthropological tradition as it has changed from the late 19th century until the present. Students will read works of the major figures in the development of the discipline, such as Bronislaw Malinowski, Franz Boas, Margaret Mead, and Claude Levi-Strauss. They will learn not only what these anthropologists had to say about reality, but why they said it when they did. In this sense, the course turns an anthropological eye on anthropology itself.—Errington

[305. Women in East Asian Anthropological and Literary Considerations]—Crossing national and disciplinary boundaries, this course will examine through the perspectives of anthropology and literature the lives of women in three East Asian countries: China, Japan and Korea. Deeply influenced by Confucianism and Buddhism, these three countries share cultural characteristics yet present striking social differences. Drawing on novels, memoirs, ethnography and film, we will compare women's experiences in family life, religious practice, the workplace and battlefield. As we consider similarities and differences, we will also scrutinize the common practice of grouping these three countries as a cultural entity, thus complicating our understanding of the idea of East Asia.

308. Anthropology of Place—This course explores the increasingly complex ways in which people in industrial and non-industrial societies locate themselves with respect to land and landscape. Contrary to some widespread assumptions regarding the unproblematic fit between identity and place (i.e., ethnicity and nationalism), we study a range of settings in which people actively construct, contest, and reappropriate the spaces of modern life. Through texts, seminar discussions, films, and field-based research project as the major exercise, students will explore a number of issues, including cultural persistence and the loss of place; the meaning of the frontier and indigenous land rights struggles; gender and public space; the deterritorialization of culture (i.e., McDonald's in Hong Kong); and the cultural costs of an increasingly "fast" and high-tech world.—Nadel-Klein

[309. Culture, Ecology, and Environment]—This course introduces the student to the study of human ecology from a global and intercultural perspective. The texts, lectures, films, discussions, and assignments in this course are designed to provide: 1)an overview and understanding of the origins, development, and variation of human ecological knowledge and practices around the world, including foraging, subsistence agriculture, pastoralism, and intensive and industrial agriculture production systems as well as patterns of distribution and consumption; 2) an introduction to the major concepts and theories of human/cultural ecology and environmental anthropology; 3) an understanding of the concept of Traditional Ecological Knowledge and its relationship to modern science, especially in the areas of ecosystem conceptualization and modeling, adaptation, and resource use and management; and 4) a means of evaluating the cultural roots of contemporary environmental problems, the potential for "sustainable development," and the applicability of indigenous ecological knowledge in today's global political economy. (Enrollment limited)

[401. Advanced Seminar in Contemporary Anthropology]—Anthropologists are a contentious lot, often challenging the veracity and relevance of each other's interpretations. In this seminar, students will examine recent manifestations of this vexatiousness. The seminar will consider such questions as: Can culture be regarded as collective and shared? What is the relationship between cultural ideas and practical action? How does one study culture in the postmodern world of "The celluloid, global ethnoscape"? Can the practice of anthropology be fully objective, or does it demand a politics—an understanding that ideas, ours and theirs, are historically situated, politicized realities? Is domination the same everywhere? (Enrollment limited)

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Art History 294. The Arts of Africa]—An examination of the art and architecture of sub-Saharan Africa as modes of symbolic communication: the ritual context of art, the concept of the artist, the notion of popular art, and the decorated body.

[Educational Studies 215. Education and Social Change Across the Globe]—Through a comparative framework, this course examines the relationship between education and social change in various regions of the world. How do governments use schooling to produce certain kinds of citizens, and how do grassroots movements use education to resist these agendas? What role does education play in promoting democracy versus social and economic inequality? This course is highly recommended for students who are preparing to attend or returning from study abroad programs, particularly the Trinity Global Learning Sites. Assignments will require students to draw upon personal reflections and research to contribute to the comparative framework. Not open to first-year students.

International Studies 262. Peoples and Culture of the Caribbean—A review of the attempt to develop generalizations about the structure of Caribbean society. Theoretical materials will focus on the historical role of slavery, the nature of plural societies, race, class, ethnicity and specific institutions such as the family, the schools, the church, and the political structure.—Desmangles

[Linguistics 101. Introduction to Linguistics]—A general introduction to the study of language. First we will study the fundamental components of language (sounds, words, sentences). We will then examine the crucial question of how words and sentences manage to mean anything. The latter part of the course will be devoted to theoretical approaches to the nature of language, to how and why languages change over time, and to the ways language determines and reflects the structures of society. (Also offered under the Anthropology and the English departments. For English majors, this course satisfies the requirement of a literary theory course.)

Religion 281. Anthropology of Religion—Introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional cultures. Some of the topics covered in this course include a critical examination of the idea of primitivity, the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as rites of passage, magic, sorcery, witchcraft and divination. (May be counted toward Anthropology and International Studies/Comparative Development.)—Desmangles

[Religion 285. Religions of Africa]—A study of the indigenous African religious traditions with consideration of their contemporary interaction with Western religious traditions. Topics include the African concepts of God, man, ancestor reverence, sacrifice, witchcraft and magic. (Enrollment limited). (May be counted toward International Studies/African Studies.)

[Religion 289. Religion and Culture Change]—An anthropological study of the rise and development of cults in traditional cultures engendered by the impact of colonization, the spread of Christianity and Western technology in so-called Third World cultures. Among others, the course emphasizes the revival, the millenarian, the Cargo, and messianic cults. Special attention is given to the origin, the nature, the social functions and dysfunctions of these cults, as well as the methodology used to study them. (May be counted toward International Studies/African Studies, Anthropology and International Studies/Comparative Development Studies.)

Women, Gender, and Sexuality 234. Gender and Education—What is gender equity in schooling and what impact does this have on gender equity more broadly? Different disciplinary perspectives on the impact of gender in learning, school experience, performance and achievement will be explored in elementary, secondary, post-secondary, and informal educational settings. The legal and public policy implications of these findings (such as gender-segregated schooling, men's and women's studies programs, curriculum reform, Title IX, affirmative action and other proposed remedies) will be explored. Findings on socialization and schooling in the U.S. will be contrasted with those from other cultures.—Bauer

SPRING TERM

201. Introduction to Cultural Anthropology—This course introduces theory and method in Cultural Anthropology as applied in the analysis of specific cultures. The focus will be applied in the analysis of specific cultures. The focus will be on case studies of societies from different ethnographic areas. Topics to be considered will include ritual and symbol systems, gender, family and kinship, reciprocity and exchange, inequality and hierarchy, cultural intrusion and resistance, and social change. (May be counted toward international studies.) (Enrollment limited)—Nadel-Klein

219. Anthropology of the Body—This course views the body as a site on which social and cultural processes are imprinted. We will examine homeless, diseased, addicted, hungry, and drugged bodies to show how the body is a center of power relations emerging from a particular political economy. We will also investigate the processes through which some kinds of bodies are constructed as abnormal and are subject for attack, ridicule, or freak-show display. Finally, we will explore the ways that bodies are used in the accumulation of wealth and power, and what happens to bodies when they are commoditized for the market, are dissected, bought, sold, and rented. Students will have considerable freedom to design and undertake their own research projects.—TBA

[232. Native North American Cultures]—Original ecologists, vanishing races, cowboy victims, marginalized reservation-dwellers, radical separatists, casino proprietors? These are just some of the dominant stereotypes and conflicting images of Native Americans today. In this course we critically examine these images and introduce the study of Native North Americans from an anthropological perspective. The origins, development, and contemporary variations of Native American groups in the United States and Canada are explored. The course emphasizes key themes in the study of Native Americans today, including culture change, demography, economic development, ethnic identity, sovereignty and self-government, land and resource rights, environmental justice and health, and representations of “Natives” and “Indians” in popular culture. (Enrollment limited)

238. Economic Anthropology—We often assume that culture and the economy are separate, but all economic transactions contain cultural dimensions, and all cultural institutions exhibit economic features. This course provides an introduction to key debates and contemporary issues in economic anthropology. We will consider differences in the organization of production, distribution and consumption in both subsistence and market economies and examine ways in which anthropologists have theorized these differences. Topics for discussion will include cultural conceptions of property and ownership, social transitions to market economies, the meanings of shopping, and the commodification of bodies and body parts such as organs and blood. Course materials will draw from ethnographic studies, newspaper articles, and documentary films. (Enrollment limited)—TBA

[244. Borderlands of East & South East Asia]—As multinational logging and tourism encroach upon land, and as governments attempt to control borders and restrict cultural practices, borderland peoples of East and Southeast Asia are struggling for their livelihoods and self-determination. This course examines these economic, political and cultural struggles comparatively, over time and across regions. We will investigate government policies of assimilation and modernization, and local responses and resistance. We will discuss such topics as environmental degradation, ethno-tourism, prostitution, HIV infection, and drug smuggling. Readings will include ethnography and memoir, and will be complemented by film and slides. (Enrollment limited)

[247. China through Film]—Film provides a vital medium for understanding changes in Chinese society and culture. Film illustrates shifts in political and economic systems, and reveals changes in the possibilities of individual and collective expression. In China, film has been used both as a tool of the state and as an implement of cultural critique. This course surveys five decades of Chinese film, focusing primarily on mainland films, but also looking at films from Hong Kong and Taiwan. No knowledge of Chinese language is necessary for the course. (Enrollment limited)

252. Identities in Britain and Ireland—This course takes a close look at social diversity within Britain (England, Scotland, Wales), and Ireland (Northern and Eire). It will examine how class, race, ethnicity, gender, and region affect people's sense of identity and participation as citizens within their nations and within the European Union. It will also investigate the ways communities are represented or represent themselves through tourism, heritage sites, and museums. Overall, the course engages the question of how a society does or does not transcend "difference."—Nadel-Klein

301. Ethnographic Methods & Writing—This course will acquaint students with a range of research methods commonly used by anthropologists, and with the types of questions and designs that justify their use. It will describe a subset of methods (individual and group interviewing, and observation) in more detail, and give students practice in their use, analysis, and presentation. Through accompanying readings, the course will expose students to the controversies surrounding the practice of ethnography and the presentation of ethnographic authority. Students will conduct group field research projects during the course, and will develop and write up research proposals for projects they themselves could carry out in a summer or semester. It is recommended that students have already taken an anthropology course.—Trostle

[302. History of Anthropological Thought]—This course explores the anthropological tradition as it has changed from the late 19th century until the present. Students will read works of the major figures in the development of the discipline, such as Bronislaw Malinowski, Franz Boas, Margaret Mead, and Claude Levi-Strauss. They will learn not only what these anthropologists had to say about reality, but why they said it when they did. In this sense, the course turns an anthropological eye on anthropology itself.

[312. Culture and the Mind]—How much of culture is in our heads? To what extent does culture affect how we think and act? How do we get beyond the old nature (biology) versus nurture (culture) debate to understand the dynamic interplay of biological and cultural forces in human psychology and development, including perception, cognition, emotion, personality, identity, and behavior? This course addresses these and other key questions through the concepts, methods, and theories of cognitive and psychological anthropology and related disciplines. This is your brain on culture! (Enrollment limited)

401. Advanced Seminar in Contemporary Anthropology—Anthropologists are a contentious lot, often challenging the veracity and relevance of each other's interpretations. In this seminar, students will examine recent manifestations of this vexatiousness. The seminar will consider such questions as: Can culture be regarded as collective and shared? What is the relationship between cultural ideas and practical action? How does one study culture in the postmodern world of "The celluloid, global ethnoscape"? Can the practice of anthropology be fully objective, or does it demand a politics—an understanding that ideas, ours and theirs, are historically situated, politicized realities? Is domination the same everywhere? —Errington

COURSES ORIGINATING IN OTHER DEPARTMENTS

Art History 294. The Arts of Africa—An examination of the art and architecture of sub-Saharan Africa as modes of symbolic communication: the ritual context of art, the concept of the artist, the notion of popular art, and the decorated body.—Gilbert

[Educational Studies 215. Education and Social Change Across the Globe]—Through a comparative framework, this course examines the relationship between education and social change in various regions of the world. How do governments use schooling to produce certain kinds of citizens, and how do grassroots movements use education to resist these agendas? What role does education play in promoting democracy versus social and economic inequality? This course is highly recommended for students who are preparing to attend or returning from study abroad programs, particularly the Trinity Global Learning Sites. Assignments will require students to draw upon personal reflections and research to contribute to the comparative framework. Not open to first-year students.

Educational Studies 307. Latinos in Education: Local Realities, Transnational Perspectives—This course investigates the education of Latinos, the largest and fastest growing minority group in the United States. By examining both the domestic and transnational contexts, we explore these central questions: How do cultural constructions of Latinos (as immigrants and natives, citizens and non-citizens) shape educational policy and teaching practices? What views of citizenship and identity underlie school programs such as bilingual education, as well as Latino responses to them? This course fulfills the related field requirement for Hispanic studies majors. It will also include a community learning component involving a qualitative research project in a Hartford school or community organization. Prerequisite: EDUC200 or INTS/LACS majors or Hispanic Studies majors or Anthropology majors or Permission of Instructor. —Dyrness

Educational Studies 320. Anthropology and Education—The anthropology of education has a rich history of investigating the links between culture, learning, and schooling. Anthropologists studying education have sought to illuminate learning and educational achievement as social processes and cultural products that cannot be understood apart from the socio-cultural contexts in which they occur. In this upper-level seminar, we will explore selected works in the anthropology of education, both classic and contemporary, in order to understand the unique contributions anthropology makes to the study of education, and in particular, the experience of minority groups in education. We will explore topics such as race, gender, and language in education and how they have been addressed by anthropologists. Students will have an opportunity to read critically a variety of detailed ethnographic and qualitative studies focusing on formal schooling and informal education in the United States and in other countries. Reviewing these studies, we will explore the central questions: What is a cultural analysis of schooling? What unique insights does ethnography (anthropology's signature method) offer into key educational problems? And finally, how can a cultural analysis of schooling inform efforts to create a more socially just educational system? Prerequisite: A C- or better in Education 200 or Anthropology 201 or permission of the instructor. —Dyrness

[International Studies 262. Peoples and Culture of the Caribbean]—A review of the attempt to develop generalizations about the structure of Caribbean society. Theoretical materials will focus on the historical role of slavery, the nature of plural societies, race, class, ethnicity and specific institutions such as the family, the schools, the church, and the political structure.

International Studies 311. Feminist Diversities: Cross Cultural Women's Movements and Thoughts—This course surveys the diversity of women's movements: religious and secular, urban and rural, black and white, struggling for sexual and reproductive rights, political and social representation, and equal opportunities from North America to Asia. Using historical contrasts of different feminisms from the 19th century to the present we will interrogate the meaning of 'feminism,' the possibilities of a transnational 'feminism' of similarity with difference, the place of cultural relativism in assessing other cultures and movements, and the challenge of women's movements to state and society.—Bauer

Linguistics 101. Introduction to Linguistics—A general introduction to the study of language. First we will study the fundamental components of language (sounds, words, sentences). We will then examine the crucial question of how words and sentences manage to mean anything. The latter part of the course will be devoted to theoretical approaches to the nature of language, to how and why languages change over time, and to the ways language determines and reflects the structures of society. (Also offered under the Anthropology and the English departments. For English majors, this course satisfies the requirement of a literary theory course.) —Lahti

[Religion 281. Anthropology of Religion]—Introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional cultures. Some of the topics covered in this course include a critical examination of the idea of primitivity, the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as rites of passage, magic, sorcery, witchcraft and divination. (May be counted toward Anthropology and International Studies/Comparative Development.)

Asian Studies:

see International Studies Program, p. 244

Biochemistry

PROFESSOR CURRAN♦♦, CHAIRMAN

The Biochemistry major is offered by the Chemistry Department and consists of the following one-semester courses: Chemistry 208L, 211L, 212L, 309L, 313, 316L; Physics 231L; Mathematics 132; Biology 228L or 227L or 221L; Biology 317L; and one elective course. The elective may be selected from any course in Chemistry at the 300 level or above or in Biology at the 200 level or above. Students must take any laboratories associated with courses used to satisfy the elective requirement. Independent study and research may not be used to meet this requirement. Choice of electives should be made on the basis of the individual students educational objectives and after consultation with the student's major adviser. The Senior exercise for the Biochemistry major is Chemistry 316L. A grade of at least C- must be obtained in all required courses.

For further information concerning progress towards the major please consult the description of the Chemistry major. Biochemistry majors may choose a curriculum that meets the requirements for certification to the American Chemical Society as satisfying its criteria for undergraduate training in Chemistry. Students wishing to be so certified must take Chemistry 312L or 314L and Chemistry 404.

Students interested in the health professions and contemplating a major in Biochemistry should consult a Chemistry Department staff member as soon as possible after arriving on campus.

Study Abroad Opportunities—Chemistry or Biochemistry majors wishing to study abroad should plan well in advance of the semester or year they intend to go abroad. There are a variety of programs available and students should review the information provided by the Office of International Program and schedule a meeting with Professor Parr, the Study Abroad Advisor in the Chemistry Department. In recent years, our majors have studied in Australia and the British Isles. A Global Learning Site in Turkey, Trinity-in-Istanbul, has also been established for science majors wishing to study abroad.

In addition, students planning to study abroad who wish to have a course or courses counted towards partial fulfillment of the requirements for the Chemistry or Biochemistry major must present in writing a complete description of such courses for prior approval by the Chair of the Department. If approved, credit will be granted only after a satisfactory demonstration of completed work has been presented to the Chair of the Department. This must include a certified transcript from the institution.

Advanced Placement—Students with an AP Chemistry score of 4 or better will receive 1 course credit. This credit can be used to fulfill graduation requirements, but it cannot be used to fulfill any Chemistry Department prerequisite.

Honors—Honors will be awarded to students with a B+ average (3.33 or better) in all courses required for the major. A student must also complete at least one course credit of laboratory research (Chemistry 425) approved by the Chemistry Department and earn a grade of at least B+.

Senior Thesis—A Senior Thesis requires a substantial amount of laboratory work. Students contemplating writing a thesis should therefore consult with their research advisors in their junior year. A Chemistry Department Thesis Application Form (available from the Chemistry Secretary) must be submitted to the Chair of the Department by the fifth Monday of the fall semester of their senior year. Chemistry faculty members will evaluate applications. Students whose thesis applications are approved will enroll in Chemistry 499-Senior Thesis for 1.0 credit in the spring semester of their senior year and participate in the departmental seminar series.

Biology

PROFESSORS BLACKBURN, CHAIR, AND SCHNEIDER♦♦;

ASSOCIATE PROFESSORS ARCHER♦♦, DUNLAP, FLEMING, FOSTER, GUARDIOLA-DIAZ, MORRISON, AND SMEDLEY;

PRINCIPAL LECTURER AND LABORATORY COORDINATOR O'DONNELL;

LECTURERS AND LABORATORY COORDINATORS BONNEAU AND SWART;

LECTURER LEHMAN

Biology is the study of the unity and diversity of life. Modern biology is a field of great breadth that includes such

disciplines as molecular biology, genetics, development, physiology, zoology, botany, ecology, and evolutionary biology. As an interdisciplinary field, biology draws upon chemistry, mathematics, and physics, while intersecting with such other fields as neuroscience, psychology, anthropology, philosophy, and paleontology.

The biology major is constructed to provide students with a broad background in the field, while offering opportunities for concentration in particular areas. The department has excellent facilities, and majors are strongly encouraged to conduct independent research with a faculty member. A major in biology can lead to careers in research, teaching, and the health professions, as well as law, government, business, and management. The major also prepares students for further study in such interdisciplinary fields as biochemistry, nutrition, neuroscience, oceanography, and environmental science.

Students who are considering a major in biology should consult a member of the Biology Department as early in their undergraduate career as possible. The faculty member will help plan a sequence of courses appropriate for the student's particular interests and needs. If the biology major is to be used as preparation for one of the health-related professions, the student should consult with a member of the Health Professions Advisory Committee (see the Advising section in the *Bulletin*).

BIOLOGY MAJOR—Requirements for a major in biology include nine courses from the Department of Biology, plus three cognate courses in chemistry and mathematics (see below). No course with a grade less than C- may be counted towards the major.

The core sequence of biology courses is as follows:

- Biology 181. Biology I: Inquiry into Life**
- Biology 182L. Biology II: Evolution of Life**
- Biology 203L. Biology III: The Cellular Basis of Life**
- Biology 224. Biology IV: Genetics**

Note: Incoming students who are interested in biology should enroll in Biology 181 in the fall semester. These and other interested students should take Biology 182L in spring semester, followed in sophomore year by Biology 203L, and Biology 224 or 224L. Biology 182L and 203L are designed as prerequisites for upper-level courses in the biological sciences.

Major Requirements: Biology majors are expected to take nine biology courses, at least six with labs. The nine required courses include Biology 182L, 203L, and 224, one course each from Groups I, II, and IV, plus three other biology courses chosen from any groups. Biology 181 can be counted as one of the nine courses. (Note: Students who wish to use Research in Biology as one of their nine majors courses must either take two semesters of Biology 419 or 425, or one semester of either with concurrent enrollment in Biology 403 or 404 (Research Seminar).

Group I—Biodiversity: Group I offerings provide exposure to the biology of organisms other than vertebrates, groups that comprise the vast majority of all life. These courses employ an integrative approach with an ecological emphasis.

- Biology 215L. Botany**
- Biology 222L. Invertebrate Zoology**
- Biology 228L. Microbiology**

Group II—Cellular/Molecular Basis of Life: Group II offerings will ensure that students gain competence in the cellular and molecular processes that are fundamental to life.

- Biology 226L. Recombinant DNA Technology**
- Biology 227L. Cell Biology**
- Biology 317L. Biochemistry**

Group III—Electives in Biology: Group III courses are intended to allow students the opportunity to explore other areas of biology in detail.

- Neuroscience 201 or 201L. Principles of Neuroscience: Neurobiology**
- Biology 204. Plant Diversity**
- Biology 233. Conservation Biology**
- Biology 244. Biology of Infectious Disease**
- Biology 300. Evolutionary Thought**
- Biology 306L. Histophysiology**
- Biology 310L. Developmental Biology**
- Biology 315L. Vertebrate Zoology**
- Biology 319L. Animal Physiology**
- Biology 323L. Plant Metabolism and Behavior**
- Biology 333L. Ecology**
- Biology 336L. Marine and Freshwater Botany**
- Biology 350L. Biological Electron Microscopy**

Group IV—Capstone Courses: Group IV courses provide students a culminating experience in the major, and will also satisfy the senior exercise requirement.

- Biology 419. Research in Biology (Library) plus Biology 403 or Biology 404**

Biology 425. Research in Biology (Laboratory) plus Biology 403 or Biology 404
Biology 430. Avian Ecology and Conservation
Biology 435. Life History Strategies
Biology 440. Drug Discovery
Biology 446. Bacterial Pathogenesis
Biology 456L. Biology of Communication
Biology 463L. Ecological Concepts and Methods
Biology 464. Molecular Genetics
Biology 468. Marine Phytogeography
Biology 473L. Sensory Biology
Biology 475. Symbiosis

REQUIRED COGNATE COURSES—In addition to courses in biology, the following cognate requirements must be met:

Chemistry

Chemistry 111L. and Chemistry 112L. Introductory Chemistry I and II

Quantitative Methods (one of the following)

Mathematics 107. Elements of Statistics

Mathematics 126. Calculus with Algebra and Trigonometry

Mathematics 131. Calculus I (or an advanced calculus course such as Mathematics 132 or 142)

Psychology 221L. Research Design and Analysis

Students are strongly recommended to take a two-semester course in Organic Chemistry (Chemistry 211 and 212) and a two-semester course in Introductory Physics (e.g., Physics 101 and 102). While not required for the major, these are considered to be essential for students who are interested in the health professions or in continuing their education at the graduate level.

OPTIONAL COURSES OF POTENTIAL INTEREST—Students also are encouraged to take courses in other departments that have a relationship to the biological sciences. Examples of such courses are as follows: Anthropology 215 (Introduction to Medical Anthropology), Chemistry 316L (Physical Biochemistry), Computer Science 115L (Introduction to Computing), English 208 (Argument and Research Writing), Engineering 411 (Electrophysiology of the Central Nervous System), Environmental Science 149L (Introduction to Environmental Science), Geological Sciences 112 (Introduction to Earth Science), Neuroscience 202L (Clinical Neuroanatomy), Neuroscience 401 (Neurochemistry), Philosophy 215 (Medical Ethics), Philosophy 221 (Science, Reality, and Rationality), Philosophy 227 (Environmental Philosophy), Philosophy 374 (Minds and Brains), Psychology 261 (Brain and Behavior), and Psychology 464 (Neuropsychopharmacology).

Advanced Placement—Students who receive a score of 4 or 5 on the Advanced Placement examination in biology may receive one course credit towards graduation. This course credit may not be counted towards the biology major, nor does it exempt students from any of the courses required for the major.

Teaching Assistantship—Each year, by invitation, certain students will be given the opportunity to function as teaching assistants. Those accepting will work closely with a faculty member in the presentation of a departmental course. The primary responsibilities of student assistants will be instructional. Students taking part in this program can receive course credit by registering in Biology 466. (Not creditable to the biology major.)

Research in Biology—Majors in biology are provided the opportunity to carry out research through direct laboratory work, field work, or library research under the direction of an individual faculty member. Seniors and those students using a laboratory or library research course to satisfy the Group IV requirement must simultaneously enroll in the Research Seminar (Biology 403 or 404). Because of the nature of laboratory work and field work, students should not entertain this type of independent study unless they are willing to devote at least two semesters to the program. Library work is to be done on the semester basis and will involve the preparation of a paper dealing with a significant phenomenon or issue in the field. Those who wish to pursue this work should seek permission from the sponsoring faculty member no later than December 1 if the work is to be initiated in the spring term or no later than May 1 if the work is to be initiated in the fall term. Students are urged to make their arrangements as early as possible in the preceding semester.

Non-majors—All students who wish to participate in departmental courses are welcome to enroll in any of these courses as long as they satisfy the listed prerequisites, or after obtaining permission from the faculty member teaching a course.

Courses at Other Institutions—Students who wish major credit for course work at other institutions should submit to the department chair the name of the institution and the number, title and catalogue description of the course. This information must be submitted in writing before the work is initiated and formal permission must be granted before the course can be credited toward the major at Trinity. Upon approval, up to three biology courses taken away from Trinity may be counted toward the biology major. Under special circumstances, students may petition the department for

permission to transfer additional courses; transfer students wishing to transfer more than three courses should petition at the time of admission.

Study Abroad—While there are many general programs of study abroad for Trinity students, biology majors interested in foreign study should be aware of programs designed particularly for serious biological study outside the College. Examples of suitable programs in which Trinity students participate regularly are listed below:

- Duke University Marine Laboratory
- School for Field Studies (field sites in Kenya, Baja Mexico, Costa Rica, Turks and Caicos Islands, and Australia)
- Organization for Tropical Studies
- Marine Biological Laboratory Semester in Environmental Science
- S.E.A. Semester, Woods Hole

Honors in Biology—Students seeking honors must apply for the honors program in biology. This application must be in written form and should be submitted to the chair of biology normally before the sixth week of classes of a student's sixth semester. The faculty of biology will act upon each application. Students seeking honors must have completed five biology courses that count towards the major by the end of their fifth semester and their grade point average in these courses must be at least 3.3 (B+). In addition, they must demonstrate in their work a scholarly intent. Students not qualifying for the honors program after five semesters may be invited by the faculty to enter the program at a later time.

After acceptance into the honors program, students must maintain a GPA of 3.3 in their biology courses. In addition, they must perform research in biology (Biology 419 or Biology 425) for two semesters, including participation in Biology 403 and 404. The honors program for a student culminates in an honors thesis (Biology 497), an oral presentation to the biology faculty, and a poster presentation at our annual Science Symposium. Upon completion of these requirements, the faculty of biology will vote to award honors to those candidates who are deemed qualified. Under exceptional circumstances, certain research students not enrolled in the honors program, may, by producing particularly distinguished work, be considered for honors by the faculty of biology.

FALL TERM

[105. Microbes and Society]—A lecture course to examine the structure and function of microorganisms as well as a survey of the variety of microorganisms that shape our world. Topics include disease-producing microbes, microbes necessary for food production, microbial ecology, microorganisms that are useful for research, and an introduction to the usefulness of biotechnology to our society. Not creditable to the biology major. (Enrollment limited)

[107. Plants and People]—This course is an introduction to plant biology, with a special emphasis on how plants are used by people around the world. We will examine how plants are constructed, how they grow, how they respond to the environment, and how they have adapted to a variety of habitats. As we cover the fundamentals of botany, we will see the biological reasons why plants are good for making paper, medicine, cloth, dyes, construction materials and food. Not creditable to the biology major. (Enrollment limited)

[118. Human Biology]—This course provides an introduction to the study of the human body in health and disease. Through lecture and integrated laboratory, we will consider normal structure and function of select organ systems (including musculoskeletal, cardiovascular, and reproductive systems), and how aging, injury and disease states affect these systems. The lab includes anatomical dissections, microscopic observations of cells and tissues, and other exercises designed to illustrate basic principles of human anatomy and physiology. Not creditable to the biology major. (Enrollment limited)

140L. Biological Systems—This course explores the biology of animals (including humans), from standpoints of anatomy, physiology, and evolution. We shall consider basics of cell biology, genetics, development, and structure and function of the major organ systems (e.g., digestive, respiratory, excretory, nervous, endocrine, and reproductive systems). Evolutionary processes that have yielded animal diversity will also be explored. Laboratory activities include anatomical dissection, as well as explorations of microscopy, physiology, behavior, population genetics, and molecular biology. Not creditable to the biology major. This course fulfills the biology course requirement for students majoring in psychology and engineering. (1.25 course credits) (Enrollment limited)—Blackburn, Bonneau, Dunlap

152L. Organisms and Populations—An introduction to the biology of plants and animals including diversity, structural and physiological adaptations, and patterns of inheritance. The expression of these attributes in population growth, species interactions, community organization, and ecosystem function will also be considered. The laboratory provides the opportunity to explore biological concepts through observation, experimental design and analysis, using classical and modern techniques and instrumentation. Prerequisite: Open only to students who have passed Biology 153 with a grade of C- or better (1.25 course credits)—O'Donnell

181. Biology I: Inquiry into Life—Designed for first-year students with a serious interest in the life sciences, this course will introduce important topics spanning the grand spectrum of biology, from ecology and evolution down to cells and biomolecules. We will emphasize subjects that are especially significant for the world today, including, where appropriate, research origins and current investigative processes. Students will gain essential experience in biological analysis, critical thinking, and evidence-based discovery. The course is strongly recommended for first-year students planning to major in biology or another life science.

Students beyond their first year require instructor permission to enroll. Only first-year students will be eligible to enroll in this class. (Enrollment limited)—Archer, Foster

215. Botany—An introductory study of the structure and function, development, metabolism, reproduction, dispersal, ecology and evolution of plants. Plant/animal interactions and co-evolution will be considered. Laboratory exercises and field work are designed to involve students with important concepts discussed in lecture. Prerequisite: Biology 152L recommended. (This course is not offered with a laboratory in the fall of 2007, therefore, it will not count toward the Group I requirement for the biology major.) (Enrollment limited)—Schneider

220L. Transmission Electron Microscopy—Taught during the first seven weeks of the semester, this laboratory course introduces students to use of the transmission electron microscope (TEM), as well as to associated techniques and equipment. Transmission electron microscopes permit the ultrastructural examination of cell, tissue, and non-biological materials at very high magnification (up to 250,000x). In this course, students learn how to prepare specimens for electron microscopic study, to use the TEM to examine and digitally photograph them, and to interpret the resultant images. The theory behind these techniques and the use of the TEM also will be considered. Students apply these techniques towards construction of a portfolio of micrographs; if necessary, they can use two weeks beyond the seven-week class period to finish their projects. This course is ideal for students interested in independent research in biology, biochemistry, or neuroscience, but is open to other students as well. This course does not count towards the biology major. This course meets for one lecture and one lab period per week; however, students should plan to invest time outside of class in order to practice the techniques. (Enrollment limited.) (0.5 course credit) (Enrollment limited)—Lehman

[221. Genetics]—Please refer to the course description for Biology 224. A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. (This course may be taken without laboratory by registering for only Biology 221.) Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor.

[221L. Genetics Laboratory]—Please refer to the course description for Biology 224. A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor. (0.25 course credit) (Enrollment limited)

224. Biology IV: Genetics—A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. (This course may be taken without laboratory by registering for only Biology 224.) Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor. —Fleming

224L. Biology IV: Genetics Laboratory—A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. (This course may be taken without laboratory by registering for only Biology 224.) Prerequisite: C- or better in Biology 152L and 153L and concurrent enrollment in Biology 224-01. (0.25 course credit)—Fleming

[227L. Cell Biology]—A study of cell structure and function, emphasizing the molecular components, metabolism, organelles, motility, and growth and division. The molecular biology of cells and the regulation of cellular processes are emphasized. Laboratory exercises will include light microscopy, molecular cellular experiments, and other experiments in cell biology (formerly Biology 307L). Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor. (1.25 course credits) (Enrollment limited)

[233. Conservation Biology]—This lecture/discussion course focuses on the science and theory of this interdisciplinary field. Biological concepts examined will include biodiversity and the definition of species, patterns of species vulnerability, population dynamics of small populations, extinctions and invasions, rarity, metapopulations, conservation genetics, reserve design, captive breeding, endangered species, habitat fragmentation, and population recovery programs. Interactions between biology, human concerns regarding resource management, and the political process will also be considered. Prerequisite: C- or better in Biology 152L. (Enrollment limited)

244. Biology of Infectious Disease—The infectious disease process is multifactorial. In order to understand how bacteria and viruses cause disease it is necessary to examine the delicate relationship that exists between the host and the infectious organism. This course will focus on understanding the human immune system in health and in disease, as well as the mechanisms employed by microorganisms to escape the immune response. A stepwise approach to the infectious process will be taken in this lecture and discussion based course, beginning with initial encounter between the host and the infectious agent and ending with the

transmission of the agent to a new host. Although human disease will be the main focus, some infectious agents of plants and other animals will also be discussed. Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor. —Foster

317. Biochemistry—The goal of this course is to provide an introduction to the molecular reactions that sustain life. Topics include: biomolecule structure and function, bioenergetic principles that rule the synthesis and degradation of biological macromolecules, and integration and regulation of metabolic pathways. As a consequence of its interdisciplinary nature, this course should be rewarding to students with a variety of interests. This is a lecture and discussion-based course with an instructional laboratory. The final grade earned will be determined by performance on examinations, quizzes, written assignments, laboratory reports, group activities, attendance, and participation. Students majoring in biochemistry or using this course to satisfy the Group II requirement for the biology major must enroll in lab. Otherwise, this course may be taken without laboratory by registering for Biology 317. Prerequisite: C- or better in Biology 152L, 153L, and Chemistry 212L. (Enrollment limited)—Guardiola-Diaz

317L. Biochemistry Laboratory—The goal of this course is to provide an introduction to the molecular reactions that sustain life. Topics include: biomolecule structure and function, bioenergetic principles that rule the synthesis and degradation of biological macromolecules, and integration and regulation of metabolic pathways. As a consequence of its interdisciplinary nature, this course should be rewarding to students with a variety of interests. This is a lecture and discussion-based course with an instructional laboratory. The final grade earned will be determined by performance on examinations, quizzes, written assignments, laboratory reports, group activities, attendance and participation. Students majoring in biochemistry or using this course to satisfy the Group II requirement for the biology major must enroll in lab. Otherwise, this course may be taken without laboratory by registering for Biology 317. Student must also be enrolled in Biology 317 or previously have received a grade of C- or better in the class. (0.25 course credit) (Enrollment limited)—Guardiola-Diaz

319L. Animal Physiology—This course examines the physiological mechanisms underlying four fundamental functions: movement, sensation, feeding, and reproduction. How do physiological systems operate to enable organisms to live in drastically different habitats? What are the common cellular and molecular mechanisms that are shared by diverse animals? The laboratory will consist of several preparations examining developmental, sensory, endocrine, and muscle physiology, followed by more-detailed, independent investigations of one of these preparations. Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor. (1.25 course credits) (Enrollment limited)—Dunlap

326L. Recombinant DNA Technology—Human gene therapy, genetically-engineered crop plants and transgenic mice are all possible because of the powerful techniques developed to manipulate nucleic acids and proteins. This course will introduce you to the fundamental methods at the heart of this technology: DNA isolation, restriction digestion, DNA recombination, Southern blotting and DNA library screening. The emphasis will be on the laboratory experience, with lectures covering current examples of research using the techniques described. Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor. (1.25 course credits) (Enrollment limited)—Archer

333L. Ecology—A study of the adaptations of organisms to their environment and of the interrelationships among organisms which determine the structure and attributes of natural populations and biological communities. Field trips and laboratory exercises use sampling methods and statistical techniques in the analysis of the response of organisms to their physical environment, of selected population phenomena, and of different natural communities. Several field trips are required during the term. Biology 215L and 222L are recommended, but are not prerequisites. Prerequisite: C- or better in Biology 152L. (1.25 course credits) (Enrollment limited)—Smedley

399. Independent Study—Independent research supervised by a faculty member in an area of the student's special interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

403. Research Seminar—Students engaged in laboratory or field research, as well as honors candidates conducting library research, will meet with the Biology faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Prerequisite: Concurrent enrollment in either Biology 419 or 425. Open only to members of the senior class. (0.5 course credit)—TBA

419. Research in Biology (Library)—Students will conduct library research projects under the direction of an individual staff member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. Seniors and those using library research to satisfy the Group IV requirement must simultaneously enroll in the Research Seminar (Biology 403). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) —Staff

425. Research in Biology (Laboratory)—Students will conduct original laboratory research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan on initiating work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. Seniors and those using laboratory research to satisfy the Group IV requirement must simultaneously enroll in the Research Seminar (Biology 403). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) —Staff

[430. Avian Ecology and Conservation]—This seminar/discussion course will focus on issues related to the ecology and conservation of birds. We will examine current areas of research at several levels, including genetic, species, population,

community, and landscape. Class discussions will focus on readings from the current ornithological literature, and class will be organized around student presentations of this material. A research project is required. Prerequisite: C- or better in Biology 233 or 333.

435. Life History Strategies—This seminar/discussion course examines the evolution and consequences of life history strategies for a variety of organisms and at several levels (gene, individual, population). We will discuss adaptations and constraints of various strategies and attempt to integrate current life history theory into the framework of conservation biology. Topics of discussion include evolution of sex, sex ratios, predator-prey relationships, reproductive effort/costs, reproductive schedules, sex reversal, lifespan and senescence, and complex life cycles. Class will be organized around student discussion and presentation of readings from the current literature. Permission of instructor required.—Morrison

[446. Bacterial Pathogenesis]—This seminar will examine the intricate relationship between a bacterial pathogen and a mammalian host. Bacteria have evolved a wide array of virulence factors that allow them to circumvent host defense mechanisms and cause disease. Many of these virulence factors have been identified and studied at the molecular level. Additionally, a study of the host immune system is essential for an understanding of the ability of microorganisms to cause disease. The molecular biology of bacterial virulence as well as the host response to pathogens will be examined through readings and discussions of the primary literature. Prerequisite: C- or better in Biology 221 and at least one of the following: Biology 227, 288, or 244.

466. Teaching Assistantship—Students who have been invited to function as teaching assistants will register for this course. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (See paragraph on Teaching Assistants in the description of the major. Not creditable to the major.) (0.5 course credit) —Staff

468. Marine Phylogeography—An advanced-level seminar on the historical and recent biological, physical and artificial factors controlling the distribution of marine organisms, particularly seaweeds. Class discussions focus on primary phylogeographical literature. An investigative search and term paper on the known distribution of a marine alga is required (formerly Biology 368). Prerequisite: C- or better in Biology 336L. —Schneider

601. IDP Study Unit—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the IDP Catalog for a full listing. —Staff

[602. IDP Project]—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form, which is available in the IDP office. (0-5 course credit) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Neuroscience 201. Principles of Neuroscience]—A team-taught introductory course in neuroscience that will examine the neuron and its biological interactions in animal nervous systems. Topics will include the anatomy, development, chemistry, and physiology of nervous systems. Prerequisite: C- or better in Biology 153L and Biology 152L, or concurrent enrollment in Biology 152L.

[Neuroscience 201. Principles of Neuroscience - Laboratory]—A team-taught introductory course in neuroscience that will examine the neuron and its biological interactions in animal nervous systems. Topics will include the anatomy, development, chemistry, and physiology of nervous systems. Prerequisite: C- or better in Biology 153L and Biology 152L, or concurrent enrollment in Biology 152L. (0.25 course credit)

SPRING TERM

115. Science and Religion—This discussion-based course will examine the philosophical and ethical issues at the intersection of science and religion in both the past and present. Are science and religion compatible? How have science and religion influenced each other? What do science and religion offer to contemporary debates, such as the teaching of intelligent design and research on embryonic stem cells? We will read works by important historical figures (Charles Darwin, William James) and contemporary thinkers. The focus will be on biology and neuroscience and their interaction with Western religions, but we will also discuss issues that relate to the physical sciences and Asian religions. Not creditable to the biology major. (Enrollment limited)—Dunlap

[116. Biogeography]—All species have been distributed to certain environments on planet earth, some survived, others did not. This course will study the historical and recent dispersal mechanisms as well as environmental pressures which allow for plants and animal distribution patterns. Evolutionary mechanisms leading to adaptation will be emphasized, as well as recent alien invasions into susceptible environments. Grades based upon several exams, short papers, a term paper, and classroom discussions. Not creditable to the biology major. Enrollment limited. (Enrollment limited)

[118. Human Biology]—This course provides an introduction to the study of the human body in health and disease. Through lecture and integrated laboratory, we will consider normal structure and function of select organ systems (including musculoskeletal, cardiovascular, and reproductive systems), and how aging, injury and disease states affect these systems. The lab includes anatomical dissections, microscopic observations of cells and tissues, and other exercises designed to illustrate basic principles of human anatomy and physiology. Not creditable to the biology major. (Enrollment limited)

[120. Genes, Clones, and Biotechnology]—This course will focus on the fundamental concepts of genetics and human reproduction upon which current biotechnologies are based. Topics will include patterns of heredity, the molecular biology of gene structure and function, the manipulation and analysis of DNA, genes and disease, mutation, reproduction and embryonic development. The application of this knowledge as it is used in genetic screening, gene therapy, forensic medicine, embryo cloning, the production of transgenic organisms, and other biotechnologies will be discussed. In addition, the social, legal, and ethical ramifications of these technologies will be considered. Not creditable to the biology major. (Enrollment limited)

[140L. Biological Systems]—This course explores the biology of animals (including humans), from standpoints of anatomy, physiology, and evolution. We shall consider basics of cell biology, genetics, development, and structure and function of the major organ systems (e.g., digestive, respiratory, excretory, nervous, endocrine, and reproductive systems). Evolutionary processes that have yielded animal diversity will also be explored. Laboratory activities include anatomical dissection, as well as explorations of microscopy, physiology, behavior, population genetics, and molecular biology. Not creditable to the biology major. This course fulfills the biology course requirement for students majoring in psychology and engineering. (1.25 course credits) (Enrollment limited)

[153L. Cells, Metabolism, and Heredity]—An introduction to the study of the organization and function of prokaryotic and eukaryotic cells. Topics to be covered include organelle and membrane structure, biomolecules, metabolism, bioenergetics, and the molecular basis of inheritance. The laboratory offers the opportunity to explore biological concepts through observation, experimentation, and data collection and analysis, using both classical and modern techniques and instrumentation. (1.25 course credits)

182L. Biology II: Evolution of Life—This course will provide an introduction to life on Earth from an evolutionary perspective. Through lecture and discussion, we will examine evolutionary principles, inheritance, biodiversity, physiological adaptations, and ecology. The laboratory will provide the opportunity to explore biological concepts through observation, experimental design, and analysis. Biology 181 is strongly recommended but not required. (1.25 course credits) (Enrollment limited)—Bonneau, O'Donnell

[204. Plant Diversity]—Although the earliest plants were simple cells limited to an aquatic environment, today's plants are found in many habitats, including deserts and high altitudes. To survive in these environments, plants have evolved a remarkable variety of body forms and specialized structures. This course will survey the plant kingdom, focusing on adaptations that permitted plants to advance into new habitats. We will examine selected examples from the major groups, combining lectures, demonstrations, and observations (formerly Biology 304). Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor.

210L. Scanning Electron Microscopy—Taught during the first seven weeks of the semester, this laboratory course introduces students to the use of the scanning electron microscope (SEM), as well as associated techniques and equipment. Scanning electron microscopes permit the examination of surface features of cells, tissues, and non-biological materials at high magnification. In this course, students learn how to prepare specimens for electron microscopic study, and how to use the SEM to examine and photograph these specimens. Techniques to be used include tissue fixation, critical point drying, and specimen coating. The theory behind these techniques and use of the SEM also will be considered. This course is especially appropriate for students interested in independent research in biology, biochemistry, or neuroscience, but is open to other students as well. This course does not count towards the biology major. The course meets for one lab per week; however, students should plan to invest time outside of class in order to practice the techniques. (0.5 course credit) (Enrollment limited)—Lehman

222L. Invertebrate Zoology—An introductory study of the variety, morphology, functional attributes, development, ecology and evolution of the major groups of invertebrate animals. The laboratory includes demonstrations, dissections, and experimental observation which relate adaptations in structural patterns and physiological processes of organisms to their marine, freshwater, or terrestrial environments. Prerequisite: C- or better in Biology 152L. (1.25 course credits) (Enrollment limited)—Smedley

228L. Microbiology—A study of microorganisms that include bacteria, viruses, and eukaryotic microbes. Structure, genetics, metabolism, growth and division, and prokaryotic experimental systems are examined. In addition, mechanisms of microbial pathogenesis, and human and viral pathogens are explored. Laboratory exercises will consist of sterile techniques, culture, microscopy, and identification of bacterial specimens. Other exercises will involve experiments in genetic exchange (formerly Biology 308L). Prerequisite: C- or better in Biology 152 and Biology 153 and Chemistry 112. (1.25 course credits) (Enrollment limited)—Foster

300. Evolutionary Thought—During the past two centuries, ideas about evolution have provided powerful explanations for the history and diversity of life. This discussion course shall explore the history of evolutionary ideas in the context of the political and social milieu of their development. Drawing upon primary sources, we shall consider contributions from Darwin, Lamarck, and other 19th-century scientists, as well as such 20th-century biologists as Mayr, Gould, and Dawkins. Among the issues to be considered are naturalistic explanations for apparent “design” in the world, controversial application of “Darwinian” ideas in sociopolitical realms, and the relationship of secular approaches and values to the growth of biological thought. Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor. (Enrollment limited)—Blackburn

310L. Developmental Biology—A study of the developmental processes in animals with emphasis on vertebrates. Modern theories of development are emphasized. Laboratory exercise will include studies of the developmental anatomy of several animals with emphasis on the early embryology of the chick. In addition, experiments dealing with several aspects of animal morphogenesis will be pursued and selected techniques used in experimental studies of animal development will be introduced.

Prerequisite: C- or better in Biology 152L and 153L. Biology 221 or 307L recommended. (1.25 course credits) (Enrollment limited)—Fleming

[315L. Vertebrate Zoology]—A broad-based survey of the biological diversity and evolution of the vertebrates. Special emphasis will be placed on functional morphology, physiology, paleontology, and ecology, as related to evolutionary history. The laboratory will introduce the student to the fundamentals of vertebrate anatomy through the dissection of such animals as the dogfish shark, the cat, and the lamprey. Other lab exercises will deal with functional analysis and reconstruction of phylogenetic relationships. Prerequisite: C- or better in Biology 152L. (1.25 course credits) (Enrollment limited)

[317L. Biochemistry]—The goal of this course is to provide an introduction to the molecular reactions that sustain life. Topics include: biomolecule structure and function, bioenergetic principles that rule the synthesis and degradation of biological macromolecules, and integration and regulation of metabolic pathways. As a consequence of its interdisciplinary nature, this course should be rewarding to students with a variety of interests. This is a lecture and discussion-based course with an instructional laboratory. The final grade earned will be determined by performance on examinations, quizzes, written assignments, laboratory reports, group activities, attendance and participation. Students majoring in Biochemistry or using this course to satisfy Group II, must enroll in lab. Otherwise, this course may be taken without laboratory by registering for Biology 317. Prerequisite: C- or better in Biology 152L, 153L, and Chemistry 212L. (1-1.25 course credits) (Enrollment limited)

[319L. Animal Physiology]—This course examines the physiological mechanisms underlying four fundamental functions: movement, sensation, feeding, and reproduction. How do physiological systems operate to enable organisms to live in drastically different habitats? What are the common cellular and molecular mechanisms that are shared by diverse animals? The laboratory will consist of several preparations examining developmental, sensory, endocrine, and muscle physiology, followed by more-detailed, independent investigations of one of these preparations. Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor. (1.25 course credits) (Enrollment limited)

[323L. Plant Metabolism and Behavior]—This course is a study of how plants function. Like animals, plants must have food and water, protect themselves from predators, and accommodate changes in their environment. However, plants have evolved very different solutions to these common problems. We will examine the mechanism of plant movements, how plants detect changes in the world around them, how they transport water great distances without a pump, and how they feed themselves. Special topics include the physiology of parasitic plants, the mechanisms by which plants withstand freezing and drought, and how plants combat insects and disease. Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor. (1.25 course credits) (Enrollment limited)

[336L. Marine and Freshwater Botany]—A study of the life-histories and environmental strategies of aquatic algae, bryophytes, and vascular plants. The course will highlight the physiological problems and anatomical adaptations associated with life in various fluid environments. Fieldwork in a peat bog, Long Island Sound, and fresh-water environments supplements self-designed research projects on reproductive morphology, growth studies and physiology of selected aquatic plants. Prerequisite: C- or better in Biology 215L. (1.25 course credits) (Enrollment limited)

[403. Research Seminar]—Students engaged in laboratory or field research, as well as honors candidates conducting library research, will meet with the Biology faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Prerequisite: Concurrent enrollment in either Biology 419 or 425. Open only to members of the senior class. Prerequisite: Concurrent enrollment in either Biology 419 or 425. Open only to members of the senior class. (0.5 course credit)

404. Research Seminar—Students engaged in laboratory research, as well as honor candidates conducting library research, will meet with the Biology faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Prerequisite: Concurrent enrollment in either Biology 419 or 425. Open only to members of the senior class. (0.5 course credit)—TBA

419. Research in Biology (Library)—Students will conduct library research projects under the direction of an individual staff member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. Seniors and those using library research to satisfy the Group IV requirement must simultaneously enroll in the Research Seminar (Biology 404). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) —Staff

425. Research in Biology (Laboratory)—Students will conduct original laboratory research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan on initiating work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. Seniors and those using laboratory research to satisfy the Group IV requirement must simultaneously enroll in the Research Seminar (Biology 404). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) —Staff

[440. Drug Discovery]—This lecture/laboratory course introduces students to principles of pharmacology, and explores diverse approaches used to identify new targets for drug action, screening strategies for biological activity and toxicity, and methodologies for studying drug clearance. Students also learn about modern laboratory analysis of traditional medicines, natural compounds with potent biological activity, genetic polymorphisms in drug response and clearance, and the placebo effect. Prerequisite: A grade of C- or better in Biology 227 or Biology 228 or Biology 317 or Permission of the Instructor. (Enrollment limited)

[456L. Biology of Communication]—This integrative course will examine the development, neurobiology, physiology, ecology, and evolution of communication in vertebrate animals, including humans. We will discuss how communication signals (e.g., bird songs, human speech, olfactory communication chemicals) are generated by animals, how these signals travel through the environment and are perceived by other animals, and how, in turn, they modify the behavior of the receiving animal. Human disorders such as deafness will be examined as a means of understanding plasticity in communication systems. Emphasis will be on reading and discussing articles from the primary literature. The laboratory section will include both lab and field experiments in which we record and analyze signals, examine hormonal effects on communication behaviors, and observe behavioral responses to playbacks of communication signals. This course includes a community learning component. Prerequisite: C- or better in Biology 319L or Neuroscience 201. (1.25 course credits) (Enrollment limited)

463. Ecological Concepts and Methods—This advanced-level course, utilizing both lectures and student-led seminars, provides a detailed exploration of a variety of ecological topics, ranging from the level of the individual organism to the biosphere. Readings are drawn predominantly from the primary literature. Laboratories, mostly field-based, introduce methodology and emphasize the design of observational and experimental studies. There will likely be one or two mandatory weekend-long lab sessions at a field station (formerly Biology 363L). (With special permission, may be taken without the prerequisite.) Prerequisite: C- or better in Biology 333L. (Enrollment limited)—Smedley

[464. Molecular Genetics]—An examination of the current molecular explanations of the structure, maintenance, control and expression of genes in both prokaryotic and eukaryotic organisms. Biology 227L is recommended. Prerequisite: C- or better in Biology 221.

466. Teaching Assistantship—Students who have been invited to function as teaching assistants will register for this course. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (See paragraph on Teaching Assistants in the description of the major. Not creditable to the major.) (0.5 course credit) —Staff

[475. Symbiosis]—The word “symbiosis” was coined to describe an arrangement in which organisms of different species live closely together. The relationship may be of mutual benefit (mutualism), may be of benefit to one member while harmful to the other (parasitism), or may be beneficial to one and of neutral effect on the other (commensalism). Examples of the incredible variety of relationships include the commensalism between remoras and sharks, the parasitism of mistletoes on trees, and the mutualism of ants and acacia plants. Some of the most important events in the history of life—origin of eukaryotic cells, for example—are the result of ancient symbiotic interactions. We will examine the natural history, physiology, and evolution of these remarkable associations. (Formerly Biology 375). Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor. (Enrollment limited)

497. Honors Thesis—An extended paper on the subject of the student's two-semester research project with a professor in Biology, to be read by three or more members of the Department. This course is open only to those biology majors who wish to qualify for honors (See paragraph on Honors in Biology in the description of the major). Simultaneous enrollment in Biology 419 or 425 and 404, submission of the special registration form available in the Registrar's Office, and approval of the instructor and Chair, are required for enrollment. Prerequisite: Simultaneous enrollment in Biology 419 or 425 and Biology 404. (0.5 course credit) —Staff

[601. IDP Study Unit]—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the IDP Catalog for a full listing. —Staff

[602. IDP Project]—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form, which is available in the IDP office. (0-5 course credit) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

Neuroscience 201. Principles of Neuroscience—A team-taught introductory course in neuroscience that will examine the neuron and its biological interactions in animal nervous systems. Topics will include the anatomy, development, chemistry, and physiology of nervous systems. Prerequisite: C- or better in Biology 153L and Biology 152L, or concurrent enrollment in Biology 182L. —Raskin

Neuroscience 201. Principles of Neuroscience - Laboratory—A team-taught introductory course in neuroscience that will examine the neuron and its biological interactions in animal nervous systems. Topics will include the anatomy, development, chemistry, and physiology of nervous systems. Prerequisite: C- or better in Biology 153L and Biology 152L, or concurrent enrollment in Biology 182L. (0.25 course credit)—Swart

Chemistry

PROFESSOR CURRAN, CHAIRMAN♦♦;

PROFESSORS BOBKO (EMERITUS), DEPHILLIPS, HEEREN (EMERITUS), HENDERSON, MOYER, PRIGODICH;

ASSOCIATE PROFESSORS CHURCH, MITZEL, PARR;

SENIOR LECTURERS MORRISON

Chemistry is an interdisciplinary subject which deals with the composition, properties, and interactions of substances. It employs techniques from mathematics and physics and has applications in all of the sciences and in engineering. The discipline is typically viewed as having five major areas: analytical, biological, inorganic, organic, and physical. The chemistry major is structured to provide a balanced presentation of these areas. Students with special interest in biological chemistry should also consider the biochemistry major.

A chemistry major can lead to a variety of careers besides chemical research. These include the health professions, teaching, law, business, and management. A chemistry major is also an excellent preparation for a number of interdisciplinary areas including biochemistry, pharmacology, material science, nutrition and food chemistry, neuroscience, toxicology, forensic science, and art conservation.

Because of the structure of the chemistry curriculum, anyone interested in pursuing the study of chemistry, whether for a major or otherwise, should contact a department faculty member as soon as possible. The faculty member will aid in planning a schedule of courses that will permit the most direct and complete fulfillment of the intended goal.

The following one semester courses are required for the chemistry major: Chemistry 208L, 211L, 212L, 309L, 310, 312L, 313, 314L, and one 400-level chemistry course; Physics 231L; Mathematics 132. A grade of at least C- must be obtained in all required courses. The Senior Exercise for the chemistry major is Chemistry 309L.

The major as outlined above covers four of the five principal divisions of Chemistry. The Chemistry Department, however, strongly urges those students who wish to prepare for graduate study in chemistry to take at least two 400-level chemistry courses. Students who wish to be certified by the American Chemical Society must complete two 400-level courses. These courses must be Chemistry 404-Biological Chemistry and Chemistry 425 (minimum 1.0 credit).

Study Abroad Opportunities—Chemistry or Biochemistry majors wishing to study abroad should plan well in advance of the semester or year they intend to go abroad. There are a variety of programs available and students should review the information provided by the Office of International Programs and schedule a meeting with Professor Parr, the Study Abroad Advisor in the Chemistry Department. In recent years, our majors have studied in Australia and the British Isles. A Global Learning Site in Turkey, Trinity-in-Istanbul, has also been established for science majors wishing to study abroad.

In addition, students planning to study abroad who wish to have a course or courses counted towards partial fulfillment of the requirements for the Chemistry or Biochemistry major must present in writing a complete description of such courses for prior approval by the Chair of the Department. If approved, credit will be granted only after a satisfactory demonstration of completed work has been presented to the Chair of the Department. This must include a certified transcript from the institution.

Advanced Placement—Students with an AP Chemistry score of 4 or better will receive 1 course credit. This credit can be used to fulfill graduation requirements, but it cannot be used to fulfill any Chemistry Department prerequisite.

Teaching Assistantships—Students wishing to serve as teaching assistants for chemistry courses must complete the appropriate form available from the registrar. All teaching assistantships will be graded on the Pass/Low Pass/Fail basis.

Honors—Honors will be awarded to students with a B+ average (3.33 or better) in all courses required for the major. A student must also complete at least one course credit of laboratory research (Chemistry 425) approved by the Chemistry Department and earn a grade of at least B+.

Senior Thesis—A senior thesis requires a substantial amount of laboratory work. Students contemplating writing a thesis should therefore consult with their research advisors in their junior year. A Chemistry Department Thesis Application Form (available from the chemistry secretary) must be submitted to the chair of the department by the fifth Monday of the fall semester of their senior year. Chemistry faculty members will evaluate applications. Students whose thesis applications are approved will enroll in Chemistry 499—Senior Thesis for 1.0 credit in the spring semester of their senior year and participate in the departmental seminar series.

FALL TERM

111L. Introductory Chemistry I & Laboratory—The study of the major concepts and theories required for an understanding of chemical phenomena. Principal topics include: atomic and molecular structure, gas laws, stoichiometry, changes of state, chemical binding, solutions and energetics in chemical reactions. Laboratory work includes quantitative measurements of solutions, synthesis, characterization of chemicals by physical and spectroscopic methods, molecular modeling and student

assigned projects concentrates on quantitative measurements of solutions. Course intended primarily for students with little or no previous chemistry background. Enrollment limited. (1.25 course credits) (Enrollment limited)—Church, Curran, Morrison, Moyer Jr., Parr

[150. Science in Art]—This course will focus on topics of interest to artists from the perspective of our scientific understanding. Subjects to be covered include color, ceramics and pottery, conservation and preservation of art objects, form and shape. Topics of interest to particular students may be presented as well as a discussion of several masters whose interest in art and science overlap to a considerable degree. (Enrollment limited)

[160. Introduction to Textile Science]—This one semester lecture/demonstration course will present an introduction to (1) classification and identification of natural, regenerated and synthetic fibers, (2) construction of woven, non-woven and knitted fabrics, (3) application and design of finishes and colors, and (4) evaluation methods for textiles. This course includes several field trips. Students should come away from this course with a solid background for the selection, use and care of textiles and a recognition and appreciation for the science and technology associated with the textile industry. Enrollment limited. (Enrollment limited)

[170. Introduction to Forensic Chemistry]—This course is designed to provide an overview of the techniques used in the modern forensic laboratory for the analysis of common types of physical evidence encountered at crime scenes. The nature of physical evidence, the underlying chemical/physical principles of the scientific techniques employed in analyses, and the interpretation and evidentiary value of scientific results will be studied. This course will include lectures, demonstrations and limited laboratory work. Not creditable to the chemistry or biochemistry majors. (Enrollment limited)

208L. Analytical Chemistry—A lecture and laboratory course covering the theory and practice of chemical analysis techniques in a quantitative manner. Detailed discussion of simple and complex acid-base equilibria, and complex buffer systems, will be presented, as will related solubility problems, complex metal-ligand solution equilibria and oxidation reduction equilibria. Stoichiometry will also be addressed in a systematic way. Application of these techniques will be accomplished in the laboratory where accuracy and precision will be stressed. Emphasis will be placed on useful chemical reactions for analysis purposes. Latter stages of the course will deal with potentiometry, spectrometry and chromatographic theory, both gas and liquid, as a separation tool with practical applications. Enrollment limited. Prerequisite: C- or better in Chemistry 112L. (1.25 course credits) (Enrollment limited)—Henderson

211L. Elementary Organic Chemistry I—A systematic study of the compounds of carbon, including methods of synthesis and correlation of chemical and physical properties with structure. Introduction to certain theoretical concepts. One laboratory per week emphasizing basic techniques and synthesis. Enrollment limited. Prerequisite: C- or better in Chemistry 112L. (1.25 course credits) (Enrollment limited)—Curran, Mitzel

309L. Physical Chemistry I—A lecture and laboratory course concentrating on the development of the theory and application of thermodynamics and kinetics to chemical systems. Special consideration will be given to the theoretical treatment of solution chemistry (e.g., colligative properties, electrolyte theory). Prerequisite: C- or better in Chemistry 208L, Mathematics 132, and Physics 131L. (1.25 course credits) (Enrollment limited)—Prigodich

[312L. Instrumental Methods of Chemical Analysis]—A lecture and laboratory course in the principles and practice of the use of instruments for quantitative and qualitative chemical measurements. Theory, optimization and application of instrumentation for spectroscopic, electrochemical, spectrometric and hyphenated methods of analysis are presented. Applications of computer methods of analysis as well as analog and digital manipulation of electrical signals are presented. Prerequisite: Chemistry 208L and Chemistry 309L (which may be taken concurrently) with a grade of at least C-. (1.25 course credits)

313. Principles of Inorganic Chemistry—A study of atomic structure, the chemical bond and molecular and ionic structure of inorganic compounds and an introduction to the principles of coordination chemistry. Prerequisite: C- or better in Chemistry 112L. —Moyer Jr.

404. Biological Chemistry—A lecture-seminar course which will focus on the fundamental chemistry underlying biological phenomena. Examples from the current biochemical literature will be used. Prerequisite: C- or better in Chemistry 212L, or permission of the instructor. —Parr

[419. Research-Library]—Students will conduct library research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan a full semester culminating with the completion of a final formal paper. Participation in the weekly Friday Departmental Seminar Series is mandatory. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-2 course credit) —Staff

SPRING TERM

112L. Introductory Chemistry II & Laboratory—A continuation of Chemistry 111L with emphasis on chemical equilibria, electrochemistry, kinetics and a presentation of the properties and reactions of selected elements. Laboratory work is devoted to the analysis of systems involving the principles and concepts studied in the classroom. Enrollment in each section limited. To the

greatest extent possible, laboratory and lecture section assignments shall remain the same as for Chemistry 111L. Prerequisite: Chemistry 111L, with a grade of at least C-. (1.25 course credits) (Enrollment limited)—Church, Henderson, Parr

150. Science in Art—This course will focus on topics of interest to artists from the perspective of our scientific understanding of the materials comprising their work. Emphasis will be placed on the need for the conservation and preservation of art objects, in particular fresco and easel paintings, ceramic and metallic sculpture, jewelry and cloth. Dating techniques will be covered as they assist with provenance and authentication studies. Topics of special interest to particular students may be presented as well as a discussion of several masters whose interest in art and science overlap to a considerable degree. (1 course credit) Optional laboratory with enrollment limited (1.25 course credits) (1-1.25 course credits) (Enrollment limited)—DePhillips Jr.

155. Archaeological Chemistry—This course is designed to introduce the application of chemical principles to the exploration and explication of archaeological issues. From the identification of ancient trading routes through pottery analysis to the elucidation of human interactions with the environment through investigation of human remains, this course will demonstrate the utility of chemistry and chemical methodologies to archaeological research. Not creditable to chemistry or biochemistry majors. (Enrollment limited)—Parr

[170. Introduction to Forensic Chemistry]—This course is designed to provide an overview of the techniques used in the modern forensic laboratory for the analysis of common types of physical evidence encountered at crime scenes. The nature of physical evidence, the underlying chemical/physical principles of the scientific techniques employed in analyses, and the interpretation and evidentiary value of scientific results will be studied. This course will include lectures, demonstrations and limited laboratory work. Not creditable to the chemistry or biochemistry majors. (Enrollment limited)

180. Food Chemistry: Let's Eat!—This course will explore the science of food, both as a necessity and as a source of pleasure, through an understanding of the fundamental chemistry of food, nutrition, cooking, and sensation. All foods are chemicals and the body uses these chemicals in various ways. Cooking is a combination of chemical and physical processes. Cooking exercises will demonstrate the role of various ingredients in the preparation of the final product, whether muffins or mayonnaise. Food is also a source of sensory pleasure. The chemical basis of taste and smell will be considered, including tasting exercises. Finally, there are safety, economic, political and social justice issues surrounding our use of food and its availability. Students will explore some of these issues through independent research and both written and oral presentations. Not creditable to chemistry or biochemistry majors. (Enrollment limited)—Henderson

[208L. Analytical Chemistry]—A lecture and laboratory course covering the theory and practice of chemical analysis techniques in a quantitative manner. Detailed discussion of simple and complex acid-base equilibria, and complex buffer systems, will be presented, as will related solubility problems, complex metal-ligand solution equilibria and oxidation reduction equilibria. Stoichiometry will also be addressed in a systematic way. Application of these techniques will be accomplished in the laboratory where accuracy and precision will be stressed. Emphasis will be placed on useful chemical reactions for analysis purposes. Latter stages of the course will deal with potentiometry, spectrometry and chromatographic theory, both gas and liquid, as a separation tool with practical applications. Enrollment limited. Prerequisite: C- or better in Chemistry 112L. (1.25 course credits) (Enrollment limited)

212L. Elementary Organic Chemistry II—A continuation of the lecture and laboratory study begun in Chemistry 211L. Prerequisite: Chemistry 211L with a grade of C- or better. (1.25 course credits) (Enrollment limited)—Mitzel

230L. Environmental Chemistry—This course will cover basic chemical concepts, such as polarity, volatility and solubility, as they relate to chemical behavior in the environment. The ability to predict environmental behavior from chemical structure will be emphasized. Human and environmental toxicology will be discussed, and specific pollutants will be examined. Case studies will be used to illustrate concepts. The laboratory will emphasize techniques used for environmental analysis. Prerequisite: C- or better in Chemistry 112L. (1.25 course credits)—Draper

310. Physical Chemistry II—A comprehensive treatment of quantum chemistry, molecular structure and chemical statistics. Subjects covered are designed to emphasize applications to chemical systems. Prerequisite: C- or better in Chemistry 309L and Mathematics 231. —DePhillips Jr.

312L. Instrumental Methods of Chemical Analysis—A lecture and laboratory course in the principles and practice of the use of instruments for quantitative and qualitative chemical measurements. Theory, optimization and application of instrumentation for spectroscopic, electrochemical, spectrometric and hyphenated methods of analysis are presented. Applications of computer methods of analysis as well as analog and digital manipulation of electrical signals are presented. Prerequisite: Chemistry 208L and Chemistry 309L (which may be taken concurrently) with a grade of at least C-. (1.25 course credits)—Morrison

314L. Descriptive Inorganic Chemistry—A lecture-laboratory course devoted to the systematic study of transition elements and main group elements, their compounds and reactions. Topics of current interest in inorganic chemistry will be discussed. Prerequisite: Chemistry 313 with a grade of at least C-. (1.25 course credits) (Enrollment limited)—Moyer Jr.

316L. Physical Biochemistry—A comprehensive survey of the physical methods used in the investigation of biological systems, and the models and underlying theory developed to account for observed behavior. The physical and chemical properties of amino acids, peptides, proteins, purines, pyrimidines and nucleic acids will be examined from a spectroscopic, thermodynamic and kinetic viewpoint. Prerequisite: Chemistry 309L with a grade of at least C-. (1.25 course credits) (Enrollment limited)—Prigodich

403. Advanced Organic Chemistry I—Normally (but not restricted to) topics in theoretical organic chemistry. Emphasis on recent developments. Prerequisite: C- or better in Chemistry 212L, or permission of the instructor. —Mitzel

[406. Advanced Organic Chemistry II]—Normally (but not restricted to) topics in organic synthesis. Emphasis on recent developments. Prerequisite: C- or better in Chemistry 212L (which may be taken concurrently).

[430. Environmental Toxicology]—This course will cover basic toxicological principles by examining the biological and chemical factors that influence toxicity, the impact of natural and synthetic toxins on the environment and health, toxicity testing protocols and toxicological mechanisms. Human and ecological toxicology will be discussed with particular emphasis on the influence of chemical structure on toxicity. Case studies will be used to illustrate concepts. Prerequisite: Grade of C- or better in Chemistry 212 or Chemistry 230.

The Cities Program

A selective, non-major curriculum for up to 25 talented and strongly motivated students in each entering class, The Cities Program examines cities and urban issues, past and present, in the United States and elsewhere, from various humanities and social science perspectives. In the first year, participating students take a specified sequence of four courses (two each semester), all of which have been expressly created for the program and are not open to other students. As sophomores, they choose an approved elective from the regular curriculum that addresses a particular interest they have in cities (e.g., urban architecture and design, urban politics, the history of cities, contemporary urban problems). The elective is usually taken in the fall, but may be taken in the spring. In the second semester of the sophomore year, students complete the program by satisfying the final requirement. This requirement may be met by any one of a number of different means, such as a tutorial, an individual or small-group research project, an internship, or a suitable course. The means chosen must be approved in advance by the student's adviser and the director of the program.

The Cities Program, which admitted its first students in the spring of 1996, is designed to be compatible with every major offered at Trinity, including not just those in the humanities and social science disciplines that are central to the Program, but also those in the arts and the natural sciences.

In March of each year, exceptionally well-qualified applicants for admission to Trinity are invited to become candidates for the Program. Applicants to the College who do not receive such an invitation but who find the Program appealing, may also become candidates by notifying its Director, Dean J. Ronald Spencer, of their interest no later than March 25.

FALL TERM

200. Hartford: Past & Present—Over the course of almost 400 years, just about every important description in American urban life has left its mark for good and ill on Hartford. The city is, therefore, an excellent point of entry into the study of American cities. The course offers an examination of Hartford's development as a major financial and manufacturing center in the 19th and 20th centuries and its subsequent transformation into a troubled post-industrial city at the heart of a privileged metropolitan area. Particular attention will be paid to changes over time in the city's economy, its ethnic, racial, religious, and class composition, its political and civic life, and its culture. The course will also explore the causes of the social and economic problems now confronting Hartford and recent efforts at reform and redevelopment. Only students in The Cities Program are allowed to enroll in this course. (Enrollment limited)—Walsh

202. City as Built Environment—This course examines the architectural and planning history of major European and American cities from ancient Greece to ca. 1900. Topics will include the nature of city centers and the role of public space, the formalization of town planning as a discipline, patterns of patronage and architectural education, the infrastructure of cities, and the influence of new technologies and industrialization on cities. A selection of examples—Athens, Rome, Paris, Amsterdam, London, Washington, DC, Berlin, Vienna, New York—will serve as case studies. Only students in The Cities Program are allowed to enroll in this course. (Enrollment limited)—Curran

SPRING TERM

206. Writing the City: Visual and Literary Representations of Urban Life—Drawing upon works of imaginative literature, the visual arts, film, and popular culture, this course will examine representations of urban life from the 16th century to the present. The approach of the course will be both comparative, drawing upon works from a variety of cultural and historical settings, and thematic, considering such issues as the city and immigrants, urban life and work(ers), cities and production of

culture, and utopian and dystopian visions of urban life. We will be primarily concerned with exploring the ways in which urban life shapes, and is shaped by, these cultural representations.—Wheatley

207. Cities in Global & Historical Perspective—This course will examine cities, past, present, and future, from the standpoint of the social sciences. It is concerned with historical patterns of city growth, planning, and change; the variation in cities across the regions of the world; and the way in which the increasingly global economy has shaped contemporary cities and the interconnections between cities. The course also focuses on the distinctive impact of cities on social, political, and intellectual life.—Sacks

Classics

ASSOCIATE PROFESSOR OF CLASSICS RISSEK, *CHAIR*;

ASSISTANT PROFESSOR OF CLASSICS HARRELL†;

VISITING ASSISTANT PROFESSORS OF CLASSICS ANDERSON, MAZUR, AND MORDINE.

The department offers two majors, Classics and Classical Civilization.

I. Within the liberal arts, *Classics* is the discipline that represents the Greek and Roman foundations of Western Civilization in their purest form, for it entails the study of Greek and Roman literature in the original languages and the analysis of objective remains recovered through archaeological exploration. The Classics major at Trinity not only prepares students to read original Greek and Latin texts with confidence, but promotes in them an awareness of inter-cultural and inter-disciplinary learning, since it involves history, philosophy, literary criticism, art, and architecture.

CLASSICS MAJOR

The requirements are 12 courses, earned with a grade of at least C- in each, including:

- at least two Classics courses at the 300- level in one language, and two Classics courses at the 200-level in the other
- History 111
- two electives to be chosen from courses in Art & Archaeology, Classical Civilization, and History: specifically: Classical Civilization 111, 151, 207, 214, 216, 217, 222, 227, 231, 232, 302, 311, 312, 315, 321 (art & archaeology); 203, 204, 208, 211, 212, 305, 306 (literature & civilization); History 111, 203, 204, 333, 334, 374 (ancient history); Philosophy 232, 281, 307 (ancient philosophy) Political Science 219 and 334. *Classics 401-402 (senior seminar)

II. The major in *Classical Civilization*, while reducing the linguistic requirements of the Classics major, allows students to explore the corpus of Greek and Roman literature through texts in translation, and provides the same range of courses in history, philosophy, literary criticism, and art and archaeology.

CLASSICAL CIVILIZATION MAJOR:

The requirements are 13 courses, earned with a grade of at least C- in each, including:

- at least two years of one language, i.e., four courses in Latin or Greek
- two courses in Classical Art and Art Archaeology: Classical Civilization 111, and one other at 200- or 300-level
- Classical Civilization 203 (Mythology), 208 (Men, Women and Society), or 224 (Sex and Sexualities)
- two courses from the following: Classical Civilization 151 (Friendship in the Ancient World), 211 (Augustus), 212 (Pericles), 227 (Drinking and Dining), 231 (Ancient Greek Literature), 305 (Tragedy), 306 (Epic), of which at least one must be Classical Civilization 211, 212 or 231
- History 111
- two electives from Latin, Greek, Art & Archaeology, Classical Civilization, ancient History (203, 204, 333, 334, 374), ancient Philosophy (101, 232, 281, 307), Anthropology (201 & 210), Political Science (219 and 334), Religion (205, 212, 215)
- *Classics 401-402 (senior seminar)

The alternatives in the above catalogue of courses allow the student to make 'concentrations' within the field of study, whether of broad compass: Greek or Roman antiquity, or more narrowly by discipline: literature, history, philosophy, or

† Academic Year Leave

art & archaeology

* Classics 401-402. This yearlong seminar, required of senior candidates for both majors, serves as the Senior Exercise. It meets four to six times each semester, entails reading assignments, oral presentations, a senior thesis, and a general examination at the end of the year, and carries one course credit.

The General Examination is based on the work of this seminar, and a reading list distributed during the fall term, incorporating both Greece and Rome. Sample copies (of prior years' examinations), revealing structure and format, are distributed during the spring term.

The award of honors is determined by the excellence of the candidate's work in courses and performance in the senior seminar.

Majors who intend to proceed to a higher degree are urged to acquire a reading knowledge of French and German as soon as possible. For courses in Biblical Hebrew, see the offerings of the Religion Department; for Arabic, see Department of Modern Languages & Literature.

For special programs at the American School of Classical Studies in Athens, at the Intercollegiate Center for Classical Studies at Rome, at Trinity College, Rome Campus, and at the summer excavations at Tel el-Far'ah (South), Israel, see section: Special Curricular Opportunities. The department also recommends programs in Classics and ancient history offered by universities in the U.K. under the auspices of Arcadia University. For departmental prizes, see section: *Prizes*.

The departmental offerings are divided into two categories of courses: I. Introductory & Intermediate; II. Advanced

I. Introductory & Intermediate Courses.

A. Greek and Latin. (N.B. These courses are offered annually)

Greek:

- 101-102. Elementary
- 201. Selections from the Attic Orators, e.g., Demosthenes
- 202. Selections from Herodotus and Homer (Iliad or Odyssey)

Latin:

- 101-102. Elementary
- 221. Plautus
- 222. Virgil, Horace and Livy (selections)

B. Classical Civilization. (N.B. 203 and 219 are offered annually, 111, 208, 211, 212 and 214 are offered biennially)

Classical Civilization:

- 111. Introduction to Classical Art & Archaeology
- 151. Friendship in the Ancient World
- 203. Mythology
- 204. Classical Humanities: Greek Civilization
- 207. The City of Jerusalem
- 208. Men, Women, and Society in Ancient Greece and Rome: Myth and Reality
- 211. Classical Humanities: The Age of Augustus
- 212. Classical Humanities: The Age of Pericles
- 213. Etruscan Art and Archaeology
- 214. Greek and Roman Architecture
- 216. Archaeological Method and Theory
- 217. Greek and Roman Sculpture
- 219. The Classical Tradition
- 222. Classical City
- 227. Drinking and Dining in Antiquity
- 232. Fate, Freedom, and Necessity

II. Advanced Courses.

A. Greek and Latin.

Greek:

- 232. Comparative Philology
- 301. Homer
- 302. Aeschylus and Aristophanes
- 311. Thucydides
- 313. Greek Tragedy
- 315. Plato
- 317. Choral and Solo Lyric
- 319. Herodotus and Thucydides
- 321. Euripides
- 322. Hesiod
- 324. Greek Oratory

331. Aristotle

Latin:

- 232. Comparative Philology
- 301. Roman Drama: Plautus, Terence, and Seneca
- 302. Satire: Horace, Persius, Juvenal
- 304. The Resources of the Latin Language
- 312. Cicero
- 321. Virgil
- 322. Roman Epistolography
- 331. Roman Historians: Tacitus
- 332. Catullus
- 341. Roman Elegy: Propertius and Tibullus
- 342. Ovid
- 351. Horace
- 352. The Roman Novel

B. Classical Civilization:

- 302. Seminar: Romano-Celtic Britain
- 305. Greek Tragedy
- 306. Ancient Epic
- 311. Aegean Bronze Age
- 312. Seminar in Ancient Mediterranean Art and Architecture: East Meets West
- 315. Ancient Greek Painting
- 321. Seminar in Roman Art, Artists, and Patrons

CLASSICS

FALL TERM

401. Senior Seminar: Special Topics 1—A two semester course (1 credit) that combines seminar meetings with independent study and the writing of a final essay under the direction of a member of the department. (Submission of the special registration form, available in the Registrar's Office, and the approval of the chairperson are required for each semester of this year-long seminar.) Required of all Classics and Classical Civilization majors.—Risser

SPRING TERM

402. Senior Seminar: Special Topics 2—A continuation of 401. (Submission of the special registration form, available in the Registrar's Office, and the approval of the chairperson are required for each semester of this year-long seminar.)—Risser

GREEK

FALL TERM

101. Elementary Greek I—A course in the fundamentals of classical Greek, designed for those who begin the language in college. (Enrollment limited)—Anderson

[201. Intermediate Greek I]—A course of readings selected from Athenian authors of the Classical period.

202. Homer—(Enrollment limited)—Alcorn, Pestilli

204. Vogages to Other Lands—This course aims to familiarize students with Ionic Greek through reading selections from Homer's *Odyssey* and Herodotus' Histories that deal with the contacts, real and imaginary, between Greeks and non-Greeks. (Enrollment limited)—Mazur

[302. Aeschylus & Aristophanes]—A study of two prominent dramatists of 5th-century Athens, working in opposite genres. One play of each author will be read.

[319. Herodotus]—Selection from the Histories of Herodotus and Thucydides' *History of the Peloponnesian War*.

322. Hesiod—Readings from Hesiod's Works and Days and Theogony. Comparisons and contrasts will be made between the oral epic of Homer and the didactic, rural epic of Hesiod. (Enrollment limited)—Mazur

[399. Independent Study]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1-2 course credits) —Staff

[460. **Tutorial in Greek**]—Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1-2 course credits) —Staff

[466. **Teaching Assistantship**]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

SPRING TERM

102. **Elementary Greek II**—A continuation of Greek 101. The aim of the course is to enable students to read Greek as soon as possible. (1-1.5 course credits) (Enrollment limited)—Anderson

202. **Intermediate Greek II**—A course of readings selected from Homer (Iliad and Odyssey) and Herodotus. (Enrollment limited)—Mazur

[311. **Thucydides**]—A study of Thucydides' histories.

[321. **Euripides**]—A study of Euripides' *Bacchae*.

324. **Greek Oratory**—A study of the Greek oratories. (Enrollment limited)—Anderson

[460. **Tutorial in Greek**]—Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1-2 course credits) —Staff

[466. **Teaching Assistantship**]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

LATIN

FALL TERM

101. **Elementary Latin I**—An introduction to Latin grammar, syntax, and vocabulary with a view to reading the language as soon as possible. Elective for those who have never studied Latin or for those who have had one year of Latin (or less) in secondary school. (Enrollment limited)—Mordine

[201. **Roman Historiography**]— (Enrollment limited)

221. **Intermediate Latin I: A Blend of Greek and Roman**—The assimilation of Greek literary ideas and forms (and their transformation) by such authors as Plautus and Terence, Catullus and Lucretius, and Cicero. Emphasis on literary analysis and criticism. Elective for those who have offered three or four units of Latin at entrance, or have taken Latin 102. Those who have Advanced Placement Latin should consult the chairperson. (Enrollment limited)—Risser

[312. **Cicero**]—Selections from the letters, orations, and philosophical essays.

[316. **Reading Ancient Rome**]— (Enrollment limited)

322. **Roman Epistolography**—A study of the epistolary form as shown in the works of Cicero, Seneca, and Pliny: letters literary and philosophical, and letters of straight news. (Enrollment limited)—Mordine

[342. **Ovid**]—Representative selections from the *Amores*, *Ars Amatoria*, and *Metamorphoses* with emphasis on the baroque quality of Ovid's work and his extensive later influence.

[460. **Tutorial in Latin**]—Tutorial instruction is open to candidates who are capable of independent honors work or senior theses. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1-2 course credits) —Staff

SPRING TERM

102. **Elementary Latin II**—This course treats more advanced features of Latin grammar and syntax, e.g., the forms and usage of infinitives, participles, and the subjunctive, and seeks to develop basic facility in reading Latin prose and poetry. Elective for those who have taken Latin 101 or who offer two or three units of Latin at entrance or otherwise satisfy the instructor of their competency. (Enrollment limited)—Mordine

222. **Intermediate Latin II: Roman "National" Literature**—The growth of a literature celebrating native traditions and institutions and giving expression to the aspirations of a specifically Roman humanitas. Readings selected from Vergil, Horace, Livy, Propertius, and Tibullus. Elective for those who have offered three or four units of Latin at entrance, or have taken Latin

102 or 221. Those who have had Advanced Placement Latin should consult with the chairperson. (Enrollment limited)—Anderson

301. Roman Drama—(Enrollment limited)—Mazur

[302. Roman Satire: Horace, Persius, Juvenal]—A study of the development, theme, and style of the Roman satirists and their effect on the later European tradition of satirical literature and drama.

[331. Roman Historians: Tacitus]—A study of the Agricola and of the historian's treatment of the climactic year A.D. 69, Histories I-III.

[399. Independent Study]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1-2 course credits) —Staff

[460. Tutorial in Latin]—Tutorial instruction is open to candidates who are capable of independent honors work or senior theses. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1-2 course credits) —Staff

[466. Teaching Assistantship]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

CLASSICAL CIVILIZATION

FALL TERM

The following courses presuppose no knowledge of Greek and Latin:

[111. Introduction to Classical Art and Archaeology]—A survey of the art and archaeology of the Classical world, from the Neolithic period through the Roman Empire. Topics of discussion include sculpture, pottery, painting, architecture, town planning, burial practices, and major monuments, as well as archaeological method and theory.

[151. Friendship in the Ancient World]—Aristotle introduced the idea that a friend is "another self." The notion of "friendship" in the Greco-Roman world includes a wide range of human relationships from the Homeric model of guest-friendship, through Sappho's invocation of female closeness, to the many facets of Cicero's friendships as represented in his letters. This course will explore the multiple meanings of friendship in Ancient Greece and Rome and, in the process, will uncover its often surprising connections to religion, international politics, and artistic creativity.

[208. Men, Women, and Society in Ancient Greece and Rome: Myth and Reality]—This course takes a look at the assumptions about the nature and function of men and women that informed the ancient cultures of Greece and Rome, as revealed through their mythology, law, politics, religion, literature, art, and daily life. From this investigation emerge both a clearer sense of what the Greek and Roman civilizations were like and an understanding of the ways in which our own society incorporates or diverges from their principles.

211. Age of Augustus—A study of life, literature, and art in the time of Augustus Caesar (63 B.C.-A.D. 14), who from the disintegration of the Roman Republic created the imperial system that was to shape Western Europe: an epoch that bequeathed 300 years of peace and political stability and by its brilliant restatement of the classic became the standard of reference for later neo-classicism.—Mordine

[216. Archaeological Method and Theory]—An introduction to interdisciplinary archaeological enquiry, drawing on material selected from American Studies, Anthropology, Art History, Classics, Geology, History, near-Eastern Studies, Religion and Women's Studies. Students will consider archaeological methods, techniques, and specific applications to various disciplines. Central to the discussion will be the uses of archaeology in reconstructing aspects of pre-historic, historical, and more contemporary human life. The course has a strong "hands-on" component.

224. Sex and Sexualities in Ancient Greece and Rome—Do current Western attitudes toward sex and sexuality have a history? How and why did ancient Greek society glorify and institutionalize homosexuality and consider it superior to heterosexuality? What were the origins and evolution of Greek and Roman sexual attitudes and practices, and in what ways did Roman sexuality differ from Greek? This course will examine ancient Greek and Roman sexual values and practices in order to illuminate contemporary attitudes toward sex and the body. Readings will include selections from Homer, Sappho, Plato, Juvenal, Martial, Petronius, Catullus, and other ancient writers, as well as modern critical analyses. This course is intended for and open to all students. There is no prerequisite and no limit on enrollment.—Anderson

[231. Ancient Greek Literature (in English Translation)]—The achievements of Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Thucydides, and other Greek writers are so remarkable that they have profoundly influenced later literature, thought, art, and performance through to the present day. This course provides a survey of great works of Greek literature and an exploration of the cultural, political, and historical contexts in which it developed.

311. Aegean Bronze Age—This course explores the art, architecture, and archaeology of the Aegean Bronze Age, with a focus on the Minoan and Mycenaean cultures. Topics covered include the techniques and methods of Bronze Age artists and architects, the influence of Egypt and the Near East on Aegean culture, governmental structures, issues of race and gender, funerary customs, religion, and evidence for cannibalism and other cult practices.—Risser

COURSES ORIGINATING IN OTHER DEPARTMENTS

Guided Studies 219. The Classical Tradition—A study of Greek and Roman literature as an expression of individual and social ideals, and as a continuing source of inspiration in the Western cultural tradition. The course will proceed from Homer to Vergil with particular emphasis on the Age of Pericles in Athens and the Age of Augustus in Rome. Readings, discussion, slides, and film. Only students in the Guided Studies program; Classical Tradition minor; or Classics or Classical Civilization majors are allowed to enroll in this course. —Mazur

SPRING TERM

The following courses presuppose no knowledge of Greek and Latin:

[203. **Mythology**]—Generally, a study of the role of myth in society; particularly, the emphasis will be laid on the body of Greek myth and its relationship to literature and art. Readings within the area of classical literature will be wide and varied, with a view to elucidating what “myth” meant to the Ancient Greeks. Whatever truths are discovered will be tested against the apparent attitudes of other societies, ancient and modern, toward myth. Lectures and discussion.

[211. **Age of Augustus**]—A study of life, literature, and art in the time of Augustus Caesar (63 B.C.–A.D. 14), who from the disintegration of the Roman Republic created the imperial system that was to shape Western Europe: an epoch that bequeathed 300 years of peace and political stability and by its brilliant restatement of the classic became the standard of reference for later neo-classicism.

[214. **Greek and Roman Architecture**]—An examination of building materials and methods used in the construction of domestic, civic, and religious buildings of the Greek and Roman worlds. The way in which the functions of these buildings influenced their forms is also examined. Further topics of discussion include comparative studies of the works of individual architects, architectural adaptations to local topography, and the use of building programs for propaganda purposes.

217. Greek & Roman Sculpture—A study of the sculpture and sculptors of Classical antiquity. Topics include the origin and stylistic development of ancient sculpture, the methods and techniques of the artists, art criticism and connoisseurship in antiquity, and the function of sculpture in the Greek and Roman worlds. Comparative material from other cultures will also be examined.—Risser

[222. **Classical City**]—The city was the foundation of the Classical World. This course examines the city from its beginnings to the collapse of the Mediterranean empires in the seventh century A.D. It includes Athens and Rome, but other Greek and Roman cities are covered, as are cities of other cultures: Egypt, Carthage and the various Persian kingdoms. Topics include urban life, city government and democratic methods, women and the city-country relationship.

227. Drinking and Dining in Antiquity—This course offers a history of banqueting in the ancient Mediterranean world, from communal feasts at religious festivals to the private banquets of the Greek symposion, and the Roman convivium. Using primary ancient sources (literary texts, artistic representations, and archaeological finds), we will examine the roles of dining and drinking in ancient societies and social ideologies. What, for instance, was the significance of food and drink offerings in tombs and images of banqueting in funerary art? Where did the custom of reclining to dine originate, and what social implications did it carry? And, of course, what kind of food and drink was consumed at these banquets?—Risser

305. Greek Tragedy—The course studies the major tragedies of Aeschylus, Sophocles, and Euripides. Aspects to be investigated include the origins and development of tragedy as a literary form; Greek theater production; tragedy's social and historical context and its reflection of contemporary social, political, and philosophical issues; and the relation of tragedy to ritual and myth.—Mordine

College Courses

College Courses are non-departmental offerings which may represent a faculty member's current research interest or a new subject with which the faculty member wishes to experiment. Such courses are often interdisciplinary in nature.

College Courses ordinarily cannot be counted toward the fulfillment of the requirements of a major. College Courses are taught both by persons with appointments in a department and by persons holding extra-departmental positions.

FALL TERM

100. Gateway to the Humanities—This is a unified, five-part, team-taught course, comprising classes in Literature, U.S. History, Moral Philosophy, Art History, and Thinking & Writing, constituting a general introduction to the Humanities. This course is restricted to students participating in the Trinity College Hartford Gateway to the Humanities Program. (2 course credits) (Enrollment limited)—TBA

204. Leadership and Wilderness—This course, for students acting as leaders for the Quest program, aims to expand and deepen two aspects of their experiences in Quest through readings, discussion, and writing. In the course students will read two books focused on leadership skills and the history of attitudes toward wilderness. Seminar meetings will be held before and after students participate in the outdoor component of the Quest program in Ontario, providing opportunities to think beforehand about and revisit afterwards issues connected with Quest. Students are expected to do the readings, keep journals, participate actively in seminar discussions, and write a paper on a topic related to their experiences and reading. Participants are also required to complete successfully the field portion of the course, consisting of 10-day wilderness/leadership training and 18-day leadership program. (0.5 course credit)—Reger

307. The Emergence of the Modern Mind—An investigation of some of the major texts illustrating the evolving construct of modernity in Western civilization. Among authors to be studied are Descartes, Locke, Voltaire, and Rousseau. Lectures and class discussions; written work consists of a bibliography, four essays, and a final examination. Only open to juniors and seniors, with preference given to the latter. Course is open to Senior students only (Enrollment limited)—Jones Jr.

SPRING TERM

100. Gateway to the Humanities—This is a unified, five-part, team-taught course, comprising classes in Literature, U.S. History, Moral Philosophy, Art History, and Thinking & Writing, constituting a general introduction to the Humanities. This course is restricted to students participating in the Trinity College Hartford Gateway to the Humanities Program. (2 course credits) (Enrollment limited)—TBA

[140. Human Communities and the Ecosystem of Nepal]—This one-half credit course, open only to students who take part in a two-week study-tour of Nepal between semesters, involves individual research on either a facet of Nepal's cultural experience or an element of the ecosystem of Nepal, and will result in an 18 to 20 page paper. Students will choose their research topic in consultation with the instructors and begin research on it during the study-tour. (0.5 course credit) —Staff

151. French Film Festival—A half-credit course offered in conjunction with the annual spring French Film Festival. Class meetings and film screenings will take place in the second week of April. Two mandatory workshops will take place prior to and following the festival at a time to be announced. Students are required to attend all film showings. One absence will be allowed. Students taking the course for credit in French will be required to do all written work in French and to attend French language versions of the two supplemental workshops. (0.5 course credit) (Enrollment limited)—Kehres, Lee

[154. Science and Asthma: Peruvian Perspectives]— (0.5 course credit) (Enrollment limited)

[271. Health Gender & Human Rights]—The third article of the Universal Declaration of Human Rights asserts that: "Everyone has the right to life, liberty, and security of person." Health and bodily integrity are considered fundamental to achieving all other basic human rights. This course will examine how gender discrimination and cultural politics have influenced equitable access to the "right to health." We will explore the relationship between biology and social policy in conceptions of health and disease, in scientific research, in the international mechanisms which protect human rights, as well as in both traditional and non-traditional health care delivery systems. Selected topics which illustrate the differences in the ways men and women are treated by the health sector include: "sex-specific" illnesses (eating disorders, heart disease, etc.), mental health, sexual and reproductive health, domestic violence, and health promotion strategies.

Comparative Development Studies:

see International Studies Program, p. 244

Computer Coordinate Major

The Computer Coordinate Major—The computer coordinate major is designed for those students who wish to combine an interest in computers with study in a traditional major department. There are three levels of requirements to be fulfilled: (1) the computer coordinate core: mathematics and computing courses required of all majors; (2) additional requirements by area: additional requirements determined by the area into which the Coordinate Department falls; the three general areas are the natural sciences, the biological and social sciences and the arts and humanities; and, (3) the coordinate requirements: five to seven courses in a major department chosen to assure a depth of knowledge in the chosen field. The choice of courses in the Coordinate Department must be approved by a designated member of the department before the student is accepted into the computer coordinate major.

The Computer Coordinate Core—The computer coordinate core, required of all majors, consists of the following six courses and a two-semester senior project:

Computing Courses (5)

- **Computer Science 115L—(Introduction to Computing)**
- **Computer Science 215L—(Data Structures and Algorithms)**
- **Three Computer Science electives with numbers greater than 215**

Mathematics Course (1)

- **Either Computer Science 203—(Mathematical Foundations of Computing) or Mathematics 205 (Abstraction and Argument)**

Senior Project

- **The senior project (Computer Science 498/499) is an independent project, which must extend over two semesters. The project is conducted under the supervision of a faculty adviser and performed in conjunction with the Senior Seminar (Computer Science 403 and Computer Science 404).**

Note: Students who are interested in the computer coordinate major are urged to complete all core requirements by the end of their junior year. It is also recommended that Computer Science 203 be taken either prior to or concurrently with Computer Science 215L.

The Additional Area Requirements—The additional area requirements are determined by the area in which the Coordinate Departments falls. They are divided into three broad areas which, for purposes of the computer coordinate major, are defined as follows:

Natural Sciences (biochemistry, chemistry, engineering and, physics)

- **Mathematics 125 and 126—(Functions and Limits and Calculus with Algebra and Trigonometry) or Mathematics 131 (Calculus I)**
- **Mathematics 132—(Calculus II)**

Two of the following courses:

- **Mathematics 107—(Elements of Statistics)**
- **Mathematics 252—(Introduction to Mathematical Modeling, I)**
- **Mathematics 254—(Introduction to Mathematical Modeling, II)**
- **Mathematics 257—(Intermediate Statistics)**
- **Mathematics 309—(Numerical Analysis)**

Biological and Social Sciences (biology, economics, political science, psychology, and sociology)

- **Mathematics 107—(Elements of Statistics)**
- **Mathematics 125 and 126—(Functions and Limits and Calculus with Algebra and Trigonometry) or Mathematics 131 (Calculus I)**

One of the following courses:

- **Mathematics 114—(Judgment and Decision Making)**
- **Mathematics 252—(Introduction to Mathematical Modeling, I)**
- **Mathematics 254—(Introduction to Mathematical Modeling, II)**
- **Mathematics 257—(Intermediate Statistics)**

Arts and Humanities (art history, Classics, English, history, international studies, modern languages, music, philosophy, religion, studio arts, theater & dance, and American studies)

- **Philosophy 205—(Symbolic Logic)**
- **1 additional mathematics course**
- **1 additional course related to computers approved by the Coordinate department**

Honors in the Computer Coordinate Major—Honors are awarded to qualified students by vote of the computer science faculty. Typically, to attain honors in the computer coordinate major, a student must have four grades of A- or higher

and no grade lower than B in the top eight courses counted toward the major, four of which come from computing and mathematics courses numbered 200 or higher and four of which come from courses in the coordinate department.

Coordinate Department Requirements—The five to seven additional courses required by the Coordinate Department must be approved by a designated member of that department before the student is accepted into the computer coordinator major.

The computer coordinate major is administered by the chairperson of the Computer Science Department who can provide further information about this major. Acceptance as a computer coordinate major requires that the proposed plan of study be approved by the chairpersons of both the coordinate departments.

Computer Science

ASSOCIATE PROFESSOR SPEZIALETTI, *CHAIR*;
 PROFESSOR MORELLI;
 ASSOCIATE PROFESSORS MIYAZAKI• AND YOON;
 VISITING ASSISTANT PROFESSORS ELLIS AND RIDGWAY

Computer science is a broad discipline that employs a variety of approaches in an effort to advance our understanding and use of computing. Study in computer science can range from mathematical work aimed at understanding the theoretical and practical limits of what can be computed, to experimental work aimed at understanding the functioning of existing computer languages and systems, to design work aimed at building algorithms and computer systems that help people solve problems.

The computer science major is designed to provide students with a broad background in the field. A major in computer science would provide an adequate preparation for a wide variety of career paths, ranging from graduate study in computer science or closely related disciplines, to technical or management positions in industries that depend heavily on information processing.

Computer science can also be studied as a means of acquiring problem solving, reasoning and design skills that can be applied successfully in other disciplines. The computer coordinate major is a second way of combining an interest in computing with study in another discipline. For more information about this program, see its description elsewhere in this *Bulletin*.

COMPUTER SCIENCE MAJOR—The computer science major consists of:

- A SIX-COURSE REQUIRED CORE: Computer Science 115L, Computer Science 215L, Computer Science 203 (Math 205 may be substituted for Computer Science 203), Computer Science 315, Computer Science 316 and either Computer Science 219 OR Computer Science 320
- FOUR COMPUTER SCIENCE ELECTIVES which must be chosen from computer science courses with numbers greater than 215 and less than 399 plus Mathematics 252, Mathematics 254, Mathematics 309, Computer Science 415, and Computer Science 435
- A TWO-SEMESTER SENIOR SEMINAR, Computer Science 403 and Computer Science 404, which must be taken in conjunction with a TWO SEMESTER SENIOR PROJECT, Computer Science 498/499
- MATHEMATICS COURSES THROUGH MATHEMATICS 132 (Mathematics 131 and Mathematics 132 or Mathematics 125, Mathematics 126, and Mathematics 132).

Students considering doing graduate work in computer science should elect to take both Computer Science 219 and Computer Science 320. A minimum grade of C- must be maintained in all courses counted toward the major.

ADMISSION TO THE MAJOR—To be admitted to the major, students must receive a grade of C- or better in Computer Science 215L and a grade of C- or better in either Computer Science 203 or Mathematics 205. Upon submission of the Declaration of Major form to the department chairman, an adviser in the department will be assigned.

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- Fall Term Leave

SENIOR PROJECT—The senior project (Computer Science 498/499) is an independent project which must extend over two semesters. The project is conducted under the supervision of a faculty adviser and performed in conjunction with the Senior Seminar (Computer Science 403 and Computer Science 404).

HONORS IN COMPUTER SCIENCE—Honors are awarded to qualified students by a vote of the faculty. Typically, honors will be awarded to students who maintain a B+ average in all computer science courses numbered 200 and above and who complete the Computer Science 403, 404 and 498/499 sequences with a grade of A- or better.

THE FIVE-YEAR MASTER'S DEGREE PROGRAM IN COMPUTER SCIENCE—A suitably well-qualified student may earn both an undergraduate and a master's degree in computer science in the five year combined Trinity College-Rensselaer at Hartford program in engineering and computer science. Such a student must complete most of the requirements for Trinity's undergraduate computer science major by the end of his or her third year and must satisfy the entrance requirements for Rensselaer at Hartford's computer science program. During their fourth and fifth years, students in the five-year program complete eight graduate courses and a master's thesis project at Rensselaer at Hartford while completing the requirements for Trinity's degree. Interested students should see the chair of Computer Science for details.

FALL TERM

110-01. Computers, Information, and Society—New information, ranging from gene sequence data to records of oceanic earthquakes to presidential polling results, is growing rapidly each year. The use of information and databases in virtually all aspects of modern life is both an indispensable aspect of modern society and a potential risk to our privacy, security, and even our identity. How do modern databases work? How is database information organized and distributed? How are databases protected from intrusion and other unauthorized uses? We will learn how to build and use databases in order to answer these questions using domains such as biology, economics, and psychology. Basic computational constructs such as variables, functions, parameters, and control structures will be used to solve interesting database problems. (Enrollment limited)—Ellis

110-02. Computers and Kinetic Content—Many of today's computing applications are designed to interact with humans, necessitating a change both in how programs are written and how information is presented for human viewing. As computers become ever more integrated into society, it becomes increasingly important to provide content that facilitates the interaction between humans and computers. Kinetic content, whether animation or video, allows information and meaning to be conveyed from computers to humans far more effectively than simple textual content. This course will explore the core computing concepts of event-driven programming, objects, modularity and control flow in the context of designing and creating computer animation and video, and the programs that utilize this kinetic content as the primary means of human-computer interaction. (Enrollment limited)—Spezialetti

[114L. Introduction to Internet Computing]—An elementary introduction to internet applications and internet programming. Use of internet applications involved with remote login, file transfer, Web browsing, and Web page creation will be explored. A programming language which can be used to add dynamic features to Web pages will be studied. Fundamental programming concepts, including variables, functions, parameters, assignments, control structures, and objects will be introduced. Intended as a first computer science course for students who are considering computer science as a major or who are exploring taking additional computer science courses but who do not have the background needed for Computer Science 115L. Not open to students enrolled in or who have credit for Computer Science 115L. (Enrollment limited)

115L. Introduction to Computing—A fundamental treatment of computer science topics featuring the study of the high-level programming language Java. Topics discussed will include computer architecture, programming languages, and ethical issues involved in computer use. Problem-solving techniques involved in writing programs will be studied, proper style and documentation will be required, and object-oriented program design will be introduced. A required weekly lab will involve an intensive study of programming techniques in Java. Prerequisite: Either C- or better in Computer Science 110 or mathematics skills appropriate for enrolling in a calculus class. (1.25 course credits) (Enrollment limited)—Ellis, Morelli

215L. Data Structures and Algorithms—A study of data structures and algorithms using a high-level programming language. The basic data structures (lists, stacks, queues, trees, and files) and basic algorithms (searching, sorting, and file management) will be introduced and implemented. Data and procedural abstraction, software design principles, and the analysis of the complexity of algorithms will be discussed. Details related to programming will be covered in a required weekly lab. Prerequisite: C- or better in Computer Science 115L. (1.25 course credits) (Enrollment limited)—Yoon

[219. Theory of Computation]—A selection of topics intended to serve as an introduction to formal languages and automata theory. The topics will be chosen from among finite state machines, pushdown automata, Turing machines, the Chomsky language hierarchy and related questions of computability. Prerequisite: C- or better in Computer Science 115L and either Computer Science 203 or Mathematics 205. (Enrollment limited)

[230. Machine Organization and Assembly Language]—This course introduces the fundamentals of computer architecture and the mechanics of information transfer and control with emphasis on general concepts. Topics will include instruction formats, addressing techniques, data representation, program control, the fetch-execute cycle, macro definition, and assembler concepts. Students will write several programs in an assembly language. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). (Enrollment limited)

240. Principles of Software Engineering—The study of issues involved in developing large-scale software systems. Topics covered include software life cycle, system design and specification, advanced programming concepts and techniques for software testing, debugging and maintenance. The issues studied will be applied to team projects. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). (Enrollment limited)—Ellis

[315. Systems Software]—A study of the organization and implementation of computer operating systems. Topics include operating systems organization, file systems, memory and process management, resource allocation, recovery procedures, multiprogramming, and distributed processing. The Unix operating system will be used and emphasis will be placed on how various system functions have been implemented in the Unix environment. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). (Enrollment limited)

316. Foundations of Programming Languages—A study of the organization, specification and behavior of programming languages. The course will focus on five different programming language paradigms: imperative, object-oriented, functional, logic, and concurrent. Programming assignments using example languages from each of these paradigms will be required. Emphasis will be placed on learning C++, PROLOG and LISP in a Unix environment. Other topics covered include language syntax, control structures, objects and functions. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). —Ridgway

[352. Artificial Intelligence]—A study of basic principles and research methods in artificial intelligence. The course exposes students to selected topics in the field including pattern recognition, problem solving, theorem proving, knowledge representation, and natural language understanding by computers. The course will draw on recent advances made by cognitive scientists in each of these applications. Students are expected to study the theoretical background of an application. They will also complete several programming and simulation assignments during the semester. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). (Enrollment limited)

[371. Compiler Theory]—A study of the use of language theory and automata theory in the design and construction of compilers. Topics to be discussed include lexical analysis, parsing, symbol tables, syntax trees, storage allocation, error recovery, translation systems, code generation, and optimization. Students will practice programming by writing a portion of a compiler for a subset of ALGOL, Pascal or some other language. Prerequisite: C- or better in Computer Science 230 (Machine Organization) or 316 (Programming Languages). (Enrollment limited)

375. High-Performance Computing—This course will introduce various programming models and techniques for multiprocessors. Students will design, implement, and evaluate parallel algorithms for solving complex problems that demand high computational speed. Topics covered include parallel machine architecture, analysis of parallel algorithms, load balancing, and various parallel algorithms including sorting, searching, linear systems, and image processing. Prerequisite: C- or better in CPSC 215 and one semester of calculus (MATH 131) (Enrollment limited)—Yoon

403. Computer Science Seminar—Students engaged in research (Computer Science 419) or independent study (Computer Science 399) and senior exercise students will meet with computer science faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Seniors using this course to satisfy the senior exercise requirement will be expected to complete a research or design project and make a formal presentation on its results to the seminar. The project may be an extension or revision of a project conducted in one of their other major courses. Prerequisite: This course open to senior computer science majors only. (0.5 course credit)—Spezialetti

[419. Research in Computer Science (Library)]—Students will conduct original research projects, culminating with a final formal paper, under the direction of an individual faculty member. Students electing this type of independent study should plan on initiating the work no later than the fall of their senior year. Honors candidates should plan on no less than two semesters of study; others may enroll in one or more semesters. A written research plan must be submitted during the semester prior to taking this course. Prerequisites: permission of the instructor and concurrent enrollment in Computer Science 403 or 404. This course may be repeated for credit. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. Concurrent registration in Computer Science 403 (fall term) or Computer Science 404 (spring term) is required. (0.5 course credit)—Staff

[490. Research Assistantship]—(0.5-1 course credit)—Staff

SPRING TERM

110. Interactive Computer Graphics—Advances in computer technology have made computer graphics one of the most rapid and economical ways of generating digital images. It is not surprising to find computer graphics used in virtually all areas of modern life. Doctors use three-dimensional medical imaging techniques to view a cross section of body tissues and organs during surgery. Sophisticated engineering and architectural systems are now designed with an aid of computer graphics tools. High-resolution imaging of molecular structures allows scientists to study the behavior of highly complex processes. Computer-generated animations, scenes, and special-effects are commonly used in today's motion pictures and video games. This course introduces fundamental techniques and tools used in computer graphics. The topics will include drawing, coloring, shading, and modeling three-dimensional objects. In addition to lectures on the underlying principles of computer graphics, students will engage in a series of hands-on laboratory exercises which will provide an opportunity to design and generate the various types of

digital images. Students will also be introduced to basic concepts of computer programming to manipulate more elaborate images and create computer animations. (Enrollment limited)—Yoon

[114L. Introduction to Internet Computing]—An elementary introduction to internet applications and internet programming. Use of internet applications involved with remote login, file transfer, Web browsing, and Web page creation will be explored. A programming language which can be used to add dynamic features to Web pages will be studied. Fundamental programming concepts, including variables, functions, parameters, assignments, control structures, and objects will be introduced. Intended as a first computer science course for students who are considering computer science as a major or who are exploring taking additional computer science courses but who do not have the background needed for Computer Science 115L. Not open to students enrolled in or who have credit for Computer Science 115L. (Enrollment limited)

115L. Introduction to Computing—A fundamental treatment of computer science topics featuring the study of the high-level programming language Java. Topics discussed will include computer architecture, programming languages, and ethical issues involved in computer use. Problem-solving techniques involved in writing programs will be studied, proper style and documentation will be required, and object-oriented program design will be introduced. A required weekly lab will involve an intensive study of programming techniques in Java. Prerequisite: Either C- or better in Computer Science 110 or mathematics skills appropriate for enrolling in a calculus class. (1.25 course credits) (Enrollment limited)—Ellis

203. Mathematical Foundations of Computing—An introduction to the principles of logic and discrete mathematics required in the study of computer science. Topics covered may include: propositional and predicate logic and their relationship to general proof techniques used in computing and correctness proofs of programs; mathematical induction applied to recursion and recurrence relations; set theory with an emphasis on infinite sets used in computing; counting principles useful in analyzing graphs and trees; relations and functions and their relationship to databases and functional programming languages. Computer programs will be used to explore concepts examined in the course. Prerequisite: Either C- or better in Computer Science 110 or mathematics skills appropriate for enrolling in a calculus class. (Enrollment limited)—Miyazaki

215L. Data Structures and Algorithms—A study of data structures and algorithms using a high-level programming language. The basic data structures (lists, stacks, queues, trees, and files) and basic algorithms (searching, sorting, and file management) will be introduced and implemented. Data and procedural abstraction, software design principles, and the analysis of the complexity of algorithms will be discussed. Details related to programming will be covered in a required weekly lab. Prerequisite: C- or better in Computer Science 115L. (1.25 course credits) (Enrollment limited)—Morelli

[225. Topics Application Programming]—The study of a specific topic related to the application of principles of programming to real-world problems. Topics will vary from year to year depending on current issues in programming or interests of the instructor. The topic for spring 2007 will be Open-Source Humanitarian Software Development. This course will be open to CS students from Connecticut College and Wesleyan University under the Mellon grant and will be taught as a seminar/project course using the video conferencing technology for weekly class meetings. The course will involve analyzing, designing, and implementing open-source software. The focus of the project will be Sahana, an award-winning open-source disaster recovery information system that has been deployed internationally in several natural disasters, including the 2005 Asian Tsunami and the 2005 Pakistani earthquake. In terms of software tools, we will use the LAMP platform (Linux, Apache, MySQL, and PHP). Students can expect to work in teams on real-world tasks. Class meetings will address standard software engineering practices and principles, such as refactoring, unit testing, design and documentation standards, and other related topics. Prerequisite: C- or better in Computer Science 115L. (Enrollment limited)

304. Computer Graphics—An introduction to geometric and computer graphics principles needed for developing software with graphical output. General principles of designing and testing of software systems with reusable components will be emphasized. Geometry and computer graphics topics covered will include coordinate systems, geometric transformations, windowing, curves, fractals, polyhedra, hidden lines, surfaces, color and shading. Graphical programs that model phenomena from the natural sciences or aid the visualizing of conceptual models in computer science and mathematics will be used for examples and assignments. Prerequisite: Mathematics 132 and a C- or better in Computer Science 215L. (Enrollment limited)—Yoon

315. Systems Software—A study of the organization and implementation of computer operating systems. Topics include operating systems organization, file systems, memory and process management, resource allocation, recovery procedures, multiprogramming, and distributed processing. The Unix operating system will be used and emphasis will be placed on how various system functions have been implemented in the Unix environment. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). (Enrollment limited)—Spezialetti

[316. Foundations of Programming Languages]—A study of the organization, specification and behavior of programming languages. The course will focus on five different programming language paradigms: imperative, object-oriented, functional, logic, and concurrent. Programming assignments using example languages from each of these paradigms will be required. Emphasis will be placed on learning C++, PROLOG and LISP in a Unix environment. Other topics covered include language syntax, control structures, objects and functions. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). (Enrollment limited)

320. Analysis of Algorithms—A continuation of the study begun in Computer Science 215 of the complexity of algorithms used in computing. The notions of P, NP, and NP-complete problems and of noncomputability will be covered. The algorithms

studied will include examples involving sorting, graphs, geometry, and combinatorics. Theoretical aspects of algorithms will be studied as well as practical aspects useful in writing programs. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). —Miyazaki

333. Computer Networks—An introduction to the principles and practices of local area and wide area networking. Topics include the study of the layers of computer networking, network configurations, protocols, security, and reliability. Issues related to implementing networking configurations will be studied. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). —TBA

[372. Database Fundamentals]—Principles of database systems, including such topics as data independence, storage structures, relational data models, network data models, security, and integrity. A programming project may be required. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205). (Enrollment limited)

404. Computer Science Seminar—Students engaged in research (Computer Science 419) or independent study (Computer Science 399) and senior exercise students will meet with computer science faculty for oral presentations and critical discussions of journal papers, research plans and research progress. Seniors using this course to satisfy the senior exercise requirement will be expected to complete a research or design project and make a formal presentation on its results to the seminar. The project may be an extension or revision of a project conducted in one of their other major courses. Prerequisite: This course open to senior computer science majors only. (0.5 course credit)—Spezialetti

[490. Research Assistantship]—(0.5-1 course credit) —Staff

Economics

PROFESSOR ADAM J. GROSSBERG, *CHAIR*;
 PROFESSORS BUTOS†, WARD S. CURRAN DISTINGUISHED PROFESSOR
 OF ECONOMICS CURRAN, RAMIREZ, SETTERFIELD••, SCHEUCH (EMERITUS),
 AND G. FOX & COMPANY PROFESSOR OF ECONOMICS ZANNONI;
 ASSOCIATE PROFESSORS CLARK†, EGAN•, GLEASON•, GOLD (EMERITUS), AND WEN;
 SHELBY CULLOM DAVIS PROFESSOR OF AMERICAN BUSINESS
 AND ECONOMIC ENTERPRISE GUNDERSON;
 VISITING ASSISTANT PROFESSORS FEY, HU, MARTEL, McMILLEN, TSUMBA;
 VISITING LECTURERS LACEDONIA, O'CONNOR, SCHNEIDER AND SKOULLOUDIS

ECONOMICS CURRICULUM—The introductory course, Economics 101, completed with a grade of C- or better, is a prerequisite for all other courses beyond the 100 level in the department. Economics 101, Economics 301, and Economics 302 together constitute the theoretical core of the economics curriculum. As such, Economics 301 and Economics 302 are different from 300-level elective courses. Students who major in economics should complete Economics 301 and Economics 302 as soon as possible after they have completed Economics 101, to ensure that they develop a sufficiently strong appreciation of the economic theory that they will be expected to apply in 300-level elective courses. The department provides two routes to a degree in economics: the B.A. (Bachelor of Arts) and the B.S. (Bachelor of Science) which is more quantitative than the B.A. Both are shown schematically in the side-by-side comparison below. Students who think they may be interested in graduate work in economics are advised to seek the BS Degree and supplement it with additional mathematics as explained below under the heading, Students Considering Pursuing Graduate Studies in Economics.

† Academic Year Leave
 • Fall Term Leave
 •• Spring Term Leave

Many 300-level courses have prerequisites other than Economics 101 and students are advised to consult the course descriptions in the *Bulletin* or the course listings in the *Schedule of Classes* for course prerequisites. Beyond Economics 101, Economics 301 and Economics 302, courses are offered in the following areas in the department:

- Economic Theory and its History (205, 312, 323, 329)
- Economic Systems and Development (207, 208, 212, 214, 231, 245, 313, 317, 321, 324)
- International Economics (216, 315, 316)
- Labor Economics (303)
- Money and Finance (243, 309, 310)
- Public Policy Issues (201, 209, 211, 217, 247, 304, 306, 308, 311, 330)
- Quantitative Economics (103, 318, 328)
- Studies in Social Policies and Economic Research (331)
- Independent Research (299, 399, 401, 498-499)

ADMISSION REQUIREMENTS AND ECONOMICS MAJOR—Students who have satisfactorily completed (i.e., with a grade of C- or better) Economics 101 and a 200-level course, and who have satisfactorily completed or are currently enrolled in either Economics 301 or Economics 302 will be admitted to the major upon submission of the Declaration of Major form to the department chair. At that time, an adviser in the Department will be assigned by the department chair.

Requirements for completion of the B.A. Degree are: a grade of C- or better in each of eleven economics courses including Economics 101; at least one 200-level economics course; Mathematics 107 --- it is advisable that this be taken early; seven course credits at the 300 or 400 level which must include Economics 301, Economics 302, and either Economics 331 or Economics 498-499. Students are required to complete Economics 301, Economics 302, and Economics 331 at Trinity College.

Requirements for the completion of the B.S. Degree are: a grade of C- or better in each of 12 or 13 courses, including Economics 101; one 200-level Economics course; Economics 301; Economics 302; Mathematics 107; Economics 318 or Economics 312; Mathematics 125 and 126 or Mathematics 131 (or any course requiring Mathematics 131 as a prerequisite); one economics course with a prerequisite of Economics 312 or Economics 318 or, with permission of the instructor, completion of a substantial application of econometrics or mathematical economics as part of any 300- or 400-level course (including Economics 498-499) that does not have Economics 312 or 318 as a prerequisite; three additional 300-level economics courses and Economics 331, or two additional 300-level economics courses and Economics 498-499. Mathematics 107 and the other mathematics course(s) should be taken as early as possible. See schema and carefully note prerequisites for individual courses in their descriptions. Students are required to complete Economics 301, Economics 302, and Economics 331 at Trinity College.

STUDY AWAY FROM TRINITY—A maximum of three credits taken away from Trinity may be earned for major credit. All students who wish to receive credit toward the major for courses taken away from Trinity must complete an Application for Transfer Credit form with the Office of International Programs and have the course(s) approved for credit by their faculty adviser and by Professor Egan, Department of Economics, before going abroad. Permission to receive credit toward the major for courses in other departments and/or work in special programs at Trinity must be approved in advance by the Economics Department chairperson.

It is recommended that students majoring in Economics select cognate courses, in consultation with their adviser, in anthropology, history, philosophy, political science, public policy, and sociology. Economics 312, 318, and 328, are of particular value in integrating economic theory and economic applications. Internships and teaching assistantships do not normally count as credit toward the major; exceptions must be approved in advance by the Economics Department chairperson.

	Bachelor of Arts in Economics	Bachelor of Science in Economics
Core Theory Courses [The Economics Department recommends that students complete these courses in no more than four semesters.]	Economics 101 Economics 301 Economics 302	Economics 101 Economics 301 Economics 302
Required Quantitative Courses [The Economics Department recommends that students complete these courses by the end of the junior year.]	Mathematics 107	Mathematics 107 <i>and</i> Economics 312 or Economics 318 <i>and</i> Mathematics 125 & 126 or Mathematics 131*
Electives	One any-level economics course <i>and</i> One 200-level economics course	One 200-level economics course <i>and</i> One economics course with a Prerequisite of Econ 312 or 318**
	Four 300-level economics courses <i>and</i> Economics 331 <u>OR</u> Three 300-level economics courses <i>and</i> Economics 498-499	Three 300-level economics courses <i>and</i> Economics 331 <u>OR</u> Two 300-level economics courses <i>and</i> Economics 498-499
Total Number of Courses	11	12-13

* or any course requiring Mathematics 131 as a prerequisite

** or, with permission of the instructor, completion of a substantial application of econometrics or mathematical economics, as appropriate, as part of any 300- or 400-level course (including Economics 498-499) that does not have Economics 312 or 318 as a prerequisite.

STUDENTS CONSIDERING PURSUING GRADUATE STUDIES IN ECONOMICS—Students who are considering pursuing graduate study in economics should be aware of the emphasis that graduate programs in economics place on proficiency in mathematics. Graduate programs in economics place considerable weight on the applicant's score on the quantitative section of the Graduate Record Exam (GRE) as well as on the student's performance in undergraduate mathematics courses and quantitatively-oriented courses in economics. Students considering pursuing graduate study in economics are especially urged to discuss their interests with their advisors at the earliest possible date.

Accordingly, economics majors thinking about pursuing graduate study in economics are strongly advised to complement their economics course work with additional course work in the Mathematics Department. At a minimum, course work in mathematics should include: Mathematics 131 and 132 (Calculus I and II) and Mathematics 228 (Linear Algebra). Beyond these, additional recommended course work in mathematics would include: Mathematics 231 (Calculus III), Mathematics 234 (Differential Equations), Mathematics 306 (Mathematical Statistics), and Mathematics 331 (Analysis I). Students are strongly urged to take Economics 312 (Mathematical Economics) and 318 (Basic Econometrics).

THE HONORS PROGRAM—To graduate with honors in economics a student must have (1) completed Economics 301 and 302 with an average grade of B+ or better, with neither grade lower than a B; (2) an average grade of B+ or better in all economics courses taken at Trinity, with a grade of A- or better in at least half of those courses; (3) completed Economics 498-499, a senior thesis, with a grade of A- or better. In exceptional cases, a student who has

completed Economics 498-499 but who has not met all other criteria for honors in economics may be awarded honors by a vote of the Economics Department.

COMPUTER COORDINATE MAJOR—This major is designed for those students who wish to combine an interest in computers with study in Economics. In addition to the course requirements in mathematics and engineering, the Economics Department requires that each student take a minimum of seven (7) economics courses and receive a grade of C- or better in all of them. These seven courses must include the following:

- **Economics 101—Basic Economic Principles**
- **Economics 301—Microeconomic Theory**
- **Economics 302—Macroeconomic Theory**
- **Economics 318—Econometrics**
- **Economics 331—Studies in Social Policy and Economic Research**

One of the remaining two courses must be a 200-level course and the other must be a 300-level economics course. Also, please note that Mathematics 107 is a prerequisite for Economics 318.

FALL TERM

NB: All course prerequisites to another (Economics 101, 301, 302, 312, 318, Mathematics 107, 126, and 131) must earn a grade of C- or better to count as a prerequisite for another course.

101. Basic Economic Principles—An introduction to modern economic analysis. A study of the principles of production and exchange, the distribution of income, money and banking, and national income analysis. Required of all majors in economics and recommended for all students planning business, legal, or public service careers. (Enrollment limited)—Grossberg, Hu, Schneider

103. Fundamentals of Accounting—A review of accounting concepts and procedures, with particular emphasis on the reasoning behind methods of measuring and recording such items as depreciation and revenues. The implications of accounting theory and practice for the measurement of income and financial positions are investigated. Senior economics and coordinate majors have first choice for enrollment, then junior economics and coordinate majors, then sophomores. Senior and junior non-majors need permission of instructor. (Enrollment limited)—O'Connor

216. Globalization, Rivalry, and Coordination—This course emphasizes the study of forces driving the observed trends in regional and global integration. Students will examine whether the world-wide division of labor can be explained by comparative advantage or by increasing returns to scale and externalities. Students will then examine the impact on integration of three growing world markets: commodities, capital, and labor. They will also delve into the role these markets play in generating frictions among nations. The course concludes with an examination of the role of a world trade organization, world financial system, and world foreign exchange system in facilitating the globalization process. Lessons will be drawn from history, particularly the collapse of the Bretton Woods System. Prerequisite: C- or better in Economics 101. (Enrollment limited)—Wen

231. Latin American and Caribbean Economic Development—This course examines and evaluates the major theories and leading issues in the study of economic growth and development in Latin America and the Caribbean during the 20th century. It focuses on the region's economic and historical links to the industrialized nations as a key element in understanding the nature and direction of its economic growth and development. Topics include: theories of development; rural development and migration, state-led industrialization and structural transformation under import-substitution industrialization (ISI); debt, stabilization, and adjustment policies; neoliberal policies such as privatization and the deregulation of financial and labor markets; and trade liberalization, particularly the proliferation of preferential trading arrangements such as the North American Free Trade Agreement (NAFTA), the Southern Cone Common Market (MERCOSUR), the Caribbean Common Market (CARICOM), the Lome Convention, and the Central American Common Market (CACM). Prerequisite: C- or better in Economics 101. (Enrollment limited)—Ramirez

[243. Financial Markets Institutions]—The purpose of the course is to provide a basic understanding of the role of financial institutions (intermediaries) and financial markets in facilitating the flow of funds between those who supply funds and those who demand funds. Topics include the role of banks, other financial institutions, and financial markets in this process. Special attention is also given to the European Monetary Union and other aspects of the international financial system. Prerequisite: C- or better in Economics 101.

246. Economics of Social Life—*Homo economicus* has tended to be cast as fairly selfish person. How is it that such self-centered persons find a way to cooperate, at least some of the time? This class will explore how cooperation emerges out of selfish behavior in situations where it does not pay to cooperate. We will explore other social phenomena like discrimination and spatial separation, the development of group or “social capital,” how identity can affect behavior, and how even utility maximizers base their decisions on the decisions of others (which casts doubt on the idea of autonomous persons). We will consider altruism, hatred, and social norms using the traditional tools of economic analysis. Prerequisite: C- or better in Economics 101. (Enrollment limited)—Grossberg

[247. Introduction to Policy Analysis]—This course will introduce students to the basic ingredients of policy analysis rooted in the microeconomics of externalities (social, economic, and political), public goods, common property, information failure, absence of competition, and distributional concern. This course is not open to students who have previously earned credit for Economics 306 or Economics 311. Prerequisite: C- or better in Economics 101. (Enrollment limited)

301. Microeconomic Theory—A study of the determination of the prices of goods and productive factors in a market economy and the role of prices in the allocation of resources. Prerequisite: C- or better in Economics 101. (Enrollment limited)—Grossberg

302. Macroeconomic Theory—An analysis of aggregate income, output, and employment, which includes the following topics: national economic accounts; theories of consumption; investment and money; Keynesian and Classical models; the monetary-fiscal debate; inflation, unemployment and growth. Prerequisite: C- or better in Economics 101. (Enrollment limited)—Setterfield

[308. Industrial Organization and Public Policy]—The course is divided into two parts. The first part consists of an examination of the structure of American industry including a critical analysis of the empirical evidence underlying the extent of competition, oligopoly, and monopoly within the United States. Comparisons are made with other industrialized nations and a number of specific industries are examined in detail. The second part of the course consists of an examination of public policy toward monopoly with specific emphasis on antitrust policy. Prerequisite: C- or better in Economics 101 and 301. (Enrollment limited)

309. Corporate Finance—Valuation, the development of the modern theory of finance; efficient market hypothesis; portfolio theory; capital budgeting; cost of capital; corporate securities; the securities markets; and other selected topics in finance. Prerequisite: C- or better in Economics 101 and either Economics 301 or Economics 302. Math 107 is strongly recommended and Economics 103 is recommended. (Enrollment limited)—Curran

310. Money and Banking—An analysis of monetary theory, institutions and policy including the nature, role and significance of money, financial markets and institutions, commercial banking and the money supply process, the Federal Reserve System, and the formulation and implementation of monetary policy, monetary theory, and related policy issues. Prerequisite: C- or better in Economics 101 and 302. (Enrollment limited)—Tumba

[311. Environmental Economics]—An examination of the relationship between economic growth and the quality of the environment; the economic theory necessary for understanding environmental problems; analysis of proposed means, such as effluent charges, for correcting these problems; the application of cost-benefit analysis to selected environmental issues. Prerequisite: C- or better in Economics 101 and 301.

[313. Structural Reform in Latin America: The Experiences of Argentina, Brazil, Chile, and Mexico]—This course examines and evaluates the economic and political impact of the market-oriented reforms being implemented in four of the strategically important countries of the region. Topics include: origins of the interventionist state; state-led industrialization and structural transformation; the rise of populism and economic policy; monetarism and structuralism; stabilization and adjustment policies; trade liberalization and financial deregulation; and the evolution, rationale, and impact of privatization. Prerequisite: C- or better in Economics 101 and a 200-level course or another social science course dealing with developing nations. Economics 301 and 302 are strongly recommended.

315. Theories of International Trade—An examination of the major theories of international trade, beginning with the classical and neoclassical models of international trade and concluding with a survey of the various alternative models of international trade developed over the past three decades. An analysis of commercial policy, preferential trading agreements and other contemporary policy issues in the international economy will be included. Prerequisite: C- or better in Economics 101 and 301. (Enrollment limited)—Fey

318. Basic Econometrics—The formulation and estimation of models; topics include a review of basic concepts and results of statistical inference, single equation regression model, functional forms, problems of estimation, and simultaneous equation models. The computer will be used but no experience is necessary. Prerequisite: C- or better in Economics 101 and Mathematics 107. (1.25 course credits) (Enrollment limited)—Zannoni

321. American Economic History—A survey of the growth of the American economy from pre-Columbian times to the present. Special attention will be given to the issues of economic growth, industrial development, the economy of the antebellum South, transportation and commerce, the rise of cities, and the impact of major wars on the economy. Prerequisite: C- or better in Economics 101. (Enrollment limited)—Gunderson

323. Theories of Economic Growth—Rates of economic growth vary considerably over time, and between countries over time. This course examines models of economic growth in the light of these 'stylized facts.' Topics include the Harrod model, traditional neoclassical growth theory, Post Keynesian growth theory, and 'endogenous' growth theory. Prerequisite: C- or better in Economics 301 and 302. (Enrollment limited)—Setterfield

[330. Public Choice]—This course examines the application of economic theory to political science. Topics covered will include voting models, Arrow's impossibility theorem, elections, collective action, rent seeking and special interest groups, the social contract, and distributive justice. Prerequisite: C- or better in Economics 301. (Enrollment limited)

331. Studies in Social Policies and Economic Research—The primary emphasis of these senior seminars is to strengthen the student's skill and sensitivity in applying economic analysis and research methods to social policy problems. The topics to be studied will vary from year to year. Enrollment is limited. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)

331-11. Regulation of Financial Markets—This course develops a critical examination of public policy toward capital (financial) markets and intermediaries. The economic rationale for regulation (primarily externalities) is contrasted with the rationale for deregulation (unfettered competitive markets). The theoretical exposition is applied in detail to the money and capital markets, both primary and secondary, as well as to the major financial intermediaries that are the primary participants in these markets, that is, to deposit type institutions, brokerage and investment banking concerns, insurance companies, and pension funds. Part of this course will be devoted to comparative regulation in the context of global financial markets. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)—Curran

331-20. Institutional Innovation: The Case of Modern China—Students will have opportunities in this course to strengthen their skill and sensitivity in applying economic analysis and research methods to contemporary economic policy issues through this case study. We choose China as the subject, both because of its importance in the world economy and the theoretical challenge it poses through its unorthodox path to reform its economic system. Focus will be on the evaluation of the gradualist approach versus the “big bang” approach, externality of the state sector and the emerging private sector, the partial privatization of its farming sector, the puzzle of the township and village enterprises and its hidden problems such as economic development and democracy and urbanization in the presence of population pressure. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)—Wen

331-46. Issues in International Trade and Finance—This seminar examines important and recent developments in international economics. Topics include trade policy and market structure; the economics of trading blocs such as the EEC and NAFTA; the economic consequences of continued U.S. external deficits; globalization and inequity; exchange rates, interest rates, and volatility; speculative capital flows and exchange rate policies; and financial crises and the prospects for the EMU. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)—Ramirez

331-48. Historical and Institutional Approaches to Modern Capital Markets—This seminar will explore the historical and institutional foundations of financial innovation. It will pay particular attention to the use of financial contracts and instruments for managing risk. Key elements of modern financial economics are the time value of money, enforceable contracts and markets. Discussion will also center on claims that financial markets are efficient against claims that they are not. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)—Tumba

[499. Senior Thesis Part 2]—Written report and formal presentation of a research project. Open to all senior majors and required of all students who wish to earn honors in Economics. A student who intends to write a thesis must locate a thesis adviser, and must submit a preliminary proposal to the thesis adviser by the last day of classes in the spring semester of the junior year. A final proposal must be submitted to the thesis adviser by final registration in the fall semester of the senior year. Submission date of the thesis is the second Friday following Spring Recess. Seniors who undertake Economics 498-99 will be excused from Economics 331, Studies in Social Policies and Economic Research. In addition to the final proposal, submission of the special registration form available in the Registrar's Office and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) (2 course credits) —Staff

601. IDP Study Unit—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the IDP Catalogue for a full listing. —Staff

[602. IDP Project]—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credit) —Staff

GRADUATE COURSES

Note: Some of the following graduate courses are open to seniors with appropriate prerequisites, whose records have been outstanding, and where space is available. Prerequisites: permission of the student's major adviser, of the instructor, and of the Office of Graduate Studies.

801. Basic Economic Principles—The study of basic economic principles pertains to the operation of the pricing system, income distribution, national income analysis, and monetary and fiscal policy. This course may be taken in fulfillment of the requirements for the master's degree in economics, but will not tally in the calculation of credits earned. The course is designed for those who have not previously studied economics and for those who wish to refresh their understanding of basic economics. The study of economics presupposes knowledge of mathematics at an intermediate level of algebra and geometry. To help students in reviewing, a mathematics clinic is available. The clinic is offered at no charge and is taught by a Trinity student in each term in which Economics 801 is given. A diagnostic test may be administered at the beginning of the clinic to ascertain the topics to be emphasized. Required of all majors in economics and recommended for all students planning business, legal, or public service careers.—Skouloudis

803. Microeconomic Theory—A study of resource allocation and product distribution in a market system. Market behavior is analyzed in terms of the determinants of demand, the supply of conditions of productive services, the logic of the productive process, and the institutional structure of markets. The purpose of the course, required of all students majoring in economics, is to provide rigorous training in fundamental analytical techniques. —McMillen

[806. Financial Valuation and Accounting]—Review of concepts and methodology in financial accounting. Particular attention is devoted to the exploration of different accounting measurement theories and the impact these theories have on corporate financial reporting. Ability to interpret, analyze, and evaluate financial accounting information is developed through problems and cases stressing the preparation, utility, and limitations of such information.

[812. Portfolio Theory and Financial Markets]—Application of economic analysis to selected topics relating to securities markets. Among the major subjects developed are; the “efficient market” hypothesis; techniques for the selection of securities; portfolio theory and practice; and an evaluation in terms of cost-benefit analysis of specific topics in regulatory policy.

817. International Finance—An analysis of balance of payments, the international money market, international monetary standards, international equilibrium and the mechanism of adjustment, exchange variations, and the objectives of international monetary policies. Prerequisite: C- or better in Economics 803 and Economics 805. —Fey

821. Methods of Research—Techniques useful in economic research will be developed. Topics include: time series analysis, probability, hypothesis testing, non-parametric statistics, an introduction to regression analysis, decision and game theory. Normally taken after 803 and 805 and prior to the election of other courses. —Martel

[822. Economics of Financial Regulations]—This course treats the economics of financial regulation in the context of global capital markets and financial intermediaries. The economic rationale for regulation (externalities at both the micro and macro level) is contrasted with the neoclassical rationale for unfettered competitive markets. The theoretical exposition is applied in detail to the money and capital markets, both primary and secondary, as well as to the major participating financial intermediaries, i.e., deposit type institutions, brokerage and investment banking firms, insurance companies and pension funds. Prerequisite: C- or better in Economics 803 and Economics 805.

940. Independent Study—Independent studies on selected topics are available by arrangement with the instructor and written approval of the graduate director and department chair. Contact the Office of Graduate Studies for the special approval form. (1-2 course credits) —Staff

953. Research Project—The graduate director, the supervisor of the project, and the department chair must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. —Staff

[954. Thesis Part I]—Conference hours by appointment. An original research project on a topic approved by the graduate adviser, the supervisor of the project and the department chair. Registration for the thesis will not be considered final without the Thesis Approval Form and the signatures of the thesis adviser, graduate adviser, and department chair. Please refer to the *Graduate Studies Catalogue* for thesis requirements. Contact the Office of Graduate Studies for the special approval form and the Thesis Writer's Packet. (The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits) —Staff

[955. Thesis Part II]—Continuation of Economics 954. Staff (2 course credits) —Staff

[956. Thesis]— (2 course credits) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

Mathematics 107. Elements of Statistics—A course designed primarily for students in the social and natural sciences. Topics include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence intervals, and hypothesis testing. Students having a mathematical background which includes Mathematics 231 should consider the Mathematics 305, 306 sequence for work in probability and statistics. —Mauro, Palumbo, Schwell

SPRING TERM

NB: All course prerequisites to another (Economics 101, 301, 302, 312, 318, Mathematics 107, 126 and 131) must earn a grade of C- or better to count as a prerequisite for another course.

101. Basic Economic Principles—An introduction to modern economic analysis. A study of the principles of production and exchange, the distribution of income, money and banking, and national income analysis. Required of all majors in economics and recommended for all students planning business, legal, or public service careers. (Enrollment limited)—Ramirez, Schneider

103. Fundamentals of Accounting—A review of accounting concepts and procedures, with particular emphasis on the reasoning behind methods of measuring and recording such items as depreciation and revenues. The implications of accounting theory and practice for the measurement of income and financial positions are investigated. Senior economics and coordinate

majors have first choice for enrollment, then junior economics and coordinate majors, then sophomores. Senior and junior non-majors need permission of instructor. (Enrollment limited)—O'Connor

208. Asian Economics—Endowed with a huge population, few resources, and a recent history marked by recurrent wars and great social disorder, Pacific Asia scarcely seemed a promising setting for prosperity and modernization at the end of the last century or at the beginning of this century. However, led by Japan since the Meiji Restoration, economies in Pacific Asia have become the most dynamic in the world. As the economy of the United States has become increasingly linked to the markets and production zones of Pacific Asia, it is vitally important to have an understanding of why Pacific Asian economies have been growing so fast and what their impact is on the rest of the world. Main topics in this course include the evaluation of East Asia's economic performance in terms of total factor productivity and the debate on whether the East Asian miracle is true or not, the role of a market in allocating resources in these economies, their experience in using government intervention to correct market failures, China's effort to reform its central planning system, and its impact on the region and the world. Japan's competitiveness and its potential in the future, the emerging pattern of division of labor within this region as a whole, and its interaction with the rest of the world will be addressed as well. Prerequisite: C- or better in Economics 101. (Enrollment limited)—Wen

214. Business and Entrepreneurial History—The evolution of business structures and practices, primarily in the American experience. Changes in such aspects of management, finance, marketing, and information are considered. Special attention is given to the role or entrepreneurs and conditions which may have influenced their creative efforts. Both an analytical approach and case studies are employed. Prerequisite: C- or better in Economics 101. (Enrollment limited)—Gunderson

[217. Economics of Health and Health Care]—This course is designed to provide an overview of key issues in the economics of health and health care using principles of economics, with an emphasis throughout on real-world problems. Topics to be studied will include: health care market structures; determinants of the demand for and supply of health care; the interrelationships between insurance, supply, demand, and technological innovation; proposed health policy reforms in insurance markets, medical malpractice, and other areas; and the analysis of public policies on unhealthy consumer behaviors (smoking, drinking, drugs). Prerequisite: C- or better in Economics 101. (Enrollment limited)

[245. Regimes of Accumulation]—This course addresses the historical development of capitalism emphasizing, in the process, the radical transformations that capitalist economies have undergone in the course of their growth and development. Particular emphasis will be placed on the rise and decline of the Golden Age (1945-1973), the accompanying comparative macroeconomic performance of advanced capitalist economies over the past 50 or so years, and the prospects for future growth and development in the capitalist economies of Asia, Europe, and North America. Prerequisite: C- or better in Economics 101. (Enrollment limited)

247. Introduction to Policy Analysis—This course will introduce students to the basic ingredients of policy analysis rooted in the microeconomics of externalities (social, economic, and political), public goods, common property, information failure, absence of competition, and distributional concern. This course is not open to students who have previously earned credit for Economics 306 or Economics 311. Prerequisite: C- or better in Economics 101. (Enrollment limited)—TBA

301. Microeconomic Theory—A study of the determination of the prices of goods and productive factors in a market economy and the role of prices in the allocation of resources. Prerequisite: C- or better in Economics 101. (Enrollment limited)—Egan

302. Macroeconomic Theory—An analysis of aggregate income, output, and employment, which includes the following topics: national economic accounts; theories of consumption; investment and money; Keynesian and Classical models; the monetary-fiscal debate; inflation, unemployment and growth. Prerequisite: C- or better in Economics 101. (Enrollment limited)—Zannoni

[304. Law and Economics]—The notion that legal rules of property, contract and tort create implicit prices on different sorts of behavior underlies the economics approach to the study of law. This course brings together two disciplines (economics and law) to examine fundamental rules governing an exchange economy. Topics to be covered include property, torts (non-criminal harm or injuries), contract and crime. Each of these areas of law involves issues of efficiency and equity. Please note, this is not a course in law but in the economics of law. Prerequisite: C- or better in Economics 101; 301 advised, but not required for the legal studies minor. (Enrollment limited)

306. Public Finance—An examination of the role of tax and public expenditure policies as they influence the allocation and distribution of resources, and on the role of market imperfections as rationales for government policies. Emphasis is on the effects of taxation and public spending on consumer and producer choices. Prerequisite: C- or better in Economics 101 and 301. (Enrollment limited)—Gleason

308. Industrial Organization and Public Policy—The course is divided into two parts. The first part consists of an examination of the structure of American industry including a critical analysis of the empirical evidence underlying the extent of competition, oligopoly, and monopoly within the United States. Comparisons are made with other industrialized nations and a number of specific industries are examined in detail. The second part of the course consists of an examination of public policy toward monopoly with specific emphasis on antitrust policy. Prerequisite: C- or better in Economics 101 and 301. (Enrollment limited)—Schneider

[310. Money and Banking]—An analysis of monetary theory, institutions and policy including the nature, role and significance of money, financial markets and institutions, commercial banking and the money supply process, the Federal Reserve System, and the formulation and implementation of monetary policy, monetary theory, and related policy issues. Prerequisite: C- or better in Economics 101 and 302. (Enrollment limited)

311. Environmental Economics—An examination of the relationship between economic growth and the quality of the environment; the economic theory necessary for understanding environmental problems; analysis of proposed means, such as effluent charges, for correcting these problems; the application of cost-benefit analysis to selected environmental issues. Prerequisite: C- or better in Economics 101 and 301. (Enrollment limited)—Egan

312. Mathematical Economics—This course is designed to introduce students to the application of mathematical concepts and techniques to economic problems and economic theory. Prerequisite: C- or better in Economics 301, Economics 302, and Mathematics 126 or Mathematics 131 (or concurrent enrollment in one of these two math courses). (Enrollment limited)—Gleason

316. International Finance—This course examines the major theoretical and policy issues faced by business firms, the government, and individual investors in their international financial transactions. Topics include the following: basic theories of the balance of payments, exchange rates, and the balance of trade; interest rates and interest parity; alternative exchange rate systems; and recent developments in the international money markets. Prerequisite: C- or better in Economics 101 and 302. (Enrollment limited)—Ramirez

317. Development Economics—Various hypotheses on the persistence of underdevelopment observed in most developing economies will be examined. Then the successes of some developing economies in their modernization will be discussed. Attention will also be given to such important issues as industrialization, demographic change and urbanization, growth in income and its distribution, international trade and finance, development strategies, the government role in promoting development, and the impact of foreign aid. Prerequisite: C- or better in Economics 101 and a 200-level course or another social science course dealing with developing nations. Economics 301 and 302 are strongly recommended. (Enrollment limited)—Wen

318. Basic Econometrics—The formulation and estimation of models; topics include a review of basic concepts and results of statistical inference, single equation regression model, functional forms, problems of estimation, and simultaneous equation models. The computer will be used but no experience is necessary. Prerequisite: C- or better in Economics 101 and Mathematics 107. (1-1.25 course credits) (Enrollment limited)—Gleason

[323. Theories of Economic Growth]—Rates of economic growth vary considerably over time, and between countries over time. This course examines models of economic growth in the light of these 'stylized facts.' Topics include the Harrod model, traditional neoclassical growth theory, Post Keynesian growth theory, and 'endogenous' growth theory. Prerequisite: C- or better in Economics 301 and 302. (Enrollment limited)

328. Topics in Applied Econometrics— (Enrollment limited)

328-01. Applied Econometrics: Micro-econometrics—Application and extensions of basic econometric tools. Topics include analysis of panel data, maximum likelihood estimation, analysis of discrete and limited response data, analysis of count data, sample selection, and duration of models. Prerequisite: C- or better in Economics 318 or Economics 312, as appropriate. (Enrollment limited)—Grossberg

[329. Applied Macroeconomics]—This course is designed to extend and develop students' understanding of macroeconomics beyond the intermediate (Economics 302) level. Discussion will focus on current macroeconomic events and issues in macroeconomic policy, and will proceed through the development of macroeconomic models, discussion of their results and policy implications and scrutiny of the empirical evidence presented in their defense. Questions addressed will include: Why is unemployment so much higher in Europe than in the US? Was a decline in the Non-Accelerating Inflation Rate of Unemployment (NAIRU) responsible for the reductions in unemployment and inflation witnessed during the late 1990s? Does household indebtedness pose problems for future economic recovery? Why did productivity growth accelerate during the 1990s? How is monetary policy conducted and how does it affect macroeconomic outcomes? Prerequisite: C- or better in Economics 301 and 302. Students must have taken or be concurrently enrolled in 318.

331. Studies in Social Policies and Economic Research—The primary emphasis of these senior seminars is to strengthen the student's skill and sensitivity in applying economic analysis and research methods to social policy problems. The topics to be studied will vary from year to year. Enrollment is limited. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)

331-43. Institutions, Macroeconomics and the Global Economy—Recent research in macroeconomics concludes that successful policy implementation requires both theoretical and institutional knowledge, particularly in situations involving uncertainty. This seminar will explore how models of macro behavior have been applied in particular social, political, and economic institutions. Through the use of case studies, the macro development of European countries such as Ireland, Spain, Sweden, and Italy will be examined with a focus on the reasons for the success or failure of policies aimed at specific macro goals. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)—Zannoni

331-47. Economic Analysis of American History and Entrepreneurship—Examples of major sectors in the American economy and some entrepreneurs who acted as catalysts thereof. Likely topics include growth before manufacturing and political independence, creating your own national market, the late-19th-century oil industry, government as a growth sector in the economy, and integrating modern science into business structures and practices. There will be a paper with research components on each major class topic. Class participation is required. An opportunity can be made for those who wish to satisfy the econometrics application for the B.S. degree in economics. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)—Gundersen

331-48. Historical and Institutional Approaches to Modern Capital Markets—This seminar will explore the historical and institutional foundations of financial innovation. It will pay particular attention to the use of financial contracts and instruments for managing risk. Key elements of modern financial economics are the time value of money, enforceable contracts and markets. Discussion will also center on claims that financial markets are efficient against claims that they are not. Prerequisite: Students must pass Economics 301 and 302 with a grade of C- or better. Open to senior economics majors only. (Enrollment limited)—Tumba

[401. Independent Study in Quantitative Applications]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. Prerequisite: C- or better in Economics 318 or Economics 312, as appropriate. (0.5-1 course credit) —Staff

601. IDP Study Unit—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the IDP Catalogue for a full listing. —Staff

[602. IDP Project]—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credit) —Staff

GRADUATE COURSES

Note: Some of the following graduate courses are open to seniors with appropriate prerequisites, whose records have been outstanding, and where space is available. Prerequisites: permission of the student's major adviser, of the instructor, and of the Office of Graduate Studies.

801. Basic Economic Principles—The study of basic economic principles pertains to the operation of the pricing system, income distribution, national income analysis, and monetary and fiscal policy. This course may be taken in fulfillment of the requirements for the master's degree in economics, but will not tally in the calculation of credits earned. The course is designed for those who have not previously studied economics and for those who wish to refresh their understanding of basic economics. The study of economics presupposes knowledge of mathematics at an intermediate level of algebra and geometry. To help students in reviewing, a mathematics clinic is available. The clinic is offered at no charge and is taught by a Trinity student in each term in which Economics 801 is given. A diagnostic test may be administered at the beginning of the clinic to ascertain the topics to be emphasized. Required of all majors in economics and recommended for all students planning business, legal, or public service careers.—Skouloudis

805. Macroeconomic Theory—An analysis of aggregate income, output, and employment, which includes the following topics: national economic accounts, theories of consumption, investment and money, Keynesian and Classical models, the monetary-fiscal debate, inflation, unemployment and growth. Potential economics majors who pass the qualifying examination are eligible to enroll in this course. Reservations to take this examination may be made by calling the Office of Graduate Studies and Special Academic Programs before January 10.—McMillen

806. Financial Valuation and Accounting—Review of concepts and methodology in financial accounting. Particular attention is devoted to the exploration of different accounting measurement theories and the impact these theories have on corporate financial reporting. Ability to interpret, analyze, and evaluate financial accounting information is developed through problems and cases stressing the preparation, utility, and limitations of such information.—Lacedonia

[807. Public Finance]—An examination of the Federal budget, of the tax system of the United States, and of Fiscal Federalism, with special reference to the allocation, distribution, and stabilization objectives of specific taxes and expenditures. Analyses of the theory of public goods and of externalities, of private market failure, and of government corrective action. Actual policies will be evaluated in the context of the analytical framework developed in the course. Prerequisite: C- or better in Economics 803.

811. Money and Banking—The nature, significance, and functions of money; monetary standards; the role and operations of commercial banks; central banking and the Federal Reserve System; the Treasury and the money market; foreign exchange and international finance; monetary theory. Prerequisite: C- or better in Economics 805. —Martel

[814. Analysis of Financial Markets]—This course will emphasize the role of financial institutions in affecting the flow of funds through the money and capital markets. Topics include: the portfolio behavior of financial intermediaries, the yield curve and term structure of interest rates, an analysis of short-term Federal Reserve behavior and its impact on the financial markets, seasonal liquidity patterns and their impact on the financial system, techniques of financial market forecasting, the efficient market hypothesis, and the role of rational expectations. Prerequisite: C- or better in Economics 803.

[817. International Finance]—An analysis of balance of payments, the international money market, international monetary standards, international equilibrium and the mechanism of adjustment, exchange variations, and the objectives of international monetary policies. Prerequisite: C- or better in Economics 803 and Economics 805.

[825. American Economic History]—This course attempts to provide the student with a basic, yet thorough understanding of the growth and development of the American economy. The course will first discuss the methodological approaches of economic historians and introduce basic concepts used to understand and measure economic growth and change. It will then analyze the colonial economy, early national and ante-bellum years, the reunification era, and the emergence of a modern U.S. economy. The analysis will focus on key economic sectors - money and banking, agriculture, commerce, labor, and government - with special attention given to problems and issues in the financial and monetary sector. Prerequisite: Economics 801 or permission of the instructor.

847. Issues in International Finance—This course focuses on assessing the impact on financial markets, exchange rates, prices, interest rates, output and national policies of economic and financial disturbances around the globe. It will examine economic models and empirical evidence on the determinants and stability of foreign exchange rates; asset markets and portfolio choice in integrated financial markets; the role of the banking sector in financial and currency crises and the causes and consequences of sovereign debt crises. It is especially relevant for student with career interests in all areas of the financial services industry, in the finance/treasury function of corporations and in policy analysis for government agencies and consulting firms. Prerequisite: C- or better in Economics 803 and Economics 805. —Fey

[940. Independent Study]—Independent studies on selected topics are available by arrangement with the instructor and written approval of the graduate director and department chair. Contact the Office of Graduate Studies for the special approval form. (1-2 course credits) —Staff

953. Research Project—The graduate director, the supervisor of the project, and the department chair must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. —Staff

[954. Thesis Part I]—Conference hours by appointment. An original research project on a topic approved by the graduate adviser, the supervisor of the project and the department chair. Registration for the thesis will not be considered final without the Thesis Approval Form and the signatures of the thesis adviser, graduate adviser, and department chair. Please refer to the *Graduate Studies Catalogue* for thesis requirements. Contact the Office of Graduate Studies for the special approval form and the Thesis Writer's Packet. (The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits) —Staff

[955. Thesis Part II]—Continuation of Economics 954. Staff (2 course credits) —Staff

[956. Thesis]— (2 course credits) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

Mathematics 107. Elements of Statistics—A course designed primarily for students in the social and natural sciences. Topics include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence intervals, and hypothesis testing. Students having a mathematical background which includes Mathematics 231 should consider the Mathematics 305, 306 sequence for work in probability and statistics. —Boos, Stein

Educational Studies Program

ASSOCIATE PROFESSOR DOUGHERTY, *DIRECTOR*

ASSISTANT PROFESSOR DYRNNESS

LECTURER AND DEAN OF STUDENTS ALFORD (SPRING 2008)

VISITING ASSOCIATE PROFESSOR FOSHAY (FALL 2007)

The interdisciplinary major enables students to integrate knowledge and research methods from several academic disciplines into a focused examination of the field of education. It provides opportunities for students to analyze the learning process, the organization of schooling, its links to broader contexts, and the potential for change. The interdisciplinary major is not a teacher certification program. Rather, it is designed for students who seek a richer understanding of education grounded in the liberal arts, whether they aspire to become educators, researchers, or policymakers, or simply in their role as informed citizens.

In addition to core courses taught by Educational Studies faculty, the major draws upon selected offerings by

participating departments and programs, such as Psychology, Sociology, Anthropology, Philosophy, Political Science, and Theater and Dance. Students also learn through field experiences offered in cooperation with Hartford-area schools, educational centers, and campus-community initiatives such as the Learning Corridor.

Participating faculty include:

Dina Anselmi, Associate Professor of Psychology
 Janet Bauer, Associate Professor of International Studies
 Stefanie Chambers, Associate Professor of Political Science
 Judy Dworin, Professor of Theater and Dance
 Kathy Gersten, Visiting Lecturer in Theater and Dance
 Karl Haberlandt, Professor of Psychology
 Dan Lloyd, Professor of Philosophy
 David Reuman, Associate Professor of Psychology
 James Trostle, Professor of Anthropology
 Steve Valocchi, Professor of Sociology
 Johnny Williams, Associate Professor of Sociology

Major requirements:

Students must earn five credits in the core, four credits in a thematic concentration, plus three other electives for a total of 12 credits counted toward the major.

Core sequence:

- 1) Educational Studies 200. Analyzing Schools
 Offered each semester
- 2) Educational Studies 300. Education Reform: Past and Present
 Offered each spring semester. Ordinarily taken in the sophomore or junior year
- 3) A research methods course, selected in consultation with the director, to be completed no later than the junior year.
 (Be advised that advanced courses may require prerequisites):
 - a) Anthropology 301. Anthropological Methods
 - b) Economics 318. Basic Econometrics
 - c) History 299. Historiography
 - d) Political Science 241L. Empirical Political Methods and Data Analysis
 - e) Psychology 221L. Research Design and Analysis
 - f) Sociology 201L. Research Methods in the Social Sciences
 - g) any other research methods course approved by the Director
- 4) A research project course, where students conduct primary source research on an educational studies topic using qualitative, quantitative, and/or historical methods, to be completed no later than the junior year.
 - a) Educational Studies 307. Latinos in Education
 - b) Educational Studies 308. Cities, Suburbs, and Schools
 - c) Educational Studies 309. Race, Class and Educational Policy
 - d) Psychology 310. Psychology of Gender
 - e) Psychology 395. Cognitive and Social Development
 - f) Psychology 415. Development and Culture
 - g) any other course or independent study with an educational studies primary source research project, approved by the Director
- 5) Educational Studies 400. Senior Research Seminar
 To fulfill the senior exercise requirement, students design and carry out an independent research project that builds upon acquired skills and evolving interests. The weekly seminar provides a thematic focus as well as a continuous forum for both support and critical feedback from peers, in preparation for a public presentation of the student's work at the end of the semester. Only offered in the fall semester of the senior year, with the option of continuing as a one-credit senior thesis (Educational Studies 497) in the spring semester. Prerequisites include the four core requirements listed above, plus a senior research project topic (to be submitted for approval by the Educational Studies faculty prior to April registration in the junior year).

Concentration:

A student-designed thematic concentration of 4 courses, at least 3 of which must be at the 300-level or above. Previous students have designed concentrations in numerous areas (such as Learning, Cognition, and Development; Urban Education; Gender and Schooling; Sociology of Education; International Education). A written proposal, which delineates the links between courses in the concentration and the student's evolving interests, must be planned in consultation with the Director and submitted upon declaration of the major.

Eligible courses for the concentration include:

Educational Studies electives
Educ 215 Education and Social Change Across the Globe
Educ 307 Latinos in Education
Educ 308 Cities, Suburbs, and Schools
Educ 309 Race, Class, and Educational Policy
Educ 315 Higher Education in America
Educ 318 Special Education
Educ 320 Anthropology and Education
Educ 350 Teaching and Learning
Educ 399 Independent Study

Cross-listed electives

Anth 320 Community-Campus Exchanges
Engl 406 Contemporary Composition Studies
Phil 314 Dewey and his Legacy
Phil 374 Minds and Brains (with lab)
Pols 224 Public Policy Analysis: Theory and Practice
Pols 311 Administration and Public Policy
Pols 355 Urban Politics
Pbpl 323 Legal History of Race Relations
Psyc 223 Psychosocial Perspectives of Asian Americans
Psyc 236 Adolescent Psychology
Psyc 255 Cognitive Psychology (with optional lab)
Psych 256 **Learning and Memory** (with optional lab)
Psyc 295 **Child Development** (with optional lab)
Psyc 310 Psychology of Gender
Psyc 324 Stereotypes, Prejudice, and Discrimination
Psyc 326 Advanced Topics: Social Psyc of Ed Systems
Psyc 332 Psychological Assessment (with lab)
Psyc 356 Cognitive Science (with lab)
Psyc 391 Psychology of Language
Psyc 395 Cognitive and Social Development
Psyc 401 & 402 Senior Seminar (if relevant topic)
Psyc 415 Development and Culture
SocL 204 Social Problems in American Society
SocL 214 Race and Ethnicity
SocL 310 Sociology of Education
SocL 312 Social Class and Mobility
SocL 351 Social, State, and Power
Thdn 332 Education Through Movement
Wmgs 234 Gender and Education

Any other course, independent study, or thesis relevant to Educational Studies and approved by the director.

If the research project is to be double-counted toward the concentration, then the student must designate a fourth course to be counted toward the other electives section, to maintain a total of 12 courses toward the major.

Other electives:

Three other electives, either in Educational Studies or approved cross-listed courses, but not necessarily linked to the student's concentration.

At least three departments or programs (i.e., Educational Studies and two others) must be represented in the total number of credits. Only courses in which the student earns a grade of at least C- may be counted toward the major.

Double major: Students considering a double major (such as Psychology and Educational Studies, or Sociology and Educational Studies) are encouraged to plan their schedules early in consultation with their advisers. Selected courses for an Educational Studies major may also be applied toward fulfillment of the student's other major, if listed or approved by both departments or programs.

Honors: Students must complete a senior research project with a grade A- or better, and earn a GPA of at least 3.50 in core courses in the major.

Teacher Preparation:

Students who desire to teach should consult with Educational Studies faculty about the various routes available to them, including the consortial teacher preparation program at St. Joseph's College in West Hartford, as well as alternate route

certification programs, graduate school programs, and independent school teaching opportunities. For more information, see the “Pathways to Teaching” section of the Educational Studies Web site (www.trincoll.edu/depts/educ).

FALL TERM

200. Analyzing Schools—This course introduces the study of schooling within an interdisciplinary framework. Drawing upon sociology, we investigate the resources, structures, and social contexts which influence student opportunities and outcomes in the United States and other countries. Drawing upon psychology, we contrast theories of learning, both in the abstract and in practice. Drawing upon philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy. In addition, a community learning component, where students observe and participate in nearby K-12 classrooms for three hours per week, will be integrated with course readings and written assignments. Spaces are reserved for the following classes: 10 sophomores and 10 first-year students. This course has a community learning component. (Enrollment limited)—Dyrness

[215. Education and Social Change Across the Globe]—Through a comparative framework, this course examines the relationship between education and social change in various regions of the world. How do governments use schooling to produce certain kinds of citizens, and how do grassroots movements use education to resist these agendas? What role does education play in promoting democracy versus social and economic inequality? This course is highly recommended for students who are preparing to attend or returning from study abroad programs, particularly the Trinity Global Learning Sites. Assignments will require students to draw upon personal reflections and research to contribute to the comparative framework. Not open to first-year students. (Enrollment limited)

[300. Education Reform: Past and Present]—How do we explain the rise and decline of education reform movements? How do we evaluate their level of “success” from different sources of evidence? Drawing upon primary source materials and historical interpretations, this course examines a broad array of elementary, secondary, and higher education reform movements from the mid-19th century to the present, analyzing social, material, and ideological contexts. This intermediate-level seminar explores a topic common to all branches of educational studies from both theoretical and comparative perspectives. Prerequisite: C- or Better in EDUC200 or American Studies Major or Public Policy and Law Major. (Enrollment limited)

308. Cities, Suburbs, and Schools—How did city dwellers’ dreams of better schooling, along with public policy decisions in housing and transportation, contribute to the rise of suburbia in the 20th century? How do city-suburban disparities affect teaching and learning in classrooms today? What promise do Sheff v O’Neill remedies for racial isolation, such as magnet schools at the Learning Corridor, hold for the future? Students will investigate these questions while developing their skills in oral history, ethnographic fieldwork, and geographical information system (GIS) software. Community learning experiences will be integrated with seminar readings and research projects. This course has a community learning component. Prerequisite: C- or better in Educational Studies 200 or Psychology 225 or participation in The Cities Program or Permission of Instructor. (Enrollment limited)—Dougherty

318. Special Education—How are children labeled (or mislabeled) as having learning and developmental disabilities, autism, or attention deficit disorder? How have definitions and diagnoses of learning disorders changed over time? How does the law seek to ensure the accommodation of the needs of individuals with learning disabilities? Students will critically analyze current research on disorders, examine special education case law and advocacy, and explore issues through community learning placements and interviews with teachers and parents. Prerequisite: C- or better in Educational Studies 200 or Psychology 295 or permission of the instructor. (Enrollment limited)—Dougherty

350. Teaching and Learning—This seminar will explore theoretical, policy, and practical issues of teaching and learning. Who should teach in public schools, and what kind of preparation is necessary? What type of curriculum should be taught, and how do different interest groups shape that decision? How should we assess the quality of student learning? Finally, how do debates on all of these questions influence the nature of teachers’ work and classroom life? For the community learning component, students will design, teach, and evaluate curricular units in cooperation with neighborhood schools and after school programs. Prerequisite: Educational Studies 200 or juniors / seniors with permission of instructor. (Enrollment limited)—Dougherty

400. Senior Research Seminar—To fulfill the senior exercise requirement, students carry out an independent research project which builds upon acquired skills and evolving interests. The weekly seminar provides a thematic focus as well as a continuous forum for both support and critical feedback from peers, in preparation for a public presentation of the student’s work at the end of the semester. Each year, the seminar will be organized around a broad theme in educational studies. This seminar open to senior Educational Studies majors only. (Enrollment limited)—Dyrness

COURSES ORIGINATING IN OTHER DEPARTMENTS

Economics 318. Basic Econometrics—The formulation and estimation of models; topics include a review of basic concepts and results of statistical inference, single equation regression model, functional forms, problems of estimation, and simultaneous equation models. The computer will be used but no experience is necessary. Prerequisite: C- or better in Economics 101 and Mathematics 107. (1.25 course credits)—Zannoni

History 299. What is History? Historiography & Historical Methods—A study of the character and range of activities undertaken by historians. Students will critically evaluate the way in which historians treat evidence and draw conclusions. Topics

considered will include an introduction of some of the subdisciplines within the field and an examination of a number of important exchanges on matters of substance and method currently under debate among historians. This course open to History majors only. —Cocco, Figueroa

Public Policy & Law 323. The Legal History of Race Relations—This course will examine the interaction between the American social and legal systems in the treatment of race relations. The seminar will analyze major Supreme Court cases on equal rights and race relations with an emphasis on the historical and social contexts in which the decisions were rendered. The Socratic method will be used for many of the classes, placing importance on classroom discussion among the students and the lecturer. The goals of the course are to expose the students to the basis of the legal system and the development of civil rights legislations sharpen legal and critical analysis, improve oral expression, and develop a concise and persuasive writing style. Prerequisite: C- or better in Legal Studies 113 or Public Policy 201. —Fulco, Stevens

Philosophy 374. Minds and Brains—The neurosciences have made striking progress in recent years toward understanding the brains of animals and human beings. Through readings in philosophy and science we will consider what contribution this explosion of neuroscientific data can make to our understanding of the mind. (Students enrolling in Philosophy 374-01 must also enroll in Philosophy 371-20L with permission of the instructor).—Lloyd

Political Science 241. Empirical Political Methods and Data Analysis—An introduction to the design and execution of empirical political research involving computer analysis. The course covers the normative and empirical arguments at the foundation of the science of politics and the methods evolving from these arguments, and it trains the student in the use of computers and statistical software. Course work includes reading, discussion and completion of a research project where the theory learned in class is put into practice. No programming experience required. —Fotos III

Psychology 221. Research Design and Analysis—An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, and analysis of variance. Enrollment in lecture and each laboratory limited. Prerequisite: C- or better in Psychology 101. (1.25 course credits)—Chapman, Reuman

Psychology 295. Child Development—A survey of the biological, cognitive, and social factors that influence the process of development. The course will focus on both theoretical and empirical issues in child development and will include topics such as attachment, language, condition, and socialization. The course will highlight how cultural factors, especially for children growing up in urban environments, influence both the manner and the end result of the developmental process. The optional laboratory introduces students to the major scientific methods of observation, interviews, and experimentation that are used to study important developmental questions in the areas of language, memory and concept development, sex-role stereotyping, prosocial development and play. (1.25 course credits with optional laboratory) Prerequisite: C- or better in Psychology 101. —Popp

Psychology 295. Child Development Laboratory—A survey of the biological, cognitive, and social factors that influence the process of development. The course will focus on both theoretical and empirical issues in child development and will include topics such as attachment, language, condition, and socialization. The course will highlight how cultural factors, especially for children growing up in urban environments, influence both the manner and the end result of the developmental process. The optional laboratory introduces students to the major scientific methods of observation, interviews, and experimentation that are used to study important developmental questions in the areas of language, memory and concept development, sex-role stereotyping, prosocial development and play. This course includes a community learning component. Prerequisite: C- or better in Psychology 101. (0.25 course credit)—Chapman

[Psychology 401. Senior Seminar: Risk and Resilience]—In recent years, psychologists have begun to recognize that negative life experiences such as poverty, parental divorce, and child abuse may not inevitably result in negative developmental outcomes for children. Children can survive and thrive, despite great deprivation. The concepts of risk and resilience provide important models for examining the process by which individuals come to positive developmental adaptations despite the presence of negative, stressful life events. This seminar will focus on the various models that have been proposed to understand the concepts of risk and resilience and the role that both biological and sociocultural factors play in each model. We will examine intervention strategies that have been developed to combat a variety of risk factors. Students should anticipate that special scheduling arrangements will be required for activities outside of regular class sessions. This course open only to senior psychology majors.

[Sociology 204. Social Problems in American Society]—Diverse sociological perspectives on the causes of social problems will be analyzed. Crime, police behavior, collective violence, poverty, welfare and other topics relating to deviance and inequality in American society are considered in light of these perspectives.

[Sociology 214. Race & Ethnicity]—A cross-national comparison of racial and ethnic differences as sources of conflict and inequality within and between societies. We will also consider the role of race and ethnicity as a basis for group and national solidarity. Topics will include the persistence of ethnic and racial loyalties in regard to language, marital choice, and politics; a comparison of social mobility patterns among various ethnic and racial groups; ethnicity and race as reactionary or revolutionary ideologies; the issues and facts regarding assimilation and pluralism in different societies.

[Sociology 351. Society, State, and Power]—This course examines the sources of power and influence in Western nations. Power flows to people who command a legal, political, or institutional monopoly over valued human resources. We will examine the development of these monopolies, the organizations that perpetuate these monopolies, and the consequences that these monopolies have for our personal and political lives as well as for notions of democracy, solidarity, and freedom. In this respect, we will focus much of our attention on the institutions of state and economy in U.S. society and evaluate the different theoretical perspectives that explain how these institutions confer power on some and deny that power to others. Specific topics include power struggles around the right to representation, for control in the workplace, against racism and discrimination, and over policies to aid the poor. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students.

Women, Gender, and Sexuality 234. Gender and Education—What is gender equity in schooling and what impact does this have on gender equity more broadly? Different disciplinary perspectives on the impact of gender in learning, school experience, performance and achievement will be explored in elementary, secondary, post-secondary, and informal educational settings. The legal and public policy implications of these findings (such as gender-segregated schooling, men's and women's studies programs, curriculum reform, Title IX, affirmative action and other proposed remedies) will be explored. Findings on socialization and schooling in the U.S. will be contrasted with those from other cultures.—Bauer

SPRING TERM

200. Analyzing Schools—This course introduces the study of schooling within an interdisciplinary framework. Drawing upon sociology, we investigate the resources, structures, and social contexts which influence student opportunities and outcomes in the United States and other countries. Drawing upon psychology, we contrast theories of learning, both in the abstract and in practice. Drawing upon philosophy, we examine competing educational goals and their underlying assumptions regarding human nature, justice, and democracy. In addition, a community learning component, where students observe and participate in nearby K-12 classrooms for three hours per week, will be integrated with course readings and written assignments. Spaces are reserved for the following classes: 10 sophomores and 10 first-year students. This course has a community learning component. (Enrollment limited)—Dougherty

[215. Education and Social Change Across the Globe]—Through a comparative framework, this course examines the relationship between education and social change in various regions of the world. How do governments use schooling to produce certain kinds of citizens, and how do grassroots movements use education to resist these agendas? What role does education play in promoting democracy versus social and economic inequality? This course is highly recommended for students who are preparing to attend or returning from study abroad programs, particularly the Trinity Global Learning Sites. Assignments will require students to draw upon personal reflections and research to contribute to the comparative framework. Not open to first-year students. (Enrollment limited)

300. Education Reform: Past and Present—How do we explain the rise and decline of education reform movements? How do we evaluate their level of “success” from different sources of evidence? Drawing upon primary source materials and historical interpretations, this course examines a broad array of elementary, secondary, and higher education reform movements from the mid-19th century to the present, analyzing social, material, and ideological contexts. This intermediate-level seminar explores a topic common to all branches of educational studies from both theoretical and comparative perspectives. Prerequisite: C- or Better in EDUC200 or American Studies Major or Public Policy and Law Major. (Enrollment limited)—Dougherty

307. Latinos in Education: Local Realities, Transnational Perspectives—This course investigates the education of Latinos, the largest and fastest growing minority group in the United States. By examining both the domestic and transnational contexts, we explore these central questions: How do cultural constructions of Latinos (as immigrants and natives, citizens and non-citizens) shape educational policy and teaching practices? What views of citizenship and identity underlie school programs such as bilingual education, as well as Latino responses to them? This course fulfills the related field requirement for Hispanic studies majors. It will also include a community learning component involving a qualitative research project in a Hartford school or community organization. This course has a community learning component. Prerequisite: EDUC200 or INTS/LACS majors or Hispanic Studies majors or Anthropology majors or Permission of Instructor. (Enrollment limited)—Dyrness

[309. Race, Class, and Educational Policy]—How do competing theories explain educational inequality? How do different policies attempt to address it? Topics include economic and cultural capital, racial identity formation, desegregation, multiculturalism, detracking, school choice, school-family relationships, and affirmative action. Student groups will expand upon the readings by proposing, implementing, and presenting their research analysis from a community learning project. Enrollment limited. Prerequisite: Educational Studies 200 or juniors / seniors with permission of instructor. (Enrollment limited)

[315. Higher Education in America]—America has developed one of the largest and most diverse systems of higher education in the world, with curricula that range from the study of Greek, Latin, and antiquity to the decorating of cakes. Despite this diffuseness, American higher education enjoys an enviable global reputation and each year the number of students from around the world applying to colleges and universities in the United States far surpasses the number of American students seeking to matriculate abroad. This course will examine the forces that shaped the development of American higher education from its origins to the present, and then focus on several salient issues (such as diversity, student misbehavior, academic freedom, and athletics) that vex and enrich modern institutions. Students will be required to conduct a field research project that analyzes a current issue and compares how two or more institutions have reacted. Prerequisite: Educational Studies 200 or juniors / seniors with permission of instructor. (Enrollment limited)

320. Anthropology and Education—The anthropology of education has a rich history of investigating the links between culture, learning, and schooling. Anthropologists studying education have sought to illuminate learning and educational achievement as social processes and cultural products that cannot be understood apart from the socio-cultural contexts in which they occur. In this upper-level seminar, we will explore selected works in the anthropology of education, both classic and contemporary, in order to understand the unique contributions anthropology makes to the study of education, and in particular, the experience of minority groups in education. We will explore topics such as race, gender, and language in education and how they have been addressed by anthropologists. Students will have an opportunity to read critically a variety of detailed ethnographic and qualitative studies focusing on formal schooling and informal education in the United States and in other countries. Reviewing these studies, we will explore the central questions: What is a cultural analysis of schooling? What unique insights does ethnography (anthropology's signature method) offer into key educational problems? And finally, how can a cultural analysis of schooling inform efforts to create a more socially just educational system? Prerequisite: A C- or better in Education 200 or Anthropology 201 or permission of the instructor. (Enrollment limited)—Dyrness

COURSES ORIGINATING IN OTHER DEPARTMENTS

Anthropology 301. Ethnographic Methods & Writing—This course will acquaint students with a range of research methods commonly used by anthropologists, and with the types of questions and designs that justify their use. It will describe a subset of methods (individual and group interviewing, and observation) in more detail, and give students practice in their use, analysis, and presentation. Through accompanying readings, the course will expose students to the controversies surrounding the practice of ethnography and the presentation of ethnographic authority. Students will conduct group field research projects during the course, and will develop and write up research proposals for projects they themselves could carry out in a summer or semester. It is recommended that students have already taken an anthropology course.—Trostle

Economics 318. Basic Econometrics—The formulation and estimation of models; topics include a review of basic concepts and results of statistical inference, single equation regression model, functional forms, problems of estimation, and simultaneous equation models. The computer will be used but no experience is necessary. Prerequisite: C- or better in Economics 101 and Mathematics 107. (1-1.25 course credits)—Gleason

History 299. What is History? Historiography & Historical Methods—A study of the character and range of activities undertaken by historians. Students will critically evaluate the way in which historians treat evidence and draw conclusions. Topics considered will include an introduction of some of the subdisciplines within the field and an examination of a number of important exchanges on matters of substance and method currently under debate among historians. This course open to History majors only.—Kete

[Philosophy 374. Minds and Brains]—The neurosciences have made striking progress in recent years toward understanding the brains of animals and human beings. Through readings in philosophy and science we will consider what contribution this explosion of neuroscientific data can make to our understanding of the mind. (Students enrolling in Philosophy 374-01 must also enroll in Philosophy 371-20L with permission of the instructor).

Political Science 241. Empirical Political Methods and Data Analysis—An introduction to the design and execution of empirical political research involving computer analysis. The course covers the normative and empirical arguments at the foundation of the science of politics and the methods evolving from these arguments, and it trains the student in the use of computers and statistical software. Course work includes reading, discussion and completion of a research project where the theory learned in class is put into practice. No programming experience required.—TBA

Psychology 221. Research Design and Analysis—An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, and analysis of variance. Enrollment in lecture and each laboratory limited. Prerequisite: C- or better in Psychology 101. (1.25 course credits)—Chapman, Reuman

Psychology 256. Learning and Memory—A survey of traditional learning theory and current approaches to human and animal learning and memory. The course considers the acquisition and retention of skills such as reading, arithmetic, and scientific reasoning. The laboratory exercises illustrate some of the topics presented in the class lectures. (1.25 course credits with optional laboratory) Prerequisite: C- or better in Psychology 101.—Haberlandt

[Psychology 332. Psychological Assessment]—The course examines the methods used to assess differences among individuals in personality characteristics, intellectual qualities, and overt behavior. Topics to be discussed include interviewing, intelligence and achievement testing, projective techniques, objective test construction, and behavioral observation. Prerequisite: Psychology 221L and four other courses in Psychology. (1.25 course credits)

Psychology 402. Senior Seminar: Remembering—This seminar poses questions about our memory, from both practical and theoretical perspectives. Here are some of these questions: Why do we tend to forget important appointments and assignments, but remember tunes and feelings from long ago? How much do students retain from a course? Does memory decline with age? What is the relation between brain and memory? How do models of memory help us understand memory? To explore these and other questions, we shall consult the research literature from different psychological subspecialties, including biopsychology,

cognitive psychology, neuropsychology, and clinical psychology. This course open only to senior psychology majors. —Haberlandt

Psychology 402. Senior Seminar: Risk and Resilience—In recent years, psychologists have begun to recognize that negative life experiences such as poverty, parental divorce, and child abuse may not inevitably result in negative developmental outcomes for children. Children can survive and thrive, despite great deprivation. The concepts of risk and resilience provide important models for examining the process by which individuals come to positive developmental adaptations despite the presence of negative, stressful life events. This seminar will focus on the various models that have been proposed to understand the concepts of risk and resilience and the role that both biological and sociocultural factors play in each model. We will examine intervention strategies that have been developed to combat a variety of risk factors. Students should anticipate that special scheduling arrangements will be required for activities outside of regular class sessions. This course open only to senior psychology majors. —Anselmi

Sociology 201. Research Methods in the Social Sciences—An introduction to social sciences inquiry, stressing what is common as well as what is different in the techniques and procedures employed in the different disciplines. The course seeks to develop the student's skill in designing original research and in evaluating the significance of already published research findings. Topics include: the interdependence of theory and research; ways of formulating research problems and hypotheses; the variety of research designs (introducing the ideas of statistical as well as experimental control); and an overview of the major procedures of instrument construction, measurement, data collection, sampling, and data analysis. Required laboratory sessions offer experience in each step of the research process. (1.25 course credits)—Morris

Sociology 351. Society, State, and Power—This course examines the sources of power and influence in Western nations. Power flows to people who command a legal, political, or institutional monopoly over valued human resources. We will examine the development of these monopolies, the organizations that perpetuate these monopolies, and the consequences that these monopolies have for our personal and political lives as well as for notions of democracy, solidarity, and freedom. In this respect, we will focus much of our attention on the institutions of state and economy in U.S. society and evaluate the different theoretical perspectives that explain how these institutions confer power on some and deny that power to others. Specific topics include power struggles around the right to representation, for control in the workplace, against racism and discrimination, and over policies to aid the poor. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. —Williams

Theater and Dance 332. Education Through Movement—In this course, students will examine the philosophical and theoretical foundations of arts education in general and movement education in particular. Students will participate in a semester-long movement/arts residency program in a Hartford elementary school with professional artists from the community. This project, which culminates in a large-scale performance piece with the children, gives students an on-site experience of how movement is integrated into an existing public school curriculum.—Gersten

Engineering

ASSOCIATE PROFESSOR NING, *CHAIR*;
 PROFESSORS AHLGREN, BRONZINO, AND PALLADINO**;
 ASSOCIATE PROFESSORS BLAISE* AND MERTENS;
 VISITING ASSISTANT PROFESSOR GIBLIN;
 LECTURER WOODARD

The mission of the Trinity College Engineering Department (ENGR) is to educate and inspire engineering students within the liberal arts environment so that they will possess the knowledge and vision to make significant contributions to the engineering profession and to society at large.

In keeping with this mission, the Engineering Department offers two four-year degrees in engineering: a Bachelor of Science in engineering accredited by the Engineering Accreditation Commission of the Accreditation Board for

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- Fall Term Leave
 - Spring Term Leave

Engineering and Technology (ABET), and a Bachelor of Arts in Engineering. The department also offers a five-year program leading to the Bachelor of Science degree from Trinity and a master's degree from Rensselaer Polytechnic Institute.

ENGINEERING AT TRINITY—For more than a century Trinity has offered a rigorous program in engineering within the liberal arts setting. Trinity engineering majors develop solid backgrounds in mathematics, physical science, and engineering science and design; receive a broad education that includes substantial study in the arts, humanities, and social sciences; and undertake a broad range of independent research projects and senior design projects. Trinity engineering graduates have been accepted to leading engineering graduate schools, as well as professional programs in law, business, or medicine, and they have assumed leadership positions in business and industry. In addition to providing courses for the major, the department offers introductory engineering courses that engage non-majors in the study of current topics and issues in technology and introduce engineering problem-solving methods.

The Trinity Engineering program affords many opportunities, both formal and informal, for close interaction among faculty and students. For example, students are encouraged to work with faculty in independent studies and senior design projects, often in areas not available in formal courses. The Trinity engineering faculty promote student awareness of professional issues, sponsoring student chapters of the American Society of Mechanical Engineers (ASME), the Institute of Electrical and Electronics Engineers (IEEE), the National Society of Black Engineers (NSBE), and the Society of Women Engineers (SWE). The Trinity Engineering Advisory Committee, a focus group of distinguished alumni and associates, sponsors summer internships, provides advice for choosing graduate schools and career placements, and conducts biannual seminars focusing on the engineering profession and on modern engineering practice.

Trinity engineering students study in the Mathematics, Computing, and Engineering Center, a modern high-technology facility. Engineering laboratories support instruction and student projects in microprocessor system design, telecommunications, digital signal and image processing, solid state electronics, integrated circuit design, biomechanics, fluid mechanics, solid mechanics, thermal science, materials science, digital logic design, robotics, and electrophysiology. The department offers students 24-hour access to labs and computer facilities. The latter include networked UNIX workstations dedicated to the design of electronic systems and personal computer networks for data acquisition, digital signal and image processing, computer aided design, and advanced scientific computing. All computers are connected to a high-speed campus-wide network that offers students access to a wealth of computing resources and the internet (DS3). Student design projects are also supported by a well-equipped machine shop.

ENGINEERING MAJOR—The Trinity engineering degrees are based in the formal study of mathematics, physics, and chemistry, extended by completing engineering core courses in mechanics, material science, electrical circuits, and automatic control theory, and rounded out by a required senior design project. Engineering electives, which may include graduate-level courses at Rensselaer at Hartford, provide depth of study in the major. Every engineering major must demonstrate proficiency in using digital computers for computer-aided design, data acquisition, programming, and preparation of technical reports and presentations. To ensure significant exposure to the traditional liberal arts, each student major must complete at least eight course credits in the arts, humanities, or social sciences and is expected to achieve depth of study in at least one subject area within these disciplines. Independent study or internship credits are not normally counted toward a degree in engineering. Students must obtain departmental approval before enrolling in courses to be taken at other institutions and counted toward the engineering major.

BACHELOR OF SCIENCE IN ENGINEERING—The ABET accredited B.S. in engineering program requires completion of core mathematics, science, and engineering courses; engineering electives; and a year-long senior design project. Engineering core courses and electives provide exposure to the engineering sciences and serve as bridges linking basic mathematics and science to the creative process of engineering design. The senior design project, which requires Engineering 483 and 484, engages students, working in close collaboration with their faculty advisers, in the process of creating an engineering system from inception to implementation and testing. This process requires students to consider such design criteria as economic and environmental costs and constraints, aesthetics, reliability, and complexity; and to write formal design specifications, evaluate alternatives, synthesize a system, and evaluate its performance. Firmly grounded in the traditional liberal arts, the B.S. in engineering program emphasizes a rigorous curriculum and incorporates newer fields and interdisciplinary approaches. The educational objectives of the B.S. in engineering program are the following:

- Trinity engineering graduates apply their broad liberal arts education and firm foundation in engineering fundamentals to diverse fields of endeavor.
- Early in their careers, Trinity engineering graduates pursue varied positions in industry or graduate school in engineering and related fields.
- Trinity engineering graduates demonstrate professional growth, provide leadership, and contribute to the needs of society.

Students pursuing the B.S. in engineering may choose elective course pathways in general electrical, mechanical, computer, or biomedical engineering denoted concentrations. Concentrations provide a background in basic mathematics and science, engineering science, and engineering design needed to carry out the senior design project. Students may design their own B.S. program in consultation with an engineering faculty adviser. Such programs must

satisfy the basic mathematics and science requirements, the core engineering requirements, and include at least 13.5 Trinity course credits of engineering topics including Engineering 483 and 484. The engineering faculty adviser works with each student in tailoring a program that includes an appropriate mix of engineering science and design.

Electrical Engineering Concentration—Courses emphasize semiconductor electronics, integrated circuit design, communication theory, digital signal processing, digital logic design, and microprocessor system design and interfacing.

Mechanical Engineering Concentration—Courses include the study of mechanical systems (statics, dynamics, solid mechanics, and fluid mechanics), and thermal systems (thermodynamics and heat transfer).

Biomedical Engineering Concentration—Built upon a solid foundation in the biological and physical sciences and core engineering areas, elective courses allow students to pursue particular interests in such areas as electrophysiology, biomechanics, biofluid dynamics, or bioinstrumentation.

Computer Engineering Concentration—Courses emphasize the mathematical and physical bases for designing digital computer systems. Laboratory projects in digital logic, microprocessor systems, software design, semiconductor electronics, and integrated circuit design provide hands-on experience in integrating hardware and software.

BACHELOR OF ARTS IN ENGINEERING—The Bachelor of Arts program offers flexibility in selecting courses from traditional liberal arts areas and the opportunity to combine a major in engineering with in-depth study in another field. The B.A. program affords a solid foundation in mathematics, science, and engineering topics, and prepares students to enter graduate professional programs in law, management, or business. The B.A. program requires completion of a one-semester senior research or design project. Students who wish to focus their studies on environmental issues may choose an elective pathway in environmental science, described below.

ENGINEERING DEGREE REQUIREMENTS—Specific requirements for the four-year bachelor's degree programs in engineering are summarized below.

General Requirements—B.S. and B.A.

- No more than one engineering course with a grade lower than C- will be counted toward the engineering major.
- Computer programming proficiency (by course or examination)
- At least eight course credits in arts, humanities, or social sciences, including at least two courses chosen to achieve depth in one subject area within these disciplines
- Basic mathematics/science core: Mathematics 131, 132, 231, 234; Chemistry 111L; Physics 131L, 231L, and either Physics 232L, or Physics 300, or another science or mathematics course approved in advance by the department chair
- Engineering core: Engineering 212L, 225, 232L, 312.

Bachelor of Science in Engineering

Beyond the general requirements above, the B.S. in engineering requires:

- Engineering electives, bearing at least 7 course credits, chosen from the following list: Engineering 104, or 120; 221L, 226, 301L, 303, 307L, 308L, 323L, 325L, 337, 362L, 372, 401, 411, 412, 431, and BEACON or Rensselaer at Hartford courses approved by the department chairperson. Electives must be chosen to ensure sufficient engineering design content.
- A year-long senior design project requiring enrollment in Engineering 483—Senior Design Project in the fall semester and Engineering 484—Senior Design Seminar in the spring semester.

Students pursuing the B.S. in engineering may choose one of the elective course concentrations below. Completion of the concentration is noted on the final transcript.

- *Electrical Engineering Concentration*—Engineering 221L, 301L or 303, 307L, 308L, 323L, plus one elective chosen from the following list: Engineering 104, or 120; 226, 325L, 337, 362L, 372, 401, 411, 412
- *Mechanical Engineering Concentration*—Engineering 226, 325L, 337, 362L, 372, 431, plus one Engineering elective chosen from the following list: Engineering 104, or 120; 221L, 301L, 303, 307L, 308L, 323L, 401, 411, 412
- *Biomedical Engineering Concentration*—Biology 152L or 153L, and Engineering 411. For the electrical engineering track: 307L, 308L; one elective from Engineering 221L, 301L, 303; and three electives from Engineering 412 and BEACON courses. For the mechanical engineering track: Engineering 226, 325L, 362L; plus one course in biomechanics and two electives chosen from Engineering 412 and BEACON courses.
- *Computer Engineering Concentration*—Computer Science 115L, 215L, and one appropriate upper-level computer science course, and Engineering 221L, 307L, 308L, and 323L

Bachelor of Arts in Engineering

Beyond the General Requirements above, the B.A. in engineering requires:

- Four additional engineering courses of which at least three are at the 300 level or above
- Senior Exercise: Engineering 484 including completion of a one-semester research or design project.

Environmental Science Pathway—The B.A. elective pathway in environmental science provides engineering students with the fundamentals of environmental science fieldwork and methods, and a broad understanding of the natural

environment and the impact of human behavior. It requires completion of a one-semester senior research or design project with an environmental engineering component.

Requirements:

Completion of the general B.A. requirements above, with the following modifications:

- instead of Physics 232L or 300, one of the following two-course combinations: Chemistry 130L or Biology 152L and Biology 333L; or Geology 112L and Geology 204L.
- two of the eight course credits in the arts, humanities, or social sciences must satisfy the social sciences and humanities requirements for the environmental science major (Economics 101 and one course chosen from a list of nine courses. See Environmental Science).
- ENGR 337, ENVS 149L, ENVS 275L, ENVS 401, and one additional Engineering course, 200 level or higher.
- Senior Exercise: Engineering 484 including completion of a one-semester research or design project with an environmental engineering component.

COGNATE COURSES—Engineering majors are encouraged to select, in consultation with their faculty advisers, courses from the arts, humanities, social sciences, and natural sciences that address individual interests and broaden educational perspectives. Additional courses in physics, chemistry, biology, mathematics, and neuroscience enrich basic scientific understanding and address the special interests of students; such courses are highly recommended. Students intending to enter graduate study in engineering are advised to elect mathematics courses beyond the four-course basic mathematics sequence. Recommended areas include probability and statistics (Mathematics 305, 306), linear algebra (Mathematics 228), numerical analysis (Mathematics 309), and mathematical methods of physics (Physics 300).

HONORS IN ENGINEERING—To be eligible for honors in engineering the student must: (1) Earn a grade point average of at least 3.5 in all engineering courses; (2) earn an overall GPA of at least 3.3; (3) earn a grade of B+ or higher on the engineering senior design project.

TRINITY COLLEGE/RENSSELAER AT HARTFORD FIVE-YEAR ENGINEERING PROGRAM—Students choosing this cooperative program receive the B.S. in engineering degree from Trinity after four years and the M.S. degree in engineering science, electrical engineering, mechanical engineering or computer and systems engineering from Rensselaer Polytechnic Institute after five years. Students apply for admission to this program in the spring of the junior year. The candidate must consult the Rensselaer at Hartford catalogue for admission requirements, discuss procedures with the Trinity engineering department chair as early as possible, and develop, in consultation with the faculty adviser, a coherent plan of study that includes eight Rensselaer at Hartford courses (normally two per semester) and a master's thesis.

BEACON COURSES—For students interested in biomedical engineering, courses are available through the Biomedical Engineering Alliance and Consortium (BEACON), involving the University of Hartford, the University of Connecticut, and the University of Connecticut Health Center in Farmington. For details regarding days and times courses are offered, as well as course descriptions for each semester, consult the BEACON Web page (www.beaconalliance.org).

FALL TERM

221L. Digital Circuits and Systems—An introduction to the design of digital computers. Course content includes: binary information representation, Boolean algebra, combinational circuits, sequential machines, flip-flops, registers, counters, memories, programmable logic, and computer organization. The laboratory emphasizes the design of digital networks. Lecture and laboratory. Prerequisite: One year of college mathematics. (1.25 course credits) (Enrollment limited)—Ahlgren

225. Mechanics I—This introductory course in mechanics primarily studies particle and rigid body statics. Topics include: force systems, rigid body equilibrium, analysis of structures, distributed forces, friction and the method of virtual work. The latter part of the course studies dynamics, focusing on kinematics and kinetics of particles and introducing vibrations. Engineering design is incorporated in projects and homework assignments. Prerequisite: Physics 131L and Mathematics 131. (Enrollment limited)—Palladino

307L. Semiconductor Electronics I—Introductory semiconductor physics leading to the development of p-n junction theory. Development and application of device models necessary for the analysis and design of integrated circuits. Applications include digital circuits based on bipolar transistors and CMOS devices with particular emphasis on VLSI design considerations. Lecture and laboratory. Prerequisite: Engineering 212L. (1.25 course credits) (Enrollment limited)—TBA

312. Automatic Control Systems—Automatic control systems with sensors and feedback loops are ubiquitous in modern designs. The emergence of powerful microcontrollers in recent decades makes control system implementation much easier and encourages more innovation. This course provides a broad coverage of control system theory for engineering majors. Essential mathematical tools to study control systems are reviewed. Course topics include mathematical modeling, solutions to system design specifics, performance analysis, state variable and transition matrix, compensator design using root-locus, and PID controller design. Analysis is focused on linear control systems and broad applications. Linear system modeling is broadly applied

to a variety of engineering systems. MATLAB and Simulink are used in assignments and team projects. Prerequisite: Mathematics 231 and Engineering 212L. (Enrollment limited)—Giblin

323L. Microprocessor Systems—A hands-on study of design and implementation of microprocessor based systems. Students learn the steps of translating application specifics to design criteria, choosing essential hardware components, creating system schematics, wiring complete microprocessor systems, and developing application software. This course introduces major topics in computer system architecture, anatomy of CPU function, system bus structure, memory mapping, interrupt and latency, real-time control and multi-tasking. Assembly and C/C++ language programming is introduced and extensively used in laboratory assignments. Lectures and laboratory experiments are tightly coordinated to help students become familiar with various application aspects and design challenges concerning the embedded system. Prerequisite: Engineering 221L. (1.25 course credits) (Enrollment limited)—Ning

325L. Mechanics of Materials—Solid mechanics of deformable bodies, focusing on the internal effects of externally applied loads. Topics include elasticity theory, stress, strain and Young's modulus, axial, torsional, and shear stresses, Mohr's circle, analysis of beams, shafts and columns subjected to axial, torsional and combined loading. Students will also use computational analysis in the design of various combined loaded structures. Lecture and laboratory. Prerequisite: Engineering 225. (1.25 course credits) (Enrollment limited)—Mertens

337. Thermodynamics—Theoretical and applied classical engineering thermodynamics. Concepts presented include the first and second laws, properties of ideal and real substances, gas mixtures, closed and open systems, work and heat, reversible and irreversible processes, various thermodynamic cycles, and chemical reactions. Students will also complete a design and optimization of a power cycle as an individual project. Prerequisite: Physics 131L. (Enrollment limited)—Giblin

341. Architectural Drawing—Techniques of drawing required in architectural practice, including floor plans, perspectives, and shading techniques. (Enrollment limited)—Woodard

401. Special Topic: Introduction to Biomedical Engineering—Biomedical engineering is a diverse, interdisciplinary field of engineering that integrates the physical and life sciences. Its core includes biomechanics, biomaterials, bioinstrumentation, physiological systems, medical imaging, rehabilitation engineering, biosensors, biotechnology, and tissue engineering. This course will highlight the major fields of activity in which biomedical engineers are engaged. A historical perspective of the field and discussion of the moral and ethical issues associated with modern medical technology is included. This course is designed for physical and life science students with strong mathematical backgrounds. (Enrollment limited)—Palladino

411. Electrophysiology of the Central Nervous System—This introductory course in cellular neurophysiology presents a modern and important body of knowledge in a highly integrated fashion drawing from the contributions of anatomists, physiologists, and electrical engineers. The basic biochemical properties of the membrane and sensory transduction, neural transmission, and synaptic interaction are considered in sequential order. Then the collective action of neurons in the form of compound electrical responses, and the electroencephalogram are discussed as means of understanding the neural circuitry involved in various behavioral modalities such as sleep-walking oscillation, pain modulation, etc. Particular emphasis is placed on experimental design. Ongoing research studies illustrating the concepts and techniques presented in the course will be discussed. Open to all junior and senior life science and physical science majors. (Enrollment limited)—Bronzino

431. Experimental Design and Methods—This laboratory course requires junior and senior level mechanical engineering students to perform significant independent engineering design using skills acquired from a broad range of previous engineering courses. Simultaneously, it provides practical experience designing, testing, and using mechanical transducers for measuring displacement, velocity, acceleration, force, temperature, and pressure. Transducers are interfaced to electrical and computer subsystems for data collection and subsequent numerical analysis. CAD design, machining, and finite-element analysis of structures are introduced. Prerequisite: Engineering 212L and Engineering 225 or permission of the instructor. (Enrollment limited)—Palladino

483. Senior Design Project—A research and design project, supervised by a member of the engineering faculty, that integrates knowledge from mathematics, science, and engineering courses taken for the major. Students must choose an area of study, survey the literature, determine feasibility, complete the design, and plan for implementation. Working either individually or as members of a team, students will submit full project documentation to the faculty supervisor and deliver a final oral presentation to the department. Normally elected in the fall semester. May not be taken concurrently with Engineering 484. This course open to senior engineering majors only. (Enrollment limited)—Bronzino

SPRING TERM

120. Introduction to Engineering Design: Mobile Robots—An introduction to the practice of engineering design. Students will complete a project that exposes them to the conceptualization, analysis, synthesis, testing, and documentation of an engineering system. Students will consider such design issues as modularity, testability, reliability, and economy, and they will learn to use computer-aided design tools. They will use laboratory instruments and develop hands-on skills that will support further project work. Prerequisite: One semester of college mathematics. Enrollment preference given to first-year students. (Enrollment limited)—Ahlgren

212L. Linear Circuit Theory—The study of electric circuits in response to steady state, transient, sinusoidally varying, and aperiodic input signals. Basic network theorems, solutions of linear differential equations, Laplace transform, frequency response,

Fourier series, and Fourier transforms are covered. Both analysis and design approaches are discussed. Lecture and laboratory. Prerequisite: Physics 231L and Mathematics 231. (1.25 course credits)—Blaise

226. Mechanics II—This course studies particle and rigid body dynamics. Topics include: kinematics and kinetics of both particles and rigid bodies, equations of motion in rectangular, normal/tangential and polar coordinate systems, rigid body translation, rotation and general plane motion, work and energy, momentum conservation, mass moment of inertia, and free, forced and damped vibrations. Engineering design is incorporated in projects and homework assignments. Prerequisite: Engineering 225. —Giblin

232L. Engineering Materials—A study of the nature, properties, and applications of materials in engineering design. An introduction to the field of material science with topics including metals, ceramics, polymers, and semiconductors combined with the unifying principle that engineering properties are a consequence of the atomic/molecular structure of materials. Lecture and laboratory. Prerequisite: Chemistry 111L. (1.25 course credits)—Giblin

301L. Digital Signal and Image Processing—This course presents digital signal processing (DSP) fundamentals and their practical applications through laboratory assignments. Topics include signal representations in continuous-time and discrete-time domains, discrete-time linear systems and their properties, the Fourier transform and fast Fourier transform (FFT) algorithm, the Z-transform, and digital filter design. This course includes laboratory experiments designed to reinforce DSP theory and to expose students to modern digital signal processing techniques, e.g., creating special audio effects, power spectrum estimation, encoding and decoding touch-tone signals, synthesizing musical instruments, frequency selective filtering, and image processing. Students gain a solid theoretical background in DSP and master hands-on applications using modern development tools. Prerequisite: Math 231 and Engineering 212L. (1.25 course credits)—Ning

[303. Analog and Digital Communication]—This course introduces basic topics in modern communication theory, including characterization of signals in the time and frequency domains, modulation theory, information coding, and digital data transmission. Topics focus on modulation techniques, including amplitude modulation, frequency modulation, and pulse code modulation. Basic probability theory and statistics are presented to provide the tools necessary for design applications, for instance when binary data is transmitted over noisy channels. Computer programming in a high-level language (e.g., MATLAB) is used to solve assignment problems. Prerequisite: Engineering 212L.

308L. Semiconductor Electronics II—A survey of digital and analog semiconductor circuits, focusing on the application of metal-oxide semiconductor and bipolar junction transistors in electronic design. The laboratory provides design experience with digital and analog circuits. Lecture and laboratory. Prerequisite: Engineering 221L and 307L. (1.25 course credits)—Ahlgren

342. Architectural Design—A study of architectural design concepts including space relationship, site planning, and use of materials. The students will prepare a three-dimensional model based on their own design. The course includes field trips. Prerequisite: Engineering 341. (Enrollment limited)—Woodard

362L. Fluid Mechanics—A study of fundamental concepts in fluid mechanics, including fluid physical properties, hydrostatics, fluid dynamics, conservation of mass and momentum, dimensional analysis, pipe flow, open channel flow, and aerodynamics. Lab experiments illustrate basic fluid dynamic concepts and introduce the student to pressure and flow instrumentation and empirical methods. Lab projects include subsonic wind-tunnel testing of aerodynamic models, mechanical instrumentation design and fabrication, and computer-aided piping design. Advanced concepts such as differential analysis (e.g., the Navier-Stokes equations) and solution of the resulting partial differential equations by numerical methods will be introduced. Lecture and laboratory. Prerequisite: Engineering 225 and Mathematics 231. (1.25 course credits)—Mertens

372. Heat Transfer—An introduction to the physical phenomena associated with heat transfer. Analytical and empirical techniques to study heat transfer by conduction, forced and free convection, and radiation are presented. Heat equations developed for applied conduction are solved numerically via digital computer. Students will apply design and analysis of heat transfer systems that combine conduction, convection, and radiation. Prerequisite: Physics 131L. —Mertens

401. Neural Engineering—This introductory course uses an integrative and cross-disciplinary approach to survey basic principles and modern theories and methods in several important areas of neural engineering. Course topics include: neural prosthetics, neural stimulation, neurophysiology, neural signal detection and analysis and computational neural networks. The practicalities of the emerging technology of brain-computer interface as well as other research topics in neural engineering will be discussed. Students will also have the opportunity to perform hands-on computer simulation and modeling of neural circuits and systems. Prerequisite: Open to all junior and senior life science and physical science majors. (Enrollment limited)—Blaise

[412. Physiological Modeling]—An introduction to the design and use of models and simulations in the quantitative description of physiological systems. These tools are especially useful for describing membrane biophysics, neural modeling, cardiovascular system dynamics, respiratory mechanics, and muscle contraction. This course is designed for upper-level students in engineering and the life sciences. Significant engineering and software design is incorporated in all homework assignments. Prerequisites: Mathematics 131, Physics 131L, and Biology 153L, or permission of the instructor. Prerequisite: MATH131, PHYS 131 and BIOL153 or Permission of Instructor

484. Senior Design Seminar—A forum for discussing the current literature especially as it relates to issues in engineering design. Each student is required to carry out a design project and to report regularly to the seminar. This course open to senior engineering majors only. —Blaise

English

ASSOCIATE PROFESSOR OF ENGLISH S. FISHER, *CHAIR*
ALLAN K. AND GWENDOLYN MILES SMITH PROFESSOR OF LITERATURE LAUTER;
ALLAN K. SMITH PROFESSOR OF ENGLISH LANGUAGE AND LITERATURE GOLDMAN;
CHARLES A. DANA PROFESSOR OF ENGLISH LITERATURE BENEDICT;
JAMES J. GOODWIN PROFESSOR OF ENGLISH RIGGIO;
PROFESSORS HUNTER AND KUYK**;
ASSOCIATE PROFESSOR PERKINS†;
ASSISTANT PROFESSORS BILSTON, HAGER, ROSEN, AND WHEATLEY;
ALLAN K. SMITH ASSISTANT PROFESSOR IN CREATIVE WRITING NDIBE;
VISITING ASSISTANT PROFESSORS MAIER, ROSSINI, AND SOLOMON;
WRITER-IN-RESIDENCE FERRISS†;
ALLAN K. SMITH LECTURER IN ENGLISH, ASSOCIATE PROFESSOR OF COMPOSITION
AND RHETORIC, AND DIRECTOR OF THE ALLAN K. SMITH CENTER
FOR WRITING AND RHETORIC WALL;
PRINCIPAL LECTURER IN THE ALLAN K. SMITH CENTER
FOR WRITING AND RHETORIC BUTOS,
SENIOR LECTURERS IN THE ALLAN K. SMITH CENTER FOR WRITING
AND RHETORIC PAPOULIS AND PELTIER;
VISITING WRITER LIBBEY;
VISITING LECTURER IN ENGLISH MCKEON

THE ENGLISH MAJOR—By majoring in English, students set out to refine their ability to comprehend works of literature, to understand how literature and culture affect one another, and to express their interpretations in speech and in writing. In order to declare a major in English, the student must meet with the department chairperson. While students may choose to concentrate either in literature or creative writing, both concentrations are designed to equip students to achieve these goals by requiring a minimum of 12 courses divided into the categories below.

English Department Required Courses – Major Program in Literature

- Read a literary work closely and critically. Required course for all majors: English 260. Introduction to Literary Studies. The department strongly recommends that students take English 260 before enrolling in any upper-level English course.
- Recognize the importance of the cultural contexts in which each work locates itself. The department requires two courses in “cultural context.” One of the courses must be one of the following surveys—English 204, 205, 210, 211, 213, or 217. Alternately, Guided Studies 252 or Guided Studies 253 shall count as filling the requirement of a survey course.
- Become knowledgeable about the broad traditions of American and English literature. The department requires three 300/400-level courses emphasizing literature written before 1800; two 300/400-level courses emphasizing literature written after 1800; and two courses as electives (at least one elective English course must be at the 300/400-level).
- Develop and refine the interpretive theories and formal patterns students use to understand works of literature. The department requires one course in literary theory.
- Bring to bear on each work students read all their experience as readers and critics. The department requires a senior English major project, which may be a senior thesis or a senior seminar. You should undertake your project in your senior year.

English Department Required Courses – Major Program in Creative Writing

Follow the three bullets listed above in the Major Program in Literature. *Beginning with the Class of 2009*: you need to complete the following:

† Academic Year Leave
•• Spring Term Leave

- *Cultivate your talents for imaginative writing.* The department requires all Creative Writing concentrators to take English 270. Introduction to Creative Writing. Some upper-level creative writing courses may require English 270.
- *Take at least one advanced creative writing workshop.* (English 333, 334, 336, or 337, or Theater and Dance 393; each of these workshops has a literature pre- or co-requisite—see your adviser.)
- *Take a senior workshop.* (English 492 or 494 or Theater and Dance 493)
- *Write a thesis* (restricted to students with A- average in the English major) *or take a second advanced creative writing workshop.* (English 333, 334, 336, or 337, or Theater and Dance 393; each of these workshops has a literature pre- or co-requisite—see your adviser.)

The selection of courses for either concentration in the major must also take into account the following requirements:

- One advanced course (excluding English 260) must emphasize poetry
- One advanced course must emphasize British literature
- One advanced course must emphasize American literature

Major Credit: A course will count toward the major if the grade earned is a C- or higher.

The Minor in English

The student electing a minor in English will choose a concentration in either Literature or Creative Writing. In order to declare a minor in English, the student must meet with the department chairperson. Only courses in which the student has received a grade of at least C- can count toward the minor in English.

Literature Concentration

Six courses in literature:

1. English 260. Introduction to Literary Studies
2. One cultural context (introductory or advanced level) or one survey (English 204, 205, 210, 211, 213, or 217 or Guided Studies 252 or 253)
3. One 300/400-level pre-1800 course
4. One 300/400 level post-1800 course

5 & 6. Two electives, at least one of which must be at the 300/400-level

Creative Writing Concentration

Six courses - three in literature; three in creative writing:

1. English 260. Introduction to Literary Studies
- 2&3. Two literature courses -- one must be pre-1800; one must be upper-level
4. English 270. Introduction to Creative Writing
5. One advanced creative writing workshop (English 333, 334, 336, 337, or Theater & Dance 393)
6. Senior Workshop in fiction, poetry, or playwriting (English 492; English 494; Theater & Dance 393)

The selection of courses for either concentration in the minor must also take into account the following requirements:

- One advanced course (excluding English 260) must emphasize poetry
- One advanced course must emphasize British literature
- One advanced course must emphasize American literature

Honors: A select number of graduating seniors is chosen for departmental honors each year. Candidates qualify for honors in the English Department by: (1) attaining a cumulative average of A- or higher in all English courses counted toward the major; and (2) doing distinguished work of A- or higher in an English major project (or 400-level workshop for creative writing concentrators).

Students who plan to continue the study of English in graduate school should see Professor David Rosen or the department chair about special preparation, preferably in their sophomore or early in their junior year.

STUDY AWAY—The English Department encourages its students to take the opportunity to study abroad, both in countries in which English is the primary language and elsewhere. Students interested in studying abroad—or elsewhere in the United States—should discuss questions of transferring credits, fulfilling requirements, and other related matters with the department’s study abroad adviser, Professor Milla Riggio.

COGNATE COURSES—The Department of English recommends that its majors work in the widest range of fields, including mathematics and the natural sciences. We also urge students when selecting courses to choose appropriate cognates from the following fields: American studies, classics, comparative literature, educational studies, computer science, fine arts (art history), history, international studies, modern languages and literature, philosophy, psychology, religion, sociology, theater arts, and women, gender, and sexuality studies. Majors should consult their advisers when choosing courses.

FALL TERM

COMPOSITION AND RHETORIC COURSES

At the 100- and 200-levels, the following courses do NOT count toward English major credit. A student may count one 300-level course as an elective in the English major.

101. Writing—An introduction to the art of expository writing, with attention to analytical reading and critical thinking in courses across the college curriculum. Assignments offer students opportunities to read and write about culture, politics, literature, science, and other subjects. Emphasis is placed on helping students to develop their individual skills. Only first-year students will be eligible to enroll in this class. (Enrollment limited)—Budd, Butos, Leonard, Papoulis, Peltier, Wall

103. Special Writing Topics: Telling Stories in the Postmodern World—A writing workshop on storytelling, with an emphasis on narratives that cut across cultures to see how people in different places construct their realities from their everyday lives, imagined lives, and the presumed lives of others. We will write our own narratives and analyze them to see how we create our reality from the essentially chaotic matter of everyday life. Readings will include prison diaries, war journals, film and television scripts, and hypertexts. (Enrollment limited)—Peltier

[225. Writing “Broad Street” Stories]—This course combines community learning and writing as a means of discovering how we define others and ourselves through journals, diaries, essays, and stories. Students explore “Broad Street” as a social and cultural metaphor, with a wide variety of readings depicting “the other” and reflecting the voices of members of underprivileged and privileged classes throughout history. Students perform community service as a part of course activities. This course has a community learning component. (Enrollment limited)

302. Writing Theory and Practice—A study of the art of discourse, with special emphasis on the dynamics of contemporary composition and argumentation. This course examines rhetorical theory from the Classical period to the New Rhetoric, as well as provides students with frequent practice in varied techniques of composing and evaluating expository prose. A wide selection of primary readings across the curriculum will include some controversial ideas about writing from Plato’s *Phaedrus*, the heart of Aristotle’s *Rhetoric*, and examples of the best writing in the arts and sciences. By invitation only—for students admitted to the Writing Associates Program. (Enrollment limited)—Papoulis

CREATIVE WRITING COURSES

The following courses emphasize the writing of prose fiction, poetry, and sometimes drama. It is strongly recommended that students do not enroll in more than one writing course simultaneously during a single semester. For all creative writing courses, attendance at a minimum of two readings offered on campus by visiting writers is required.

[110. Creative Writing: Fiction]—An introduction to fiction writing, critiques of student and professional work. (Enrollment limited)

[111. Creative Writing: Poetry]—An introduction to the writing of poetry, workshop discussion of poems by students and established poets. (Enrollment limited)

270. Introduction to Creative Writing—An introduction to imaginative writing, concentrating on the mastery of language and creative expression in more than one genre. Discussion of work by students and established writers. Beginning with the Class of 2009, this is a required course for Creative Writing majors before enrolling in any upper-level creative writing course. (Enrollment limited)—Ndibe, Rossini, Solomon

[333. Creative Nonfiction]—Creative nonfiction, sometimes called “the fourth genre,” has had a resurgence in recent decades. It is “nonfiction” in that the writer strives to be clear about what really happened, and to be honest about expression of opinion, imagination, or autobiographical narrative. It is “creative” in that its writers consciously create art: they are attentive to craft, to language, and to the movement of narrative structures. This class is a writing workshop in which students will produce a series of creative nonfiction essays. We will read various published authors with an eye to how their work is constructed, but our primary focus will be on students’ writing. For English majors, this course counts as an elective; for writing and rhetoric minors, it counts as a core course. Prerequisite: English 270 or Permission of Instructor. (Enrollment limited)

334. Advanced Creative Writing: Fiction—Students will write and rewrite fiction. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers (one reading in fiction; one in poetry). This course satisfies the requirement of a 300-level workshop for creative writing majors. Prerequisite: English 270 or English 110 (Enrollment limited)—Goldman

[336. Advanced Creative Writing: Poetry]—Students will do in-class exercises, and write and revise their own poems. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers (one reading in fiction; one in poetry). This course satisfies the requirement of a 300-level workshop for creative writing majors. Prerequisite: English 270 or English 111 (Enrollment limited)

337. Writing for Film—An introduction to the craft of screenwriting with a strong emphasis on story selection and development. Students will complete a full-length screenplay over the course of the semester. We will read and analyze scripts that have been made into films, and we will workshop student work through the semester. Writing experience recommended. For English majors, this course satisfies the requirement of an elective. This course can be counted toward fulfillment of requirements for the film studies minor. Not open to first-year students. Prerequisite: Permission of Instructor. (Enrollment limited)—McKeon

INTRODUCTORY LITERATURE COURSES

These courses require only a minimal background in the study of literature, but they demand close attention to the text. Students will normally analyze literary works in class discussion and write a number of papers. Except for seminars and writing classes, and unless otherwise specified, all English courses are limited to 30 students.

205. Introduction to American Literature II—This course surveys major works of American literature after 1865, from literary reckonings with the Civil War and its tragic residues, to works of ‘realism’ and ‘naturalism’ that contended with the late 19th century’s rapid pace of social change, to the innovative works of increasingly mobile, often expatriate modernist writers. As we read works by authors such as Emily Dickinson, Rebecca Harding Davis, Mark Twain, William Dean Howells, Gertrude Stein, and William Faulkner, we will inquire: how have literary texts defined and redefined ‘America’ and Americans? What are the means by which some groups have been excluded from the American community, and what are their experiences of that exclusion? And how do these texts shape our understanding of the unresolved problems of post-Civil War American democracy? For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)—Hager

210. Survey of English Literature I: Anglo-Saxon Period to 1700—Through selected readings in works from the Anglo-Saxon period to the late 17th century, this course will study the development of English literature in the context of stylistic, cultural, and historical changes and influences. This course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)—Wheatley

[217. Introduction to African American Literature]—A broad survey of African American writing from the 19th century to the present, with an emphasis on issues of voice, identity and canonicity. Readings in Frederick Douglass, Nat Turner, Harriet Jacobs, Jean Toomer, Zora Neale Hurston, Richard Wright, Toni Morrison, Gayl Jones, and others. This course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)

[240. 19th-Century British Romance]—This course will examine the modes of romance and romanticism within 19th-century British literature. We will look at the popular forms of poetry, the novel, and the essay in order to examine gothic, fantastic, and psychologically interior elements that in Victorian literature sometimes work beyond a so-called “realistic”-exterior, that is, an explainable, socio-economically circumscribed kind of writing. We will look at characters that may not fit into our current notions about Victorian “respectability”; we will discuss the gothic and romantic structures that shape their sensibilities and subjectivities; and we will examine the relation between the visible and invisible, the canny and uncanny, and the tangible as well as the ghostly. Readings will include works by Jean Jacques Rousseau, William Wordsworth, G. G. Lord Byron, John Ruskin, Walter Pater, Ann Radcliffe, Charlotte Brontë, Elizabeth Barrett Browning, and Alfred Tennyson. This course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)

260. Introduction to Literary Studies—This course introduces students to the fundamental techniques of literary analysis and provides them with the critical vocabulary and skills with which to understand not only what a literary text means, but also how texts shape meaning. The course will show students how to apply this critical vocabulary to close readings of a wide range of literature in English across a variety of historical periods and genres, to develop the skills necessary for analytical writing about literature, and to compose clear and compelling arguments in the interpretation of a text. This course is required of all English majors. This course can be counted toward fulfillment of requirements for the literature and psychology minor. (Enrollment limited)—Benedict, Bilston, Kuyk Jr.

265. Introduction to Film Studies—A study of film as a genre and of the critical and technical concepts needed to analyze it. The study is undertaken largely through the examination and discussion of feature films chosen for variety of technique, style, and cultural context. Required film screenings will be scheduled accordingly. This course satisfies the requirement of a literary theory course, or a course emphasizing cultural context. (Enrollment limited)—Riggio

[271. Recent American Fiction]—An examination of tradition, trends, and trailblazing in American fiction since 1990. Along the way, we will ask and answer such questions as: What does American fiction suggest about our national identity as “the American century” closes and a new millennium unfolds? What distinguishes the contemporary novel as a unique vehicle of cultural transmission? And what is the status—and likely future—of serious fiction in the U.S.? Our reading will include novels and story collections by authors such as Tim O’Brien, Toni Morrison, Philip Roth, Alice McDermott, Francisco Goldman, Denis Johnson, Ha Jin, Russell Banks, Jhumpa Lahiri, Colson Whitehead, Lorrie Moore, and Gish Jen. This course satisfies the requirement of course emphasizing cultural context. (Enrollment limited)

276. How Stories Get Told - and Why—On the most basic level this course explores just about the full range of narrative forms—novels and short stories, oral tales and jokes, epics and ballads, narrative within plays and within lyric poems, and non-fictional narratives from news articles to works of history. On a more analytical level the course examines techniques of narrative such as plot, fabula, narrative voice, point of view, beginnings, endings, and pace. On the deepest level the course explores the

extent to which story-telling is the most fundamental and important way in which we organize whatever we experience and whatever we think we know. This course satisfies the requirement of a literary theory course. (Enrollment limited)—Kuyk Jr.

290. Introduction to Literature and Psychology—Emphasizing the roots of literature's power to generate emotional and aesthetic responses, and exploring the relationship between literary work and dream work, this course examines how literature transforms fantasies toward meanings. Authors to be studied include Shakespeare, Kyd, Coleridge, Keats, Mary Shelley, Poe, Virginia Woolf, Freud, Erikson, Holland, Stoppard, Plath, and Hughes. This course satisfies the requirement of a literary theory course. This course can be counted toward fulfillment of requirements for the literature and psychology minor. Prerequisite: English 260 with a minimum grade of C-. (Enrollment limited)—Hunter

LITERATURE COURSES

Although these are not introductory courses, many of them are open to non-English majors.

306. Memory and History in African Literature—Through the close reading of eight works by African writers—beginning from the slave narrative tradition and progressing to contemporary texts—the course will explore the variety of styles, forms, and themes in African writing. The course will examine narrative strategies, aesthetic choices, and the broader historical forces and cultural experiences informing the work of African writers across. A good deal of the class will be devoted to exploring each writer's engagement with a facet of Africa's historical or postcolonial experience, and how each author seeks to reshape historical experience in fiction, drama, or memoir. We shall also investigate writers' use of memory, their integration of folktale in their narrative, and their experimentation with the wider resources of orature. We will pay attention to the tension between the individual and community, the interrogation of private and public spaces, and how each writer responds to the Euro-American canon. In addition, the course will explore such broad subjects as the roots and impact of slavery; fault lines in indigenous African societies; the colonial subjugation of Africa; the emergence of neo-colonial nation-states in Africa; postcolonial anxieties and disillusionment, and the evolution of gender relations. Possible Texts: Olaudah Equiano, *The Interesting Narrative of the Life of Olandab Equiano*, Written by Himself, Chinua Achebe, *Things Fall Apart*, Ferdinand Oyono, *Houseboy*, Chimamanda Adichie, *Purple Hibiscus*, Wole Soyinka, *The Lion and the Jewel*, Nadine Gordimer, *July's People*, Tsitsi Dangaremba, *Nervous Conditions*, Ngugi wa Thiongo, *A Grain of Wheat*, Mariama Ba, *So Long a Letter*, Alexandra Fuller, *Don't Let's Go to the Dogs Tonight: An African Childhood*, Zakes Mda, *Heart of Redness*, Emmanuel Dongala, *Little Boys Come From The Stars*. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. (Enrollment limited)—Ndibe

308. Reconstructing Communities: Geographies of Race and Class in American Literature, 1865-1954—In the post-Civil War United States, the communities that formed the broader 'American' community were in a state of profound flux. The demise of slavery, large-scale migration, and rapid urbanization radically reshaped human geography: southerners became northerners, farmers became factory workers, and the unresolved contradictions of African Americans' status roiled race relations nationwide. This course will examine American literature from the end of the Civil War to the dawn of the Civil Rights Movement—a period when the relation of being in America to being 'American' was acutely uneasy. By reading literary texts by and about freed slaves and other African Americans, immigrants and migrants, capitalists and workers, we will study the ways narrative representations helped to draw and redraw the American cultural map. In turn, we will consider how this tumultuous historical period fundamentally changed the ways stories are told. Attending to both the literary form and historical context of texts by Thomas Wentworth Higginson, Susie King Taylor, Willa Cather, Carlos Bulosan, Harriette Arnow, and Ralph Ellison, among others, we will hone skills that are crucial both to the study of literature and to membership in any community: the ability to confront ambiguity and contradiction with equanimity and analytical rigor, and the capacity to speak and write persuasively about that confrontation. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural contexts. (Enrollment limited)—Hager

[310. The Epic and The Search for The Heroic]—What does it mean to be a hero in *The Iliad*, *Gilgamesh*, and *The Odyssey*, and how do later poets revise or strive to match the values and standards of these poems? What makes an epic hero? Readings will include Milton, Virgil, Wordsworth, William Carlos Williams, and other epics as well as *The Iliad*, *The Odyssey*, and *Gilgamesh*. This course satisfies the requirement of a course emphasizing literature written before 1800, or a literary theory course.

[313. American Autobiography: Cross-Cultural Perspectives]—Drawing on recent autobiography theory, this course examines life-writing by a range of American authors with attention to cultural context. Topics we will explore include storytelling and self re-creation; the precariousness of memory in autobiographical practice; and the politics of race/ethnicity, gender, class, and sexuality in shaping personal experience and in determining modes of self-representation. For English majors, this course satisfies the requirement of a literary theory course, or a course emphasizing cultural context. Not open to first-year students. (Enrollment limited)

[315. Girls Growing Up in Victorian Literature]—This course examines the evolution of the concept of adolescence in the Victorian period, focusing in particular on representations of girls growing up. What language did authors use, and what concepts did they employ, to capture young girls' experiences in an era before the theorization of adolescent development? Answers will be sought in a broad range of texts, some canonical, some less well-known. Other major topics the course will address include matters of faith and doubt; the role of the private sphere in the creation of the self; the place of marriage in the social arrangement; cultural policies of inclusion and exclusion; imperial adventures and imperial invasions. This course satisfies the requirement of a course emphasizing literature written after 1800. (Enrollment limited)

321. Curiosity and Literature—This course will examine the way curiosity transformed literature and culture in the age of inquiry, when Peeping Tom was invented, modern science was institutionalized, and the detective novel was born. We will read texts that explore BOTH approved AND DISAPPROVED kinds, such as witchcraft, voyeurism, and the exhibition of monsters. Texts will include drama, journalism, poetry, satire, and novels by Aphra Behn, Defoe, Johnson, and others. This course satisfies the requirement of a course emphasizing literature written before 1800 and for a course emphasizing poetry. Not open to first-year students. (Enrollment limited)—Benedict

322. Revisions of Shakespeare—Examination of works by Chekhov, Bergman, Wilde, Carne, Pirandello, Woolf, Freud, Jones, Olivier, Cukor, Stoppard, Bate, Allen, Branagh, and others in light of selected plays by Shakespeare. Course themes include creativity in the theater, life as a dream, sex roles and gender as performance, the presentation of self in everyday life, and performativity as being. This course can be counted toward fulfillment of requirements for the literature and psychology minor, as well as for fulfillment of the English major requirement for a theory course or of a course concentrating on literature written after 1800. (Enrollment limited)—Hunter

326. Virginia Woolf—Examination of the life, work, death, and legacy of Virginia Woolf. Readings include *The Voyage Out*, *Mrs. Dalloway*, *To the Lighthouse*, *A Room of One's Own*, *Orlando*, and *Between the Acts*, as well as autobiographical and critical writings, and biographies of Woolf. This course satisfies the major requirement of a theory course or of a course concentrating on literature written after 1800, and may be counted toward the minor in literature and psychology. Prerequisite: English 260 with a minimum grade of C-. (Enrollment limited)—Hunter

[339. Festival and Drama]—This course will examine ways in which performance is in many cultures linked to the festivals of many different kinds. More basically, it will examine the ethos of what can be called “the festival world” in contrast to the “workaday world.” We will consider ways of regulating time (festival time vs. clock time), the demands of vocation vs. leisure, play vs. work. In addition to studying festival drama, we will examine the idea of festivity and play as establishing an alternative to the “public” world of politics and vocation in selected works of literature. Specific works to be studied will include Euripedes’ *Antigone* in the context of Greek festivals, German *faschnachspiele*, or carnival plays by Han Sachs, Shakespeare’s *Henry IV, Part I*, and Dickens’ *Hard Times*. Particular attention will be paid to Caribbean Carnival as street theater, evolving from emancipation festivals in the 19th century. For English majors, this course satisfies the requirement of a course emphasizing literature written before 1800 or a literary theory course. (Enrollment limited)

340. Jazz in American Literature—Hailed by some as America’s most significant cultural contribution, jazz has occupied a place of tremendous importance in the cultural life of the 20th century. This course examines representations of jazz in American literature in order to understand a few of the many ways American writers have drawn on jazz to enrich their themes and enliven their style. In addition to familiarizing themselves with the music of Louis Armstrong, Count Basie, Duke Ellington, Billie Holiday, Charlie Parker, and John Coltrane, students will read works by F. Scott Fitzgerald, Langston Hughes, Ralph Ellison, James Baldwin, Frank O’Hara, Norman Mailer, Amiri Baraka, Nathaniel Mackey, Michael Harper, and Toni Morrison. For English majors, this course satisfies the requirement of a course emphasizing cultural context, or a course emphasizing literature written after 1800. (Enrollment limited)—Maier

343. Women and Empire—This course examines women’s involvement in British imperialism in the 19th and 20th centuries. What part did ideologies of femininity play in pro-imperialist discourse? In what ways did women writers attempt to “feminize” the imperialist project? What was the relationship between the emerging feminist movement and imperialism at the turn of the 20th century? How have women writers in both centuries resisted imperialist axiomatics? How do women authors from once-colonized countries write about the past? How are post-colonial women represented by contemporary writers? Authors to be studied include Charlotte Brontë, Flora Annie Steel, Rudyard Kipling, Jean Rhys, Jamaica Kincaid, Jhumpa Lahiri, and Alexander McCall Smith. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. (Enrollment limited)—Bilston

[345. Chaucer]—A study of *The Canterbury Tales* and related writings in the context of late medieval conceptions of society, God, love, and marriage. This course satisfies the requirement of a course emphasizing literature written before 1800, or a course emphasizing cultural context. Prerequisite: English 260 with a minimum grade of C-. (Enrollment limited)

346. Dream Vision and Romance—A study of two major medieval genres as they are developed in the works of Chaucer, Langland, the Gawain-poet, and Malory. The course will explore the structural and stylistic as well as the political, social, and psychological issues raised by these genres and the individual authors’ treatments of them. This course satisfies the requirement of a course emphasizing literature written before 1800. Prerequisite: English 260 with a minimum grade of C-. (Enrollment limited)—Fisher

347. After *Beloved*: Black Women Writers in the 21st Century—This course considers the critical acclaim for and commercial hype over black women’s writing in the 20th century as a jumping off point for discussions of black women’s literature since 2000. Considering the rich diversity of aesthetic and thematic approaches in 21st century African American women’s texts, we will consider what is distinctive about this work, as well as if and how it forms a continuum with an earlier canon. Some topics for discussion will include class identity, genre, the avant-garde and the influence of Oprah Winfrey. We will read poetry by Harryette Mullen, Elizabeth Alexander and Claudia Rankine, fiction by Octavia Butler, ZZ Packer, Kim McLarin and Jamaica Kincaid, and the work of playwright Suzan-Lori Parks. In order to form a basis for comparison, we will read a handful of foundational works published in the 20th century: *Beloved*, *Their Eyes Were Watching God*, and poetry collections by Gwendolyn Brooks and Maya Angelou. For English majors, this course satisfies the requirement of a course emphasizing cultural context, or a course emphasizing literature written after 1800. (Enrollment limited)—Solomon

[348. Women Writers of the Middle Ages]—This course will study works in a variety of genres, from the lyric and the romance to the autobiography and the moral treatise, written by medieval women in England, Europe, and Asia. In addition to analyzing the texts themselves, we will be examining them within their social, historical, and political contexts as we discuss such issues as medieval women's literacy, education, and relationships to the male-authored literary traditions of their cultures. Through the term, we will be trying to determine the degree to which we can construct a recognizable woman's literary tradition for this period. This course satisfies the requirement of a course emphasizing literature written before 1800. Prerequisite: English 260 with a minimum grade of C-. (Enrollment limited)

351. Shakespeare—In this course we will study selected Shakespeare plays, with an emphasis on plays in performance and plays in their cultural contexts. Plays to be studied may include: *King Lear*, *The Merchant of Venice*, *Othello*, *Titus Andronicus*, *Twelfth Night*, and *The Tempest*. These choices are subject to change. This course fulfills the English major requirement of a course emphasizing literature written before 1800 or a literary theory course. Not open to first-year students. (Enrollment limited)—Riggio

356. Milton—In this course, we will consider the works of John Milton, with attention to how his prose and poetry synthesizes long-standing intellectual and literary traditions and grapples with issues that still engage us today: the relation of men and women, the realities of loss and mortality, the concept of significant individual choice, and the power and limitations of language as the tool with which we forge an understanding of the world. This course satisfies the requirement of a course emphasizing literature written before 1800. Prerequisite: C- or better in English 260. (Enrollment limited)—Wheatley

[363. William Blake: The Poet as Radical]—A study of the poet's exploration and elaboration of radical political, social, religious, and poetic alternatives to established opinion and institutions. Readings in all of Blake's poetry include the visionary epics (the illuminated books), Milton's *Paradise Lost* as well as Locke and *The Bible*. This course satisfies the requirement of a course emphasizing literature written before 1800 and for a course emphasizing poetry. (Enrollment limited)

[364. Literary Transformations in the 18th Century]—How do writers transform traditional literary forms to express new perceptions of identity, sexuality, society, and nature? In this course, we will examine the way the poets, playwrights, journalists, and fiction writers of Restoration and 18th-century England imitated, reworked, and finally rejected old genres to forge new kinds of literary expression. Readings include works by Aphra Behn, Dryden, Swift, Pope, Johnson, and Goldsmith. This course satisfies the requirement of a course emphasizing literature written before 1800 or a course emphasizing cultural context. Prerequisite: English 260 with a minimum grade of C-. (Enrollment limited)

[370. Reading Stowe and Hawthorne: Tragedy, Romance, Haunted Houses, Passionate Reformers, Weird Science]—In this course, we will study in relation to one another the antebellum novels, short works, and personal writing of Nathaniel Hawthorne and Harriet Beecher Stowe. These major American authors both produced fascinating, suspenseful, moving, and eerily-weird writing, so first and foremost, we will have some fun reading. We will examine the development, associations, and cultural significance of these two authors. Hawthorne and Stowe grappled with some of the most influential ideologies and political debates of their historical moment; they thought a lot about what makes good writing and what writing can do for human beings; and they both connected themselves to vital writing communities and traditions in America and abroad. Reading their work will tell us a lot about 19th-century literary movements and antebellum American culture. We will also use our explorations of these two writers to gain a better understanding of American literature and culture in general. Scholars have looked to their works as important reflections of American ideals and American identity. While reading and discussing Stowe and Hawthorne, then, we will be able to discuss how American literature and culture has developed, as well as how the study of American literature has changed over time. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. (Enrollment limited)

[372. Literature of the Harlem Renaissance]—This course treats a selection of novels, essays, short fiction, and poetry by African American writers of the period, including Langston Hughes, Nella Larsen, Claude McKay, Zora Neale Hurston, James Weldon Johnson, Jesse Fauset, and Jean Toomer. Emphasis is on identifying the characteristics that unify this body of literature and on investigating the significance of the Harlem Renaissance within the African American literary tradition. This course satisfies the requirement of a course emphasizing literature written after 1800 or a course emphasizing cultural context. (Enrollment limited)

[373. Feminist Literary Theory]—This course will survey the field of feminist literary theory, tracing topics such as recovering female literary traditions, the intersection of race, class and gender, women's creativity and silence, gender and genre, sexuality and embodiment, globalization, and literature as activism. Authors studied may include: Audre Lorde, Patricia Williams, Joan Scott, Diana Fuss, Jane Tompkins, Helene Cixous, Luce Irigaray, Chandra Mohanty, Assia Djebar, bell hooks, Judith Butler, Sandra Gilbert, Susan Gubar, Bonnie Zimmerman, Alice Walker, and Nancy Armstrong, among others. This course satisfies the requirement of a literary theory course. (Enrollment limited)

375. American Short Fiction—19th Century—In this course we will read short fiction by both canonical writers, like Hawthorne, Melville, Poe, Twain, and Crane; lesser-known writers, like Alice Cary, Rebecca Harding Davis, Charles Chesnut, and John Milton Oskison; and some writers who have in recent times reemerged from obscurity, like Jack London, Kate Chopin, and Mary Wilkins Freeman. We will consider how fiction changed in the course of the 19th century and in what ways, if any, race, gender, ethnicity, and geography shape modes of narrative. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. (Enrollment limited)—Lauter

[381. Symbolists, Aesthetes, and Decadents]—The study of the major tradition of poetry and prose running from Poe in the United States through Baudelaire and the French symbolists Verlaine and Mallarmé, to British aesthetes and decadents—

Rossetti, Swinburne, Hopkins, Wilde, Conrad, and Symons—and to modern poets such as Yeats, T.S. Eliot, Hart Crane, Wallace Stevens, and Robert Lowell. This course will explore the history, poetics, and aesthetics of this international literary movement. This course satisfies the requirement of a course emphasizing literature written after 1800 or a literary theory course. (Enrollment limited)

401. Methods and Theories of Literary Studies—This seminar is designed to develop graduate-level competence in close reading of literary and theoretical texts, research methods for critical literary analysis, and advanced composition strategies for critical essays. Emphasis will be on improving critical reading and writing skills, as well as on introducing students to the contemporary theory and its application to literary studies. The course will also include a basic introduction to the concept of media arts. Students will produce close reading essays and an annotated bibliography of critical sources, participate in peer review and revision workshops, and as a culmination of their reading and research process throughout the semester, produce a substantial critical essay. (Note: English 401 and English 801 are the same course.) For English majors, this course satisfies the requirement of a literary theory course or as an elective. For the English Graduate Program, this course is required of all students and we recommend that entering students enroll in this course during their first year of graduate study. (Enrollment limited)—Wall

409. William Faulkner—A study of Faulkner's Yoknapatawpha novels including *The Sound and the Fury*, *As I Lay Dying*, and *Go Down, Moses* with emphasis on style, structure, and the writer's response to culture and history. This course satisfies the requirement of a course emphasizing literature written after 1800.—Kuyk Jr.

[424. Studies in Victorian Literature]—This course encourages students to deepen their appreciation for the Victorian literary landscape by combining the study of canonical works (by, for example, Charlotte and Emily Brontë, Alfred Tennyson, and George Eliot) with less well-known texts (by writers including Felicia Hemans, Anthony Trollope, and Eliza Lynn Linton). Themes for discussion will include religious controversies, gender politics, imperialism, representations of human subjectivity, and literary experimentation. In the later part of the semester students will seek out-of-print materials through a range of Internet resources and will use these texts as the basis for an in-class presentation and an end-of-term research paper. (Note: English 424 and English 824 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate Program, this course satisfies the requirement of a course in British literature or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies a literary history requirement for the old requirements, predating fall 2004. Prerequisite: For English majors, English 260 with a grade of C- or higher. (Enrollment limited)

[426. Victorian Literature and Materiality]—In this course we will read objects as well as literature. An imagist poet, William Carlos Williams, wrote, "(No ideas/but in things)," and this will be, in turn, a central premise of the course. Just as the 19th century is marked by a huge increase and proliferation of printed text, it is also marked by commodity culture and the domain of things. We will explore innovative reading practices in this course for getting a better handle on both texts and objects through units focused on museums; labor and commodities; houses; objects of desire; and electricity and ephemera (or immaterial culture). We will try to re-imagine Victorian literature by (re)touching our reading practices. As an ancillary benefit, the course will continually interrogate the nature of objects, ownership, subjectivity, and desire. Readings are likely to include works by Charles Dickens, Elizabeth Gaskell, Anthony Trollope, Marie Corelli, and Oscar Wilde. (Note: English 426 and English 826 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate Program, this course satisfies the requirement of a course in British literature or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. (Enrollment limited)

[428. The Literature of Social Protest]—This course will consider American fiction and poetry that address the issues of social change and social protest. Among the works that may be discussed are Jack London's *The Iron Heel*, Upton Sinclair's *The Jungle*, Sinclair Lewis's *It Can't Happen Here*, Philip Roth's *The Plot Against America*, as well as poetry by Langston Hughes, Claude McKay, Denise Levertov, and Robert Bly. (Note: English 428 and English 828 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate program, this course satisfies the requirement of a course in American literature, or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies a literary history requirement for the old requirements, predating fall 2004. Not open to first-year students. (Enrollment limited)

439-07. Special Topics in Film: Film and Race—This course will focus on ways in which persons of color have been represented both in commercial films, made in Hollywood and elsewhere, and in other film traditions — films more broadly from the Americas and Europe. Films will be chosen from a historical selection beginning with D. W. Griffiths' *The Birth of a Nation* (1915) and ending with a range of contemporary films, perhaps but not necessarily including *To Kill a Mockingbird*, *In the Heat of the Night*, and *Crash*. The course will also include a selection of theoretical readings that contextualize and analyze the varied representations of race in the films. (Note: English 839-03 and 439-07 are the same course.) Open to advanced undergraduates, it counts as a course emphasizing literature after 1800, a course emphasizing cultural context, or a literary theory course for the English major. It counts toward the film studies minor. For the English Graduate Program, this course counts as a core course for the writing, rhetoric, and media arts track, or as an elective in the literary studies track. Students are allowed to take multiple sections of English 839 and 439, as each "section" is a different course.—TBA

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. —Staff

475. Orwell, Auden—Near contemporaries, George Orwell and W.H. Auden were, respectively, the most important social critic and leading British poet of their generation. Although they were close on many views, each regarded the other with wariness or outright hostility. This course follows their careers from the 1930s to the 1950s, tracing their agreements and disagreements on important issues of the day: the proper role of the British Left; the position of the artist in society; the best way to resist Fascism before and during World War II; the new world that emerged after war's end. We will read widely in the critical and literary work of both authors. (Note: English 475 and English 875 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate Program, this course satisfies the requirement of a British literature course or a course emphasizing cultural context for the literary studies track or an elective for the writing, rhetoric, and media arts track. It satisfies the requirement of author-centered study for older requirements, predating the fall of 2004. (Enrollment limited)—Rosen

[476. Blogging On]—More than eight million Americans have created and maintained “blogs” which Merriam-Webster defines as “a Web site that contains an online personal journal with reflections, comments and often hyperlinks.” But what is a blog? What kind of writing goes on there, and how does it differ, rhetorically, from other kinds? How does information pass from blog to blog and what is the impact of this new activity on mainstream culture? Participants in this seminar will read and analyze blogs. Most students will, in lieu of a final paper, produce and maintain a blog (although those who wish to do a more traditional analytical paper will be accommodated). Other readings in the course will include *The Meme Machine* by Susan Blackmore as we work on a theoretical framework for understanding the way information spreads. (Note: English 476 and English 866 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing cultural context, or as an elective. For writing and rhetoric minors, this course counts as a core course. For the English Graduate Program, this course counts as a core course for the writing, rhetoric, and media arts track, and as an elective for the literary studies track. (Enrollment limited)

495. Senior Seminar—Senior English majors may, if they wish, take more than one senior seminar. These courses are ordinarily restricted to senior English majors, but non-seniors may petition individual instructors for admission. Students who choose to write senior theses are required to enroll in the Senior Thesis, Part 1/Senior Colloquium in the Fall of their senior year. They must also re-register for Part II of their Senior Thesis during the spring of their senior year.

495-01. Senior Seminar: *Amistad* and Other Rebellions—The period prior to the Civil War witnessed intense conflicts not only about slavery and race but about the spread of capitalism, restrictions on women's economic and social rights, the growth of cities, and a variety of other social issues. “Literature” in this period was seldom seen as standing apart from these issues. On the contrary, art, politics, and social issues were generally seen as heavily intertwined. In this seminar we will look at the relationships between a number of issues prominent in ante-bellum America and works of art which at once expressed ideas about such issues and helped shape responses to them. The *Amistad* affair will provide one instance; we will examine two or three others as well. This course satisfies the requirement of a senior project. (Enrollment limited)—Lauter

498. Senior Thesis Part 1/Senior Colloquium—This course is designed to teach senior English majors the techniques of research and analysis needed for a long essay on a subject of their choice. It is intended to help the students to write their theses, and to encourage them to do so. It will deal with problems such as designing longer papers, focusing topics, developing and limiting bibliographies, working with manuscripts, using both library and Internet resources, and understanding the uses of theoretical paradigms. This course is required of all senior English majors who are planning to write theses. Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required each semester of this year-long thesis. (2 course credits)—Benedict

GRADUATE COURSES

801. Methods and Theories of Literary Studies—This seminar is designed to develop graduate-level competence in close reading of literary and theoretical texts, research methods for critical literary analysis, and advanced composition strategies for critical essays. Emphasis will be on improving critical reading and writing skills, as well as on introducing students to the contemporary theory and its application to literary studies. The course will also include a basic introduction to the concept of media arts. Students will produce close reading essays and an annotated bibliography of critical sources, participate in peer review and revision workshops, and as a culmination of their reading and research process throughout the semester, produce a substantial critical essay. (Note: English 401 and English 801 are the same course.) For English majors, this course satisfies the requirement of a literary theory course or as an elective. For the English Graduate Program, this course is required of all students and we recommend that entering students enroll in this course during their first year of graduate study. Prerequisite: Course is open only to English Majors —Wall

[824. Studies in Victorian Literature]—This course encourages students to deepen their appreciation for the Victorian literary landscape by combining the study of canonical works (by, for example, Charlotte and Emily Brontë, Alfred Tennyson, and George Eliot) with less well-known texts (by writers including Felicia Hemans, Anthony Trollope, and Eliza Lynn Linton). Themes for discussion will include religious controversies, gender politics, imperialism, representations of human subjectivity, and literary experimentation. In the later part of the semester students will seek out-of-print materials through a range of Internet resources and will use these texts as the basis for an in-class presentation and an end-of-term research paper. (Note: English 424 and English 824 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate Program, this course satisfies the requirement of a course in British literature or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies a literary history requirement for the old requirements, predating fall 2004.

[826. Victorian Literature and Materiality]—In this course we will read objects as well as literature. An imagist poet, William Carlos Williams, wrote, “(No ideas/but in things),” and this will be, in turn, a central premise of the course. Just as the 19th century is marked by a huge increase and proliferation of printed text, it is also marked by commodity culture and the domain of things. We will explore innovative reading practices in this course for getting a better handle on both texts and objects through units focused on museums; labor and commodities; houses; objects of desire; and electricity and ephemera (or immaterial culture). We will try to re-imagine Victorian literature by (re)touching our reading practices. As an ancillary benefit, the course will continually interrogate the nature of objects, ownership, subjectivity, and desire. Readings are likely to include works by Charles Dickens, Elizabeth Gaskell, Anthony Trollope, Marie Corelli, and Oscar Wilde. (Note: English 426 and English 826 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate Program, this course satisfies the requirement of a course in British literature or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track.

[828. The Literature of Social Protest]—This course will consider American fiction and poetry that address the issues of social change and social protest. Among the works that may be discussed are Jack London's *The Iron Heel*, Upton Sinclair's *The Jungle*, Sinclair Lewis's *It Can't Happen Here*, Philip Roth's *The Plot Against America*, as well as poetry by Langston Hughes, Claude McKay, Denise Levertov, and Robert Bly. (Note: English 428 and English 828 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate program, this course satisfies the requirement of a course in American literature, or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies a literary history requirement for the old requirements, predating fall 2004.

839. Special Topics in Film: Film and Race—This course will focus on ways in which persons of color have been represented both in commercial films, made in Hollywood and elsewhere, and in other film traditions — films more broadly from the Americas and Europe. Films will be chosen from a historical selection beginning with D. W. Griffiths' *The Birth of a Nation* (1915) and ending with a range of contemporary films, perhaps but not necessarily including *To Kill a Mockingbird*, *In the Heat of the Night*, and *Crash*. The course will also include a selection of theoretical readings that contextualize and analyze the varied representations of race in the films. (Note: English 839-03 and 439-07 are the same course.) Open to advanced undergraduates, it counts as a course emphasizing literature after 1800, a course emphasizing cultural context, or a literary theory course for the English major. It counts toward the film studies minor. For the English Graduate Program, this course counts as a core course for the writing, rhetoric, and media arts track, or as an elective in the literary studies track. Students are allowed to take multiple sections of English 839 and 439, as each “section” is a different course.—TBA

[866. Blogging On]—More than eight million Americans have created and maintained “blogs” which Merriam-Webster defines as “a Web site that contains an online personal journal with reflections, comments and often hyperlinks.” But what is a blog? What kind of writing goes on there, and how does it differ, rhetorically, from other kinds? How does information pass from blog to blog and what is the impact of this new activity on mainstream culture? Participants in this seminar will read and analyze blogs. Most students will, in lieu of a final paper, produce and maintain a blog (although those who wish to do a more traditional analytical paper will be accommodated). Other readings in the course will include *The Meme Machine* by Susan Blackmore as we work on a theoretical framework for understanding the way information spreads. (Note: English 476 and English 866 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing cultural context, or as an elective. For writing and rhetoric minors, this course counts as a core course. For the English Graduate Program, this course counts as a core course for the writing, rhetoric, and media arts track, and as an elective for the literary studies track.

[868. James Joyce]—The complete works of the great 20th-century author, supplemented by critical and theoretical readings. For the English Graduate Program, this course satisfies the requirement of a course in British literature for the literary studies track; it can count as an elective for the writing, rhetoric, and media arts track.

875. Orwell, Auden—Near contemporaries, George Orwell and W.H. Auden were, respectively, the most important social critic and leading British poet of their generation. Although they were close on many views, each regarded the other with wariness or outright hostility. This course follows their careers from the 1930s to the 1950s, tracing their agreements and disagreements on important issues of the day: the proper role of the British Left; the position of the artist in society; the best way to resist Fascism before and during World War II; the new world that emerged after war's end. We will read widely in the critical and literary work of both authors. (Note: English 475 and English 875 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate Program, this course satisfies the requirement of a British literature course or a course emphasizing cultural context for the literary studies track or an elective for the writing, rhetoric, and media arts track. It satisfies the requirement of author-centered study for older requirements, predating the fall of 2004. —Rosen

940. Independent Study—A limited number of tutorials are available for students wishing to pursue special topics not offered in the regular graduate program. Applications should be submitted to the department chairperson prior to registration. Written approval of the graduate adviser and department chairperson is required. Contact the Office of Graduate Studies for the special approval form. —Staff

953. Research Project—The graduate director, the supervisor of the project, and the department chair must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. —Staff

954. Thesis Colloquium—As part of the two-credit thesis requirement, the Thesis Colloquium is designed to introduce master's students to the fundamentals of designing a research project, investigating the literary critical landscape in a given field of inquiry, and completing a successful and original thesis project. The colloquium is required of all graduate students writing theses. It should be taken at the beginning of the thesis-writing process. It can be omitted only with the special permission of the graduate director. It is non-credit bearing. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) (2 course credits)—Wheatley

954. Thesis Part I— (2 course credits) —Staff

955. Thesis Part II—Continuation of English 954 (described in prior section). (2 course credits) —Staff

956. Thesis— (2 course credits) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

Note: Only these courses originating in other departments and programs will count toward the English major.

American Studies 461. American Globetrotters: Travel Writing and Tourism—This graduate-level seminar will interrogate the American fascination with travel and tourism and analyze the literary strategies employed by travel writers. Our exploration will begin with the quintessentially masculine figure of the traveler and then turn to women travel writers who question traditional femininity and African American authors who challenge racism and social injustice in their travel writing. We will consider the perspective of the “natives” and their response to travel accounts written by tourists and colonists. Considering journeys undertaken to reclaim cultural “roots,” students will read contemporary travel writing that questions the meaning of multi-cultural identity. We will also study the growing field of travel criticism and address issues of imperialism, globalization, and tourism. Authors studied will include: Washington Irving, Caroline Kirkland, Herman Melville, Matthew Henson, Nancy Prince, June Jordan, W.E.B. DuBois, Jamaica Kincaid, Paisley Rekdal, and others.—Steadman

[American Studies 816. Before TV: America According to Life Magazine]—LIFE's Special 50th Anniversary issue, published in 1986, declared that over the years “LIFE looked searchingly at America, and in its pages Americans saw themselves. The magazine imparted a feeling that a vast nation could be brought together as a community.” This seminar will examine and research that credo in the pages of LIFE by focusing on how America, according to LIFE, was constructed and presented to its readers primarily through its groundbreaking photojournalism. We will also address the nature of LIFE's ideology and attempt to evaluate the short and long-term consequences of the magazine's rendering of American culture and society.

American Studies 861. American Globetrotters: Travel Writing and Tourism—This graduate-level seminar will interrogate the American fascination with travel and tourism and analyze the literary strategies employed by travel writers. Our exploration will begin with the quintessentially masculine figure of the traveler and then turn to women travel writers who question traditional femininity and African American authors who challenge racism and social injustice in their travel writing. We will consider the perspective of the “natives” and their response to travel accounts written by tourists and colonists. Considering journeys undertaken to reclaim cultural “roots,” students will read contemporary travel writing that questions the meaning of multi-cultural identity. We will also study the growing field of travel criticism and address issues of imperialism, globalization, and tourism. Authors studied will include: Washington Irving, Caroline Kirkland, Herman Melville, Matthew Henson, Nancy Prince, June Jordan, W.E.B. DuBois, Jamaica Kincaid, Paisley Rekdal, and others.—Steadman

[Linguistics 101. Introduction to Linguistics]—A general introduction to the study of language. First we will study the fundamental components of language (sounds, words, sentences). We will then examine the crucial question of how words and sentences manage to mean anything. The latter part of the course will be devoted to theoretical approaches to the nature of language, to how and why languages change over time, and to the ways language determines and reflects the structures of society. (Also offered under the Anthropology and the English departments. For English majors, this course satisfies the requirement of a literary theory course.)

[Theater and Dance 239. Theater of the Americas]—A detailed study of the major philosophies, techniques, and performances of theater in North and South America including Nelson Rodrigues (Brazil), Teatro Experimental (Chile), Arthur Miller, Guillermo Gomez-Pina, and the Wooster Group (USA). Also listed under American Studies, Latin American Studies, and English.

Theater and Dance 393. Playwrights Workshop I—An introduction to different styles and techniques of playwriting through the study of selected plays from various world theater traditions. Assignments and exercises will lead to the development of short plays scripted by students. Prerequisite: At least one theater and dance course or Permission of the Instructor. —Karger, Preston

Women, Gender, and Sexuality 207. Homosexuality and Hollywood Film—The 20th century is generally understood as a crucial period for the emergence and consolidation of modern lesbian and gay identities and practices. A case can be made for the special role of Hollywood in this historical process. Stars such as Greta Garbo, Marlene Dietrich, Bette Davis, James Dean, Marlon Brando, and Montgomery Cliff provided lesbians and gays with powerful models of gender and sexual nonconformity, and Hollywood genres such as the musical and the domestic melodrama informed the camp sensibility in crucial ways. Beginning with the 1930s and ending with the 1990s, this course examines how Hollywood contributed to the formation of lesbian and gay subcultures. It pays particular attention to the representation of lesbians and gays in Hollywood films and how this representation

did and did not shift over the course of the 20th century. In addition, it engages recent theoretical and historical work on gender and sexuality. Mandatory weekly screenings. (Also listed under English.)—Corber

[Women, Gender, and Sexuality 212. History of Sexuality]—Sexuality is commonly understood as a natural or biological instinct, but as scholars have recently shown, it is better understood as a set of cultural practices that have a history. Starting with the ancient Greeks, this course examines the culturally and historically variable meanings attached to sexuality in Western culture. It pays particular attention to the emergence of sexuality in the 19th century as an instrument of power. It also considers how race, class, gender, and nationality have influenced the modern organization of sexuality. Topics covered include sex before sexuality, sexuality and colonialism, sexuality and U.S. slavery, and the emergence of the hetero/homosexual binarism in the late-19th century. Primary readings include *The Symposium*, *A Passage to India*, *Incidents in the Life of a Slave Girl*, *The Well of Loneliness*, and *The Swimming Pool Library*. Secondary readings include work by Michel Foucault, David Halperin, Angela Davis, Hazel Carby, Martin Duberman, George Chauncey, Madeline Davis and Elizabeth Kennedy. (Also listed under History.)

[Women, Gender, and Sexuality 323. The Trouble with Normal: An Introduction to Queer Theory]—This course provides an introduction to queer theory, a set of theoretical and critical practices that have recently transformed the study of gender and sexuality. Reading rebelliously within the canon, it stages an encounter between some of the most influential queer theorists (Michel Foucault, Judith Butler, Eve Sedgwick, and Michael Warner) and a series of cononical texts drawn from nineteenth- and twentieth-century American literature. The purpose of this encounter is to bring greater historicity to queer theory while deepening students' understanding of the place of sexuality in the American literary past. Novels include *Billy Budd*, *The Awakening*, *The Ambassadors*, *The Professor's House*, *Passing*, *The Great Gatsby*, *The Sun Also Rises*, and *Nightwood*.

SPRING TERM

COMPOSITION AND RHETORIC COURSES

At the 100- and 200-levels, the following courses do NOT count toward English major credit. A student may count one 300-level course as an elective in the English major.

[101. Writing]—An introduction to the art of expository writing, with attention to analytical reading and critical thinking in courses across the college curriculum. Assignments offer students opportunities to read and write about culture, politics, literature, science, and other subjects. Emphasis is placed on helping students to develop their individual skills. Only first-year students will be eligible to enroll in this class. (Enrollment limited)

103. Special Writing Topics: Language and Photography—Emphasizing instruction and practice in writing, this course will explore the relationship between language and photography. Students will write extensively as they study photographic images and read works by John Berger, Susan Sontag, and others. The course will culminate with the publication of a collection of student photographic essays. (Enrollment limited)—Wall

[202. Expository Writing Workshop]—This intermediate workshop is designed for students who have achieved mastery in introductory-level college writing and who want to refine their writing abilities. Students will focus on developing stylistic strategies and techniques when writing for numerous purposes and audiences. Students will choose from these writing forms: interview, travel article, op-ed piece, memoir, sports article, criticism, humor, and science and technology article. (Enrollment limited)

208. Argument and Research Writing—A writing workshop emphasizing the development of argumentation and research skills. Students learn how to read and evaluate logical arguments, formulate research questions, explore print and electronic resources, and frame persuasive arguments in papers of substantial length. Frequent practice in writing and revising. (Enrollment limited)—Peltier

[300. The Art of the Essay]—An advanced writing workshop intended to help students find their own subjects and styles as essayists. We will read and write personal essays that express authors' unique responses to ideas and experiences in deeply reflective ways. Our study will include essays by Seneca, Montaigne, Woolf, Dillard, and others from various historical periods that have explored their responses to the world in engaging and complex detail. (Enrollment limited)

[319. Constructing Thought: A Short, Fun Course in Sentence Diagramming]—This half-credit course is for language fanatics. Whether you are a "good" writer or a "bad" writer, "good" or "bad" at English grammar, if you love the shape and flow of sentences, this course is for you. For 75 minutes each week, we will gather and explore the structure of the basic unit of thought in written English. We will diagram rock lyrics; we will diagram Shakespeare; we will diagram Biblical quotations, we will diagram Joyce, we will diagram love letters. We will search out and diagram quirky sentences from the news and the internet. We will attempt to diagram undiagrammable sentences and discover why they fail to work as units of thought. We will find multiple ways to speak a diagrammed sentence, and multiple ways to diagram the same sentence and discover its varied meanings. (0.5 course credit) (Enrollment limited)

331. The Art of Argument—An advanced interdisciplinary workshop in argumentation, with frequent practice in writing and speaking. Students will explore the dynamics of language and logic in a variety of contemporary contexts, as well as engage in interactive debates on both academic and "real world" topics. (Enrollment limited)—Wall

CREATIVE WRITING COURSES

The following courses emphasize the writing of prose fiction, poetry, and sometimes drama. It is strongly recommended that students do not enroll in more than one writing course simultaneously during a single semester. For all creative writing courses, attendance at a minimum of two readings offered on campus by visiting writers is required.

[110. Creative Writing: Fiction]—An introduction to fiction writing, critiques of student and professional work. (Enrollment limited)

[111. Creative Writing: Poetry]—An introduction to the writing of poetry, workshop discussion of poems by students and established poets. (Enrollment limited)

270. Introduction to Creative Writing—An introduction to imaginative writing, concentrating on the mastery of language and creative expression in more than one genre. Discussion of work by students and established writers. Beginning with the Class of 2009, this is a required course for Creative Writing majors before enrolling in any upper-level creative writing course. (Enrollment limited)—Ndibe, Solomon

333. Creative Nonfiction—Creative nonfiction, sometimes called “the fourth genre,” has had a resurgence in recent decades. It is “nonfiction” in that the writer strives to be clear about what really happened, and to be honest about expression of opinion, imagination, or autobiographical narrative. It is “creative” in that its writers consciously create art: they are attentive to craft, to language, and to the movement of narrative structures. This class is a writing workshop in which students will produce a series of creative nonfiction essays. We will read various published authors with an eye to how their work is constructed, but our primary focus will be on students' writing. For English majors, this course counts as an elective; for writing and rhetoric minors, it counts as a core course. Prerequisite: English 270 or Permission of Instructor.—Papoulis

334. Advanced Creative Writing: Fiction—Students will write and rewrite fiction. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers (one reading in fiction; one in poetry). This course satisfies the requirement of a 300-level workshop for creative writing majors. Prerequisite: English 270 or English 110 (Enrollment limited)—Ndibe

336. Advanced Creative Writing: Poetry—Students will do in-class exercises, and write and revise their own poems. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers (one reading in fiction; one in poetry). This course satisfies the requirement of a 300-level workshop for creative writing majors. Prerequisite: English 270 or English 111 (Enrollment limited)—Libbey

492. Fiction Workshop—Advanced seminar in the writing of fiction. Class discussions devoted primarily to the analysis of student fiction, with some attention to examples of contemporary short stories. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers (one reading in fiction; one in poetry), and an advanced creative writing workshop. This course satisfies the requirement of a 400-level workshop for creative writing majors. Prerequisite: English 270 or English 110 and one of the following English 333, 334, 336, 337, or Theater and Dance 393. (Enrollment limited)—Goldman

494. Poetry Workshop—Advanced seminar in the writing of poetry. Class discussions devoted primarily to the analysis of student work, with some attention to examples of contemporary poetry. One requirement of this class is attendance at a minimum of two readings offered on campus by visiting writers (one reading in fiction; one in poetry), and an advanced creative writing workshop. This course satisfies the requirement of a 400-level workshop for creative writing majors, and a senior project. Prerequisite: English 270 or English 111 and one of the following English 333, 334, 336, 337, or Theater and Dance 393 (Enrollment limited)—Libbey

INTRODUCTORY LITERATURE COURSES

These courses require only a minimal background in the study of literature, but they demand close attention to the text. Students will normally analyze literary works in class discussion and write a number of papers. Except for seminars and writing classes, and unless otherwise specified, all English courses are limited to 30 students.

204. Introduction to American Literature I—A survey of literature, written and oral, produced in what is now the United States from the earliest times to around the Civil War. We will examine relationships among cultural and intellectual developments and the politics, economics, and societies of North America. Authors to be read include some that are well known—such as Emerson, Melville, Dickinson—and some who are less familiar—such as Cabeza de Vaca, John Rollin Ridge, and Harriet Jacobs. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)—Lauter

211. Survey of English Literature II: 1700 to the Present—Through readings in novels, drama, poetry, and prose from the Restoration to the 20th century, this course will examine shifts in the forms, functions, and meanings of English literature in the context of cultural and historical changes. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)—Rosen

[213. 20th-Century African American Literature]—This course will introduce students to a broad survey of 20th-century African American fiction, essays, and poetry by such celebrated writers as DuBois, Hurston, Wright, Ellison, Petry, Hughes, Baldwin, Brooks, Baraka, Jordan, Killens, Morrison, Lorde, and Walker. Our discussions and strategies for reading will be informed by consideration of relevant social, historical, and political contexts. In addition to discussing issues of race, class, gender, and sexuality, emphasis will be on identifying and tracing recurring ideas/themes, as well as on developing a theoretical language to facilitate thoughtful engagement with these works. This course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)

220. Crime and Passion: Studies in Victorian Literature—This course introduces students to major writers and issues from the British Victorian period (1837-1901). It will focus on texts – fiction, non-fictional prose, and poetry – in which notions of propriety and morality are in productive dialogue with crimes, threatening secrets, and subversive passions. Texts to be studied include Charlotte Brontë’s *Jane Eyre*, Charles Dickens’ *Bleak House*, D.G. Rossetti’s *Jenny*, and M.E. Braddon’s *Lady Audley’s Secret*. (Please note: this course requires substantial amounts of reading; Victorian novels are long!) For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)—Bilston

235. Global Short Fiction—This course will introduce students to a cast of writers from a variety of backgrounds who have used the form of the short story to project dramatic experiences and convey sometimes unique cultural ethos. In addition to examining thematic concerns and stylistic choices, we will explore how different writers have adapted the conventions of the short story and incorporated elements of other traditions to suit their narrative purpose. We will read some North American and European writers, but the emphasis will fall on writers from traditionally underrepresented parts of the world. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)—Ndibe

[245. Gender and Characterization in Victorian Novels and Poems]—This course will look at evolving notions of literary heroines and heroes in British literature from the mid-19th through the early 20th centuries (1850-1925). During the time of industrialization, increasing urbanization, changing laws, growing Empire, and new ways of imagining social organization and personal subjectivity, there is a corresponding change in the types of characters, heroines and heroes included, in literature. Through our readings, we will explore various modes in novel writing, including verse novels, big novels, and humorous novels. We will also address formal innovation in poetry and fiction and consider the relationship between major trends in contemporary literary theory and Victorian literature. Readings will include works by such authors as Elizabeth Gaskell, Elizabeth Barrett Browning, Christina Rossetti, Anthony Trollope, Charles Swinburne, Grant Allen, Henry James, and Virginia Woolf. This course satisfies the requirement of a course emphasizing cultural context, or a literary theory course. (Enrollment limited)

260. Introduction to Literary Studies—This course introduces students to the fundamental techniques of literary analysis and provides them with the critical vocabulary and skills with which to understand not only what a literary text means, but also how texts shape meaning. The course will show students how to apply this critical vocabulary to close readings of a wide range of literature in English across a variety of historical periods and genres, to develop the skills necessary for analytical writing about literature, and to compose clear and compelling arguments in the interpretation of a text. This course is required of all English majors. This course can be counted toward fulfillment of requirements for the literature and psychology minor. (Enrollment limited)—Bilston, Hager, Hunter

[284. Studies in Poetry. In the Field: Poem and Environment]—This course explores poems as they relate to the environment, and poems as created environments of their own. The reading consists of a broad selection of poems for background and range, and three books of poems for in-depth study. As the course title implies, the exploration occurs not only in the classroom, but out “in the field.” This course satisfies the requirement of a course emphasizing cultural context.

[290. Introduction to Literature and Psychology]—Emphasizing the roots of literature’s power to generate emotional and aesthetic responses, and exploring the relationship between literary work and dream work, this course examines how literature transforms fantasies toward meanings. Authors to be studied include Shakespeare, Kyd, Coleridge, Keats, Mary Shelley, Poe, Virginia Woolf, Freud, Erikson, Holland, Stoppard, Plath, and Hughes. This course satisfies the requirement of a literary theory course. This course can be counted toward fulfillment of requirements for the literature and psychology minor. Prerequisite: English 260 with a minimum grade of C-. (Enrollment limited)

LITERATURE COURSES

Although these are not introductory courses, many of them are open to non-English majors.

[301. Literature and Meaning: from Aristotle to Queer Theory]—This course explores the different ways in which literature has been—and can be—interpreted and justified. Students will read critical theories from Platonism to feminism and queer theory, and will apply these theories to selected texts by Shakespeare, Keats, Austen, Conrad, and others in order to define their own literary theory. This course satisfies the requirement of a literary theory course. (Enrollment limited)

[303. Ante-Bellum Literature: *Amistad* and Other Rebellions]—The period leading to the Civil War witnessed intense conflicts not only about slavery and race but about the spread of capitalism, restrictions on women’s economic and social rights, the growth of cities, and a variety of other social issues. “Literature” in this period was seldom seen as standing apart from these issues. On the contrary, art, politics, and social issues were generally seen as heavily intertwined. In this course we will look at the relationships between a number of issues prominent in ante-bellum America and works of art which at once expressed ideas about such issues and helped shape responses to them. The *Amistad* Affair will provide one instance; we will examine two or

three others as well. This course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. Prerequisite: For English majors, English 260 with a grade of C- or higher. (Enrollment limited)

[312. Modern Poetry]—An introduction to British and American poetry, 1885-1945. In response to the challenges of modernity, poets produced work of unprecedented variety, experimental daring, and complexity. Authors will include Yeats, Pound, Eliot, H.D., Frost, Williams, Stevens, Moore, Crane, and Auden. This course satisfies the requirement of a course emphasizing literature written after 1800. (Enrollment limited)

314. Manhattan—Historian Russell Shorto wrote in his book about the Dutch settlement of New Amsterdam that it “would become the first multiethnic, upwardly mobile society on America’s shores, a prototype of the kind of society that would be duplicated throughout the country and around the world. It was no coincidence,” he continues, “that on September 11, 2001, those who wished to make a symbolic attack on the center of American power chose the World Trade Center as their target. If what made America great was its ingenious openness to different cultures, then the small triangle of land at the southern tip of Manhattan Island is the New World birthplace of that idea, the spot where it first took shape. . . . Manhattan is where America began.” In this course, we will examine a variety of literary texts and a number of films to test Shorto’s hypothesis and to discover the diverse ways in which Manhattan has been imagined, constructed, and experienced. Among the works we will likely read are Child’s *Letters from New York*, Wharton’s *The Age of Innocence*, Baldwin’s *Go Tell It on the Mountain*; films may include Martin Scorsese’s *New York, New York* and Woody Allen’s *Manhattan*. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. (Enrollment limited)—Lauter

[318. Sylvia Plath and Ted Hughes]—Examination of the lives, deaths, literary works, and legacies of Sylvia Plath and Ted Hughes. This course satisfies the requirement of a course emphasizing literature written after 1800 or a literary theory course. This course may be used to fulfill literature and psychology minor requirements. (Enrollment limited)

[326. Fires, Fences, Funnyhouses: African American Drama since 1903]—This course is conceived as a communal, scholarly immersion in the field of 20th-century African American drama. We will work to understand the achievements of African American playwrights, who have often been erratically published, artistically underappreciated, and sometimes simply unnoticed. These trends have continued, perhaps even intensified, even as African American novelists, poets, and recording artists have found ever-growing acclaim from both academic institutions and popular consumers—and despite the fact that such influential figures as W.E.B. DuBois, Alain Locke, Langston Hughes, and Amiri Baraka all cited the theater as the single artistic venue in which black artists would make their most important and distinguished contributions. Our readings in this course will cover four major areas: (1) playscripts by 20th-century African American artists; (2) plays from other eras and cultural traditions that provide interesting intertexts; (3) essays by prominent figures in 20th-century African American culture and history; and (4) modern scholarship in fields such as theater studies, literary theory, feminist, gender, and sexuality studies, and other disciplines that pertain directly to the plays we are reading and the ways we might read them. When possible, we will look at taped performances of these plays and/or engage in our own mini-performances of the scenes we are reading. Assigned readings will include plays by Joseph S. Cotter, Sr., Zora Neale Hurston, Marita Bonner, Paul Green, Djuna Barnes, Lorraine Hansberry, Jean Genet, Aimé Césaire, Adrienne Kennedy, Charles Gordone (OyamO), Ntozake Shange, August Wilson, Anna Deavere Smith, and Suzan-Lori Parks, as well as essays by Antonin Artaud, Bertolt Brecht, Elin Diamond, W.E.B. DuBois, Frantz Fanon, Henry Louis Gates, Jr., Saidiya V. Hartman, Luce Irigaray, Eric Lott, Malcolm X, and Alice Walker. Prerequisite: For English majors, English 260 with a grade of C- or higher. (Enrollment limited)

[328. The Contemporary Novel: Fantastic Realities]—The “post-modern” decades have been a period of perpetual yet extraordinarily fertile “crisis” in the novel: a form that some repeatedly condemn to death and irrelevancy repeatedly reinvents itself. The contemporary “experimental” novel is a wide-open territory, where some of literature’s most venerable forms—allegory, myth, fantastic fable—might be appropriated alongside or in combination with such popular contemporary expressions as comic books and science fiction, in spirits ranging from playful self-referential irony to utmost, if also unavoidably ironic, seriousness. “What is this new territory?” asked Roberto Bolaño (Chile-Mexico-Spain), an undisputed “superhero” of the contemporary novel. “The same as always, but a different one, which is the same as saying I don’t know. In whatever case, it’s the territory where the bones of Cervantes are found, and it’s the undiscovered territory, the territory of the dead and of adventure.” We will read a number of writers who have dared to “advance into that territory,” whose books (by Bolaño’s definition) are “alive.” The reading list will include two or three works chosen from among Garcia Marquez, Dick, Nabokov, Grass, Morrison (who are considered as recent, very present, in some cases adversarial, predecessors) and the rest from among Saramago, Perce, Coetzee, Pelevin, Sebald, Pamuk, Murakami, Aira, Bolaño, Ishiguro, Amis, Self, Pynchon, Roth, Rushdie, Whitehead, Lethem, Chabon, Gaitskill, and Houellebecq. This course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. (Enrollment limited)

[329. Listening on the Lower Frequencies]—The last words of Ralph Ellison’s “invisible man” are these: “Who knows but that, on the lower frequencies, I speak for you.” An African American, he finds himself invisible in American culture; nevertheless, he suspects that his plight is, on the lower frequencies, ours. In this course on Southern literature and culture, we will try to amplify those frequencies so that we can hear how they transmit the voices and values of women and of African Americans. We will examine some studies of Southern culture, read some novels (Faulkner’s *Go Down, Moses*, Hurston’s *Their Eyes Were Watching God*, Chopin’s *The Awakening*, and Welty’s *Delta Wedding*, among others), listen to some blues and country music, and read at least one play by Tennessee Williams. This course satisfies the requirement of a course emphasizing cultural context or a course emphasizing literature written after 1800. (Enrollment limited)

[330. Nineteenth-Century American Literature and Culture: Science, Technology, and Power]—Nineteenth-century Americans witnessed dramatic cultural shifts that made a largely rural, agrarian, deeply-religious nation into an increasingly urban,

industrial, and secular one. Science and technology became dominant popular concerns, especially because they offered new kinds of social and political power. They promised members of a fast-changing society the ability to explain and control the world around them. In this course we will read literary and cultural texts of the 19th century that responded to and participated in the scientific and technological revolutions of the period. Through our reading, we will examine how a diverse American population confronted this age of science with both enthusiasm and fear. We will be particularly concerned with asking how science and technology shaped race, class, and gender identities – how social relationships were determined by new theories, discoveries, and inventions. Course texts may include works by Ralph Waldo Emerson, Henry David Thoreau, Frederick Douglass, Herman Melville, Walt Whitman, Mark Twain, Frank Norris, Henry James, Catherine Beecher, Charlotte Perkins Gilman, Susan Fenimore Cooper, Zitkala-Sa, and Charles Chesnut. (Enrollment limited)

[332. The Contemporary Short Story]—This course is an exploration of the short story in recent years, as it has moved away from traditional realism toward more fluid notions of plot, character, and theme. Our emphasis will be on form and its limits as much as on content. We shall not attempt a historical overview, but will begin with such masters as Kafka, Hemingway, and Flannery O'Connor and move to contemporary practitioners including Atwood, Carver, Dubus, Dybek, Erdrich, Ishiguro, García Márquez, LeGuin, Updike, and Tobias Wolff. We shall also consider the story cycle as a unique form. This course satisfies the requirement of a course emphasizing literature written after 1800. Prerequisite: English 260 with a minimum grade of C-. (Enrollment limited)

345. Chaucer—A study of *The Canterbury Tales* and related writings in the context of late medieval conceptions of society, God, love, and marriage. This course satisfies the requirement of a course emphasizing literature written before 1800, or a course emphasizing cultural context. Prerequisite: English 260 with a minimum grade of C-. (Enrollment limited)—Fisher

[346. Dream Vision and Romance]—A study of two major medieval genres as they are developed in the works of Chaucer, Langland, the Gawain-poet, and Malory. The course will explore the structural and stylistic as well as the political, social, and psychological issues raised by these genres and the individual authors' treatments of them. This course satisfies the requirement of a course emphasizing literature written before 1800. Prerequisite: English 260 with a minimum grade of C-. (Enrollment limited)

352. Shakespeare—Through close study of a variety of Shakespeare's works and analysis of selected performances on video, this course addresses definitions of the Shakespearean and examines the constitution of Shakespearean theater. The course pays particular attention to the coherence of Shakespearean dramas around vivid patterns of imagery, to the psychology and arts of Elizabethan and Jacobean characterization, to representations of Elizabethan social and political hierarchies, and to British Renaissance poetic will synthesizing Classical, Medieval, and Celtic source materials. This course fulfills the English major requirement for a course emphasizing literature written before 1800 or a literary theory course. This course may be used to fulfill literature and psychology minor requirements. Prerequisite: English 260 with a minimum grade of C-. (Enrollment limited)—Hunter

360. Shakespeare on Film—In this course, we will study selected films based on Shakespeare plays. Though we will read the Shakespeare plays as prelude to film analysis, the films will be studied as independent texts. The film script (adapted from or based on a Shakespeare play) will be treated as one aspect of the text. Students will concentrate on analyzing camera angles, mise-en-scene, lighting, sound, editing, and script as aspects of a composite text. We will also discuss film genres and look at the signature work of specific directors, such as Laurence Olivier and Kenneth Branagh. Plays may be selected from *Titus Andronicus*, *Hamlet*, *Much Ado About Nothing*, *Richard III*, *Romeo and Juliet*, *The Taming of the Shrew*, and *King Lear*. This course satisfies the requirement of a course emphasizing cultural context or a course emphasizing literature written before 1800. Not open to first-year students. (Enrollment limited)—Riggio

[361. The Enlightenment]—A study of English and French writers of the 18th century including Swift, Pope, Boswell, Johnson, Voltaire, Fielding, Rousseau, and Sterne. This course satisfies the requirement of a course emphasizing literature written before 1800. (Enrollment limited)

365. Jane Austen in Context—Is Jane Austen a Romantic or a rationalist? A conservative or a feminist? Why is she so popular now and how was she regarded in her own time? This course will analyze Jane Austen's entire opus while exploring what influences that helped to shape her world and her writing. Readings will include all of Austen's work, Romantic poetry, 18th-century novels, and theoretical, critical, and historical texts. This course satisfies the requirement of a course emphasizing literature written before 1800, or a critical theory course. (Enrollment limited)—Benedict

[367. Nineteenth-Century British Gothic]—This course will examine the gothic novel in late-18th and 19th-century British literature. With plots involving suspense, mystery, crime, the supernatural, incest, impersonation, vampirism, theft, and murder, gothic novels constitute the conventions of the 19th-century domestic romance gone wild. The deception and disorder that make these plots so enticing also subvert fixed domestic and social order characterizing fears about a rapidly changing Victorian world. Readings will include works by Ann Radcliffe, Matthew Lewis, Mary Shelley, Charlotte Brontë, Wilkie Collins, Sheridan Le Fanu, George Eliot, and Bram Stoker. We will also cover trends in criticism of the gothic that rely on contemporary gender, queer, and postcolonial theory. This course satisfies the requirement of a course emphasizing literature written after 1800, a literary theory course, or a course emphasizing cultural context. (Enrollment limited)

[371. English-Language Writing in the Era of Globalization]—Five centuries of European colonization spread the European languages across the planet. English is now virtually our global lingua franca. With immigration, global mass media and the internet blurring borders and ideas of national and cultural identity as never before, it is obvious that the “borders” between

national literatures are blurring as well. This class will study the work of contemporary writers from around the world—Africa, the Caribbean, Asia, Latin America, Oceania—who, sometimes because it is their first language and sometimes as a matter of (anguished) choice, write in English, often in order to depict worlds that can seem alien to that language. Some of these writers are immigrants to England or the United States whose works express bi-national, bi-cultural or bilingual sensibilities; some are firmly rooted in one particular place; some seem determined to free themselves from specific national or cultural contexts. The writers whose work we will study will be drawn from the following: Salman Rushdie, V.S. Naipaul, Wole Solinka, J.M. Coetzee, Ben Okri, Kazuo Ishiguro, Jean Rhys, Amitav Ghosh, Richard Rodriguez, Richard Flanagan, Alma Guillermo Prieto, Monica Ali, Junot Diaz, Edwidge Danticat and Monica Truong. For English majors, this course satisfies the requirement of a course emphasizing cultural context. (Enrollment limited)

374. Escape and Exile: Caribbean Fiction—In this course we will focus on themes of exile, immigration, the colonial notion of the “Mother country,” and the elusive concept of home in Caribbean novels and short stories. Our discussions will also be informed by literary portrayals of national, racial, religious and gender identity. We will read classic novels by Paule Marshall, Jamaica Kincaid, Samuel Selvon, and VS Naipaul, contemporary narratives of displacement by Junot Diaz, Edwidge Danticat, Andrea Levy, and Opal Palmer Adisa. Finally we will read essays by George Lamming and Caryl Phillips, as well as Audre Lorde’s “biomythography.” For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. (Enrollment limited)—Solomon

[380. Scribbling Women: 19th-Century American Women Writers]—This course will trace the rich and diverse tradition of women’s writing in 19th-century America. Reading novels, short stories, poetry, and essays, as well as cultural artifacts such as newspapers and photographs, we will consider the contexts that influenced women’s writing and evaluate women authors’ contributions to literary, political, and social movements during the 1800s. We will pay particular attention to representations of race, class, ethnicity, and gender in women’s writing. African American, Euro-American, Hispanic, Native American, middle- and working-class women authors will be studied, and may include Maria Stewart, Maria Cummins, Harriet Beecher Stowe, Harriet Jacobs, Rebecca Harding Davis, Elizabeth Stuart Phelps, Zitkala-Ša, Louisa May Alcott, Caroline Kirkland, Frances E.W. Harper, Emily Dickinson, and Nancy Prince. This course satisfies the requirement of a course emphasizing cultural context or of a course emphasizing literature written after 1800. (Enrollment limited)

383. Modern British Fiction—This is a course in British fiction between 1890 and 1945. The prose (novels and stories) of this period is characterized by tremendous ambition, radical experimentation, the questioning of old conventions and the creation of new ones. Authors will include Wilde, Conrad, Ford, Forster, Joyce, Woolf, and Beckett. This course satisfies the requirement of a course emphasizing literature written after 1800. Prerequisite: English 260 with a minimum grade of C-. (Enrollment limited)—Rosen

405. Intersections in American Literature—The idea behind this course is to pair works of American literature that are seldom thought to have much of anything to say to one another and, by reading them together, to place them in spirited conversation with one another. In doing so, we will examine some of the more exciting hidden connections and continuities in American literature. Students will read Herman Melville and Frederick Douglass, F. Scott Fitzgerald and Nella Larsen, Mark Twain and DBC Pierre, and Charles Wright and Yusef Komunyakaa. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. (Enrollment limited)—Maier

[406. Contemporary Composition Studies]—In the past few decades, the teaching of writing has become subject to intense theoretical analysis and debate, and this course will explore the burgeoning field of composition studies. We will look first at the history of composition instruction in the United States from the 19th century to the present, and then examine the competing theoretical frameworks that currently inform the teaching of writing. We will read Mina Shaughnessy, James Berlin, Peter Elbow, David Bartholomae, Patricia Bizzell, and many others, considering the larger philosophical and political differences that are reflected in struggles over how writing should be taught. (Note: English 406 and English 891 are the same course.) For English majors, this course counts as an elective; for writing and rhetoric minors, it counts as a core course. For the English Graduate Program, this course counts as a core course for the writing, rhetoric, and media arts track; it counts as an elective for the literary studies track. (Enrollment limited)

408. American Realism and Urban Life—In the late-19th and early-20th centuries, American cities enjoyed the benefits of explosive economic growth but suffered the consequences of widespread poverty and class polarization. As both literal places and imagined spaces, cities embodied the excitement and opportunity of the “American dream” even as they provoked profound social and cultural anxieties. With immigrants arriving by the million and poor industrial workers living in striking proximity to the capitalists whom industry enriched, American cities were powder kegs of ethnic, racial, and class animosity—and frequently they exploded. During the same period, the school of literature we now call realism flourished, and realist authors wrote novels preoccupied with urban life. In this course, we will consider why rapid urbanization may have provoked literary realism and how literary realism in turn shaped our understanding of the urban center. Reading texts by authors such as Henry James, Theodore Dreiser, Edith Wharton, Charles Chesnut, John Dos Passos, and Richard Wright, we will examine the ways realist novels represent the covert tensions and outright unrest of the turn-of-the-century American metropolis. We will grapple with questions including: What is the fate of individualism in a crowd? How do developments such as factories, mass transit, department-store shopping, and the expansion of mass media change the ways people think about themselves and their membership in a social class or ethnic group? How does city life shape people’s cognition of the world around them and the ways art and culture represent that world? (Note: English 408 and English 808 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. For the English Graduate Program, this course satisfies the requirement of a course in American literature or a course

emphasizing cultural context for the literary studies track and an elective for the writing, rhetoric, and media arts track. (Enrollment limited)—Hager

[409. William Faulkner]—A study of Faulkner's Yoknapatawpha novels including *The Sound and the Fury*, *As I Lay Dying*, and *Go Down, Moses* with emphasis on style, structure, and the writer's response to culture and history. This course satisfies the requirement of a course emphasizing literature written after 1800.

410. What is Romanticism?—Between the fall of the Bastille in 1789 and the passing of the First Reform Bill in 1832, Europe experienced unending social and political turbulence, and produced perhaps the first truly international artistic movement: Romanticism. In this course, we will examine the literary and theoretical production of this brief but eventful period, looking as much at the rivalries and disagreements between authors as at their points of overlap. Focus will rest on major British writers (Blake, Coleridge, Byron, Keats, the Shelleys, and especially Wordsworth), but we will also consider marginal or forgotten figures, as well as important continental voices. (Note: English 410 and English 810 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a literary theory course. For the English Graduate Program, this course satisfies the requirement of a course in British literature or a course emphasizing cultural context in the literary studies track or an elective for the writing, rhetoric, and media arts track. (Enrollment limited)—Rosen

424. Reading Victorian Narratives—This course offers an advanced investigation into major writers and issues from the British Victorian period (1837-1901). We will concentrate on texts – fiction, non-fictional prose, poetry – in which notions of propriety and morality are in productive dialogue with crimes, threatening secrets, and subversive passions. Our readings of these texts will be informed by a range of modern critical examinations of Victorian literature and culture, together with theoretical studies of plot and narrative. At the end of the semester students will produce a long research paper on issues raised in the course. (Note: English 424-02 and English 824-02 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate Program, this course satisfies the requirement of a course in British literature or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. (Enrollment limited)—Bilston

[428. The Literature of Social Protest]—This course will consider American fiction and poetry that address the issues of social change and social protest. Among the works that may be discussed are Jack London's *The Iron Heel*, Upton Sinclair's *The Jungle*, Sinclair Lewis's *It Can't Happen Here*, Philip Roth's *The Plot Against America*, as well as poetry by Langston Hughes, Claude McKay, Denise Levertov, and Robert Bly. (Note: English 428 and English 828 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate program, this course satisfies the requirement of a course in American literature, or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies a literary history requirement for the old requirements, predating fall 2004. Not open to first-year students. (Enrollment limited)

431. Writing Women of the Renaissance—The course will focus on literary works written by Renaissance women, as well as key representations of gender found in selected plays and poems by male writers of the same period. (Note: English 431 and English 833 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written before 1800. For the English Graduate Program, this course satisfies the requirement of a course in British literature, or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies the literary history requirement for the old requirements, predating fall 2004. (Enrollment limited)—Wheatley

[438. Modernism/Modernity]—What was Modernism? Concurrent with the growth of Modernist studies in the last 15 years or so has been decreasing agreement about the nature of Modernism itself. In this course, we will consider the various competing accounts of Modernism (the artistic movement) and Modernity (the period) current in cultural theorists' attempts to reshape the modern canon; we will also examine the influential interpretations of modernist politics, aesthetics, technologies, and media. Readings will be divided equally between literature (familiar and less-familiar authors) and theory/philosophy (Nietzsche, Bergson, Adorno, Bourdieu, Jameson, and others). (Note: English 438 and English 838 are the same course.) For English majors, this course satisfies the requirement of a literary theory course, or a course emphasizing literature written after 1800. For the English Graduate Program, this course satisfies the requirements of a course in British literature, or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. (Enrollment limited)

439-08. Special Topics in Film: The Western—This course will focus on the tradition of "the Western," primarily in film but also as a written narrative form. The course will include some early representations of the West, the cowboy figure, train robberies, etc., in early narrative filmmaking (including *The Great Train Robbery* [1903]). It will focus on the evolution of the Western in the late 1930s, including Reuben Mamoulian's *The Gay Desperado* (1936), with attention to the making of John Ford's *Stagecoach* (1939) and development through subsequent Ford films, including *The Man Who Shot Liberty Valence* and *The Searchers*. The course will also include the Sergio Leone trilogy of "spaghetti Westerns" featuring Clint Eastwood (*The Good, the Bad, and the Ugly*; *A Fistful of Dollars*; *A Few Dollars More*). It will include Eastwood's own film *The Unforgiven*, along with other classic Western films. It will end with Tommy Lee Jones' *The Three Burials of Melquiades Estrada*. (Note: English 439-08 and English 839-04 are the same course.) Students are allowed to take multiple sections of English 439 and 839, as each "section" is a different course. Students who have taken either English 839 or 439 in the summer or fall are eligible to take this course. For English majors, this course satisfies the requirement of a course emphasizing cultural context, or a course emphasizing literature written after 1800. For the

English Graduate Program, this is a core course for the writing, rhetoric, and media arts track, or as an elective in the literary studies track. This course counts toward the film studies minor.—Riggio

[450. Living Writers]—Students will read work by selected authors giving readings or lectures at Trinity and in the vicinity; attend events featuring the authors themselves; and write both response papers and more contextualized literary critiques of living authors. Each student will also prepare for and conduct an interview with a selected author, for both class and written presentation. For students interested in contemporary prose and poetry and in placing creative writing within the context of both current trends and deep traditions in literature. For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800.

[453. Frontier to Factory: Defining America in 19th-Century Literature]—Interrogating American identity in the national or individual sense requires that we grapple with the places that so often define what we consider to be American experience. As 19th-century American authors wrestle with the difficulty of fully representing what it means to be American they frequently depicted and revised our ideas of quintessentially American places—the frontier, the home, the city, the factory, the countryside, and the contrasting idea of “abroad.” For example, reading Upton Sinclair, Rebecca Harding Davis, and Elizabeth Stuart Phelps’ various portrayals of the factory helps us understand not only how the factory functions as a symbolic site in American consciousness, but also how diverse authors build and challenge the meaning of labor, class, race, and nation. Reading widely across the 19th century and into the 20th, we will trace the literary conversations that construct and constantly rewrite our understandings of these American spaces and ask how they contribute to our ideas about American identity. We will consider the impact of race, class, and gender on these literary conversations and read a diverse group of authors that may include: Washington Irving, Thomas Deiter, Zitkala-Sa, Frank Webb, Stephen Crane, Elizabeth Stuart Phelps, Upton Sinclair, Kate Chopin, Mark Twain, Charles Chestnutt, Henry James, Herman Melville, Charlotte Perkins Gilman, William Dean Howells, and Henry David Thoreau. (Note: English 453 and English 853 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. For the English Graduate Program, this course satisfies the requirements of a course in American literature, or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. (Enrollment limited)

[455. Gendered Projections]—What is gender, or what do we imagine gender to be? Is there any difference between these two questions? In what specific ways is gender socially constructed? How and by whom are these constructs instilled and maintained, and how do competing forces of history, politics, economics, race, class, region, sexuality, and nationality influence and complicate each person’s experience of gender? This course will chase some answers to these and other questions, exploring 20th-century literature, playwriting, and cinema for the different and often unstable notions of gender that these works “project” for us. As a seminar in literature, the course aims to highlight how various projections of gender are inseparable from such seemingly formal considerations as voice, genre, style, and point of view. Also, because gender itself constitutes such a dense network of social relations, we will assess the ways in which literature and art generate their own social relations, with important implications not only for gender but for countless other concepts and ideologies. Thus, in each of the seminar’s four units—loosely focused around Anglo-American, African American, Latin American, and expatriate American literature—we will read and analyze texts in order to detect their particular concepts of gender, or the questions they raise about gender. Throughout the course, we will think critically about how differences in form, era, or cultural context affect the varying conclusions or implications related to gender in these works. Primary texts shall include *Mrs. Dalloway*, *The Hours*, *Funnyhouse of a Negro*, *Kiss of the Spiderwoman*, *Memory Mambo*, *Lolita*, the films *American Beauty* and *Butterflies on a Scaffold*, as well as important essays in gender theory, feminist and gay/lesbian studies, psychoanalysis, critical memoir, and other branches of scholarship. (Note: English 455 and English 855 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing cultural contexts. For the English Graduate Program, this course satisfies the requirements of a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. (Enrollment limited)

496. Senior Seminar—Senior English majors may, if they wish, take more than one senior seminar. These courses are ordinarily restricted to senior English majors, but non-seniors may petition individual instructors for admission. Students who choose to write senior theses are required to enroll in the Senior Thesis, Part 2 for the spring of their senior year.

496-01. Senior Seminar: Meanings in Literature and History: The Phenomenon of Literary Popularity—Why is Shakespeare considered great? Why is Jane Austen so popular? Or Romantic Poetry? Or Stephen King? In this course students will explore the way theorists and critics from Aristotle to Edward Said have understood literary value and meaning, while they also read key texts in British literature. Students will have the chance to develop their own literary theories and apply them to their favorite texts. (Enrollment limited)—Benedict

499. Senior Thesis Part 2—Individual tutorial in the writing of a thesis on a special topic in literature or criticism. Seniors writing two-credit theses are required to register for the second half of their thesis for the spring of their senior year. Submission of the special registration form, available in the Registrar’s Office and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) (2 course credits) —Staff

GRADUATE COURSES

808. American Realism and Urban Life—In the late-19th and early-20th centuries, American cities enjoyed the benefits of explosive economic growth but suffered the consequences of widespread poverty and class polarization. As both literal places and imagined spaces, cities embodied the excitement and opportunity of the “American dream” even as they provoked profound

social and cultural anxieties. With immigrants arriving by the million and poor industrial workers living in striking proximity to the capitalists whom industry enriched, American cities were powder kegs of ethnic, racial, and class animosity—and frequently they exploded. During the same period, the school of literature we now call realism flourished, and realist authors wrote novels preoccupied with urban life. In this course, we will consider why rapid urbanization may have provoked literary realism and how literary realism in turn shaped our understanding of the urban center. Reading texts by authors such as Henry James, Theodore Dreiser, Edith Wharton, Charles Chesnut, John Dos Passos, and Richard Wright, we will examine the ways realist novels represent the covert tensions and outright unrest of the turn-of-the-century American metropolis. We will grapple with questions including: What is the fate of individualism in a crowd? How do developments such as factories, mass transit, department-store shopping, and the expansion of mass media change the ways people think about themselves and their membership in a social class or ethnic group? How does city life shape people's cognition of the world around them and the ways art and culture represent that world? (Note: English 408 and English 808 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. For the English Graduate Program, this course satisfies the requirement of a course in American literature or a course emphasizing cultural context for the literary studies track and an elective for the writing, rhetoric, and media arts track.—Hager

810. What is Romanticism?—Between the fall of the Bastille in 1789 and the passing of the First Reform Bill in 1832, Europe experienced unending social and political turbulence, and produced perhaps the first truly international artistic movement: Romanticism. In this course, we will examine the literary and theoretical production of this brief but eventful period, looking as much at the rivalries and disagreements between authors as at their points of overlap. Focus will rest on major British writers (Blake, Coleridge, Byron, Keats, the Shelleys, and especially Wordsworth), but we will also consider marginal or forgotten figures, as well as important continental voices. (Note: English 410 and English 810 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a literary theory course. For the English Graduate Program, this course satisfies the requirement of a course in British literature or a course emphasizing cultural context in the literary studies track or an elective for the writing, rhetoric, and media arts track.—Rosen

[817. Poetry of Paradise]—This course will focus on representative works of 17th-century English literature, with particular emphasis on the literary, historical, and cultural contexts that help to inform our understanding of John Milton's *Paradise Lost*. For the English Graduate Program, this course satisfies the requirements of a course in British literature, or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track. Open to undergraduates with Permission of Instructor.

824. Reading Victorian Narratives—This course offers an advanced investigation into major writers and issues from the British Victorian period (1837-1901). We will concentrate on texts – fiction, non-fictional prose, poetry – in which notions of propriety and morality are in productive dialogue with crimes, threatening secrets, and subversive passions. Our readings of these texts will be informed by a range of modern critical examinations of Victorian literature and culture, together with theoretical studies of plot and narrative. At the end of the semester students will produce a long research paper on issues raised in the course. (Note: English 424-02 and English 824-02 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate Program, this course satisfies the requirement of a course in British literature or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track.—Bilston

[828. The Literature of Social Protest]—This course will consider American fiction and poetry that address the issues of social change and social protest. Among the works that may be discussed are Jack London's *The Iron Heel*, Upton Sinclair's *The Jungle*, Sinclair Lewis's *It Can't Happen Here*, Philip Roth's *The Plot Against America*, as well as poetry by Langston Hughes, Claude McKay, Denise Levertov, and Robert Bly. (Note: English 428 and English 828 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800. For the English Graduate program, this course satisfies the requirement of a course in American literature, or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies a literary history requirement for the old requirements, predating fall 2004.

833. Writing Women of the Renaissance—The course will focus on literary works written by Renaissance women, as well as key representations of gender found in selected plays and poems by male writers of the same period. (Note: English 431 and English 833 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written before 1800. For the English Graduate Program, this course satisfies the requirement of a course in British literature, or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies the literary history requirement for the old requirements, predating fall 2004. —Wheatley

[838. Modernism/Modernity]—What was Modernism? Concurrent with the growth of Modernist studies in the last 15 years or so has been decreasing agreement about the nature of Modernism itself. In this course, we will consider the various competing accounts of Modernism (the artistic movement) and Modernity (the period) current in cultural theorists' attempts to reshape the modern canon; we will also examine the influential interpretations of modernist politics, aesthetics, technologies, and media. Readings will be divided equally between literature (familiar and less-familiar authors) and theory/philosophy (Nietzsche, Bergson, Adorno, Bourdieu, Jameson, and others). (Note: English 438 and English 838 are the same course.) For English majors, this course satisfies the requirement of a literary theory course, or a course emphasizing literature written after 1800. For the English Graduate Program, this course satisfies the requirements of a course in British literature, or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track.

839. Special Topics in Film: The Western—This course will focus on the tradition of “the Western,” primarily in film but also as a written narrative form. The course will include some early representations of the West, the cowboy figure, train robberies, etc., in early narrative filmmaking (including *The Great Train Robbery* [1903]). It will focus on the evolution of the Western in the late 1930s, including Reuben Mamoulian’s *The Gay Desperado* (1936), with attention to the making of John Ford’s *Stagecoach* (1939) and development through subsequent Ford films, including *The Man Who Shot Liberty Valence* and *The Searchers*. The course will also include the Sergio Leone trilogy of “spaghetti Westerns” featuring Clint Eastwood (*The Good, the Bad, and the Ugly*; *A Fistful of Dollars*; *A Few Dollars More*). It will include Eastwood’s own film *The Unforgiven*, along with other classic Western films. It will end with Tommy Lee Jones’ *The Three Burials of Melquiades Estrada*. (Note: English 439-08 and English 839-04 are the same course.) Students are allowed to take multiple sections of English 439 and 839, as each “section” is a different course. Students who have taken either English 839 or 439 in the summer or fall are eligible to take this course. For English majors, this course satisfies the requirement of a course emphasizing cultural context, or a course emphasizing literature written after 1800. For the English Graduate Program, this is a core course for the writing, rhetoric, and media arts track, or as an elective in the literary studies track. This course counts toward the film studies minor.—Riggio

[843. Theaters of the Urban Streets]—This comparative drama course will focus on the relationships between varied forms of drama that originated in festival or other communally based open-air, urban theater settings, ranging from Ancient Greece to the modern Americas. We will consider basic concepts of social and cultural organization, focusing on the contrast between the organizing principles that undergird urban festival drama and the corporate/political infrastructures of cities. We will pay particular attention to epistemologies associated with imagination (as the guiding principle of theater) and logic or reason (as the alternative epistemology). The literature read in the course will include plays by Sophocles and Euripides, medieval Corpus Christi plays and German *fastnachtspiele* or carnival plays, Shakespeare’s *Henry IV, Part I*, contemporary American performance art, and novels, such as Dickens’ *Hard Times*, or prose memoirs such as John Wideman’s *Loop Roots* that contextualize the thematic and epistemological oppositions highlighted in the course. (Note: English 443 and English 843 are the same course.) For English majors, this course satisfies the requirements of a course emphasizing literature written before 1800, literary theory, or cultural context. For the English Graduate Program, this course satisfies the requirements of a course emphasizing cultural context in the literary studies track, or an elective in the writing, rhetoric, and media arts track.

[853. Frontier to Factory: Defining America in 19th-Century Literature]—Interrogating American identity in the national or individual sense requires that we grapple with the places that so often define what we consider to be American experience. As 19th-century American authors wrestled with the difficulty of fully representing what it means to be American they frequently depicted and revised our ideas of quintessentially American places—the frontier, the home, the city, the factory, the countryside, and the contrasting idea of “abroad.” For example, reading Upton Sinclair, Rebecca Harding Davis, and Elizabeth Stuart Phelps’ various portrayals of the factory helps us understand not only how the factory functions as a symbolic site in American consciousness, but also how diverse authors build and challenge the meaning of labor, class, race, and nation. Reading widely across the 19th century and into the 20th, we will trace the literary conversations that construct and constantly rewrite our understandings of these American spaces and ask how they contribute to our ideas about American identity. We will consider the impact of race, class, and gender on these literary conversations and read a diverse group of authors that may include: Washington Irving, Thomas Detter, Zitkala-Sa, Frank Webb, Stephen Crane, Elizabeth Stuart Phelps, Upton Sinclair, Kate Chopin, Mark Twain, Charles Chestnutt, Henry James, Herman Melville, Charlotte Perkins Gilman, William Dean Howells, and Henry David Thoreau. (Note: English 453 and English 853 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written after 1800, or a course emphasizing cultural context. For the English Graduate Program, this course satisfies the requirements of a course in American literature, or a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track.

[855. Gendered Projections]—What is gender, or what do we imagine gender to be? Is there any difference between these two questions? In what specific ways is gender socially constructed? How and by whom are these constructs instilled and maintained, and how do competing forces of history, politics, economics, race, class, region, sexuality, and nationality influence and complicate each person’s experience of gender? This course will chase some answers to these and other questions, exploring 20th-century literature, playwriting, and cinema for the different and often unstable notions of gender that these works “project” for us. As a seminar in literature, the course aims to highlight how various projections of gender are inseparable from such seemingly formal considerations as voice, genre, style, and point of view. Also, because gender itself constitutes such a dense network of social relations, we will assess the ways in which literature and art generate their own social relations, with important implications not only for gender but for countless other concepts and ideologies. Thus, in each of the seminar’s four units—loosely focused around Anglo-American, African American, Latin American, and expatriate American literature—we will read and analyze texts in order to detect their particular concepts of gender, or the questions they raise about gender. Throughout the course, we will think critically about how differences in form, era, or cultural context affect the varying conclusions or implications related to gender in these works. Primary texts shall include *Mrs. Dalloway*, *The Hours*, *Funnyhouse of a Negro*, *Kiss of the Spiderwoman*, *Memory Mambo*, *Lolita*, the films *American Beauty* and *Butterflies on a Scaffold*, as well as important essays in gender theory, feminist and gay/lesbian studies, psychoanalysis, critical memoir, and other branches of scholarship. (Note: English 455 and English 855 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing cultural contexts. For the English Graduate Program, this course satisfies the requirements of a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track.

[891. Contemporary Composition Studies]—In the past few decades, the teaching of writing has become subject to intense theoretical analysis and debate, and this course will explore the burgeoning field of composition studies. We will look first at the history of composition instruction in the United States from the 19th century to the present, and then examine the competing theoretical frameworks that currently inform the teaching of writing. We will read Mina Shaughnessy, James Berlin, Peter Elbow,

David Bartholomae, Patricia Bizzell, and many others, considering the larger philosophical and political differences that are reflected in struggles over how writing should be taught. (Note: English 406 and English 891 are the same course.) For English majors, this course counts as an elective; for writing and rhetoric minors, it counts as a core course. For the English Graduate Program, this course counts as a core course for the writing, rhetoric, and media arts track; it counts as an elective for the literary studies track.

[892. Methods and Theories of Literary Studies]—This seminar is designed to develop graduate-level competence in close reading of literary and theoretical texts, research methods for critical literary analysis, and advanced composition strategies for critical essays. Emphasis will be on improving critical reading and writing skills, as well as on introducing students to the contemporary theory and its application to literary studies. The course will also include a basic introduction to the concept of media arts. Students will produce close reading essays and an annotated bibliography of critical sources, participate in peer review and revision workshops, and as a culmination of their reading and research process throughout the semester, produce a substantial critical essay. (Note: English 401 and English 801 are the same course.) For English majors, this course satisfies the requirement of a literary theory course or as an elective. For the English Graduate Program, this course is required of all students and we recommend that entering students enroll in this course during their first year of graduate study.

[940. Independent Study]—A limited number of tutorials are available for students wishing to pursue special topics not offered in the regular graduate program. Applications should be submitted to the department chairperson prior to registration. Written approval of the graduate adviser and department chairperson is required. Contact the Office of Graduate Studies for the special approval form. —Staff

953. Research Project—The graduate director, the supervisor of the project, and the department chair must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. —Staff

954. Thesis Part I— (2 course credits) —Staff

955. Thesis Part II—Continuation of English 954 (described in prior section). (2 course credits) —Staff

[956. Thesis]— (2 course credits) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

Note: Only these courses originating in other departments and programs will count toward the English major.

[American Studies 409. Senior Seminar: James Baldwin: Notes on Race & Gender in American Culture]—As an influential literary artist, intellectual, and cultural critic of the 20th Century, James Baldwin published three collections of essays, six novels, several pieces of short fiction, a play and numerous articles in the popular press over the span of his career. Baldwin's insight into and critical commentaries on the politics of race, sex, and American identity, first as a native son and later—an expatriate, are among the most salient of his generation. This seminar will examine the range of Baldwin's fiction and non-fiction work from the 1950s-1980s with particular attention to cultural context and to the relationship between art and politics.

Linguistics 101. Introduction to Linguistics—A general introduction to the study of language. First we will study the fundamental components of language (sounds, words, sentences). We will then examine the crucial question of how words and sentences manage to mean anything. The latter part of the course will be devoted to theoretical approaches to the nature of language, to how and why languages change over time, and to the ways language determines and reflects the structures of society. (Also offered under the Anthropology and the English departments. For English majors, this course satisfies the requirement of a literary theory course.) —Lahti

Environmental Science

ASSOCIATE PROFESSOR MORRISON (BIOLOGY), *DIRECTOR*
ENVIRONMENTAL SCIENCE COORDINATING COMMITTEE:
PROFESSOR HENDERSON (CHEMISTRY);

ASSOCIATE PROFESSORS GEISS* (PHYSICS), MERTENS (ENGINEERING), AND SMEDLEY (BIOLOGY);
PRINCIPAL LECTURER O'DONNELL (BIOLOGY);
LABORATORY COORDINATOR GOURLEY

Environmental science is an interdisciplinary major concerned with understanding the complex interactions between processes that shape our natural environment and human influences upon them. It draws upon the fields of biology, chemistry, physics, earth science, computer science, and engineering and has bearings on areas such as public policy,

medicine, economics, and law. This integration of several sciences fosters the exchange of information and ideas on the scientific problems and issues of the environment that range from local to regional to global. These issues have an impact on economic growth, food production, human health, and the overall quality of life for all living things. Solutions require practitioners trained to comprehend both: (1) the broad functioning of the biosphere and (2) the way in which humans, especially through economics and public policy, both respond to and effect challenges and threats to the biosphere.

Trinity College's location in the capital of Connecticut offers a wide range of opportunities for the study of a complex urban environment and direct contact with city, state, and federal regulatory agencies. Although many people equate environmental science with the natural world, most humans live in metropolitan areas. These areas have a tremendous impact on the environment: energy, water, food, housing, and transportation. A diversity of aquatic and terrestrial habitats at several local and regional sites, including Trinity-owned acreage in eastern Connecticut, also provides students with ideal field locations for comparative rural and urban environmental studies.

GOALS—Study within the major can be structured to meet any of the following objectives:

- Preparation for further graduate study within the sciences
- Development of a rigorous science background from which to pursue graduate-level training in a professional program such as law, planning, medicine, business, public policy, or environmental engineering
- A thorough grounding in environmental science as the principal component of a liberal arts education.

ENVIRONMENTAL SCIENCE MAJOR—Fourteen courses and an integrating experience are required for the major. Only courses with a grade of C- or better may be counted toward the major.

- 5 foundational requirements from the natural science and mathematics curriculum
- 3 environmental science core courses
- 2 concentration courses
- 2 elective courses from the natural sciences, mathematics, computer science, or engineering
- 2 social science/humanities courses
- 1 integrating experience involving research or an internship

Natural Science and Mathematics Foundational Requirements—Five courses, one from each discipline, are required. It is recommended that students take these courses by the end of the sophomore year. Students are encouraged to take a full year of each science and a full year of mathematics.

Biology 182L. Biology II: Evolution of Life

Chemistry 111L. Introductory Chemistry I

Mathematics 107. Statistics or 126. Calculus with Algebra and Trigonometry or 131. Calculus I

Geological Sciences 112L. Introduction to Earth Science

Physics 101L. Principles of Physics or 131L. Mechanics and Heat

Environmental Science Core Courses—All three courses must be taken.

Environmental Science 149L. Introduction to Environmental Science

Environmental Science 275L. Methods in Environmental Science

Environmental Science 401. Advanced Seminar in Environmental Science

Concentration Courses—Students must take two of these courses. The third may be taken as one of the two required natural science electives.

Biology 333L. Ecology

Chemistry 230L. Environmental Chemistry (prerequisite: Chemistry 112L)

Geological Sciences 204L. Earth Systems Science

Natural Science, Mathematics, and Engineering Electives—Two elective courses are required. These may be taken from any of the courses listed below. New courses may be offered as electives.

Biology 204. Plant Diversity

Biology 215L. Botany

Biology 222L. Invertebrate Zoology

Biology 228L. Microbiology

Biology 233. Conservation Biology

Biology 319L. Animal Physiology

Biology 323L. Plant Metabolism

Biology 336L. Marine and Freshwater Botany

Biology 463L. Ecological Concepts and Methods

Biology 475. Symbiosis

Chemistry 208L. Analytical Chemistry

Chemistry 211L. Organic Chemistry

Chemistry 312L. Instrumental Methods of Chemical Analysis

Chemistry 430. Environmental Toxicology

Computer Science 215L. Data Structures and Algorithms

Engineering 232L. Engineering Materials

Engineering 337. Thermodynamics

Environmental Science 286. Theory and Application of Geographic Information Systems

Geological Sciences 305. Soil Science

Geological Sciences 312. Geophysics

Mathematics 252. Introduction to Mathematical Modeling I

Mathematics 254. Introduction to Mathematical Modeling II

Mathematics 257. Intermediate Statistics

Physics 231L. Electricity and Magnetism and Waves

Social Sciences and Humanities Courses—Economics 101. Basic Economic Principles and one of the following courses are required. New courses may be offered.

Economics 209. Urban Economics

Economics 301. Microeconomic Theory

Economics 311. Environmental Economics

Philosophy 227. Environmental Philosophy

Political Science 224. Public Policy Analysis: Theory and Practice

Public Policy 302. Law and Environmental Policy

Public Policy 303. Policy Implementation Workshop

Integrating Experience—This half-credit requirement is designed to provide students with environmental problem solving experience and can be met through library, field, or laboratory research or through an approved integrated internship or independent study. Students must have their plans for completing this requirement approved by their adviser and the program director before they begin their work. To fulfill the requirement, during the spring semester of their senior year students submit the following to their environmental science faculty adviser: a journal of their activities and experiences, a letter from their supervisor (if work is completed outside the College), and a reflection paper. Students will also give a final presentation about their experience during the spring semester of their senior year as part of fulfilling this requirement. Normally, students must complete Environmental Science 275L before meeting this requirement.

Environmental Science 399. Independent Study

Environmental Science 405. Internship in Environmental Science

Environmental Science 419. Research in Environmental Science (Library)

Environmental Science 425. Research in Environmental Science (Laboratory)

Environmental Science 497. Honors Research

ADVANCED PLACEMENT—Students who have received an Advanced Placement grade of 4 or 5 in environmental science will be excused from Environmental Science 149L and receive one credit towards the major.

TEACHING ASSISTANTSHIP—Students wishing to serve as a teaching assistant should discuss their interest with the faculty. Accepted students must fill out the required forms to register for Environmental Science 466. College credit, but not major credit, is given for teaching assistants and grading is on a pass/low pass/fail basis.

COURSES AT OTHER INSTITUTIONS—Students who wish major credit for course work at other institutions should: (1) receive approval from the registrar for college credit, and (2) submit to the director of the Environmental Science Program the name of the institution, the number, title, and catalogue description of the course and, if possible, the syllabus. This information must be submitted in writing before the work is initiated and formal permission must be obtained before the course can be credited toward the major at Trinity. Some students may also wish to participate in semester programs that focus on serious study of environmental science. Among the suitable programs in which Trinity students participate regularly are:

- School for Field Studies
- Marine Biological Laboratory Semester in Environmental Science, Woods Hole
- Duke University Marine Laboratory
- Sea Education Association, Woods Hole
- EcoQuest, New Zealand

HONORS IN ENVIRONMENTAL SCIENCE—Students seeking admission to the honors program in environmental science must submit a written application to the director before the sixth week of classes of their sixth semester. The Environmental Science Coordinating Committee will act on each application. Students seeking honors must have completed a minimum of five courses for the major by their fifth semester and their grade point average in these courses must be at least a B+ (3.3). Students not qualifying for the honors program after five semesters may be invited by the

faculty to enter the program at a later time.

After acceptance into the honors program, students must maintain a GPA of B+ in their environmental science courses. In addition, they must perform research in environmental science (Environmental Science 419 or 425) for two semesters. The honors program culminates in an honors thesis (Environmental Science 497) and a public presentation. Upon completion of these requirements, the Environmental Science Coordinating Committee will vote to award honors to those candidates it deems qualified. Under exceptional circumstances, the coordinating committee may consider for honors research students who are not enrolled in the honors program but who produce particularly distinguished work.

FIELD STUDIES IN ENVIRONMENTAL SCIENCE: Each year, environmental science faculty conduct a 10 to 12 day field trip to a particular region of the U.S. This trip introduces Trinity students to field methods in the environmental sciences. Students study the geology, ecology, and history of human impact on the region visited, which varies from year to year. Students also gain experience in basic field sampling techniques, observational skills, field note-taking, and methods for data analysis and interpretation. The trip occurs in either spring or late summer, depending on the destination; registration for Environmental Science 350 would thus occur in spring or fall semester, respectively.

FALL TERM

275L. Methods in Environmental Science—A field-oriented, problem-based course covering data collection and analysis methods commonly used to conduct environmental assessments and to solve environmental problems. This course includes methods for risk assessment, land management and land use history determination, habitat analysis, bio-monitoring, soil composition analysis, soil and water chemistry analysis, and GIS mapping. A strong emphasis is placed upon research design, data manipulation, and statistical analysis. As a culminating exercise, students in the course prepare a final report that integrates all the topics and techniques learned throughout the course and that addresses the focal problem. This course has a community learning component. Prerequisite: C- or better in Environmental Science 149L. (1.25 course credits) (Enrollment limited)—Gourley, Henderson, Morrison

286. Theory and Application of Geographic Information Systems—A lecture/lab course that focuses on the theory and application of Geographic Information Systems (GIS) using the ESRI ArcGIS software package. ArcGIS is a powerful mapping tool that facilitates the compilation, analysis and presentation of spatial data for a wide variety of disciplines including the natural and social sciences and any other field that uses spatial data. This course will provide students with the fundamental skills needed to design and manage digital databases and map sets so that they may integrate GIS into future courses, research, or careers. Topics include basic and advanced navigation and functionality within the ArcGIS workspace; database management and querying; and methods of data acquisition for GIS project building. Class projects on lab computers will be an integral component of the course and will be tailored to the specific interests and goals of individual students. (Enrollment limited)—Gourley

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5 course credit) —Staff

405. Internship in Environmental Science—This course allows students to meet the Integrating Experience requirement for the Environmental Science major through an approved Integrated Internship. Students who wish to use an internship toward the major must have their Integrated Internship Contract approved by the Environmental Science Program Director before the internship is begun. All students undertaking approved internships will be required to keep a detailed log of their activities, prepare a final written report and make an oral presentation of their work to the Environmental Science program staff and students in order to complete the internship credit. (0.5 course credit) —Staff

419. Research in Environmental Science Library—Students will conduct library research projects under the direction of an individual staff member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) —Staff

425. Research in Environmental Science Laboratory—Students will conduct original laboratory research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan on initiating the work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. Submission of the special registration form, available in the Registrar's Office, and approval of the instructor are required for enrollment. (0.5 course credit) —Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5-1 course credit) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

Biology 333. Ecology—A study of the adaptations of organisms to their environment and of the interrelationships among organisms which determine the structure and attributes of natural populations and biological communities. Field trips and laboratory exercises use sampling methods and statistical techniques in the analysis of the response of organisms to their physical environment, of selected population phenomena, and of different natural communities. Several field trips are required during the

term. Biology 215L and 222L are recommended, but are not prerequisites. Prerequisite: C- or better in Biology 152L. (1.25 course credits)—Smedley

Geological Sciences 112. Introduction to Earth Science—The course will introduce students to the basic principles of geology, such as rock and mineral identification, the interpretation of the geological record and the theory of plate tectonics. These principles will allow us to reconstruct the Earth's history, to interpret sedimentary records in terms of environmental change and to assess the impact of human activity on the Earth system. Additional topics include volcanoes and igneous rocks, sedimentary environments, the Earth's climatic history, the formation of mountain ranges and continents and an introduction to the Earth's interior. Two one-day field trips focus on the local geology and the various rock types found within the state. (1.25 course credits)—Gourley

SPRING TERM

149L. Introduction to Environmental Science—An introduction to interrelationships among the natural environment, humans, and the human environment, including the biological, social, economic, technological, and political aspects of current environmental challenges. This course focuses on building the scientific framework necessary to understand environmental issues. It explores the structure, function, and dynamics of ecosystems, interactions between living and physical systems, and how human enterprise affects natural systems. It also examines current issues regarding human impacts on environmental quality, including global warming, air and water pollution, agriculture, overpopulation, energy, and urbanization. The laboratory section, which complements lecture material, incorporates laboratory and field exercises that include a focus on Hartford and a nearby rural area. (1.25 course credits) (Enrollment limited)—Gourley, Morrison

350. Field Study in Environmental Science—Environmental Science Field Trip — This 10-12 day field trip to a particular region of the U.S. introduces Trinity students to field methods in the environmental sciences. Students will study the geology, ecology, and history of human impact on the region visited, which varies from year to year. Students will also gain experience in basic field sampling techniques, observational skills, field note-taking, and methods for data analysis and interpretation. Pre-trip readings and an oral presentation given during the trip are required. Camping throughout. Permission of Instructor required. Not creditable to the environmental science major; does not count toward science distribution. (0.5 course credit) —Staff

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5 course credit) —Staff

401. Advanced Seminar in Environmental Science—This capstone seminar will engage students in the interdisciplinary study of a local environmental issue. The course will include interaction with community groups and government agencies, library research, and the collection and analysis of data to explore the connections between science, public policy, and social issues. Course is open to senior environmental science majors and others by permission of instructor. —Morrison

405. Internship in Environmental Science—This course allows students to meet the Integrating Experience requirement for the Environmental Science major through an approved Integrated Internship. Students who wish to use an internship toward the major must have their Integrated Internship Contract approved by the Environmental Science Program Director before the internship is begun. All students undertaking approved internships will be required to keep a detailed log of their activities, prepare a final written report and make an oral presentation of their work to the Environmental Science program staff and students in order to complete the internship credit. (0.5 course credit) —Staff

419. Research in Environmental Science Library—Students will conduct library research projects under the direction of an individual staff member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5 course credit) —Staff

425. Research in Environmental Science Laboratory—Students will conduct original laboratory research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan on initiating the work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. Submission of the special registration form, available in the Registrar's Office, and approval of the instructor are required for enrollment. (0.5 course credit) —Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor are required for enrollment. (0.5-1 course credit) —Staff

497. Honors Research—An extended paper on the subject of the student's two-semester research project with a professor in environmental science, to be read by three or more members of the program. This course is open only to those environmental science majors who wish to qualify for honors (See paragraph on honors in environmental science in the description of the major). Simultaneous enrollment in Environmental Science 419 or 425 during the spring semester of senior year, submission of the special registration form available in the Registrar's Office, and approval of the instructor and director are required for enrollment. (0.5 course credit) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

Biology 463. Ecological Concepts and Methods—This advanced-level course, utilizing both lectures and student-led seminars, provides a detailed exploration of a variety of ecological topics, ranging from the level of the individual organism to the biosphere. Readings are drawn predominantly from the primary literature. Laboratories, mostly field-based, introduce methodology and emphasize the design of observational and experimental studies. There will likely be one or two mandatory weekend-long lab sessions at a field station (formerly Biology 363L). (With special permission, may be taken without the prerequisite.) Prerequisite: C- or better in Biology 333L. —Smedley

Chemistry 230. Environmental Chemistry—This course will cover basic chemical concepts, such as polarity, volatility and solubility, as they relate to chemical behavior in the environment. The ability to predict environmental behavior from chemical structure will be emphasized. Human and environmental toxicology will be discussed, and specific pollutants will be examined. Case studies will be used to illustrate concepts. The laboratory will emphasize techniques used for environmental analysis. Prerequisite: C- or better in Chemistry 112L. (1.25 course credits)—Draper

[Chemistry 430. Environmental Toxicology]—This course will cover basic toxicological principles by examining the biological and chemical factors that influence toxicity, the impact of natural and synthetic toxins on the environment and health, toxicity testing protocols and toxicological mechanisms. Human and ecological toxicology will be discussed with particular emphasis on the influence of chemical structure on toxicity. Case studies will be used to illustrate concepts. Prerequisite: Grade of C- or better in Chemistry 212 or Chemistry 230.

Geological Sciences 204. Earth Systems Science—Over recent centuries humans have evolved as the major agent of environmental change and are altering the global environment at a rate unprecedented in the Earth's history. This course provides the scientific background necessary for knowledgeable discussions on global change and the human impact on the environment. The major processes that affect the geo- and biosphere, as well as connections and feedback loops, will be discussed. The course also explores techniques that enable us to reconstruct short and long-term environmental changes from geological archives. Particular emphasis will be placed on climatic stability on Earth, the effects of global warming, the human threat to biodiversity, and the depletion of the ozone layer. Prerequisite: C- or better in Geological Sciences 112 and Mathematics 107 or higher. (1.25 course credits)—Geiss, Gourley

Fine Arts

PROFESSOR GORDON, *CHAIRMAN AND DIRECTOR OF ART HISTORY PROGRAM*;
 ASSOCIATE PROFESSOR TILLMAN, *DIRECTOR OF STUDIO ART PROGRAM*;
 PROFESSORS FITZGERALD, KIRSCHBAUM; VISITING PROFESSOR CHAPLIN (EMERITUS);
 ASSOCIATE PROFESSORS BYRNE*, CADOGAN, CURRAN*, DELANO, AND TILLMAN;
 VISITING ASSOCIATE PROFESSORS LEWIS, MARGALIT, AND ASSISTANT PROFESSOR TRIFF;
 VISITING ASSISTANT PROFESSORS DANGREMOND, DOUGHERTY, FINNEGAN, FRIEDMAN, GILBERT, HYLAND,
 AND REEDS;

The Department offers instruction in two academic majors: Art History and Studio Arts.

Art History

THE ART HISTORY MAJOR—Course requirements: Art History 101 and 102, two studio courses selected from Studio Arts 111 through Studio Arts 225, Art History 301, and seven further courses in art history. These must be distributed so that at least one is taken in each of the following six categories: the Western classical/medieval period, the Renaissance, 17th- or 18th-century Europe, 19th-century Europe, the 20th century and a non-Western field. One of the above or a further course must be in architectural history. Finally, all students must complete a senior exercise, described below. Art History 101 and 102 are a pre-requisite for upper-level seminars.

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- Fall Term Leave

Senior Exercise

All majors must arrange to have an adviser within the art history faculty by the beginning of their junior year. A grade of C- or better in each course is required for major credit, with the exception of the two studio requirements, which may be taken on a pass/fail basis.

Beginning with the Class of 2004, Senior General Examinations are required for all majors, except for honors candidates who choose to write a senior thesis (Art History 497). All seniors are eligible to compete for honors and may seek to earn honors in the major by pursuing one of two options: writing a senior thesis, or taking the General Examination. Eligible students who wish to write a senior thesis must have a GPA of 3.5 or better in the major, formulate a project in consultation with a full-time faculty member, and petition the department for admission to the thesis program before the end of classes in the second semester of their junior year. Students undertaking the senior thesis will receive a letter grade for Art History 497. Those whose grade is A or A- and who maintain a grade point average in Art History courses of at least 3.5 shall graduate with honors in Art History.

Students taking the General Examination who achieve a grade of High Pass or Distinction on the General Exam and maintain a grade point average in Art History courses of at least 3.5 will graduate with honors in Art History. All students taking a General Examination will have their grade recorded on their transcript. Authorized General Examination grades are Distinction, High Pass, Pass, Low Pass, and Fail.

Majors who are not eligible for honors shall, with the approval of the Director of the Art History Program, either take a 300-level seminar in Art History (beyond Art History 301) or undertake an integrated internship, typically for one-half credit, though in exceptional cases for one credit, as their senior exercise, in addition to the General Examination.

Language Across the Curriculum

Art and Architectural History courses may be taken for an additional .5 credit as part of the Languages Across the Curriculum Program (see Modern Languages and Literature).

ART HISTORY

FALL TERM

[101. Introduction to the History of Art West I]—A survey of the history of art and architecture from the Paleolithic period to the Middle Ages, examining objects in their cultural, historical, and artistic contexts.

102. Introduction to the History of Art in the West II—A survey of the history of painting, sculpture, and architecture from the Renaissance to the present day. (Enrollment limited)—Cadogan, Gordon

103. Introduction to Asian Art—An introductory survey of the art of India, China, and Japan with reference to the cultural and religious contexts that gave rise to the architecture, sculpture, and painting of each civilization. (May be counted towards International Studies/Asian Studies) (Enrollment limited)—Hyland

[161. Survey: Introduction to the History of Western Architecture]—A survey of the history of architecture from the ancient world to ca. 1750, focusing on Western Europe. Some themes that will be examined are: the classical tradition, the development of building technologies and structural systems, the urbanization of Europe, the influence of patronage, the introduction and mutability of building types, and changes in domestic interior life. The final weeks of the course trace the continuation of these themes in the modern world, 1750 to the present. (Enrollment limited)

223. Medieval Art and Architect—The art and architecture of the Middle Ages beginning with the emergence in the 4th century of distinct styles, subjects and forms from the Christian and pagan art of the late Roman empire to the works of the Greek East and Latin West. The course also surveys the monuments of the Carolingian Renaissance and of the Romanesque and Gothic periods in Western Europe. (Enrollment limited)—Cadogan

[234. Early Renaissance Art in Italy]—A study of painting, sculpture and architecture in Italy from the later Middle Ages through the 15th century, with emphasis on masters such as Pisani, Giotto, Brunelleschi, Piero della Francesca, Botticelli, and Bellini. Themes of naturalism, humanism, the revival of antiquity, and the growth of science as they relate to the visual arts will be explored. (Enrollment limited)

[242. 17th-Century Art II: The North]—During the 17th-century, Northern Europe was convulsed by a continuous series of civil, religious, and economic upheavals. In defense of their authority, monarchies promoted increasingly rigid ideologies, which paradoxically resulted in an extraordinary rich and varied range of artistic and architectural projects in the service of both rulers and private individuals. This course studies Flemish and Dutch artists such as Rubens, Van Dyck, and Rembrandt, as well as the English architects Wren, Vanbrugh, and Hawksmoor, and examines the means by which their art and architecture helped define the cultural landscape of early modern Europe. This 200-level course will require two papers, four one-hour examinations, and a short class presentation. In addition, there will be a field trip to the Museum of Fine Arts in Boston. (Enrollment limited)

243. El Greco to Goya: The Golden Age of Painting in Spain—This course will focus on the art of Spain between the late-16th and 18th centuries, with particular emphasis on the interaction between painting and the social and political cultures that

shaped the works of El Greco, Ribera, Velasquez, Murillo, and Goya. As a leading European power in this period, Spain was in constant contact with artistic centers in Italy and the Netherlands, and thus the course will also discuss the role of patrons and collectors in Spain's Golden Age, whose growing wealth and activities affected both the production of art and the social status of the Spanish artist. Finally, echoing the strangely contradictory position of the Spanish monarchy in this period of European history—as both politically dominant and culturally peripheral—this course will describe how Spain transformed the artistic influences it received from abroad to fit the needs of its changing society. (Enrollment limited)—Lewis

252. 18th-Century Art and Architect—This course will examine the major artists, patrons, critics, and art movements of Europe in the Age of the Enlightenment, with emphasis on the reflections in the arts of the political, social, and technological changes that marked this early modern era. In early 18th-century France, we will trace the significance of the Academie Royale in Paris, of the French academy in Rome, and of state patronage and critical support for royal portraiture, secular and religious painting and the theatrical landscapes. As well as the more liberal climate that fostered the French Rococo, naturalists genre and still life painting. In Italy, we will focus on Venice and the Grand Tour. After a brief look at Goya's early career and seminal student trip to Italy, we will consider the rise of satire, history painting, and portraiture in the 18th-century England. In conclusion, we will return to Paris to trace in its art, political, and social history the waning years of the ancient regime and the onset of the French Revolution. (Enrollment limited)—Gordon

261. 19th-Century Painting and Sculpture—A study of European painting and sculpture from the Romanticism of the late 18th century to the emergence of new directions at the end of the 19th century. The course is adapted each year to take advantage of major exhibitions. Museum visits and extensive readings will be integral to the makeup of the course. (Enrollment limited)—Lewis

[265. 19th-Century Architecture]—Broad developments in Western European and American architecture and urbanism from the period 1750 to 1900. Specific developments include international Neoclassicism, the crisis of historicism and the search for style, the rise of new building types and technologies, and the emergence of the architectural profession and modern city planning. Prerequisite: C- or better in Art History 101, 102, 161 252, 286 or Cities Program 202. (Enrollment limited)

[271. The Arts of America]—This course examines major trends in painting, sculpture, architecture, and the decorative arts in the United States from the colonial period to 1900. Emphasis will be placed on how the arts in the United States reflect the social and cultural history of the 18th and 19th centuries. (Enrollment limited)

282. 20th-Century Avant Garde in Painting and Sculpture—This course addresses the position of art in European and American society from 1890 to 1945 when the concept of the artist as a rebel and visionary leader defined art's relation to contemporary social, political, and aesthetic issues. The movements of symbolism, expressionism, cubism, dada, and surrealism are discussed. Current exhibitions and the collection of the Wadsworth Atheneum are used whenever appropriate. (Enrollment limited)—FitzGerald

[292. History of Photography]—Major developments in European and American photography from 1839 to the present. (Enrollment limited)

[294. The Arts of Africa]—An examination of the art and architecture of sub-Saharan Africa as modes of symbolic communication: the ritual context of art, the concept of the artist, the notion of popular art, and the decorated body.

301. Major Seminar in Art Historical Method—Required of and limited to art history majors, as one of the first courses they take after declaring their major. Studies in the tradition and methodology of art historical research. Readings in classics of the literature of art history; discussions of major issues and meeting with scholars and museum professionals; students will pursue an active research project and present both oral reports and formal written research papers. (Enrollment limited)—FitzGerald

306. Contemporary Chinese Art—Contemporary Chinese Art will focus on 20th and 21st century art created by Chinese artists in China and the United States. It will coincide with an exhibition at the New Britain Museum of American Art "Contemporary Combustion: Chinese Artists in America" from July 17-October 14, 2007. We will begin with paintings using traditional themes and techniques and move to works that are executed in the western style as well as avant-garde ones. In addition to painting we will study calligraphy, sculpture, ceramics, photography, installation and video. We will explore themes of calligraphy/written work, landscape and the human figure as well as how each artist incorporates references to traditional Chinese elements but interprets them in a contemporary fashion. (Enrollment limited)—Hyland

[351. Seminar: The History of Collecting and the Art Market]—The course will consider the broad history of collecting from the Romans to modern times with particular attention to the 17th and 18th centuries. The subject matter will include the continental European system of Roman law precedent for redistributing property, the mechanisms of state and ecclesiastical commissions, private patrons of importance, the rise of the auction markets, and the emergence of public museums. Students will visit several private collections and do independent research on major collectors, dealers, or market issues. Students with knowledge of foreign languages including Dutch, German, French, and Italian are encouraged to take the course and can earn an additional .5 credit in the Languages Across the Curriculum program. Prerequisite: C- or better in Art History 102. (Enrollment limited)

391. Prints and Printmaking—Images created in multiple have been the most powerful way of disseminating visual imagery in human history. Woodcut, engraving, etching, lithography, silkscreen and now digital processes have all been used to create images which could be used alone as artistic expression or aids in collective enterprises such as book illustration, propaganda,

journalism or advertising. The seminar will provide an opportunity for students to learn the rudiments of print connoisseurship and to study the history of printmaking, print publishing and the history of the illustrated book. The students will work with original prints in the collections of Trinity College and at other Connecticut institutions and works in private collections. (Enrollment limited)—Gordon

[395. Seminar: Rome, an Art & Architectural History]—This course studies the history, art, architecture, and symbolic imagery of the city of Rome from its legendary founding by Romulus in 753 B.C.E. to the Fascist era and its aftermath following World War II. Readings and discussion will be oriented toward an understanding of the city's symbolic significance to its inhabitants and visitors during the Middle Ages, Renaissance, and Baroque periods, with emphasis on the ongoing appropriation and transformation of Roman antiquity. Additional issues to be explored include the complex and shifting political and artistic interconnections between the papacy, the Senate, and the city's feudal nobility, and the refashioning of the city's identity during the Fascist era. This 300-level seminar will require intensive reading and class participation, two papers, and a class presentation. (Enrollment limited)

[398. Seminar: Museum Issues]—The art museum in the United States is a unique social institution because of its blend of public and private support and its intricate involvement with artists, art historians, collectors, the art market, and the government. This course will study the art museum's history and status in our society today. Special consideration will be given to financial, legal, and ethical issues that face art museums in our time. The emphasis will be on American institutions and particularly on the Wadsworth Atheneum. Short papers, oral reports, and visits with directors, curators, and other museum officials in nearby museums will be included along with a detailed study of a topic of one's choice. (Enrollment limited) (Enrollment limited)

[399. Independent Study]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and program director are required for enrollment. (1-2 course credits) —Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and program director are required for enrollment. (0.5-1 course credit) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

American Studies 409. Senior Seminar: Visual Culture in America—Images have always played a critical role in the construction of American culture. Drawing upon diverse media (prints, painting, cartoons, photography, movies, television and the graphic novel) and interdisciplinary readings on the interpretation of images, we will examine the changing role of visual culture in the shaping of American society. Specific topics include 18th century family portraits, Civil War photography, images of empire, documentary expression in the 1930s, and visual narratives of 9/11. Course open only to senior American Studies majors. —Masur

Classical Civilization 211. Age of Augustus—A study of life, literature, and art in the time of Augustus Caesar (63 B.C.-A.D. 14), who from the disintegration of the Roman Republic created the imperial system that was to shape Western Europe: an epoch that bequeathed 300 years of peace and political stability and by its brilliant restatement of the classic became the standard of reference for later neo-classicism.—Mordine

Paris Global Site 352. Seminar. Major Figures in French Art:—This advanced seminar in art history will change its topic each year and will take advantage of the current major art exhibition planned for that season. Students will be required to utilize the resources in Paris (museums, libraries, and architectural sites) as part of their class assignments. (Offered if enrollments are sufficient. May be offered as an independent study.)—Hevi

Religion 253. Indian and Islamic Painting—A survey of the history of miniature painting from the Persian, Mughal and Rajput schools, with emphasis on their religious and cultural backgrounds. (May be counted toward Art History, International Studies/Asian Studies, International Studies/ Comparative Development Studies, and International Studies/Middle Eastern Studies.)—Findly

SPRING TERM

101. Introduction to the History of Art West I—A survey of the history of art and architecture from the Paleolithic period to the Middle Ages, examining objects in their cultural, historical, and artistic contexts. (Enrollment limited)—Cadogan, Triff

[102. Introduction to the History of Art in the West II]—A survey of the history of painting, sculpture, and architecture from the Renaissance to the present day.

105. History of World Cinema—A survey of the art of the cinema examining different national schools with special attention to major commercial and avant-garde filmmakers such as Coppola, Hitchcock, Fellini, Bergman, Godard, Eisenstein, Welles, and Renoir. In order to address individual films in a broad cultural context, one film will be screened and analyzed each week. (Note: Replaces "Film as a Visual Art.") (Enrollment limited)—FitzGerald

207. The Arts of China—This course will focus on the arts of China from the Neolithic period through the Qing Dynasty (ca. 6000 B.C.E.-1850 C.E.) We will study art produced for burial, Buddhist temples, the imperial court, and the scholar elite. We will consider architecture, sculpture, painting, bronze, jade lacquer, and ceramics, placing the art within its historical context and

identifying what makes it uniquely Chinese. This 200-level lecture survey course will require a paper, a mid-term, and a final examination. (May be counted towards International Studies/Asian Studies) (Enrollment limited)—Hyland

[208. The Arts of Japan]—This course will focus on the arts of Japan from the Jomon period through the Edo period (circa 10,500 BCE - 1868 CE). Pre-Buddhist art will concentrate on pottery and bronze as well as Shinto architecture. Buddhist art will include architecture, sculpture, and painting. Secular art will explore the tradition of the narrative hand scroll as well as portraits and landscapes. Castle architecture and woodblock prints are other important topics. The art will be placed within its historical context, especially considering what makes it uniquely Japanese and whether or not it incorporates Chinese influence. (May be counted toward International Studies/Asian Studies) (Enrollment limited)

236. High Renaissance Art in Italy—Italian painting, sculpture, and architecture from the end of the 15th century through the 16th century. Examines the work of the creators of the High Renaissance style, including Leonardo, Raphael, Michelangelo, and Titian. The emergence of mannerism in central Italy and its influences on North Italian and Venetian painters will also be explored. (Enrollment limited)—Cadogan

241. 17th-Century Art I: The South—This course traces the emergence of the Roman Baroque, from its origins as religious propaganda in the service of the Counter Reformation to other, more secular forms that evolved to serve the power of 17th-century monarchs and the ambitions of the aristocracy. Within the larger context of Roman Baroque, movements such as Classicism and Realism will be examined, as well as their later development in France and Spain. Artists to be studied include Bernini, Caravaggio, and Borromini in Italy; Poussin and Claude in France; and Velázquez and Zurbarán in Spain. (Enrollment limited)—Triff

[244. Empire Building: Architecture and Urbanism in Spanish America]—Following the overthrow of the Aztec and Incan Empires, the Spanish Empire instituted programs of political, religious, and social control throughout Central and South America that permanently altered the cultural and artistic landscape of this region. Beginning with the foundation of the city of Santo Domingo in 1502 and ending with the “mission trail” of churches established by Junipero Serra in 18th-century Spanish California, this course will examine the art, architecture, and urbanism that projected the image of Spain onto the “New World.” Other issues to be discussed include the interaction between Spanish and local traditions, symbolic map-making, the emergence of a “Spanish Colonial” sensibility, and the transformations of form and meaning at individual sites over time. (Enrollment limited)

[250. Written in Stone: The Art and Architecture of the City of Rome]—This course studies the art, architecture, and symbolic imagery of the city of Rome in historical context, from its legendary founding by Romulus in 753 B.C.E. to the Fascist era and its aftermath following World War II. Readings and discussions will be oriented toward an understanding of the city’s symbolic significance to its inhabitants and visitors over time, with emphasis on the ongoing appropriation and transformation of classical Roman antiquity. Additional issues to be explored include the complex and shifting political and artistic interconnections between the papacy, the Senate, and the city’s feudal nobility, and the refashioning of the city’s identity during the Fascist era. (Enrollment limited)

283. Contemporary Art—Following the Second World War, artists transformed the avant-garde tradition of their European predecessors to establish a dialogue with the mass media and consumer culture that has resulted in a wide array of artistic movements. Issues ranging from multiculturalism and gender to modernism and postmodernism will be addressed through the movements of abstract expressionism, pop, minimalism, neo-expressionism and appropriation in the diverse media of video, performance, and photography, as well as painting and sculpture. Current exhibitions and criticism are integral to the course. Art History 282 is recommended. (Enrollment limited)—FitzGerald

286. Modern Architecture: 1900 to the Present—This course surveys broad developments in Western European and American architecture and urbanism from 1900 to the present. Topics include Viennese Modernism, the legacy of the Arts and Crafts movement, the Bauhaus, the International Style and the birth of Modernism, and reactions of the past 25 years. Close attention will be paid to such major figures as Le Corbusier, Frank Lloyd Wright, Walter Gropius, Mies van der Rohe, Louis Kahn, Robert Venturi and Frank Gehry. (Enrollment limited)—Curran

292. History of Photography—Major developments in European and American photography from 1839 to the present. (Enrollment limited)—FitzGerald

294. The Arts of Africa—An examination of the art and architecture of sub-Saharan Africa as modes of symbolic communication: the ritual context of art, the concept of the artist, the notion of popular art, and the decorated body. (Enrollment limited)—Gilbert

301. Major Seminar in Art Historical Method—Required of and limited to art history majors, as one of the first courses they take after declaring their major. Studies in the tradition and methodology of art historical research. Readings in classics of the literature of art history; discussions of major issues and meeting with scholars and museum professionals; students will pursue an active research project and present both oral reports and formal written research papers. (Enrollment limited)—Curran

334. Seminar in renaissance Art: The Medici and More: Art, Family and Memory in Renaissance Art—This seminar will explore the role of families in the patronage of art in Renaissance Italy. Art and architecture were powerful tools in the construction of family identity and in its perpetuation, so that even today we speak of the Medici palace or the Brancacci chapel.

The forms and functions of works of art commissioned by Renaissance families, as well as the relationship of artists and patrons, will be studied through selected examples. (Enrollment limited)—Cadogan

[341. Seminar: Bernini and Borromini: Art and Rivalry in Baroque Rome]—Among the artists and architects most closely associated with the absolutist rulers of 17th-century Europe, Gianlorenzo Bernini and Francesco Borromini stand as polar opposites. Collaborators and competitors, they shaped the face of Baroque art and architecture in Rome and throughout Europe. This course will study the work of Bernini and Borromini in the wider context of 17th-century Roman politics and patronage, as well as their influence upon later Baroque art and architecture in Europe and beyond. Issues to be explored include their interest in and adaptation of antiquity, their use of theatricality and stagecraft, and the ways in which their rivalry shaped their development as politically ambitious players upon the stage of Baroque Rome. Prerequisite: C- or better in Art History 102. (Enrollment limited)

[372. The American Domestic Interior]—This course examines the interior architecture and decorative arts of the United States from the colonial period through the eclectic revivals of the 19th century and the reforms of the colonial revival and aesthetic movements at the turn of the 20th century. Themes such as the influence of foreign tastes, technological innovation, and social history on the evolution of rooms and their use will be examined. Consideration will also be given to the architects, craftsmen, and patrons who created them. Field visits to historic houses and decorative arts collection will be included. (Enrollment limited)

[377. Suburbia: An Architectural and Social History]—From backyard barbecues to SUV's, the suburban lifestyle is now shared by the majority of Americans. This course will be a social and architectural history of suburbia in the United States, going back to its origins in the 1840s and extending to the present. The course will take advantage of the rich literature on suburbia of the past ten years. Topics to be covered will be housing types, land-use patterns, the impact of the automobile, suburban lifestyles and values, the politics of suburbia; and suburbia's critics, including the so-called "new Urbanist" towns like Seaside and Celebration, Florida. There will be two class presentations (one called "My Suburb") and on longer presentation, as well as one final paper. Prerequisite: A grade of C- or better in AHIS265 or AHIS 286 or AHIS161 or CTYP202. (Enrollment limited)

381. Seminar: Museum Issues—The art museum in the United States is a unique social institution because of its blend of public and private support and its intricate involvement with artists, art historians, collectors, the art market, and the government. This course will study the art museum's history and status in our society today. Special consideration will be given to financial, legal, and ethical issues that face art museums in our time. The emphasis will be on American institutions and particularly on the Wadsworth Atheneum. Short papers, oral reports, and visits with directors, curators, and other museum officials in nearby museums will be included along with a detailed study of a topic of one's choice. (Enrollment limited)—Dangremond

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Classical Civilization 211. Age of Augustus]—A study of life, literature, and art in the time of Augustus Caesar (63 B.C.-A.D. 14), who from the disintegration of the Roman Republic created the imperial system that was to shape Western Europe: an epoch that bequeathed 300 years of peace and political stability and by its brilliant restatement of the classic became the standard of reference for later neo-classicism.

[Classical Civilization 214. Greek and Roman Architecture]—An examination of building materials and methods used in the construction of domestic, civic, and religious buildings of the Greek and Roman worlds. The way in which the functions of these buildings influenced their forms is also examined. Further topics of discussion include comparative studies of the works of individual architects, architectural adaptations to local topography, and the use of building programs for propaganda purposes.

Classical Civilization 217. Greek & Roman Sculpture—A study of the sculpture and sculptors of Classical antiquity. Topics include the origin and stylistic development of ancient sculpture, the methods and techniques of the artists, art criticism and connoisseurship in antiquity, and the function of sculpture in the Greek and Roman worlds. Comparative material from other cultures will also be examined.—Risser

[German 150. German for Reading Knowledge]—This course is intended for students who have no prior knowledge of German. Students will be introduced to basic structures of the German language, become familiar with high-frequency vocabulary, and work with the German language reference tools. They will develop reading skills through a variety of essays and newspaper articles chosen from the humanities, the natural sciences, and the social sciences. (Also offered under History, Music, Political Science, and Fine Arts – Art History.)

[Paris Global Site 243. Paris through its Art and Architecture]—This course will study the history of the city, investigating urban planning and architectural history from the Gallo-Roman period to the Renaissance. Classes will combine lectures and walking tours so that students can develop analytical and critical skills that will allow them to place buildings in their historical, social and economic contexts. At the same time, we will analyze several key monuments in order to examine how specific patrons (such as the Catholic Church and Henri IV) used monuments to consolidate their power. Field trips will be made to Saint Denis, Fontainebleau, Versailles, Maisons-Lafitte, and Chartres, as well as a collective group trip to the Loire valley to visit the châteaux at Chambord, Chenonceau, Villandry, and Blois.

[Paris Global Site 352. Seminar. Major Figures in French Art:]—This advanced seminar in art history will change its topic each year and will take advantage of the current major art exhibition planned for that season. Students will be required to utilize

the resources in Paris (museums, libraries, and architectural sites) as part of their class assignments. (Offered if enrollments are sufficient. May be offered as an independent study.)

Studio Arts

The Studio Arts Program offers courses in the practice and theory of visual art to students, majors and non-majors alike.

THE STUDIO ARTS MAJOR consists of 12 courses in Studio Arts and three in Art History. It is structured to provide a foundation in drawing, design, and color, an introduction to the disciplines of painting, sculpture, printmaking, drawing, photography, and opportunities for advanced study in each of these studio areas.

Course requirements: The foundation courses in Design, Color, and Drawing I, and three of the four introductory courses, Painting I, Sculpture I, Printmaking I, and Photography I, should be taken as early as possible in the student's career. Drawing II, Drawing III, and two 200-level studios of the four offered are required on the intermediate level. On completion of the intermediate level courses, Studio Arts majors are required to declare a "Studio Concentration" in drawing, painting, sculpture, printmaking, or photography. By special arrangement, a Studio Concentration in intermedia work may be structured. To complete the major, advanced study in the area of concentration must then be pursued: a 300-level course and Thesis in Studio Arts. Up to two course credits transferred from another institution may count towards major.

The Thesis in Studio Arts is conceived as an independent studio project, which has as its goal the production of a solo exhibition reflecting the student's grasp of content and critical issues, as well as the student's mastery of the medium selected as the Studio Concentration. The thesis project is conceived as the integrating mechanism for the major. It shall consist of works presented in the senior exhibition, any additional artwork created within the pre-arranged parameters of the project, and a 6-10 page paper that should address the artwork created, its antecedents, and the structure, ideas, and issues presented in the work, and participation in the weekly seminar involving group critiques, workshops, and discussions.

Students wishing to study abroad are strongly encouraged to attend the Trinity-in-Barcelona Global Learning Site, where courses are fully compatible with studio art courses taught in Hartford.

Focus in Architecture—Recognizing that Studio Arts provides a model for artistic practice well-suited to the pursuit of a career in architecture, students may opt to modify the major so that it provides a 17-course "Focus in Architecture," as follows:

- Twelve studio courses, as described above, with one of the five studio areas identified as a Studio Concentration.
- Art History 265, "19th-Century Architecture," Art History 286, "20th-Century Architecture," and one 300-level seminar pertaining to architecture.
- Engineering 341, "Architectural Drawing" and Engineering 342, "Architectural Design," which must be completed by the end of the fall semester senior year.
- Art created for Senior Exhibition/Thesis Project will be expected to address the subject of architecture either through its content, or by virtue of its theoretical foundation.

Students pursuing the Focus in Architecture option are encouraged to take advantage of Trinity's offerings in Urban Studies, including the City Term internship.

The awarding of departmental honors in Studio Arts will be based on superior performance in the major, as evaluated by the entire studio faculty.

A grade of C or above is required for major credit.

STUDIO ARTS

FALL TERM

113. Design—Orientation to objective formal concerns through modular development in two- and three-dimensional studies. (Enrollment limited)—Chaplin

121. Drawing I—Study of line and mass as a means to articulate and explore formal and spatial concepts. (Enrollment limited)—Finnegan, Kirschbaum

122. Painting I—Beginning study utilizing color, shape, and space in a variety of media. Prerequisite: C- or better in Studio Arts 121. (Enrollment limited)—Dougherty

124. Sculpture I—Basic problems in three-dimensional form in a variety of media. (Enrollment limited)—Tillman

125. Printmaking I—An examination of basic techniques of mechanical reproduction, with emphasis on the serial development of images and concepts. (Enrollment limited)—Kirschbaum

126. Photography I—An introduction to the language of photography through basic black and white techniques. Film developing, contact printing, and enlarging will serve as a vehicle for learning to articulate our ideas in visual terms. Access to 35mm camera with the following characteristics is required: A 50mm “normal” lens, manual focus and exposure capabilities. Prerequisite: C- or better in Studio Arts 113 or 121. (Enrollment limited)—Delano

221. Drawing II—A continuation of the basic drawing course. Students are encouraged to develop and sustain their own concepts. Prerequisite: C- or better in Studio Arts 121. (Enrollment limited)—Freidman

222. Painting II—Intermediate problems in color, shape, and space relationships in a variety of media. Prerequisite: C- or better in Studio Arts 122. (Enrollment limited)—Margalit

226. Photography II—Prerequisite: Studio Arts 126. Prerequisite: C- or better in Studio Arts 126. (Enrollment limited)—Delano

321. Drawing III—Studio in Drawing. Prerequisite: C- or better in Studio Arts 221. (Enrollment limited)—Kirschbaum

322. Painting III—Studio in painting. Prerequisite: C- or better in Studio Arts 222. (Enrollment limited)—Margalit

326. Photography III—Prerequisite: Studio Arts 226. Prerequisite: C- or better in Studio Arts 226. (Enrollment limited)—Delano

[460. Tutorial]—In-depth study. Media, ideas, and content selected in consultation with a member of the studio art faculty. — Staff

497. Thesis in Studio Arts—Independent studio work toward the completion of a sustained project in the student’s chosen area of concentration that is the basis for an exhibition in the Broad Street Gallery, and is accompanied by a 6-10 page paper outlining their process conceptually, technically, and formally placing their work within the context of both contemporary and historical art practice. This will involve regular individual meetings with the professor of this course, as well as several group critiques, workshop, and discussions. (Enrollment limited)—Byrne

SPRING TERM

113. Design—Orientation to objective formal concerns through modular development in two- and three-dimensional studies. (Enrollment limited)—Delano

[114. Color]—Basic study of the interaction and relationships of color as perceptual phenomena. (Enrollment limited)

121. Drawing I—Study of line and mass as a means to articulate and explore formal and spatial concepts. (Enrollment limited)—TBA

122. Painting I—Beginning study utilizing color, shape, and space in a variety of media. Prerequisite: C- or better in Studio Arts 121. (Enrollment limited)—TBA

124. Sculpture I—Basic problems in three-dimensional form in a variety of media. (Enrollment limited)—Tillman

125. Printmaking I—An examination of basic techniques of mechanical reproduction, with emphasis on the serial development of images and concepts. (Enrollment limited)—TBA

126. Photography I—An introduction to the language of photography through basic black and white techniques. Film developing, contact printing, and enlarging will serve as a vehicle for learning to articulate our ideas in visual terms. Access to 35mm camera with the following characteristics is required: A 50mm “normal” lens, manual focus and exposure capabilities. Prerequisite: C- or better in Studio Arts 113 or 121. (Enrollment limited)—Delano

221. Drawing II—A continuation of the basic drawing course. Students are encouraged to develop and sustain their own concepts. Prerequisite: C- or better in Studio Arts 121. (Enrollment limited)—TBA

222. Painting II—Intermediate problems in color, shape, and space relationships in a variety of media. Prerequisite: C- or better in Studio Arts 122. (Enrollment limited)—Byrne

224. Sculpture II—Intermediate study in three-dimensional form. Prerequisite: C- or better in Studio Arts 124. (Enrollment limited)—Tillman

225. Printmaking II—Continued investigation of mechanical reproduction processes, with particular emphasis on intaglio and relief. Prerequisite: C- or better in Studio Arts 125. (Enrollment limited)—TBA

226. Photography II—Prerequisite: Studio Arts 126. Prerequisite: C- or better in Studio Arts 126. (Enrollment limited)—Delano

321. Drawing III—Studio in Drawing. Prerequisite: C- or better in Studio Arts 221. (Enrollment limited)—TBA

- 322. Painting III**—Studio in painting. Prerequisite: C- or better in Studio Arts 222. (Enrollment limited)—Byrne
- 324. Sculpture III**—Studio in sculpture. Prerequisite: C- or better in Studio Arts 224. (Enrollment limited)—Tillman
- 325. Printmaking III**—Studio in printmaking. Prerequisite: C- or better in Studio Arts 225. (Enrollment limited)—TBA
- 326. Photography III**—Prerequisite: Studio Arts 226. Prerequisite: C- or better in Studio Arts 226. (Enrollment limited)—Delano
- 497. Thesis in Studio Arts**—Independent studio work toward the completion of a sustained project in the student's chosen area of concentration that is the basis for an exhibition in the Broad Street Gallery, and is accompanied by a 6-10 page paper outlining their process conceptually, technically, and formally placing their work within the context of both contemporary and historical art practice. This will involve regular individual meetings with the professor of this course, as well as several group critiques, workshop, and discussions. (Enrollment limited)—Byrne

Global Programs

Approximately fifty percent of Trinity students study away for one or two semesters on more than 65 international and domestic programs approved by the College. Rules and procedures regarding study away are contained in the *Trinity College Student Handbook, 2007-2008* and the *Guidelines for Study Away (available through the Office of International Programs, 66 Vernon Street)*. Students who wish to study away may choose from programs administered either directly by Trinity College or as a part of a consortium, or may elect to enroll in a program sponsored by approved outside providers. The following Global Programs are sponsored by Trinity or a consortium of which Trinity is a member:

- Global Campus and Learning Sites
 - a) Trinity-in-Barcelona
 - b) Trinity-in-Cape Town
 - c) Trinity-in-Istanbul
 - d) Trinity Rome Campus
 - e) Trinity-in-Moscow * (*requires a minimum enrollment to operate*)
 - f) Trinity-in-Paris
 - g) Trinity-in-Santiago
 - h) Trinity-in-Trinidad
 - i) Trinity-in-Vienna
- Consortial Programs
 - a) Programa de Estudios Hispánicos en Córdoba, Spain (PRESHCO)
- Affiliations and Other Programs
 - a) Baden-Württemberg, Germany
 - b) The Chinese University of Hong Kong and Lingnan University (temporarily suspended)
 - c) Curtin University, Australia
 - d) DIS – Denmark's International Study Program
 - e) Moscow Program – see Trinity Department of Modern Languages and Literature
 - f) NYU London, England
 - g) NYU Shanghai, China
 - h) The Trinity Shanghai Semester, China
 - i) University of East Anglia, England

The specific curriculum of each of these programs is detailed below.

Global Campuses

Trinity College/Rome Campus

FACULTY SPONSOR: HENRY DEPHILLIPS, THE VERNON K. KRIEBLE PROFESSOR OF CHEMISTRY
 DIRECTOR OF TRINITY COLLEGE/ROME CAMPUS: LIVIO PESTILLI (ADJUNCT ASSISTANT PROFESSOR OF ART HISTORY)
 OFFICE OF INTERNATIONAL PROGRAMS ADVISER: JANE DECATUR, ASSOCIATE DIRECTOR

The Trinity College/Rome Campus offers courses taught by regular and adjunct Trinity faculty that are approved as a regular part of the Trinity undergraduate curriculum, and for which students thus receive in-residence credit. The courses are conducted in English except for those in Italian language and literature. Students in art history courses (and some others) take weekly instructional walking tours to museums and monuments to supplement classroom lectures.

Courses conducted in English may be supplemented by Italian tutorials. Students at Trinity College who have completed the intermediate level (fourth semester or equivalent) in Italian language may take an Italian tutorial in order to count the course for the major in Italian or to earn an additional one-half course credit for "Language across the Curriculum." In Italian tutorials, Italian instructors supervise assignments in Italian approved by the course instructor.

Trinity College/Rome Campus is offered in summer, fall, and spring semesters. (Unless otherwise stated, courses are offered in the fall and spring terms.)

Courses 2007-2008

Fine Arts

ROME 120. Drawing from Masterpieces—An introduction to drawing from masterpieces of sculpture, painting, and architecture, with emphases on observation, technique, interpretation, and aesthetic emotions. Rome's museums and cityscape of ruins and monuments will be our studio. We shall focus on the human figure, monumental forms, vantage points, choices of significant details, methods of composition, and techniques of linear and tonal drawing. Cost of supplies: Approx. \$150.

Lucy Clink (1 course credit = 3 semester hours)

ROME 181. Introduction to the Art of Rome—A survey of Roman art from the ancient Republic through the 17th century. Unifying themes include: religious art; historical development of the basilica; monumental architecture designed to express imperial and papal power; visual narrative in relief sculpture and painting; the rise of perspective and illusion in pictorial space; the significance of form in art; and the classical tradition. The course is team taught by art historians. Recommended for students new to art history. (1 course credit = 3 semester hours).- Cristiana Filippini

ROME 210. Renaissance Art— Painting, sculpture and architecture of the Renaissance in 15th century Florence and 16th century Rome. Artists include Brunelleschi, Donatello, Masaccio, Bramante, Michelangelo, and Raphael. Offered only in the fall term. (1 course credit)—Livio Pestilli

ROME 211. Baroque Art of Rome—offered only in the spring term—The development of Baroque Art in Rome in historical context, from the Counter-Reformation to the Enlightenment. Artists include Caravaggio, Caracci, Bernini, Borromini, Cortona. Topics include: origins of the Baroque style; regional influences from Bologna and Venice; "realism" and "classicism"; genre and landscape painting; and the High Baroque style. (1 course credit)—Livio Pestilli

ROME 224. Art Conservation—An introduction to the history, concepts, techniques, institutions, and policies of art conservation from a liberal-arts perspective. Students will deepen their understanding and appreciation of art by viewing masterpieces as complex, vulnerable artefacts that require our involvement in conservation if we are to grasp and preserve the artists' message. We will examine firsthand outstanding examples of art conservation in several media and from different periods in history. Works include ancient Etruscan tombs in Tarquinia, Egyptian paintings of the 3rd century, the huge Monteparo polyptych of the 15th century, Michelangelo's frescoes in the Sistine Chapel, the Casina Pio IV (a beautiful 16th-century structure in the Vatican Gardens that has been comprehensively restored) and its stucco decorations, and gypsum casts of sculptures by Canova. We will consider controversies about the proper scope of art conservation and will draw comparisons and contrasts with restoration and embellishment. We will discuss criteria and policies for selecting particular works of art for conservation (and necessarily neglecting others) when resources are scarce. We will also discuss preventive conservation, particularly the importance of environment and the ideal parameters of temperature, humidity, air quality, and lighting. Slide lectures in the classroom alternate with on-site instruction at museums, monuments, and conservation workshops. Enrollment is limited to 12 students. Francesca Persegati (1 course credit = 3 semester hours)

ROME 230. Ancient Art of Rome—Art and architecture in Rome, from the Etruscan age to the late Empire. Topics include: historical context; style; iconography; building typology and techniques; sculpture; painting; the development of artistic taste; and the use of art as propaganda. Fieldwork includes a trip to the Naples Archeological Museum, Pompeii, and Villa Jovis (Capri). (1 course credit)—Jan Gadeyne

ROME 282. Renaissance and Baroque Art of Rome.—Offered only in the summer term—A survey of painting,

sculpture, and architecture, focusing on the works of Raphael, Michelangelo, Caravaggio, Bernini, and Borromini. Visits to monuments, galleries, and the Vatican museums. (1 course credit).—Livio Pestilli

ROME 294. Roman Art and Civilization—A study of ancient Roman architecture, sculpture, and painting through on-site lectures, in-class discussions, and museum visits. (1 course credit).— Offered only in the summer term - Jan Gadeyne

ROME 340. Michelangelo - Seminar (Old Masters series)—The life and works of Michelangelo painter, sculptor, and architect in historical context. Works include Bacchus, David, the early and late Pietà, the Sistine Chapel frescoes, the Medici Chapel, St. Peter's dome, Moses, and the unfinished Slaves. Topics include Florence and Rome, genius and patronage, classicism and mannerism, and technique and neo-platonism. The academic excursion to Florence is an integral part of the course. The focus on Michelangelo is supplemented by contextual survey elements. The seminar component consists of reports and presentations on topics chosen in consultation with the instructor. Prerequisite: a course in art history. Enrollment is limited to 15 students. Livio Pestilli (1 course credit = 3 semester hours) Note: The Michelangelo Seminar will draw connections with the course in Art Conservation, which includes a focus on the cleaning of the Sistine Chapel frescoes.

ROME 350. Research Seminar in Art History—An introduction to research in art history. Topics may be drawn from Late Antique, Early Christian, Byzantine, and Medieval art in Rome. The seminar is supplemented by guided research in Rome, where students will examine firsthand major works of art from the Christianization of the Roman Empire to the Renaissance. Students have access to several fine art-history institutes in Rome where research may be conducted in English. (1.5 course credit = 5 semester hours).— Valentino Pace

Italian

ROME 101. Intensive Introductory Italian—Offered in the summer, fall, and spring terms.—A course designed to develop a basic ability to read, write, understand, and speak Italian. (1.5 course credits).— Elena Fossà

ROME 102. Advanced Introductory Italian—Offered in fall and spring term.—Continuation of 101, emphasizing conversation, consolidation of basic grammar skills, composition, and reading comprehension. Prerequisite: Italian 101 or equivalent. (1.5 course credits).—Elena Fossà

ROME 201. Intermediate Italian I: Conversation and Composition. Offered in the fall and spring terms.—An introduction to contemporary Italian culture and society, with emphasis on the development of conversational and writing skills. A brief review of grammar and syntax will be followed by readings from a variety of texts in order to secure a solid command of the written and spoken language. Prerequisite: Italian 102 or equivalent. (1 course credit).—Elena Fossà or Ivana Rinaldi

ROME 202. Intermediate Italian II: Composition and Introduction to Literary Readings.—Offered in the fall and spring terms.—Practice in oral and written expression on topics of Italian culture, incorporating an introduction to representative literary works (theater, poetry and prose), with the goal of developing the student's literary appreciation and competence in critical analysis. Prerequisite: Italian 201 or equivalent. (1 course credit)—Ivana Rinaldi

ROME 299. Topics in Italian Culture and Civilization—A topics course in Italian. Prerequisite: Intermediate Italian or its equivalent. Topics may include Italian cinema, women in Italy, and contemporary Italian society. Students who are enrolled in ROME 202 generally should not take this course concurrently. (1 course credit)— Elena Fossà, or Ivana Rinaldi (This course is listed pending approval by the curriculum committee.)

Italian Language across the Curriculum

Students may earn an additional one-half course credit in Italian by means of supplementary tutorials in Italian in any course conducted in English. This option is generally open to students other than Italian majors who have completed the intermediate level (fourth semester, or equivalent) in Italian language. Italian instructors supervise supplementary assignments in Italian approved by the course instructor.

Latin and Greek

Please Note: A tutorial at any level can be provided for students whose major requires a full course of study in Latin or Greek. (1 course credit)—Bertina Inge Weustink

Humanities

ROME 217. Italian Literature and Cinema—A comparative exploration of the narrative and dramatic elements of Italian literature and cinema. This course will consider novels and their film versions, works in the two media by the same artist, and varying treatments of the same themes in literature and film. The course will focus in part on works set in Rome. (1 course credit)—Chiara Lucarelli

ROME 222. Writing Italy—A writing workshop about living, studying, and traveling in Italy. We will produce a Web-based magazine to be published at Trinity's Rome Campus Web site. To this end, we will read various types of travel essays by celebrated authors and analyze how they think and write about Italy. Authors include Henry James, Edith Wharton, Shirley Hazzard, R.W.B. Lewis, and Mary McCarthy. In addition to informal writing,

participants will write five or six travel essays that they will share with their small writing group and then revise for possible publication in the Web magazine. All students will maintain an individual portfolio of their work. Note: This course satisfies a core course requirement for the Writing and Rhetoric Minor at Trinity College. Offered in Spring 2008. Cynthia Butos (1 course credit = 3 semester hours)

ROME 235. Food in Italian History, Society, and Art—In this course we will examine the relationship between food and culture in Italy from the Romans to the present. Topics include the roles of food in trade, belief systems, and the arts; regional differences; and the language of food. The seminar is supplemented by fieldwork in Rome. (1 course credit = 3 semester hours) —Valentina Dorato

ROME 250. The City of Rome—We will trace the profile and examine the fabric of the Eternal City from ancient to contemporary times, from *insula* to *borgata*. We will explore the city not as a showplace of famous monuments but as a complex pattern of historical, political, and social elements that have shaped its distinctive character. Classroom lectures alternate with site visits in Rome. Assignments include readings from a variety of disciplines and field research. (1 course credit = 3 semester hours) —Valentina Dorato or Jan Gadeyne

ROME 316. Reading Ancient Rome—An introduction to Ancient Rome through Classics in translation. Several lectures will be on site in Rome in places connected to the authors or subjects they cover. Students will read excerpts from outstanding works in a variety of genres that illuminate different aspects of Roman life. Authors include Virgil, Ovid, Livy, Tacitus, Plautus, Terence, Horace, Petronius, Cicero, Pliny the Younger, Catullus, Martial, and Apuleius. Topics include the nature of genres, the relationship between literature and propaganda, the role of rhetoric in politics, the development of theater, the role of religion (both traditional and new cults), the contrast between life in the city and in the countryside, and social distinction (the Roman elite and the plebs). (1 course credit = 3 semester hours) —Inge Weustink

ROME 345. Twentieth-Century Italy—A course on the political, economic, and cultural aspects of Italian history in the twentieth century. Topics include regional contrasts, migration, war, fascism, the Cold War, family, mafia, terrorism, corruption, and European integration. (1 course credit = 3 semester hours) —Emilio Gentile

ROME 302 and ECON 310. Money and Banking—An analysis of the role and significance of money, credit, and monetary institutions in the economy, including financial markets, monetary policy, and international monetary arrangements and the European Monetary System. Prerequisite: A course in Intermediate Macro Theory (Trinity prerequisite: ECON 302). Offered in Spring 2008. (1 course credit = 3 semester hours)—William Butos

ROME 306 and ECON 306. Public Finance—A course in the economics of taxation, government spending, governmental finance and related policy issues in comparative institutional perspective. Part I is a brief overview of the role of government from positive and normative perspectives. Part II develops the economics of public choice and public finance in a range of institutional settings: majority vs. unanimity voting, presidential vs. parliamentary democracy, federal vs. centralized states, dictatorships, and supranational institutions. Part III applies the tools developed in parts I and II to special topics, which may include health-care and pension systems, taxation, appropriations, expenditures, bureaucracy, the size of government, and corruption. Empirical examples are drawn from Italy and the EU, the U.S., and developing countries. Prerequisite: A course in Intermediate Microeconomic Theory (Trinity prerequisite: ECON 301). Textbooks: H. Rosen, *Public Finance*, 7th edition (MacGraw Hill) and D.C. Mueller, *Public Choice III* (Cambridge University Press). (1 course credit = 3 semester hours)—Fabio Padovano

ROME 308 and ECON 203. Economics of Art—Is art just another commodity? Or is art beyond the normal laws of economics? This course will examine markets and policy in the arts to determine how and why the arts are special. Topics include the value of priceless art, the starving artist, subsidies for the arts, the role of non-profits, patronage, and investing in art. There will be guest speakers from the Roman art world. Prerequisite: An introductory economics course (Trinity prerequisite: ECON 101).

Economics majors may do supplementary work to count the course for 300-level economics credit. There will be a supplementary hour of instruction each week to cover 300-level material. Prerequisite for 300-level credit: A course in microeconomic theory (Trinity prerequisite: ECON 301). (1 course credit = 3 semester hours) —Fabio Padovano

ROME 328. Global Problems and International Organizations—A research seminar that combines an introduction to the UN system as an evolving mechanism for global governance with hands-on investigation of selected global problems, chosen each semester by students themselves. Visits to the Rome-based UN food agencies (FAO, WFP, IFAD and IPGRI) and other non-UN sites representative of global problems in and around Rome form an integral part of the course. Enrollment limited to 12 students. (1.5 course credits = 5 semester hours) —Barbara Huddleston

ROME 397. Psychology of Art—Constructive, Gestalt, and ecological approaches to perception will provide a framework for examining the following topics: How pictures serve representational functions, the relation between perception and production of art works, the evolution of artistic styles or movements, and nonrepresentational and nonpictorial art.

This course is suitable for non-majors and majors alike. It does not require any prior coursework in Psychology. It fulfills the specialized course requirement for the major in psychology at Trinity. (1 course credit = 3 semester hours) —Anna Maria Giannini

ROME 105. Mathematics in Art and Architecture—This course uses geometry to examine, analyze, and recreate patterns and shapes found in art and architecture. We will use ancient geometric tools – compass and straight edge – to construct spirals, ovals, golden rectangles, and profiles of domes. We will examine the symmetry of two-dimensional geometric ornament, and examine polyhedra (three-dimensional analogs of polygons) and their incorporation into art and architecture. Finally, we will look at ways of depicting three dimensions in two; that is, we will examine the geometry behind the Renaissance discovery of perspective, reproducing Brunelleschi's experiment in the Piazza del Duomo in Florence. Readings include Ross King, *Brunelleschi's Dome* (Walker and Co.) and Paul Calter, *Squaring the Circle: Geometry in Art and Architecture* (Key College Publishing). Offered Fall 2007

This course carries Numerical and Symbolic Reasoning credit for Trinity students. (1 course credit = 3 semester hours) —Judy Moran

ROME 205/ROME 304. Visual Geometry: The Mathematics of Patterns—This course examines visual manifestations of Euclidean geometry in ornament and pavements. We will analyze the symmetry groups of two-dimensional repeating patterns like the one below, and also of motifs and frieze designs. We will take as our laboratory the buildings of Rome, particularly the churches of Santa Maria in Cosmedin and San Saba, both near the campus. Finally, we will consider non-periodic two-dimensional designs, and examine why they are of current interest to mathematicians and scientists. In the process we will expand and generalize our ideas of symmetry. Readings are drawn from mathematical, scientific, and popular journals. Prerequisite: Calculus I and II.

This course carries 200-level credit for the major in Mathematics. It may also be taken as a 300-level Mathematics course by obtaining permission of the instructor. At the 300 level, additional work with the instructor on the combinatorics of tilings and polyhedra will be required. There will be a supplementary hour of instruction each week to cover 300-level material. Offered Fall 2007. (1 course credit = 3 semester hours) —Judy Moran

The Gastmann Program in International Relations

ROME 328. Political Science, Global Problems and International Organizations.—A research seminar on global problems—hunger, disease, income inequality, environmental change, migration, and loss of cultural heritage – and on international organizations that deal with them. We focus on the workings of United Nations agencies with headquarters in Rome: the Food and Agricultural Organization (FAO), World Food Program (WFP), and International Fund for Agricultural Development (IFAD). The seminar is supplemented by fieldwork at these organizations, where students do research with the instructor's guidance. Enrollment limited to 12 students. (1.5 course credits)—Barbara Huddleston

Internship

ROME 146. Internship Seminar—A seminar limited to students who enroll in approved internships in Rome. Interns meet weekly or bi-weekly as a group with the TC/RC internship coordinator to review their internship experiences and to prepare and present the academic component of their internships. Credit for the internships is granted through this seminar. (.5 course credit = 2 semester hours).—Elena Fossà

Global Learning Sites

Trinity-In-Barcelona Global Learning Site

FACULTY SPONSORS: ASSOCIATE PROFESSOR THOMAS HARRINGTON (HISPANIC STUDIES);
OFFICE OF INTERNATIONAL PROGRAMS ADVISER: LISA SAPOLIS, ACTING DIRECTOR
ON-SITE DIRECTOR: FIONA KELSO

Trinity's Global Learning Site in Barcelona offers thematically related study-away opportunities in two distinct subjects: Hispanic Studies and Studio Arts during 2007-08. Although each track has its own program of study, it is possible for students with an interest in both tracks to combine courses from each to create an individualized program of study.

All students study intensive Spanish at the start of the semester and enroll in a joint core course entitled "Barcelona – the Global and the Local," which brings the two tracks together by examining the city and culture of Barcelona and Catalunya. Students live in home-stays with Spanish families and have access to the Trinity College space in Barcelona, which is equipped with computers and wireless internet. The program offers a comprehensive orientation and field-trips throughout the semester, including a visit to rural Catalunya and a trip to Madrid. Students also attend a Barça soccer match, visit local museums, and participate in cultural activities.

Trinity-in-Barcelona is offered in both the fall and spring semesters. Students can also study on the program for a full academic year. Grades for all courses taken by Trinity students at the Barcelona Global Site calculate into their GPAs in the same manner that they do in Hartford.

Trinity-in-Barcelona Global Site Prerequisites:

Strongly recommended for all students attending Trinity-in-Barcelona:

SPAN 233-04: The Alchemy of Identity-Culture Planning and Civil Society in Barcelona, 1850 to 2000.

Prerequisites for Hispanic Studies Track: 2½ years of college level Spanish or the equivalent; minimum 3.0 GPA.

Prerequisites for Studio Arts Track: Approval by Studio Arts Program; minimum 3.0 GPA.

Classes in Barcelona:

All students are required to take the program's core course, and to enroll in an intensive two-week Spanish language course at the start of the program. Students are placed in these classes according to their level of Spanish (beginner through advanced). Other courses are outlined by track below.

Trinity-in-Barcelona Core Course:

BARC 300: Barcelona—the Global and the Local—Hispanic Studies and Studio Arts students will attend the History and City course at the Pompeu Fabra University (UPF) that Trinity on-site staff will supplement with additional readings and excursions. The core course at the Barcelona site covers the history of Barcelona from Roman times up to the present day and includes an analysis of the Catalan and Mediterranean identity of the city, its urban development, and its rise to a cosmopolitan, international center. Class attendance and participation in all excursions is mandatory. The course is taught in Spanish at the UPF, but there is an English section for Studio Arts students who do not have proficient Spanish. —UPF faculty and Fiona Kelso

Hispanic Studies Track Program of Study:

Intensive Spanish Language Instruction, .5 course credit

Core course, 1 course credit

Internship, .5 course credit

Catalan semester or Spanish language course, 1 course credit

1 regular course at the Pompeu Fabra University, 1 course credit

1-2 courses in the HESP program at the Pompeu Fabra University, 1 course credit each

Students choose a program of study for 4-5.5 credits. Hispanic Studies students take 2-3 classes in Spanish at the prestigious Pompeu Fabra University (UPF). All elective courses taken by Hispanic Studies students at the UPF are conducted in Spanish. Students choose from regular course offerings at UPF in the humanities, social sciences, and economics, as well as courses from the Hispanic and European Studies Program (HESP), designed for non-native Spanish speakers and visiting students. HESP classes are offered in a variety of subjects, including Spanish Cinema, Spanish Literature, Art History, EU Politics, and Spanish History.

Hispanic Studies students may also study introductory Catalan language or advanced Spanish language for the semester. In addition, they are placed in urban internships in Barcelona's cultural institutions and non-governmental organizations. Placements are designed to give students a strong academic experience while fully immersing them in the local culture.

Studio Arts Track Program of Study:

Intensive Spanish Language Instruction, .5 course credit

Core course, 1 course credit

2 courses in Painting, Drawing or Printmaking, 1 course credit each

Studio Arts Practicum, .5 course credit

Semester Spanish, 1 course credit

Studio Arts Courses

BARC 121. Drawing I (equivalent to STAR 121 at Trinity Hartford campus)

BARC 221. Drawing II (equivalent to STAR 221 at Trinity Hartford campus)

BARC 321. Drawing III (equivalent to STAR 321 at Trinity Hartford campus)

BARC 122. Painting I (equivalent to STAR 122 at Trinity Hartford campus)

BARC 222. Painting II (equivalent to STAR 222 at Trinity Hartford campus)

BARC 322. Painting III (equivalent to STAR 322 at Trinity Hartford campus)

BARC 125. Printmaking I (equivalent to STAR 125 at Trinity Hartford campus)

BARC 225. Printmaking II (equivalent to STAR 225 at Trinity Hartford campus)

BARC 250. Studio Arts Practicum.—Studio Arts students explore the identity and character of Barcelona's aesthetic culture as manifested in its long and rich art and architectural history, as well as its dynamic and active contemporary architectural and art scenes.—Jo Milne

Studio Art students choose a program of study for 4-5.5 credits. Students work in the large studio space at Trinity's study center in Barcelona. They choose from courses in drawing, painting, or printmaking (subject to availability), taught by

Trinity-in-Barcelona faculty. The course content of the painting, drawing, and printmaking classes at the Barcelona site is equivalent to that offered on the Trinity campus. Students also complete a Studio Arts Practicum, where they develop an independent visual project related to the city of Barcelona. All students in the Studio Arts track take a semester language course in the Spanish language. Both of these courses are designed to further integrate students into the local culture and society. Students proficient in Spanish may also take an elective at UPF.

Trinity-In-Cape Town Global Learning Site

FACULTY SPONSORS: ASSOCIATE PROFESSORS MICHAEL NIEMANN (INTERNATIONAL STUDIES); JOHNNY WILLIAMS (SOCIOLOGY); SUSAN PENNYBACKER (EUROPEAN HISTORY); PROFESSOR LAUREL BALDWIN-RAGAVEN (HEALTH AND HUMAN RIGHTS)

OFFICE OF INTERNATIONAL PROGRAMS ADVISER: MARY HEVI, ASSOCIATE DIRECTOR

ON-SITE COORDINATOR: SUBITHRA MOODLEY-MOORE

STUDENT SERVICES COORDINATOR: IDA COOPER

The Trinity-in-Cape Town Global Learning Site is affiliated with the University of Cape Town (UCT), the oldest university in South Africa, and one of Africa's premier institutions of advanced learning. Participants have the opportunity to experience a society engaged in extensive political and social change. The program's curriculum consists of four to five courses, three of which are regular courses that students enroll in at UCT. University classes are taught in English, and students may select from courses in all liberal arts faculties. Trinity students also take a core course seminar on South African society taught by Trinity-in-Cape Town faculty. In addition, students may choose to do an exploratory internship in a local school or organization as a fifth course. Students are required to either do an internship or participate in a community service project (not for credit) in one of the area townships.

Students on the program receive a comprehensive week-long on-site orientation program at UCT, go on excursions in and around Cape Town, and participate in organized program activities. All students have the opportunity to join UCT clubs and organizations and have support from a student services coordinator, who has South African student mentors who help students on the program integrate more fully into the local community.

Trinity-in-Cape Town is offered in both the fall and spring semesters or full the full year. Grades for all courses taken by Trinity students at the Cape Town Global Site calculate into their GPAs in the same manner that they do in Hartford.

Trinity-in-Cape Town Global Site Prerequisites:

Minimum 3.0 GPA; one course in African Studies highly recommended.

Program of Study:

Core course: *Imagining South Africa*, 1 course credit

Courses in liberal arts taken at UCT, 1 course credit each

Internship, .50 course credit or a Community Service Project (not for credit)

CPTN 279. *Imagining South Africa*—The objective of this seminar is to provide students with an interdisciplinary frame for understanding South Africa. It is intended to encourage students to discuss their experiences while they study at UCT and to link them to political, cultural, and racial practices in the United States. The seminar is primarily a reading seminar. Students are required to read a series of books, but are also involved in a community learning exercise that takes students off campus and enables them to engage in important cultural, economic, educational, and social issues with South Africans.—Subithra Moodley-Moore

Trinity-In-Istanbul Global Learning Site

FACULTY SPONSORS: ASSOCIATE PROFESSOR HEBE GUARDIOLA-DIAZ (BIOLOGY, NEUROSCIENCE); ASSISTANT PROFESSOR ZAYDE ANTRIM (HISTORY); PROFESSOR RAYMOND BAKER (INTERNATIONAL POLITICS); VERNON K.

KRIEBLE PROFESSOR HENRY DEPHILLIPS (CHEMISTRY); PROFESSOR JOSEPH PALLADINO (ENGINEERING)

OFFICE OF INTERNATIONAL PROGRAMS ADVISER: ASSOCIATE DIRECTOR MARY HEVI

ON-SITE COORDINATOR: TOMRU ÖNALP, BOĞAZIÇI UNIVERSITY

The Trinity-in-Istanbul Global Learning Site offers students the opportunity to study at Boğaziçi University (BU), Turkey's premier institution of higher education, especially renowned for its programs in engineering and the sciences. Although almost all of the students and faculty members are Turkish, the language of instruction for all courses at Boğaziçi University is English. Prior to the beginning of classes, students take a four-week intensive Turkish language course at BU. During the semester they enroll in a core seminar, take undergraduate courses in the liberal arts offered by Boğaziçi's Faculties of Arts and Sciences, Engineering, and Economics, continue their Turkish language instruction in a course at their level of proficiency, and also have the option of an internship or independent study. Turkey is a country rich in cultural and political history. Home to many ancient cultures, Turkey is filled with historical monuments and opportunities to study 4,000 years and more of human endeavor in a country that is today among the region's most dynamic and strategically important. Field trips to excavation sites for scientific or historic research are organized as part of the Trinity-in-Istanbul program. This Global Learning Site is open to all majors.

Trinity-in-Istanbul is offered in the Spring semester only.

Program of Study:

Intensive, short term Turkish language course, .5 course credit

Core course The Multiculturalism of Istanbul, 1 course credit

Turkish language course, full semester, 1 course credit

2-3 courses at Boğaziçi University, 1 course credit each

Internship or Independent Study (optional), .5 - 1 course credit

ISTA 300. The Multiculturalism of Istanbul—This course will enable students to investigate, from a first hand perspective, one or more aspects of life in Istanbul. The focus of the course, which is open only to students attending the Trinity-in-Istanbul program, will be multi-faceted. It will include such topics as history, art, architecture, music, rituals, religions, societies, ethnicities, communities, traditions, politics, and peoples of the mega-city Istanbul. The course will be taught jointly by members of the History Department of Boğaziçi University. In addition, other faculty, local experts, and representatives of Boğaziçi University and the surrounding community will be integrated into the course as appropriate. Students will be required to confer with their instructor and submit assignments on a regular basis throughout the semester. The final assignment for the course may take a variety of forms. It might, for example, be a culminating paper, a documented visual or digital imaging project, or an oral history project. In all cases, students returning from the Istanbul experience will be asked to share the results of their project in a presentation to the Trinity community at large.—Paolo Girardelli and Yavuz Selim Karakisla

Turkish—Language course offered by Boğaziçi University for foreign students. It provides basic instruction in the practical and everyday use of the language and insight into Turkish culture.—BU Staff

Trinity-In-Moscow Global Learning Site

**Note: This program requires a minimum enrollment to operate*

FACULTY SPONSORS: ASSOCIATE PROFESSOR CAROL ANY; (MODERN LANGUAGES AND LITERATURE); ASSOCIATE PROFESSOR KATHERINE LAHTI (MODERN LANGUAGES AND LITERATURE, DIRECTOR OF INTERNATIONAL STUDIES)

OFFICE OF INTERNATIONAL PROGRAMS ADVISER: LISA SAPOLIS, ACTING DIRECTOR

ON-SITE DIRECTOR: VALENTINA APRESJAN

Trinity students in Moscow participate in the civic and social life of Russia's capital as it moves from its communist past to the building of civil society. Students take electives on virtually any topic (including other foreign languages) with scholars of world-renown at the Russian State University for the Humanities (RSUH) and the Gorky Institute of World Literature (IMLL). Many of these electives are offered in English. Students interact with the local population through internship placements in local organizations and businesses. The academic program centers on a core course, "Tsars, Communists, and Civil Society," which includes weekly guest lectures by important political and cultural figures, as well as a series of walking tours and visits to places such as an orphanage, an AIDS organization, a Jewish center, and the Kremlin and Red Square. Students continue their study of Russian on their own level with much individual attention at the RSUH Russian Center. Advanced math students may take up to two courses of math in English at the Independent University of Moscow.

In March, students go on a mid-semester trip to Novgorod, where they have guided tours to places including Dostoevsky's house and the 11th-century Sophia Cathedral. They also participate in relaxing activities, such as ice-skating, swimming, and horse-riding. At the end of the semester, students spend two weeks in St. Petersburg, where guided walking tours serve as the backdrop to lectures on the city's central place in Russian history, literature, and art. The trip takes place during the time of the famous Petersburg White Nights when the sun does not set.

Trinity-in-Moscow is offered in the Spring semester only. Grades for all courses taken by Trinity students at the Moscow Global Site calculate into their GPAs in the same manner that they do in Hartford.

Trinity-in-Moscow Global Site Prerequisites: **Russian 101** or the equivalent and one other Russian studies course.

Program of Study:

Pre-semester Intensive Russian: Prior to the beginning of classes, students will enroll in an intensive Russian language course offered by RSUH. Students will be placed according to their level of proficiency. (.5 course credit)

MOSC 300. Tsars, Communists, and Civil Society—All students must take the core course, which consists of three modules:

"Political Forces and Cultural Change in Russia Today": Students meet at IMLI with a group of eminent scholars, writers, journalists, and politicians to discuss the forces of change in Russian society. (.5 course credit)

"Moscow Yesterday and Today": Students participate in weekly walking tours of Moscow and its environs. Preparatory readings and writing assignments will be given for each tour. Students will take digital pictures of Moscow and post them, with their accounts, on the Trinity-in-Moscow Web site. (.25 course credit)

"Historic St. Petersburg": Students complete a series of readings, walking tours, and writing assignments about St. Petersburg, covering the history of the tsars, architecture, the arts, literature, the revolution, and the 900-day

Blockade during WWII. (.25 course credit)

Russian Language Courses, taken at RSUH (required for non-native Russian speakers), (2 course credits)

Internship, required for all students, (1 course credit)

Electives in English or Russian at the Gorky Institute of World Literature (IMLI), (1 course credit each)

Electives in Russian at the Russian State University for the Humanities (including foreign language courses), (most courses 1 course credit each)

Mathematics Courses: at the Independent University of Moscow (optional for advanced mathematics students), (1 course credit each)

All students, from beginning to native, must take at least two courses in Russian, either Russian language courses or elective classes taught in Russian.

Popular electives offered at IMLI (in English or Russian) include:

- a) Russian Literature of the 19th Century
- b) Russian Poetry Out-of-Bounds: Russia and America
- c) Russian Folk Art and Russian Art Nouveau
- d) Stalinism
- e) Social and Economic Changes in Russia in the Post-Perestroika Period

Students may also pursue independent studies with scholars at the Gorky Institute on many topics related to 19th and 20th century Russia.

Sample electives offered at RSUH (in Russian) are:

- a) Non-Verbal Communication
- b) Semantics
- c) Emotions in Language
- d) Comparative Mythology
- e) The Life and Works of Boris Pasternak

Students may also choose from any other courses offered at RSUH.

Internship Placements include:

- Museum of Contemporary History of Russia. Students assist with Russian to English translation and work with exhibits.
- Private School. Students teach English to children from different grades and conduct an independent seminar on American art, literature, politics, and economics for high school students.
- Moscow Center for Prison Reform. Students translate Russian-English, English-Russian for the Center's Web site, do Internet research on American and Russian prisons, and prepare digests of their findings for the site.
- The Angel Coalition. (The Coalition deals with human trafficking.) This internship requires some prior experience and a good knowledge of Russian and involves liaising with different related organizations, doing some paperwork, and answering phone calls.
- ROOF Russian Orphan Opportunity Fund. This non-governmental organization provides post-graduation education for Russian orphans. Students contribute by teaching orphans English, computer science, and other subjects as needed.

Because students are placed in internships that match their interests, many other placements are possible.

Housing:

Students may choose to live with Russian families or in the RSUH international student dormitory.

Extra-Curricular Activities:

Besides exploring Moscow and its many museums and places of interest, students, program faculty and their friends participate in a number of planned extra-curricular activities, including camping with Russian students, taking part in the traditional Butterweek Festival, attending folk concerts, and meeting with Russian high school students. A comprehensive orientation and other cultural activities and excursions are also included in the program.

Trinity-in-Paris Global Learning Site

CAMPUS PROGRAM DIRECTOR: PROFESSOR ALDEN GORDON (ART HISTORY)

TRINITY PARIS-CENTRE D'ÉCHANGES INTERNATIONAUX PARTNERSHIP PRESIDENT: GUILLAUME DUFRESNE

OFFICE OF INTERNATIONAL PROGRAMS ADVISER: MARY HEVI, ASSOCIATE DIRECTOR

ON-SITE DIRECTOR: FRANCIÉ PLOUGH SEDER

Paris, the City of Light, is the world city par excellence and the paragon of urban living. Students at the Trinity Paris

Program will study the history, culture, and expression of France through the experience of the city and its mode of living and through academic examination of its institutions, and the great past embodied in its art, architecture, and literature. Paris also provides an excellent vantage point from which to study the history, politics, culture, and economy of Europe, as well as the European Union. Trinity-in-Paris offers a unique program housed in partnership with the Centre d'Échanges International in the heart of the historic Saint-Germain des Près quarter.

The Trinity-in-Paris program offers courses taught by regular and adjunct Trinity faculty that are approved as a regular part of the Trinity undergraduate curriculum and for which students receive in-residence credit. Trinity courses are conducted in both English and French, often in sections given in each language (as indicated in the course listing). Students who demonstrate proficiency in the French language may cross-register for additional course offerings at the Institute Catholique de Paris. Students in art history and culture and civilization courses take weekly instructional walking tours to museums and monuments to supplement classroom lectures.

All students in the program take a minimum of four courses for no fewer than 4.5 course credits and may take up to 5.75 course credits. All students are required to take the core course (offered in sections in French and in English) and one course in French language or an advanced topic taught in French. Intensive French courses earn 1.5 course credits. All students will have a French student as a conversation partner in a unique “buddy” system as a complement to the language courses.

Students have a choice of electives including art history courses (taught in English) and special offerings by Trinity Faculty-in-Residence that will change each semester. See the Web for details.

Students may count selected academic courses taken in the Paris Program as fulfilling some of the requirements of the Art History major, the French major, French studies minor, and the language concentration in French.

The Paris program operates both Fall and Spring terms. For students planning on spending a full academic year in Paris, they will participate in the orientation program and take the core course in their first semester of residence.

Core Course

PARIS 110 - 01: French Culture & Society - Franco-American cultural differences in Daily life, Literature and Contemporary politics. As the writer and francophile Adam Gopnik said, “The best way to truly know yourself is to confront another culture.” With this in mind, this course will take students on an adventure to discover, challenge and eventually accept two different yet valid systems of reference: French and American. Students will test the topics discussed in class through their own experiences with their assigned French partners, host families and in day-to-day life. For example, what does it mean that French communication is implicit while American interaction is explicit? Why do Americans believe that wearing overt religious symbols in school is a sign of personal freedom, while the French believe that this ultimately curtails individual liberty? Intended to develop cultural awareness and tolerance. This required course provides the foundation upon which many of the activities of the Trinity Paris Campus are based including visits to cultural events, the “buddy” system with a French student, and some of the opportunities for practica in music performance and such specially designed practica as may be created to meet special interests. (1.00 course credit) - Francie Seder

PARIS 110 - 02: French Culture & Society (This section is conducted in French) Pre-requisite: FREN 202 or higher (1.00 course credit) - Francie Seder

History and Political Science

PARIS 221: Modern European History & Politics: The Origins of The European Union: This course will acquaint students with the historical and contemporary forces shaping European politics and society. The goal is for students to acquire a solid understanding of the similarities and differences in the ways in which Europeans vs. Americans view themselves, each other, as well as the rest of the world. The course will begin with a historical survey from French Revolution to the Second World War, explaining the tensions between democratic revolutions and the existing feudal elites against the backdrop of the rapid progress of the industrial revolution and the rise of colonialism and world trade. The major portion of the course will deal with European history after 1945, focusing on European integration versus developments inside individual European countries; the impact of the Cold War and the demise of communism; as well as a discussion of contemporary issues such as immigration, the growing challenge to secularism, environmental politics, as well as Europe’s relations with the rest of the world. This course counts for Social Science distribution credit and for major credit in Political Science and in History and also satisfies the college’s general global/urban studies distribution requirement. (1.00 course credit) - Amelie Sasso

PARIS 321: The European Union: Its History & Its Future. Students in this course will follow the lectures and site visits associated with the course “PARIS 221: Modern European History & Politics: The Origins of The European Union” and will receive additional instruction and do readings in advanced issues of contemporary European history and politics.

Students will write seminar papers and fulfill all of the requirements of advanced course work required by their home departments. Pre-requisites of the History and Political Science Departments apply. (1.00 course credit) - Amelie Sasso

Art History Courses

PARIS 251: Paris through its Art and Architecture: Renaissance to the Belle Epoque: This course will study the history of the city, investigating urban planning and architectural history from the reign of Henri IV (1594-1610) until la Belle Epoque (1900). Classes will combine lectures and walking tours in Paris to visit all of the great monuments including the Arc de Triomphe and the Eiffel Tower. During the Orientation Period the class will take special study that may include such sites as Vaux le Vicomte, Fontainebleau, La Roche Guyon and Giverny. Beginning with Henri IV, considered the first urban planner for Paris, the course will move on to the development of the Palace of Versailles. Group visits to the château and gardens will study how the planning of Versailles influenced the urban growth of Paris. After examining the development of the hôtel particulier in the eighteenth century, the course will turn to the Napoleonic period and then will culminate with an analysis of Baron Haussmann's city planning (1854-1870) and its impact for the Belle Epoque (1870-1900). This course is accepted for major credit in Art History and fulfills the college's general distribution requirement in the arts. (1.00 course credit) - Susan LeDuc

PARIS 278: Exotic Fare: Spice Routes, Garden History & The Development of Food Culture in France 1500-1900. Co-requisite PARIS 299: From Garden to Table: The Evolution of Gardens, French Gastronomy & the Culinary Arts. This course is an interdisciplinary study that looks in parallel at the history of gardens, imports of new exotic plants and spices, and the evolution of food culture. Students study the history of gardens from the Renaissance until the Belle Époque taking into consideration how developments in trade, agronomy and aesthetics influenced both popular and elite culture. Special emphasis will be placed on the history of Versailles in the seventeenth century and the simultaneous development of gardening and gastronomy as aesthetic accomplishments. The students will be encouraged to choose term paper topics on exotic imports such as coffee, chocolate or tea, that allow them to ask questions about trade, botanicals, agriculture and ultimately gastronomy. The course includes a practical component in which the students visit ornamental and foodstuff gardens, markets, agricultural merchants, and chefs in behind-the-scenes restaurant settings. The course includes an elementary introduction to the expertise of cheese and wine, two defining French agricultural industries. This course is acceptable as an elective credit in Art History and fulfills the general distribution requirement in the arts. (1.00 course credit) - Susan LeDuc

PARIS 328:02: Franklin, Jefferson & Adams: The Founding Fathers in Paris 1776-1789. Issues in European in European-American History & Culture. From 1776 until 1783 Benjamin Franklin was a major figure in Parisian scientific, popular and elite society. Franklin was celebrated as the inventor of the lightning rod, and served the French court as scientist, spy, and arms dealer until he became America's first minister to a foreign court. Two exhibitions commemorating the three-hundredth anniversary of his birth will travel to Paris in the spring of 2008. At the Conservatoire des Arts & Métiers the exhibition will examine Franklin's role in French scientific circles (electricity, Mesmerism, and the charting of the Gulf Stream). The second at the Musée Carnavalet will examine his activities in late eighteenth century salon society. Although Franklin is universally admired as one of America's founding fathers, during his sojourn in France he contributed to the intellectual revolutions that gave birth to the sister republics of France and America. Franklin's job was not an easy one: he consistently battled with John Adams, British Spies and arms dealers including the playwright Caron de Beaumarchais. This course will study the objects and documents in the two exhibitions, but it will also examine a series of political treatises that both unite and divide French and American politics and politicians at this pivotal moment in western history. This course will earn credit toward the American Studies major and the History major and for credit as a Humanities distribution course. Offered Spring 2008 only (1.00 course credit) - Susan Le Duc

French Language, Literature, and Culture:

Sections of French language instruction will be offered as needed and based on advance testing.

PARI 101: Intensive Elementary French 1: Designed to develop a basic ability to read, write, understand, and speak French. Emphasis will be placed on ability to speak. For students who have had some background, this course will emphasize oral practice; and will consolidate basic grammar skills and ability to read short texts. It will also introduce the ability to write short compositions.

PARI 201: Intermediate French 1: Review of basic grammatical concepts and development of fundamental language skills with increasing emphasis on written expression and spoken accuracy.

PARIS 301: French for Advanced Students (conducted in French): Pre-requisite: FREN 202 or higher
Development of a high level of proficiency through the reading and analysis of contemporary texts and film in idiomatic French, with considerable emphasis on attainment of grammatical accuracy. (1.00 course credit) - Paris Langues

PARIS 303: French Language and Culture: Paris Theatre Literature & Performance (conducted in French). Pre-requisite: FREN 241 or higher. Students will read and discuss French plays of various periods and attend theatrical performances of the plays they have studied. Students will do additional research and writing at the seminar level. This course counts for major credit in Modern Languages and Theater and fulfills the college's general distribution requirement in the humanities. (1.00 course credit) - Paris Langues

DIRECT ENROLLMENT at Institute Catholique de Paris (ICP) Students registering at ICP are required to submit an Application for Transfer credit. Complete course listing will be available upon arrival in Paris. Prerequisite: FREN 241 or higher

Practica and Independent Study:

PARI 299: Practica provide students with an opportunity for experiential learning. They may take up to three practica and earn up to a total of .75 credits a semester for them. The student's transcript will indicate the subject of each practicum.

N.B. Except for the French language practicum, which is letter-graded, practica at the Paris site are taken on a pass/low pass/fail basis; they are not counted, however, against the maximum of four pass/low pass/fail courses students are allowed to take during their undergraduate career.

PARIS 299: Practicum: From Garden To Table. Open only to students in PARIS 278. Credit is based on a series of visits and journal entries. The practical component of this course will include cooking classes, wine tasting, visits to cooking schools, and meetings with French chefs to understand the cultural significance of French contemporary cuisine. 25 course credit. Elective associated with PARI 278 (.25 course credit) - Susan LeDuc

PARIS 299: PARIS 299: Practicum: Advanced French Conversation & Social Interaction. Associated with the home stay housing option only with a French family and interaction with a French peer student. Students will agree in advance with the Paris coordinator on the number of contact hours that will qualify them for this practicum. (.25 course credit) - TBD

PARIS 299: Practicum: Musical Participation. Open only to students with Choral background (.25 course credit) - Francie Seder

PARIS 399: Independent Study: Major Figures in French Art (.50-1.00 course credit) - TBD

PARIS 441: Independent Study in Art History.

Trinity-In-Santiago Global Learning Site

FACULTY SPONSORS: ASSOCIATE PROFESSORS ANNE LAMBRIGHT (MODERN LANGUAGES AND LITERATURE); DARIO EURAQUE (HISTORY);† GUSTAVO REMEDI (HISPANIC STUDIES)†
OFFICE OF INTERNATIONAL PROGRAMS ADVISER: MARY HEVI, ASSOCIATE DIRECTOR
ON-SITE DIRECTOR IN SANTIAGO: PEDRO MATTA
STUDENT LIFE COORDINATORS IN SANTIAGO: SAUL HAVILIO BAJIC AND ROXANA DONOSO

The Trinity-in-Santiago Global Learning Site in Santiago de Chile offers students an urban context in which to explore five different thematic tracks, each of which entails academic study and an internship experience in Spanish. Students in all tracks enroll in a specifically designed interdisciplinary core course that introduces Trinity students in the program to the history, culture, economy, art, and political system of Chile. Students earn 1.5 in-residence credit for the core course of the selected track, and enroll in one or more additional elective courses for transfer credit. In-residence credit is earned for the interdisciplinary core course, the core course in the chosen track, and an internship related to the track. The five thematic tracks are: (1) Human Rights (2) Gender (3) Ethnicity (4) Arts & Culture (5) Government & Politics.

Students enroll at the Universidad de Chile, the principal research institution in the country. For their elective(s), students can choose from a broad range of courses in all disciplines, as well as from a variety of interdisciplinary offerings.

All courses are conducted in Spanish. To gain admission to the Trinity-in-Santiago program, students must demonstrate an intermediate level of proficiency (equivalent to passing Spanish 202) at the time of application. If necessary, students can undertake further preparation in the Spanish language and culture, either before departure, during the summer, or even while in Santiago. Applicants will be interviewed by Trinity-in-Santiago GLS faculty to determine whether they have the necessary language proficiency. Those students accepted for the Santiago program who require further language training will receive assistance in finding an appropriate language program to ensure that they acquire the necessary proficiency.

After completion of exams in Santiago, students will travel for one week each to Buenos Aires and Montevideo for an introduction to the cities, cultures, histories, politics, arts, and human rights issues in Argentina and Uruguay. Upon returning to campus at Trinity, students will be expected to prepare a report or other presentation for the Trinity community. This exercise will enable students to summarize their learning experiences in a more academic setting, to share it publicly for open debate and discussion, and to promote the importance of multicultural experiences within the College generally.

Trinity-in-Santiago is offered in both the Fall and Spring semesters.

Program of Study:

Core course:

I. General Interdisciplinary Course Requirement

Course title: “Chile: Introducing the Past and Present” (1.5 course credits)

SANT 300. Chile: Introducing the Past and the Present—This course is designed as a general introduction to the past and present of many facets of Chilean society. It is divided into thematic units designed as introductions to the history, culture, arts, literature, music, and political system and politics of Chile. Within given units, emphasis is given to concerns with human rights, gender, ethnicity, the rise and fall of dictatorships, and the struggle for democracy and civilian rule. (1.5 course credits)

II. Required Core Courses for the Thematic Tracks:

Track 1—Human Rights

Course title: “International Law and Human Rights” (1 course credit)

Track 2—Gender

Course Title: “History of Women’s Citizenship in Chile” (1 course credit)

Track 3—Ethnicity

Course title: “Ethnicity, Multiculturalism, and Rights: The Chilean Experience” (1 course credit)

Track 4—Arts and Culture

Course title: “Epistemology in the History of Art” (1 course credit)

Track 5—Government and Politics

Course title: “Political Systems in Latin America” (1 course credit)

III. Descriptions for Core Courses in the Thematic Tracks

SANT 301. International Law and Human Rights—This course familiarizes students with the normative international systems that are increasingly relevant in humanitarian, academic, political, and professional circles. It involves looking specifically at international human rights law, international humanitarian law, and international law of refugees. The course investigates how political systems and jurisprudence deal with human rights, humanitarian relief, and refugee status. (1 course credit)

SANT 302. History of Women’s Citizenship in Chile—This course looks closely at the evolution of the extension of citizenship status to women in Chile in the 20th century. While the course investigates the issue from different perspectives, from the historiographical to the literary, the emphasis is on the intersections of ethnicity and gender. With respect to ethnicity and gender, special attention is placed on the indigenous Mapuche culture. Various specialists from gender studies and the professional world of Santiago are integrated into the teaching of the course. (1 course credit)

SANT 303. Ethnicity, Multiculturalism and Rights—The general objective of the course is for students to get to know indigenous ethnicity in the Chilean context and see it from different perspectives: historical, anthropological, as well as human rights and jurisprudence. While the Chilean context is the focal point, the course compares the issues in the context of the Americas, especially the cases of Guatemala, Mexico, Ecuador, and Colombia. (1 course credit)

SANT 304. Epistemology in the History of Art—This course looks at the philosophy of art in general and at particular processes and historical periods. On the philosophy of art, it draws on a range of authors, from Nietzsche to Hayden White, as well as Margarita Schultz, the principal instructor of the course. When investigating specific “texts,” students think about the creation of the novel, the emergence of historians, and critics of fine art. Students are also exposed to the epistemology of art in visual spaces. These include traditional spaces, from cathedrals to paintings to drawings, as well as contemporary visual spaces, as in Internet art, DVDs, and CD-Roms. (1 course credit)

SANT 305. Political Systems of Latin America—The general objective of the course is the engagement of students with the many political systems and their dynamics in Latin America. The course considers various actors and agents—from left-wing movements to oligarchic politics and different forms of populism, with attention to particular processes and their crises, including the emergence of dictatorships and revolutions—to transitions to democracy and civilian rule. (1 course credit)

IV. Internship

INTR 142. Internship—Students enroll in an integrated internship that places them in an institution or organization—in Santiago, in another part of Chile, or in the region. Internship placements will be made in consultation with appropriate Trinity faculty, and will be in institutions whose professional or academic interests allow a maximum integration of the internship experience with the thematic track selected by the student. Students must complete an integrated internship contract, available from the Office of International Programs at Trinity. This form will be completed in consultation with a member of the core faculty of the Trinity-in-Santiago Global Learning Site, or with another appropriate Trinity faculty member. The final grade for the internship is awarded by the supervising Trinity faculty member and is based on an evaluation of the final product associated

with internship and a review of the evaluation submitted by the internship's field supervisor in Chile. (1 course credit)

In the past students have completed internships in the following institutions and organizations:

- CODEPU: Corporación de Promoción y Defensa de los Derechos del Pueblo (Corporation for the Promotion and Defense of the People's Rights)
- CINTRAS: Centro de Salud Mental y Derechos Humanos (Center for Human Rights and Mental Health)
- MEMCH: Movimiento Pro-Emancipación de la Mujer Chilena (Movement for the Emancipation of Chilean Women)
- UNHCR: United Nations High Commission for Human Rights, Regional Office in Santiago de Chile
- MOVILH: Movimiento de Integración y Liberación Homosexual (Movement for the Integration & Liberation of Homosexuals)
- RAICES: Developmental Non-Governmental Organization which organizes projects among low-income populations in Santiago de Chile.
- AI: Amnesty International, Santiago de Chile. Co-sponsored with Trinity Human Rights Program
- INSMUJER: Instituto De La Mujer (The Women's Institute) – NGO that produces and publishes studies focusing on women inequality (legal rights, workplace, cultural aspects, etc.) to influence governmental policy and establishing new legislation.
- PAHO: La Organización Pan Americana de la Salud – Pan American Health Organization

V. Courses at the Universidad de Chile

For their elective courses, students will enroll in suitable liberal arts courses at the Universidad de Chile.

Trinity-In-Trinidad Global Learning Site

COORDINATOR: PROFESSOR MILLA RIGGIO (ENGLISH)

DEPUTY COORDINATOR: ASSOCIATE PROFESSOR PABLO DELANO (STUDIO ARTS)

AFFILIATED TRINITY COLLEGE FACULTY: ASSOCIATE PROFESSOR JANET BAUER (INTERNATIONAL STUDIES; WOMEN, GENDER, AND SEXUALITY); PROFESSOR LESLIE DESMANGLES (RELIGION, INTERNATIONAL STUDIES); PROFESSOR DARIO EURAQUE (HISTORY, INTERNATIONAL STUDIES); ASSOCIATE PROFESSOR LUIS FIGUEROA (HISTORY, INTERNATIONAL STUDIES); ASSISTANT PROFESSOR ERIC GALM (MUSIC); ASSOCIATE PROFESSOR JOAN MORRISON (BIOLOGY); PROFESSOR VIJAY PRASHAD (INTERNATIONAL STUDIES); AND ASSOCIATE PROFESSOR BRIGITTE SCHULZ (POLITICAL SCIENCE)

OFFICE OF INTERNATIONAL PROGRAMS ADVISER: LISA SAPOLIS, ACTING DIRECTOR

ONSITE ADMINISTRATIVE COORDINATOR: SHAMAGNE BERTRAND

ONSITE ASSISTANT ADMINISTRATIVE COORDINATOR: FLORENCE BLIZZARD

The Trinity-in-Trinidad Global Learning Site offers a one-semester cultural immersion experience for either the fall or spring term in Trinidad and Tobago, a twin-island republic located in the Caribbean, seven miles from the coast of Venezuela. The program is affiliated with the University of the West Indies, with the core courses taught by on-site personnel employed directly by Trinity College. Students receive Trinity in-residence credit for all program core courses, internships, and related independent studies. Although classes taken at the University of West Indies earn transfer credits, grades for all classes taken in Trinidad calculate into students' GPAs in the same manner that they do in Hartford. (Non-Trinity College students should consult their study abroad office for their school's policy concerning grades earned while abroad.) All courses taken at the site are eligible to be counted toward Trinity majors or minors, with appropriate Trinity permission. The program includes field trips, as well as carnival participation in the spring term and comparable activities in the fall.

The University of the West Indies:

The University of the West Indies (UWI) is a highly respected, comprehensive, autonomous institution supported by and serving 15 different countries in the West Indies. The University was founded in 1948 at the Mona campus in Jamaica, as a University College affiliated with the University of London. UWI achieved independent status in 1962. The St. Augustine campus, in Trinidad, which was formerly the Imperial College of Tropical Agriculture, was started in 1960.

In addition to its three main campuses, UWI has centers in all of its non-campus Caribbean countries. It offers students a wide variety of academic departments and classes from which to choose, as well as many co-curricular activities and services.

Study Tracks:

Each student's academic program is based on admission to one of the following study tracks. Though students select a primary track, they are not rigidly limited to this, as it is possible to design a program individually that merges aspects of different tracks. Students interested in doing a five credit course load can negotiate a second course at the University of

the West Indies, take an independent study course with a Trinity faculty member (they will have a mentor in Trinidad), or select a course designed for a different track. While the internships listed below are possible placements, students are not limited to these options.

I. Caribbean Civilization:

On-Site Faculty Coordinators: Shamagne Bertrand and Florence Blizzard; Trinity Faculty Coordinators: Associate Professors Luis Figueroa and Brigitte Schulz

1. **TNTB 300** Core Course: Caribbean Civilization (1.0 credit) Lecturer: Dr. Eric St. Cyr

2. **Internship:** placement possibilities include the Trinidad & Tobago Institute of the West Indies (1.0 credit) Mentor: Dr. Eric St. Cyr / appointed Institute staff member.

This is a placement in the production office of the Trinidad and Tobago Review, a monthly periodical of scholarly and editorial essays. The intern will be exposed to theory and representatives of the political economy of the Caribbean.

3. **ENGL 339** (Fall students) or TNTB 340 (Spring students)- Festival Arts Course (1.0 credit) **optional, but highly recommended**

4. 1 – 2 UWI courses. (1.0 credit each)

To access course descriptions at the University of the West Indies, please go to the following site: <http://www.uwi.tt/facultyBooklets.asp>

II. Theater and Performance:

On-Site Faculty Coordinator: Florence Blizzard; Trinity College Faculty Coordinator: Milla Riggio

1. **TNTB 300** Core Course on Caribbean Civilization (1.0 credit) Lecturer: Dr. Eric St. Cyr

2. **ENGL 339** (Fall students) or TNTB 340 (Spring students)- Festival Arts Course (1.0 credit)

3. **Internship** (1.0 credit) :

a) Malick Folk Performers

Mentor: To be determined

Applicants should have intermediate dance training.

b) Trini Revellers Mas Camp

Mentors: Florence Blizzard and representative from Mas Camp

c) Lilliput Children's Theatre

Mentor: Noble Douglas

4. **1-2 UWI Courses.** (1.0 credit each)

To access course descriptions at the University of the West Indies, please go to the following site: <http://www.uwi.tt/facultyBooklets.asp>

III. Documentary Arts and Community

On-Site Faculty Coordinator: Florence Blizzard

Trinity College Faculty Coordinators: Pablo Delano and Milla Riggio (for Journalism)

1. **TNTB 300:** Core Course on Caribbean Civilization (1.0 credit)

Lecturer: Dr. Eric St. Cyr

2. **Internship** (1.0 credit)

a) Trinity Vision

Mentor: Tony Hall or other as assigned

Applicants must have some video and editing experience.

b) Photography

Mentor: To be determined in consultation with Professor Delano

Applicants must have a basic introduction to photography.

c) Journalism

Mentor: Keith Smith (Trinidad Express Newspaper) or WIN TV Staff

Applicants must have interest in journalism and some writing experience.

3. **1- 2 UWI Courses.** (1.0 credit each) To access course descriptions at the University of the West Indies, please go to the following site: <http://www.uwi.tt/facultyBooklets.asp>

4. **Optional Elective Independent Study** in Photography or Documentary Writing, by permission of Trinidad Faculty Advisor (50- 1.0 course credit)

Photography advisor: Pablo Delano; Writing advisor: Milla Riggio

IV. Music

On-site Coordinator: Florence Blizzard; Trinity College Faculty-Track originator: the late Lise Waxer; Trinity Faculty Coordinator: Eric Galm

1. **TNTB 300:** Core Course on Caribbean Civilization (1.0 credit)

Lecturer: Eric St Cyr

2. **TNTB 215:** Music of the Caribbean or selected UWI music course (1.0 credit)

3. **Optional Composition/Recording Class** (1.0 credit)

Instructor: or other faculty as appointed

4. **Internship** (1.0 credit)

a) Pan:

Placement with Exodus Steel Orchestra, the Birdsong Steel Orchestra, the Sforzata Steel Orchestra, or the Pamperi Steel Orchestra.

b.) Voice

Mentor: Ella Andall.

c.) Parang

Mentor: Neal Marcano

d.) Instrumental music. Students have a choice of options, such as working with Mungal Patesar, Pantar; or with Hindu music

Mentor: To be determined.

5. **1 UWI course** (optional). (1.0 credit)

To access course descriptions at the University of the West Indies, please go to the following site:
<http://www.uwi.tt/facultyBooklets.asp>

V. Hinduism

On-Site Coordinator: Raviji. Trinity College Faculty Advisor: Prof. Leslie Desmangles.

Applicants should have a strong interest in Religion or related studies.

1. **TNTB 300:** Core Course: Caribbean Civilization (1.0 credit)

Lecturer: Dr. Eric St. Cyr

2. **TNT 339:** Hindu Trinidad (1.0 credit) - Instructor: Raviji

3. **Internship** (1.0 credit)

Hindu Prachar Kendra – Hindu community center

Mentor: Raviji

4. **1-2 UWI courses.** (1.0 credit)

To access course descriptions at the University of the West Indies, please go to the following site:
<http://www.uwi.tt/facultyBooklets.asp>

VI. Gender & Islam in the Diaspora (Students may study Gender, Islam or both)

On-site Coordinator: Florence Blizzard; Trinity Faculty Coordinator: Associate Professor Janet Bauer.

1. **TNTB 300:** Core Course: Caribbean Civilization (1.0 credit)

Lecturer: Dr. Eric St. Cyr

2. **1-2 UWI courses** from the Centre for Gender & Development Studies. A second UWI course is optional. (1.0 credit each)

To access course descriptions at the University of the West Indies, please go to the following site:
<http://www.uwi.tt/facultyBooklets.asp>

3. **Internship** (1.0 credit)

a.) Network of NGO's; Mentor: Hazel Brown

b.) NUDE [National Union of Domestic Employees]; Mentor, Ida Le Blanc

c.) Rape Crisis Center; Mentor: Patricia St. Bernard

d.) Islamic Academy; Mentor: Aneesa Hosein

e.) Other Islamic Options: Islamic Children's Home; the ASJA Home for the Aged; Madina House (home for battered women); Mentors: To be determined

f.) CADV (Coalition Against Domestic Violence); Mentor: Kelli Coombs

g.) Working Women; Mentors: Jackie Burgess and Sheila Rampersad

4. **Other elective UWI course or Trinity program course.** (1.0 credit)

To access course descriptions at the University of the West Indies, please go to the following site:
www.uwi.tt/facultyBooklets.asp

5. **Independent Study on Gender or Islamic Studies** (optional) with Professor Bauer (1.0 credit)

VII. Ecology and Environment (Spring semester)

On-site Coordinator: Florence Blizzard; Trinity College Faculty Advisor: Joan Morrison

1. **TNTB 300:** Core Course on Caribbean Civilization (1.0 credit)

Lecturer: Dr. Eric St. Cyr

2. **Internship** (1.0 credit)

a) The Institute of Marine Affairs

Mentors: Maria Wyke and Trevor Yip Hoy

b) The Ecology of the Rain Forest – Flora or Fauna.

Mentor: Cristo Adonis.

c) BL33B/BIOL 3069 Research Project. (1.0 course credit)

3. **1-2 UWI courses.** (1.0 course credit each)

A selection of possible UWI courses are listed below. Student should consult with faculty advisor to ensure prerequisites are met.

238/BIOL2062 Freshwater Biology

Z36B/BIOL3062 Conservation Biology

BT37E/BIOL 3464 Tropical Forest Ecology and Management
BIOL 3461/Z31A Coastal Ecosystem Management
C30E/CHEM 3560 Environmental Chemistry

To access course descriptions at the University of the West Indies, please go to the following site:
<http://www.uwi.tt/facultyBooklets.asp>

VIII. Engineering (Track in development – Engineering students take 1-2 UWI courses in Engineering, the Core Course, and pursue an independent study project and/or internship.)

Trinity-in-Trinidad in-residence courses:

Program Core Course - TNTB 300. Core course: “Caribbean Civilization”

The course focuses on the culture, anthropology, arts and social history of Trinidad and Tobago in the context of the Caribbean as a region. The course will introduce students to aspects of the complex ethnicity of the islands as well as their rich cultural, literary, artistic and sociological legacies. Students will receive 1.0 Trinity in-residence credit for the class.

ENGL 339: Festival and Drama (Fall students only)

This course will examine ways in which performance is in many cultures linked to festivals of many different kinds. It will examine the ethos of what can be called the “festival world” in contrast to the “workaday world.” We will consider ways of regulating time (festival time vs. clock time), the demands of vocation vs. leisure, play vs. work. In addition to studying festival drama, we will examine the idea of festivity. Particular attention will be paid to Caribbean Carnival as street theater, evolving from emancipation festivals in the 19th Century.

TNTB 340. Festival Arts as Cultural Performance (Spring students only)

A composition and playmaking workshop organized by the Tony Hall and the Lordstreet Theatre Company in collaboration with the National Drama Association and various Trinidad artists and students participation in Carnival events is required. Course culminates in a Festival performance.

TNTB 215. Music of the Caribbean.

(Not available in 2007-2008)

WMGS 330. Gender and Multiculturalism in Trinidad and Tobago.

(Not available in 2007-2008)

TNTB 339. Hindu Trinidad

This course allows candidates to examine selected concepts, explore living traditions and produce written, oral and visual presentations. To this end the course offers a brief historical and literary overview, an examination of the dynamics of Absolute Brahman, its personal Eeshavara and the popular manifestations and popular Hindu religious ideas and practices. It will examine the unique concept of the management of Isha, or individual religion and community practices through the festivals and rituals, the concept of interconnectedness and the ethics derived from this. The course also provides opportunities for intimate experiences of community and family life. Students will be required to assist in organizing at least one community event.

TNTB 399. Independent Study

A wide range of independent studies are available for Trinity in-residence credit in subjects such as photography, music composition or music lessons, documentary filmmaking, playwriting, or other subjects of interest to students. Students may with consultation tailor their own independent study, either coordinated with their internship or in other areas of interest. Such studies will be taught and supervised under normal circumstances by experts in Trinidad or Tobago, working in close coordination with Trinity faculty, and will be arranged through the program coordinator or the on-site academic director.

Trinity-in-Vienna Global Learning Site

FACULTY SPONSORS: PROFESSOR ERIK VOGT (PHILOSOPHY); PROFESSOR DREW HYLAND (PHILOSOPHY); ASSOCIATE PROFESSOR JOHANNES EVELEIN (MODERN LANGUAGES AND LITERATURE); PROFESSOR PAUL LAUTER (ENGLISH);
OFFICE OF INTERNATIONAL PROGRAMS ADVISER: LISA SAPOLIS, ACTING DIRECTOR
ON-SITE DIRECTOR: GERHARD UNTERTHURNER;

Trinity’s Global Learning Site in Vienna offers students the opportunity to study in English at the University of Vienna, one of Europe’s best institutions of higher learning. While the program is designed with Philosophy majors in mind, it is appropriate for students with an interest in Central Europe and has strong curricular options in Philosophy, International Studies, Political Science, History, American Studies, English, Women & Gender Studies, Human Rights, Economics, and other areas. The Vienna Global Site begins with a month-long intensive German language course at the appropriate level, which students on the program complete prior to the start of the term at the University of Vienna. This helps students with no or little previous study of German develop a solid foundation in the language. For students who have already taken German, the course helps students improve their language skills, which may allow them to take regular courses in German (as well as English) at the University of Vienna, depending upon their level at the conclusion of the course.

Students also take the program’s core course, “Thought and Culture of Vienna” This semester-long course is taught in English by Trinity-in-Vienna’s on-site coordinator, Gerhard Unterthurner, to all students on the program. For their remaining courses, students enroll in regular classes at the University of Vienna in English (or German, if they have the

appropriate level of language) at the start of the term in March. All Philosophy majors take a Philosophy core course as one of their university classes. This course, “Issues in Contemporary Central European Philosophy”, is taught by Trinity professor and program faculty sponsor, Erik Vogt.

Students live in residence halls with Austrian and international students. The residences are modern and comfortable and have computer access and kitchen facilities. Students have their own bedrooms and share bathrooms and common areas. The residences are convenient to public transportation, grocery stores, cafes, and shops.

Trinity-in-Vienna is offered in the Spring Term only. Grades for all courses taken by Trinity students at the Vienna Global Site calculate into their GPAs in the same manner that they do in Hartford.

Classes in Vienna:

Language Courses

Courses in German language are offered through the Vienna University International Courses program, which is affiliated with University of Vienna. Students can study German at all levels, from beginner to advanced. Each German language course offers 1 credit hour. In addition to the intensive German language courses that students take during their first month in Vienna, students have the option of continuing German language study throughout the semester.

Trinity College Courses

Program Core Course (taken by all students on the program):

Thought and Culture of Vienna – 1 course credit.

This survey seminar will introduce students, via the close reading of relevant texts and visits to the museums and cultural institutions of Vienna, to the breadth and complexity of Austrian culture, thought, and politics. The seminar will be structured into the following sections that engage the city of Vienna, the Hapsburg legacy, and Austria, in general: philosophy; psychoanalysis; cultural and art history; literature; and politics (with emphases on contemporary political questions such as Human Rights, immigration, multiculturalism, and racism). The course will be conducted in English – Gerhard Unterthurner

Philosophy Core Course (taken by Philosophy majors and other interested students):

Issues in Contemporary Central European Philosophy – 1 course credit.

This course will address and examine issues relevant to contemporary Central European philosophy. Emphasis will be put on an interdisciplinary orientation in such a way that philosophical texts will be treated alongside texts from literature and literary theory, psychoanalysis, and political theory. The course will be conducted in English. – Erik Vogt

University of Vienna courses:

Students have a variety of regular courses to choose from at the University of Vienna in English. Typically, the university offers 35+ classes in English each semester. Past course options have included:

- Continental Feminist Philosophy in the U.S.
- Cultural Philosophy
- Europe as Cultural Space
- Renaissance Philosophy
- Global Political Economy
- Political Philosophy of International Relations
- Philosophy from a Gendered Perspective
- Large Group Psychology
- Human Rights and Racism
- Indigenous People and Human Rights
- Women Writers in Modern American Literature
- Gender Studies: Through the Looking Glass
- Shakespeare and his Comedies
- Modern British One-Act Plays
- Race & Gender in 20th Century Short Stories and Plays

Students proficient in German can choose additional courses from the full curriculum of the University of Vienna. Other courses are offered in French and Italian. All university courses offer 1 course credit.

Internships in local museums or cultural institutions, such as the Freud Museum and the Jewish Museum, are also available.

In addition, students may enroll in a wide variety of courses for personal enrichment at the Sports Institute of the University of Vienna. Classes include dance, karate, yoga, and other options. Students may also audit additional classes at the university, join local clubs and organizations, and attend lectures in English at the Institute of Human Sciences on topics related to philosophy, psychology, and politics.

Students have the support of an on-site coordinator, who assist students in the program throughout the semester and also organizes excursion and cultural activities in and around Vienna and trips to Graz and Salzburg.

Trinity students are also eligible to participate in the cultural events, excursions, and activities organized for ERASMUS students (international students from Europe studying at the University of Vienna.). The ERASMUS program offers Trinity students the opportunity to be matched with an Austrian student for language and cultural exchange.

Affiliations and Other Programs

Baden-Württemberg Exchange

FACULTY SPONSOR: ASSOCIATE PROFESSOR JOHANNES EVELEIN
OFFICE OF INTERNATIONAL PROGRAMS ADVISER: JANE DECATUR, ASSOCIATE DIRECTOR

Under the terms of a State-to-State exchange agreement between the State of Connecticut and the German State of Baden-Württemberg, Trinity students are eligible to attend as exchange students any university in Baden-Württemberg: Freiburg, Heidelberg, Hohenheim, Karlsruhe, Konstanz, Mannheim, Stuttgart, Tübingen, and Ulm. All universities in Baden-Württemberg offer programs in political science, biology, psychology, chemistry, economics, and German language and literature. German language proficiency is required to participate.

For more information about the Exchange, please visit www.ctdhe.org/intexch.

The Chinese University of Hong Kong and Lingnan University

Programs are temporarily suspended.

FACULTY SPONSOR; ASSOCIATE PROFESSOR KING-FAI TAM (MODERN LANGUAGES AND LITERATURE) AND
ASSOCIATE PROFESSOR MICHAEL LESTZ (HISTORY)

OFFICE OF INTERNATIONAL PROGRAMS ADVISER: JANE DECATUR, ASSOCIATE DIRECTOR

Trinity sponsors two exchange programs for students offering both spring and fall semesters and occasionally summer study opportunities in Hong Kong, China. The Chinese University of Hong Kong is a major research university, while Lingnan University is a smaller, liberal arts university with Hong Kong traditions. Both bilingual universities provide students with an education in the liberal arts, combining characteristics from both the East and West. Knowledge of Chinese is not required for participation, but instruction on both Cantonese and Putonghua (Mandarin Chinese) is available in both institutions. For a complete list of course offering, consult update bulletins of Chinese University and Lingnan University in the Office of International Programs.

Curtin University of Technology, Perth, Western Australia

OFFICE OF INTERNATIONAL PROGRAMS ADVISER: JANE DECATUR, ASSOCIATE DIRECTOR

Trinity College has an affiliation with Curtin University for fall and spring study options. As visiting students at Curtin, Trinity students have full access to the university's curriculum and the opportunity to be fully integrated with Australian students. The university offers 160 majors and is dedicated to a method of education that places emphasis on the practical applications of knowledge. Curtin University offers the largest Aboriginal Studies program in Australia. Students may select from courses offered in: Art, Asian Studies, Anthropology, Biology, chemistry, computer science, economics, engineering, English, environmental science, mathematics, psychology, social sciences, urban and regional studies, and other areas. Curtin has opportunities for students to participate in internships/community service projects, and it organizes optional study tour in Asia before or after the semester. Past study tours have included visits to China, Myanmar, Thailand, Vietnam, the Philippines, Malaysia, and Singapore.

Denmark's International Study Program (DIS)

OFFICE OF INTERNATIONAL PROGRAMS ADVISER: LISA SAPOLIS, ACTING DIRECTOR

Trinity College has an affiliation with DIS, which offers students fall and spring semester study opportunities in English in Copenhagen, Denmark. Trinity students can choose from over 120 liberal arts courses in the following program tracks: Pre-Architecture; Architecture and Design; Communication and Mass Media; Danish and Other Languages; European Culture and History; European Politics and Society; International Business and Economics; Marine and Environmental Biology; Medical Practice and Policy; Migration and Multiculturalism; Molecular Biology and Biotechnology; and Psychology and Child Development. Most courses are offered by and taught at DIS. However, some classes are taught in English for Danish and international students at various Danish universities in Copenhagen. For more information, consult the DIS website at <http://www.dis.dk/index.php>.

University of East Anglia

OFFICE OF INTERNATIONAL PROGRAMS ADVISER: JANE DECATUR, ASSOCIATE DIRECTOR

The University of East Anglia in Norwich, England has established an affiliation with Trinity College for studying one or two semesters at their campus. The School of English and American Studies are areas of particular interest to our students. The university has one of the premier creative writing programs, with internationally renowned authors regularly teaching creative writing offerings. For a complete list of course offerings, consult bulletins in the Office of International Programs or the University of East Anglia web site.

New York University, London and Shanghai

OFFICE OF INTERNATIONAL PROGRAMS ADVISER: JANE DECATUR, ASSOCIATE DIRECTOR

Trinity College has an affiliation with NYU in London and Shanghai, which offers students fall and spring semester study opportunities in English in London, England and Shanghai, China. Trinity students can choose from a wide range of liberal arts courses, including a variety of science offerings at the NYU London site. The NYU Center in London is located in Bloomsbury in central London with over 40 instructors and an experienced administrative staff to provide support for academics, student life, community service, buildings and facilities. NYU in Shanghai offers courses taught by NYU faculty and also draws prestigious faculty from local universities, including East China Normal University. For more information, consult the NYU Web site at www.nyu.edu/studyabroad/.

PRESHCO-Programa de Estudios Hispánicos en Córdoba

CAMPUS COORDINATOR: PROFESSOR MOISES CASTILLO (MODERN LANGUAGES AND LITERATURE)

OFFICE OF INTERNATIONAL PROGRAMS ADVISER: LISA SAPOLIS, ACTING DIRECTOR

ON-SITE EXECUTIVE DIRECTOR: PROFESSOR CARLOS VEGA

A consortium of Oberlin College, Smith College, The College of Wooster, Trinity College, Wellesley College, and Wheaton College created the Programa de Estudios Hispánicos en Córdoba in 1981 in order to encourage the intellectual and personal growth that comes from cultural immersion; to offer an opportunity to strengthen acquisition of the Spanish language; and to foster knowledge and appreciation of Spanish culture through studies in the Humanities, Social Sciences, and Fine Arts. Academic study in the PRESHCO program is centered around a variety of courses specially developed for students in American colleges and universities and taught by regular faculty of the University of Córdoba. Classes—taught entirely in Spanish—are held in the University's Facultad de Filosofía y Letras, an 18th century landmark building located in the heart of the medieval quarter. Students may enroll for the fall or spring or for the entire academic year.

Trinity College students earn in-resident credit for all courses taken at PRESHCO.

PRESHCO is offered in both the Fall and Spring semesters.

COURSES

LANGUAGE, LITERATURE, AND THE FINE ARTS

Language

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)

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 chose 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)

Translation—Theoretical and practical aspects of the translation of both literary and non-literary 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

Introduction to Spanish Literature I—An examination of representative texts and literary movements from the medieval period to the Golden Age. (Fall)

Introduction to Spanish Literature II—An examination of representative texts and literary movements from the 19th and 20th centuries. (Spring)

Female Heroics in Spanish Theater—A close reading of the representation of gender in plays by modern Spanish women playwrights. (Fall)

Seminar: Women and Culture in the Literature of Francoist Spain—The examination and study of women and culture in representative texts of the Franco period. (Spring)

Seminar: Studies in 19th and 20th Century Literature—Close reading and analysis of representative texts from the nineteenth and twentieth centuries. (Spring)

Seminar: Twentieth-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

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)

Spanish Art: From the Islamic Period to El Greco—A survey of the most significant artistic expressions in architecture, painting, and sculpture that emerged in Spain from the eighth to the sixteenth centuries. (Fall)

Spanish Art: From Velázquez to Picasso—A continuation of the course described above, exploring artistic milestones from the 17th to the 20th centuries. (Spring)

Seminar: Methods and Techniques in Andalusian Art Restoration—An integrative seminar entailing classroom instruction, extensive field work, 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)

History of Spanish Architecture—An examination of the principal works of Spanish architecture from prehistoric times to the modern works of Antoni Gaudí and Rafael Monco. (Spring)

THE SOCIAL SCIENCES

History

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 fifth century C.E. (Fall)

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)

The Social and Economic Conditions of Women on Their Own—The examination, study, and discussion of the social and economic conditions of women who are in some way marginalized in modern Spanish society. (Spring)

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)

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. (Fall)

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

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

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

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)

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 has informed Spanish government, jurisprudence, economics, and society. (Fall)

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)

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)

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)

Islam: Beginnings, Introduction into Spain, and Contemporary Andalusia—An examination of the origins of Islam in Arabia and its introduction into and evolution within Spain beginning in 711 C.E. Particular attention to the diversity of Islamic religious thought and philosophy, competing notions regarding lasting Islamic influence in Spanish identity, and the role of Andalusia as a cultural site for contemporary Islamic thought. (Spring)

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)

Andalusian Archeology: Theory and Practice—A course encompassing both theory and hands-on practice. Readings and lectures in archeological theory and methods (including differences between American and European approaches), complemented by extensive practice at local installations. (Fall)

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)

Comparative Political Institutions (The United States and Spain)—A comparative analysis of the governmental structures of the United States, Spain, and the European Union, paying particular attention to historical, legal, political, and sociological dimensions. (Spring)

Offerings at the Facultad de Filosofía y Letras

PRESCHO 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 offer 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 PRESCHO program. The grade received is transferred to American grading standards and reported to the home institution for program credit. Given the fact that the Spanish university calendar differs considerably from that in the U.S. (requiring accommodations in terms of class meetings and due dates for assignments and examinations), students interested in this option should speak to their coordinator before departure or with the Resident Director upon arrival.

In addition to informing students about the many offerings of the University of Córdoba, the program identifies a short list of courses that may be of particular interest to students learning about Spain and its culture. These offerings are enhanced for program participants by additional course meetings and discussion sections. A list of these courses is available approximately two months before the beginning of each semester and is sent to all accepted students.

The Trinity Shanghai Semester

FACULTY SPONSORS: PRINCIPAL LECTURER NAOGAN MA (MODERN LANGUAGES AND LITERATURE); ASSOCIATE PROFESSOR KING-FAI TAM (MODERN LANGUAGES AND LITERATURE); ASSISTANT PROFESSOR PATRICIA THORNTON (POLITICAL SCIENCE); AND ASSOCIATE PROFESSOR JAMES WEN (ECONOMICS AND INTERNATIONAL STUDIES)
OFFICE OF INTERNATIONAL PROGRAMS ADVISER: JANE DECATUR, ASSOCIATE DIRECTOR

The Trinity Shanghai Semester (offered only in the Spring) enables students to study in China's most dynamic city and at one of China's most important universities. Students are enrolled as visiting students at Fudan University, and live in a Fudan University dormitory. Students attend courses offered in English by prominent Fudan professors. Coursework emphasis is on economics.

The Trinity Shanghai Semester is designed to accommodate students at all levels of Chinese language proficiency. All students in the program enroll in a Chinese language course. Program of Study:

Chinese Language, 1 course credit

1-3 courses at Fudan University, 1 course credit each

Guided Studies Program: European Civilization

The Guided Studies Program is a special curriculum for talented, strongly motivated students in each entering class who wish to examine the evolution of Western civilization through an integrated, interdisciplinary study of European

history, literature, and thought from classical antiquity to the present. The program concentrates on the primary issues and modes of interpretation which have shaped Western culture, and also introduces students to basic patterns of social, economic, and political development.

Courses in the humanities form the core of the program, but materials from other fields are also included in order to extend the range of the students' understanding. The program consists of eight courses, arranged in a coherent sequence, plus a year-long first-year student colloquium and an approved elective taken from the regular curriculum. (The colloquium is an integral part of the first-year Guided Studies courses but carries no separate academic credit.) Ordinarily, students complete Guided Studies in four semesters. But it is possible, by means of accelerated study, to complete the course sequence in three semesters; and students may be granted permission, when appropriate, to distribute the courses over five or six semesters.

Guided Studies can accommodate approximately 25 to 30 students in each entering class. Admission is by invitation only. Invitations to become candidates for the program are sent to exceptionally well-qualified applicants for admission to Trinity in March of each year. (Applicants who do not receive an invitation but find Guided Studies appealing should make their interest known to Dean J. Ronald Spencer no later than March 25.) A small number of sophomores and juniors may also enter the program; those interested in doing so should make application to Dean Spencer by March 15 of the academic year preceding their intended period of enrollment.

FALL TERM

FIRST YEAR GUIDED STUDIES COURSES

000. Integrating Colloquium—First-year Guided Studies students enroll in this team-taught colloquium, the purpose of which is to help integrate the required courses by providing an interdisciplinary focus on some of the major issues they raise. Furthermore, through occasional guest presentations by faculty members in a variety of disciplines students will be introduced to special subjects and supplementary viewpoints. The colloquium, an extension of the three courses listed below, meets up to five times a semester. It is required of all first-year Guided Studies students but carries no separate academic credit. Only students in the Guided Studies Program are allowed to enroll in this course. (0 course credit) (Enrollment limited) —Staff

121. Biblical Tradition—The Biblical world up to the beginnings of Christianity. The emergence of Israel and its life as a nation, the prophetic critique, Israel's Exile and Reconstruction, the emergence of its scripture and its foundation for Judaism and Christianity in the West. Only students in the Guided Studies Program are allowed to enroll in this course. (Enrollment limited)—Sanders

211. Philosophical Themes in Western Culture—Through a careful study of some of the most important philosophers in the Western tradition, we shall examine some of the guiding questions that informed the development of this tradition, some of the decisive responses to these questions, and some of the most significant alternatives. Works of Plato, Aristotle, Descartes, Kant, and Hegel will be studied. Only students in the Guided Studies Program are allowed to enroll in this course. (Enrollment limited)—Hyland

[214. Ancient Greek Philosophy]—Through a careful study of the major figures in Ancient Greek philosophy, including the pre-socratic philosophers, Plato, and Aristotle, we shall examine how some of the guiding convictions and questions of western culture were formulated and examined by these founders of that tradition. Attention will be given both to the convictions and questions that became canonical, as well as to those that became marginal or even forgotten. Only students in the Guided Studies Program are allowed to enroll in this course.

219. The Classical Tradition—A study of Greek and Roman literature as an expression of individual and social ideals, and as a continuing source of inspiration in the Western cultural tradition. The course will proceed from Homer to Vergil with particular emphasis on the Age of Pericles in Athens and the Age of Augustus in Rome. Readings, discussion, slides, and film. Only students in the Guided Studies program; Classical Tradition minor; or Classics or Classical Civilization majors are allowed to enroll in this course. (Enrollment limited)—Mazur

SECOND YEAR GUIDED STUDIES COURSES

243. Historical Patterns of European Development, II—This course will examine the evolution of European society between 1700 and 1950 with particular attention to the impact of the French and Industrial Revolutions. Students will study not just the history but also the historiography of such vital questions as the origins of modern ideologies, the development of mass politics, imperialism and its causes, the impact of the Russian Revolution, and the course of the modern Thirty Years War (1914-1945). There will be extensive consideration of differences and similarities in the transition of various European states from "tradition" to "modernity." Students will also examine the relevance of such terms as "totalitarianism" and "modernization" to historical study. Only students in the Guided Studies Program are allowed to enroll in this course. —Kassow

253. Literary Patterns in European Development, II—A study of the interaction of literature and history from the 18th to the 20th centuries. Topics will include literary dimensions of the Enlightenment; the historical implications of 18th-century social satire; the rise of the novel and its relationship to the development of the city and the middle classes; the effect of the French Revolution on literature; the influence of industrialism; the Romantic impulse; millennial expectations; and the alienation of the artist in modern culture. Only students in the Guided Studies Program are allowed to enroll in this course. —Riggio

SPRING TERM

FIRST YEAR GUIDED STUDIES COURSES

242. Historical Patterns of European Development, I—A critical introduction to selected themes in the political, social and religious history of Europe during the Middle Ages. Issues to be discussed include: the nature of “feudal” society, the formation of the medieval state, with particular emphasis on the growth of law, the nature of kingship, and warfare. The course will also study conversion to Christianity, the evolution of Christian beliefs and practices, the history of the Papacy, European Christian contacts with the “Other,” including Jews, Muslims, heretics, and Byzantine Christians, the evolution of the medieval economy (rural life, trade, and towns), and the transition from a “medieval” to an “early modern” society. The course will be taught largely from primary source materials with supplementary readings in secondary scholarship. Only students in the Guided Studies Program are allowed to enroll in this course. —Elukin

252. Literary Patterns in European Development, I—A study of Medieval and Renaissance literature as they reflect cultural and historical developments. Topics will include the epic and romance of the feudal world, the Renaissance synthesis of the Classical and Biblical, and the Copernican and scientific revolutions of the 17th century. Readings in Dante, Chaucer, Spenser, Donne, Jonson, Milton and others. Only students in the Guided Studies Program are allowed to enroll in this course. —Fisher

SECOND YEAR GUIDED STUDIES COURSES

[466. **Teaching Assistant**]—Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and his/her director are required for enrollment. (0.5-1 course credit) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

Religion 223. Major Religious Thinkers of the West I: Heresy and Orthodoxy in Conflict—An historical and theological study of the development of Western religious thought from the point of view of both heretics and orthodoxy within Christianity and Judaism. Among the topics to be covered: Gnosticism, Augustine, Aquinas, Eckhart, millenarianism, the Free Spirit, Luther, Calvin, and the Anabaptists. Religion majors and students in the Guided Studies Program may enroll without permission of the instructor. Other students may enroll with permission of the instructor. [Guided Studies students take this course in the second semester of their freshman year.] Prerequisite: Course is only open to Religion majors or Guided Studies students. —Kirkpatrick

History

PROFESSOR KETE, *CHAIR*

PROFESSORS EURAQUE†, GREENBERG†, HEDRICK, KASSOW, LEACH, MASUR, AND RAGER
ASSOCIATE PROFESSORS CHATFIELD, ELUKIN•, FIGUEROA, KETE, LESTZ, AND PENNYBACKER;
ASSISTANT PROFESSORS ANTRIM, BAYLISS†, COCCO, AND GEORGE;

LECTURER SPENCER;

VISITING ASSISTANT PROFESSORS GILMORE AND MUSIL;

VISITING LECTURERS EDGE, O’BRIEN, AND TRUXES

ANN PLATO FELLOW MEYER

HISTORY MAJOR—History is a quest for truth in the human past. It is a quest whose participants, while acknowledging that a perfect or unchallengeable reconstruction of the past is impossible, build histories to provoke critical meditation on earlier times. Many visions of historical reality are represented in the History Department’s program. Courses on the Ancient World, the Middle Ages, the History of Women, the Middle East, Africa, Asia, Latin America and the Caribbean, the United States, and Modern Europe, form the core of the curriculum. The major is designed to encourage exploration across the range of our teaching resources and lead to a focused study of an area of inquiry interesting to the student. Students entering the major commit themselves to an imaginative reconstruction of the past and to mastering the skills of reading, thinking, analysis, and writing that make such an endeavor possible. The facility they gain in interpreting the world historically can transform their consciousness and their lives. *Prospicit qui respicit*: One who looks back looks forward.

† Academic Year Leave
• Fall Term Leave

Majors are required to complete twelve approved history courses with grades of C- or better. At least eight of these courses, including the senior thesis, History 299, and junior and senior seminars, must be completed at Trinity or in academic programs taught or sponsored by Trinity faculty. (Graduate courses and graduate seminars may be taken with the permission of the instructor.)

The award of Departmental Honors will be based on superior performance in (1) history courses and (2) either two senior seminars (451) or the senior thesis.

HISTORY MAJOR—The following courses, to be taken in the History Department, are required:

- Six survey courses at the 100- or 200-level (or 300-level with permission of the chairman), distributed as follows:
 - a) Ancient, Medieval, or Early Modern Europe (before 1700) (one course)
 - b) Europe since 1700 (one course)
 - c) United States (one course)
 - d) Asia, Africa, Middle East, or Latin America (three courses)
- History 299 [This course is a prerequisite for all 400-level courses]
- One junior seminar (401/402)
- One senior seminar (451) or the year-long senior thesis (498-499) A thesis is a two-semester, two-credit research project.
- Three elective courses in history, at least two of which must be at the 300-level or above.

Courses in other departments and programs recommended by the History Department and accepted for credit as electives within the major are identified each semester in the College's Schedule of Classes.

History majors are strongly encouraged to study abroad. There are many options in different parts of the world, from Moscow, to Rome to South Africa, and Santiago de Chile. The Office of International Programs and its staff can offer you detailed information about many unique programs, including issues of prerequisites, transfer credit issues, visas and more. History Department faculty members have over the years participated in establishing Trinity's own study-abroad programs. Professor Emeritus Borden Painter was instrumental in the Rome program; Other History professors have been instrumental in a number of Trinity's Global Learning Sites (GLS), the College's own study-abroad programs. Professor Michael Lestz is very familiar with options in China, Tibet, and India; Professor Susan Pennybacker is engaged with the founding faculty of the GLS in Cape Town, South Africa; Professors Luis A. Figueroa and Dario A. Euraque are key contacts for the GLS in Trinidad in the Caribbean; Professor Euraque co-founded the Santiago de Chile program in South America; and Professor Kathleen Kete has participated in the new Global Learning Site in Paris, France. These other faculty in the department can be helpful in these and other study-abroad programs. Professor Euraque is the department's liaison with the Office of International Program's office.

COGNATE COURSES

History majors are strongly advised to select, in consultation with their advisers, courses in the Social Sciences and Humanities appropriate to their interests and relating to their coursework in the History Department. The Department urges majors to attain proficiency in a foreign language, especially where appropriate for upper-level coursework in History.

Undergraduates intending to pursue graduate work in History should plan to develop a reading knowledge of two foreign languages.

Senior Thesis Application Procedure

All juniors who expect to write a full-year senior thesis during the senior year must submit a thesis proposal cover sheet, thesis proposal, and preliminary bibliography to the Department no later than April 14, 2008.

Students studying abroad are responsible for making the deadline and should plan plenty of lead time to assure consultation with their thesis sponsor and timely submission of the proposal. Cover sheets are available from the Department administrative assistant. Applicants will be notified in writing by the chair of acceptance by the end of the spring semester. Students should follow the following procedure in developing a thesis proposal:

- Consult with your desired thesis sponsor about your topic. If you do not know the appropriate faculty member, ask your adviser or the department chair.
- Write a draft proposal of no more than two pages plus bibliography. The proposal should explain the topic, indicate the historical questions you intend to address, discuss the methodology and sources you intend to use, and review earlier historical thinking on the topic, to the extent possible at this preliminary stage.
- Submit the draft to your thesis sponsor and revise according to her/his recommendations.
- When you and your sponsor are satisfied with the proposal and bibliography, fill out the cover sheet, sign it, have your thesis sponsor sign it, and turn the completed packet (cover sheet, proposal, preliminary bibliography) in to the Department.

The proposal is not a contract or an unbreakable commitment but a first step toward defining your topic. We expect that your thinking about your subject will change, perhaps radically, as you pursue your research. Nevertheless, the proposal is a serious exercise, the only instrument the Department has by which to judge your preparation to undertake

a full-year thesis; we urge you to give it serious thought and to consult often with your thesis sponsor in the process of drafting it. Sample proposals are available from the Department administrative assistant.

Thesis students must register for History 498, "Thesis Seminar," in the fall semester. Every student who is accepted to write a thesis is guaranteed a spot in the seminar, but students must enroll in the course, with permission of the instructor, either during the pre-registration period in the spring semester or in the add-drop period at the beginning of the fall semester.

FALL TERM

103. Europe and the Post War World, from genocide to the struggle for human rights—We explore European political culture since 1945 in a global context. This is an introductory survey of the period, from the close of the 2nd World War until the present. Themes include: Reconstruction and memory, Marxism, social-democracy and the New Right; human rights, sexuality and immigration. We look at the events of 1968 and 1989 in a global framework. The Cold War, the New Left, the collapse of the Berlin Wall and of the Soviet Union, national liberation and imperialism, the welfare state and globalization, all offer instances of cultural expression and political conflict. The course emphasizes the role of the arts in politics, and includes lectures, discussion, and a film program. (Enrollment limited)—Pennybacker

[107. War]—Warfare is a fundamental part of the human condition. This course examines the phenomenon of warfare from a wide variety of angles. Through a comparison of warfare in different societies and cultures, the course studies the ways that governments, commanders, combatants, and civilians have experienced and reacted to war. Topics to be explored include: evolution in military technology, experience of combat, role of women and civilians, peacemaking, and comparative military cultures. (Enrollment limited)

[111. Foundations of Greek and Roman History]—This course provides a survey of Greek and Roman history. After an overview of political developments and chronology, the course focuses on topics in social, economic, and cultural change in the ancient world, with particular emphasis on differences and similarities across the societies studied. No previous knowledge of Greek and Roman history is required. The course serves as a foundation course of advanced work (200-400 level) in Greek, Roman, or medieval history, or as an introduction to Greek and Roman history for students with a primary interest in literature, art history, philosophy, or other disciplines. (Enrollment limited)

113. Europe 1300-1750: Renaissance, Reformation and Enlightenment—Topics in the history of Western Europe in the late Middle Ages, Renaissance, Reformation, and the Enlightenment. (Enrollment limited)—Cocco

[115. History of the Greek World: c. 1500-200 BCE]—This course covers the history of the Greek world – Greece, the Aegean islands, western Asia Minor, the Black Sea, and southern Italy and Sicily – in the period between the end of the Bronze Age and the arrival of the Romans (c. 1500-200 BCE). The emergence of the polis, the Greek city-state, as the predominant way to organize political, social, economic, religious, and cultural life, and the spread of these institutions, form the central foci of the course. There will be emphasis on the reading and interpretation of primary source material through lectures, discussions, and analytical writing (Enrollment limited)

201. The United States from the Colonial Period through the Civil War—An examination of the developing American political tradition with emphasis on economic and ideological factors. (Enrollment limited)—Chatfield

209. African-American History—The experiences of African-Americans from the 17th century to the present with particular emphasis on life in slavery and in the 20th-century urban North. (Enrollment limited)—TBA

[211. History of the Desert]—Humans have a long history of interaction with arid environments. We have created great agricultural civilizations in arid environments, sought solitude for religious practice, drilled for oil, explored, conquered, and – most recently – preserved. This course explores the range of human activity in and attitudes toward arid environments in a diachronic and comparative manner. Note: This course applies only as an elective to credit toward a History major. (Enrollment limited)

[212. The Crusades & Medieval Society]—An introductory survey of the political, social, military and religious history of the Crusades. Using primary sources, the course will also examine how aspects of the Crusades reveal broader themes in medieval history, including: European identity, pilgrimage, religious violence, technological innovation, perceptions of non-Europeans, and the influence of the Crusades on early modern voyages of discovery. Lecture and discussion format.

218. US Since 1945—This course examines America since WWII. We will explore both political events and cultural and social trends, including the cold war, rock 'n' roll, civil rights, feminism, Vietnam, consumerism and advertising, the new right and the new left, the counterculture, religious and ethnic revivals, poverty, and the "me" generation. (Enrollment limited)—Gilmore

[222. Japan from the Dawn of Human History to the 17th Century]—This course provides a broad overview of the events and themes encountered in Japan's early history, from the earliest archeological evidence of human habitation to the establishment of a stable, political and social order under the Tokugawa bakufu (shogunate). The course will explore the role of diverse religious and cultural influences in shaping Japanese society and culture during the pre-modern era. Themes and topics of particular interest are the impact of Chinese civilization and the "indigenization" of imported traditions such as Buddhism and

Confucianism, early political organization and the rise of the imperial clan, and civil war and the ascendance of the warrior class to political and cultural hegemony. (Enrollment limited)

228. Islamic Civilization to 1517—This course surveys the transformation of the Middle East into an Islamic civilization from the life of Muhammad in the early 7th century through the collapse of the Mamluk Empire in 1517. It focuses on social, cultural, and political history and addresses regional variations from Morocco to Iran. Topics include women, religious minorities, and slavery, as well as Islamic education, mysticism, and literature. (Enrollment limited)—Antrim

235. Colonial Latin America—This course deals primarily with the social, cultural, economic and political formation of Latin America during the period from 1492 to the movements for independence in the early 19th century. It will take into consideration the importance of indigenous societies as well as the African slave trade in the region's development. (Enrollment limited)—O'Brien

[238. Introduction to Caribbean History]—The location of the first encounter, conquest, and colonization of Native American peoples by Europeans, the Caribbean became thereafter a center of bitter rivalries between European imperial powers, and later in the twentieth century a new, premiere location of the United States' own imperial thrust. The Caribbean's strategic location in relation to Atlantic Ocean trade routes and its tropical climate and fertile soils were key factors in shaping these imperial rivalries and the colonial and postcolonial societies that emerged in the region. The vast experience of African slavery, the later "indentured" migration of hundreds of thousands of Asians to some colonies, and the migration of similar numbers of Europeans (especially to the Hispanic Caribbean) have shaped deeply yet unevenly the nature of Caribbean societies since the 16th century, giving the Caribbean a complex multi-ethnic yet also heavily "Western" cultural landscape. This course will introduce students to these and other aspects of Caribbean history, from the pre-European era, through the epics of the Haitian Revolution (1791-1804) and the Cuban Revolution of 1959, to the present.

241. History of China, Shang to Ming—A survey focused on the development of Chinese politics, culture, and society from 1600 B.C. to the conclusion of the Ming dynasty in 1644 A.D. This course will provide a historical introduction to the growth of a unified Chinese empire with its own homogeneous intellectual tradition and will explore the empire's coexistence with an enormously varied cluster of regional cultures. (Enrollment limited)—Lestz

252. African History to 1880—This course is the first part of a two-part introductory survey of African history. We will explore the rich and varied civilizations and cultures in Africa, as well as how elements of these cultures have been carried throughout the world. Because "African" as a uniform term is a creation of a later time, this course seeks to distinguish between various populations and regions on this immense continent. Beginning with human origins on the continent, we will address the major social, economic, religious, and political movements in Africa through the era of the Atlantic slave trade. Topics will include the peopling of Africa; ancient societies and African empires; African technology such as tools, weapons, art, and music; African religions and the spread of Islam and Christianity; famous early Africans such as Mansa Musa, warrior queen Nzinga, and Shaka Zulu; trans-Saharan and Indian Ocean trading routes; and the development and impact of the Atlantic slave trade. (Enrollment limited)—Musil

[256. Human Rights in Latin America & the Caribbean: A History]—In the 1970s and 1980s, thousands of people were "disappeared," tortured and murdered in Latin America and the Caribbean, mostly by military regimes and by para-military death-squads. The period is often characterized as perhaps the lowest point in the modern abuse of "Human Rights" in the region. This course explores how these central notions, the human and rights, have evolved in theory and in practice in the history of the Americas. The course begins with the 16th-century debates among the Spaniards over the "humanity" of Indians and enslaved Africans; it then covers distinguishing elements of the human and rights within the legal structures of the nations created after independence from Spain in the 1820s and before the more contemporary conceptions of human rights in the aftermath of the Holocaust and the crimes against humanity during WWII. Finally, the modern conception and practice of human rights defense and legal monitoring are explored in case studies in the region from the late 1940s to the 1980s.

264. Film and History—Up to the advent of the modern era, most people preserved their historical memory and produced historical narratives and interpretations of the past that were conveyed through oral traditions, since written texts were generally accessed only by educated elites. With the advent of the printed press and later the emergence of professional history as an academic discipline, the modern era witnessed the rise of printed historical scholarship as the principal medium for accessing historical memory and historical interpretation. However, the twentieth century saw the emergence of new forms of communication through cinema and television that produced a multitude of texts that came to be the primary form through which large segments, if not the majority, of people the world over gained knowledge of the past. From D.W. Griffith's *Birth of a Nation*, to Ken Burns' *The Civil War* and beyond, millions of Americans, for example, came to experience cinema and television as the principal form of historical knowledge-production and dissemination. This course will explore the relationship between history as written by historians and history as represented in cinema. We will study both fiction and documentary films framed by debates between historians, film scholars, and filmmakers. In the process, students will be introduced to film analysis as a form of literacy. (Enrollment limited)—Figuroa

265. Urban Life, Urban Culture: Coming of Age in the 20th-Century Metropolis—We explore life passages and political culture in New York, Berlin, London, Paris, Chicago, Los Angeles, Philadelphia and Cape Town, as portrayed in memoir, fictional, narrative and visual sources. (Enrollment limited)—Pennybacker

[291. French Politics and Culture 1715-1815: Enlightenment and Revolution]—This course begins with an examination of the central themes of the French Enlightenment and contrasts them with the politics of court life under Louis XV and Louis

XVI. It will then explore the causes and the trajectory of the Revolution (1789-1799) through the use of primary documents. We will consider the shifts from absolutism to constitutional monarchy to radical republic in terms of the development in France of a modern political culture. The course will conclude with a discussion of Napoleon's rise to power in 1799 and the meaning of the Napoleonic Empire, which collapsed at Waterloo in 1815 as well as a consideration of the legacy of the French Revolution in politics today.

299. What is History? Historiography & Historical Methods—A study of the character and range of activities undertaken by historians. Students will critically evaluate the way in which historians treat evidence and draw conclusions. Topics considered will include an introduction of some of the subdisciplines within the field and an examination of a number of important exchanges on matters of substance and method currently under debate among historians. This course open to History majors only. (Enrollment limited)—Cocco, Figueroa

304. Renaissance Italy—This course explores the origin, distinctiveness, and importance of the Italian Renaissance. It is also about culture, society and identity in the many "Italies" that existed before the modern period. Art, humanism, and the link between cultural patronage and political power will be a focus, as will the lives of fifteenth- and sixteenth-century women and men. Early lectures will trace the evolution of the Italian city-states, outlining the social and political conditions that fostered the cultural flowering of the 1400s and 1500s. We will consider Florence in the quattrocento, and subsequently shift to Rome in the High Renaissance. Later topics will include the papacy's return to the Eternal City, the art of Michelangelo and Raphael, and the ambitions of the warlike and mercurial pope Julius II. Italy was a politically fragmented peninsula characterized by cultural, linguistic, and regional differences. For this reason, other topics will include: the fortunes of Venice, the courts of lesser city-states like Mantua and Ferrara, the life of Alessandra Strozzi, and the exploits of the "lover and fighter" Benvenuto Cellini. We will also look at representations of the Renaissance in film. (Enrollment limited)—Cocco

[308. Rise of Modern Russia]—Imperial Russia and the Soviet Union.

336. Modern Jewish History—This course will examine major trends in Jewish history since 1789. There will be particular emphasis on Jewish society in Eastern Europe and the breakdown of orthodox hegemony. Topics will include the Haskala, the Bund, the development of Zionism, the interwar period in Eastern Europe, the Holocaust, and the State of Israel. The approach will be primarily that of intellectual history with emphasis on the secular aspects of Jewish history.—Kassow

[341. Medieval Worlds]—This course will explore several fundamental topics in medieval history including the Christianization of Europe, the nature and growth of lordship, chivalric culture, the Crusades, the formation of royal government, the treatment of Jews, heretics, and women. Weekly readings will be drawn from primary sources such as chronicles, letters, treatises, and legal records. We will also read contemporary scholarly debates on these topics. Students will meet with the instructor in pairs on a weekly basis for approximately one hour. At each of these sessions, one student will present a five-page paper based on the weekly reading while the other is responsible for a thoughtful and constructive critique. Students will alternate between presenting and critiquing the other's paper for a total of five papers and five critiques. This course is designed for students who wish to work intensively on their writing and rhetorical skills in partnership with other students and the professor. (Enrollment limited)

349. Black Women's Social Movement Activisms—In this course we will examine social movements of the post-emancipation United States from the perspective of Black women activists. By looking at such movements as anti-lynching, progressive education, Back to Africa, suffrage, legal civil rights, Black Power, feminism, welfare rights, and GLBT liberation/queer rights, we will trace and analyze how Black women's activism are a continuous and constant force in U.S. history. Along the way, we will also contemplate and discuss how the trajectory of U.S. history changes when we look at the past from the perspective of Black women. (Enrollment limited)—Gilmore

352. The Coming of the Civil War, 1830-1861—An exploration of the origins of the American Civil War, with emphasis on such topics as slavery, race, abolitionism, growing southern sectional consciousness, the struggle over slavery in the western territories, the dissolution of the national party system and the rise of the Republicans, the secession of seven states following Lincoln's election, eleventh-hour efforts at compromise, and the Fort Sumter crisis. Lectures and discussion. N.B. Not open to students who have taken History 350. The Civil War Era.—Spencer

[362. The Samurai Warrior in History, Myth, and Reality]—The samurai were as important for Japan's historical and cultural transformation as they are misunderstood. This course aims at separating the myth from the reality of the samurai, by examining the history of Japanese warriors and the culture they created, from their lowly origins in antiquity through their rise to hegemony during the 13th through 18th centuries, to their eventual disappearance as a distinct class in the 19th century. We will also examine the evolving image of the samurai warrior and his supposedly rigid moral code of conduct, as it appears in literature and film, from some of the earliest appearances of such images right up to today. Our purpose in examining these images of the samurai is not only to distinguish myth from reality, but also to explore the political purposes such images have been put to in legitimating samurai rule prior to the 20th century, and in informing Japanese views of themselves and non-Japanese views of Japan in the years since. (Enrollment limited)

401. The French Revolution at Home and Abroad, 1789-1815—Our subject is the French Revolution and its expansion into continental Europe and the Caribbean. We will also look at its influence on Britain. Students may choose French, British, Italian, German, Austrian, Spanish, Russian or Caribbean topics. (Enrollment limited)—Kete

451-28. Americas Most Wanted: Crime and the American Imagination— (Enrollment limited)—Greenberg

451-29. Piracy and the Rise of International Law—The pirates and buccaneers of the early modern period helped to shape the political, economic, and social structure of the Atlantic World. They also played a role in the formation of international law. On the oceans of the world, the emergence of Spain as a political and economic superpower in the early-16th century bred waves of French, English, and Dutch interlopers, contraband slave traders, seaborne raiders, freebooters, and privateers eager to thwart her attempt at hegemony and expropriate her wealth. Their success gave rise to a multinational and cross-cultural underworld of violence and crime on the high seas that flourished nearly unchecked from the early-17th century until the opening decades of the 18th century. This course will examine how the suppression of piracy required cooperation among maritime states, the extension of the rule of law to the high seas, and an effective enforcement mechanism. This course open to senior History majors only. (Enrollment limited)—Truxes

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment. —Staff

[490. Research Assistantship]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment. —Staff

498. Senior Thesis/Research Seminar—A two semester senior thesis including the required Research Seminar in the Fall Term. Permission of the instructor is required for Part I. (2 course credits) —Staff

GRADUATE COURSES

800. Historiography—This course explores various genres of historical writing and debate. It focuses upon works of European and American historians from the modern period. Students learn to distinguish among schools and methods, and study the ways in which historians use source materials and archives. This is an unusually intensive reading course with several writing and library assignments.—TBA

[813. Colonial New York City]—This course will trace the history of New York City from its Dutch beginnings in 1623 through the English takeover in 1664 to the British evacuation at the end of the American War for Independence. More than anywhere else in Dutch and British North America, colonial New York was the embodiment of economic forces that shaped the Atlantic world in the early modern period. The city's turbulent history is rich in larger-than-life characters and dramatic shifts in fortune. Following lines of inquiry revealing New York's economic, social, political, cultural, and racial past, students will discover much about the character of the present-day metropolis in the 160-year history of the tiny colonial city perched at the tip of Manhattan.

[819. Italian and European Fascism]—This seminar will focus on the rise and fall of the Italian Fascist movement and regime from 1914-1945. It will place Italian Fascism within the context of both modern Italian and European history. Specific topics include World War I and the rise of fascism, fascism as a response to Bolshevism, fascism as a form of "Totalitarianism," the development of anti-fascism, women and the fascist regime, World War II, the Holocaust, and the Armed Resistance. We will also compare Italian Fascism to German Nazism and the influence of both on similar movements in Europe. Due attention will be given to the historiography and current interpretations of fascism. (Listed both as Modern Languages 333-25 and Italian 333-06.)

[820. The French Revolution at Home and Abroad, 1789-1815]—Our subject is the French Revolution and its expansion into continental Europe and the Caribbean. We will also look at its influence on Britain. Students may choose French, British, Italian, German, Austrian, Spanish, Russian or Caribbean topics.

[821. The Atlantic Slave Trade: 1441-1807]—This seminar will examine the history of the Atlantic slave trade from its inception under the Portuguese in the mid-fifteenth century to its abolition by the British in the first decade of the nineteenth century. After tracing the roots of European slavery and the origins of the Atlantic slave trade, participants will look closely at its structure and organization, taking into account the role of London financing and the support of political elites. The seminar will then focus on the mechanics of slave trading along the west coast of Africa, conditions aboard slaving vessels, institutional arrangements through which slaves were distributed in the New World, and the movement in Great Britain that led to the abolition of the trade in 1807. The course will conclude with a discussion of the economic and social impact of the Atlantic slave trade.

[831. Cross Cultural Encounters in Early America]—Beginning with first encounters and ending with the American Revolution, this course examines cross-cultural encounters between Native and British people in early America. While focused on North America, more specifically on the eastern coast and backcountry, we will draw on recent and classic scholarly works in different disciplines and use a comparative approach to better understand the experiences at hand. We will consider key sites of cross cultural interaction, contestation, and negotiation - war, trade, land, slavery, labor, captivity, adoption, travel, disease, spirituality, sex, marriage, and family. The course will emphasize both the creative and destructive aspects of cross cultural encounters, and will work to balance British with Native perspectives while recognizing the diversity of these communities. Whenever possible African experiences will also be included.

836. Piracy and the Rise of International Law—The pirates and buccaneers of the early modern period helped to shape the political, economic, and social structure of the Atlantic World. They also played a role in the formation of international law. On the oceans of the world, the emergence of Spain as a political and economic superpower in the early-16th century bred waves of French, English, and Dutch interlopers, contraband slave traders, seaborne raiders, freebooters, and privateers eager to thwart

her attempt at hegemony and expropriate her wealth. Their success gave rise to a multinational and cross-cultural underworld of violence and crime on the high seas that flourished nearly unchecked from the early-17th century until the opening decades of the 18th century. This course will examine how the suppression of piracy required cooperation among maritime states, the extension of the rule of law to the high seas, and an effective enforcement mechanism.—Truxes

862. The American Civil War through Literature—This graduate-level seminar investigates the causes and consequences of the Civil War using a variety of nineteenth-century writings from memoirs and letters to novels and poems. We will explore different and often competing ideas about slavery and freedom, state and nation, individual rights, and family which, in many cases, were transformed by the conflict and which, in turn, forever changed American life. Understanding these issues will provide a means for serious interrogation of the way in which modern historians frame the Civil War and suggest new ways to think about the military, social, and cultural milieu of the late nineteenth century. Authors studied will include: Mary Chesnut, Frederick Douglass, Ulysses Grant, Henry Timrod, Walt Whitman, and others.—Gac

940. Independent Study—Independent studies on selected topics are available by arrangement with the instructor and written approval of the Graduate Adviser, and Department Chair. Contact the Office of Graduate Studies for the special approval form.—Staff

953. Research Project—The graduate director, the supervisor of the project, and the department chair must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit.—Staff

954. Thesis Part I—Thesis Part I is an investigation and report on an original research topic. Conference hours are available by appointment. Registration for the thesis will not be considered final without the Thesis Approval Form and the signatures of the thesis adviser, Graduate Adviser, and Department Chair. Please refer to the *Graduate Studies Catalogue* for thesis requirements. Contact the Office of Graduate Studies for the special approval form and the Thesis Writer's Packet. Two course credits. (The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits)—Staff

955. Thesis Part II—Continuation of History 954. Two course credits. (2 course credits)—Staff

956. Thesis— (2 course credits)—Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[American Studies 260. Exploring Asian American Experiences]—This course examines the historical experiences and cultural expressions of the nation's diverse Asian American communities and places them within a broader discussion of identity formation, community building, social mobility, immigration policy, naturalization rights, and race relations. It also reveals how ethnicity, race, gender, class, and generation influence the daily lives of Asian Americans. Readings include historical monographs, political pamphlets, literary works, oral histories, and social commentaries.

[American Studies 816. Before TV: America According to Life Magazine]—LIFE's Special 50th Anniversary issue, published in 1986, declared that over the years "LIFE looked searchingly at America, and in its pages Americans saw themselves. The magazine imparted a feeling that a vast nation could be brought together as a community." This seminar will examine and research that credo in the pages of LIFE by focusing on how America, according to LIFE, was constructed and presented to its readers primarily through its groundbreaking photojournalism. We will also address the nature of LIFE's ideology and attempt to evaluate the short and long-term consequences of the magazine's rendering of American culture and society.

International Studies 101. Introduction to the Latin American and Caribbean World—This introductory course explores Latin American and Caribbean societies and cultures from the perspectives of various disciplines, and focuses on a wide range of themes. The course will enjoy the presence of some of the College's experts, from historians to ethnomusicologists. The goal here is for the students to acquire a panoramic view of the Latin America and the Caribbean worlds while getting acquainted with various basic issues that are explored more deeply in 200- and 300-level courses at Trinity. We will touch on issues of demography, geography, basis historical periods processes, particular anthropological and cultural debates, fundamental political and gender, sociological approaches to daily life, aesthetic and literary movements, and the regions positions within the historic and contemporary world economy. (Also offered under Latin American & Caribbean Studies.)—Figuroa

[International Studies 120. South Asia to 1600]—A survey of South Asian history before colonial rule. Central topics include the diversity and cosmopolitanism of pre-colonial South Asia, the development of Brahmanism and Buddhism, the dynamism of the Indo-Persian culture of early modern South Asia, the slow pace of growth of agriculture, and the magic of the Indian Ocean trading world. Lectures and discussion. Enrollment limited. (Also offered under History and Asian Studies.)

[International Studies 230. Images of Africa]—From where does the image of Africa as a continent of jungles, famines, warfare, and 'tribes' come? We will examine traveler's accounts, social scientific research, ethnographies and ethnographic museums, and adult and children's fiction in order to explore how representations of Africa in the West have changed from the 15th century to the present. The course will pay special attention to the 19th century, when the myth of the 'dark continent' prevailed and to the 20th century, when that image was challenged by Pan-Africanists in the diaspora and in Africa. (Also offered under History and African Studies.)

[Italian 236. Modern Italy]—An introduction to modern Italy, through discussion of outstanding works of history, social science, film, and literature. Topics include the unification of Italy, the sharp changes in relations between church and state, the Great Emigration, Fascism, modernization, the Sicilian mafia, and the persistence of regional divisions. All work is done in English. Students who wish to count this course toward a major in Italian should request permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Listed as both Modern Languages 233-08 and Italian 236-01; and under the History department.)

[Modern Languages 233. Modern Italy]—An introduction to modern Italy, through discussion of outstanding works of history, social science, film, and literature. Topics include the unification of Italy, the sharp changes in relations between church and state, the Great Emigration, Fascism, modernization, the Sicilian mafia, and the persistence of regional divisions. All work is done in English. Students who wish to count this course toward a major in Italian should request permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Listed as both Modern Languages 233-08 and Italian 236-01; and under the History department.)

[Women, Gender, and Sexuality 212. History of Sexuality]—Sexuality is commonly understood as a natural or biological instinct, but as scholars have recently shown, it is better understood as a set of cultural practices that have a history. Starting with the ancient Greeks, this course examines the culturally and historically variable meanings attached to sexuality in Western culture. It pays particular attention to the emergence of sexuality in the 19th century as an instrument of power. It also considers how race, class, gender, and nationality have influenced the modern organization of sexuality. Topics covered include sex before sexuality, sexuality and colonialism, sexuality and U.S. slavery, and the emergence of the hetero/homosexual binarism in the late-19th century. Primary readings include *The Symposium*, *A Passage to India*, *Incidents in the Life of a Slave Girl*, *The Well of Loneliness*, and *The Swimming Pool Library*. Secondary readings include work by Michel Foucault, David Halperin, Angela Davis, Hazel Carby, Martin Duberman, George Chauncey, Madeline Davis and Elizabeth Kennedy. (Also listed under History.)

Women, Gender, and Sexuality 301. Western Feminist Thought—An exploration of the main currents in American feminism, with occasional excursions into European thought. The course readings assume (rather than demonstrate) women's historical subordination to man and put forward various explanations and strategies for change. Readings in J.S. Mill, C. P. Gilman, Emma Goldman, Simone de Beauvoir, Adrienne Rich, bell hooks, Mary Daly, Audre Lorde, and others. Primarily for sophomores and juniors. Permission of the instructor is required. Prerequisite: C- or better in one other course in Women Gender and Sexuality. —Hedrick

Women, Gender, and Sexuality 315. Women in America—An examination of women's varied experiences in the public and private spheres, from their own perspective as well as that of the dominant society. The experiences of women of different classes and races will be compared, as will the relationship between images of women and changing realities of their lives. Emphasis on the 19th and 20th centuries.—Hedrick

SPRING TERM

[102. Introduction to the History of Europe]—European history from 1715 to the present.

116. The Rise and Fall of the Roman Republic—By about 300 BCE the Roman state had in place its republican institutions, and began the expansionist process by which the Romans came to control the Mediterranean basin. Four hundred years later, the Roman empire extended from Britain to Egypt, but the state running that empire had undergone fundamental social, political, and cultural changes. This course traces the processes that created the empire and transformed the Roman world, with special emphasis on the interplay of political and social phenomena. We will look closely at primary sources on which our knowledge of these changes is based (Enrollment limited)—Reger

[119. Diaspora: Jewish History Before Modernity]—An introductory survey of Jewish history from the Biblical period to the beginnings of the Enlightenment. The course will study the evolution of Israelite identity, Jewish life in the classical world, creation of rabbinic Judaism, the Jewish experience in medieval Europe and the Islamic world, and the effect on Jews and Jewish culture of the expulsions and resettlements in early modern Europe.

124. Hartford on Film, 1969-present—In 1969, film makers came to Hartford from Canada and California to document the problems of wealth and poverty in our city. They shot 35 short films in collaboration with residents, just as riots broke out in Hartford during that summer. Trinity's Hartford Studies Project has worked with students, alumni, and residents to restore the original footage and interview surviving activists, community leaders, and residents of the city, then and now. This course explores the problems of Hartford from the 1960s to the present, using both old and new documentary footage as tools for learning, research and dialogue. Its central themes are: racial politics, immigration, community mobilization, policing, education, housing, corporate and civic power, "urban renewal," and Hartford's changing place in national and global political cultures. Students will interact with residents, community organizations, and interviewees. They will devise their own related projects in the city, working in the documentary tradition that inspired the original film makers. We will also work with the Old State House/Connecticut Historical Society exhibition on Hartford's history, which opened in 2006. (Enrollment limited)—Pennybacker

202. The United States from Reconstruction to the Present—A continuation of History 201, examining the transformation of the divided and agrarian society of the 19th century into a highly organized, urban-industrial world power. (Enrollment limited)—Gilmore

[208. British Politics and Society]—This course examines the recent political, social and economic developments in England and the British Isles since the Restoration. Topics include Imperialism, Parliament, the Industrial Revolution, the World Wars.

212. The Crusades & Medieval Society—An introductory survey of the political, social, military and religious history of the Crusades. Using primary sources, the course will also examine how aspects of the Crusades reveal broader themes in medieval history, including: European identity, pilgrimage, religious violence, technological innovation, perceptions of non-Europeans, and the influence of the Crusades on early modern voyages of discovery. Lecture and discussion format.—Elukin

218. US Since 1945—This course examines America since WWII. We will explore both political events and cultural and social trends, including the cold war, rock 'n' roll, civil rights, feminism, Vietnam, consumerism and advertising, the new right and the new left, the counterculture, religious and ethnic revivals, poverty, and the “me” generation. (Enrollment limited)—TBA

221. Science, Religion and Nature in the Age of Galileo—Nearly four centuries later, the astronomer Galileo Galilei’s trial before the Roman Inquisition endures as a symbol of the clash between science and religion. Undoubtedly, the rise of early modern science in seventeenth-century Europe provoked its share of battles, but was this the whole story? This course will lead students to consider the origin and extent of the apparently irreconcilable differences between world views. How wide was the rift between science and religion, especially before the Enlightenment? Students will be encouraged to explore this complex relationship in historical context, by weighing the coexistence of scientific curiosity and intense faith, and also by considering the religious response to the expanding horizons of knowledge. The course will highlight investigations of the heavens and the earth, thus seeking instructive comparisons between disciplines such as astronomy, botany, and geology. A number of broad themes will be the focus. These include the understanding of God and nature, authority (classical and scriptural) versus observation, the wide range of knowledge-making practices, the place of magic, and finally the influence of power and patronage. The class seeks to present a rich and exciting picture, looking forward as well to the influence of rational thinking and scientific inquiry on the making of modernity. (Enrollment limited)—Cocco

[223. Japan into the Modern World: from the 18th Century to the Present]—This course begins by looking at the nature of Japanese society and culture during the height of samurai rule under the Tokugawa regime, which set the stage for Japan’s tumultuous entry into the modern world. It then examines the social, economic, and cultural transformations that occurred in Japan from its initial encounter with Western modernity, through its rise to military superpower status in the first half of the 20th century and its reemergence as an economic superpower in the second half. Students will be encouraged to gain a greater understanding of the problems that have shaped Japan, by exploring the challenges, conflicts, triumphs, and tragedies of modernization, industrialization, and nation-building as the Japanese experienced them in the 19th and 20th centuries. (Enrollment limited)

229. Middle East Since 1517—This course surveys Middle Eastern history from the foundations of the Ottoman and Safavid Empires through the twentieth century. Major topics include modernity, imperialism, nationalism, and the role of Islam. Textbook readings are supplemented with primary sources and biographical sketches to situate the complexities of gender and culture in the context of political and economic change. (Enrollment limited)—Antrim

[234. American Indian History]—This interdisciplinary course will introduce students to American Indian history from the pre-contact period through the late-20th century. We examine the diversity and commonality of Native cultures with a specific eye to gender, politics, trade, ecology, spirituality, and activism. Special attention is paid to Indian responses to the challenges (and opportunities) presented by European colonization, westward expansion, and federal policies. We develop a better understanding of key issues in Indian country today and their historical roots: education, urban dispersal, sovereignty, ecological rights, blood quantum, and repatriation. (Enrollment limited)

[236. The History of Latin America since Independence]—This course will examine the history of Latin America after Spanish rule, from 1821 to the present, focusing on the development of social inequality, civil conflict and revolution. Cultural and political developments in countries like Brazil, Mexico, Cuba, and Venezuela will be discussed, and the U.S. role in the region, especially toward Central America, will also be considered. Finally, we will examine the historical construction of hierarchies based on race, gender, and economic position, and how those hierarchies have influenced the nature of social and political strife. (Enrollment limited)

[238. Introduction to Caribbean History]—The location of the first encounter, conquest, and colonization of Native American peoples by Europeans, the Caribbean became thereafter a center of bitter rivalries between European imperial powers, and later in the twentieth century a new, premiere location of the United States’ own imperial thrust. The Caribbean’s strategic location in relation to Atlantic Ocean trade routes and its tropical climate and fertile soils were key factors in shaping these imperial rivalries and the colonial and postcolonial societies that emerged in the region. The vast experience of African slavery, the later “indentured” migration of hundreds of thousands of Asians to some colonies, and the migration of similar numbers of Europeans (especially to the Hispanic Caribbean) have shaped deeply yet unevenly the nature of Caribbean societies since the 16th century, giving the Caribbean a complex multi-ethnic yet also heavily “Western” cultural landscape. This course will introduce students to these and other aspects of Caribbean history, from the pre-European era, through the epics of the Haitian Revolution (1791-1804) and the Cuban Revolution of 1959, to the present.

239. Race and Ethnicity in Latin American and Caribbean History—This course will introduce students to the history of race and ethnic relations in Latin America and the Caribbean from the arrival of Columbus to late-20th century. We will explore how the categories of race and ethnicity in Latin America and the Caribbean have undergone a very different evolution when compared to the U.S. in particular. Two distinguishing facts that make race and ethnic history in Latin America and the

Caribbean different from the U.S.: the much larger “Indian” populations that the Spaniards confronted and, secondly, the larger number of peoples of African descent transferred as slaves to Latin America and the Caribbean. This course will examine this process in the context of colonization, post-Independence political systems, nation-state formation, and contemporary struggles over different identities. This course includes a community learning component.—Figuroa

242. History of China, Qing to Present—A survey of modern Chinese history in the period covering the last traditional dynastic state (1644-1911) and 20th Century China. Emphasis on the collapse of the Confucian state, China’s “Enlightenment,” and the Chinese Revolution.—Lestz

[247. Latinos/Latinas in the United States]—Who are “Latinos/Latinas” and how have they come to constitute a central ethnic/racial category in the contemporary United States? This is the organizing question around which this course examines the experiences of major Latino/Latina groups -- Chicanos/Mexicanos, Puerto Ricans and Cubans -- and new immigrants from Central America and the Caribbean. We study U.S. colonialism and imperialism in the Old Mexican North and the Caribbean; migration and immigration patterns and policies; racial, gender and class distinctions; cultural and political expressions and conflicts; return migrations and transnationalism; and inter-ethnic relations and the construction of Pan-Latino/Latina diasporic identities.

[248. The City in History]—A selective introduction to the methods and practice of studying urban life from an historical perspective. The focus of the course is the crucial development in Euro-America which culminated in the modern 20th-century city. The purpose is to prepare students to participate in a discussion of the nature and fate of urban life in today’s interdependent world by giving them the European context and theory which that discussion may challenge and amend.

250. Animals and Ideology in Europe and America, 1600 to the present—This course offers a history of animal protection in Europe and America which will be of interest to students wondering how our current debates on the status of animals in law and society have come about. Because of the important role women played in the animal protection movements of the nineteenth century and the strong gender component to anti-vivisection arguments in the same era, the course may interest Women, Gender and Sexuality students as well as students in History, Public Policy and Law, and Philosophy Topics include: (1) Puritan arguments about the human/animal divide, which led to the English Ordinance of 1654, Europe’s first animal protection law. (2) The bestiality scandals of early America (3) The Game Laws of early modern Europe (4) Colonial and nineteenth-century American issues concerning hunting and the protection of game. (5) Nineteenth-century animal protection societies in Europe and the U.S. (6) The anti-vivisection movement (7) Nazi animal protection and the ‘new chain of being’ (8) Cold-war animal liberation movements (9) Further development of legal arguments about the rights of animals in the late twentieth century (10) The importance of new work in biological anthropology, ethnology and cognitive science in shaping future debate on the subject of animals in human societies.—Kete

253-01. African History Survey: Modern and Contemporary Period—This course is the second part of a two-part introductory survey of African history. With a focus on “Black Africa” south of the Sahara, we will begin by exploring the impact of the abolition of the Atlantic slave trade on Africa and move to the establishment of—and resistance to—European colonial rule. We will then look at the impact of the two World Wars on Africa as well as the rise in nationalism and movements for independence. In the postcolonial period, we will explore Cold War politics in Africa, and address issues including the end of apartheid South Africa, the politics of foreign aid and military interventions, global health and resource wars. (Enrollment limited)—TBA

253-01. African History: 1850 to the Contemporary Era From the Abolition of the Atlantic Slave Trade to the—This course is the second part of a two-part introductory survey of African history. With a focus on “Black Africa” south of the Sahara, we will begin by exploring the impact of the abolition of the Atlantic slave trade on Africa and move to the establishment of—and resistance to—European colonial rule. We will then look at the impact of the two World Wars on Africa as well as the rise in nationalism and movements for independence. In the postcolonial period, we will explore Cold War politics in Africa, and address issues including the end of apartheid South Africa, the politics of foreign aid and military interventions, global health and resource wars. (Enrollment limited)—TBA

[265. Urban Life, Urban Culture: Coming of Age in the 20th-Century Metropolis]—We explore life passages and political culture in New York, Berlin, London, Paris, Chicago, Los Angeles, Philadelphia and Cape Town, as portrayed in memoir, fictional, narrative and visual sources. (Enrollment limited)

[266. War and Peace in Early Modern Europe, 1500-1650]—This course is a comprehensive examination of European life from the Reformation to the end of the Thirty Years War. It explores a vibrant 150 years fraught with conflict, but also characterized by an ever-present desire for peace. We will begin by considering the roots of European belligerence, which can be situated at the intersection of confessional conflict and nation building. Ranging from Spain to Sweden, our major topics will include cultural responses to war and peace, military history, the history of religion, gender, urban history, conflict with the Ottomans, and differences between Mediterranean and Continental Europe. Students will read mostly primary sources, including works of literature.

291. French Politics and Culture 1715-1815: Enlightenment and Revolution—This course begins with an examination of the central themes of the French Enlightenment and contrasts them with the politics of court life under Louis XV and Louis XVI. It will then explore the causes and the trajectory of the Revolution (1789-1799) through the use of primary documents. We will consider the shifts from absolutism to constitutional monarchy to radical republic in terms of the development in France of a modern political culture. The course will conclude with a discussion of Napoleon’s rise to power in 1799 and the meaning of the

Napoleonic Empire, which collapsed at Waterloo in 1815 as well as a consideration of the legacy of the French Revolution in politics today.—Kete

299. What is History? Historiography & Historical Methods—A study of the character and range of activities undertaken by historians. Students will critically evaluate the way in which historians treat evidence and draw conclusions. Topics considered will include an introduction of some of the subdisciplines within the field and an examination of a number of important exchanges on matters of substance and method currently under debate among historians. This course open to History majors only. (Enrollment limited)—Kete

[305. Disease, Race & Colonialism in the Americas]—History of Disease, Race and Colonialism in the Americas. Colonialism in the Americas has traditionally been studied from different historiographical perspectives. However, what Arjun Appadurai has called the number in the colonial imagination has usually been excluded from serious attention. This course will place issues about numbers in the colonial imagination and key processes at the center of major historical problems of the period between the 1490s and 1820s. These will focus especially on the introduction of European diseases, and the categorization and counting of colonized peoples into races. Among the questions to be addressed are: How many peoples lived in the Americas before Columbus? How do we know? How many died from imported diseases? How do we know? How many enslaved Africans did the Europeans transport to the Americas? How do we know? How did colonial officials count different races? Why was this important?

308. Rise of Modern Russia—Imperial Russia and the Soviet Union.—Kassow

[310. Germany]—A survey of German history from 1815 to 1945. Topics will include the Vormarz Period, Bismarck, Wilhelmine Germany, the Weimar Republic, and the Third Reich

[311. Colonial America: Mind and Society]—A selective exploration of the history of Colonial America from the early settlements through 1763. The course will focus on political ideals and practices, the emergence of a dynamic capitalist economy, and essential aspects of the cultural and religious life of the colonies. Special attention will be given to the relationship between European settlers and native Americans, and to the rise of plantation slavery in the South. The course will attempt to strike a judicious balance between intellectual, political, and cultural history. (Enrollment limited)

312. Formative Years in Am Hist, 1793-1815—An examination of the causes and course of the American Revolution; the Confederation period; the framing of the Constitution; and the political and diplomatic history of the early republic. Special attention will also be given to the institution of plantation slavery in the South, and the paradoxical relationship between the ideals of republicanism and human bondage in the South. (Enrollment limited)—Chatfield

[313. The Struggle for Civil Rights in the United States]—African Americans and their white allies have long struggled to win equal rights and equal opportunities in America. We will examine the course of that struggle from the start of the 20th century to the present day, with a focus on the period 1930 to 1968. The course considers questions of urbanization, employment, racism, politics, violence, non-violence, Black Power, and class. This course has a community learning component. (Enrollment limited)

[318. Gender and Sexuality in Middle Eastern History]—This course takes constructions of femininity and masculinity and related representations of male and female sexuality in both the pre-modern and modern Middle East, with an emphasis on the Arab world, as its focus. Through theoretical readings and primary sources, both written and visual, we will explore the ways in which gender and sexuality have shaped political, economic, and cultural life in the Middle East. (Enrollment limited)

[334. Provinces of Roman Empire]—A history of the first two centuries of the provinces of the Roman Empire, including the processes of acquisition and Romanization, and the survival of regional cultures. Important themes include social conditions, economic opportunities, religious and political change. Extensive use of archaeological evidence.

340. Leonardo and Machiavelli: Renaissance Geniuses—This course considers the life and times of two Renaissance figures: Leonardo da Vinci and Niccolò Machiavelli. They hailed from the same part of Italy, and their paths may have crossed in the troubled early-16th century. Although each would experience his share of successes and reversals, their fortunes would differ greatly. Leonardo went on to fame in the court of the French king, while Machiavelli was imprisoned and condemned to live in exile and isolation. What do their lives tell us about the Renaissance, and the significance of genius in history? Viewed together, the works and achievements of Leonardo and Machiavelli present extraordinary range and diversity: from paintings, sculptures, anatomies, tanks and flying machines, to political theory, satire, citizen militias, and visions of diverting the course of the Arno river. Students will explore the Renaissance through the words and ideas of both figures, as well as through the observations and remembrances of others, such as Giorgio Vasari and Arcangelo Tarabotti. (Enrollment limited)—Cocco

341. Medieval Worlds—This course will explore several fundamental topics in medieval history including the Christianization of Europe, the nature and growth of lordship, chivalric culture, the Crusades, the formation of royal government, the treatment of Jews, heretics, and women. Weekly readings will be drawn from primary sources such as chronicles, letters, treatises, and legal records. We will also read contemporary scholarly debates on these topics. Students will meet with the instructor in pairs on a weekly basis for approximately one hour. At each of these sessions, one student will present a five-page paper based on the weekly reading while the other is responsible for a thoughtful and constructive critique. Students will alternate between presenting and critiquing the other's paper for a total of five papers and five critiques. This course is designed for students who

wish to work intensively on their writing and rhetorical skills in partnership with other students and the professor. (Enrollment limited)—Elukin

345. Warring States: The United States and Vietnam—Probably no set of events in the post-war history of the United States has so torn the fabric of American political life and values as the war in Vietnam. The war tested American foreign and military policy aims in Asia and became the object of a soul-searching national controversy that engaged the energies of millions of Americans and tried the collective conscience of the nation. For the Vietnamese people, the war was a harsh experience that evoked sacrifice and suffering in the name of revolution and independence. Vietnam's struggle with the United States represented in symbolic and practical terms an attempt to resolve questions of national identity and sovereignty that were the legacy of foreign domination and an ambiguous encounter with European culture and society. This course will examine the Vietnam war through a variety of historical materials including monographs, documents, novels and memoirs. Films and guest-lectures will supplement the core readings. Readings will include: George Herring, *America's Longest War*; John Lewis Gaddis, *Strategies of Containment*; James Carroll, *American Requiem*; Truong Nhu Tang, *A Viet Cong Memoir*; and Tim O'Brien, *If I Die in a Combat Zone*.—Chatfield, Lestz

[350. Civil War Era, 1845-1877]—An exploration of the causes of the American Civil War, including a detailed study of slavery, abolitionism, the development of Southern sectional consciousness, conflict over the Western territories, the disintegration of the national party system and the rise of the Republicans, Lincoln's election, and the secession crisis of 1860-61. The political and military history of the wartime period will also be examined, as will the post-war struggle to reconstruct the Union and define the status of four million newly freed black Americans.

354. The Civil War & Reconstruction, 1861-1877—This course examines not only the military dimensions of the war years but also such topics as politics in the Union and the Confederacy, the presidential leadership of Lincoln and Jefferson Davis, women in the Union and Confederate war efforts, and the struggle over emancipation. The latter part of the course considers post-war political, social, and economic developments, including nearly four million African Americans' transition from slavery to freedom, the conflict over how to reconstruct the former Confederate states, the establishment of bi-racial governments in those states, and the eventual overthrow of Reconstruction by conservative white "Redeemers." Lectures and discussions.—Spencer

[355. The Bible in History]—*The Bible* is arguably the most important book ever assembled. This course will explore the changing role of the Bible from Late Antiquity to the Enlightenment and its impact on society. Themes addressed in this course include: the holiness of the text, the role of the Bible in medieval culture, comparisons with the Hebrew Bible and the Koran, the impact of printing, and the critical re-conception of the Bible as a created rather than divine text. (Enrollment limited)

[362. The Samurai Warrior in History, Myth, and Reality]—The samurai were as important for Japan's historical and cultural transformation as they are misunderstood. This course aims at separating the myth from the reality of the samurai, by examining the history of Japanese warriors and the culture they created, from their lowly origins in antiquity through their rise to hegemony during the 13th through 18th centuries, to their eventual disappearance as a distinct class in the 19th century. We will also examine the evolving image of the samurai warrior and his supposedly rigid moral code of conduct, as it appears in literature and film, from some of the earliest appearances of such images right up to today. Our purpose in examining these images of the samurai is not only to distinguish myth from reality, but also to explore the political purposes such images have been put to in legitimating samurai rule prior to the 20th century, and in informing Japanese views of themselves and non-Japanese views of Japan in the years since. (Enrollment limited)

[363. Living on the Margins of Modern Japan]—This course explores the histories and identities of groups that, for a variety of reasons, have not been considered part of "mainstream" Japanese society. Among these are ethnic minorities, such as the Ainu, Okinawans, and resident Koreans, and social minorities, such as the descendants of former outcastes groups who are referred to collectively as the Burakumin. In addition to these groups, we will also explore the nature of groups viewed as outside of the mainstream by dint of the lifestyle they lead or the circumstances that have been forced upon them, such as the yakuza (gangsters), ultra-rightwing activists, residents of slums, and others. Through such an exploration, we will come to challenge the perception, all-too-common both inside and outside of Japan, that Japanese society is homogeneous. We will also look into how this illusion of homogeneity has been constructed, and what the consequences are for those who find themselves marginalized in the process. (Enrollment limited)

365. World War II—This course will investigate political, social, and cultural aspects of World War II in Europe and the Soviet Union. Topics will include the breakdown of the Versailles system, the interrelationship of military and social change, genocide, resistance movements, and the impact of war on European culture.—Kassow

[370. Mobs, Masses, and Democracy in America]—"There are in fact no masses," writes the cultural critic Raymond Williams. "There are only ways of seeing people as masses." This intellectual and social history course will examine ways of "seeing people as masses" in the United States since the American Revolution. By studying changing interpretations of mobs, masses, and social movements, we will inquire into changing ideas about American democracy, the character of "the people," and ways of communicating with them. Particular topics will include the role of "the crowd" in the era of the Revolution; images of riots, strikes, lynch mobs, theater audiences, and other kinds of collective behavior in the 19th century; criticism of the mass society, mass culture, and the mass media (movies, radio, TV, advertising) in the 20 century; and ideas about the causes and effects of social movements. Course materials will include novels and films in addition to more traditional types of primary documents. This is a core course for the Studies in Progressive American Social Movements minor.

[374. Alexander the Great]—This course covers the life and times of Alexander the Great, a man who was able to subjugate most of the known world, but failed to erect a lasting political structure. When he died at the age of 33 years, he left a vast empire to be torn to pieces by his successors. However, his achievements were more than military, and his colonists built cities in places as far from Greece as modern Afghanistan, creating a new world in which Greek culture flourished. (Enrollment limited)

377. After Empire—This course is open to students returning to Trinity from study abroad in the United Kingdom, Ireland, Cape Town, Trinidad and Australia, or from study in other regions formerly governed by and influenced by British imperialism. Students planning future study in these locations are also welcome. This course specifically addresses the modern history of British colonialism, immigration to and from the UK, liberation, racism, imperial decline and the impact of wider global cultures upon contemporary urban life. Many other influences have also been at work in both the imperial and post-imperial eras. How have the political cultures, demographics and economics of empire and its downfall transformed the present-day UK? How has the legacy of British rule helped to shape dissent, political struggle and cultural patterns in territories and amongst peoples of the former empire? How have immigrants from these cultures influenced the history of Hartford (once part of the empire), and its present-day life? Students will reconsider and reflect upon their mutual and conflicting encounters with the imperial legacy. They will also interact with the Asian, Middle Eastern, African, West Indian, and Irish communities in the city and region. Readings, film, and the arts assist in this examination of student experiences. How does study abroad alter our critical understandings of Britain's continuing sense of global mission, seen through the lens of the aspirations and perceptions of her former subjects and their descendants? (Enrollment limited)—Pennybacker

386. Beyond Samba, Futebol, and Favelas: The Making of Afro-Brazilian Subjectivities—Ranked fifth in the world in total population, Brazil has the largest number of people of African descent to be found outside of continental Africa. In the late-16th century, Brazil was instrumental in the construction of an agricultural plantation system based on African slavery. Over the next 300 years, Brazil imported more Africans as slaves than any other region in the Western hemisphere. It was also the last country in the Americas to abolish slavery in 1888. The purpose of this course is to introduce students to the history of Brazil, examining changes and continuities in Brazilian history from the colonial period to the present day by focusing on the experiences of Afro-Brazilians. We will examine how colonial heritages affected Brazil's emergence as a modern nation-state, placing particular emphasis on the evolution and transformation of various power relationships during the 19th and 20th centuries. Moreover, we will also explore forms of Afro-Brazilian culture, power, and resistance. The course will stress methods of historical research by working with a variety of primary sources, including travel narratives, films, paintings and photographs, newspapers, census figures, diaries, etc. Language: Portuguese is not required to enroll in the course. (Enrollment limited)—TBA

[387. Everybody's Protest Novel]—Americans don't just have social protests and reform movements, they write fiction to convince others of the rightness of their cause. This course, based on reading, lecture, and discussion, considers the context and the impact of several protest novels and plays in American history, examining the issues they protested, the means of persuasion they used, and their success (or failure). The social movements and protest fiction we will discuss will change from year to year, but will include classics such as *Uncle Tom's Cabin* (slavery); *The Jungle* (industrial working conditions); *Native Son* or *To Kill a Mockingbird* (racism); or *The Crucible* (McCarthyism).

[391. Media and Methods: Engaging African History through Literature and Cinema]—This course is organized around texts produced by African writers and filmmakers commenting on African histories. Students will discuss novels and films in tandem with historical scholarship on cultural, political, social, and economic histories of 20th-century Africa. The course will give students an opportunity to think about issues of representation, authorship, and the strengths and limitations of various mediums of historical narration. (Enrollment limited)

[401. Junior Seminars]—The Junior seminar combines readings on the topic of the seminar with structured guidance on producing a substantial research paper using primary documents and original analysis.

[401-09. London and the Postwar World, 1945-Present]—This seminar explores the London scene from the aftermath of the War through the Thatcher and Blair eras. It is centered around issues of political culture. Racial sentiment, immigration, and imperial decline are central topics. Students use newspaper, parliamentary, literary and cinematic sources for research and writing projects. Course open only to junior and senior History majors. (Enrollment limited)

[401-10. The Pacific War: 1931-1945]—Many Japanese historians argue that the Second World War began on September 18, 1931 when Imperial Army units occupied southern Manchuria. This course examines the consequences of Japan's occupation of China's northeastern provinces and Tokyo's rejection of membership in the League of Nations following its condemnation of the Japanese invasion and call for a return to the status quo ante bellum. The subsequent birth of Japanese puppet state of Manchukuo shattered the political and territorial status quo in interwar East Asia and placed Japan on a collision course with the United States and Great Britain. Subsequently, Japanese expansionism in north and south China and the formation of an increasingly close relationship with Italy and Germany accelerated the deterioration of peace in East Asia and paved the way for widened warfare and the attack on Pearl Harbor on December 7, 1941. Topics to be examined will include the Japan's response to Chinese nationalism, Japanese perceptions of Versailles order as it impinged upon East Asia, Japan's theory and practice of "total war," the effect of the Pacific War on European colonial empires in east and south Asia, and the consequences for Japan of losing the Pacific War. This course is open to junior History majors only. (Enrollment limited)

[401-16. The Third Reich]—This seminar will examine the political, social and cultural history of Nazi Germany. It will explore major historical controversies surrounding this period and also seek to define the place of Nazi Germany within German

history as a whole. The seminar will study the impact of Nazism on the rest of Europe: the Holocaust, German occupation policy, economics and Nazi propaganda. The class will make extensive use of films and other documentary materials. This course is open to junior History majors only. (Enrollment limited)

402-80. Origins of Nationalism in Cambodia and Vietnam— Course open only to junior and senior History majors. (Enrollment limited)—Lestz

402-95. Original Intentions: The American Founders, 1760-1800— This course is open to junior History majors only. (Enrollment limited)—Chatfield

451-02. The Gilded Age:1865-1900—The transformation of the United States into an urban industrial nation, with special attention to the social and cultural effects of industrialization. The course will begin by examining Reconstruction, but will concentrate on the years after 1877. Extensive readings in original source materials, including several novels, as well as in analytic histories. (Enrollment limited)—Leach

451-17. Ireland in the 20th Century—This seminar will trace Ireland's transformation from a quasi-colonial fixture within the United Kingdom to an autonomous and fully independent member of the European community. Beginning with the Easter Rising of 1916, students will examine the principal stages of this journey toward nationhood: the Anglo-Irish War, the Irish Civil War, the establishment of a working democracy, the struggle for economic independence, Ireland's neutrality during World War II, the declaration the Republic, entrance into the European Community, and Ireland's emergence at the end of the century as a modern European society. Woven throughout this story is the unresolved problem of Northern Ireland. Students will see Ireland as a case study of the process of decolonization and nation building. This course open to senior History majors only. (Enrollment limited)—Truxes

451-26. Cuban Cinema and Revolution—The creation of a film industry was the first cultural policy of the Cuban Revolution in 1959. As a result, Cubans became leaders in the emergence of a new Latin American and Third World cinema in the 1960s and 1970s. Students will examine the evolution of Cuban cinema from 1959 to the present, focusing on both fiction feature films and documentaries. (Enrollment limited)—Figueroa

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairman are required for enrollment. —Staff

GRADUATE COURSES

[800. Historiography]—This course explores various genres of historical writing and debate. It focuses upon works of European and American historians from the modern period. Students learn to distinguish among schools and methods, and study the ways in which historians use source materials and archives. This is an unusually intensive reading course with several writing and library assignments.

821. Ireland in the 20th Century—This seminar will trace Ireland's transformation from a quasi-colonial fixture within the United Kingdom to an autonomous and fully independent member of the European community. Beginning with the Easter Rising of 1916, students will examine the principal stages of this journey toward nationhood: the Anglo-Irish War, the Irish Civil War, the establishment of a working democracy, the struggle for economic independence, Ireland's neutrality during World War II, the declaration the Republic, entrance into the European Community, and Ireland's emergence at the end of the century as a modern European society. Woven throughout this story is the unresolved problem of Northern Ireland. Students will see Ireland as a case study of the process of decolonization and nation building.—Truxes

828. The Gilded Age:1865-1900—The transformation of the United States into an urban industrial nation, with special attention to the social and cultural effects of industrialization. The course will begin by examining Reconstruction, but will concentrate on the years after 1877. Extensive readings in original source materials, including several novels, as well as in analytic histories.—Leach

[839-01. Nationalizing America 1932-1960]—This course will discuss topics in the history of the years that encompassed the Depression and New Deal, World War II, and the Cold War. During this period an activist welfare state/national security state and a national mass culture took form, shaped by responses to economic crisis and economic opportunity, the gathering power of popular-culture media and advertising, and wars hot and cold. Both political topics (e.g., New Deal labor or civil rights policies, McCarthyism) and social and cultural topics (e.g., the World War II home front, changing gender roles, suburbanization) will be investigated. Course materials will include fiction, movies, and other documents from the period, as well as outstanding works of historical analysis and synthesis. Graduate Students.

[839-02. Race and Ethnicity in 20th-Century America]—This course examines how Americans have defined race and ethnicity over time as well as the historical experiences of non-whites and immigrant groups in the 20th century. In what ways are ethnic and black experiences similar? In what ways are they different? Undergraduates who wish to enroll in this course must obtain permission of their adviser and the instructor.

[865. Science in Early Modern Europe]—This seminar considers what has traditionally been called the "Scientific Revolution". Students will explore a number of topics related to the expanding horizons of scientific inquiry in the sixteenth and seventeenth centuries. Major themes will include: science and religion, science and the arts, science and travel, patronage, and

also the tensions between observation and authority. We will also consider the coexistence of other practices – such as magic and astrology – that were only subsequently written out of the picture. Assignments will be focused on reading primary sources, including the works of Galileo, reading interesting new scholarship, and completing a research paper on a topic of choice.

[866. US in Prosperous Years 1900-29]—Topics in the culture and political economy of the years 1900-1929, including progressive movements, labor organization struggles, the rise and fall of the Left, the suffrage campaign and its aftermath, immigration and Americanization, the World War home front, migrations and communities of African-Americans, and the impact of the mass media.

940. Independent Study—Independent studies on selected topics are available by arrangement with the instructor and written approval of the Graduate Adviser, and Department Chair. Contact the Office of Graduate Studies for the special approval form. —Staff

953. Research Project—The graduate director, the supervisor of the project, and the department chair must approve special research project topics. Conference hours are available by appointment. Contact the Office of Graduate Studies for the special approval form. One course credit. —Staff

954. Thesis Part I—Thesis Part I is an investigation and report on an original research topic. Conference hours are available by appointment. Registration for the thesis will not be considered final without the Thesis Approval Form and the signatures of the thesis adviser, Graduate Adviser, and Department Chair. Please refer to the *Graduate Studies Catalogue* for thesis requirements. Contact the Office of Graduate Studies for the special approval form and the Thesis Writer's Packet. Two course credits. (The two course credits are considered pending in Part I of the thesis; they will be awarded with the completion of Part II.) (2 course credits) —Staff

955. Thesis Part II—Continuation of History 954. Two course credits. (2 course credits) —Staff

[956. Thesis]— (2 course credits) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[American Studies 823. The History of American Sports]—This course will examine American sports from their beginnings in Puritan-era games to the multi-billion dollar industries of today. We will begin by looking at the relationship between work, play, and religion in the colonies. We will trace the beginnings of horseracing, baseball, and boxing, and their connections to saloons, gambling, and the bachelor subculture of the Victorian underworld. We will study the rise of respectable sports in the mid- and late 19th century; follow baseball as it became the national pastime; see how college football took over higher education, and account for the rise of basketball. We will look at sports and war, sports and moral uplift, and sports and the culture of consumption. Finally, we will examine the rise of mass leisure, the impact of radio and television, racial segregation and integration, the rise of women's sports, battles between players and owners in the last 25 years, and the entrance of truly big money into professional sports. Readings in primary and secondary sources will emphasize the historical experience of sports in the United States, so that students can develop a framework for understanding current events, including the recent NHL lockout, the Kobe Bryant affair, and the controversies over steroids. Note: This American Studies course also counts towards the History program.

[German 150. German for Reading Knowledge]—This course is intended for students who have no prior knowledge of German. Students will be introduced to basic structures of the German language, become familiar with high-frequency vocabulary, and work with the German language reference tools. They will develop reading skills through a variety of essays and newspaper articles chosen from the humanities, the natural sciences, and the social sciences. (Also offered under History, Music, Political Science, and Fine Arts – Art History.)

International Studies 120. Introduction to South Asia—South Asia, home to 1.5 billion people, is diversity incarnate. In thousands of languages, its residents worship in most of the world's religious traditions. From Nepal's mountains to Sri Lanka's beaches, the eco-system is vast and varied. This course will take us on a journey through South Asia, to engage with its long history and its dynamic present. Caste, religion, socio-economic relations, the Indo-Islamic world, colonialism, nationalism: these will be the main themes.—Prashad

[International Studies 121. South Asia 1600 to Present]—An investigation of the social, economic, cultural, and political history of South Asia from the consolidation of British and French domination to the contemporary crises of the various South Asian states (notably India, Pakistan, and Sri Lanka). The main topics to be explored include: the deindustrialization of South Asia, the emergence of religion as the primary focus of Indian society, the development of South Asian feminism, and the attempt by the various nations to negotiate a dignified place in the 20th century. Lecture and discussion. Enrollment limited. (Satisfies requirements in the history major.)

Italian Studies 236. Modern Italy—An introduction to modern Italy, through discussion of outstanding works of history, social science, film, and literature. Topics include the unification of Italy, the sharp changes in relations between church and state, the Great Emigration, Fascism, modernization, the Sicilian mafia, and the persistence of regional divisions. All work is done in English. Students who wish to count this course toward a major in Italian should request permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Listed as both Modern Languages 233-08 and Italian 236-01; and under the History department.) —Alcorn

Modern Languages 233. Modern Italy—An introduction to modern Italy, through discussion of outstanding works of history, social science, film, and literature. Topics include the unification of Italy, the sharp changes in relations between church and state, the Great Emigration, Fascism, modernization, the Sicilian mafia, and the persistence of regional divisions. All work is done in English. Students who wish to count this course toward a major in Italian should request permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Listed as both Modern Languages 233-08 and Italian 236-01; and under the History department.) —Alcorn

[Philosophy 231. The Holocaust]—Beginning with the historical causes and development of the “Final Solution,” the systematic destruction of European Jewry between 1933 and 1945, this course considers such issues as the nature of genocide, the concept (and history) of evil, corporate and individual moral responsibility, and the implementation of justice in the aftermath of radical evil. These issues are examined both in the context of the Holocaust and as general moral and religious problems. They are also viewed through “imaginative” literary representations, which introduces the question of what difference a subject makes to the form of its representation, and thus, more specifically, what can or cannot (and should or should not) be said about the Holocaust. (Same as College Course 231.)

[Women, Gender, and Sexuality 215. Drink and Disorder in America]—Drinking as an institution has reflected the varieties of cultures, interest groups, and ideologies that have swept America. We will examine the tumultuous history of this institution from the origins of the Republic to the present in order to understand what the ‘wets’ and the ‘drys’ can tell us about the nature of community in America. Special attention to the ways in which gender, race, class, and ethnicity shape perceptions of drinking, leisure, and social control. (Also listed under American Studies and History.)

[Women, Gender, and Sexuality 370. Women and Development in South Asia from Colonial Era to Present]—This course surveys the recent history of India, from the time of colonialism, through the lens of gender and development. Post-colonial South Asia, in particular, has served as a “laboratory” for a variety of development projects funded through international agencies and focusing on reproduction, women's labor, health delivery, women's organizing, women's status, and the environment. This course will examine these and other issues while providing a background in gender, sexuality, and development theory and South Asian history.

Human Rights

To believe in human rights is to believe in a common humanity that merits respect and protection in all circumstances, without denying or discounting the great diversity that constitutes humankind. The twentieth century was characterized both by genocide and ethnic cleansing and by worldwide recognition (albeit with limited enforcement) of human rights. A major challenge facing the twenty-first century is to build upon and extend this recognition and enforcement of human rights in order to make genocide, ethnic cleansing, and other assaults on human dignity into relics of the past. The guidelines on Human Rights Studies provided below along with the general guidelines on individually tailored, interdisciplinary majors in the *Student Handbook* provide interested students with the opportunity to pursue an interdisciplinary major curriculum centered on human rights. Although the College does not offer an established major in Human Rights Studies, students may undertake an individually tailored, interdisciplinary major in this field, drawing on the sizable number of pertinent courses offered in a variety of different disciplines.

THE INDIVIDUALLY TAILORED, INTERDISCIPLINARY MAJOR IN HUMAN RIGHTS STUDIES

The following guidelines should be followed for individually tailored, interdisciplinary majors in Human Rights Studies. Students should also review closely the section on student-designed majors in the *Student Handbook*, which specifies the format for proposals to be submitted to the Curriculum Committee. Students interested in this option should first consult with Professor Sonia Cardenas. Also, please note that not all courses are offered every year.

Proposals for individually tailored, interdisciplinary majors in Human Rights must include a minimum of 12 courses, drawn from at least three different disciplines. Students must earn a minimum of C- in any given course to receive credit for the major.

I. Core Courses: 4 courses

Possible core courses include the following:

- History (TBD). The History of Human Rights in Africa**
- Human Rights Studies 310. Human Rights: The Question of Justice**
- International Studies 203. Human Rights in a Global Age**

Political Science 231. The Politics of Human Rights
Public Policy 360. International Human Rights
Theater and Dance 373. Human Rights through Performance
Women, Gender, and Sexuality 307. Women's Rights as Human Rights

II. Electives: 7 courses

Electives must be drawn from at least three different disciplines. A maximum of two courses taken at other institutions, including Trinity's sites in Santiago and Vienna, may count towards the major. Students may also count an integrated internship towards the requirements for the major. Examples of electives include:

American Studies 355. Urban Mosaic
Anthropology 215. Medical Anthropology
English 308. Reconstructing Communities
Environmental Science 149. Introduction to Environmental Science
Hispanic Studies 371. Special Topics in Latin American Literature: Testimonies and Human Rights
(conducted in Spanish)
History 103. Postwar Europe: from Genocide to the Struggle for Human Rights
History 377. After Empire?
International Studies 212. Global Politics
International Studies 249. Immigrants and Refugees
International Studies 250. Transnational Migration/Refugees
International Studies 349. No Easy Walk to Freedom
Philosophy 241. Race, Racism, and Philosophy
Philosophy 354. Ethics and International Community
Philosophy 355. Moral Theory and Public Policy
Political Science 305. International Organizations
Political Science 313. International Law
Political Science 378. International Security
Psychology 324. Stereotypes, Prejudice, and Discrimination
Public Policy 265. The Bill of Rights
Public Policy 323. The Legal History of Race Relations
Religion 239. Social Suffering
Women, Gender, and Sexuality 301. Western Feminist Thought

III. Synthesizing Project: One- or two-credit senior thesis

Students interested in Honors are required to write a two-credit senior these, earning at least an A- on the thesis and an A- average for all courses counted towards the major.

InterArts Program

CLARE ROSSINI, VISITING ASSISTANT PROFESSOR AND DIRECTOR

The InterArts Program is a special two-year curriculum for a selected group of first- and second-year students interested in a cross-disciplinary approach to the study and practice of art. InterArts faculty are drawn from the Departments of Music, Theater and Dance, Fine Arts, and English. Participating students take a sequence of three seminars especially designed for the program, three arts practice courses of their own choosing (e.g., painting, dance, creative writing, etc.), and one elective course—again, of their own choosing—in the history, theory, or criticism of the arts. Dozens of courses in English, Art History, Psychology, Modern Languages, and many other disciplines, will satisfy this elective requirement. The program's third seminar, held in the spring term of the sophomore year, focuses on the creative process and gives students opportunities to work individually or to collaborate with their fellow students on in-depth, long-term projects such as a chapbook of poetry, a CD recording, a series of paintings or drawings, a multi-media dance/music/theater presentation, etc.

In March of each year, exceptionally well-qualified applicants for admission to Trinity are invited to become candidates for the program. Applicants to the College who do not receive such an invitation but who find the program appealing, may also become candidates by notifying its director, Professor Clare Rossini, of their interest no later than March 20.

FALL TERM

101. Art, Identity, and Society—Who creates art? What is the nature of the creative process? How do artists' social identities—ethnic, racial, gendered—shape their arts practice? What role do the arts have in affirming and/or questioning society at large? This seminar will explore the ways in which artists shape and, at the same time, are shaped by specific political, cultural, and historical forces. In addition to their study of a broad range of important artists, students will be encouraged to explore their own creative voices by participating in multi-disciplinary arts projects and presentations. Prerequisite: This course open only to first-year students in the InterArts Program. —Dougherty

[201. Art and Community]—This seminar will explore art as a transformative process that directly engages community values, struggles, and aspirations. Students will meet with visiting and area artists to discuss issues related to creativity, training, funding, and apprenticeship. As part of the Community Learning Initiative, students will work with neighborhood institutions or local arts venues to see how art can create and sustain communal as well as personal identities. These field trips will culminate in a collaborative project and/or an extended dialogue to help make concrete the ideas, theories, and practices introduced in the InterArts Program. This course has a community learning component. Prerequisite: This course open only to sophomores in the InterArts Program.

SPRING TERM

102. Art and Ideas—Students will be asked to grapple with fundamental questions about the nature and function of art: What is the relationship between art and life? Is beauty an essential feature of art? How do we determine the value of art? Is the experience of art culturally specific? When art offends, should it be subject to constraint? To address these questions and others, students will read a wide range of authors including: Plato, Oscar Wilde, John Cage, Leo Tolstoy, Maya Angelou, and Nadine Gordimer. Prerequisite: This course open only to first-year students in the InterArts Program. —Power

202. Arts Practicum: The Creative Process—This course takes an interdisciplinary approach to issues of art-making, critique, presentation, and audience. Class readings, discussions, presentations of work-in-progress, and visiting artists will allow students to explore the creative process in a general fashion and apply it to a semester-long creative project which they create individually or in groups. The course will culminate in a final, celebratory presentation of these creative works. Prerequisite: This course open only to sophomores in the InterArts Program. —Libbey

[466. Teaching Assistantship]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

Interdisciplinary Science Program

ALISON J. DRAPER, INSTRUCTOR AND DIRECTOR OF THE SCIENCE CENTER

The Interdisciplinary Science Program (ISP) is a special two-year curriculum for selected students in each entering class. It is intended for those students who are judged to possess exceptional scientific and mathematical aptitude and to be strongly motivated for academic success. It provides these students an opportunity to broaden their study of science and mathematics in the following ways:

- By studying the interactions between society and the work of the scientist
- By offering early research experiences under faculty supervision
- By engaging students in science as a group activity
- By exploring linkages between the sciences and mathematics, which are not covered in traditional courses

ISP students begin the program in the fall of the first year and typically complete it in the spring of the sophomore year. The program includes three special ISP courses: the Interdisciplinary Science Seminar, ISP Research Apprenticeship, and a special seminar course, which discusses controversy in science and/or the application of science and technology in modern society. During the two-year program, ISP students are also required to take two semesters of course work in laboratory science in a single department and two semesters of mathematics (typically calculus and/or statistics).

The Interdisciplinary Science Program can accommodate only a limited number of students each year. Entering students or applicants for admission to the entering class who wish to be considered for enrollment in the program should notify the Director of the Science Center by mid-February.

FALL TERM

117. The Process of Discovery—This first-year seminar introduces broad scientific ideas which cross traditional disciplinary boundaries. This course will examine the scientific process from the initial concept to the published result. We will examine disciplinary differences in how discoveries are made and how research is done. We will also explore writing and reporting styles and special topics such as scientific ethics and funding of research. This course has a community learning component. Only students participating in the Interdisciplinary Science Program may enroll in this course. —Draper

[466. Teaching Assistantship]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

SPRING TERM

118. Interdisciplinary Science Research Apprenticeship—Students select from a list of faculty research projects and apprentice with a faculty mentor and, sometimes, with a junior or senior student research mentor as well. Participation in a weekly seminar is required, and the course will culminate in poster presentations at the annual Science Symposium. Students must enroll in both ISP 118-01 and 0.5 credits of ISP 118L. Only students participating in the Interdisciplinary Science Program may enroll in this course. (0.5 course credit)—Draper

118L. Interdisciplinary Science Research Apprentice Laboratory—(0.5 course credit)—TBA

[466. Teaching Assistantship]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

International Relations

The study of International Relations provides an integrated approach to the understanding of economic, political, and social interactions among states, supranational organizations, transnational business firms, and other non-governmental organizations operating in the transnational arena. Students of International Relations investigate the factors that shape the global milieu within which inter-state and transnational activities are conducted, including the concept of state sovereignty, competing state ideologies and interests, differing political, economic, and social systems, and inequalities among states resulting from variations in size, location, population, resources, infrastructure, history, and position in the international division of labor.

The study of International Relations is, of necessity, a multidisciplinary undertaking. A recognized scholar in the field once described a student of International Relations as “a person who regrets that he does not better understand psychology, economics, history, law, jurisprudence, sociology, geography, perhaps language, comparative constitutional organization, and so on down the list.” The curriculum of Trinity College includes a sizable number of courses, in a variety of disciplines, that are appropriate to a program in International Relations.

Although the College offers no formal major in International Relations, students may, in consultation with one or more of the faculty named below, construct a coherent sequence of courses that provides grounding in International Relations or one of its subfields. Such a sequence will often be taken by students majoring in Economics, History, Political Science, or International Studies, but it may also be pursued in conjunction with various other majors. Alternatively, students may, with the sponsorship of faculty from two different disciplines and the approval of the Curriculum Committee, carry out an individually tailored, interdisciplinary major in International Relations. Students interested in this option should consult the general guidelines on student-designed majors in the *Handbook* and the specific guidelines on International Relations given below.

PARTICIPATING FACULTY

William N. Butos, Professor of Economics
 Carol Clark, Associate Professor of Economics
 Leslie G. Desmangles, Professor of Religion and International Studies
 Dario A. Euraque, Associate Professor of History
 Samuel D. Kassow, Professor of History
 Jane H. Nadel-Klein, Professor of Anthropology
 Michael Niemann, Associate Professor of International Studies
 Miguel D. Ramirez, Professor of Economics

Michael P. Sacks, Professor of Sociology
Brigitte H. Schulz, Associate Professor of Political Science
James Guanzhong Wen, Associate Professor of Economics

THE INDIVIDUALLY TAILORED, INTERDISCIPLINARY MAJOR IN INTERNATIONAL RELATIONS

The following guidelines govern proposals for individually tailored, interdisciplinary majors in International Relations. Students should read them in conjunction with the section on student-designed majors in the *Handbook*, which specifies the format in which proposals are to be presented to the Curriculum Committee. As a first step in preparing a major proposal, the student should consult with Professor Butos in Economics, or Professor Niemann in International Studies, or Schulz in Political Science, or the Chair of Economics or Political Science.

GUIDELINES: Proposals for individually tailored, interdisciplinary majors in International Relations must include:

- A total of 15 to 18 courses drawn from at least three different disciplines.
- A six-course International Relations core, as follows:
 - a) Economics 101. Principles of Economics
 - b) Economics 216. Globalization, Rivalry, and Coordination
 - c) Economics 315. International Trade, or Economics 316. International Finance
 - d) Political Science 104. Introduction to International Politics
 - e) Political Science 322. International Political Economy
 - f) Another pertinent Political Science course
- A group of at least eight courses, drawn from a minimum of three different disciplines, that examines a broad theme in International Relations, such as:
 - a) Relations Among Industrialized Nations
 - b) Relations Among Industrialized and Post-Colonial States
 - c) Relations with Post-Communist States
 - d) Regional Conflicts
 - e) Regional Integration and International Regimes
 - f) Theoretical Models of International Relations

Typically, courses in the thematic group are chosen from the offerings in International Studies, Economics, History, Political Science, and Sociology. But courses in other departments and programs may also be applicable to the student's particular thematic focus.

A synthesizing agent, which may be either a) a one- or two-course-credit thesis, or b) an appropriate senior seminar in Economics, History, or Political Science, or c) a general examination.

Foreign Language: Students majoring in International Relations must complete a minimum of two years of college-level work in a pertinent foreign language or submit evidence of equivalent preparation. Language courses do not count toward the 15 to 18 courses required for the major.

Research Methods: Students of International Relations are encouraged to familiarize themselves with social science research methods, typically by taking one of the following as part of the major: Economics 318L. Basic Econometrics, or Sociology 201L. Research Methods in the Social Sciences. It is particularly important that students contemplating graduate work in International Relations or closely related fields include one of these courses in their program.

Foreign Study: A period spent studying abroad can strengthen a student's understanding of the subject matter of International Relations. Thus, courses taken in an approved program in another country may, with the concurrence of the faculty sponsors and the Curriculum Committee, be counted toward the requirements of an International Relations major. Certain internships may also be creditable toward the major.

International Studies Program

PROFESSOR PRASHAD, *DIRECTOR*
PROFESSORS BAKER, CHEN, DESMANGLES, FINDLY, TAM, WEN
ASSOCIATE PROFESSORS NIEMANN†, BAUER
ASSISTANT PROFESSORS ANTRIM, GEORGE†

† Academic Year Leave

VISITING ASSISTANT PROFESSOR MUSIL
CONCENTRATION COORDINATORS:
AFRICAN STUDIES, PROFESSOR DESMANGLES (FALL)
ASSOCIATE PROFESSOR SCHULZ (SPRING)
ASIAN STUDIES, ASSOCIATE PROFESSOR LESTZ
GLOBAL STUDIES, ASSOCIATE PROFESSOR SCHULZ
LATIN AMERICAN AND CARIBBEAN STUDIES, ASSOCIATE PROFESSOR LAMBRIGHT
MIDDLE EASTERN STUDIES, ASSOCIATE PROFESSOR BAUER
RUSSIAN AND EURASIAN STUDIES, ASSOCIATE PROFESSOR ANY

The International Studies Program examines the diversity and interdependence of the world's peoples and their institutions. Since 1969, the program has trained students to analyze the variety of human experience and to consider the challenges posed to our planet by our history. Because of the density of experiences and cultural traditions, the program asks our students to concentrate on one or another region, or else on one or another set of themes. A thorough engagement with a region or with a set of themes will prepare our students with sufficient empirical data and with methodological frameworks. Those students who concentrate on one region can choose between Africa, Asia, Latin American and the Caribbean, the Middle East as well as Russia and Eurasia. Those students who are interested in a thematic approach can choose between the four tracks of our Global Studies concentration: Culture, Gender and Identity; Economic and Development; Environment; Peace and Conflict.

Language: International Studies majors are required to be proficient in more than one language. We require our students to study a minimum of two years of relevant language study. Students who study the world regionally should select a language from the region under study. Students in the Global Studies concentration should select a language in coordination with their adviser. In addition to the languages offered by our Modern Languages and Literature Department, the college also offers a Self-Instructional Language Program (SILP). For more information on SILP, see Isabel Evelein (SILP Director).

Study Abroad: International Studies majors are strongly encouraged to study abroad.

Grades: No course with a grade of less than C- may be counted towards the major.

Honors: To earn honors, International Studies majors must attain an A- average on their International Studies courses and an A- on their Senior Exercise.

Core Requirements:

All International Studies majors must fulfill the following core requirements --

1. INTS 300, "Special Topics in International Studies." (Different sections of this course are offered every semester, each with its own sub-topic.)
2. One "comparative course" chosen in close consultation with the INTS director and the adviser.
3. One Senior Exercise. A Senior Exercise may be either a two-semester or one-semester project. Students may write a thesis, produce a video documentary, curate an art show, produce a musical piece or use any other form of expression that is appropriate to the research (and crafted in discussion with the advisor). Whatever the form, all Senior Exercises must generate substantial text.
4. Four semesters of language study. Since this is a requirement to study a culture on the college level through its language, existing proficiency in a language is not a substitute.
5. Eight additional courses. Each concentration has devised its own pathway for students. Please consult the individual concentrations, listed below, for the specific requirements.

Senior Exercise (SE): The SE should be completed in the Senior year, since it is the culminating experience for the students. To enroll for the SE, students can use the following course numbers: INTS 497 (single semester exercise) and INTS 498-499 (year-long exercise). For more information about the SE, see Jennifer Fichera for a "Note on the Senior Exercise."

Other INTS opportunities: Our program allows students to develop an Independent Study (INTS 399), where students work on special projects with an individual faculty member, and to work with a faculty member as a teaching assistant (INTS 466). For more information on both, see your adviser or the director.

- IDP Courses: the INTS program offers IDP Study Units (INTS 601) as well as IDP Projects (INTS 602) for those IDP students who are interested in developing such courses. The IDP Catalogue has more information about these courses. Permission of the instructor and special permission forms are required for these courses.

FALL TERM

101. Introduction to the Latin American and Caribbean World—This introductory course explores Latin American and Caribbean societies and cultures from the perspectives of various disciplines, and focuses on a wide range of themes. The course will enjoy the presence of some of the College's experts, from historians to ethnomusicologists. The goal here is for the students

to acquire a panoramic view of the Latin America and the Caribbean worlds while getting acquainted with various basic issues that are explored more deeply in 200- and 300-level courses at Trinity. We will touch on issues of demography, geography, basic historical periods processes, particular anthropological and cultural debates, fundamental political and gender, sociological approaches to daily life, aesthetic and literary movements, and the regions positions within the historic and contemporary world economy. (Also offered under Latin American & Caribbean Studies.) (Enrollment limited)—Figueroa

112. Introduction to the Study of Africa—When the ancient Romans encountered the Afri people who lived in North Africa near Carthage, they called their land “Africa.” Today, the term is used to describe the 840 million diverse people who live on the continent. By the 18th century, scientific racism justified slavery and colonialism by categorizing African people as a single, inferior race. Although these theories have been discredited, the legacy of this thinking continues to shape the way the world views and relates to Africa and Africans. This course is designed to look at how we understand, study, and represent Africa. Using an interdisciplinary approach, we will examine how Africa has been constructed and imagined from “dark continent” to homeland, address theories of pan-Africanism and blackness, look at how ideas of “tradition” have shaped the study of Africa, critically engage with media representations of Africa, and examine how international policy has been shaped by these images.—Musil

[120. South Asia to 1600]—A survey of South Asian history before colonial rule. Central topics include the diversity and cosmopolitanism of pre-colonial South Asia, the development of Brahmanism and Buddhism, the dynamism of the Indo-Persian culture of early modern South Asia, the slow pace of growth of agriculture, and the magic of the Indian Ocean trading world. Lectures and discussion. Enrollment limited. (Also offered under History and Asian Studies.)

130. Daily Life in Middle Eastern History—In recent years, historians have adopted daily life as an analytical framework for historical inquiry. This course will approach the history of the Middle East from the 7th century to the 20th century through this framework. Topics such as housing, food, clothing, travel, cities, education, entertainment, trade, and ritual will shape our encounter with Middle Easterners of the past. Reading assignments will come from textbooks, monographs, and travel accounts for the pre-1900 period. Memoirs and fiction will provide our window onto the daily life of Middle Eastern men and women in the 20th century. This course defines Middle Eastern history in broad geographical and chronological terms, but its focus on daily life is intended to bring the minutiae of the lived experience of that history to life for students. (Enrollment limited)—Antrim

131. Modern Iran—This course provides an introduction to 20th-century Iranian society, culture, and politics, examining secular and religious debates over gender roles, modernity, Islamism, democracy, and the West. (Enrollment limited)—Bauer

[200. Hippies: Asia in America]—Asia in the American Imagination—Walt Whitman, in 1868, hoped that the wisdom and art of India might act as a foil against the functionalized personality of industrial America (“Passage to India”). From Whitman to New Age, Asia appears in the U.S. as an exotic antidote to industrial modernity, despite the fact that Asian labor participated actively in that very modernity. This class will study the ways in which North Americans have represented Asia as well as Asian Americans. We will explore immigration policy, the travels of Asian spiritual healers to the U.S., the many journeys of US hippies to Asia and the status of Asian goods in the U.S. marketplace. Readings include writings of (Allen Ginsberg, Gary Snyder) and about (Gita Mehta) hippies, legal documents, documents of exotica (Kung Fu, Sushi), and histories of New Age and alternative healing (Deepak Chopra, Chinese Medicine); we will also listen to music and watch movies (such as the work of Bruce Lee) that fashioned an “Asia” in the mind of Americans.

212. Global Politics—This discussion course, taking the entire globe and all its peoples as unit of study, will examine the unifying elements of the contemporary world system. Emphasis on struggles for justice, democracy, and basic human needs and rights in our global age. Particular attention to global crises originating in the Middle East. (Enrollment limited)—Baker

[218. Women, Gender, and Family in the Middle East]—The examination of women’s lives in the “man’s world” of the Middle East. Is there a conflict between modern and traditional gender roles and expectations? The course looks at the impact of 20th-century modernization and socio-political change on gender relations, sexuality, adolescence, family structure, local culture, and feminist movements across the Middle East and North Africa. Case studies survey male and female perspectives in a variety of ethnic/religious communities (Muslim, Jewish, Christian) and types of societies (Bedouin, agricultural, urban). (Also offered under Women, Gender, and Sexuality.)

[230. Images of Africa]—From where does the image of Africa as a continent of jungles, famines, warfare, and ‘tribes’ come? We will examine traveler’s accounts, social scientific research, ethnographies and ethnographic museums, and adult and children’s fiction in order to explore how representations of Africa in the West have changed from the 15th century to the present. The course will pay special attention to the 19th century, when the myth of the ‘dark continent’ prevailed and to the 20th century, when that image was challenged by Pan-Africanists in the diaspora and in Africa. (Also offered under History and African Studies.)

[234. Political Geography]—Despite our common-sense notions about geography and nature, the spatial arrangement of our world is not the result of natural processes but the outcome of human struggles about the position of borders, the extent of territory, and authority over territories. In this course, we will investigate these struggles and their impact on today’s global relations. Special attention will be given to the spatial nature of the state, the role geography has played in the power politics of major states, and future scenarios in a world in which the territorial aspirations of political communities clash with the globalizing flows of economic and cultural activities.

[240. Children and Childhood in African Studies]—This discussion-based course focuses on the history and study of childhood in African societies and how children have affected the social history of their communities. We will discuss works of historical, sociological, and anthropological scholarship, along with memoirs, novels, and films about children and childhood in various African contexts. Themes covered in the course will include labor history, sexuality, and the history of the family. Course requirements will include 2-3 essays and weekly reading response papers.

[254. Women's Image in Contemporary Iranian Fiction]—This course focuses on the role of secular voices in three historical periods—the post-Constitutional Revolution era, which led to the emergence of the novel and short story as literary genres in Iranian literature, the era of the Pahlavi dynasty, when modernization processes influenced the cultural context, and the of post-1979 Revolution era, when the Islamization of the country inhibited open secular practices. Examining through selected literary texts dominant gender relations, life styles, acceptance or rejection of women in the public sphere, and the extent of misogyny towards women, we will investigate the impact and spread of secular ideas throughout Iranian society. This course seeks to show that secular voices and life styles were not diminished over the 20th century. Rather, attempts to reproduce them have provided a dynamic challenge to fundamentalism in Iran. - Moossavi

262. Peoples and Culture of the Caribbean—A review of the attempt to develop generalizations about the structure of Caribbean society. Theoretical materials will focus on the historical role of slavery, the nature of plural societies, race, class, ethnicity and specific institutions such as the family, the schools, the church, and the political structure.—Desmangles

300. Nationalism—This class analyzes the phenomenon of nationalism in a global context while focussing especially on case studies from the modern Middle East and North Africa. Together we will consider the diverse components of nationalism, including religion, language, territorial loyalty, and ethnicity, and test the thesis that nationalisms are “imagined communities” built on “invented traditions.” We will also consider the relationship of nations to states or governments. As we consider the historical forces that have given rise to nation-states, we will reflect on the development of nations and nationalisms within the wider world.—Prashad

301. Arab Politics—This seminar examines the outstanding features of the full range of politics in the Arab world, from regimes and resistances to the new forms of politics in civil society and private spheres. (Also offered under Political Science and Middle Eastern Studies.) (Enrollment limited)—Baker

[302. Adjustment and Transition: Political Economy in Sub-Saharan Africa]—This course examines the state of African affairs at the beginning of the millennium, particularly the occurrence of democratic transformation in some cases and state collapse in others. We will begin with an analysis of the nature of structural adjustment during the 1980s and then link that experience to various transitions which have occurred since 1990. Particular focus will be on the interplay of global, regional, and local dynamics during those transitions. (Also offered under African Studies, Public Policy & Law, and Political Science.)

[315. Global Ideologies]—This course studies three world ideologies and their critics: liberal democracy, socialism, and political Islam. Emphasis on the relationship of these ideologies to the world-wide revolution of Westernization and their future in our global age. (Also offered under Political Science and Middle Eastern Studies.) (Enrollment limited)

[316. Gender Relations in Refugee Communities]—Some observers believe that gender relations are strained when, during times of crisis, the social fabric is challenged. Being forced to flee and seek refuge is one such source of potential social change. Much of the gender and development literature also suggests that in many cases, women are more vulnerable to the hazardous situations caused by human disasters. This course will examine these observations in the case of Afghan women's experiences in Iran. Specifically this course will explore how Afghan families living, for long periods in Iran were affected by the challenges Iranian society was undergoing with respect to women's education, reproductive health, family planning, and other gender-related issues. Using a variety of materials, from video tapes to case histories, students will gain an understanding of the impact of the refugee experience on gender relations and the role of non-government organizations in the resettlement process.

[317. Planetary History]—How have humans understood their relationship with each other and nature, over time and space? This course will investigate the various theories of planetary history, and will develop an understanding of the interdependency of our social ecology. In the main, we shall concentrate on the world after 1300, and trace the principle social processes of our time (such as capitalism, democracy, science, and religion).

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Educational Studies 215. Education and Social Change Across the Globe]—Through a comparative framework, this course examines the relationship between education and social change in various regions of the world. How do governments use schooling to produce certain kinds of citizens, and how do grassroots movements use education to resist these agendas? What role does education play in promoting democracy versus social and economic inequality? This course is highly recommended for students who are preparing to attend or returning from study abroad programs, particularly the Trinity Global Learning Sites. Assignments will require students to draw upon personal reflections and research to contribute to the comparative framework. Not open to first-year students.

[Fine Arts 294. The Arts of Africa]—An examination of the art and architecture of sub-Saharan Africa as modes of symbolic communication: the ritual context of art, the concept of the artist, the notion of popular art, and the decorated body.

History 264. Film and History—Up to the advent of the modern era, most people preserved their historical memory and produced historical narratives and interpretations of the past that were conveyed through oral traditions, since written texts were generally accessed only by educated elites. With the advent of the printing press and later the emergence of professional history as an academic discipline, the modern era witnessed the rise of printed historical scholarship as the principal medium for accessing historical memory and historical interpretation. However, the twentieth century saw the emergence of new forms of communication through cinema and television that produced a multitude of texts that came to be the primary form through which large segments, if not the majority, of people the world over gained knowledge of the past. From D.W. Griffith's *Birth of a Nation*, to Ken Burns' *The Civil War* and beyond, millions of Americans, for example, came to experience cinema and television as the principal form of historical knowledge—production and dissemination. This course will explore the relationship between history as written by historians and history as represented in cinema. We will study both fiction and documentary films framed by debates between historians, film scholars, and filmmakers. In the process, students will be introduced to film analysis as a form of literacy.—Figueroa

Music 114. Topics in World Music—An introduction to the contemporary music-scapes of China, Japan, and Korea. We will explore contemporary forms of instrumental music which retain, refigure, or renew connections with traditional forms: newly invented or modernized ensembles of traditional instruments; composers of avant-garde concert music and their encounter with traditional music; innovative performers of traditional instruments; pop music and efforts of traditional instrumentalists to popularize their music. No background in music is required. Also listed under International Studies—Asian Studies.—Miller

Political Science 104. Introduction to International Relations—This course traces the evolution of the modern state system from 1648 to the present. It examines issues and concepts such as the balance of power, collective security, the nature of warfare, the role of international organizations and international law, globalization, human rights, overpopulation, global environmental devastation, etc. —Schulz

[Religion 285. Religions of Africa]—A study of the indigenous African religious traditions with consideration of their contemporary interaction with Western religious traditions. Topics include the African concepts of God, man, ancestor reverence, sacrifice, witchcraft and magic. (Enrollment limited). (May be counted toward International Studies/African Studies.)

[Religion 289. Religion and Culture Change]—An anthropological study of the rise and development of cults in traditional cultures engendered by the impact of colonization, the spread of Christianity and Western technology in so-called Third World cultures. Among others, the course emphasizes the revival, the millenarian, the Cargo, and messianic cults. Special attention is given to the origin, the nature, the social functions and dysfunctions of these cults, as well as the methodology used to study them. (May be counted toward International Studies/African Studies, Anthropology and International Studies/Comparative Development Studies.)

[Women, Gender, and Sexuality 307. Women's Rights as Human Rights]—This course is a cross-cultural investigation of the gendered nature of human rights and of the changes in different societies that have resulted from struggles for human rights for women. Topics covered will include rights to protection against sexual abuse and gender violence (such as female genital mutilation), subsistence rights, reproductive rights, human rights and sexual orientation, and the rights of female immigrants and refugees. The course will make use of formal legal documents as well as cultural materials such as novels, films, personal testimonies, religious rituals, and folk traditions in music. (Also listed under Public Policy.)

SPRING TERM

120. Introduction to South Asia—South Asia, home to 1.5 billion people, is diversity incarnate. In thousands of languages, its residents worship in most of the world's religious traditions. From Nepal's mountains to Sri Lanka's beaches, the eco-system is vast and varied. This course will take us on a journey through South Asia, to engage with its long history and its dynamic present. Caste, religion, socio-economic relations, the Indo-Islamic world, colonialism, nationalism: these will be the main themes.—Prashad

[121. South Asia 1600 to Present]—An investigation of the social, economic, cultural, and political history of South Asia from the consolidation of British and French domination to the contemporary crises of the various South Asian states (notably India, Pakistan, and Sri Lanka). The main topics to be explored include: the deindustrialization of South Asia, the emergence of religion as the primary focus of Indian society, the development of South Asian feminism, and the attempt by the various nations to negotiate a dignified place in the 20th century. Lecture and discussion. Enrollment limited. (Satisfies requirements in the history major.)

[130. Daily Life in Middle Eastern History]—In recent years, historians have adopted daily life as an analytical framework for historical inquiry. This course will approach the history of the Middle East from the 7th century to the 20th century through this framework. Topics such as housing, food, clothing, travel, cities, education, entertainment, trade, and ritual will shape our encounter with Middle Easterners of the past. Reading assignments will come from textbooks, monographs, and travel accounts for the pre-1900 period. Memoirs and fiction will provide our window onto the daily life of Middle Eastern men and women in the 20th century. This course defines Middle Eastern history in broad geographical and chronological terms, but its focus on daily life is intended to bring the minutiae of the lived experience of that history to life for students.

202. Pacific Asia's Fall and Resurgence: An Economic Response to Western Challenge—Although the prospect for many developing economies has been very dim, economics in East Asia have thrived since 1945. The next century is likely to be the Pacific century. The most recent evidence of this possibility comes from China, the awakening giant with enormous potential.

In an era of accelerating integration and globalization, it is important to understand how and why the Pacific Asian economies have been able to respond to the modernization challenges from the West. Topics to be discussed include: East Asia's geographical characteristics, the early experience of interaction between this region and the West, the various modernization efforts in the region from an historical perspective, the similarities and differences in the responses of the main economies in the region to Western challenges, the competition and integration among these economies, especially between China, the emerging economic power, and its neighbors including Japan, and their interaction with the rest of the world, particularly with the U.S. today. This course is designed for non-economics majors and has no economics. —Wen

[203. Human Rights in a Global Age]—This course provides a broad survey of global human rights from an interdisciplinary perspective. The general framework for the course will be an ongoing discussion of the role of human rights as a moral discourse in an age of globalization. After an introduction to the fundamental concepts, we will examine a variety of case studies which exemplify the clash between the global and the local in the area of women's rights, civil war and humanitarian intervention, and the impact of globalizing forces on social, economic, and cultural rights. (Also offered under Political Science)

[206. Interests and Positions in the Arab/Israeli Conflict]—An examination of the dynamics of the Arab/Israeli conflict, especially since the establishment of the State of Israel in 1948. The course will focus on the changing interests and positions of the parties involved: Israel, the Palestinians, the Arab states, and the important international players. It will also highlight contradictions within the major camps. (Enrollment limited)

[212. Global Politics]—This discussion course, taking the entire globe and all its peoples as unit of study, will examine the unifying elements of the contemporary world system. Emphasis on struggles for justice, democracy, and basic human needs and rights in our global age. Particular attention to global crises originating in the Middle East. (Enrollment limited)

[213. Islam and the West: Islamic Values, Secular Traditions]—This course explores the diverse domestic, regional, and international politics of the Islamic world. A rich historical perspective illuminates contemporary political struggles for justice, democracy, and basic human rights and needs. (Also offered under Political Science and Middle Eastern Studies.) (Enrollment limited)

218. Women, Gender, and Family in the Middle East—The examination of women's lives in the "man's world" of the Middle East. Is there a conflict between modern and traditional gender roles and expectations? The course looks at the impact of 20th-century modernization and socio-political change on gender relations, sexuality, adolescence, family structure, local culture, and feminist movements across the Middle East and North Africa. Case studies survey male and female perspectives in a variety of ethnic/religious communities (Muslim, Jewish, Christian) and types of societies (Bedouin, agricultural, urban). (Also offered under Women, Gender, and Sexuality.)—Bauer

[235. Youth Culture in the Muslim World]—Increasingly much of the Muslim world is young and with the expansion of media and cyberspace technologies, the circulation of globalized youth culture increasingly challenges taken-for-granted notions in local societies. This course examines the impact of youth and youth culture on personal, social, and political expression in a variety of Muslim communities around the world. We will examine intergenerational struggles over marriage, gender, and sexuality, the renegotiation of religion and morality, and the often 'revolutionary' disputes over conventional politics as conveyed through music, texts, fashion, personal memoirs, and cyberspace blogging. (Enrollment limited)

236. Japanese Crime Literature and Film—This course examines major works of Japanese crime literature and film from the works of Edogawa Rampo, known as the father of crime fiction in Japan, to those of contemporary writers to explore social and moral issues reflected in them. While Japanese writers and filmmakers of this genre readily acknowledge Western influences, the literary and cinematic explorations of crime in Japan have also developed on a trajectory of their own, producing works that are easily distinguishable from those of other cultures. The course will also consider the mixing of the crime genre with others, such as ghost and science fiction genres. Works studied in this course include those of Edogawa Rampo, Akira Kurosawa, Miyuki Miyabe, Seicho Matsumoto and Kobo Abe, as well as yakuza movies. Readings and discussion in English. (Enrollment limited)—Tam

249. Immigrants and Refugees: Strangers in Strange Lands—The post-cold war world is one of changing national boundaries and governments, environmental devastation and internal conflicts, resulting in an apparently unprecedented flow of people from their native homelands. At a time when multiculturalism is not a popular model for national integration, immigrants, refugees, and other sojourners find themselves in new places creating new lives for themselves. The processes by which this occurs illustrate some of the basic social, cultural, and political dilemmas of contemporary societies. Using historical and contemporary case studies from Europe and the Americas, this course looks at issues of flight, resettlement, integration, cultural adaptation, and public policy involved in creating culturally diverse nations. Questions to be raised include what are the conditions under which people leave, who can become a (authentic) member of society, what rights do non-citizens versus citizens have, are borders sacrosanct, are ethnic and racial diversity achievable or desirable, is multiculturalism an appropriate model, do people want to assimilate, what are the cultural consequences of movement, and how can individuals reconstruct their identities and feel they belong? This course includes a community learning component. (Also offered under American Studies, Comparative Development, Public Policy and Women, Gender, and Sexuality.) (Enrollment limited)—Bauer

250. Transnational Migration—Using historical, policy, and cultural contrasts between the U.S.A. and Germany as a starting point, this course will explore the entry, adaptation, diasporic identities, integration, and rights of immigrants and refugees to North America and Europe. Contrasts will be made with refugee and immigrant rights and state policies in home countries.—Bauer

[259. Modern Nepal]—This course will introduce the span of Nepali history from the mid-18th century to the present. We will discuss the territorial consolidation of the Nepali state along the Himalayas that paralleled the rise of the colonial state in South Asia. The focus will be both on the political history of Nepal and on the important social and cultural issues that have dominated the Nepali imagination. The struggles for democracy that erupted in the 1920s will take us to the present, as will the crucial subjects of development, the post-1990 experiments with multi-party democracy and the Maoist movement.

[260. The City in African Studies: Past, Present, and Potential]—Africa is a rapidly urbanizing region of the world; the most rapidly urbanizing by World Bank standards. Contemporary urbanization in Africa has stimulated new scholarship on the history of African cities, African urban economies, urban politics and urban identities, among other topics. African urban studies has produced some of the most thoughtful and engaged work on Africa to date. In this course we will be exploring major themes in the field of African urban studies to gain deeper appreciation of the history of African cities, their contemporary iterations, and their future possibilities. This course has a community learning component.

[262. Peoples and Culture of the Caribbean]—A review of the attempt to develop generalizations about the structure of Caribbean society. Theoretical materials will focus on the historical role of slavery, the nature of plural societies, race, class, ethnicity and specific institutions such as the family, the schools, the church, and the political structure.

300. Global South—In 1985, the south Commission reported that two-thirds of the world's people lived in distress. To rectify this, the Commission proposed a laundry list of reforms. At the same time, political and social movements in what had been the Third World grew apace. These movements and this report inaugurate the creation of the "Global South", which is both a place and a project. This course will investigate the contours of the Global South, the conferences held to alleviate its many problems (Beijing/Women, Johannesburg/Environment, Durban/Race), and the people who live in the "South".—Prashad

[307. Development in Africa: From Civilizing Mission to World Bank]—This course examines the history of development ideas and practices in Africa. Beginning with the early colonial era, when Europeans spoke of their "civilizing mission," and ending with present-day critiques of World Bank policies, it traces continuity and change in state and grassroots efforts to bring about development in Africa. It explores the theories behind development policies, including the ways in which experts have conceptualized African farming systems and Africa's place in the world economy, and it asks to what extent these theories match reality. It also examines how development policies have been put into practice, how African communities have responded to and reshaped development, whether communities have a "right to development" and who should define what that development should be. Finally, it considers why so many development efforts have failed and whether past failures have led to improved practice. (Also offered under History.)

311. Feminist Diversities: Cross Cultural Women's Movements and Thoughts—This course surveys the diversity of women's movements: religious and secular, urban and rural, black and white, struggling for sexual and reproductive rights, political and social representation, and equal opportunities from North America to Asia. Using historical contrasts of different feminisms from the 19th century to the present we will interrogate the meaning of 'feminism,' the possibilities of a transnational 'feminism' of similarity with difference, the place of cultural relativism in assessing other cultures and movements, and the challenge of women's movements to state and society.—Bauer

[322. The Iranian Revolution]—For many outsiders, the Iranian Revolution marks the global failure of secular development and the rise of religious fundamentalism. This course will examine the roots of the Iranian revolution, its promises, and its consequences through the review of a diverse set of official and unofficial documents, films and reports of interviews, and scholarly works. The course will consider the ways religion and politics worked together to lead and ultimately win over the 1979 insurgency in Iran. It will explore how this explosive combination of forces mobilized some social groups and suppressed others. During the course, current realities and future trends will be discussed.

[324. Secularism and Religious Thought in Iran]—The forceful tension between secular and religious values in Iran has risen to unbelievable proportions over the last 25 years. At a time when almost everyone expected religious thought to undergo a slow but steady reform, another surge of fundamentalism is spreading. This course will examine the social dynamism of both trends of thought and practice in the life of Iranians in the last three decades, particularly the dilemmas facing the survival, expression, and practice of secular values. In order to gain a deeper understanding of the issues, the course will look at three different discourses—secularism, fundamentalism, and "religious intellectualism". Students will confront the dual character of religious fundamentalism in mobilizing certain social groups, on the one hand, and in controlling and manipulating them, on the other, and also consider whether identification with religious values in Iran is a complex protest against modernity and/or a means of maintaining political independence. Students also will explore the challenges [secularism faces in resisting the domination of fundamentalism and examine "religious intellectualism" which tries to intertwine religion and secularism in the social context of life and culture. And finally, they will consider how all these discourses use the women's rights issues to argue its points.

[325. Anthropology of Islam]—This course examines Islam as lived religious practice in a context defined by both local constraints and global possibilities. Variations in local practices of Islam reflect accommodation to distinct cultural, political, and economic contexts while at the same time reflecting global connections. We will examine topics such as religious identity and community, gender as the site of religious and political struggle, new forms of Islam in diaspora communities, and contemporary political and moral debates over modernity, democracy, and reform in a variety of Islamic societies from North America to the Middle East and Asia. (Enrollment limited)

326. Baghdad in History—Founded in 762 CE by the Abbasid Caliph al-Mansur as “The City of Peace,” Baghdad has acted as a center for politics, commerce, science, art, and religion - as well as human conflict - throughout its long history. This course will approach Baghdad through the lens of social and cultural history by examining the complex and ever-changing relationship between people and a city. How was Baghdad peopled? And how did people make and remake Baghdad over the centuries? Through rigorous seminar discussions of primary resources, recent scholarship, journalism and literature, we will consider Baghdad from the eighth century to the present as a locus of human interaction, of memory and myth, and empire and nation, and of colonialism and war. (Enrollment limited)—Antrim

[349. No Easy Walk to Freedom: The Political Economy of Southern Africa]—While the process of formal decolonization was completed in most of Africa during the 1960s, southern Africa’s struggle for independence was much more drawn out and was characterized by organized violence, some of which has persisted until today. The purpose of this class is to investigate the historical roots of this development and, based on an analysis of existing local, regional, and global forces, analyze the prospects for development and democracy in the region. (Enrollment limited)

[403. Democracy, Development, and the Media in the Global South]—This course will examine the relationship between three central categories of modernity: democracy, development, and the media. We will look at case studies from several countries in the Global South to examine how the relationship between these concepts has been conceptualized, prescribed, and realized. In the context of the increasing dominance of commercial media and the Internet, we will examine the challenges facing those who believe that the media should be a powerful force for the democratization of societies in the Global South.

[499. Senior Exercise Part 2]— (2 course credits) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Educational Studies 215. Education and Social Change Across the Globe]—Through a comparative framework, this course examines the relationship between education and social change in various regions of the world. How do governments use schooling to produce certain kinds of citizens, and how do grassroots movements use education to resist these agendas? What role does education play in promoting democracy versus social and economic inequality? This course is highly recommended for students who are preparing to attend or returning from study abroad programs, particularly the Trinity Global Learning Sites. Assignments will require students to draw upon personal reflections and research to contribute to the comparative framework. Not open to first-year students.

Fine Arts 294. The Arts of Africa—An examination of the art and architecture of sub-Saharan Africa as modes of symbolic communication: the ritual context of art, the concept of the artist, the notion of popular art, and the decorated body.—Gilbert

History 229. Middle East Since 1517—This course surveys Middle Eastern history from the foundations of the Ottoman and Safavid Empires through the twentieth century. Major topics include modernity, imperialism, nationalism, and the role of Islam. Textbook readings are supplemented with primary sources and biographical sketches to situate the complexities of gender and culture in the context of political and economic change.—Antrim

History 242. History of China, Qing to Present—A survey of modern Chinese history in the period covering the last traditional dynastic state (1644-1911) and 20th Century China. Emphasis on the collapse of the Confucian state, China’s “Enlightenment,” and the Chinese Revolution.—Lestz

[History 318. Gender and Sexuality in Middle Eastern History]—This course takes constructions of femininity and masculinity and related representations of male and female sexuality in both the pre-modern and modern Middle East, with an emphasis on the Arab world, as its focus. Through theoretical readings and primary sources, both written and visual, we will explore the ways in which gender and sexuality have shaped political, economic, and cultural life in the Middle East.

History 386. Beyond Samba, Futebol, and Favelas: The Making of Afro-Brazilian Subjectivities—Ranked fifth in the world in total population, Brazil has the largest number of people of African descent to be found outside of continental Africa. In the late-16th century, Brazil was instrumental in the construction of an agricultural plantation system based on African slavery. Over the next 300 years, Brazil imported more Africans as slaves than any other region in the Western hemisphere. It was also the last country in the Americas to abolish slavery in 1888. The purpose of this course is to introduce students to the history of Brazil, examining changes and continuities in Brazilian history from the colonial period to the present day by focusing on the experiences of Afro-Brazilians. We will examine how colonial heritages affected Brazil’s emergence as a modern nation-state, placing particular emphasis on the evolution and transformation of various power relationships during the 19th and 20th centuries. Moreover, we will also explore forms of Afro-Brazilian culture, power, and resistance. The course will stress methods of historical research by working with a variety of primary sources, including travel narratives, films, paintings and photographs, newspapers, census figures, diaries, etc. Language: Portuguese is not required to enroll in the course.—TBA

[History 391. Media and Methods: Engaging African History through Literature and Cinema]—This course is organized around texts produced by African writers and filmmakers commenting on African histories. Students will discuss novels and films in tandem with historical scholarship on cultural, political, social, and economic histories of 20th-century Africa. The course will give students an opportunity to think about issues of representation, authorship, and the strengths and limitations of various mediums of historical narration.

[History 451. Cinema and Revolution in Cuba Since 1959]—

[Jewish Studies 220. Modern Israeli Literature and Jewish Heritage]—Artists, and especially writers and poets, are the seismographs and mirrors of society, anticipating and reflecting its many forces and movements. During the past two hundred years Jewish life has been profoundly affected by such forces and movements as emancipation, the Enlightenment, assimilation, Zionism, and the Holocaust. A primary focus of modern Israeli writers is the birth of the State of Israel and its ongoing struggles, internally as well as with its Arab neighbors. One of the main ways Hebrew literature captures these significant changes is through the use of biblical themes, images and archetypes which resonate through the generations. This course will examine the ways in which modern Hebrew literature enriches and brings deeper understanding of collective Jewish experiences and detects and shapes the reality of modern Israel.

Political Science 104. Introduction to International Relations—This course traces the evolution of the modern state system from 1648 to the present. It examines issues and concepts such as the balance of power, collective security, the nature of warfare, the role of international organizations and international law, globalization, human rights, overpopulation, global environmental devastation, etc. —Flibbert

[Religion 237. Ethics of Globalization]—The course will explore the paradox of globalization: a world system which brings people together but also exposes their vast economic difference. Using Christian social ethical theory, the course will examine the assumptions, enactment, and impact of globalization with particular attention to the “three-quarter world.” (May be counted toward International Studies/Comparative Development Studies.)

AFRICAN STUDIES

COORDINATOR: LESLIE DESMANGLES (RELIGION AND INTERNATIONAL STUDIES) FALL,

BRIGITTE SCHULZ (POLITICAL SCIENCE) SPRING

CORE FACULTY: EMILY MUSIL (HISTORY AND INTERNATIONAL STUDIES), SONIA LEE (MODERN LANGUAGES),
MICHAEL NIEMANN (INTERNATIONAL STUDIES), ABDOULAYE SYLLA (THEATER AND DANCE), MAURICE WADE
(PHILOSOPHY).

The African studies concentration introduces students to the rich cultural diversity of Africa and in doing so analyzes the myth of the so-called Dark Continent invented by European colonialism. To understand Africa is to open a wide window into a world three times the size of the United States. Students explore the continent through an array of courses in African literature, African art, ancient and contemporary African history, as well as the study of traditional political systems and how they blend with the Western influence which permeates today’s African governments. Students are also encouraged to spend a semester or a year studying in Africa at the Trinity Global Site in South Africa or at the approved programs in Kenya, Mali, or Senegal.

To qualify for honors in African studies, a student must have a grade average of A- or better in the courses counted for the concentration, and must write a thesis which earns a grade of A- or better.

Requirements for the concentration

The concentration consists of 15 courses, distributed as follows:

I. Required Courses for all International Studies Majors (3 courses):

INTS 300, Special Topics in International Studies.

One comparative course in International Studies chosen from the list stipulated under *Core Requirements for all INTS majors*.

Senior Exercise: The senior exercise will integrate the student’s experience in the major. A senior exercise may be either a two-semester or one-semester project. Students may write a thesis, produce a video documentary, curate an art show, produce a musical piece, or use any other form of expression that is appropriate to the research (and crafted in discussion with the adviser). Whatever the form, all Senior Exercises must generate substantial text.

II. Area Courses (5 courses)

AHIS 294. The Arts of Africa or **AHIS 295.** African Architecture

FREN 233. African Novelists: Voices and Images or **FREN 320.** African Cinema

HIST 253. African Histories and Cultures from 1880: Modern Period

INTS 302. Adjustment and Transition: The Political Economy of Sub-Saharan Africa or

INTS 349. No Easy Walk to Freedom: Political Economy of Southern Africa

PHIL 223. African Philosophy, or **RELG 285.** Religions of Africa

III. Language (4 courses)

Two years of college-level study of one of the following languages: Arabic, French, Portuguese, or any indigenous African language available through the Self Instructional Language Program. In the case of Arabic and indigenous African languages, a one-credit course beyond the four credits can be counted as an elective.

IV. Electives: (3 courses)

Students may choose from any of the following courses, but, if possible, should focus their selection on the humanities or the social sciences. Other courses may be possible. This choice should be made in consultation with a faculty member or the coordinator. Students are also encouraged to take courses offered by visiting scholars as the situation permits.

Humanities focus

AHIS 294.	The Arts of Africa
AHIS 295.	African Architecture and The Design of Space
FREN 233.	African Novelists
FREN 233.	African Cinema
HIST 229.	The Middle East since 1517
HIST 252.	African Histories and Cultures to 1880: Early Period
HIST 254.	The Middle East to 1517
HIST 402.	Women and Islam: Historical Perspectives
MDLG 233.	African Cinema
INTS 216.	Africa and the World
INTS 230.	Images of Africa
INTS 307.	Development in Africa
INTS 399.	Independent Study in African Literature
MUSC 113.	World Music
MUSC 216.	Music of Africa
PHIL 233.	Philosophy of Africa
RELG 181.	Islam
RELG 184.	Myth, Rite and Sacrament
RELG 281.	Anthropology of Religion
RELG 285.	Religions of Africa
RELG 289.	Religion and Culture Change
THDN 209.	African Dance

Social Science focus

ANTH 201.	Introduction to Cultural Anthropology
ANTH 207.	Anthropological Perspectives on Women and Gender
INTS 240.	Children and Childhood in African Studies
INTS 270.	Peoples of Sub Saharan Africa
INTS 302.	Adjustment and Transition
INTS 349.	No Easy Walk to Freedom
COLL 231.	An Ambulance of the Wrong Color
ECON 216.	Globalization, Rivalry and Coordination
POLS 310.	Politics of Developing Countries
SOCL 214.	Race and Ethnicity

AFRICAN STUDIES

FALL TERM

[230. Images of Africa]—From where does the image of Africa as a continent of jungles, famines, warfare, and ‘tribes’ come? We will examine traveler’s accounts, social scientific research, ethnographies and ethnographic museums, and adult and children’s fiction in order to explore how representations of Africa in the West have changed from the 15th century to the present. The course will pay special attention to the 19th century, when the myth of the ‘dark continent’ prevailed and to the 20th century, when that image was challenged by Pan-Africanists in the diaspora and in Africa. (Also offered under History and African Studies.)

[302. Adjustment and Transition: Political Economy in Sub-Saharan Africa]—This course examines the state of African affairs at the beginning of the millennium, particularly the occurrence of democratic transformation in some cases and state collapse in others. We will begin with an analysis of the nature of structural adjustment during the 1980s and then link that experience to various transitions which have occurred since 1990. Particular focus will be on the interplay of global, regional, and local dynamics during those transitions. (Also offered under African Studies, Public Policy & Law, and Political Science.)

COURSES ORIGINATING IN OTHER DEPARTMENTS

Anthropology 201. Introduction to Cultural Anthropology—This course introduces theory and method in Cultural Anthropology as applied in the analysis of specific cultures. The focus will be applied in the analysis of specific cultures. The focus will be on case studies of societies from different ethnographic areas. Topics to be considered will include ritual and symbol systems, gender, family and kinship, reciprocity and exchange, inequality and hierarchy, cultural intrusion and resistance, and social change. (May be counted toward international studies.)—TBA

Anthropology 207. Anthropological Perspectives of Women & Gender—Using texts and films, this course will explore the nature of women's lives in both the contemporary United States and a number of radically different societies around the world, including, for example, the !Kung San people of the Kalahari and the Mundurucú of Amazonian Brazil. As they examine the place of women in these societies, students will also be introduced to theoretical perspectives that help explain both variations in women's status from society to society and "universal" aspects of their status. (May be counted toward international studies and women, gender, and sexuality.)—Nadel-Klein

Economics 216. Globalization, Rivalry, and Coordination—This course emphasizes the study of forces driving the observed trends in regional and global integration. Students will examine whether the world-wide division of labor can be explained by comparative advantage or by increasing returns to scale and externalities. Students will then examine the impact on integration of three growing world markets: commodities, capital, and labor. They will also delve into the role these markets play in generating frictions among nations. The course concludes with an examination of the role of a world trade organization, world financial system, and world foreign exchange system in facilitating the globalization process. Lessons will be drawn from history, particularly the collapse of the Bretton Woods System. Prerequisite: C- or better in Economics 101. —Wen

[Fine Arts 294. The Arts of Africa]—An examination of the art and architecture of sub-Saharan Africa as modes of symbolic communication: the ritual context of art, the concept of the artist, the notion of popular art, and the decorated body.

History 252. African History to 1880—This course is the first part of a two-part introductory survey of African history. We will explore the rich and varied civilizations and cultures in Africa, as well as how elements of these cultures have been carried throughout the world. Because "African" as a uniform term is a creation of a later time, this course seeks to distinguish between various populations and regions on this immense continent. Beginning with human origins on the continent, we will address the major social, economic, religious, and political movements in Africa through the era of the Atlantic slave trade. Topics will include the peopling of Africa; ancient societies and African empires; African technology such as tools, weapons, art, and music; African religions and the spread of Islam and Christianity; famous early Africans such as Mansa Musa, warrior queen Nzinga, and Shaka Zulu; trans-Saharan and Indian Ocean trading routes; and the development and impact of the Atlantic slave trade.—Musil

Modern Languages 101. Intensive Elementary Arabic I—Designed to develop fundamental skill in both spoken and written Arabic. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic grammatical structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. (Also listed under the African Studies concentration of the International Studies Program.) (1.5 course credits)—Douda

Modern Languages 201. Intermediate Arabic I—Continuation of Arabic 102, with an introduction to Arabic composition as well as further grammatical study and conversation practice. Required lab work. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 102 or equivalent. (1.5 course credits)—Schub

Modern Languages 201. Intermediate French I—Review of basic grammatical concepts and development of fundamental language skills, with increasing emphasis on written expression and spoken accuracy. Use is made of video-based presentations. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take both 201 and 202 in sequence. Prerequisite: French 102 or equivalent. —Deshaies

Modern Languages 202. Intermediate French II—Further reinforcement of written and spoken skills, with continuing practice in the use of complex grammatical structures and greater emphasis on the mastery of contemporary usage through extensive class discussion, reading, and writing. Prerequisite: French 201 or equivalent. —Henry

Modern Languages 233. African Cinema—Although the image of Africa has been a major subject and a racist misconception of Western cinema since its inception, African cinema itself appeared on the world screen with the independence of the continent in the 1960s. This course will introduce students to the images that Africans have of themselves and their societies, past and present. As we study the evolution of African cinema using a wide array of films that portray the many cultural facets of the continent and the diverse political agendas of the directors, we will explore the issue of cinema as a nation-building endeavor as each African society defines its own modern identity while reconsidering its past. We will see that this modern identity is anchored for the most part in the redefinition of the family and the status of women. The films studied will be mostly from West and North Africa, and women directors will be represented as much as possible: although, as in the West, they are still less numerous than male directors. (This course is also offered under the African Studies and the Women's Studies programs.) (Listed as both Modern Languages 233-32 and French 233-03.)—Lee

Modern Languages 301. Intermediate Arabic III—Continuation of Arabic 202, introducing increasingly complex grammatical structures through culturally based materials and literary texts, with a programmed expansion of vocabulary to 1,500 words. Lab work required. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 202 or equivalent. —Schub

[Music 113. Introduction to World Music]—A comprehensive survey of global traditions, including village and urban music and dance of Africa, Latin America, and the Caribbean, classical and contemporary musics of India, the Far East, Asia, and indigenous traditions of the Americas. This course is designed to highlight the central role of musical expression in human life, exploring musical sound and movement in sacred, secular, ritual, and non-ritual contexts. No previous musical knowledge is required. Students are expected to learn basic listening skills and identify musical styles. The course culminates in a final research

project about a world music tradition, ensemble, performer, or other related topic. Also listed in international studies—African studies, international studies—Asian studies, and international studies—Latin American and Caribbean studies.

Religion 181. Islam—An introduction to the world religion of Islam in classical and modern times. The course is both historical and thematic, focusing on the career of Muhammad and the Qur'an, law, theology, religious and social institutions, Muslim solidarity, mysticism, and fundamentalism. (May be counted toward International Studies/African Studies and International Studies/Middle Eastern Studies.)—Kiener

Religion 184. Myth, Rite and Sacrament—A phenomenological approach to the study of religion through an examination of the nature of religious consciousness and its outward modes of expression. Special emphasis is placed on the varieties of religious experience and their relations to myths, rites, and sacraments. Enrollment limited. (May be counted toward International Studies/African Studies and International Studies/Comparative Development Studies.)—Desmangles

Religion 281. Anthropology of Religion—Introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional cultures. Some of the topics covered in this course include a critical examination of the idea of primitivity, the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as rites of passage, magic, sorcery, witchcraft and divination. (May be counted toward Anthropology and International Studies/Comparative Development.)—Desmangles

[Religion 285. Religions of Africa]—A study of the indigenous African religious traditions with consideration of their contemporary interaction with Western religious traditions. Topics include the African concepts of God, man, ancestor reverence, sacrifice, witchcraft and magic. (Enrollment limited). (May be counted toward International Studies/African Studies.)

[Religion 289. Religion and Culture Change]—An anthropological study of the rise and development of cults in traditional cultures engendered by the impact of colonization, the spread of Christianity and Western technology in so-called Third World cultures. Among others, the course emphasizes the revival, the millenarian, the Cargo, and messianic cults. Special attention is given to the origin, the nature, the social functions and dysfunctions of these cults, as well as the methodology used to study them. (May be counted toward International Studies/African Studies, Anthropology and International Studies/Comparative Development Studies.)

Theater and Dance 209. African Dance—Energetic and vibrant, African dance embodies joyful expression of the spirit through the physical body. This class provides an introduction to West African dance and culture. Students will learn steps from traditional dances from Guinea, West Africa; the role dance plays in Guinean culture; and develop an understanding of the communication between the drum and the dancer. The class includes a performance requirement, but no previous dance experience is necessary. (0.5 course credit)—Sylla

SPRING TERM

[349. No Easy Walk to Freedom: The Political Economy of Southern Africa]—While the process of formal decolonization was completed in most of Africa during the 1960s, southern Africa's struggle for independence was much more drawn out and was characterized by organized violence, some of which has persisted until today. The purpose of this class is to investigate the historical roots of this development and, based on an analysis of existing local, regional, and global forces, analyze the prospects for development and democracy in the region. (Enrollment limited)

COURSES ORIGINATING IN OTHER DEPARTMENTS

Anthropology 201. Introduction to Cultural Anthropology—This course introduces theory and method in Cultural Anthropology as applied in the analysis of specific cultures. The focus will be applied in the analysis of specific cultures. The focus will be on case studies of societies from different ethnographic areas. Topics to be considered will include ritual and symbol systems, gender, family and kinship, reciprocity and exchange, inequality and hierarchy, cultural intrusion and resistance, and social change. (May be counted toward international studies.)—Nadel-Klein

Fine Arts 294. The Arts of Africa—An examination of the art and architecture of sub-Saharan Africa as modes of symbolic communication: the ritual context of art, the concept of the artist, the notion of popular art, and the decorated body.—Gilbert

History 253. African History Survey: Modern and Contemporary Period—This course is the second part of a two-part introductory survey of African history. With a focus on "Black Africa" south of the Sahara, we will begin by exploring the impact of the abolition of the Atlantic slave trade on Africa and move to the establishment of—and resistance to—European colonial rule. We will then look at the impact of the two World Wars on Africa as well as the rise in nationalism and movements for independence. In the postcolonial period, we will explore Cold War politics in Africa, and address issues including the end of apartheid South Africa, the politics of foreign aid and military interventions, global health and resource wars.—TBA

[History 391. Media and Methods: Engaging African History through Literature and Cinema]—This course is organized around texts produced by African writers and filmmakers commenting on African histories. Students will discuss novels and films in tandem with historical scholarship on cultural, political, social, and economic histories of 20th-century Africa. The course will give students an opportunity to think about issues of representation, authorship, and the strengths and limitations of various mediums of historical narration.

Modern Languages 102. Intensive Elementary Arabic II—Designed to develop basic language skills learned in Arabic 101. Four hours of class work, plus one required drill hour. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 101 or equivalent. (1.5 course credits)—Doua

Modern Languages 202. Intermediate Arabic II—Continuation of Arabic 201, leading to a completion of essential basic grammatical constructions as well as further conversational practice. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 201 or equivalent. (1.5 course credits)—Schub

Modern Languages 202. Intermediate French II—Further reinforcement of written and spoken skills, with continuing practice in the use of complex grammatical structures and greater emphasis on the mastery of contemporary usage through extensive class discussion, reading, and writing. Prerequisite: French 201 or equivalent. —Kehres

Modern Languages 302. Intermediate Arabic IV—Continuation of Arabic 301, presenting alternative stylistic tools for oral and written communication, with a vigorous expansion of vocabulary. Lab work required. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 301 or equivalent. —Schub

Music 113. Introduction to World Music—A comprehensive survey of global traditions, including village and urban music and dance of Africa, Latin America, and the Caribbean, classical and contemporary musics of India, the Far East, Asia, and indigenous traditions of the Americas. This course is designed to highlight the central role of musical expression in human life, exploring musical sound and movement in sacred, secular, ritual, and non-ritual contexts. No previous musical knowledge is required. Students are expected to learn basic listening skills and identify musical styles. The course culminates in a final research project about a world music tradition, ensemble, performer, or other related topic. Also listed in international studies—African studies, international studies—Asian studies, and international studies—Latin American and Caribbean studies.—Galm

[Philosophy 223. African Philosophy]—What is African philosophy? Currently, among the scholars addressing this question, no single answer prevails. Some hold that philosophy, by its nature, transcends race, ethnicity, and region and hence that terms such as “African philosophy,” “European philosophy,” and “Asian philosophy,” are all rooted in misunderstanding what philosophy fundamentally is. Some argue that prior to the very recent work of African scholars trained in formal (often European) departments of philosophy, African philosophy did not (and could not) exist. Others argue that while (many of) the peoples of Africa have little or no tradition of formal (written) philosophizing, the differing worldviews embodied in the myths, religions, rituals, and other cultural practices of ethnic Africans constitute genuine African philosophy. Yet others find African philosophy in the critical musings of indigenous African (so-called) wise men or sages. In this course we will critically examine the variety of possibilities, forms, and practices in Africa and elsewhere that might be referred to appropriately as “African philosophy” and attempt to understand why the notion of “African philosophy” is so especially contentious. (May be counted toward African Studies.)

[Religion 181. Islam]—An introduction to the world religion of Islam in classical and modern times. The course is both historical and thematic, focusing on the career of Muhammad and the Qur’an, law, theology, religious and social institutions, Muslim solidarity, mysticism, and fundamentalism. (May be counted toward International Studies/African Studies and International Studies/Middle Eastern Studies.)

[Religion 281. Anthropology of Religion]—Introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional cultures. Some of the topics covered in this course include a critical examination of the idea of primitivity, the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as rites of passage, magic, sorcery, witchcraft and divination. (May be counted toward Anthropology and International Studies/Comparative Development.)

Theater and Dance 209. African Dance—Energetic and vibrant, African dance embodies joyful expression of the spirit through the physical body. This class provides an introduction to West African dance and culture. Students will learn steps from traditional dances from Guinea, West Africa; the role dance plays in Guinean culture; and develop an understanding of the communication between the drum and the dancer. The class includes a performance requirement, but no previous dance experience is necessary. (0.5 course credit)—Sylla

ASIAN STUDIES

COORDINATOR: MICHAEL LESTZ (HISTORY)

CORE FACULTY: RACHNA AGRAWAL (THEATER AND DANCE), JANET BAUER (WOMEN, GENDER, AND SEXUALITY), JEFFREY BAYLISS (HISTORY), ELLISON FINDLY (RELIGION AND INTERNATIONAL STUDIES), ALICE HYLAND (FINE ARTS), MICHAEL LESTZ (HISTORY), NAOGAN MA (MODERN LANGUAGES AND LITERATURE AND INTERNATIONAL STUDIES), BETH NOTAR (ANTHROPOLOGY), VIJAY PRASHAD (INTERNATIONAL STUDIES), KING-FAI TAM (MODERN LANGUAGES AND LITERATURE AND INTERNATIONAL STUDIES), RIEKO WAGONER (MODERN LANGUAGES AND LITERATURE AND INTERNATIONAL STUDIES), JAMES WEN (ECONOMICS AND INTERNATIONAL STUDIES).

Asian Studies Major

A concentration in Asian Studies offers an interdisciplinary framework for the examination of the societies and cultures of Asia. Students may focus on East Asia, South Asia, or a comparative theme linking these two regions. The

goal of the concentration is a comprehensive understanding of the region of choice from historical, social, and cultural perspectives. Nevertheless, a thorough grasp of the interrelations among regions is crucial to this concentration.

Language study is essential to the Asian studies concentration and students may study Chinese, Japanese, Sanskrit, or Arabic at Trinity and other languages (such as Hindi, Nepalese, Tibetan, Korean, Thai, and Vietnamese) through the Self-Instructional Language Program. Students can also pursue a study of a combination of languages upon the approval of the coordinator.

All Asian studies majors are strongly encouraged to undertake study abroad. The Trinity College programs at Lingnan University in Hong Kong, Fudan University in Shanghai, and the College's Global Learning Site in Sikkim and Tibet provide desirable venues for fulfilling this goal. The curriculum of these College-sanctioned programs was created by Trinity faculty to accommodate the needs of Trinity undergraduates majoring in Asian studies or pursuing programs of study with a strong Asian emphasis. It is also possible to create an individually designed program of study away with the assistance of a faculty adviser in Asian studies and the advice of the Office of International Programs.

To qualify for honors in Asian studies, a student must have a grade average of A- in their INTS courses and A- in their senior exercise.

Major Requirements consists of 15 courses, distributed as follows:

I. Required Courses for all International Studies Majors (3 courses):

INTS 300, Special Topics in International Studies.

One comparative studies course in international studies chosen from the list under Core Requirements for all *INTS majors*, or in consultation with the director.

Senior Exercise: A Senior Exercise may be either a two-semester or one-semester project. Students may write a thesis, produce a video documentary, curate an art show, produce a musical piece or use any other form of expression that is appropriate to the research (and crafted in discussion with the adviser). Whatever the form, all senior exercises must generate substantial text. You will need to select a senior exercise adviser and a reader, both of whom will work with you to craft your project, do the research, monitor your progress, and evaluate your work.

II. Area Courses (5 courses):

History and Civilization. A two-course sequence in early and modern materials, e. g., HIST 241-242, HIST 222-223, or INTS 120-223, or two suitable courses approved by the coordinator.

Three courses from at least three of the four following disciplines:

- | | | | |
|-------------------|-------------------|---|--|
| 1. The Arts | AHIS 103. | Introduction to Asian Art | |
| | AHIS 207. | The Arts of China | |
| | AHIS 208. | The Arts of Japan | |
| | AHIS 306 | The Arts of the Ming Dynasty | |
| | MUSC 214. | Topics in World Music: Music of South Asia | |
| | RELG 253. | Indian and Islamic Painting | |
| | RELG 254. | Buddhist Art | |
| | THDN 209 | Indian Dance | |
| | 2. The Humanities | MDLG 233.09. | Heroines, Good Guys, and Assassins: The Martial Arts Ideal in Chinese Literature and Culture |
| | | CHIN 233.08. | Hong Kong Film and Literature |
| CHIN 333.03. | | Greater China: Film and Fiction | |
| HIST 345. | | Warring States: The United States and Vietnam | |
| HIST 362 | | The Samurai Warrior in History, Myth, and Reality | |
| INTS 200. | | Hippies: Asia in America | |
| INTS 305. | | Women in East Asian Anthropological and Literary Considerations | |
| JAPN 233.05. | | Life After Death: Ghosts in Japanese Literature | |
| AMST 260 | | Exploring Asian American Experiences | |
| ANTH 244. | | Borderlands of East and Southeast Asia | |
| 3. Social Science | ANTH 247. | China through Film | |
| | ECON 208. | Asian Economics | |
| | ECON 216. | Globalization, Rivalry and Coordination | |
| | ECON 331.20. | Institutional Innovation and Economic Development: The Case of Modern China | |
| | INTS 202. | Pacific Asia Fall and Resurgence | |
| | POLS 302. | Government and Politics of Modern Japan | |
| | POLS 330. | Government and Politics of Contemporary China | |
| | 4. Religion | INTS 110. | Introduction to Japanese Religions |

INTS 111.	Introduction to East Asian Buddhism
INTS 209.	Buddhism and Ecology
INTS 303.	Master and Savior: Zen Monks in Japanese Culture
RELG 151.	Religions of Asia
RELG 252.	The Asian Mystic
RELG 255.	Hinduism
RELG 256.	Buddhist Thought
RELG 333.	Hindu Views of War and Peace
RELG 353.	Buddhism in America

Substitutions may be made with the approval of the coordinator.

III. Language (4 courses):

If the focus in the concentration is East Asia, students must take Chinese or Japanese through the intermediate level. If the focus is South Asia or a comparative theme, students are required to take at least three credits in a language approved by the coordinator. Language credits can be earned either abroad or through the Self-Instructional Language Program, to be approved by the coordinator. Students with prior language knowledge will not be exempted from this requirement.

IV. Electives (3 courses):

Typically, electives are chosen from Asian studies course offerings, or in consultation with the adviser. Students may also count approved directive reading courses and a one-credit course of regular language work not already counted for Section III.

ASIAN STUDIES

FALL TERM

[200. Hippies: Asia in America]—Asia in the American Imagination—Walt Whitman, in 1868, hoped that the wisdom and art of India might act as a foil against the functionalized personality of industrial America (“Passage to India”). From Whitman to New Age, Asia appears in the U.S. as an exotic antidote to industrial modernity, despite the fact that Asian labor participated actively in that very modernity. This class will study the ways in which North Americans have represented Asia as well as Asian Americans. We will explore immigration policy, the travels of Asian spiritual healers to the U.S., the many journeys of US hippies to Asia and the status of Asian goods in the U.S. marketplace. Readings include writings of (Allen Ginsberg, Gary Snyder) and about (Gita Mehta) hippies, legal documents, documents of exotica (Kung Fu, Sushi), and histories of New Age and alternative healing (Deepak Chopra, Chinese Medicine); we will also listen to music and watch movies (such as the work of Bruce Lee) that fashioned an “Asia” in the mind of Americans.

COURSES ORIGINATING IN OTHER DEPARTMENTS

[American Studies 260. Exploring Asian American Experiences]—This course examines the historical experiences and cultural expressions of the nation’s diverse Asian American communities and places them within a broader discussion of identity formation, community building, social mobility, immigration policy, naturalization rights, and race relations. It also reveals how ethnicity, race, gender, class, and generation influence the daily lives of Asian Americans. Readings include historical monographs, political pamphlets, literary works, oral histories, and social commentaries.

[Anthropology 305. Women in East Asian Anthropological and Literary Considerations]—Crossing national and disciplinary boundaries, this course will examine through the perspectives of anthropology and literature the lives of women in three East Asian countries: China, Japan and Korea. Deeply influenced by Confucianism and Buddhism, these three countries share cultural characteristics yet present striking social differences. Drawing on novels, memoirs, ethnography and film, we will compare women’s experiences in family life, religious practice, the workplace and battlefield. As we consider similarities and differences, we will also scrutinize the common practice of grouping these three countries as a cultural entity, thus complicating our understanding of the idea of East Asia.

Economics 216. Globalization, Rivalry, and Coordination—This course emphasizes the study of forces driving the observed trends in regional and global integration. Students will examine whether the world-wide division of labor can be explained by comparative advantage or by increasing returns to scale and externalities. Students will then examine the impact on integration of three growing world markets: commodities, capital, and labor. They will also delve into the role these markets play in generating frictions among nations. The course concludes with an examination of the role of a world trade organization, world financial system, and world foreign exchange system in facilitating the globalization process. Lessons will be drawn from history, particularly the collapse of the Bretton Woods System. Prerequisite: C- or better in Economics 101. —Wen

Fine Arts 103. Introduction to Asian Art—An introductory survey of the art of India, China, and Japan with reference to the cultural and religious contexts that gave rise to the architecture, sculpture, and painting of each civilization. (May be counted towards International Studies/Asian Studies)—Hyland

[History 222. Japan from the Dawn of Human History to the 17th Century]—This course provides a broad overview of the events and themes encountered in Japan's early history, from the earliest archeological evidence of human habitation to the establishment of a stable, political and social order under the Tokugawa bakufu (shogunate). The course will explore the role of diverse religious and cultural influences in shaping Japanese society and culture during the pre-modern era. Themes and topics of particular interest are the impact of Chinese civilization and the "indigenization" of imported traditions such as Buddhism and Confucianism, early political organization and the rise of the imperial clan, and civil war and the ascendancy of the warrior class to political and cultural hegemony.

History 241. History of China, Shang to Ming—A survey focused on the development of Chinese politics, culture, and society from 1600 B.C. to the conclusion of the Ming dynasty in 1644 A.D. This course will provide a historical introduction to the growth of a unified Chinese empire with its own homogeneous intellectual tradition and will explore the empire's coexistence with an enormously varied cluster of regional cultures.—Lestz

[History 362. The Samurai Warrior in History, Myth, and Reality]—The samurai were as important for Japan's historical and cultural transformation as they are misunderstood. This course aims at separating the myth from the reality of the samurai, by examining the history of Japanese warriors and the culture they created, from their lowly origins in antiquity through their rise to hegemony during the 13th through 18th centuries, to their eventual disappearance as a distinct class in the 19th century. We will also examine the evolving image of the samurai warrior and his supposedly rigid moral code of conduct, as it appears in literature and film, from some of the earliest appearances of such images right up to today. Our purpose in examining these images of the samurai is not only to distinguish myth from reality, but also to explore the political purposes such images have been put to in legitimating samurai rule prior to the 20th century, and in informing Japanese views of themselves and non-Japanese views of Japan in the years since.

Modern Languages 101. Intensive Elementary Chinese I—Designed to develop fundamental skill in both spoken and written Mandarin. About 300 characters will be learned. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Students with previous training and background in Chinese should consult the instructor for proper placement. (Also listed under the Asian Studies concentration of the International Studies Program.) (1.5 course credits)—Ma

Modern Languages 101. Intensive Elementary Japanese I—Designed to develop fundamental skill in both spoken and written modern Japanese. About 200 characters will be learned. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. Other than beginning students must have the permission of the instructor. (Also offered under the Asian Studies program.) (1.5 course credits)—Miyazaki, Wagoner

Modern Languages 201. Intensive Intermediate Japanese I—This course emphasizes the continued development of skill in spoken and written Japanese. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take both 201 and 202 in sequence. Four hours of classwork, plus one required drill hour. (Also offered under the Asian Studies program.) Prerequisite: Japanese 102 or equivalent. (1.5 course credits)—Miyazaki, Wagoner

Modern Languages 201. Intensive Intermediate Chinese I—This course emphasizes the continued development of skill in spoken and written Mandarin. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take both 201 and 202 in sequence. Four hours of class work, plus one required drill hour. (Also listed the Asian Studies concentration of the International Studies Program.) Prerequisite: Chinese 102 or equivalent. (1.5 course credits)—Ma

Modern Languages 233. Hong Kong Films and Literature: The Colonial Period and After—This course will examine the culture of Hong Kong through a critical study of representative films and literary works. Students will be encouraged to investigate the interrelationship between the history of the place and the formation of its culture, which is at once highly indigenous and cosmopolitan. Works studied include those by Xixi, Liu Yichang, Clara Law, Wong Kar-wai and other writers and filmmakers, as well as sociological and historical accounts of Hong Kong. The course will conclude with a consideration of the development of Hong Kong culture after the end of the colonial era in 1997. This course is taught in English. (Listed as both Modern Languages 233-27 and Chinese 233-08; and under the Asian Studies concentration of the International Studies Program.)—Tam

Modern Languages 301. Advanced Chinese I—Further development of skill in written and spoken Mandarin, with increasing emphasis on longer texts, additional characters, and extensive discussion. In order to secure maximum proficiency, students should plan to take both 301 and 302 in sequence. (Also listed under the Asian Studies concentration of the International Studies Program.)—Tam

Modern Languages 311. Advanced Readings in Japanese—This course aims at building students' skills and speed in reading Japanese. It will draw materials from primary sources in various genres such as novels, poems, newspapers, essays, and instructional materials. Students will develop sentence analysis strategies as well as expand their knowledge of advanced vocabulary and kanji. An appropriate level of oral communication skill is required. (Since the content of this course varies from

year to year [in order for the most contemporary materials to be studied], students may enroll for credit more than once.) (Also offered under the Asian Studies program.) Prerequisite: Japanese 202 or equivalent. —Wagoner

Music 112. World Music Ensemble—A hands-on introduction to Javanese Gamelan, an ensemble from Indonesia consisting largely of bronze gongs and metallophones. No previous musical experience is necessary, and all instruments will be provided. (0.5 course credit)—Miller

[Music 113. Introduction to World Music]—A comprehensive survey of global traditions, including village and urban music and dance of Africa, Latin America, and the Caribbean, classical and contemporary musics of India, the Far East, Asia, and indigenous traditions of the Americas. This course is designed to highlight the central role of musical expression in human life, exploring musical sound and movement in sacred, secular, ritual, and non-ritual contexts. No previous musical knowledge is required. Students are expected to learn basic listening skills and identify musical styles. The course culminates in a final research project about a world music tradition, ensemble, performer, or other related topic. Also listed in international studies—African studies, international studies—Asian studies, and international studies—Latin American and Caribbean studies.

[Religion 150. Sanskrit Tutorial]—An introduction to the grammar, vocabulary, and translation of classical Sanskrit. Subsequent semesters can be taken as independent studies. First-year studies focus on epic materials, second-year on the Bhagavad Gita. (May be counted toward Asian Studies.)

Religion 151. Religions of Asia—An introduction to the major religions of Asia: Hinduism, Buddhism, Daoism, and Confucianism, with special emphasis on how each of these modes of thought gives rise to a special vision of man in the universe, a complex of myth and practice, and a pattern of ethical behavior. (May be counted toward International Studies/Asian Studies.)—Findly

[Religion 252. The Asian Mystic]—An examination of the mystic in Asian religious traditions. Special attention will be given to mysticism and heresy, the psychological and theological sources of mystical experience, and the distinctive characteristics of mystical language. Readings from Indian, Tibetan, and Chinese sources. Enrollment limited. (May be counted toward International Studies/Asian Studies.)

Religion 253. Indian and Islamic Painting—A survey of the history of miniature painting from the Persian, Mughal and Rajput schools, with emphasis on their religious and cultural backgrounds. (May be counted toward Art History, International Studies/Asian Studies, International Studies/ Comparative Development Studies, and International Studies/Middle Eastern Studies.)—Findly

[Religion 333. Hindu Views War and Peace]—An examination of the competing ethics of war and non-violence as reflected in traditional understandings of duty, truth, rebirth, and the spiritual quest. Using readings from the Vedas, Buddhist and Jain sutras, and the Upanisads, this course will give special focus to the Bhagavad Gita, and to Gandhi's understanding of this particular aspect of his Hindu heritage. Enrollment limited. (May be counted toward International Studies/Asian Studies.)

[Religion 353. Buddhism in America]—This seminar will focus on Buddhism in America, a phenomenon known as “the fourth turning of the wheel of the law.” We will look at the religions of Asian immigrants, the writings of the 19th-century Transcendentalists, and the influence of Zen, Vipassana, and Tibetan teachers on American culture. Special attention will be given to assessing categories such as elite, ethnic, and evangelical Buddhism, to the variety of Buddhist practices and communities available, and to the broad range of Buddhist arts and literatures of contemporary America. Enrollment limited. (May be counted toward International Studies/Asian Studies.)

Theater and Dance 209. Indian Dance: Kathak Tradition—Expressive, sharp, alluring, and precise, Kathak lives today as an important school of classical dance, which originated over 2,000 years ago. Evolving from a blend of Middle Eastern styles and Indian temple dance, Kathak combines dance, drama, and music to tell a story. Modern Kathak emphasizes geometrical patterns and design with special emphasis on footwork and intricate rhythmic patterns. The course covers specific techniques as well as the cultural context from which they evolved. Also listed under International Studies—Asian Studies. (0.5 course credit)—Agrawal

SPRING TERM

120. Introduction to South Asia—South Asia, home to 1.5 billion people, is diversity incarnate. In thousands of languages, its residents worship in most of the world's religious traditions. From Nepal's mountains to Sri Lanka's beaches, the eco-system is vast and varied. This course will take us on a journey through South Asia, to engage with its long history and its dynamic present. Caste, religion, socio-economic relations, the Indo-Islamic world, colonialism, nationalism: these will be the main themes.—Prashad

[121. South Asia 1600 to Present]—An investigation of the social, economic, cultural, and political history of South Asia from the consolidation of British and French domination to the contemporary crises of the various South Asian states (notably India, Pakistan, and Sri Lanka). The main topics to be explored include: the deindustrialization of South Asia, the emergence of religion as the primary focus of Indian society, the development of South Asian feminism, and the attempt by the various nations to negotiate a dignified place in the 20th century. Lecture and discussion. Enrollment limited. (Satisfies requirements in the history major.)

202. Pacific Asia's Fall and Resurgence: An Economic Response to Western Challenge—Although the prospect for many developing economies has been very dim, economies in East Asia have thrived since 1945. The next century is likely to be the Pacific century. The most recent evidence of this possibility comes from China, the awakening giant with enormous potential. In an era of accelerating integration and globalization, it is important to understand how and why the Pacific Asian economies have been able to respond to the modernization challenges from the West. Topics to be discussed include: East Asia's geographical characteristics, the early experience of interaction between this region and the West, the various modernization efforts in the region from an historical perspective, the similarities and differences in the responses of the main economies in the region to Western challenges, the competition and integration among these economies, especially between China, the emerging economic power, and its neighbors including Japan, and their interaction with the rest of the world, particularly with the U.S. today. This course is designed for non-economics majors and has no economics. —Wen

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Anthropology 244. Borderlands of East & South East Asia]—As multinational logging and tourism encroach upon land, and as governments attempt to control borders and restrict cultural practices, borderland peoples of East and Southeast Asia are struggling for their livelihoods and self-determination. This course examines these economic, political and cultural struggles comparatively, over time and across regions. We will investigate government policies of assimilation and modernization, and local responses and resistance. We will discuss such topics as environmental degradation, ethno-tourism, prostitution, HIV infection, and drug smuggling. Readings will include ethnography and memoir, and will be complemented by film and slides.

Economics 208. Asian Economics—Endowed with a huge population, few resources, and a recent history marked by recurrent wars and great social disorder, Pacific Asia scarcely seemed a promising setting for prosperity and modernization at the end of the last century or at the beginning of this century. However, led by Japan since the Meiji Restoration, economies in Pacific Asia have become the most dynamic in the world. As the economy of the United States has become increasingly linked to the markets and production zones of Pacific Asia, it is vitally important to have an understanding of why Pacific Asian economies have been growing so fast and what their impact is on the rest of the world. Main topics in this course include the evaluation of East Asia's economic performance in terms of total factor productivity and the debate on whether the East Asian miracle is true or not, the role of a market in allocating resources in these economies, their experience in using government intervention to correct market failures, China's effort to reform its central planning system, and its impact on the region and the world. Japan's competitiveness and its potential in the future, the emerging pattern of division of labor within this region as a whole, and its interaction with the rest of the world will be addressed as well. Prerequisite: C- or better in Economics 101. —Wen

[Fine Arts 208. The Arts of Japan]—This course will focus on the arts of Japan from the Jomon period through the Edo period (circa 10,500 BCE - 1868 CE). Pre-Buddhist art will concentrate on pottery and bronze as well as Shinto architecture. Buddhist art will include architecture, sculpture, and painting. Secular art will explore the tradition of the narrative hand scroll as well as portraits and landscapes. Castle architecture and woodblock prints are other important topics. The art will be placed within its historical context, especially considering what makes it uniquely Japanese and whether or not it incorporates Chinese influence. (May be counted toward International Studies/Asian Studies)

History 242. History of China, Qing to Present—A survey of modern Chinese history in the period covering the last traditional dynastic state (1644-1911) and 20th Century China. Emphasis on the collapse of the Confucian state, China's "Enlightenment," and the Chinese Revolution.—Lestz

History 345. Warring States: The United States and Vietnam—Probably no set of events in the post-war history of the United States has so torn the fabric of American political life and values as the war in Vietnam. The war tested American foreign and military policy aims in Asia and became the object of a soul-searching national controversy that engaged the energies of millions of Americans and tried the collective conscience of the nation. For the Vietnamese people, the war was a harsh experience that evoked sacrifice and suffering in the name of revolution and independence. Vietnam's struggle with the United States represented in symbolic and practical terms an attempt to resolve questions of national identity and sovereignty that were the legacy of foreign domination and an ambiguous encounter with European culture and society. This course will examine the Vietnam war through a variety of historical materials including monographs, documents, novels and memoirs. Films and guest-lectures will supplement the core readings. Readings will include: George Herring, *America's Longest War*; John Lewis Gaddis, *Strategies of Containment*; James Carroll, *American Requiem*; Truong Nhu Tang, *A Viet Cong Memoir*; and Tim O'Brien, *If I Die in a Combat Zone*.—Chatfield, Lestz

[History 362. The Samurai Warrior in History, Myth, and Reality]—The samurai were as important for Japan's historical and cultural transformation as they are misunderstood. This course aims at separating the myth from the reality of the samurai, by examining the history of Japanese warriors and the culture they created, from their lowly origins in antiquity through their rise to hegemony during the 13th through 18th centuries, to their eventual disappearance as a distinct class in the 19th century. We will also examine the evolving image of the samurai warrior and his supposedly rigid moral code of conduct, as it appears in literature and film, from some of the earliest appearances of such images right up to today. Our purpose in examining these images of the samurai is not only to distinguish myth from reality, but also to explore the political purposes such images have been put to in legitimating samurai rule prior to the 20th century, and in informing Japanese views of themselves and non-Japanese views of Japan in the years since.

Modern Languages 102. Intensive Elementary Japanese II—Continuation of Japanese 101, with increased emphasis on conversational practice. An additional 120 characters will be learned. Students are expected to master most of the spoken

patterns by the end of the semester. Four hours of class work, plus one required drill hour. (Also offered under the Asian Studies program.) Prerequisite: Japanese 101 or equivalent. (1.5 course credits)—Wagoner

Modern Languages 102. Intensive Elementary Chinese II—Continuation of Chinese 101, with increased emphasis on conversational practice. An additional 300 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Four hours of class work, plus one required drill hour. (Also listed under the Asian Studies concentration of the International Studies Program.) Prerequisite: Chinese 101 or equivalent. (1.5 course credits)—Ma

Modern Languages 202. Intensive Intermediate Chinese II—Continuation of Chinese 201, with further emphasis on written and spoken development of the current idiom. Four hours of class work, plus one required drill hour. (Also listed under the Asian Studies concentration of the International Studies Program.) Prerequisite: Chinese 201 or equivalent. (1.5 course credits)—Ma

Modern Languages 202. Intensive Intermediate Japanese II—Continuation of Japanese 201, with further emphasis on written and spoken development of the current idiom. Four hours of classwork, plus one required drill hour. (Also offered under the Asian Studies program.) Prerequisite: Japanese 201 or equivalent. (1.5 course credits)—Miyazaki

Modern Languages 302. Advanced Chinese II—Concentration on advanced writing and speaking skills, further acquisition of compound characters, and further extensive practice in complex reading. (Also listed under the Asian Studies concentration of the International Studies Program.)—Tam

Modern Languages 312. Advanced Spoken Japanese—This course aims at developing students' listening and speaking skills in Japanese. The first half of the course focuses on basic tasks and social situations covered in Japanese 101-Japanese 202, bringing students' performance to a more natural and practical level. The latter half will introduce new conversational strategies and diverse topics and situations mostly drawn from current and culture-specific topics. (Since the content of this course varies from year to year [in order for the most contemporary materials to be studied], students may enroll for credit more than once.) Prerequisite: Japanese 202 or equivalent. —Wagoner

Music 113. Introduction to World Music—A comprehensive survey of global traditions, including village and urban music and dance of Africa, Latin America, and the Caribbean, classical and contemporary musics of India, the Far East, Asia, and indigenous traditions of the Americas. This course is designed to highlight the central role of musical expression in human life, exploring musical sound and movement in sacred, secular, ritual, and non-ritual contexts. No previous musical knowledge is required. Students are expected to learn basic listening skills and identify musical styles. The course culminates in a final research project about a world music tradition, ensemble, performer, or other related topic. Also listed in international studies—African studies, international studies—Asian studies, and international studies—Latin American and Caribbean studies.—Galm

Religion 256. Buddhist Thought—An examination of fundamental concepts in Buddhist philosophy as they reflect an ongoing conflict between faith and reason: the non-self, dependent origination, karma and nirvana. Special emphasis will be placed on the meaning of these concepts for the Buddhist way of life. Readings from classical Theravada and Mahayana texts. (May be counted toward International Studies/Asian Studies.)—Findly

Theater and Dance 209. Indian Dance: Kathak Tradition—Expressive, sharp, alluring, and precise, Kathak lives today as an important school of classical dance, which originated over 2,000 years ago. Evolving from a blend of Middle Eastern styles and Indian temple dance, Kathak combines dance, drama, and music to tell a story. Modern Kathak emphasizes geometrical patterns and design with special emphasis on footwork and intricate rhythmic patterns. The course covers specific techniques as well as the cultural context from which they evolved. Also listed under International Studies—Asian Studies. (0.5 course credit)—Agrawal

[Women, Gender, and Sexuality 370. Women and Development in South Asia from Colonial Era to Present]—This course surveys the recent history of India, from the time of colonialism, through the lens of gender and development. Post-colonial South Asia, in particular, has served as a “laboratory” for a variety of development projects funded through international agencies and focusing on reproduction, women's labor, health delivery, women's organizing, women's status, and the environment. This course will examine these and other issues while providing a background in gender, sexuality, and development theory and South Asian history.

GLOBAL STUDIES

COORDINATOR: BRIGITTE SCHULZ (POLITICAL SCIENCE)

CORE FACULTY: RAYMOND BAKER (INTERNATIONAL STUDIES), JANET BAUER (INTERNATIONAL STUDIES), SONIA CÁRDENAS (POLITICAL SCIENCE), CAROL CLARK (ECONOMICS), MARK FRANKLIN (POLITICAL SCIENCE), THOMAS HARRINGTON (MODERN LANGUAGES AND LITERATURE), JANE NADEL-KLEIN (ANTHROPOLOGY), MICHAEL NIEMANN (INTERNATIONAL STUDIES), VIJAY PRASHAD (INTERNATIONAL STUDIES), MIGUEL RAMÍREZ (ECONOMICS), JAMES WEN (ECONOMICS)

This concentration encourages students to explore and grapple with fundamental global dynamics, issues and challenges within an interdisciplinary framework, rather than concentrating on any one region of the world. Examples include transformational processes such as colonialism, industrialization, development, and migration as well as topics such as the global environment, war and peace, or the role of gender, culture, and religion. Students take a set of core courses

required of all international studies majors and further specialize by selecting one of the four tracks listed below.

Students are strongly encouraged to spend at least one semester studying abroad, preferably a location in the Global South. Appropriate arrangements are made through the Office of International Programs after consultation with the faculty adviser and the concentration coordinator.

Students synthesize their course work by completing a senior exercise during their senior year. The senior exercise is chosen in close consultation with their advisor and/or concentration coordinator.

Honors will be awarded to students who achieve at least an A- average in the courses taken for the concentration and complete a senior exercise that earns a grade of A- or better.

Requirements for the Concentration

I. International Studies Requirements for All Majors (3 Courses):

INTS 300, Special Topics in International Studies

One comparative course in International Studies chosen from the list stipulated under Core Requirements for all international studies majors.

Senior Exercise: All INTS majors must complete a senior exercise. The senior exercise may be either a two-semester or a one-semester project. Students may write a thesis, produce a video documentary, curate an art show, produce a musical piece, or use any other form of expression that is appropriate to the project (and crafted in discussion with the adviser). Whatever the form, all senior exercises must generate substantial text.

II. Core Courses (3 Courses):

Students choose three courses from the list below. These courses provide a basis for understanding global processes from a variety of perspectives and are considered foundational to the tracks which follow in the next section.

ECON 216. Globalization, Rivalry, and Coordination

INTS 212. Global Politics

INTS 317. Planetary History

POLS 104. Introduction to International Relations

POLS 322. International Political Economy

III. Tracks

Culture, Gender, and Identity (5 Courses):

This track teaches students how to view global processes through the lens of culture and identity. Both individual and collective in their reach, culture and identity are both shaped by and shape other global forces. This track offers guidance to investigate this interplay. Students choose five courses from the list below. In consultation with the coordinator, students may substitute alternate courses if such courses round out their educational objectives. In either case, the five courses must be drawn from at least two and preferably three disciplines.

ANTH 201. Introduction to Cultural Anthropology

ANTH 207. Anthropological Perspectives on Women and Gender

ANTH 313. Indigenous Peoples

EDUC 215. Education and Social Change Across the Globe

HISP 270. Introduction to Cultural Analysis

HIST 100. The Myth of the Nation

INTS 230. Images of Africa

INTS 311. Feminist Diversities

MDLG 233. Russia on Trial

SOCL 241. Mass Media, Popular Culture and Social Reality

SOCL 214. Race and Ethnicity

SOCL 331. Masculinity

RELG 184. Myth, Rite and Sacrament

WMGS 307. Women's Rights as Human Rights

Economics and Development (5 Courses):

This track studies the processes driving what has been called globalization. It explores the dynamics of the global economy and of the efforts by which governments, non-governmental organizations, and local communities attempt to channel and control the forces of globalization. Students choose five courses from the list below. In consultation with the coordinator, students may substitute alternate courses if such courses round out their educational objectives. In either case, the five courses must be drawn from at least two and preferably three disciplines.

ANTH 238.	Economic Anthropology
ANTH 310.	Anthropology of Development
ECON 101.	Basic Economic Principles
ECON 207.	Alternative Economic Systems
ECON 208.	Asian Economics
ECON 212.	Economies in Transition
ECON 231.	Latin American Economic Development
ECON 317.	Development Economics
ECON 315.	Theories of International Trade
ECON 324.	The Russian Economy
INTS 202.	Pacific Asia's Fall and Resurgence
INTS 302.	Political Economy of Sub-Saharan Africa
INTS 308.	Global Hartford
POLS 310.	Politics of Developing Countries
POLS 351.	Cities of the World
POLS 362.	Political Corruption

Environment (5 Courses):

This track focuses on the growing impact of global environmental issues on states, corporations and individuals around the globe. It explores the interests and positions of the various stakeholders in environmental debates and explores the competing claims of those arguing for public vs. private solutions. Students choose five courses from the list below. In consultation with the coordinator, students may substitute alternate courses if such courses round out their educational objectives. In either case, the five courses must be drawn from at least two and preferably three disciplines.

ANTH 309.	Culture, Ecology and Environment
COLL 280.	Third Generation Rights
ECON 311.	Environmental Economics
ENVS 149L.	Introduction to Environmental Science
INTS 209.	Buddhism and Ecology
PHIL 227.	Environmental Philosophy
POLS 357.	The Politics of US Environmental Policy
PBPL 302.	Law and Environmental Policy
SOCL 344.	World Population

Peace and Conflict (5 Courses):

Peace and conflict resolution in a world in which armed violence continues to be the primary vehicle for resolving disputes provides the focus for this track. It looks at conflicts from the perspectives of international law, human rights, as well as through various national and ideological prisms. Students choose five courses from the list below. In consultation with the coordinator, students may substitute alternate courses if such courses round out their educational objectives. In either case, the five courses must be drawn from at least two and preferably three disciplines.

HIST 100.	The Myth of the Nation
HIST 103.	Europe and the Post War World
HIST 236.	Human Rights in Latin America & the Caribbean
HIST 345.	Warring States: The United States and Vietnam
HIST 362.	The Samurai Warrior in History, Myth, and Reality
INTS 203.	Human Rights in a Global Age
INTS 315.	Global Ideologies
INTS 232.	Terrorism and Armed Resistance
POLS 313.	International Law
POLS 327.	European Integration
POLS 354.	International Relations Theory
POLS 370.	Resistance, Revolution, and Repression

VI. Language Courses (4 Courses):

Four courses (two years of college-level study) in a language other than English. Languages must be chosen in close consultation with the academic adviser and may be taken either through regular Trinity offerings or the Self-Instructional Languages Program (SILP). For more information on SILP please contact Isabel Evelein.

GLOBAL STUDIES

FALL TERM

212. Global Politics—This discussion course, taking the entire globe and all its peoples as unit of study, will examine the unifying elements of the contemporary world system. Emphasis on struggles for justice, democracy, and basic human needs and rights in our global age. Particular attention to global crises originating in the Middle East. (Enrollment limited)—Baker

[230. Images of Africa]—From where does the image of Africa as a continent of jungles, famines, warfare, and ‘tribes’ come? We will examine traveler’s accounts, social scientific research, ethnographies and ethnographic museums, and adult and children’s fiction in order to explore how representations of Africa in the West have changed from the 15th century to the present. The course will pay special attention to the 19th century, when the myth of the ‘dark continent’ prevailed and to the 20th century, when that image was challenged by Pan-Africanists in the diaspora and in Africa. (Also offered under History and African Studies.)

[302. Adjustment and Transition: Political Economy in Sub-Saharan Africa]—This course examines the state of African affairs at the beginning of the millennium, particularly the occurrence of democratic transformation in some cases and state collapse in others. We will begin with an analysis of the nature of structural adjustment during the 1980s and then link that experience to various transitions which have occurred since 1990. Particular focus will be on the interplay of global, regional, and local dynamics during those transitions. (Also offered under African Studies, Public Policy & Law, and Political Science.)

[317. Planetary History]—How have humans understood their relationship with each other and nature, over time and space? This course will investigate the various theories of planetary history, and will develop an understanding of the interdependency of our social ecology. In the main, we shall concentrate on the world after 1300, and trace the principle social processes of our time (such as capitalism, democracy, science, and religion).

COURSES ORIGINATING IN OTHER DEPARTMENTS

Anthropology 201. Introduction to Cultural Anthropology—This course introduces theory and method in Cultural Anthropology as applied in the analysis of specific cultures. The focus will be applied in the analysis of specific cultures. The focus will be on case studies of societies from different ethnographic areas. Topics to be considered will include ritual and symbol systems, gender, family and kinship, reciprocity and exchange, inequality and hierarchy, cultural intrusion and resistance, and social change. (May be counted toward international studies.)—TBA

Anthropology 207. Anthropological Perspectives of Women & Gender—Using texts and films, this course will explore the nature of women’s lives in both the contemporary United States and a number of radically different societies around the world, including, for example, the !Kung San people of the Kalahari and the Mundurucú of Amazonian Brazil. As they examine the place of women in these societies, students will also be introduced to theoretical perspectives that help explain both variations in women’s status from society to society and “universal” aspects of their status. (May be counted toward international studies and women, gender, and sexuality.)—Nadel-Klein

[Anthropology 309. Culture, Ecology, and Environment]—This course introduces the student to the study of human ecology from a global and intercultural perspective. The texts, lectures, films, discussions, and assignments in this course are designed to provide: 1) an overview and understanding of the origins, development, and variation of human ecological knowledge and practices around the world, including foraging, subsistence agriculture, pastoralism, and intensive and industrial agriculture production systems as well as patterns of distribution and consumption; 2) an introduction to the major concepts and theories of human/cultural ecology and environmental anthropology; 3) an understanding of the concept of Traditional Ecological Knowledge and its relationship to modern science, especially in the areas of ecosystem conceptualization and modeling, adaptation, and resource use and management; and 4) a means of evaluating the cultural roots of contemporary environmental problems, the potential for “sustainable development,” and the applicability of indigenous ecological knowledge in today’s global political economy.

Economics 101. Basic Economic Principles—An introduction to modern economic analysis. A study of the principles of production and exchange, the distribution of income, money and banking, and national income analysis. Required of all majors in economics and recommended for all students planning business, legal, or public service careers. —Grossberg, Hu, Schneider

Economics 216. Globalization, Rivalry, and Coordination—This course emphasizes the study of forces driving the observed trends in regional and global integration. Students will examine whether the world-wide division of labor can be explained by comparative advantage or by increasing returns to scale and externalities. Students will then examine the impact on integration of three growing world markets: commodities, capital, and labor. They will also delve into the role these markets play in generating frictions among nations. The course concludes with an examination of the role of a world trade organization, world financial system, and world foreign exchange system in facilitating the globalization process. Lessons will be drawn from history, particularly the collapse of the Bretton Woods System. Prerequisite: C- or better in Economics 101. —Wen

Economics 231. Latin American and Caribbean Economic Development—This course examines and evaluates the major theories and leading issues in the study of economic growth and development in Latin America and the Caribbean during the 20th century. It focuses on the region’s economic and historical links to the industrialized nations as a key element in understanding the nature and direction of its economic growth and development. Topics include: theories of development; rural development and migration, state-led industrialization and structural transformation under import-substitution industrialization (ISI); debt, stabilization, and adjustment policies; neoliberal policies such as privatization and the deregulation of financial and

labor markets; and trade liberalization, particularly the proliferation of preferential trading arrangements such as the North American Free Trade Agreement (NAFTA), the Southern Cone Common Market (MERCOSUR), the Caribbean Common Market (CARICOM), the Lome Convention, and the Central American Common Market (CACM). Prerequisite: C- or better in Economics 101. —Ramirez

[Economics 311. Environmental Economics]—An examination of the relationship between economic growth and the quality of the environment; the economic theory necessary for understanding environmental problems; analysis of proposed means, such as effluent charges, for correcting these problems; the application of cost-benefit analysis to selected environmental issues. Prerequisite: C- or better in Economics 101 and 301.

Economics 315. Theories of International Trade—An examination of the major theories of international trade, beginning with the classical and neoclassical models of international trade and concluding with a survey of the various alternative models of international trade developed over the past three decades. An analysis of commercial policy, preferential trading agreements and other contemporary policy issues in the international economy will be included. Prerequisite: C- or better in Economics 101 and 301. —Fey

[Educational Studies 215. Education and Social Change Across the Globe]—Through a comparative framework, this course examines the relationship between education and social change in various regions of the world. How do governments use schooling to produce certain kinds of citizens, and how do grassroots movements use education to resist these agendas? What role does education play in promoting democracy versus social and economic inequality? This course is highly recommended for students who are preparing to attend or returning from study abroad programs, particularly the Trinity Global Learning Sites. Assignments will require students to draw upon personal reflections and research to contribute to the comparative framework. Not open to first-year students.

History 103. Europe and the Post War World, from genocide to the struggle for human rights—We explore European political culture since 1945 in a global context. This is an introductory survey of the period, from the close of the 2nd World War until the present. Themes include: Reconstruction and memory, Marxism, social-democracy and the New Right; human rights, sexuality and immigration. We look at the events of 1968 and 1989 in a global framework. The Cold War, the New Left, the collapse of the Berlin Wall and of the Soviet Union, national liberation and imperialism, the welfare state and globalization, all offer instances of cultural expression and political conflict. The course emphasizes the role of the arts in politics, and includes lectures, discussion, and a film program.—Pennybacker

[History 256. Human Rights in Latin America & the Caribbean: A History]—In the 1970s and 1980s, thousands of people were “disappeared,” tortured and murdered in Latin America and the Caribbean, mostly by military regimes and by paramilitary death-squads. The period is often characterized as perhaps the lowest point in the modern abuse of “Human Rights” in the region. This course explores how these central notions, the human and rights, have evolved in theory and in practice in the history of the Americas. The course begins with the 16th-century debates among the Spaniards over the “humanity” of Indians and enslaved Africans; it then covers distinguishing elements of the human and rights within the legal structures of the nations created after independence from Spain in the 1820s and before the more contemporary conceptions of human rights in the aftermath of the Holocaust and the crimes against humanity during WWII. Finally, the modern conception and practice of human rights defense and legal monitoring are explored in case studies in the region from the late 1940s to the 1980s.

[History 362. The Samurai Warrior in History, Myth, and Reality]—The samurai were as important for Japan’s historical and cultural transformation as they are misunderstood. This course aims at separating the myth from the reality of the samurai, by examining the history of Japanese warriors and the culture they created, from their lowly origins in antiquity through their rise to hegemony during the 13th through 18th centuries, to their eventual disappearance as a distinct class in the 19th century. We will also examine the evolving image of the samurai warrior and his supposedly rigid moral code of conduct, as it appears in literature and film, from some of the earliest appearances of such images right up to today. Our purpose in examining these images of the samurai is not only to distinguish myth from reality, but also to explore the political purposes such images have been put to in legitimating samurai rule prior to the 20th century, and in informing Japanese views of themselves and non-Japanese views of Japan in the years since.

Philosophy 227. Environmental Philosophy—How we treat nature is, in some measure, a function of how we conceive it. Should we be concerned with protection of the natural environment because we are dependent upon it for the quality of our lives? Or, does nature merit respect and protection for its own inherent value quite apart from its utility to human beings? Are human beings, in some relevant sense, the rightful rulers of nature and thereby entitled to use it in any manner that serves their ends? Or, is the natural environment more appropriately viewed as the property of all creatures that live within it, as something that human beings have an obligation to share with their nonhuman counterparts? Is life limited to the individuals that constitute the organic world, the world of plants and animals? Or, can we sensibly regard ecosystems, including the entire planet, as living entities in their own right (as in the so-called Gaia hypothesis)? Efforts to answer these and a wide range of related questions form the subject matter of this course. —Wade

Political Science 104. Introduction to International Relations—This course traces the evolution of the modern state system from 1648 to the present. It examines issues and concepts such as the balance of power, collective security, the nature of warfare, the role of international organizations and international law, globalization, human rights, overpopulation, global environmental devastation, etc. —Schulz

[Political Science 313. International Law]—This course examines the sources and impact of international law: how it is made and implemented, why states comply with it, and what future it has in a globalizing world. In surveying the field, we cover a broad spectrum of topics, including the use of force and emerging developments in international criminal law. Prerequisite: C- or better in Political Science 104.

[Political Science 322. International Political Economy]—This course examines the interplay of politics and economics in the current world system since the European expansion in the 16th century. Focus will be on the penetration and colonization of Latin America, Asia and Africa; economic relations in the industrialized world and between the North and the South; the role of international institutions such as the World Bank and the International Monetary Fund; the role of international trade and transnational corporations; the changing division of labor in the world economy; and current problems of the world economy. Prerequisite: C- or better in Political Science 104.

Political Science 327. European Integration—This course is an examination of the theory, history, politics and institutions of the European Union. A critical analysis of the theoretical attempts to explain European integration will be made. Further emphasis will be on the socioeconomic factors that influenced the formation and subsequent expansions of the European Union, particularly the regional differences and the international context. —Wood

[Political Science 354. International Relations Theory]—This course is structured around key theoretical debates in international relations and social science. Through intensive reading, analytically informed writing, and class discussions, we assess how well the leading theoretical paradigms—realism, liberal institutionalism, constructivism, and critical approaches—can explain international outcomes. Prerequisite: C- or better in Political Science 104.

[Political Science 370. Resistance, Revolution & Repression]—This course introduces students to various theoretical approaches to the study of social unrest, its causes, origins and outcomes. The first part of the course serves as a general introduction to the phenomenon of revolution in social science literature, and explores both the concepts and processes associated with social and political upheaval. The second part of the course involves a comparative study of historical revolutions and rebellions and seeks to raise questions about how resistance movements and revolutionary inversions of political power have traditionally been expressed in various political systems. Prerequisite: Political Science 103 or 106. Prerequisite: C- or better in Political Science 104.

Religion 184. Myth, Rite and Sacrament—A phenomenological approach to the study of religion through an examination of the nature of religious consciousness and its outward modes of expression. Special emphasis is placed on the varieties of religious experience and their relations to myths, rites, and sacraments. Enrollment limited. (May be counted toward International Studies/African Studies and International Studies/Comparative Development Studies.)—Desmangles

[Sociology 214. Race & Ethnicity]—A cross-national comparison of racial and ethnic differences as sources of conflict and inequality within and between societies. We will also consider the role of race and ethnicity as a basis for group and national solidarity. Topics will include the persistence of ethnic and racial loyalties in regard to language, marital choice, and politics; a comparison of social mobility patterns among various ethnic and racial groups; ethnicity and race as reactionary or revolutionary ideologies; the issues and facts regarding assimilation and pluralism in different societies.

Sociology 241. Mass Media, Popular Culture and Social Reality—This course examines the integral role mass communication has in social and cultural life. Specifically, it explores how we identify and construct our social identity using media images. This is accomplished by focusing on different types of media content and their effect on individuals and culture, as well as by examining audience response to media content. Other topics covered include the social and economic organization of mass media, development of communication technologies, and sexist and racist stereotypes in the media. Prerequisite: Prior Sociology course or permission of instructor. —Williams

[Sociology 344. World Population]—A population can change in just three ways: through births, deaths and migration. But to understand population change and its consequences entails examining nearly all aspects of society. This course concerns world patterns of population change and explanations for that change, although it concentrates on the population of the United States. The connection between population and social problems is a central focus. The diverse measures of population are explained so that students can correctly interpret patterns of change and appreciate why the measures are commonly misunderstood. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students.

[Women, Gender, and Sexuality 307. Women's Rights as Human Rights]—This course is a cross-cultural investigation of the gendered nature of human rights and of the changes in different societies that have resulted from struggles for human rights for women. Topics covered will include rights to protection against sexual abuse and gender violence (such as female genital mutilation), subsistence rights, reproductive rights, human rights and sexual orientation, and the rights of female immigrants and refugees. The course will make use of formal legal documents as well as cultural materials such as novels, films, personal testimonies, religious rituals, and folk traditions in music. (Also listed under Public Policy.)

SPRING TERM

202. Pacific Asia's Fall and Resurgence: An Economic Response to Western Challenge—Although the prospect for many developing economies has been very dim, economics in East Asia have thrived since 1945. The next century is likely to be the Pacific century. The most recent evidence of this possibility comes from China, the awakening giant with enormous potential. In an era of accelerating integration and globalization, it is important to understand how and why the Pacific Asian economies

have been able to respond to the modernization challenges from the West. Topics to be discussed include: East Asia's geographical characteristics, the early experience of interaction between this region and the West, the various modernization efforts in the region from an historical perspective, the similarities and differences in the responses of the main economies in the region to Western challenges, the competition and integration among these economies, especially between China, the emerging economic power, and its neighbors including Japan, and their interaction with the rest of the world, particularly with the U.S. today. This course is designed for non-economics majors and has no economics. —Wen

[203. Human Rights in a Global Age]—This course provides a broad survey of global human rights from an interdisciplinary perspective. The general framework for the course will be an ongoing discussion of the role of human rights as a moral discourse in an age of globalization. After an introduction to the fundamental concepts, we will examine a variety of case studies which exemplify the clash between the global and the local in the area of women's rights, civil war and humanitarian intervention, and the impact of globalizing forces on social, economic, and cultural rights. (Also offered under Political Science)

[212. Global Politics]—This discussion course, taking the entire globe and all its peoples as unit of study, will examine the unifying elements of the contemporary world system. Emphasis on struggles for justice, democracy, and basic human needs and rights in our global age. Particular attention to global crises originating in the Middle East. (Enrollment limited)

311. Feminist Diversities: Cross Cultural Women's Movements and Thoughts—This course surveys the diversity of women's movements: religious and secular, urban and rural, black and white, struggling for sexual and reproductive rights, political and social representation, and equal opportunities from North America to Asia. Using historical contrasts of different feminisms from the 19th century to the present we will interrogate the meaning of 'feminism,' the possibilities of a transnational 'feminism' of similarity with difference, the place of cultural relativism in assessing other cultures and movements, and the challenge of women's movements to state and society.—Bauer

COURSES ORIGINATING IN OTHER DEPARTMENTS

Anthropology 201. Introduction to Cultural Anthropology—This course introduces theory and method in Cultural Anthropology as applied in the analysis of specific cultures. The focus will be applied in the analysis of specific cultures. The focus will be on case studies of societies from different ethnographic areas. Topics to be considered will include ritual and symbol systems, gender, family and kinship, reciprocity and exchange, inequality and hierarchy, cultural intrusion and resistance, and social change. (May be counted toward international studies.)—Nadel-Klein

Anthropology 238. Economic Anthropology—We often assume that culture and the economy are separate, but all economic transactions contain cultural dimensions, and all cultural institutions exhibit economic features. This course provides an introduction to key debates and contemporary issues in economic anthropology. We will consider differences in the organization of production, distribution and consumption in both subsistence and market economies and examine ways in which anthropologists have theorized these differences. Topics for discussion will include cultural conceptions of property and ownership, social transitions to market economies, the meanings of shopping, and the commodification of bodies and body parts such as organs and blood. Course materials will draw from ethnographic studies, newspaper articles, and documentary films. —TBA

Economics 101. Basic Economic Principles—An introduction to modern economic analysis. A study of the principles of production and exchange, the distribution of income, money and banking, and national income analysis. Required of all majors in economics and recommended for all students planning business, legal, or public service careers. —Ramirez, Schneider

Economics 208. Asian Economics—Endowed with a huge population, few resources, and a recent history marked by recurrent wars and great social disorder, Pacific Asia scarcely seemed a promising setting for prosperity and modernization at the end of the last century or at the beginning of this century. However, led by Japan since the Meiji Restoration, economies in Pacific Asia have become the most dynamic in the world. As the economy of the United States has become increasingly linked to the markets and production zones of Pacific Asia, it is vitally important to have an understanding of why Pacific Asian economies have been growing so fast and what their impact is on the rest of the world. Main topics in this course include the evaluation of East Asia's economic performance in terms of total factor productivity and the debate on whether the East Asian miracle is true or not, the role of a market in allocating resources in these economies, their experience in using government intervention to correct market failures, China's effort to reform its central planning system, and its impact on the region and the world. Japan's competitiveness and its potential in the future, the emerging pattern of division of labor within this region as a whole, and its interaction with the rest of the world will be addressed as well. Prerequisite: C- or better in Economics 101. —Wen

Economics 311. Environmental Economics—An examination of the relationship between economic growth and the quality of the environment; the economic theory necessary for understanding environmental problems; analysis of proposed means, such as effluent charges, for correcting these problems; the application of cost-benefit analysis to selected environmental issues. Prerequisite: C- or better in Economics 101 and 301. —Egan

Economics 317. Development Economics—Various hypotheses on the persistence of underdevelopment observed in most developing economies will be examined. Then the successes of some developing economies in their modernization will be discussed. Attention will also be given to such important issues as industrialization, demographic change and urbanization, growth in income and its distribution, international trade and finance, development strategies, the government role in promoting

development, and the impact of foreign aid. Prerequisite: C- or better in Economics 101 and a 200-level course or another social science course dealing with developing nations. Economics 301 and 302 are strongly recommended. —Wen

[Educational Studies 215. Education and Social Change Across the Globe]—Through a comparative framework, this course examines the relationship between education and social change in various regions of the world. How do governments use schooling to produce certain kinds of citizens, and how do grassroots movements use education to resist these agendas? What role does education play in promoting democracy versus social and economic inequality? This course is highly recommended for students who are preparing to attend or returning from study abroad programs, particularly the Trinity Global Learning Sites. Assignments will require students to draw upon personal reflections and research to contribute to the comparative framework. Not open to first-year students.

Environmental Science 149. Introduction to Environmental Science—An introduction to interrelationships among the natural environment, humans, and the human environment, including the biological, social, economic, technological, and political aspects of current environmental challenges. This course focuses on building the scientific framework necessary to understand environmental issues. It explores the structure, function, and dynamics of ecosystems, interactions between living and physical systems, and how human enterprise affects natural systems. It also examines current issues regarding human impacts on environmental quality, including global warming, air and water pollution, agriculture, overpopulation, energy, and urbanization. The laboratory section, which complements lecture material, incorporates laboratory and field exercises that include a focus on Hartford and a nearby rural area. (1.25 course credits)—Gourley, Morrison

[History 236. The History of Latin America since Independence]—This course will examine the history of Latin America after Spanish rule, from 1821 to the present, focusing on the development of social inequality, civil conflict and revolution. Cultural and political developments in countries like Brazil, Mexico, Cuba, and Venezuela will be discussed, and the U.S. role in the region, especially toward Central America, will also be considered. Finally, we will examine the historical construction of hierarchies based on race, gender, and economic position, and how those hierarchies have influenced the nature of social and political strife.

History 345. Warring States: The United States and Vietnam—Probably no set of events in the post-war history of the United States has so torn the fabric of American political life and values as the war in Vietnam. The war tested American foreign and military policy aims in Asia and became the object of a soul-searching national controversy that engaged the energies of millions of Americans and tried the collective conscience of the nation. For the Vietnamese people, the war was a harsh experience that evoked sacrifice and suffering in the name of revolution and independence. Vietnam's struggle with the United States represented in symbolic and practical terms an attempt to resolve questions of national identity and sovereignty that were the legacy of foreign domination and an ambiguous encounter with European culture and society. This course will examine the Vietnam war through a variety of historical materials including monographs, documents, novels and memoirs. Films and guest-lectures will supplement the core readings. Readings will include: George Herring, *America's Longest War*; John Lewis Gaddis, *Strategies of Containment*; James Carroll, *American Requiem*; Truong Nhu Tang, *A Viet Cong Memoir*; and Tim O'Brien, *If I Die in a Combat Zone*.—Chatfield, Lestz

[History 362. The Samurai Warrior in History, Myth, and Reality]—The samurai were as important for Japan's historical and cultural transformation as they are misunderstood. This course aims at separating the myth from the reality of the samurai, by examining the history of Japanese warriors and the culture they created, from their lowly origins in antiquity through their rise to hegemony during the 13th through 18th centuries, to their eventual disappearance as a distinct class in the 19th century. We will also examine the evolving image of the samurai warrior and his supposedly rigid moral code of conduct, as it appears in literature and film, from some of the earliest appearances of such images right up to today. Our purpose in examining these images of the samurai is not only to distinguish myth from reality, but also to explore the political purposes such images have been put to in legitimating samurai rule prior to the 20th century, and in informing Japanese views of themselves and non-Japanese views of Japan in the years since.

Public Policy & Law 302. Law and Environment Policy—The course emphasizes how and why American environmental law has developed over the preceding three decades as a primary tool to achieve environmental goals. Topics include the analysis of policy options, "command-and-control" regulation, modification of liability rules, pollution prevention through non-regulatory means, and the environmental aspects of U.S. energy policies in relation to petroleum, electricity, and transportation. The course concludes by addressing transnational environmental issues such as atmospheric change, burgeoning population growth, depletion of forests and species, sustainable development, and the role of international legal institutions in relation to these pressing problems. Prerequisite: Public Policy 201 or Public Policy 202 or Permission of the Instructor. Course open to Junior and Senior Public Policy and Law majors, or others by consent of instructor. —Breneman

Political Science 104. Introduction to International Relations—This course traces the evolution of the modern state system from 1648 to the present. It examines issues and concepts such as the balance of power, collective security, the nature of warfare, the role of international organizations and international law, globalization, human rights, overpopulation, global environmental devastation, etc. —Flibbert

Political Science 310. Politics of Developing Countries—An examination of the success and failure of the various theories of economic and political developments which have been pursued in the post-colonial era; specific case studies will deal with examples from Africa, Asia, and Latin America. Prerequisite: C- or better in Political Science 103 or 104. —Schulz

[Political Science 322. International Political Economy]—This course examines the interplay of politics and economics in the current world system since the European expansion in the 16th century. Focus will be on the penetration and colonization of Latin America, Asia and Africa; economic relations in the industrialized world and between the North and the South; the role of international institutions such as the World Bank and the International Monetary Fund; the role of international trade and transnational corporations; the changing division of labor in the world economy; and current problems of the world economy. Prerequisite: C- or better in Political Science 104.

Sociology 331. Masculinity—In every society the behavior and attitudes expected of men differ from those expected of women. What is distinctive about being a male? How does this vary across cultures, over time and among different groups in the same society? How are change and variation explained? What contemporary dilemmas do men face in the United States, particularly as a result of erosion in the boundaries between the roles of breadwinner and homemaker? What consequences does growing gender equality have for fatherhood and human sexual behavior? This course draws on studies in a number of disciplines to answer these questions and to explore the new scholarship on men and society. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. —Sacks

LATIN AMERICAN AND CARIBBEAN STUDIES

COORDINATOR: ANNE LAMBRIGHT (MODERN LANGUAGES AND LITERATURE)

CORE FACULTY: SONIA CÁRDENAS (POLITICAL SCIENCE), MOISÉS CASTILLO (MODERN LANGUAGES AND LITERATURE), LESLIE DESMANGLES (RELIGION), LUIS FIGUEROA (HISTORY), ERIC GALM (MUSIC), ANNE GEBELEIN (MODERN LANGUAGES AND LITERATURE), THOMAS HARRINGTON (MODERN LANGUAGES AND LITERATURE), ANNE LAMBRIGHT (MODERN LANGUAGES AND LITERATURE), MARÍA SILVINA PERSINO (MODERN LANGUAGES AND LITERATURE), MIGUEL RAMÍREZ (ECONOMICS), GUSTAVO REMEDI (MODERN LANGUAGES AND LITERATURE), MILLA RIGGIO (ENGLISH).

The concentration in Latin American and Caribbean studies meets the growing need for a comprehensive understanding of a complex and varied region which is of crucial importance for the United States. The concentration draws upon courses regularly taught in the Departments of Modern Languages, History, Economics, Music, English, Political Science, and the programs in Anthropology and other International Studies concentrations. Thus the concentration aims at a broadly based approach which is cultural, historical, socioeconomic, and political.

Majors must complete a minimum of four credits in Spanish, at least two of which must be above the intermediate language level. Students already proficient in Spanish may have the Group A requirement in Section III below waived, and take four courses in Group B instead. Students with a Caribbean studies focus may substitute French for Spanish, and students with an interest in Brazil may substitute Portuguese for Spanish, but either option requires prior approval by the program coordinator. Students are encouraged to build into their program a semester or year of study in a Latin American or Caribbean country through arrangements made with the Office of International Programs. Students with a Caribbean focus should consider enrolling in Trinity College's Global Learning Site in St. Augustine, Trinidad. Students with a South American or human rights focus should consider enrolling in Trinity College's Global Learning Site in Santiago, Chile.

In addition, students must complete senior exercise, which can be a research paper in the required senior seminar. To qualify for honors in Latin American and Caribbean studies, a student must have an average of A- or better in concentration courses and complete a one-year research thesis, and earn a grade of A- or better.

Requirements for the concentration:

The concentration consists of 15 courses, distributed as follows:

I. Required Courses for all International Studies Majors:

INTS 300, Special Topics in International Studies.

One comparative studies course in international studies chosen from the list found under Core Requirements for all international studies Majors. (Other comparative courses may be substituted in consultation with the director of International Studies.)

Senior Exercise: LAIN 401 or LAIN 402, Latin American Studies Senior Seminar. Students can also fulfill this requirement by taking a 400 level seminar taught on the Americas in the History Department. Students must complete a research paper in this seminar as part of their graduation requirements. A one- or two-credit thesis as a senior exercise is an option only to students who qualify for honors.

II. Area Courses (5 courses):

General:

INTS 101. Introduction to the Latin American and Caribbean World or MLGD 233-17, "Introduction to Latin American and Caribbean Culture in Translation"

Social Sciences (both courses required):

ECON 231.	Latin American and Caribbean Economic Development
POLS 231.	Politics and Human Rights in Contemporary Latin America
Studies in Culture (one of the following)	
INTS 262.	Peoples and Cultures of the Caribbean
HISP 263.	Latin American Culture I (Pre-Columbian Era to Enlightenment)
HISP 264.	Latin American Culture II (Independence to Present Day)
MDLG 233.83.	Santiago
MDLG 233.	20th-Century Latin American Literature in Translation
MUSC 215.	Music of Latin America and the Caribbean
MUSC 219.	Toca Brasil! (Play Brazil!)
MUSC 221.	Music and Gender in Latin America and the Caribbean

History (one of the following) History courses

HIST 235.	Colonialism in the Americas
HIST 236.	Modern Latin America
HIST 238.	Introduction to Caribbean History
HIST 239.	Race and Ethnicity in Latin American and Caribbean History
HIST 247.	Latinos/Latinas in the United States
HIST 256.	Human Rights in Latin America and Caribbean: A History
HIST 314.	Politics and Revolution in Central America
HIST 339.	Modern Mexico: Historical Origins
HIST 378.	Puerto Rico and Puerto Ricans: Colony, Nation, Diaspora
HIST 379.	The Cuban Revolution: Historical Origins and Evolution

Courses taught in Spanish (4 courses):

Four courses are required, with a maximum of three from Group A.

Group A:

HISP 221.	Advanced Spanish Grammar and Composition
HISP 224.	Spanish for Heritage Students
HISP 226.	Iberian and Latin American Film and Conversation
HISP 227.	Int. Spanish Language and Culture in Montevideo
HISP 263.	Latin American Culture I
HISP 264.	Latin American Culture II
HISP 270.	Introduction to Cultural Analysis
HISP 280.	Hispanic Hartford
HISP 290.	Studying in the Hispanic World Colloquium (0.5 cr)

Group B:

HISP 302.	Conquest and Colonialism
HISP 312.	Foundational Tropes/Contested Tropes ("The Gaucho")
HISP 313.	The Vision of America and its Inhabitants
HISP 314.	Indigenous Peoples in Spanish American Literature and Culture
HISP 318.	Gender and Sexuality in Spanish America
HISP 320.	Emigration and Transatlantic "Cultural Commerce"
HISP 321.	Gender, Ethnicity and Resistance in the Andes
HISP 325.	Literature of Popular Consciousness and Revolution
HISP 329.	Spanish-Caribbean Identities
HISP 331.	The Boom and Beyond
HISP 339.	Testimonial Literature and Human Rights
HISP 340.	US Latino/Latina Writers
HISP 341.	Latin American Poetry
HISP 342.	Latin American Theater
HISP 344.	Spanish American Historical Novel
HISP 371.	Special Topics in Latin American Culture

IV. Electives (3 courses):

One International Studies course chosen from the following:

ANTH 201.	Introduction to Anthropology
ANTH 203.	World Ethnography
ANTH 207.	Anthropological Perspectives on Women and Gender
ANTH 310.	Anthropology of Development
ANTH 340.	Anthropology and International Health

COLL 125.	Intro to Health and Human Rights
COLL 224.	Cities, Mega Cities, and the Global Future
ECON 207.	Alternative Economic Systems
ECON 216.	Globalization, Rivalry and Coordination
ECON 313.	Structural Reform in Latin America
ECON 315.	Theories International Trade
ECON 316.	International Finance
ECON 317.	Development Economics
EDUC 307.	Latinos in Education
INTS 203.	Human Rights in a Global Age
MUSC 113.	Introduction to World Music
POLS 103.	Intro to Comparative Politics
POLS 104.	Intro to International Relations
POLS 310.	Politics of Developing Countries
POLS 313.	International Law
POLS 322.	International Political Economy

Two additional Latin American and Caribbean Area Courses in literature, social science, cultural studies, or history beyond the requirements listed above in Sections I and II. Students can fulfill part of this requirement by successfully completing two semesters of MUSC 111 “Latin Music Ensemble,” a half-credit course. Internships at a Global Learning Site in the Americas can count toward this requirement.

LATIN AMERICAN & CARIBBEAN STUDIES

FALL TERM

101. Introduction to the Latin American and Caribbean World—This introductory course explores Latin American and Caribbean societies and cultures from the perspectives of various disciplines, and focuses on a wide range of themes. The course will enjoy the presence of some of the College’s experts, from historians to ethnomusicologists. The goal here is for the students to acquire a panoramic view of the Latin America and the Caribbean worlds while getting acquainted with various basic issues that are explored more deeply in 200- and 300-level courses at Trinity. We will touch on issues of demography, geography, basic historical periods processes, particular anthropological and cultural debates, fundamental political and gender, sociological approaches to daily life, aesthetic and literary movements, and the regions positions within the historic and contemporary world economy. (Also offered under Latin American & Caribbean Studies.) (Enrollment limited)—Figueroa

262. Peoples and Culture of the Caribbean—A review of the attempt to develop generalizations about the structure of Caribbean society. Theoretical materials will focus on the historical role of slavery, the nature of plural societies, race, class, ethnicity and specific institutions such as the family, the schools, the church, and the political structure.—Desmangles

COURSES ORIGINATING IN OTHER DEPARTMENTS

Anthropology 201. Introduction to Cultural Anthropology—This course introduces theory and method in Cultural Anthropology as applied in the analysis of specific cultures. The focus will be applied in the analysis of specific cultures. The focus will be on case studies of societies from different ethnographic areas. Topics to be considered will include ritual and symbol systems, gender, family and kinship, reciprocity and exchange, inequality and hierarchy, cultural intrusion and resistance, and social change. (May be counted toward international studies.)—TBA

Anthropology 207. Anthropological Perspectives of Women & Gender—Using texts and films, this course will explore the nature of women’s lives in both the contemporary United States and a number of radically different societies around the world, including, for example, the !Kung San people of the Kalahari and the Mundurucú of Amazonian Brazil. As they examine the place of women in these societies, students will also be introduced to theoretical perspectives that help explain both variations in women’s status from society to society and “universal” aspects of their status. (May be counted toward international studies and women, gender, and sexuality.)—Nadel-Klein

[Barcelona 101. Intensive Elementary Spanish I]—Designed to develop a basic ability to read, write, understand, and speak Spanish. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Placement by exam if previous Spanish experience. (Also offered under Latin American and Caribbean Studies.) (1.5 course credits)

[Barcelona 201. Intermediate Spanish I]—An intermediate course for those who have had at least three years of secondary school Spanish or one year of college Spanish. A thorough review of grammar combined with oral practice. In addition, there is a strong cultural component and an introduction to reading literary texts. (Also offered under Latin American and Caribbean Studies.)

Economics 216. Globalization, Rivalry, and Coordination—This course emphasizes the study of forces driving the observed trends in regional and global integration. Students will examine whether the world-wide division of labor can be

explained by comparative advantage or by increasing returns to scale and externalities. Students will then examine the impact on integration of three growing world markets: commodities, capital, and labor. They will also delve into the role these markets play in generating frictions among nations. The course concludes with an examination of the role of a world trade organization, world financial system, and world foreign exchange system in facilitating the globalization process. Lessons will be drawn from history, particularly the collapse of the Bretton Woods System. Prerequisite: C- or better in Economics 101. —Wen

Economics 231. Latin American and Caribbean Economic Development—This course examines and evaluates the major theories and leading issues in the study of economic growth and development in Latin America and the Caribbean during the 20th century. It focuses on the region's economic and historical links to the industrialized nations as a key element in understanding the nature and direction of its economic growth and development. Topics include: theories of development; rural development and migration, state-led industrialization and structural transformation under import-substitution industrialization (ISI); debt, stabilization, and adjustment policies; neoliberal policies such as privatization and the deregulation of financial and labor markets; and trade liberalization, particularly the proliferation of preferential trading arrangements such as the North American Free Trade Agreement (NAFTA), the Southern Cone Common Market (MERCOSUR), the Caribbean Common Market (CARICOM), the Lome Convention, and the Central American Common Market (CACM). Prerequisite: C- or better in Economics 101. —Ramirez

[Economics 313. Structural Reform in Latin America: The Experiences of Argentina, Brazil, Chile, and Mexico]—This course examines and evaluates the economic and political impact of the market-oriented reforms being implemented in four of the strategically important countries of the region. Topics include: origins of the interventionist state; state-led industrialization and structural transformation; the rise of populism and economic policy; monetarism and structuralism; stabilization and adjustment policies; trade liberalization and financial deregulation; and the evolution, rationale, and impact of privatization. Prerequisite: C- or better in Economics 101 and a 200-level course or another social science course dealing with developing nations. Economics 301 and 302 are strongly recommended.

Economics 315. Theories of International Trade—An examination of the major theories of international trade, beginning with the classical and neoclassical models of international trade and concluding with a survey of the various alternative models of international trade developed over the past three decades. An analysis of commercial policy, preferential trading agreements and other contemporary policy issues in the international economy will be included. Prerequisite: C- or better in Economics 101 and 301. —Fey

[History 238. Introduction to Caribbean History]—The location of the first encounter, conquest, and colonization of Native American peoples by Europeans, the Caribbean became thereafter a center of bitter rivalries between European imperial powers, and later in the twentieth century a new, premiere location of the United States' own imperial thrust. The Caribbean's strategic location in relation to Atlantic Ocean trade routes and its tropical climate and fertile soils were key factors in shaping these imperial rivalries and the colonial and postcolonial societies that emerged in the region. The vast experience of African slavery, the later "indentured" migration of hundreds of thousands of Asians to some colonies, and the migration of similar numbers of Europeans (especially to the Hispanic Caribbean) have shaped deeply yet unevenly the nature of Caribbean societies since the 16th century, giving the Caribbean a complex multi-ethnic yet also heavily "Western" cultural landscape. This course will introduce students to these and other aspects of Caribbean history, from the pre-European era, through the epics of the Haitian Revolution (1791-1804) and the Cuban Revolution of 1959, to the present.

[History 256. Human Rights in Latin America & the Caribbean: A History]—In the 1970s and 1980s, thousands of people were "disappeared," tortured and murdered in Latin America and the Caribbean, mostly by military regimes and by paramilitary death-squads. The period is often characterized as perhaps the lowest point in the modern abuse of "Human Rights" in the region. This course explores how these central notions, the human and rights, have evolved in theory and in practice in the history of the Americas. The course begins with the 16th-century debates among the Spaniards over the "humanity" of Indians and enslaved Africans; it then covers distinguishing elements of the human and rights within the legal structures of the nations created after independence from Spain in the 1820s and before the more contemporary conceptions of human rights in the aftermath of the Holocaust and the crimes against humanity during WWII. Finally, the modern conception and practice of human rights defense and legal monitoring are explored in case studies in the region from the late 1940s to the 1980s.

Modern Languages 101. Intensive Elementary Spanish I—Designed to develop a basic ability to read, write, understand, and speak Spanish. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Placement by exam if previous Spanish experience. (Also offered under Latin American and Caribbean Studies.) (1.5 course credits)—TBA

Modern Languages 102. Intensive Elementary Spanish II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions, and reading comprehension. Four hours of classwork, plus one required drill hour. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 101 or equivalent. (1.5 course credits)—Palacios

Modern Languages 201. Intermediate Spanish I—An intermediate course for those who have had at least three years of secondary school Spanish or one year of college Spanish. A thorough review of grammar combined with oral practice. In addition, there is a strong cultural component and an introduction to reading literary texts. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 102 or equivalent. —Flores, Persino

Modern Languages 202. Intermediate Spanish II—The review of grammar begun in Spanish 201 will be completed. In addition, there will be readings and discussion of contemporary Spanish and Spanish American literature, treating varied literary and cultural selections with a view to vocabulary-building and the reinforcement of the principles of grammar and syntax. Emphasis is placed on the development of competence in oral and written expression. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 201 or equivalent. —Lambricht

Modern Languages 221. Advanced Grammar & Composition—Emphasis on composition work, in conjunction with a review of grammar, especially of the more difficult and subtle aspects, together with a consideration of stylistics. The writings of selected modern Hispanic authors will serve as models. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 202 or equivalent. —Castillo, Persino

[Modern Languages 224. Spanish for Heritage Students]—A comprehensive course for bilingual students who demonstrate spoken ability in Spanish but whose formal education has been in English. The course will cover all basic language skills while targeting the particular needs of bilingual students, including accentuation, homonyms, and usage of complex sentence structure. Special emphasis will be placed on reading and writing. Permission of the instructor is required. Admits to Hispanic Studies 221 or more advanced Hispanic Studies course. (Also offered under Latin American and Caribbean Studies.)

Modern Languages 226. Iberian and Latin American Film and Conversation—In this course students will analyze landmarks of Spanish/Latin American cinema in terms of the social, historical, and cultural questions they raise, as well as in terms of the ideological, aesthetic, and cinematographic movements to which they belong. The discussion of films will be conducted in Spanish and will provide an academic forum for the exchange of ideas, interpretations and critiques. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 221 or 224 or Permission of the Instructor. —Lambricht

Modern Languages 261. Iberian Culture I (Middle Ages to the 19th Century)—The course is designed to provide a broad understanding of the primary cultural dynamics of the Iberian Peninsula from the Middle Ages to the 19th century. We will pay special attention to the more important cultural developments during this crucial era of Spanish history. Prerequisite: Hispanic 221 or 224 or permission of the instructor. —Castillo

Modern Languages 263. Latin American Culture I (Pre-Columbian Era to Enlightenment)—This course examines the history, societies, and cultures of the various regions that today are known as Latin America. The course moves from the major pre-Columbian civilizations, through the first encounter between Europe and these peoples, the subsequent conquest and colonization, and the first manifestations of the desire for independence. The course will concentrate specifically on how the peoples of these various regions and periods explored their social and political concerns through art, literature, and music. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 221 or 224 or permission of the instructor. —Lambricht

Modern Languages 270. Introduction to Cultural Analysis—This course serves as a transition to advanced courses in Spanish language, culture, and literature. Students will develop analytical skills through an intense exploration of cultural production in the Hispanic world and through an examination of diverse literary genres, film, and current events. The focus will be on improving the necessary linguistic and critical thinking skills that are the fundamental foundation for literary and cultural analysis in advanced Spanish study. Prerequisite: Hispanic 221 or 224 or Permission of the Instructor. —Remedi

Modern Languages 301. An Introduction to Cervantes' Literary Industry—An analysis and interpretation of the complete text of *Don Quijote de la Mancha*, with attention given to Cervantes' use of irony (*burla*) as the keystone of his artifice. Keeping in mind the historical and cultural background of the text, we will examine how Cervantes' writings (*El Quijote*, *Entremeses*, *Novelas Ejemplares*) hinge on a parodic game that entails a process of encoding and decoding, one which has a demystifying power upon reality. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. —Castillo

Modern Languages 312. Foundational Tropes/Contested Tropes: "The Gaucho"—Several debates, themes, images or tropes seem to constitute a symbolic and discursive core of Latin American cultural history: "The Savage," "The Gaucho," "The Mestizo," "The Captive," "The Matriach," "The Landowner," "The Enlightened Tyrant," "The Developer," and "The Immigrant." These concepts are, in turn, connected to notions of Europeaness, whiteness, civilization, capitalist development and progress. Through the examination of a series of literary texts and documents, coming from different historical periods and literary and ideological movements, this course explores the origin and historical evolution of these recurring and enduring themes and metaphors. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. —Remedi

[Modern Languages 321. Gender, Ethnicity in Andes]—This course will focus on the construction of the subject within national discourses and cultural expressions in the countries of Ecuador, Bolivia, and Peru. Specifically, we will look at those creators and works (in literature, music, art, film, theater, and popular culture) that challenge/threaten dominant discourse within the nation and demand a rethinking of the dominant culture-space paradigm. Our exploration will include, but not be limited to, cultural production by women, indigenous and mestizo groups, Afro-Hispanics, Jews, and gays. (Also offered under Latin American and Caribbean Studies; and the Women Gender and Sexuality Program.) Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor.

[Modern Languages 342. Latin American Theater]—This course explores the various manifestations of Latin American Theater of the late 19th and the 20th centuries. Texts to be studied include canonical authors (i.e. Florencio, Sanchez, Agustín

Cuzzani, Augusto Boal) as well as other, equally important authors, movements and trends such as Teatro Campesino, Teatro Poblacional, Popular Theater, performances. Some attention will also be paid to the study of theatricality in social and political rituals and everyday life. (Also offered under Latin American and Caribbean Studies.) Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor.

Modern Languages 401. Senior Thesis Seminar—Required for graduation with a major in Spanish (Plan A) or Plan B with Spanish as primary language. Individual tutorial in the writing of a thesis on a special topic in literature or culture, in coordination with one of the members of the Spanish faculty. This course open to seniors only. —Remedi

Music 112. World Music Ensemble—A hands-on introduction to Javanese Gamelan, an ensemble from Indonesia consisting largely of bronze gongs and metallophones. No previous musical experience is necessary, and all instruments will be provided. (0.5 course credit)—Miller

[Music 113. Introduction to World Music]—A comprehensive survey of global traditions, including village and urban music and dance of Africa, Latin America, and the Caribbean, classical and contemporary musics of India, the Far East, Asia, and indigenous traditions of the Americas. This course is designed to highlight the central role of musical expression in human life, exploring musical sound and movement in sacred, secular, ritual, and non-ritual contexts. No previous musical knowledge is required. Students are expected to learn basic listening skills and identify musical styles. The course culminates in a final research project about a world music tradition, ensemble, performer, or other related topic. Also listed in international studies—African studies, international studies—Asian studies, and international studies—Latin American and Caribbean studies.

[Music 221. Music and Gender in Latin America and the Caribbean]—This course focuses on music produced by Latin American women, as well as on the role of gender in relation to musical and social expression throughout the region. Through analysis of various perspectives, this course will look at individual, group and national identity through the lens of individual artists (e.g. Carmen Miranda, Celia Cruz, Mercedes Sosa), performance ensembles (e.g. Filhas de Oxum), and gender inversion in religious and secular contexts. As a result of this process, we will be able to compile a comprehensive portrait that reflects broader aspects of Latin American music and culture. No prior musical knowledge is required, although previous courses in music, anthropology or cultural studies are recommended. Music 113 is strongly recommended.

SPRING TERM

COURSES ORIGINATING IN OTHER DEPARTMENTS

Anthropology 201. Introduction to Cultural Anthropology—This course introduces theory and method in Cultural Anthropology as applied in the analysis of specific cultures. The focus will be applied in the analysis of specific cultures. The focus will be on case studies of societies from different ethnographic areas. Topics to be considered will include ritual and symbol systems, gender, family and kinship, reciprocity and exchange, inequality and hierarchy, cultural intrusion and resistance, and social change. (May be counted toward international studies.)—Nadel-Klein

[Barcelona 101. Intensive Elementary Spanish I]—Designed to develop a basic ability to read, write, understand, and speak Spanish. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Placement by exam if previous Spanish experience. (Also offered under Latin American and Caribbean Studies.) (0.5 course credit)

[Barcelona 201. Intermediate Spanish I]—An intermediate course for those who have had at least three years of secondary school Spanish or one year of college Spanish. A thorough review of grammar combined with oral practice. In addition, there is a strong cultural component and an introduction to reading literary texts. (Also offered under Latin American and Caribbean Studies.) (0.5 course credit)

Economics 317. Development Economics—Various hypotheses on the persistence of underdevelopment observed in most developing economies will be examined. Then the successes of some developing economies in their modernization will be discussed. Attention will also be given to such important issues as industrialization, demographic change and urbanization, growth in income and its distribution, international trade and finance, development strategies, the government role in promoting development, and the impact of foreign aid. Prerequisite: C- or better in Economics 101 and a 200-level course or another social science course dealing with developing nations. Economics 301 and 302 are strongly recommended. —Wen

Educational Studies 307. Latinos in Education: Local Realities, Transnational Perspectives—This course investigates the education of Latinos, the largest and fastest growing minority group in the United States. By examining both the domestic and transnational contexts, we explore these central questions: How do cultural constructions of Latinos (as immigrants and natives, citizens and non-citizens) shape educational policy and teaching practices? What views of citizenship and identity underlie school programs such as bilingual education, as well as Latino responses to them? This course fulfills the related field requirement for Hispanic studies majors. It will also include a community learning component involving a qualitative research project in a Hartford school or community organization. Prerequisite: EDUC200 or INTS/LACS majors or Hispanic Studies majors or Anthropology majors or Permission of Instructor. —Dymess

[History 236. The History of Latin America since Independence]—This course will examine the history of Latin America after Spanish rule, from 1821 to the present, focusing on the development of social inequality, civil conflict and revolution.

Cultural and political developments in countries like Brazil, Mexico, Cuba, and Venezuela will be discussed, and the U.S. role in the region, especially toward Central America, will also be considered. Finally, we will examine the historical construction of hierarchies based on race, gender, and economic position, and how those hierarchies have influenced the nature of social and political strife.

[History 238. Introduction to Caribbean History]—The location of the first encounter, conquest, and colonization of Native American peoples by Europeans, the Caribbean became thereafter a center of bitter rivalries between European imperial powers, and later in the twentieth century a new, premiere location of the United States’ own imperial thrust. The Caribbean’s strategic location in relation to Atlantic Ocean trade routes and its tropical climate and fertile soils were key factors in shaping these imperial rivalries and the colonial and postcolonial societies that emerged in the region. The vast experience of African slavery, the later “indentured” migration of hundreds of thousands of Asians to some colonies, and the migration of similar numbers of Europeans (especially to the Hispanic Caribbean) have shaped deeply yet unevenly the nature of Caribbean societies since the 16th century, giving the Caribbean a complex multi-ethnic yet also heavily “Western” cultural landscape. This course will introduce students to these and other aspects of Caribbean history, from the pre-European era, through the epics of the Haitian Revolution (1791-1804) and the Cuban Revolution of 1959, to the present.

History 239. Race and Ethnicity in Latin American and Caribbean History—This course will introduce students to the history of race and ethnic relations in Latin America and the Caribbean from the arrival of Columbus to late-20th century. We will explore how the categories of race and ethnicity in Latin America and the Caribbean have undergone a very different evolution when compared to the U.S. in particular. Two distinguishing facts that make race and ethnic history in Latin America and the Caribbean different from the U.S.: the much larger “Indian” populations that the Spaniards confronted and, secondly, the larger number of peoples of African descent transferred as slaves to Latin America and the Caribbean. This course will examine this process in the context of colonization, post-Independence political systems, nation-state formation, and contemporary struggles over different identities. This course includes a community learning component.—Figueroa

[History 247. Latinos/Latinas in the United States]—Who are “Latinos/Latinas” and how have they come to constitute a central ethnic/racial category in the contemporary United States? This is the organizing question around which this course examines the experiences of major Latino/Latina groups – Chicanos/Mexicanos, Puerto Ricans and Cubans – and new immigrants from Central America and the Caribbean. We study U.S. colonialism and imperialism in the Old Mexican North and the Caribbean; migration and immigration patterns and policies; racial, gender and class distinctions; cultural and political expressions and conflicts; return migrations and transnationalism; and inter-ethnic relations and the construction of Pan-Latino/Latina diasporic identities.

History 386. Beyond Samba, Futebol, and Favelas: The Making of Afro-Brazilian Subjectivities—Ranked fifth in the world in total population, Brazil has the largest number of people of African descent to be found outside of continental Africa. In the late-16th century, Brazil was instrumental in the construction of an agricultural plantation system based on African slavery. Over the next 300 years, Brazil imported more Africans as slaves than any other region in the Western hemisphere. It was also the last country in the Americas to abolish slavery in 1888. The purpose of this course is to introduce students to the history of Brazil, examining changes and continuities in Brazilian history from the colonial period to the present day by focusing on the experiences of Afro-Brazilians. We will examine how colonial heritages affected Brazil’s emergence as a modern nation-state, placing particular emphasis on the evolution and transformation of various power relationships during the 19th and 20th centuries. Moreover, we will also explore forms of Afro-Brazilian culture, power, and resistance. The course will stress methods of historical research by working with a variety of primary sources, including travel narratives, films, paintings and photographs, newspapers, census figures, diaries, etc. Language: Portuguese is not required to enroll in the course.—TBA

Modern Languages 102. Intensive Elementary Spanish II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions, and reading comprehension. Four hours of classwork, plus one required drill hour. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 101 or equivalent. (1.5 course credits)—Flores

Modern Languages 201. Intermediate Spanish I—An intermediate course for those who have had at least three years of secondary school Spanish or one year of college Spanish. A thorough review of grammar combined with oral practice. In addition, there is a strong cultural component and an introduction to reading literary texts. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 102 or equivalent. —Palacios

Modern Languages 202. Intermediate Spanish II—The review of grammar begun in Spanish 201 will be completed. In addition, there will be readings and discussion of contemporary Spanish and Spanish American literature, treating varied literary and cultural selections with a view to vocabulary-building and the reinforcement of the principles of grammar and syntax. Emphasis is placed on the development of competence in oral and written expression.(Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 201 or equivalent. —Castillo, Flores

Modern Languages 221. Advanced Grammar & Composition—Emphasis on composition work, in conjunction with a review of grammar, especially of the more difficult and subtle aspects, together with a consideration of stylistics. The writings of selected modern Hispanic authors will serve as models. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 202 or equivalent. —Castillo

Modern Languages 224. Spanish for Heritage Students—A comprehensive course for bilingual students who demonstrate spoken ability in Spanish but whose formal education has been in English. The course will cover all basic language skills while targeting the particular needs of bilingual students, including accentuation, homonyms, and usage of complex sentence structure.

Special emphasis will be placed on reading and writing. Permission of the instructor is required. Admits to Hispanic Studies 221 or more advanced Hispanic Studies course. (Also offered under Latin American and Caribbean Studies.)—Gebelein

Modern Languages 226. Iberian and Latin American Film and Conversation—In this course students will analyze landmarks of Spanish/Latin American cinema in terms of the social, historical, and cultural questions they raise, as well as in terms of the ideological, aesthetic, and cinematographic movements to which they belong. The discussion of films will be conducted in Spanish and will provide an academic forum for the exchange of ideas, interpretations and critiques. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 221 or 224 or Permission of the Instructor. —Persino

Modern Languages 233. Latin American Literature in Translation—This course is aimed at a broad and general audience. No knowledge of Spanish is required. Taught in English this survey course introduces students to a set of key Latin American literary works of the 19th and 20th century, from various areas (the Caribbean, Mexico, Latinos in the US/The Border, Central America, South America, the Southern Cone), of various kinds (novels, short novels, short stories, essays, testimonies, collages, etc.) and reflecting on a variety of social and cultural issues (depicting/ordering/making sense of reality, storytelling, mythmaking, constructing the nation, neo-colonialism, fascism, revolution, human rights, exile, border-culture, race, ethnicity, gender). Students wishing to count this course toward a major in Spanish should secure permission of the instructor. They will complete their assignments in Spanish and will meet with the instructor in supplementary sessions. (Listed as both Modern Languages 233-11 and Hispanic Studies 233-01; and under the Latin American and Caribbean Studies program.)—Gebelein

Modern Languages 262. Iberian Culture II (The 20th Century)—This course introduces students to the set of cultural problems that have shaped Spain's contemporary development. It will do so through the study of novels, films, and historical narrative. Special emphasis given to the cultural history of the Franco years (1939-1975) and the country's more recent transition to democracy (1975-1992). Prerequisite: Hispanic 221 or 224 or permission of the instructor. —Harrington

Modern Languages 264. Latin American Culture II (Independence to Present Day)—This course focuses on the social, political, economic, and cultural development of the Latin American nations. Emphasis will be on to the construction of national identities during the 19th century as well as main historic-political events of the 20th century. Discussions will be based on readings, documentaries, and feature films. Latin American newspapers on the Internet are used to inform our debates of current events. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 221 or 224 or permission of the instructor. —Persino

Modern Languages 270. Introduction to Cultural Analysis—This course serves as a transition to advanced courses in Spanish language, culture, and literature. Students will develop analytical skills through an intense exploration of cultural production in the Hispanic world and through an examination of diverse literary genres, film, and current events. The focus will be on improving the necessary linguistic and critical thinking skills that are the fundamental foundation for literary and cultural analysis in advanced Spanish study. Prerequisite: Hispanic 221 or 224 or Permission of the Instructor. —Lambright

[Modern Languages 301. An Introduction to Cervantes' Literary Industry]—An analysis and interpretation of the complete text of *Don Quijote de la Mancha*, with attention given to Cervantes' use of irony (burla) as the keystone of his artifice. Keeping in mind the historical and cultural background of the text, we will examine how Cervantes' writings (*El Quijote*, *Entremeses*, *Novelas Ejemplares*) hinge on a parodic game that entails a process of encoding and decoding, one which has a demystifying power upon reality. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor.

[Modern Languages 320. Emigration and Transatlantic "Cultural Commerce"]—Since the middle of the 19th century, the Iberian nations have produced a constant stream of emigrants to the Americas. The new arrivals from Spain and Portugal have often exercised significant influence on the development of their countries of adoption. Similarly, the channels of communication opened by these emigrants to the New World have allowed citizens from countries such as Argentina, Cuba, Mexico, Venezuela, and the U.S. to play important roles in the development of contemporary Spanish and Portuguese life. After studying the prime "push" and "pull" factors in these transatlantic emigrations, we will examine literary, cinematic, and artistic manifestations of this transatlantic "cultural commerce" during the contemporary era. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor.

Modern Languages 324. The Spanish Post-War Novel (1939-Present)—The Civil War (1936-1939) severely damaged Spain's social and cultural fabric. In the six decades since the end of the war, however, Spaniards have demonstrated that violence, poverty and political oppression are no match for a vital literary and cultural tradition. In this course we will analyze a number of the more important novels of the post-War era with an eye toward gaining an understanding the social problems and transformations that have taken place in the country during this period. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. —Harrington

[Modern Languages 340. U.S. Latino/Latina Writers]—This course explores exemplary texts written by Latina/Latino authors in the 19th and 20th centuries and examines them in relation to their representation of issues such as gender and sexualities, diasporic identities, and bilingualism. We will consider a diversity of Chicana/o and Latina/o literature (poetry, narrative, theater, and film) in our analysis of topics such as transculturation, (im)migration, (im)migrant's rights, feminist consciousness, exile, post-colonialism and linguistic identity. (Also offered under Latin American and Caribbean Studies; and the Women, Gender and Sexuality Program.) Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor.

Modern Languages 401. Senior Thesis Seminar—Required for graduation with a major in Spanish (Plan A) or Plan B with Spanish as primary language. Individual tutorial in the writing of a thesis on a special topic in literature or culture, in coordination with one of the members of the Spanish faculty. This course open to seniors only. —Lambright

Music 113. Introduction to World Music—A comprehensive survey of global traditions, including village and urban music and dance of Africa, Latin America, and the Caribbean, classical and contemporary musics of India, the Far East, Asia, and indigenous traditions of the Americas. This course is designed to highlight the central role of musical expression in human life, exploring musical sound and movement in sacred, secular, ritual, and non-ritual contexts. No previous musical knowledge is required. Students are expected to learn basic listening skills and identify musical styles. The course culminates in a final research project about a world music tradition, ensemble, performer, or other related topic. Also listed in international studies—African studies, international studies—Asian studies, and international studies—Latin American and Caribbean studies.—Galm

[Music 215. Topics in World Music: Music of Latin America and the Caribbean]—Historical processes of colonization, slavery, and underdevelopment have led to a huge diversity of musical traditions in Latin America and the Caribbean, making it difficult to consider this region as a unified “culture area.” We will explore a wide range of music and dance styles in the Americas, examining similarities and differences among them. No previous musical knowledge is required, but students are expected to learn basic listening skills and identify musical styles. Also listed under international studies—Latin American and Caribbean studies.

Music 219. Toca Brasil! (Play Brazil!)—An interactive survey of Brazilian Music. A comprehensive exploration of Brazilian music, this course will present an integrated approach through hands-on performance of Brazilian percussion music, combined with academic study of Afro-Brazilian culture, religion, and dance. Beginning with an overview of traditional Brazilian forms of musical expression, we will then analyze how these forms were incorporated into popular musical styles in the 1960s and 1970s. In recent years, fusions of new styles derived from traditional Brazilian and non-Brazilian music have emerged that reflect contemporary processes of globalization. The multi-faceted approach to be integrated into this course will include hands-on musical performance, readings, and audio/video recordings. No previous experience in music is required. Also listed under international studies. —Galm

[Political Science 231. The Politics of Human Rights in Contemporary Latin America]—This course explores how and why human rights conditions have changed across Latin America. In particular, the course examines how international and domestic factors interact to explain political change. For example, what are the respective roles of international actors and social movements? How have human rights conditions fared in post-conflict situations? What is the relationship between human rights and democratization? How have governments throughout the region coped with past human rights violators? What explains the strengths and weaknesses of the Inter-American human rights regime? Through systematic comparison of cases, including with other regions of the world, the course offers a critical survey of the human rights landscape in Latin America.

MIDDLE EASTERN STUDIES

COORDINATOR: JANET BAUER (INTERNATIONAL STUDIES AND WOMEN, GENDER, AND SEXUALITY)

CORE FACULTY: ZAYDE ANTRIM (HISTORY AND INTERNATIONAL STUDIES), RAYMOND BAKER (INTERNATIONAL

STUDIES), JANET BAUER (INTERNATIONAL STUDIES), ELLISON FINDLY (RELIGION AND INTERNATIONAL STUDIES), RONALD KIENER (RELIGION), SAMUEL KASSOW (HISTORY), LEVANA POLATE (MODERN LANGUAGES AND LITERATURE AND JEWISH STUDIES), GARY REGER (HISTORY), MARTHA RISSER (CLASSICS), MICHAEL SCHUB (MODERN LANGUAGES AND LITERATURE).

The Middle Eastern Studies concentration is designed to acquaint students with the central historical, socio-political and religious issues of Middle Eastern culture through a sustained interdisciplinary mode of analysis. Students may opt to concentrate in Islamic/Arab or Jewish/Israeli studies, or combine the study of these cultures.

Students may take approved courses offered through the Departments of Anthropology, Art History, Classics, History, Political Science, Religion, Modern Languages and Literature, and the International Studies Program. Majors are encouraged to incorporate into their studies a semester or year of study abroad in a country or region related to their work in the major. Trinity College approves study abroad at the American University in Cairo, Haifa University, the Hebrew University in Jerusalem, and Tel Aviv University, as well as semester programs in Israel offered by Wesleyan University and Brown University. Arrangements for such study can be made through the office of the Director of Educational Services.

The concentration is fulfilled by satisfactorily completing fifteen courses. Five of these courses constitute the core of the concentration, four constitute required language courses, two constitute courses required for all international studies majors, one is the senior seminar, and three constitute the elective courses.

In addition, students must complete a research paper in the required senior seminar. To qualify for honors in Middle Eastern studies, a student must have an average of A- or better in concentration courses and complete a one-year research thesis, and earn a grade of A- or better.

Requirements for the concentration:

The concentration consists of 15 courses, distributed as follows:

I. Required Courses for all International Studies Majors:

INTS 300, Special Topics in International Studies.

One comparative studies course in international studies chosen from the list found under the Core Requirements for all INTS Majors. In consultation with the director of INTS other appropriate comparative courses may be substituted.

Senior Exercise: a senior exercise may be either a two-semester or one-semester project. Students may write a thesis, produce a video documentary, curate an art show, produce a musical piece or use any other form of expression that is appropriate to the research (and crafted in discussion with the adviser). Whatever the form, all senior exercises must generate substantial text.

II. Area Courses (5 courses)

These courses focus on the Middle East and are designed to give students depth and breadth both historically and in terms of the discipline. Students will take five courses out of the following four general categories, with at least one course in three of the four fields and at least two in the fourth.

Political Science: INTS 212 (Global Politics); INTS 344 (Political Dynamics in the Middle East); INTS 206 (The Arab/Israeli Conflict); INTS 213 (Politics in the World of Islam); INTS 301 (Arab Politics/Politics in the World of Islam); INTS 311 (Islam and Political Community)

History: History 229 (Middle East Since 1517); History 254 (History of the Middle East to 1914); History 318 (Gender and Sexuality in Middle Eastern History); History 334 (Provinces of the Roman Empire); History 336 (Modern Jewish History); History 383 (Byzantine and Arab Near East); INTS 232 (Terrorism or Armed Resistance)

Religion: Religion 181 (Islam); Religion 103 (Readings in Biblical Hebrew); Religion 208 (Jewish Mysticism); Religion 211 (Introduction to the Hebrew Bible); Religion 284 (Islamic Mysticism); INTS 325 (Anthropology of Islam).

Culture: Fine Arts 205 (Survey of Islamic Art and Architecture); Jewish Studies 220 (Modern Israeli Literature and Jewish Heritage); Religion 109 (The Jewish Tradition); INTS 218 (Women, Gender and Family in the Middle East); Religion 253 (Indian and Islamic Painting); INTS 235 (Youth Culture in the Muslim World).

III. Language Courses (4 courses)

All participants in the MES concentration must satisfactorily complete at least two years worth of language instruction in either Arabic or Hebrew (Biblical or Modern). Language study beyond four credits can be counted as elective work; students are strongly encouraged to do so. Students may continue language instruction beyond the second year through either classroom courses, or independent study courses.

IV. Electives (3 courses)

One course chosen from the following:

ANTH 201.	Introduction to Cultural Anthropology
ANTH 203.	World Ethnography
ANTH 207.	Anthropological Perspectives on Women and Gender
ANTH 224.	Anthropology of Poverty
ANTH 245.	Anthropology of Global Health
ANTH 249.	Immigrants and Refugees
ANTH 310.	Anthropology of Development
ANTH 340.	Anthropology and International Health
ECON 216.	Globalization, Rivalry and Coordination
ECON 315.	Theories of International Trade
INTS 203.	Human Rights in a Global Age
INTS 212.	Global Politics
INTS 221.	Empire and Nationalism
INTS 250.	Transnational Migration and Refugee Flight
INTS 311.	Feminist Diversities
INTS 317.	Planetary History
MUSC 113.	World Music
POLS 104.	Introduction to International Relations
POLS 322.	International Political Economy
RELG 289.	Religion and Culture Change
SOCL 244.	World Population and Demography
WMGS 307.	Women's Rights as Human Rights
ANTH 201.	Introduction to Anthropology

ANTH 207. Anthropological Perspectives on Women and Gender
ECON 207. Alternative Economic Systems

Two other relevant courses as approved by the coordinator.

More than 30 courses are offered in Middle Eastern studies by the members of the Hartford Consortium for Higher Education (Hartford Seminary, Saint Joseph College, and University of Hartford). Furthermore, there are courses offered in the Programa de estudios hispanicos en Cordoba in Spain which are acceptable as electives to the major: Spanish 1400. Muslim Spain (History), Spanish 1401. Spanish-Muslim Art.

MIDDLE EASTERN STUDIES

FALL TERM

212. Global Politics—This discussion course, taking the entire globe and all its peoples as unit of study, will examine the unifying elements of the contemporary world system. Emphasis on struggles for justice, democracy, and basic human needs and rights in our global age. Particular attention to global crises originating in the Middle East. (Enrollment limited)—Baker

[218. Women, Gender, and Family in the Middle East]—The examination of women's lives in the “man's world” of the Middle East. Is there a conflict between modern and traditional gender roles and expectations? The course looks at the impact of 20th-century modernization and socio-political change on gender relations, sexuality, adolescence, family structure, local culture, and feminist movements across the Middle East and North Africa. Case studies survey male and female perspectives in a variety of ethnic/religious communities (Muslim, Jewish, Christian) and types of societies (Bedouin, agricultural, urban). (Also offered under Women, Gender, and Sexuality.)

[254. Women's Image in Contemporary Iranian Fiction]—This course focuses on the role of secular voices in three historical periods—the post-Constitutional Revolution era, which led to the emergence of the novel and short story as literary genres in Iranian literature, the era of the Pahlavi dynasty, when modernization processes influenced the cultural context, and the of post-1979 Revolution era, when the Islamization of the country inhibited open secular practices. Examining through selected literary texts dominant gender relations, life styles, acceptance or rejection of women in the public sphere, and the extent of misogyny towards women, we will investigate the impact and spread of secular ideas throughout Iranian society. This course seeks to show that secular voices and life styles were not diminished over the 20th century. Rather, attempts to reproduce them have provided a dynamic challenge to fundamentalism in Iran. - Moossavi

301. Arab Politics—This seminar examines the outstanding features of the full range of politics in the Arab world, from regimes and resistances to the new forms of politics in civil society and private spheres. (Also offered under Political Science and Middle Eastern Studies.) (Enrollment limited)—Baker

[316. Gender Relations in Refugee Communities]—Some observers believe that gender relations are strained when, during times of crisis, the social fabric is challenged. Being forced to flee and seek refuge is one such source of potential social change. Much of the gender and development literature also suggests that in many cases, women are more vulnerable to the hazardous situations caused by human disasters. This course will examine these observations in the case of Afghan women's experiences in Iran. Specifically this course will explore how Afghan families living, for long periods in Iran were affected by the challenges Iranian society was undergoing with respect to women's education, reproductive health, family planning, and other gender-related issues. Using a variety of materials, from video tapes to case histories, students will gain an understanding of the impact of the refugee experience on gender relations and the role of non-government organizations in the resettlement process.

COURSES ORIGINATING IN OTHER DEPARTMENTS

History 228. Islamic Civilization to 1517—This course surveys the transformation of the Middle East into an Islamic civilization from the life of Muhammad in the early 7th century through the collapse of the Mamluk Empire in 1517. It focuses on social, cultural, and political history and addresses regional variations from Morocco to Iran. Topics include women, religious minorities, and slavery, as well as Islamic education, mysticism, and literature.—Antrim

History 336. Modern Jewish History—This course will examine major trends in Jewish history since 1789. There will be particular emphasis on Jewish society in Eastern Europe and the breakdown of orthodox hegemony. Topics will include the Haskala, the Bund, the development of Zionism, the interwar period in Eastern Europe, the Holocaust, and the State of Israel. The approach will be primarily that of intellectual history with emphasis on the secular aspects of Jewish history.—Kassow

Modern Languages 101. Intensive Elementary Arabic I—Designed to develop fundamental skill in both spoken and written Arabic. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic grammatical structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. (Also listed under the African Studies concentration of the International Studies Program.) (1.5 course credits)—Douda

Modern Languages 101. Elementary Modern Hebrew I—A comprehensive introduction to the basic vocabulary and grammatical rules of modern Hebrew will be systematically presented and reviewed. Designed to develop a basic ability to read,

write, understand, and speak modern Hebrew, this course will also include exposure to appropriate cultural materials. (Also offered under the Middle Eastern Studies and Jewish Studies programs.)—Polate

Modern Languages 201. Intermediate Modern Hebrew I—This course continues the development of skills in conversation, composition, and reading. Advanced grammar and syntax are introduced, as well as expanded readings from Israeli newspapers and literature. (Also offered under the Middle Eastern Studies and Jewish Studies programs.) Prerequisite: Hebrew 102 or equivalent. —Polate

Modern Languages 201. Intermediate Arabic I—Continuation of Arabic 102, with an introduction to Arabic composition as well as further grammatical study and conversation practice. Required lab work. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 102 or equivalent. (1.5 course credits)—Schub

Modern Languages 301. Intermediate Arabic III—Continuation of Arabic 202, introducing increasingly complex grammatical structures through culturally based materials and literary texts, with a programmed expansion of vocabulary to 1,500 words. Lab work required. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 202 or equivalent. —Schub

Modern Languages 301. Advanced Modern Hebrew I—Emphasis on written essays as well as on comprehension through readings and class discussion of short stories, articles and poetry. (Also offered under the Middle Eastern Studies and Jewish Studies programs.) Prerequisite: Hebrew 202 or equivalent. —TBA

[Religion 103. Readings in Biblical Hebrew]—An intensive study of selected portions of the Hebrew Bible in order to develop the methods and skills of biblical interpretation. Prerequisite: Religion 103-104 or permission of the instructor. (May be counted toward Jewish Studies and Middle Eastern Studies.)

Religion 109. Jewish Tradition—A thematic introduction to the major concepts, ritual cycles, holidays, and beliefs of Judaism. Readings and course material will be taken from classic Jewish texts as well as modern secondary sources. (May be counted toward International Studies and Middle Eastern Studies.)—Kiener

Religion 181. Islam—An introduction to the world religion of Islam in classical and modern times. The course is both historical and thematic, focusing on the career of Muhammad and the Qur'an, law, theology, religious and social institutions, Muslim solidarity, mysticism, and fundamentalism. (May be counted toward International Studies/African Studies and International Studies/Middle Eastern Studies.)—Kiener

Religion 211. Introduction to the Hebrew Bible—A literary and historical examination of the Old Testament (Hebrew Bible) to demonstrate its evolution and complexity as religious scripture. Emphasis will be given to developing skills in textual analysis and to discerning possibilities for interpretation. Attention will be given to those personalities such as Abraham, Moses, David, and the prophets and to major events such as the Exodus and the Exile, which shaped a tradition. (May be counted toward Jewish Studies and International Studies/Middle Eastern Studies.)—Sanders

Religion 253. Indian and Islamic Painting—A survey of the history of miniature painting from the Persian, Mughal and Rajput schools, with emphasis on their religious and cultural backgrounds. (May be counted toward Art History, International Studies/Asian Studies, International Studies/ Comparative Development Studies, and International Studies/Middle Eastern Studies.)—Findly

SPRING TERM

[206. Interests and Positions in the Arab/Israeli Conflict]—An examination of the dynamics of the Arab/Israeli conflict, especially since the establishment of the State of Israel in 1948. The course will focus on the changing interests and positions of the parties involved: Israel, the Palestinians, the Arab states, and the important international players. It will also highlight contradictions within the major camps. (Enrollment limited)

[212. Global Politics]—This discussion course, taking the entire globe and all its peoples as unit of study, will examine the unifying elements of the contemporary world system. Emphasis on struggles for justice, democracy, and basic human needs and rights in our global age. Particular attention to global crises originating in the Middle East. (Enrollment limited)

[213. Islam and the West: Islamic Values, Secular Traditions]—This course explores the diverse domestic, regional, and international politics of the Islamic world. A rich historical perspective illuminates contemporary political struggles for justice, democracy, and basic human rights and needs. (Also offered under Political Science and Middle Eastern Studies.) (Enrollment limited)

218. Women, Gender, and Family in the Middle East—The examination of women's lives in the "man's world" of the Middle East. Is there a conflict between modern and traditional gender roles and expectations? The course looks at the impact of 20th-century modernization and socio-political change on gender relations, sexuality, adolescence, family structure, local culture, and feminist movements across the Middle East and North Africa. Case studies survey male and female perspectives in a variety of ethnic/religious communities (Muslim, Jewish, Christian) and types of societies (Bedouin, agricultural, urban). (Also offered under Women, Gender, and Sexuality.)—Bauer

[235. Youth Culture in the Muslim World]—Increasingly much of the Muslim world is young and with the expansion of media and cyberspace technologies, the circulation of globalized youth culture increasingly challenges taken-for-granted notions in local societies. This course examines the impact of youth and youth culture on personal, social, and political expression in a variety of Muslim communities around the world. We will examine intergenerational struggles over marriage, gender, and sexuality, the renegotiation of religion and morality, and the often 'revolutionary' disputes over conventional politics as conveyed through music, texts, fashion, personal memoirs, and cyberspace blogging. (Enrollment limited)

[325. Anthropology of Islam]—This course examines Islam as lived religious practice in a context defined by both local constraints and global possibilities. Variations in local practices of Islam reflect accommodation to distinct cultural, political, and economic contexts while at the same time reflecting global connections. We will examine topics such as religious identity and community, gender as the site of religious and political struggle, new forms of Islam in diaspora communities, and contemporary political and moral debates over modernity, democracy, and reform in a variety of Islamic societies from North America to the Middle East and Asia. (Enrollment limited)

COURSES ORIGINATING IN OTHER DEPARTMENTS

History 229. Middle East Since 1517—This course surveys Middle Eastern history from the foundations of the Ottoman and Safavid Empires through the twentieth century. Major topics include modernity, imperialism, nationalism, and the role of Islam. Textbook readings are supplemented with primary sources and biographical sketches to situate the complexities of gender and culture in the context of political and economic change.—Antrim

[History 318. Gender and Sexuality in Middle Eastern History]—This course takes constructions of femininity and masculinity and related representations of male and female sexuality in both the pre-modern and modern Middle East, with an emphasis on the Arab world, as its focus. Through theoretical readings and primary sources, both written and visual, we will explore the ways in which gender and sexuality have shaped political, economic, and cultural life in the Middle East.

[History 334. Provinces of Roman Empire]—A history of the first two centuries of the provinces of the Roman Empire, including the processes of acquisition and Romanization, and the survival of regional cultures. Important themes include social conditions, economic opportunities, religious and political change. Extensive use of archaeological evidence.

[Jewish Studies 220. Modern Israeli Literature and Jewish Heritage]—Artists, and especially writers and poets, are the seismographs and mirrors of society, anticipating and reflecting its many forces and movements. During the past two hundred years Jewish life has been profoundly affected by such forces and movements as emancipation, the Enlightenment, assimilation, Zionism, and the Holocaust. A primary focus of modern Israeli writers is the birth of the State of Israel and its ongoing struggles, internally as well as with its Arab neighbors. One of the main ways Hebrew literature captures these significant changes is through the use of biblical themes, images and archetypes which resonate through the generations. This course will examine the ways in which modern Hebrew literature enriches and brings deeper understanding of collective Jewish experiences and detects and shapes the reality of modern Israel.

Modern Languages 102. Intensive Elementary Arabic II—Designed to develop basic language skills learned in Arabic 101. Four hours of class work, plus one required drill hour. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 101 or equivalent. (1.5 course credits)—Doua

Modern Languages 202. Intermediate Arabic II—Continuation of Arabic 201, leading to a completion of essential basic grammatical constructions as well as further conversational practice. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 201 or equivalent. (1.5 course credits)—Schub

Modern Languages 302. Advanced Modern Hebrew II—A continuation of Hebrew 301 with emphasis on reading short novels and Israeli newspapers as well as viewing and discussing selected videos and movies. (Also offered under the Middle Eastern Studies and Jewish Studies programs.) Prerequisite: Hebrew 301 or equivalent. —TBA

Modern Languages 302. Intermediate Arabic IV—Continuation of Arabic 301, presenting alternative stylistic tools for oral and written communication, with a vigorous expansion of vocabulary. Lab work required. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 301 or equivalent. —Schub

[Religion 181. Islam]—An introduction to the world religion of Islam in classical and modern times. The course is both historical and thematic, focusing on the career of Muhammad and the Qur'an, law, theology, religious and social institutions, Muslim solidarity, mysticism, and fundamentalism. (May be counted toward International Studies/African Studies and International Studies/Middle Eastern Studies.)

Russian and Eurasian Studies

COORDINATOR: CAROL ANY (MODERN LANGUAGES AND LITERATURE)

CORE FACULTY: CAROL ANY (MODERN LANGUAGES AND LITERATURE), CAROL CLARK (ECONOMICS), ALICE HARRIS (GRADUATE FELLOW), SAMUEL KASSOW (HISTORY), KATHERINE LAHTI (MODERN LANGUAGES AND LITERATURE), ARTHUR SCHNEIDER (ECONOMICS), BRIGITTE SCHULZ (POLITICAL SCIENCE)

This concentration deals with Russia, the former Soviet Union, Eastern Europe, and the changes these areas have

undergone in the post-Communist period. Students receive a broad background in the history, politics, economics, society, literature, and culture and language(s) of this fascinating and important part of the world, exploring how nations in this region define themselves and how they confront and accommodate to Western trends in the age of globalization. Russian and Eurasian studies majors obtain a functional fluency in the Russian language and are all strongly encouraged to spend a semester studying at the Trinity Global Site in Moscow.

To qualify for honors in Russian and Eurasian Studies, students must have a grade average of A- or better in concentration courses, and receive a grade of at least A- on the senior exercise.

Requirements for the concentration

The concentration consists of 15 courses, distributed as follows:

I. Required Courses for all International Studies Majors (3 Courses):

INTS 300. Special topics in International Studies.

One comparative studies course in international studies chosen from the list stipulated under the Core Requirements for all INTS majors.

Senior exercise, to be defined in consultation with the coordinator of Russian and Eurasian studies. It can consist of a suitable course or project approved by the coordinator and completed in either fall or spring term. Students seeking honors in the major may satisfy this requirement by writing a one- or two-credit thesis.

II. Area Courses (5 courses)

Students will choose two or three courses from Group A and Group B for a total of five courses.

Group A (two or three courses):

ECON 324.	Russian Economy in the 20th Century or ECON 207. Alternative Economic Systems
HIST 308.	Rise of Modern Russia or HIST 365. World War II
POLS 331.	Transitions to Democracy: Fascism & Communism
RUSS 233.08.	Russia on Trial: Literature Speaks Out

Group B (two or three courses)

MDLG 233.36.	Fantasy and Realism in Russian Literature
MDLG 233.73.	Cityscapes in Russia & US
MDLG 233.82.	Love, Sex, and War in Tolstoy
MDLG 233.89.	Women & Russian Culture
MDLG 233.	Russian Theater
MDLG 333.10.	Dostoevsky

III. Language Courses (4 courses)

RUSS 101.	Intensive Elementary Russian I
RUSS 102.	Intensive Elementary Russian II
RUSS 201.	Intermediate Russian I
RUSS 202.	Intermediate Russian II
RUSS 210.	Advanced Russian Conversation
RUSS 221.	Russia Through Russian Prose
RUSS 301.	Russian Through Literature and Film
RUSS 302.	Russian Prose Narrative
RUSS 303.	Russian Phonetics, Contemporary and Historical
RUSS 304.	The Current Russian Media
RUSS 305.	Russian Culture and Civilization

IV. Electives (3 courses)

In order to ensure a degree of mastery in a single discipline or distinctive mode of inquiry, each student is required to take three courses in one of the following disciplines: economics, history, political science, or Russian literature. These courses can include area courses from Section II above and their prerequisites.

RUSSIAN AND EURASIAN STUDIES

FALL TERM

COURSES ORIGINATING IN OTHER DEPARTMENTS

[History 308. Rise of Modern Russia]—Imperial Russia and the Soviet Union.

Modern Languages 102. Intensive Elementary Russian II—Students continue to build their speaking and writing skills using the same interactive approach as in Russian 101. They will gain proficiency in fundamental grammar and acquire the conversational skills they need to interact with Russians in a wide range of situations. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) Please note: Russian 101 is offered in the spring. Prerequisite: Russian 101 or equivalent. —Any

Modern Languages 202. Intermediate Russian II—A continuation of Russian 201 in which students will develop a proficiency in Russian that will be adequate for most practical purposes. They will continue to develop their ability to converse on topics such as computers and work, dating, talking about nature, and others. They will start reading and discussing more complex literary and journalistic texts, including works by classic Russian authors. Regular writing assignments will help reinforce what they are learning. Students will continue their examination of the many sides of Russian culture, including Russian etiquette, gesture, music, television, film, etc. Successful completion of this course gives students the Russian they need in order to go to Russia for work or study. Conducted in Russian. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) Prerequisite: Russian 201 or equivalent. —TBA

Modern Languages 233. Communism and Consumerism in Russian Literature—Our course will survey Russian literature from the Russian revolution of 1917 to the present day. We will examine the literary response to the social, political, and economic upheaval of revolution; the promise of utopia; the menace of dictatorship and terror; and finally the possibilities, after 1991, of democracy and freedom. We will seek to understand these writings as a reflection of historical and social change, as well as considering them within the development of literary aesthetics. Two literary lines will become apparent: an experimental, avant-garde literature, associated primarily with revolution and abrupt but welcome change, and a more traditional, realist strand that seeks to valorize establishment values by invoking the 19th-century classic realist writers, particularly Tolstoy. (Listed both as Modern Languages 233-39 and Russian 233-08; and under the Russian and Eurasian Studies concentration of the International Studies Program.)—Any

Modern Languages 304. Current Russian Media—A survey of current Russian newspaper and magazine articles, radio and television broadcasts, and the Internet. Subjects covered will include popular culture, home and family life, environmental issues, economics, and politics. Students will strive to master the special type of Russian used in the media as well as describe how these media reflect or distort the state of Russian society. Prerequisite: Russian 222 or permission of the instructor. (This course is also offered under the Russian and Eurasian Studies program.)—Lahti

Modern Languages 357. Dostoevsky—(Conducted in English.) Reading and discussing Dostoevsky's literary works, we will try to answer the social, psychological, philosophical, and religious questions that tortured him. We will examine Dostoevsky's reaction to social problems he saw in 19th-century Russia: family breakdown, alienation and powerlessness in the workplace, the daily humiliations of living in a system that ranks people according to their salary; and we will try to answer the underlying question: how can people connect with each other in the modern age? Modernity's preference for science and social science also troubled Dostoevsky. If human actions are scientifically predictable, can people ever be free? We will examine the unsavory solutions Dostoevsky offered: spite, game-playing, crime, radical nihilism, and others. Do religions, with all their glaring contradictions, offer a viable answer? The search for answers to these and other questions will open up new vistas and will educate students about one of the most influential world writers, the author of such classics as *Notes from Underground*, *Crime and Punishment*, and *The Brothers Karamazov*. (Listed as both Modern Languages 333-10 and Russian 357-01; and under the Russian and Eurasian Studies concentration of the International Studies program.)—Lahti

SPRING TERM

COURSES ORIGINATING IN OTHER DEPARTMENTS

History 308. Rise of Modern Russia—Imperial Russia and the Soviet Union.—Kassow

History 365. World War II—This course will investigate political, social, and cultural aspects of World War II in Europe and the Soviet Union. Topics will include the breakdown of the Versailles system, the interrelationship of military and social change, genocide, resistance movements, and the impact of war on European culture.—Kassow

Modern Languages 101. Intensive Elementary Russian I—Learn to speak, read, and write Russian in an interactive course. This course prepares students to hold simple conversations so that they can meet Russians, talk about themselves, and discuss topics including sports, movies, and student life. Students will observe contemporary Russian life through a series of video episodes, attune their ear to spoken Russian with audiocassettes, and practice correct grammar using the textbook and CD-ROM. (Also offered under the Russian and Eurasian Studies program.) Registration is limited to those students who will be studying at Trinity-in-Moscow in Spring 2005. Others wishing to begin Russian will have the opportunity to enroll in the regular Russian

101 course, which is offered every Spring semester. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.)—Lahti

Modern Languages 102. Intensive Elementary Russian II—Students continue to build their speaking and writing skills using the same interactive approach as in Russian 101. They will gain proficiency in fundamental grammar and acquire the conversational skills they need to interact with Russians in a wide range of situations. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) Please note: Russian 101 is offered in the spring. Prerequisite: Russian 101 or equivalent. —TBA

[Modern Languages 337. Russian and Soviet Theater]—An exploration of a variety of topics in Russian and Soviet theater from the 1830s to the present: the plays, the experiments and developments in acting technique and scenic design as well as their theoretical foundations. Particular emphasis will be given to the thirty years at the beginning of this century and theater developments in the past decade. Discussion will also cover reasons for restaging the classics in recent years and the serious challenges confronting the artistic community during the Stalin years and continuing beyond the Brezhnev era. (Listed both as Modern Languages 233-93 and Russian 337-01; under the Russian and Eurasian concentration of the International Studies Program; and Theater and Dance.)

[Political Science 319. The Politics of Post-Communist Societies]—With the collapse of communism in Eastern Europe and the subsequent break-up of the Soviet Union, the problems of the entire region have taken on new dimensions. In this course we will examine these issues in a comparative framework, including the creation of a multi-party system, the conversion to a market-driven economy, the resurgence of nationalism as well as ethnic conflicts within and between states. Prerequisite: C- or better in Political Science 103 or 104.

Jewish Studies Program

PROFESSOR KIENER••, *DIRECTOR*

Jewish Studies is a multi-disciplinary, college-wide investigation of Jewish civilization in its many historical and geographical manifestations. The scope of the Jewish Studies curriculum covers Jewish civilization from its ancient Near Eastern origins through the contemporary history and culture in Israel and the diaspora communities around the world. It is a secular, academic program with diverse, cross-cultural emphases.

For more details on the Program's faculty, requirements and sources, visit our Website at www.trincoll.edu/Academic/Study/JewishStudies/.

Participating Faculty and Staff

JONATHAN ELUKIN•, ASSOCIATE PROFESSOR OF HISTORY

CHERYL GREENBERG, PROFESSOR OF HISTORY

SAMUEL KASSOW, PROFESSOR OF HISTORY

LARRY LYKE, ASSISTANT PROFESSOR OF RELIGION

LEVANA POLATE, LECTURER IN MODERN LANGUAGES AND LITERATURE

GARY REGER, PROFESSOR OF HISTORY

MARTHA RISSER ASSOCIATE PROFESSOR OF CLASSICS

MARK SILK, DIRECTOR, LEONARD E. GREENBERG, CENTER FOR THE STUDY OF

RELIGION IN PUBLIC LIFE AND ASSOCIATE PROFESSOR OF RELIGION AND PUBLIC LIFE

Majors are required to complete, with grades of C- or better, 12 course credits in the Jewish Studies Program. Majors are strongly encouraged to pursue foreign study, normally through either the Hebrew University in Jerusalem or Tel Aviv University.

The award of honors in Jewish studies will be based on excellence in the senior independent project or thesis and a grade point average of A- or better in the courses for the major.

Requirements for the major:

Core Courses: 4 courses

- Religion 109. The Jewish Tradition

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- Spring Term Leave

- Religion 211. Introduction to the Hebrew Bible
- History 336. Modern Jewish History
- History 384. Christian and Jews in Medieval Europe or History 119. Diaspora: Jewish History Before Modernity

Language: 4 courses

All participants in Jewish Studies must satisfactorily arrive at the intermediate level of Hebrew language acquisition (Biblical or Modern), or pass an examination demonstrating that level of competence. Language study beyond the intermediate level can be counted as elective work.

Electives: 3 courses

Participants in the major may choose from any of the elective courses listed below. Students may petition the director to have elective study outside of this approved list counted. A one-credit internship may be counted as an elective.

Senior Thesis

In their senior year, majors will complete Jewish Studies 497, a one-semester, one-credit senior thesis research tutorial under the primary supervision of a participating faculty member of the Jewish Studies Program. This thesis should be initially planned in consultation with the director. In exceptional circumstances, the director can be petitioned to allow a year-long, two-credit thesis.

FALL TERM

[399. Independent Study]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

Hebrew 101. Elementary Modern Hebrew I—A comprehensive introduction to the basic vocabulary and grammatical rules of modern Hebrew will be systematically presented and reviewed. Designed to develop a basic ability to read, write, understand, and speak modern Hebrew, this course will also include exposure to appropriate cultural materials. (Also offered under the Middle Eastern Studies and Jewish Studies programs.)—Polate

Hebrew 201. Intermediate Modern Hebrew I—This course continues the development of skills in conversation, composition, and reading. Advanced grammar and syntax are introduced, as well as expanded readings from Israeli newspapers and literature. (Also offered under the Middle Eastern Studies and Jewish Studies programs.) Prerequisite: Hebrew 102 or equivalent.—Polate

Hebrew 301. Advanced Modern Hebrew I—Emphasis on written essays as well as on comprehension through readings and class discussion of short stories, articles and poetry. (Also offered under the Middle Eastern Studies and Jewish Studies programs.) Prerequisite: Hebrew 202 or equivalent.—TBA

History 336. Modern Jewish History—This course will examine major trends in Jewish history since 1789. There will be particular emphasis on Jewish society in Eastern Europe and the breakdown of orthodox hegemony. Topics will include the Haskala, the Bund, the development of Zionism, the interwar period in Eastern Europe, the Holocaust, and the State of Israel. The approach will be primarily that of intellectual history with emphasis on the secular aspects of Jewish history.—Kassow

Religion 109. Jewish Tradition—A thematic introduction to the major concepts, ritual cycles, holidays, and beliefs of Judaism. Readings and course material will be taken from classic Jewish texts as well as modern secondary sources. (May be counted toward International Studies and Middle Eastern Studies.)—Kiener

Religion 211. Introduction to the Hebrew Bible—A literary and historical examination of the Old Testament (Hebrew Bible) to demonstrate its evolution and complexity as religious scripture. Emphasis will be given to developing skills in textual analysis and to discerning possibilities for interpretation. Attention will be given to those personalities such as Abraham, Moses, David, and the prophets and to major events such as the Exodus and the Exile, which shaped a tradition. (May be counted toward Jewish Studies and International Studies/Middle Eastern Studies.)—Sanders

[Religion 214. Jews in America]—A social and religious history of American Judaism from pre-revolutionary to contemporary times. After examining the era of immigration and "Americanization," the course will focus on the ethic, religious, and social structures of American Judaism: the community center, the Synagogue, and the Federation. (May be counted toward American Studies and Jewish Studies.)

[Religion 307. Jewish Philosophy]—This course provides an introduction to the major themes and thinkers of medieval and modern Jewish philosophy. We will study how Plato, Aristotle, and other non-Jewish philosophers found their Jewish voice in the likes of Philo, Saadia Gaon, Judah Halevi, Maimonides, and Mendelssohn. Issues to be considered are the relationship between reason and revelation, the concept of monotheism, the nature of prophecy and the Jewish tradition, and the problem of evil. Extensive use of original sources in translation will be complemented by interpretive studies. (May be counted toward Philosophy.) Prerequisite: C- or better in Religion 109.

SPRING TERM

[220. Modern Israeli Literature and Jewish Heritage]—Artists, and especially writers and poets, are the seismographs and mirrors of society, anticipating and reflecting its many forces and movements. During the past two hundred years Jewish life has been profoundly affected by such forces and movements as emancipation, the Enlightenment, assimilation, Zionism, and the Holocaust. A primary focus of modern Israeli writers is the birth of the State of Israel and its ongoing struggles, internally as well as with its Arab neighbors. One of the main ways Hebrew literature captures these significant changes is through the use of biblical themes, images and archetypes which resonate through the generations. This course will examine the ways in which modern Hebrew literature enriches and brings deeper understanding of collective Jewish experiences and detects and shapes the reality of modern Israel. This course has a community learning component.

[225. Modern Israeli Culture]—As a dynamic young society with a multifaceted culture, modern Israel is distinguished by complex social relationships, evolving challenges and constant restlessness. With immigrants from all over the world, Israel is celebrating its extraordinary achievements while struggling with its history of constant external conflicts and intensifying divisions within its ethnic, religious and political groups. These cross currents will be examined using prose and poetry, films, plays, and currents from the internet. Additional topics will include physical features of the land, historical background, and the impact of the legal and political system on the daily lives of people.

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Hebrew 102. Elementary Modern Hebrew II]—A continuation of Hebrew 101 with emphasis on increasing vocabulary, understanding, writing and speaking skills with widening exposure to appropriate cultural materials. (Also offered under the Middle Eastern Studies and Jewish Studies programs.) Prerequisite: Hebrew 101 or equivalent.

[Hebrew 202. Intermediate Modern Hebrew III]—A continuation of Hebrew 201 with more advanced grammar and increased emphasis on composition and speaking as well as exposure to appropriate cultural materials. (Also offered under the Middle Eastern Studies and Jewish Studies programs.) Prerequisite: Hebrew 201 or equivalent.

Hebrew 302. Advanced Modern Hebrew II—A continuation of Hebrew 301 with emphasis on reading short novels and Israeli newspapers as well as viewing and discussing selected videos and movies. (Also offered under the Middle Eastern Studies and Jewish Studies programs.) Prerequisite: Hebrew 301 or equivalent. —TBA

[History 119. Diaspora: Jewish History Before Modernity]—An introductory survey of Jewish history from the Biblical period to the beginnings of the Enlightenment. The course will study the evolution of Israelite identity, Jewish life in the classical world, creation of rabbinic Judaism, the Jewish experience in medieval Europe and the Islamic world, and the effect on Jews and Jewish culture of the expulsions and resettlements in early modern Europe.

[History 355. The Bible in History]—*The Bible* is arguably the most important book ever assembled. This course will explore the changing role of the Bible from Late Antiquity to the Enlightenment and its impact on society. Themes addressed in this course include: the holiness of the text, the role of the Bible in medieval culture, comparisons with the Hebrew Bible and the Koran, the impact of printing, and the critical re-conception of the Bible as a created rather than divine text.

[Philosophy 231. The Holocaust]—Beginning with the historical causes and development of the “Final Solution,” the systematic destruction of European Jewry between 1933 and 1945, this course considers such issues as the nature of genocide, the concept (and history) of evil, corporate and individual moral responsibility, and the implementation of justice in the aftermath of radical evil. These issues are examined both in the context of the Holocaust and as general moral and religious problems. They are also viewed through “imaginative” literary representations, which introduces the question of what difference a subject makes to the form of its representation, and thus, more specifically, what can or cannot (and should or should not) be said about the Holocaust. (Same as College Course 231.)

Latin American and Caribbean Studies:

see International Studies Program, p. 244

Lesbian and Gay Studies

The following courses can be taken as part of the queer studies concentration in the Women, Gender, and Sexuality major, as a complement to the student's major, or as the core of a self-designed major in lesbian and gay studies.

The following courses in lesbian and gay studies bear on the formation of gender and sexual identities; lesbian, gay, and transgender subcultures and their histories and politics; non-normative masculinities and femininities; the relationship between sex, gender, and sexuality; the institutional regulation of gender and sexuality; and mass-cultural representations of non-normative genders and sexualities.

[Sociology 260. Sexuality and Society]

Women, Gender, and Sexuality 101. Women, Gender, and Sexuality—Corber and Hedrick

Women, Gender, and Sexuality 207. Homosexuality and Hollywood Film—Corber

Women, Gender, and Sexuality 212. The History of Sexuality—Corber

Women, Gender, and Sexuality 323. The Trouble With Normal—Corber

Women, Gender, and Sexuality 369. Queer Theory: Issues and Controversies—Corber and Valocchi

Mathematics

ASSOCIATE PROFESSOR STEIN, *Chair*;

PROFESSORS BROWN, CRUZ-URIBE, GEORGES, MAURO*, AND ROBBINS;

ASSOCIATE PROFESSORS RUSSO, SANDOVAL† AND WYSHINSKI;

HAROLD L. DORWART VISITING ASSISTANT PROFESSORS BOOS AND WANG ;

VISITING ASSISTANT PROFESSOR SCHWELL

VISITING LECTURER PALUMBO

MATHEMATICS CENTER

ASSOCIATE PROFESSOR OF QUANTITATIVE STUDIES MORAN*, *Director*;

SENIOR LECTURER GREGORY, *Assistant Director*;

VISITING LECTURERS SARMIK AND STOTZ

THE DEPARTMENT OF MATHEMATICS offers two concentrations within the major. The *classical mathematics concentration* focuses on an in-depth study of several key areas of mathematics. It is strongly recommended for anyone considering graduate study in mathematics, statistics, or computer science, or anyone interested in a career, such as actuarial science, which requires a strong mathematical background. Students interested in graduate school should discuss this with their advisers or with the department chairman at the earliest possible date.

The *applied mathematics concentration* provides a broader mathematical curriculum with an emphasis on interdisciplinary applications. Flexible requirements allow students to tailor their studies around a particular interest such as finance, the physical or social sciences, or mathematics education. This degree is recommended for anyone who wants to double major in physics, computer science, engineering, or economics. Students are urged to discuss their interests with their advisers when selecting courses.

Concentration in classical mathematics: Thirteen courses, including Mathematics 126 or 131, 132 or 142, 228, 231, 307, 331, and 400. At least 6 of the 13 courses must be at the 300+ level. No course with a grade of less than C- may be counted toward the major. Additionally, the student must exhibit a depth of knowledge in a chosen area by successfully completing a two-semester sequence of courses. Existing sequences, to be counted toward the thirteen-course requirement, include 305-306, 307-308, 331-332, 314-326, and 305-311. With the permission of the Department, other pairs of courses may also count toward this requirement.

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- † Academic Year Leave
 - Fall Term Leave
 - Spring Term Leave

Concentration in applied mathematics: Thirteen courses, including Mathematics 126 or 131, 132 or 142, 228, 231, 303 or 307, 304 or 331, and 400. No course with a grade of less than C- may be counted towards the major. At least five courses must be at the 300+ level. Six different electives may be chosen from among the following groupings of mathematics courses, with at least three groupings represented. Math 253 may only be counted under one grouping.

Groupings:

CLASSICAL	PROBABILITY/ STATISTICS	DISCRETE MATHEMATICS	MODELING
Math 253	Math 257	Math 253	Math 234
Math 307	Math 305	Math/Comp Sci 320	Math 241
Math 309	Math 306	Math/Comp Sci 219	Math 252
Math 318	Math 311	Math 314	Math 254
Math 331		Math 326	
Math 341			

Students pursuing the applied mathematics concentration may choose up to two of their six electives from the courses listed below which are offered by departments other than mathematics. If two such electives are chosen, they must represent different departments.

- Philosophy 205. Symbolic Logic**
- Philosophy 390. Advanced Logic**
- Philosophy 391. Philosophy of Mathematics**
- Physics 231L. Electricity and Magnetism and Waves**
- Physics 232L. Optics and Modern Physics**
- Physics 300. Mathematical Physics**
- Physics 301. Classical Dynamics**
- Physics 302. Electrodynamics**
- Physics 304. Statistical Physics**
- Chemistry 309L. Physical Chemistry**
- Engineering 212L. Linear Circuit Theory**
- Engineering 221L. Digital Circuits and Systems**
- Engineering 225. Mechanics I**
- Engineering 226. Mechanics II**
- Engineering 301. Digital signal and Image Processing**
- Computer Science 203. Mathematical Foundations of Computing**
- Computer Science 215. Data Structures and Algorithms**
- Economics 318. Basic Econometrics**

The level at which each course is credited shall be the same as its level in its home department.

Although a student may begin the mathematics major as late as the fall semester of the sophomore year, the department recommends that prospective majors adopt the following typical schedule:

Classical concentration:

YEAR	FALL	SPRING
freshman	131	132
sophomore	231, 205	228, elective
junior	307 or 331, elective	2 electives
senior	307 or 331, elective	400, elective

Applied concentration:

YEAR	FALL	SPRING
freshman	131	132
sophomore	231, 205	228, elective
junior	303 or 304, elective	2 electives
senior	303 or 304, elective	400, elective

HONORS IN MATHEMATICS, granted by departmental vote in the spring of the honor candidate's senior year, is earned by

- receiving no less than B- in any mathematics course taken at the 200+ level, and
- receiving A- or better in at least five 300+ level courses, and
- writing and presenting a suitable thesis on some area of mathematics that the student finds particularly interesting.

The student must apply to the department chairman for honors candidacy in the second semester of the junior year. Upon acceptance, the candidate and the department chairman will together select an honors adviser (usually the candidate's academic adviser) who will supervise the honors process.

The honors thesis need not be one of newfound mathematical results, but is expected to be a balance of the historical, biographical, and mathematical aspects of the topic. The project will culminate with the submission of the final draft to the Honors Committee no later than two weeks before the last day of classes of the spring semester. An informal talk will be given by the candidate prior to the day on which senior grades are due.

STUDY ABROAD

Students of mathematics have many opportunities to study abroad, but all of them require a certain amount of early planning. Students are encouraged to discuss their plans with their advisers or the study-abroad adviser as soon as possible. The Trinity Global Site in Moscow has a working relationship with the Math in Moscow program, allowing students to study mathematics with top-ranked Russian professors (in English). Students interested in this program should be aware that either Math 307 or Math 331 is necessary background for this program. Well-prepared students should also consider the Budapest Semester in mathematics; more information on this program can be found on the department Web site.

Many study-abroad programs in English-speaking countries offer a wide range of mathematics courses that will count towards the major. For specific advice, please consult the study-abroad adviser. Students who feel they are sufficiently proficient in a language to take mathematics courses in a foreign language should discuss this with their advisers. Students who take mathematics courses while abroad should be aware that universities that follow the European model cover the material in a somewhat different order than is done in the United States, and that classes are primarily lectures with far less feedback from the instructor than is typical at Trinity.

FALL TERM

COURSES OFFERED THROUGH THE MATHEMATICS CENTER

QUANTITATIVE LITERACY COURSES

101L. Contemporary Applications: Mathematics for the 21st Century—This course offers students new insights into fundamental mathematical concepts as they apply to a variety of current local and national issues. Areas of concentration are numerical, statistical, algebraic, and logical relationships. Three hours of lecture and one hour of laboratory per week. (Enrollment limited)—Sarmuk, Stotz

[104. Hartford Current Issues: Logic in the Media]—This course offers students an opportunity to strengthen their numerical and logical reasoning abilities. The concepts and techniques of logic will be applied to quantitative and verbal arguments from current local and national news sources and advertisements. Three hours of lecture per week for one-half of the semester. (0.5 course credit) (Enrollment limited)

[105. Visual Geometry: Math in Art and Architecture]—This course will examine mathematics as it appears in art and architecture. Topics will include geometric compass and straight-edge constructions, the use of special proportions in Renaissance buildings, the symmetries of architectural ornament, the Platonic solids, and the projective geometry behind perspective and its later conscious distortion in painting. (Enrollment limited)

116. Mathematics of Equity—Mathematics of Equity involves the allocation of people, goods, or power among the members of a group. This course examines algorithms for allocating both divisible and indivisible assets and, especially, the notion of fairness as a quantifiable property and as the subject of several important theorems. Topics include: The Mathematics of Voting, Fair Division – The Mathematics of Sharing, Linear Programming and Taxation. This course does satisfy the Numerical and Symbolic Reasoning Requirement. (Enrollment limited)—Gregory

COURSES OFFERED THROUGH THE MATHEMATICS DEPARTMENT

107. Elements of Statistics—A course designed primarily for students in the social and natural sciences. Topics include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence intervals, and hypothesis testing. Students having a mathematical background which includes Mathematics 231 should consider the Mathematics 305, 306 sequence for work in probability and statistics. (Enrollment limited)—Mauro, Palumbo, Schwell

114. Judgment and Decision Making—Most of the decisions that you make in your lifetime require very little thought. Occasionally, however, you will encounter a situation that requires careful and systematic analysis. This course examines the basic

issues in formal decision-making. The notions of utility and risk will be introduced, and quantitative techniques used in the decision-making process will be developed. Examples will be drawn from medicine, law, foreign policy, economics, psychology, sports, and gambling. (Enrollment limited)—Georges

125. Functions and Limits—The sequence Mathematics 125-126 provides an opportunity to study differential calculus while simultaneously covering the needed skills from precalculus. Students who finish both Mathematics 125 and 126 will be prepared to take Mathematics 132, Calculus II. Topics in Mathematics 125 will include: the real number system; linear, quadratic, polynomial, rational, exponential, and trigonometric functions; equations and inequalities; limits and continuity; applications. Not open to students who have received credit for Mathematics 131. Ordinarily, this course, to be followed by Mathematics 126, is elected by students who need to take a course in calculus, but whose backgrounds in algebra and trigonometry need strengthening. (Enrollment limited)—Stein

131. Calculus I—The real number system, functions and graphs, continuity, and derivatives and their applications. Mathematics, natural science, and computer science majors should begin the Mathematics 131, 132 sequence as soon as possible. Not open to students who have received credit for Mathematics 126 or who have received credit by successful performance on the Advanced Placement Examination of the CEEB (see Catalogue section “Advanced Placement for First-Year Students”). (1.5 course credits) (Enrollment limited)—Brown Jr., Cruz-Uribe, Wang, Wyshinski

142. Accelerated Calculus II—This course is an accelerated version of Mathematics 132, which will cover in greater depth topics from that course, along with selected other topics from single-variable calculus. It is intended for those with strong Calculus I backgrounds; in particular, first-year students who have received credit via the Calculus – AB Advanced Placement Examination should register for this course. Open to other students with permission of the instructor. See the description of Mathematics 132. Prerequisite: C- or better in Mathematics 126 or Mathematics 131, or an appropriate score on the AP Examination or Trinity’s Mathematics Qualifying Examination. (1.5 course credits) (Enrollment limited)—Wyshinski

205. Abstraction and Argument—This course deals with methods of proof and the nature of mathematical argument and abstraction. With a variety of results from modern and classical mathematics as a backdrop, we will study the roles of definition, example, and counterexample, as well as mathematical argument by induction, deduction, construction, and contradiction. We will also consider abstraction in several contexts, including that of mathematical cross-fertilization, i.e., surprising applications of one mathematical field to another. (Enrollment limited)—Mauro

231. Calculus III -- Multivariable Calculus—Vector-valued functions, partial derivatives, multiple integrals. Additional topics, time permitting, may include conic sections, polar coordinates, curvature, and Kepler’s laws of motion. Prerequisite: C- or better in Mathematics 132 or 142. (1.5 course credits) (Enrollment limited)—Schwell

[241. Mathematics of Finance]—An introduction to the basic mathematical tools used in the financial world. Topics may include simple and compound interest, periodic loans, present and future value, amortization, sinking funds, bonds and money market funds, tax-exempt, and tax-deferred investments. Life annuities, perpetual annuities, and the mechanics of life insurance. Students may also do calculations and modeling using spreadsheets; instructions on their use will be given as needed. Basic ideas from probability theory will also be introduced as needed. Additional topics may include linear programming, finite differences, and some actuarial mathematics. However, this course does not prepare students for the examinations of the Society of Actuaries. Prerequisite: C- or better in Mathematics 132 or 142 and Mathematics 107 or permission of the instructor. (Enrollment limited)

[303. The Mathematics of Discrete Structures]—A broad introduction to, and exploration of, modern algebra. Examples of algebraic structures may be drawn from among the following areas: symmetry, number theory, solutions to equations, modular arithmetic, permutations, matrices, and wallpaper patterns. This course may not be repeated for credit. Students with credit for Mathematics 307 are not normally eligible to receive credit for this course. Prerequisite: C- or better in Mathematics 228, or permission of the instructor.

304. The Mathematics of Continuous Structures—We will develop tools from calculus and analysis in order to study a variety of continuous structures: mathematical objects which embody in different ways the notions of limit and continuity. Equal emphasis will be placed on proving and applying analytical tools. This is not a survey course. Rather, one or two topics will be explored in detail. Such topics may include sequences and series, Fourier series and differential equations, dynamical systems, special functions, approximation theory, analytic theory of continued fractions, integration theory, and complex analysis. Students with credit for Mathematics 331 are not normally eligible to receive credit for this course. Prerequisite: C- or better in Mathematics 231. (Enrollment limited)—Boos

305. Probability—Discrete and continuous probability, combinatorial analysis, random variables, random vectors, density and distribution functions, moment generating functions, and particular probability distributions including the binomial, Poisson, and normal. Prerequisite: C- or better in Mathematics 231. (Enrollment limited)—Mauro

307. Abstract Algebra I—A study of the structure of algebraic systems: groups, rings, integral domains, fields, with careful attention given to the concepts of homomorphism and isomorphism; normal subgroups and quotient groups: ideals and quotient rings; Euclidean rings. Prerequisite: C- or better in Mathematics 228. (Enrollment limited)—Georges

325. Special Topics in Analysis—A course which will be offered from time to time to meet the special needs and interests of mathematics students. (Enrollment limited)—Boos

326. Graph Theory with Applications—Introduction to the theory of graphs, with applications to real world problems. Topics will include, but are not necessarily restricted to: connectivity, paths and cycles, trees as information structures, digraphs and depth-first search, stability and packing problems, matching theory and schedules, transportation networks, Max-Flow-Min-Cut Theorem, planar graphs, color ability, and the four color problem. Admission to this course is usually contingent upon a student's having credit for Mathematics 228. Offered in alternate years. Prerequisite: C- or better in Mathematics 228. (Enrollment limited)—Wang

[331. Analysis I]—Properties of the real number system, elementary topology, limits, continuity, uniform convergence, differentiation and integration of real-valued functions, sequences and series of functions. Prerequisite: C- or better in a 200-level mathematics course.

[466. Teaching Assistant]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 course credit) —Staff

[497. Senior Thesis]—Required of, but not limited to, honors candidates. —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Computer Science 219. Theory of Computation]—A selection of topics intended to serve as an introduction to formal languages and automata theory. The topics will be chosen from among finite state machines, pushdown automata, Turing machines, the Chomsky language hierarchy and related questions of computability. Prerequisite: C- or better in Computer Science 115L and either Computer Science 203 or Mathematics 205.

SPRING TERM

COURSES OFFERED THROUGH THE MATHEMATICS CENTER

QUANTITATIVE LITERACY COURSES

101L. Contemporary Applications: Mathematics for the 21st Century—This course offers students new insights into fundamental mathematical concepts as they apply to a variety of current local and national issues. Areas of concentration are numerical, statistical, algebraic, and logical relationships. Three hours of lecture and one hour of laboratory per week. (Enrollment limited)—Gregory, Sarmuk, Stotz

[102. Cityscape: Analyzing Urban Data]—This course offers students an opportunity to strengthen their numerical and statistical reasoning abilities. The process of collecting, measuring, displaying, and interpreting data will be studied using data from current local and national sources. Three hours of lecture per week for one-half of the semester. (0.5 course credit) (Enrollment limited)

[103. Earth Algebra: Modeling Our Environment]—This course offers students an opportunity to strengthen their numerical and algebraic reasoning abilities. Linear, quadratic, exponential, and rational models will be studied as they apply to current environmental issues, such as global warming and epidemiology. Three hours of lecture per week for one-half of the semester. (0.5 course credit) (Enrollment limited)

104. Hartford Current Issues: Logic in the Media—This course offers students an opportunity to strengthen their numerical and logical reasoning abilities. The concepts and techniques of logic will be applied to quantitative and verbal arguments from current local and national news sources and advertisements. Three hours of lecture per week for one-half of the semester. (0.5 course credit) (Enrollment limited)—Moran

105. Visual Geometry: Math in Art and Architecture—This course will examine mathematics as it appears in art and architecture. Topics will include geometric compass and straight-edge constructions, the use of special proportions in Renaissance buildings, the symmetries of architectural ornament, the Platonic solids, and the projective geometry behind perspective and its later conscious distortion in painting. (Enrollment limited)—Moran

[117. Visually Displaying Data: Graphical Literacy]—This course will examine the efficient communication of complex quantitative ideas in many formats: data maps, time-series, space-time narrative designs, charts, and graphs. Students will learn what properties make a graphic display coherent and compelling and what practices introduce distortions and confusion and should be avoided. Theories will be illustrated by historical examples such as Florence Nightingale's statistical diagrams, Snow's data maps of the cholera epidemics in 19th century London, and the charts used by engineers and project managers in their decision to launch the Challenger spacecraft. As part of this course each student will complete a project involving the analysis and effective display of information from Trinity's City Data Center. Readings will include Tufte's *Visual Display of Quantitative Information*, and selections from the *Visual Revelations* column of the *Chance* journal. Computer software used: EXCEL, PowerPoint and GIS. (Enrollment limited)

COURSES OFFERED THROUGH THE MATHEMATICS DEPARTMENT

107. Elements of Statistics—A course designed primarily for students in the social and natural sciences. Topics include graphical methods, measures of central tendency and dispersion, basic probability, random variables, sampling, confidence

intervals, and hypothesis testing. Students having a mathematical background which includes Mathematics 231 should consider the Mathematics 305, 306 sequence for work in probability and statistics. (Enrollment limited)—Boos, Stein

[118. Mathematics of Games and Gambling]—We introduce at an elementary level the mathematics necessary to analyze and understand games of strategy and chance, including: lotteries, poker, craps, tournaments, the prisoner's dilemma, and the Monte Hall problem. (Enrollment limited)

126. Calculus with Algebra and Trigonometry—A continuation of Mathematics 125. Topics will include: the analytic geometry of lines, circles, and parabolas; functions and graphs; continuity; derivatives; and applications. Not open to students who have received credit for Mathematics 131. This course completes the sequence started in Mathematics 125. Together, Mathematics 125 and 126 combine a study of the differential calculus of functions of one variable with the necessary algebraic and trigonometric background. Prerequisite: Mathematics 125 with a grade of C- or better. (Enrollment limited)—Boos

132. Calculus II—Topics concerning the Riemann integral and its applications, techniques of integration, and first-order ordinary differential equations. Prerequisite: C- or better in Mathematics 126 or Mathematics 131, or an appropriate score on the AP Examination or Trinity's Mathematics Qualifying Examination. (1.5 course credits) (Enrollment limited)—Brown Jr., Cruz-Uribe, Wang

205. Abstraction and Argument—This course deals with methods of proof and the nature of mathematical argument and abstraction. With a variety of results from modern and classical mathematics as a backdrop, we will study the roles of definition, example, and counterexample, as well as mathematical argument by induction, deduction, construction, and contradiction. We will also consider abstraction in several contexts, including that of mathematical cross-fertilization, i.e., surprising applications of one mathematical field to another. (Enrollment limited)—Georges

228. Linear Algebra—Systems of linear equations, matrices, determinants, finite dimensional vector spaces, linear transformations, eigenvalues and eigenvectors, Jordan canonical forms of linear transformations, bilinear forms, unitary and Euclidean vector spaces. Prerequisite: C- or better in Mathematics 142 or a 200-level Mathematics course, or permission of the instructor. (Enrollment limited)—Stein

231. Calculus III -- Multivariable Calculus—Vector-valued functions, partial derivatives, multiple integrals. Additional topics, time permitting, may include conic sections, polar coordinates, curvature, and Kepler's laws of motion. Prerequisite: C- or better in Mathematics 132 or 142. (1.5 course credits) (Enrollment limited)—Boos

234. Differential Equations—An introduction to techniques for solving differential equations. Series solutions, initial value problems, Fourier series and Laplace transforms. Prerequisite: C- or better in Mathematics 132 or 142. —Cruz-Uribe

252. Introduction to Mathematical Modeling, I—Application of elementary mathematics through first-year calculus to the construction and analysis of mathematical models. Applications will be selected from the natural sciences and social sciences, with an emphasis on the natural sciences. Several models will be analyzed in detail, and the computer will be used as necessary. The analysis will consider the basic steps in mathematical modeling: recognition of the non-mathematical problem, construction of the mathematical model, solution of the resulting mathematical problems, and analysis and application of the results. Both Mathematics 252 and 254 may be taken for credit. Prerequisite: Computer Science 115L and a C- or better in either Mathematics 132 or 142. (Enrollment limited)—Brown Jr.

[253. Number Theory and Its Application]—An introduction to the standard topics in number theory. Topics will include congruences, representation of integers, number theoretic functions, primitive roots, continued fractions and Pythagorean triples. Applications may include cryptology, primality testing, and pseudorandom numbers. Prerequisite: C- or better in Mathematics 132 or 142.

[254. Introduction to Mathematical Modeling, II]—A companion to Mathematics 252, with an alternate set of topics and an emphasis on applications selected from the social sciences, especially economics. See description of Mathematics 252. Both Mathematics 252 and 254 may be taken for credit. Prerequisite: C- or better in Computer Science 115 and one year of calculus.

303. The Mathematics of Discrete Structures—A broad introduction to, and exploration of, modern algebra. Examples of algebraic structures may be drawn from among the following areas: symmetry, number theory, solutions to equations, modular arithmetic, permutations, matrices, and wallpaper patterns. This course may not be repeated for credit. Students with credit for Mathematics 307 are not normally eligible to receive credit for this course. Prerequisite: C- or better in Mathematics 228, or permission of the instructor. (Enrollment limited)—Schwell

306. Mathematical Statistics—We consider confidence intervals and hypothesis testing from a theoretical viewpoint, with emphasis on sufficiency, completeness, minimum variance, the Cramer-Rao lower bound, the Rao-Blackwell theorem, and the Neyman-Pearson theorem. Other topics as time permits. Prerequisite: Mathematics 305 with a grade of C- or better. (Enrollment limited)—Wyshinski

[307. Abstract Algebra I]—A study of the structure of algebraic systems: groups, rings, integral domains, fields, with careful attention given to the concepts of homomorphism and isomorphism; normal subgroups and quotient groups: ideals and quotient rings; Euclidean rings. Prerequisite: C- or better in Mathematics 228.

308. Abstract Algebra II—A continuation of Mathematics 307. Further topics from group, ring, and field theory. Prerequisite: Mathematics 307 with a grade of C- or better. (Enrollment limited)—Georges

[309. Numerical Analysis]—Theory, development, and evaluation of algorithms for mathematical problem solving by computation. Topics will be chosen from the following: interpolation, function approximation, numerical integration and differentiation, numerical solution of nonlinear equations, systems of linear equations, and differential equations. Treatment of each topic will involve error analysis. Prerequisite: Computer Science 115, either MATH 132 or MATH 142, and any mathematics course numbered 200 or higher.

[314. Combinatorics and Computing]—Introduction to combinatorics and use of the computer to carry out computations involving discrete mathematical structures. Topics may include, but will not necessarily be limited to: computer representation of mathematical objects, enumeration techniques, sorting and searching methods, generation of elementary configurations such as sets, permutations and graphs, and matrix methods. Prerequisite: C- or better in Mathematics 228.

[318. Topics in Geometry]—Differential geometry, projective geometry, non-Euclidean geometry, combinatorial topology, or such topics as the department may specify. May be repeated for credit with different topics. Prerequisite: C- or better in Mathematics 228 and Mathematics 231. (Enrollment limited)

325. Special Topics in Graph Theory—(Enrollment limited)—Wang

331. Analysis I—Properties of the real number system, elementary topology, limits, continuity, uniform convergence, differentiation and integration of real-valued functions, sequences and series of functions. Prerequisite: C- or better in a 200-level mathematics course. (Enrollment limited)—Wyshinski

[332. Analysis II]—Further topics which may include differentiation and integration on manifolds, Fourier analysis, and general integration theory. Prerequisite: C- or better in Mathematics 231. (Enrollment limited)

400. Senior Exercise—Topics will include complex numbers, functions of a complex variable, limits, continuity, the Cauchy-Riemann equations, elementary functions and integration. Prerequisite: Permission of the instructor. (Enrollment limited)—Georges

[466. Teaching Assistant]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5 course credit) —Staff

Medieval and Renaissance Studies

The courses listed below are an indication of the resources in the Medieval and Renaissance areas of study available in the curriculum of Trinity College. They are collected as a convenience to students who wish to concentrate a portion of their study in the Medieval and Renaissance periods. Many of the courses are offered annually. Consult departmental listings for details.

Those students who wish to major in Medieval and Renaissance Studies may do so by developing an individual interdepartmental major using the procedure described in the Special Curricular Opportunities section of the Catalogue.

In addition to the courses below there are occasional lectures, movies, and other special events.

Students who wish more information on Medieval and Renaissance Studies should speak to one of the faculty listed below:

Professor Jonathan Elukin, History Department, Coordinator
Professor Jean Cadogan, Fine Arts Department
Professor Chloe Wheatley, English Department
Professor Ronald Kiener, Religion Department
Professor Milla Riggio, English Department
Professor Sean Cocco, History Department
Professor Dario Del Puppo, Modern Languages Department

Art History 101. Introduction to the History of Art in the West I

Art History 102. Introduction to the History of Art in the West II

Art History 223. Medieval Art and Architecture

Art History 232. Gothic and Renaissance Art in Northern Europe

Art History 234. Early Renaissance Art in Italy

Art History 236. High Renaissance Art in Italy
English 210. Survey of English Literature I
English 345. Chaucer
English 346. Dream Vision and Romance
English 348. Women Writers of the Middle Ages
English 349. Studies in Drama: Early English Drama
English 351. Shakespeare
English 352. Shakespeare
English 354. 17th-Century Poetry
English 355. Shakespeare and His Contemporaries
French 251. French Literature: Middle Ages to Romanticism
Hispanic Studies 301. An Introduction to Cervantes' Literary Industry
Hispanic Studies 311. The Spanish Golden Age: An Overview
Hispanic Studies 313. The Vision of America and its Inhabitants through the Renaissance and the Golden Age
History 112. Foundations of Medieval History, 300-1000: Conversion to Christianity
History 113. Foundations of Early Modern History, 1300-1750
History 304. Culture, Society, and Identity in Renaissance Italy
History 319. Gender, Heresy, and Resistance in Medieval Europe
History 384. Jews and Christians in the Middle Ages
Italian 311. Literature of the Middle Ages
Italian 312. Literature of the Renaissance
Modern Languages 233-41. Food in Italian History, Society, and Art
Modern Languages 333. Dante: The Divine Comedy
Music 311. The History of Western Music I
Religion 109. Jewish Tradition
Religion 181. Islam
Religion 208. Jewish Mysticism
Religion 223. Major Religious Thinkers of the West I
Religion 225. Women in Christian Tradition
Religion 226. Christian Mysticism

Trinity College/Rome Campus

Each semester the Trinity College/Rome Campus offers several courses in art history and literature that deal wholly or in part with the Medieval and Renaissance periods.

Middle Eastern Studies:

see International Studies Program, p. 244

Modern Languages and Literature

PROFESSOR S. LEE;
ASSOCIATE PROFESSORS ANY*, DEL PUCCO, EVELEIN**, CHAIR,
HARRINGTON*, LAHTI, LAMBRIGHT, REMEDI**, AND TAM;
ASSISTANT PROFESSOR KEHRÉS*;
PRINCIPAL LECTURERS ALCORN*, N. MA, PALMA, POLATE**, AND WAGONER;
SENIOR LECTURERS CASTILLO, HUMPHREYS*, PERSINO, AND SCHUB;
VISITING LECTURERS DOUDA, I. EVELEIN, FLORES, GEBELEIN, HENRY, S. MA, A. MIYASAKI,
RONCALLI DE MONTARIO, AND ROSENBAUM;
GRADUATE FELLOWS DESHAIES, GOESSER, PALACIOS, RANGELOVA, AND SAMÓKHINA.

Students choosing to major in a foreign language may do so with a Plan A or Plan B major. Students who major in other areas of the curriculum, but wish to develop their linguistic skills and knowledge of foreign cultures, may choose to “minor” in a foreign language, via a Language Concentration.

Plan A Major. Under this plan, students major in a single foreign language (French, German Studies, Italian, Russian, or Spanish). Please see listings and descriptions of respective majors. Credit acquired through the “Language Across the Curriculum” program may be applied to the cognate requirements. Students are also required to complete a project synthesizing aspects of courses taken for the major and its cognates: except under exceptional circumstances this project will be undertaken in the language section’s 401: Senior Seminar: it must be done at Trinity College. See full descriptions under individual language headings.

Plan B Major. Under this plan, students may combine any two of the languages taught in the department (except Arabic and Hebrew). A minimum of seven courses in a primary language and five in a secondary language is required, as well as two courses in a cognate field or fields. A paper integrating the three fields of study - primary language field, secondary language field and some aspect of the cognate field(s) - must be completed in one of the primary language upper-level courses: except under exceptional circumstances this project will be undertaken in the language section’s 401: Senior Seminar: it must be done at Trinity College. See full descriptions under individual language headings.

The Modern Languages Minor

The minor in Modern Languages is designed to provide a concentration in a language of choice and an introduction to the literature, culture, and civilization of the language area(s). Students must complete a sequence of either 5 or 6 courses and do some additional work (see individual minor descriptions). For courses to be counted toward the minor, students must earn at least a C in each course.

(See also the Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Russian, and Spanish minors earlier in this *Bulletin*.)

Note: *Course work completed for the major under Plans A or B, or the minor, must earn C- or better, and students must demonstrate oral and written proficiency in the appropriate language(s).*

N.B.: *First-Year students planning to take French or Russian courses (other than 101) must take the placement test, administered during first-year orientation.*

LANGUAGE ACROSS THE CURRICULUM

In addition to majoring in a language through Plan A or Plan B, or choosing a minor, there is also the opportunity to apply language skills to a wide array of courses across the entire college curriculum through the “Language Across the Curriculum” program.

This option is generally open to all students who have completed the Intermediate level (fourth semester, or equivalent) in any foreign language currently taught at Trinity, and who are enrolled in any course outside the department, in which the instructor, in collaboration with a member of the Modern Languages faculty, approves a supplementary reading list in the foreign language. For example, those studying European history, the economy of Latin America, or Freud, could do supplementary readings in French, Spanish or German; those studying Art History or the Modern Theater might do further readings in Italian or Russian respectively; there are many other possibilities. Subject to satisfactory completion

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- Fall Term Leave
 - Spring Term Leave

of the assigned work, such students will then be awarded an extra half credit in the course in question. For further information, see any member of the department.

- Upper-level courses are conducted in the foreign language unless otherwise indicated.
- Permission to major under Plan A or B or to opt for the Language Concentration must be obtained from the department chair.
- Any student wishing to enroll for credit in a lower level language sequence after having been granted credit for a course in the same language at a higher level must first obtain the written permission of the department chair.
- All language skill courses may require extra lab or drill sessions at the discretion of the instructor.
- Departmental honors are awarded to seniors who have maintained an A- average in all courses to be counted toward their major (including cognate courses). A minimum grade of A- is furthermore required in the Senior Exercise (401).

STUDY AWAY

Majors and other students interested in having a serious engagement with non-U.S. languages and cultures are urged to spend at least one semester abroad, or to enroll in a summer study abroad program or a recognized summer language institute in North America.

Special attention is called to the Trinity College programs in Barcelona, Paris, Rome, Vienna, and Córdoba, Spain. The departmental contacts for these programs are, respectively, Professors Harrington, Kehrès, Del Puppo, Evelein, and Castillo. Brochures describing each of these programs in detail are available both through the department and the Office of International Programs.

SELF-INSTRUCTIONAL PROGRAMS IN MODERN LANGUAGES

Provision exists at the College for strongly motivated students to undertake self-instructional courses of study in some languages not available among our regular offerings. Such courses are set up on an individual basis, by prior arrangement with the Director of SILP. Students contemplating such courses must therefore begin their planning as early as possible, preferably during advance registration week of the semester preceding the term in which the student plans to undertake the SILP course in question. Enrollment in all cases is subject to the College's ability to locate native speakers and professionally qualified persons capable of both monitoring and evaluating the students' work. All SILP courses are 1.0 credit courses. Actual credit earned is subject to review by the Coordinating Committee and the external examiner. The grade earned is determined by an external examiner. Participation counts for 20% of the final grade. To help defray the cost of tutors and examiners, students enrolled in SILP courses are assessed a surcharge of \$400 a semester. They must also purchase their own course materials, which are to be selected in consultation with the SILP Coordinating Committee. The committee's members are: Isabel Evelein, SILP Director; and Professor Ellison Findly.

EACH TERM

- 101: Self-Instructional Language Program: Elementary I**
- 102: Self-Instructional Language Program: Elementary II**
- 201: Self-Instructional Language Program: Intermediate I**
- 202: Self-Instructional Language Program: Intermediate II**
- 301: Self-Instructional Language Program: Advanced I**
- 302: Self-Instructional Language Program: Advanced II**

Modern Languages:

(All Courses Conducted In English)

FALL TERM

233-27. Hong Kong Films and Literature: The Colonial Period and After—This course will examine the culture of Hong Kong through a critical study of representative films and literary works. Students will be encouraged to investigate the interrelationship between the history of the place and the formation of its culture, which is at once highly indigenous and cosmopolitan. Works studied include those by Xixi, Liu Yichang, Clara Law, Wong Kar-wai and other writers and filmmakers, as well as sociological and historical accounts of Hong Kong. The course will conclude with a consideration of the development of Hong Kong culture after the end of the colonial era in 1997. This course is taught in English. (Listed as both Modern Languages 233-27 and Chinese 233-08; and under the Asian Studies concentration of the International Studies Program.) (Enrollment limited)—1am

233-32. African Cinema—Although the image of Africa has been a major subject and a racist misconception of Western cinema since its inception, African cinema itself appeared on the world screen with the independence of the continent in the 1960s. This course will introduce students to the images that Africans have of themselves and their societies, past and present. As we study the evolution of African cinema using a wide array of films that portray the many cultural facets of the continent and the diverse political agendas of the directors, we will explore the issue of cinema as a nation-building endeavor as each African society defines its own modern identity while reconsidering its past. We will see that this modern identity is anchored for the

most part in the redefinition of the family and the status of women. The films studied will be mostly from West and North Africa, and women directors will be represented as much as possible: although, as in the West, they are still less numerous than male directors. (This course is also offered under the African Studies and the Women's Studies programs.) (Listed as both Modern Languages 233-32 and French 233-03.)—Lee

233-39. Communism and Consumerism in Russian Literature—Our course will survey Russian literature from the Russian revolution of 1917 to the present day. We will examine the literary response to the social, political, and economic upheaval of revolution; the promise of utopia; the menace of dictatorship and terror; and finally the possibilities, after 1991, of democracy and freedom. We will seek to understand these writings as a reflection of historical and social change, as well as considering them within the development of literary aesthetics. Two literary lines will become apparent: an experimental, avant-garde literature, associated primarily with revolution and abrupt but welcome change, and a more traditional, realist strand that seeks to valorize establishment values by invoking the 19th-century classic realist writers, particularly Tolstoy. (Listed both as Modern Languages 233-39 and Russian 233-08; and under the Russian and Eurasian Studies concentration of the International Studies Program.)—Any

233-41. Food in Italian History, Society, and Art—The saying, “A tavola non s’invecchia” (“One does not age at the supper table”) expresses the importance of food and eating for Italians. In this course, we will examine the relationship between food and culture in Italy, from the Romans to the present, through a variety of readings and tasting experiences. Topics include: the importing and exporting of different foods in antiquity as an instance of cultural and economic exchange; medieval beliefs about intellectual and physical aptitudes associated with diet; the representation of food in art, literature, and cinema; regional cuisines and cultural identities; and the language of food. We will also discuss Italian and Italian-American cuisine as the reflection of related, yet very different, cultures. Students may opt to undertake a Community Learning Initiative in consultation with the course instructor. Enrollment limited to 25. (Listed as both Modern Languages 233-41 and Italian 233-06.)—Del Puppo

233-54. Franz Kafka—In this course we will read short stories, novels, and letters of Kafka with an eye to the artistic and literary trends of his time (expressionism, surrealism, art nouveau), the uniqueness of Kafka's writing, and his influence upon later writers. Readings include *The Judgment*, *Metamorphosis*, and *The Trial*; we will examine themes such as unappeasable authority, inescapable guilt, and the individual marooned in an incomprehensible and perhaps merciless world. (Listed as both Modern Languages 233-54 and German 233-10.)—Evelein

233-94. Sex (and love) in Judaism, Christianity, and Islam—In this course we will investigate attitudes toward sexuality (and love) in the three monotheistic Abraham religions from the Middle Bronze Age to the Present. Topics will include: orgiastic and ecstatic dimensions of prophecy; fertility rites; the Song of Songs; endogamy and exogamy, monasticism, monogamy, polyandry, and polygyny; nepotism; pre-Islamic Arabic erotic poetry, female infanticide and circumcision; the veil; the role of women in the early development of Christianity; feminist and queer theory reinterpretation of Scripture and the Oral Law; Freud on religion and sexuality. (Listed as both Modern Languages 233-97 and Arabic 233-02.)—Schub

333. Dostoevsky—(Conducted in English.) Reading and discussing Dostoevsky's literary works, we will try to answer the social, psychological, philosophical, and religious questions that tortured him. We will examine Dostoevsky's reaction to social problems he saw in 19th-century Russia: family breakdown, alienation and powerlessness in the workplace, the daily humiliations of living in a system that ranks people according to their salary; and we will try to answer the underlying question: how can people connect with each other in the modern age? Modernity's preference for science and social science also troubled Dostoevsky. If human actions are scientifically predictable, can people ever be free? We will examine the unsavory solutions Dostoevsky offered: spite, game-playing, crime, radical nihilism, and others. Do religions, with all their glaring contradictions, offer a viable answer? The search for answers to these and other questions will open up new vistas and will educate students about one of the most influential world writers, the author of such classics as *Notes from Underground*, *Crime and Punishment*, and *The Brothers Karamazov*. (Listed as both Modern Languages 333-10 and Russian 357-01; and under the Russian and Eurasian Studies concentration of the International Studies program.)—Lahti

333. Dante: The Divine Comedy—For nearly seven centuries, readers have experienced the thrill of traveling vicariously through Hell, Purgatory, and Paradise thanks to Dante's *Divine Comedy*. As one of the most celebrated and controversial works of Western literature, it has inspired visionary thinkers and artists from the late-Middle Ages to the present. In this course we shall study Dante's epic poem in its historical context and how it relates to our own world. The *Divine Comedy* is ultimately about an individual's search for meaning, and his journey is our journey. This course is primarily intended for juniors and seniors and aims to familiarize students with the way literary scholars and historians analyze old texts. Thus, students will learn about: Italy in the Middle Ages, the development of vernacular literature in Italy, the history of reading and writing, the transmission of texts, and how material features of manuscripts and books shape literary interpretation. After a general presentation of the course material, students will meet with the instructor in pairs on a weekly basis for approximately one hour. At each of these sessions, one student will present a 5-7 double-spaced-page paper while the other is responsible for a thoughtful and constructive critique. The presenter's essay must be submitted to the non-presenting student and to me no later than the evening preceding the day of the tutorial; whereas the non-presenting student will prepare and submit an outline of the critique. Therefore, no extensions are possible. Each week, students will alternate between presenting and critiquing the other's paper for a total of 5 papers and 5 critiques. (Listed as both Modern Languages 333-12 and Italian 333-01.) (Enrollment limited)—Del Puppo

SPRING TERM

233-05. Italian Cinema: Fiction and Film—A study and discussion of Italian Cinema from neorealism to the present. The course will cover both formal and thematic trends in the films of the noted postwar Italian directors Roberto Rossellini, Vittorio De Sica, and Luchino Visconti. The course will also consider the trend away from reliance on literary texts toward the development of personal expressions by such author/directors as Federico Fellini, Michelangelo Antonioni, Line Wertmüller, Paolo and Vittorio Taviani, Maurizio Nichetti, and others. Film screenings will be in Italian with English subtitles. Lectures and coursework will be in English. Students wishing to apply this course toward the major in Italian must secure permission of the instructor. They will complete their assignments in Italian and meet with the instructor in supplementary sessions. Faithful attendance is required. (Listed as both Modern Languages 233-05 and Italian 290-01.) (Enrollment limited)—Del Puppo

233-08. Modern Italy—An introduction to modern Italy, through discussion of outstanding works of history, social science, film, and literature. Topics include the unification of Italy, the sharp changes in relations between church and state, the Great Emigration, Fascism, modernization, the Sicilian mafia, and the persistence of regional divisions. All work is done in English. Students who wish to count this course toward a major in Italian should request permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Listed as both Modern Languages 233-08 and Italian 236-01; and under the History department.)—Alcorn

233-11. Latin American Literature in Translation—This course is aimed at a broad and general audience. No knowledge of Spanish is required. Taught in English this survey course introduces students to a set of key Latin American literary works of the 19th and 20th century, from various areas (the Caribbean, Mexico, Latinos in the US/The Border, Central America, South America, the Southern Cone), of various kinds (novels, short stories, essays, testimonies, collages, etc.) and reflecting on a variety of social and cultural issues (depicting/ordering/making sense of reality, storytelling, mythmaking, constructing the nation, neo-colonialism, fascism, revolution, human rights, exile, border-culture, race, ethnicity, gender). Students wishing to count this course toward a major in Spanish should secure permission of the instructor. They will complete their assignments in Spanish and will meet with the instructor in supplementary sessions. (Listed as both Modern Languages 233-11 and Hispanic Studies 233-01; and under the Latin American and Caribbean Studies program.) (Enrollment limited)—Gebelein

233-17. Mafia—In contemporary societies there is an intimate contest between two kinds of social order: The rule of law and criminal organization. A remarkable instance may be found in the workings and metamorphoses of the Mafia. From its origins in Sicily, an agrarian society on the periphery of Europe, the Mafia has acquired intercontinental dimensions and a grip on high politics and finance capital. This shadowy phenomenon has been approached and explained in very different ways by historians, anthropologists, sociologists, economists and political scientists; it has also been the subject of literature and film. We shall discuss outstanding examples of each approach and treatment. The purposes of the course are to make sense of the Mafia, to explore a basic problem of social order and to compare the different styles of reasoning and representation that characterize the various disciplines in the social sciences and humanities. Course requirements: Two short papers and a term paper. Lectures and coursework will be in English. (Listed as both Modern Languages 233-17 and Italian 233-02.) (Enrollment limited)—Alcorn

233-36. Fantasy and Realism in Russian Literature—All readings and discussion will be in English. Through the enduring traditions of fantasy and realism, Russian literature has probed human dilemmas and invited self-examination. We shall read these works as art and entertainment, and also for what they help us learn about ourselves. A disturbing world of the uncanny, populated by murderous doubles, human snakes, talking dogs, ghosts, and other diabolical creatures will open up to us and haunt our imaginations. As we consider the realist and fantastic streams, we shall ultimately ask the question: can we really define the difference between them? Authors to be read include Gogol, Dostoevsky, Chekhov, and others. This course will introduce the students to some of the greatest works in the Russian literary canon. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) (Enrollment limited)—Lahti

233-94. China Through Film—Film illustrates shifts in social, political and economic systems, and reveals changes in the possibilities of individual and collective expression. For this class, we will use film as a vital medium for understanding changes in Chinese society and culture, paying particular attention to family life and gender roles. We will survey five decades of Chinese film, focusing primarily on mainland films, but also looking at films from Hong Kong and Taiwan. No knowledge of a Chinese language or Chinese society is necessary for the course.—Tam

233-96. New German Cinema—This course will examine the rich and varied cinema produced in the Federal Republic of Germany between 1960 and the mid-1980s, otherwise known as New German cinema. Concurrent with screenings of films by directors such as Wim Wenders, Rainer Werner Fassbinder and Dorris Dorrie, we will consider the political and historical events that influenced the film financing, distribution and exhibition in post-WW II West Germany. The themes examined will include, but are not limited to, the relationship between public and private, past and present, the relationship between history and gender, the “German” and the other, the search for a national identity.—Rosenbaum

333. French Cinema—This course is designed to familiarize students with the development and art of the French cinema as seen through its important phases and movements, and in its relationship to modern France. Relevant literary and critical texts will accompany each film. Lectures and coursework will be in English. (Listed as both Modern Languages 233-33 and French 233-05.)—Lee

COURSES ORIGINATING IN OTHER DEPARTMENTS

College Courses 151. French Film Festival—A half-credit course offered in conjunction with the annual spring French Film Festival. Class meetings and film screenings will take place in the second week of April. Two mandatory workshops will take place prior to and following the festival at a time to be announced. Students are required to attend all film showings. One absence will be allowed. Students taking the course for credit in French will be required to do all written work in French and to attend French language versions of the two supplemental workshops. (0.5 course credit)—Kehres, Lee

[Jewish Studies 220. Modern Israeli Literature and Jewish Heritage]—Artists, and especially writers and poets, are the seismographs and mirrors of society, anticipating and reflecting its many forces and movements. During the past two hundred years Jewish life has been profoundly affected by such forces and movements as emancipation, the Enlightenment, assimilation, Zionism, and the Holocaust. A primary focus of modern Israeli writers is the birth of the State of Israel and its ongoing struggles, internally as well as with its Arab neighbors. One of the main ways Hebrew literature captures these significant changes is through the use of biblical themes, images and archetypes which resonate through the generations. This course will examine the ways in which modern Hebrew literature enriches and brings deeper understanding of collective Jewish experiences and detects and shapes the reality of modern Israel.

Arabic**Minor in Arabic**

For students who wish to minor in Arabic, this is a sequence of five courses: 101, 102, 201, 202 and 301, designed to develop linguistic skills and to give an appreciation of Arab culture and civilization. In addition, students are required to take either Arabic 233, Ling 101 (Introduction to Linguistics), or a course in the Middle East section of the International Studies program. No more than one transfer credit may be applied to the minor.

To declare a minor in Arabic, contact Dr. Michael Schub. Students interested in cross-disciplinary approaches to the study of Middle Eastern culture are referred to the Middle Eastern Studies Concentration.

ARABIC**FALL TERM**

101. Intensive Elementary Arabic I—Designed to develop fundamental skill in both spoken and written Arabic. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic grammatical structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. (Also listed under the African Studies concentration of the International Studies Program.) (1.5 course credits) (Enrollment limited)—Doula

201. Intermediate Arabic I—Continuation of Arabic 102, with an introduction to Arabic composition as well as further grammatical study and conversation practice. Required lab work. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 102 or equivalent. (1.5 course credits) (Enrollment limited)—Schub

[233. The Qur'an as Literature]—The Quran (Koran): The most Important Book in the World Today. We will discuss the traditional Islamic and modern Western approaches to the background, collection, editing, history, literary genres, religious doctrines and rites, the biography of the Prophet, parallels with the Bible, and modern "reform" of Quranic text interpretation and its relevance to today's events. No knowledge of Arabic is necessary.

233. Sex (and love) in Judaism, Christianity, and Islam—In this course we will investigate attitudes toward sexuality (and love) in the three monotheistic Abrahamic religions from the Middle Bronze Age to the Present. Topics will include: orgiastic and ecstatic dimensions of prophecy; fertility rites; the Song of Songs; endogamy and exogamy, monasticism, monogamy, polandry, and polygyny; nepotism; pre-Islamic Arabic erotic poetry, female infanticide and circumcision; the veil; the role of women in the early development of Christianity; feminist and queer theory reinterpretation of Scripture and the Oral Law; Freud on religion and sexuality. (Listed as both Modern Languages 233-97 and Arabic 233-02.)—Schub

301. Intermediate Arabic III—Continuation of Arabic 202, introducing increasingly complex grammatical structures through culturally based materials and literary texts, with a programmed expansion of vocabulary to 1,500 words. Lab work required. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 202 or equivalent. (Enrollment limited)—Schub

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

[466. Teaching Assistantship]—Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

SPRING TERM

102. Intensive Elementary Arabic II—Designed to develop basic language skills learned in Arabic 101. Four hours of class work, plus one required drill hour. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 101 or equivalent. (1.5 course credits)—Douda

202. Intermediate Arabic II—Continuation of Arabic 201, leading to a completion of essential basic grammatical constructions as well as further conversational practice. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 201 or equivalent. (1.5 course credits) (Enrollment limited)—Schub

302. Intermediate Arabic IV—Continuation of Arabic 301, presenting alternative stylistic tools for oral and written communication, with a vigorous expansion of vocabulary. Lab work required. (Also listed under the African Studies concentration of the International Studies Program.) Prerequisite: Arabic 301 or equivalent. —Schub

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

[466. Teaching Assistantship]—Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

Chinese

Plan B Major. Students choosing a Plan B major in Modern Languages and Literature may elect Chinese as either their primary or secondary language. Students who choose Chinese as the primary language are required to take seven courses beyond the 101 level, including at least one course from offerings in Chinese Literature/Culture (Chinese 211 and above), and Special Topics in East Asian Literatures (401). Two courses in a cognate field or fields are also required as is a paper linking some aspect(s) of the two languages and the cognates; this paper must be completed in Chinese 401.

Students who choose Chinese as the secondary language are required to take five courses beyond the 101 level, including at least one course from offerings in Chinese Literature/Culture (Chinese 211 and above).

Minor in Chinese

For students who wish to minor in Chinese, this is a sequence of five courses beyond Chinese 101 designed to develop linguistic skills as well as a basic understanding of Chinese culture and society. In addition, the minor will include another credit to be fulfilled through either a .5 credit Language Across the Curriculum unit, a one-semester teaching assistantship, or a .5 credit integrating paper, typically written in conjunction with the last course taken for the minor. The five courses should be chosen from CHIN 102, 201, 202, 233, 301, and 302. No more than one transfer credit may be applied to the minor.

To declare a minor in Chinese, contact Prof. King-Fai Tam. Students interested in cross-disciplinary approaches to the study of Asian cultures are referred to the Asian Studies Interdisciplinary Minor.

CHINESE

FALL TERM

101. Intensive Elementary Chinese I—Designed to develop fundamental skill in both spoken and written Mandarin. About 300 characters will be learned. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Students with previous training and background in Chinese should consult the instructor for proper placement. (Also listed under the Asian Studies concentration of the International Studies Program.) (1.5 course credits) (Enrollment limited)—Ma

201. Intensive Intermediate Chinese I—This course emphasizes the continued development of skill in spoken and written Mandarin. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take both 201 and 202 in sequence. Four hours of class work, plus one required drill hour. (Also listed the Asian Studies concentration of the International Studies Program.) Prerequisite: Chinese 102 or equivalent. (1.5 course credits) (Enrollment limited)—Ma

233. Hong Kong Films and Literature: The Colonial Period and After—This course will examine the culture of Hong Kong through a critical study of representative films and literary works. Students will be encouraged to investigate the interrelationship between the history of the place and the formation of its culture, which is at once highly indigenous and cosmopolitan. Works studied include those by Xixi, Liu Yichang, Clara Law, Wong Kar-wai and other writers and filmmakers, as well as sociological and historical accounts of Hong Kong. The course will conclude with a consideration of the development of Hong Kong culture after the end of the colonial era in 1997. This course is taught in English. (Listed as both Modern Languages

233-27 and Chinese 233-08; and under the Asian Studies concentration of the International Studies Program.) (Enrollment limited)—Tam

301. Advanced Chinese I—Further development of skill in written and spoken Mandarin, with increasing emphasis on longer texts, additional characters, and extensive discussion. In order to secure maximum proficiency, students should plan to take both 301 and 302 in sequence. (Also listed under the Asian Studies concentration of the International Studies Program.) (Enrollment limited)—Tam

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

SPRING TERM

102. Intensive Elementary Chinese II—Continuation of Chinese 101, with increased emphasis on conversational practice. An additional 300 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Four hours of class work, plus one required drill hour. (Also listed under the Asian Studies concentration of the International Studies Program.) Prerequisite: Chinese 101 or equivalent. (1.5 course credits) (Enrollment limited)—Ma

202. Intensive Intermediate Chinese II—Continuation of Chinese 201, with further emphasis on written and spoken development of the current idiom. Four hours of class work, plus one required drill hour. (Also listed under the Asian Studies concentration of the International Studies Program.) Prerequisite: Chinese 201 or equivalent. (1.5 course credits) (Enrollment limited)—Ma

233. China Through Film—Film illustrates shifts in social, political and economic systems, and reveals changes in the possibilities of individual and collective expression. For this class, we will use film as a vital medium for understanding changes in Chinese society and culture, paying particular attention to family life and gender roles. We will survey five decades of Chinese film, focusing primarily on mainland films, but also looking at films from Hong Kong and Taiwan. No knowledge of a Chinese language or Chinese society is necessary for the course.—Tam

302. Advanced Chinese II—Concentration on advanced writing and speaking skills, further acquisition of compound characters, and further extensive practice in complex reading. (Also listed under the Asian Studies concentration of the International Studies Program.)—Tam

401. Senior Seminar: Special Topics—This seminar is required of all seniors majoring in Chinese: Plan B (Chinese as primary language). Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author or genre in Chinese Studies. (Enrollment limited)—TBA

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

French

All **Plan A students** must choose to follow either a "French Language and Literature" track or a "French Studies" track within their major (see below): this track must normally be selected before the senior year, and specifically approved by the advisor. All Plan A majors are encouraged to study in an approved program in some part of the Francophone world.

All Plan A majors are required to have twelve courses beyond French 102. The following five are required: French 241, Advanced Composition and Style; French 251, French Literature I: From the Middle Ages to Romanticism; French 252, French Literature II: Modern French Literature (no more than one of these three may be by transfer credit); at least one French 300-level course taken at Trinity College, and French 401.

For Plan A majors choosing the "French Language and Literature" track, one course among the remaining seven elective courses may be taken from offerings under other than a French rubric (numbered at other than the 100-level), focusing on France or on some aspect of Francophone studies. These courses may be found, for example, among the offerings of such departments or programs as English, History, Fine Arts, International Studies, Music, Political Science, the other sections of the Modern Languages departments, or the equivalents of such offerings in any approved Foreign Study program: others are possible. Students completing this track will do their senior project in French (normally in 401).

For Plan A majors choosing the "French Studies" track, three such courses among the remaining seven elective courses may be taken from offerings under other than a French rubric (numbered at other than the 100-level). Students completing this track will do their senior project in French or English (normally in 401).

Those choosing the "French Studies" track will develop a coherent concentration, in close consultation with their

advisor. Such concentrations might focus, for example, on the arts (including film), by including courses from the Fine Arts and the Music departments, or the various film offerings inside and outside the French section; on literary studies, by including courses from the Classics and the English departments, or one of the other foreign cultures taught in the Modern Languages department (whether in the original language or in English); or on society, by including courses from the History and the Political Science departments: many other combinations are possible. Students completing the “French Studies” track may choose to do their final project in French or English (normally in 401).

All Plan A majors are encouraged to study in an approved program in some part of the Francophone world.

Plan B majors whose primary concentration is French are required to have seven courses in French beyond 102; the following are required: French 241, French 251 and 252, at least two French 300-level course (to be taken at Trinity College), and French 401. Among the remaining two elective courses, one course not offered under a French rubric (numbered at other than the 100-level) focusing on France or on some aspect of Francophone study may be counted toward the major (see examples under Plan A major above). All Plan B majors in this category may choose to do their final project in French or English (normally in 401).

Plan B majors whose secondary concentration is French are required to have five courses in French beyond 102; the following are required: French 241, French 251 and 252.

All Plan B majors are encouraged to study in an approved program in some part of the Francophone world.

Honors in French: Students qualifying for honors in their French majors must attain a cumulative average of A- or better in all courses counting toward the major, including French 401.

Minor in French

For students who wish to minor in French, this is a sequence of five courses beyond French 201 designed to develop linguistic skills and to give an appreciation of Francophone culture and civilization. In addition, the minor will include either a .5 credit Language Across the Curriculum unit or a .5 credit integrating paper, typically written in conjunction with the last course taken for the minor. The five required courses in French must include French 281: Conversational French: Current Events and can include, but are not limited to, French 250, 251, 252, or a 300-level course in French. No course taught in English under the MDLG rubric may be counted toward the minor. No more than one transfer credit may be applied to the minor.

To declare a minor in French, contact Prof. Sonia Lee. Students interested in cross-disciplinary approaches to the study of Francophone culture are referred to the French Studies Interdisciplinary Minor.)

FRENCH

FALL TERM

101. Intensive Elementary French I—Designed to develop a basic ability to read, write, understand, and speak French. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Other than beginning students must have the explicit permission of the instructor. (1.5 course credits) (Enrollment limited)—Humphreys

201. Intermediate French I—Review of basic grammatical concepts and development of fundamental language skills, with increasing emphasis on written expression and spoken accuracy. Use is made of video-based presentations. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take both 201 and 202 in sequence. Prerequisite: French 102 or equivalent. (Enrollment limited)—Deshaies

202. Intermediate French II—Further reinforcement of written and spoken skills, with continuing practice in the use of complex grammatical structures and greater emphasis on the mastery of contemporary usage through extensive class discussion, reading, and writing. Prerequisite: French 201 or equivalent. (Enrollment limited)—Henry

233. African Cinema—Although the image of Africa has been a major subject and a racist misconception of Western cinema since its inception, African cinema itself appeared on the world screen with the independence of the continent in the 1960s. This course will introduce students to the images that Africans have of themselves and their societies, past and present. As we study the evolution of African cinema using a wide array of films that portray the many cultural facets of the continent and the diverse political agendas of the directors, we will explore the issue of cinema as a nation-building endeavor as each African society defines its own modern identity while reconsidering its past. We will see that this modern identity is anchored for the most part in the redefinition of the family and the status of women. The films studied will be mostly from West and North Africa, and women directors will be represented as much as possible: although, as in the West, they are still less numerous than male directors. (This course is also offered under the African Studies and the Women's Studies programs.) (Listed as both Modern Languages 233-32 and French 233-03.) (Enrollment limited)—Lee

241. Advanced Composition & Style—Development of a high level of proficiency through the reading and analysis of texts and films in contemporary idiomatic French, with considerable emphasis on attainment of grammatical accuracy. Prerequisite: French 202 or equivalent. (Enrollment limited)—Humphreys

251. French Literature I: From the Middle Ages to Romanticism—This course is designed to introduce the student to the major authors of French literature from the Middle Ages to the 19th century. Representative works will be read in chronological order to foster a sense of literary history. Special emphasis will be placed on techniques of literary appreciation. Class conducted entirely in French. Prerequisite: French 241 or equivalent. (Enrollment limited)—Humphreys

281. Conversational French: Current Events—This course is designed for students who want to be informed about and keep abreast of current events in France, and who want to develop a high level of oral proficiency in French. We will examine current political, social, historical and educational issues as they appear in French journals, periodicals, reviews and magazines such as “L’Express,” “Le Monde,” “Le Nouvel Observateur,” and others. Students will lead and participate in class discussion through presentations of oral reports on the issues under study. All work will be done orally. Prerequisite: French 241 or equivalent. (Enrollment limited)—Evelein

[305. Modern Culture and Civilization]—A study of modern France through its history, arts, politics, and social structures. This course is designed to help students understand why the French think the way they do and why their societal concepts are often very different from those of the Americans. To do so we will see that for the French the presence of the past deeply informs the present and how this historical phenomenon has shaped, at least in part, the concept of the family, the government, the educational system, and the position of women in France. We will also examine the important issue of immigration, which is one of France’s major social issues today. Finally, we will look at the role that France is playing in the shaping of European unity. Prerequisite: French 241 or equivalent.

355. Special Topics in French Literature: The Novel since the 17th century—The French Novel from the 17th century to the Present: The role of women in French society. In this course we will examine the evolution of the role of women as France changes from the Monarchy to the Republic. The novel as a mirror of its time illustrates Simone de Beauvoir famous remark that one is not born a woman but rather becomes society’s concept of womanhood. We will read novels by Madame de Lafayette, Laclos, Flaubert, Zola, de Beauvoir, Duras and others. (Enrollment limited)—Lee

[363. Studies in Surrealism]—This course will study the background and influence of the Surrealist Movement in European literature and of the Surrealist mode on some European films. Some attention will be paid to the precursors of the movement such as Futurism, Dada and the avant-garde. A reading knowledge of French would be helpful but is not a prerequisite. Students wishing to count this course toward any major in French must secure the permission of the instructor. They will complete their assignments in French and will meet with the instructor in supplementary sessions. Taught in English. (Listed both as Modern Languages 333-18 and French 363-01.)

SPRING TERM

102. Intensive Elementary French II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class work, plus one required drill hour. Prerequisite: French 101 or equivalent. (1.5 course credits) (Enrollment limited)—Deshaies

202. Intermediate French II—Further reinforcement of written and spoken skills, with continuing practice in the use of complex grammatical structures and greater emphasis on the mastery of contemporary usage through extensive class discussion, reading, and writing. Prerequisite: French 201 or equivalent. (Enrollment limited)—Kehres

[233. Women & War: World War I and World War II]—This course will bring to light the lesser known and diverse story of women in war as active participants in combat, as ambulance drivers at the front, as members of resistance groups, in espionage for or against their own country, as munition workers, and in laboring positions previously denied them because of their gender. Some women collaborated with the enemy and were subject to execution or imprisonment after the wars while others stayed at the “home front” and involved themselves in volunteer work to contribute to the war effort. Through readings of novels, plays, poetry, short stories, diaries, memoirs, and history books, and through viewings of art, documentary, and feature films, we will study the experiences of European women during World War I and World War II; and consider the social and political changes these events brought to their lives. (Listed both as Modern Languages 233-77 and French 233-09; and under the History Department, and the Women, Gender, and Sexuality Program.)

241. Advanced Composition & Style—Development of a high level of proficiency through the reading and analysis of texts and films in contemporary idiomatic French, with considerable emphasis on attainment of grammatical accuracy. Prerequisite: French 202 or equivalent. (Enrollment limited)—Kehres

[250. Advanced Language Study]—This course is designed to strengthen and develop students’ reading, writing, and translating skills, to facilitate the transition between lower-level language courses and the upper-level study of literature and culture. Readings will focus on the short story as a genre in order to build vocabulary and increase students’ ability to read with ease, as well as to appreciate the literary value of a text. Weekly writing will be assigned on a variety of topics taken from the readings, as well as the students’ own creative writing (essays or short fiction). The translation component of the course will entail passages from the texts read in class, but students will also translate their own creative work. Texts by contemporary

writers such as Le Clézio, Assia Djebar, Véronique Tadjo, Philippe Delerm, and others will be used. Prerequisite: French 241 or equivalent.

252. French Literature II: Modern French Literature—This course will be a survey of the major texts of 19th- and 20th-century France. Principles of literary history and literary appreciation will be emphasized. Prerequisite: French 241 or equivalent.—Lee

320. French Cinema—This course is designed to familiarize students with the development and art of the French cinema as seen through its important phases and movements, and in its relationship to modern France. Relevant literary and critical texts will accompany each film. Lectures and coursework will be in English. (Listed as both Modern Languages 233-33 and French 233-05.) Prerequisite: French 241 or equivalent.—Lee

[350. Critical Approaches to Advanced Translation Studies]—This course will focus on techniques of translating and interpreting both French and English texts from a variety of fields (e.g., literature, culture, history, the arts, political, social, and natural sciences, cinema, international relations, entertainment). Students will learn how to do bilingual reports, summaries, and oral presentations to increase awareness of linguistic subtleties and communicative possibilities. The course emphasizes the process of translation as both an art and a methodology that sharpens critical thinking and language proficiency skills. It is meant to be of particular use to students wishing to develop high-level French language skills for application in a wide variety of contexts. Prerequisite: French 250, 251 or 252 or equivalent.

[351. Heart and Mind in French Literature]—This course examines how French literature reflects the dichotomies resulting from our susceptibility to emotion and reason, two impulses not always in harmony with one another, but which surely govern the way we see the world. We will consider such issues as courtly and Renaissance concepts of love; the conflict of passion and reason in the age of Louis XIV; Enlightenment and Romantic attitudes toward our aptitude for thought and our capacity to feel; and the development of modern Existentialism and its impact on the way we think and feel about one another. Readings will be selected from the genres of prose, drama and poetry, and all work will be done in French. Prerequisite: French 251 or 252, or Permission of the Instructor.

355. 18th-Century Enlightenment—The Enlightenment can be defined as a movement of political, social, and philosophical contestation advocating the reign of Reason and Progress. This course will examine the manifestations of this questioning through the study of the dominant genres of the periods: plays, philosophical tales, dialogues, novels. We will also study a selection of films whose subject is the history and cultural life of 18th-century France and examine the relevance of 18th-century issues to the contemporary world. Sample reading list, *L'île des esclaves*, Marivaux, *Le Neveu de Rameau*, Diderot *Candide*, Voltaire, *Le Mariage de Figaro*, Beaumarchais, *Les Infortunes de la vertu*, Sade. Films: *Que la fête commence*, Bertrand Tavernier, *Ridicule*, Patrice Leconte, *L'Anglaise et le duc*, Éric Roemer. Prerequisite: French 251 or 252, or Permission of the Instructor.—Kehres

401. Senior Seminar: Special Topics—This seminar is required of all seniors majoring or minoring in French: Plan A, Plan B (French as primary language), and French Studies minor. Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major or minor, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author or genre in French Studies. Prerequisite: At least one 300-level course in French literature or the equivalent, and permission of the instructor. (Enrollment limited)—Lee

German Studies

The major in German Studies offers an interdisciplinary and interdepartmental approach to the study of the German-speaking world. Its goal is to develop students' German language skills, to explore German literature both in original German and in translation, and to foster the study of a broad array of subjects in which the influences and contributions of German speaking peoples are evident—including philosophy, history, religion, art history, performing arts, music, politics, and economics. A background in German Studies provides preparation for the exploration of many fields. Knowledge of the German language may also be helpful for graduate study in a number of disciplines of the humanities, the sciences, music, and art history.

Faculty associated with the German Studies major: Professors Evelein (German), Rosenbaum (German) Butos (Economics), Curran (Art History), Hyland (Philosophy), Kassow (History), Kirkpatrick (Religion), Platoff (Music), Schulz (Political Science), Smith (Political Science), and Vogt (Philosophy).

Students are encouraged to design programs of study that are coherent and meaningful, as well as diverse and innovative. They have to work closely with the adviser in planning their program.

Major Requirements.

- Students are required to take a total of 11 credits, seven of which must be earned within the German Studies section of the Department of Modern Languages and Literature. Students counting both introductory German language courses (101 and 102) toward the major must earn a total of 12 credits, eight of which in the German Studies section;
- Required courses are German 201, 202, 233, 301, 302 and 401 which serves as the senior exercise; students may enroll in a second 233 course, German 221, or German 250 in lieu of either 301 or 302;

- German 233, which is taught in English, may be applied toward the major if a substantial proportion of the assignments is completed in German and the student meets regularly with the instructor;
- The remaining credits shall be earned in other departments with the major adviser's approval and with no more than two credits chosen from the same department.
- As an alternative to the credits taken in other departments, students are encouraged to enroll in the Trinity-approved program with Baden-Württemberg (Heidelberg, Tübingen, Freiburg, Konstanz, and other universities) or Trinity-in-Vienna. Courses taken in Baden-Württemberg or Vienna count toward the major with the condition that their content be relevant to German Studies and approved in advance by the major adviser. For courses to be approved, they must require a substantial amount of reading and writing in German.

Honors in German Studies. Students qualifying for honors in the German Studies major must attain a cumulative average of A- or better in all courses required for the major, including 401. The topic for the final project for German 401 will be agreed upon in consultation with the adviser.

Study Abroad: Trinity Program in Baden-Württemberg, Germany or Vienna, Austria. To maximize exposure to German language and culture, students are strongly encouraged to spend at least one semester at the Trinity-approved program of study in Baden-Württemberg or at Trinity's Global Learning Site in Vienna. Both study-abroad programs provide opportunities for language immersion at a major German university, as well as the chance to pursue independent study or community service while residing in a culturally and historically rich Germanic setting. For more information, visit the Baden-Württemberg Web site at www.ctdhe.org/IntExc/ or the Trinity-in-Vienna Global Learning Site at www.trincoll.edu/Academics/StudyAway/global/Vienna/.

Eligible Courses from other Departments.

- Examples of acceptable courses for the German Studies major that are taught in other departments or programs are listed below; others may be substituted with the approval of the German Studies adviser;
- No more than two courses may be chosen from the same department or program;
- Students are encouraged to integrate German reading materials into their courses of choice. Monthly meetings with the German Studies adviser will be scheduled to discuss German readings and facilitate student interaction within the major.

Language Across the Curriculum—German Studies majors are encouraged to take advantage of the Language across the Curriculum opportunity and earn an additional 0.5 credit toward the major. In collaboration with a member of the department, students may select supplementary readings in German that complement one or more of the courses below. Enrollment in Language across the Curriculum follows the guidelines for Independent Study registration.

Art History 242. 17th-Century Art II: The North

Art History 254. 18th-Century Architecture and Decorative Arts

Art History 262. Birth of Modern Style: Realism to Post-Impressionism

Art History 286. 20th-Century Architecture

Economics 205. History of Economic Thought

History 336. Modern Jewish History

History 310. Germany

History 322. Golden Age of Capitalism: Europe in the 19th Century

History 323. Europe, 1914-1989

History 365. World War II

History 372. Post-War Europe: From genocide to the struggle for Human Rights

Music 124. The Birth of Modernism

Music 164. Mozart and 18th Century Music (only with Language across the Curriculum component)

Music 166. Beethoven: His Life and Music (only with Language across the Curriculum component)

Music 325. Topics in 19th-Century Music

Philosophy 231. The Holocaust

Philosophy 284. Hume to the End of the 19th Century

Philosophy 286. 20th-Century Continental Philosophy

Philosophy 318. Kant

Philosophy 320. Hegel

Philosophy 325. Nietzsche

- Philosophy 328. Freud
- Philosophy 333. German Idealism
- Philosophy 334. The Frankfurt School
- Philosophy 335. Heidegger
- Philosophy 385. Phenomenology
- Political Science 208. Western European Politics
- Political Science 220. History of Political Thought II
- Political Science 223. Green Thinking and Politics in Germany
- Political Science 327. European Integration
- Political Science 338. Liberalism and its Critics
- Political Science 339. Contemporary and Post-Modern Thought
- Political Science 343. Politics in Post-Industrial States
- Political Science 404. Building a New Europe
- Religion 223. Major Religious Thinkers of the West I

Minor in German

For students who wish to minor in German, this is a sequence of six German courses designed to develop linguistic skills and to give an appreciation of the culture and civilization of German-speaking countries. In addition, the minor will include either a .5 credit Language Across the Curriculum unit or a .5 credit integrating paper, typically written in conjunction with the last course taken for the minor. Courses that count toward the German minor are GRMN 101, 102, 201, 202, 233, 301, 302. No more than one transfer credit may be applied to the minor.

To declare a minor in German, contact Prof. Johannes Evelein. Students interested in cross-disciplinary approaches to the study of German culture are referred to the German Studies Interdisciplinary Minor.

In the major, and in the Language Concentration in German, students must demonstrate oral and written proficiency by earning the minimum grade of “B” in German 301. Students with substitute situations (such as foreign study), or those earning a grade below “B” in German 301 will be required to meet the standards by taking the Language Proficiency Exam.

GERMAN

FALL TERM

101. Intensive Elementary German I—This is a basic four-skills (understanding, speaking, reading, and writing) course with emphasis on developing facility in reading and speaking German within a cultural and historical context. Other than beginning students must obtain the permission of the instructor. Students taking this course should also plan to take German 102 in order to complete the study of essential vocabulary and grammar and to gain practice in speaking and in reading original texts. (1.5 course credits)—Rosenbaum

201. Intermediate German I—This course will aim for intermediate-level proficiency in understanding, speaking, and writing contemporary idiomatic German with emphasis on conversation. Essential grammar review, exercises and oral reports will be based on the reading and discussion of such materials as edited TV broadcasts, letter-writing and short essays. Since significant linguistic progress cannot be achieved in 201 alone, students wishing to acquire proficiency should plan to take both 201 and 202 in sequence. Prerequisite: German 102 or equivalent. (Enrollment limited)—Goesser

[221. Advanced German]—Reinforcement of written and spoken skills acquired in German 202. Students will read newspapers, magazines, and short literary prose in addition to watching several films. Online radio and newscast will further enhance students' listening skills and provide a contemporary cultural context. Assignments include weekly written and oral reports. Prerequisite: German 202 or equivalent.

233. Franz Kafka—In this course we will read short stories, novels, and letters of Kafka with an eye to the artistic and literary trends of his time (expressionism, surrealism, art nouveau), the uniqueness of Kafka's writing, and his influence upon later writers. Readings include *The Judgment*, *Metamorphosis*, and *The Trial*; we will examine themes such as unappeasable authority, inescapable guilt, and the individual marooned in an incomprehensible and perhaps merciless world. (Listed as both Modern Languages 233-54 and German 233-10.)—Evelein

[233. Staging Modernism: Berlin, Vienna, Prague]—In the cultural landscape of “Old Europe,” three major cities stand out as centers of modernism, the radical break from tradition and boom of new styles, forms, and ideas associated with the turn of the century. In this course we will peek into the urban souls of Berlin, Vienna, and Prague as we become familiar with some of the many writers, artists, musicians, and early filmmakers; modern intellectual innovators who called these cities their home. Berlin comes alive in Ludwig Kirchner's expressionist cityscapes, George Grosz's satirical drawings, the Berlin literary

Avantgarde led by Bertolt Brecht, and Alfred Döblin's Berlin Alexanderplatz. We'll approach Vienna through Sigmund Freud and Arthur Schnitzler, trace the Modern in music by Richard Strauss and Arnold Schoenberg, and study Secessionist art by Gustav Klimt, Oskar Kokoschka, and Egon Schiele. In Prague our main focus will be on Rainer Maria Rilke, Gustav Meyrink, and the city's most famous writer, Franz Kafka. This course is taught in English. (Listed both as Modern Languages 233-81 and German 233-14.)

[233. The Modern German Novel]—An introduction to the major German novels of the 19th and 20th centuries in their historical and cultural context. Topics include: the Industrial Revolution, existentialism and the “Death of God,” modernism and the cult of Nietzsche, the Great War, the Weimar Republic, Nazi Germany, and World War II, exile, and postwar life in divided Germany. Among the authors are: Thomas Mann, Franz Kafka, Hermann Hesse, Christa Wolf, and Günter Grass. (Listed both as Modern Languages 233-91 and German 233-17.)

301. German Readings I: Small Masterpieces of Modern German Literature—Through close readings and comparative discussions of novellas and short prose fictions of major German authors, students will improve German comprehension and speaking skills. Frequent writing assignments will be required. Some grammar review will be offered. All work will be done in German. Prerequisite: German 202 or equivalent. (Enrollment limited)—Rosenbaum

[466. Teaching Assistantship]—Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

SPRING TERM

102. Intensive Elementary German II—Continuation of German 101, with completion of the study of essential grammar, further vocabulary building through oral and written practice, practice in reading, and discussions of cultural contexts. Prerequisite: German 101 or equivalent. (1.5 course credits) (Enrollment limited)—Rosenbaum

[150. German for Reading Knowledge]—This course is intended for students who have no prior knowledge of German. Students will be introduced to basic structures of the German language, become familiar with high-frequency vocabulary, and work with the German language reference tools. They will develop reading skills through a variety of essays and newspaper articles chosen from the humanities, the natural sciences, and the social sciences. (Also offered under History, Music, Political Science, and Fine Arts – Art History.)

202. Intermediate German II—Continuation of German 201, with the addition of expository material on German life and culture for discussion and writing practice. Prerequisite: German 201 or equivalent. —Goesser

[233. The European Lens: German Filmmakers and Hollywood]—In the 1920s, German filmmakers were often considered the most innovative in the world, and the German film industry rivaled that of Hollywood. Many of the best filmmakers of this era emigrated to America and had a formative influence on the development of the Hollywood film noir, comedy, science fiction film, and melodrama. This course will examine points of intersection between the German cinema and Hollywood, focusing on German and Austrian directors who have worked in Hollywood or whose work in Germany shows a critical engagement with American models. We will look at the contributions of directors such as Fritz Lang and Billy Wilder and consider their position as exiles with an outsider's view of both American and German society. We will also discuss the work of Rainer Werner Fassbinder and Wim Wenders, who have been fascinated by and also highly critical of Hollywood. Finally, we will consider the current state of German cinema's relationship with Hollywood, and look at the more commercial productions of recent years. (Listed both as Modern Languages 233-90 and German Studies 233-16.)

[233. Burnt Books: Literature and Nazi Germany]—In an effort to cleanse the nation's soul of un-German influences, the National Socialists ceremoniously burnt works by hundreds of so called “degenerate” writers, among them such celebrated authors as Heinrich Heine, Erich Maria Remarque, Heinrich Mann, and Bertolt Brecht. This course explores major works of German literature forbidden during the Third Reich and examines the rationale for their exclusion from the Nazi canon. The course furthermore studies Nazi-endorsed writings, as well as literary responses to the Third Reich by anti-Nazi writers such as Anna Seghers, Klaus Mann, and Stefan Zweig. (Listed both as Modern Languages 233-92 and German 233-18.)

233. New German Cinema—This course will examine the rich and varied cinema produced in the Federal Republic of Germany between 1960 and the mid-1980s, otherwise known as New German cinema. Concurrent with screenings of films by directors such as Wim Wenders, Rainer Werner Fassbinder and Dorris Dorrie, we will consider the political and historical events that influenced the film financing, distribution and exhibition in post-WW II West Germany. The themes examined will include, but are not limited to, the relationship between public and private, past and present, the relationship between history and gender, the “German” and the other, the search for a national identity.—Rosenbaum

302. German Readings II—Further development and practice of advanced oral and written skills, based on the reading of German short literary fiction.—Rosenbaum

399. Independent Study—Submission of the special registration form, available in the Registrar's Office and the approval of the instructor and chairperson are required for enrollment. (1-2 course credits) —Staff

401. Senior Seminar: Special Topics—This seminar is required of all seniors majoring or minoring in German: Plan A, Plan B (German as primary language), and German Studies minor. Over the term, students will work collaboratively on the various

papers they are writing by way of integrating exercises in their major or minor, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author, or genre in German Studies. This course open to seniors only. —Staff

460. Tutorial—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

Hebrew

Minor in Modern Hebrew

For students who wish to minor in Modern Hebrew, this is a sequence of five Hebrew courses: Hebrew 101, 102, 201, 202 and 301, designed to develop linguistic skills. To give a deeper and broader appreciation of Israeli culture and civilization, students are required to take a Language Across the Curriculum unit as well as either JWST 220 "Modern Israeli Literature and Heritage" or JWST 225 "Modern Israeli Culture." No more than one transfer credit may be applied to the minor.

To declare a minor in Hebrew, contact Ms. Levana Polate.

Students interested in cross-disciplinary approaches to the study of Jewish culture are referred to the Jewish Studies Interdisciplinary Minor.

HEBREW

FALL TERM

101. Elementary Modern Hebrew I—A comprehensive introduction to the basic vocabulary and grammatical rules of modern Hebrew will be systematically presented and reviewed. Designed to develop a basic ability to read, write, understand, and speak modern Hebrew, this course will also include exposure to appropriate cultural materials. (Also offered under the Middle Eastern Studies and Jewish Studies programs.) (Enrollment limited)—Polate

201. Intermediate Modern Hebrew I—This course continues the development of skills in conversation, composition, and reading. Advanced grammar and syntax are introduced, as well as expanded readings from Israeli newspapers and literature. (Also offered under the Middle Eastern Studies and Jewish Studies programs.) Prerequisite: Hebrew 102 or equivalent. (Enrollment limited)—Polate

301. Advanced Modern Hebrew I—Emphasis on written essays as well as on comprehension through readings and class discussion of short stories, articles and poetry. (Also offered under the Middle Eastern Studies and Jewish Studies programs.) Prerequisite: Hebrew 202 or equivalent. (Enrollment limited)—TBA

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

SPRING TERM

[102. Elementary Modern Hebrew II]—A continuation of Hebrew 101 with emphasis on increasing vocabulary, understanding, writing and speaking skills with widening exposure to appropriate cultural materials. (Also offered under the Middle Eastern Studies and Jewish Studies programs.) Prerequisite: Hebrew 101 or equivalent. (Enrollment limited)

[202. Intermediate Modern Hebrew II]—A continuation of Hebrew 201 with more advanced grammar and increased emphasis on composition and speaking as well as exposure to appropriate cultural materials. (Also offered under the Middle Eastern Studies and Jewish Studies programs.) Prerequisite: Hebrew 201 or equivalent. (Enrollment limited)

302. Advanced Modern Hebrew II—A continuation of Hebrew 301 with emphasis on reading short novels and Israeli newspapers as well as viewing and discussing selected videos and movies. (Also offered under the Middle Eastern Studies and Jewish Studies programs.) Prerequisite: Hebrew 301 or equivalent. —TBA

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

Hispanic Studies

Plan A majors are required to have a total of 12.5 courses (beyond HISP 102). Students choose between one of two possible tracks: Peninsular Studies and Latin American Studies. The required courses (totaling 9.5 credits) are to be distributed in the following manner: 2 courses at the 260-level, HISP 270, HISP 280, HISP 290 (0.5), one related field (a course on an aspect of Hispanic culture taught by another department), three courses at the 300-level (two of which must be in the student's chosen sub-field), and HISP 401, in which students will write a senior thesis under the individual guidance of a member of the department on a topic related to the selected track. In this final exercise,

students are expected to build upon and refine a special interest developed while abroad or in previous coursework. The rest of the credits within the major are earned through elective courses. No more than three (3) courses taken abroad are valid for the major. Only one 300-level course taken abroad is valid for the major. All other required courses within the major must be taken with faculty at Trinity's Hartford campus.

Majors who wish to study abroad are expected to study in one of the three official Trinity sites: Trinity in Santiago, Trinity in Barcelona, or PRESHCO (in Córdoba, Spain). We also offer a one-month study abroad experience in Montevideo (see HISP 227). Requests to study elsewhere will be given consideration and approval will depend on solid academic reasons for requesting an alternative site. All students wishing to receive MAJOR credit for courses taken at Trinity's global sites in Barcelona, Spain, Córdoba, Spain, and Santiago, Chile, must have taken at least one thematically appropriate (Iberian or Latin American) Civilization and Culture course (HISP 261, HISP 262, HISP 263, HISP 264) before their departure. In certain cases, this requirement may be satisfied by taking HISP 233: Barcelona: the Alchemy of Identity or HISP 233: Santiago. Careful planning in coordination with the student's adviser and the department's faculty sponsors of the two Global Sites (Prof. Remedi, Persino, or Lambright for Santiago; Prof. Harrington for Barcelona) or PRESHCO (Prof. Castillo) is therefore essential.

Courses taken abroad will generally count as electives or "related fields" credits. In certain cases, students may request that one upper-level course taken at an approved Study Abroad program count toward the required number of 300-level courses.

One course in Portuguese or Catalan may be counted as an elective toward the major.

REQUIRED COURSES:

Plan A Major (Peninsular)

3 Electives*

HISP 261 or 262

(Study abroad usually in Barcelona or Córdoba)

HISP 260 Series (Open)

HISP 270

HISP 280

HISP 290 (.5)

1 Related Field Course

HISP 300 (Peninsular)

HISP 300 (Peninsular or Transatlantic)

HISP 300 (Latin American)

HISP 401 (Thesis-Peninsular Topic)

Plan A Major (Latin American)

3 Electives*

HISP 263 or 264

(Study Abroad usually in Santiago)

HISP 260 Series (Open)

HISP 270

HISP 280

HISP 290 (.5)

1 Related Field Course

HISP 300 (Latin American)

HISP 300 (Latin American or Transatlantic)

HISP 300 (Peninsular)

HISP 401 (Thesis-Latin American Topic)

*Electives could include 201, 202, 221, 224, 226, 227 certain approved courses taken abroad, or extra 300-level courses.

Plan B majors whose primary concentration is in Hispanic Studies are required to take the following courses (totaling 7.5 credits beyond HISP 102): two courses at the 260-level in the track of the student's choice, HISP 270, HISP 280, HISP 290 (0.5), one course at the 300-level in the track of the student's choice, 1 course at the 300-level with a focus on the "other" sub-field of the discipline (a Transatlantic course may be substituted here), and HISP 401, in which students will write a senior thesis under the individual guidance of a member of the department on a topic related to the selected track. In this final exercise, the student will engage in in-depth study of a theme which integrates material from the primary and secondary fields of linguistic and cultural competence. The remaining five credits for the major will be taken in the student's secondary area of linguistic and cultural competence. All of the required courses in Spanish must be taken with faculty at Trinity's Hartford campus.

Majors whose primary competence is Spanish and wish to study abroad are expected to study in one of the three official Trinity sites: Trinity in Santiago, Trinity in Barcelona, or PRESHCO (in Córdoba, Spain). Requests to study elsewhere will be given consideration and approval will depend on solid academic reasons for requesting an alternative site. All students wishing to receive MAJOR credit for courses taken at Trinity's Global sites in Barcelona, Spain, Córdoba, Spain, and Santiago, Chile, must have taken at least one thematically appropriate (Iberian or Latin American) Civilization and Culture course (HISP 261, HISP 262, HISP 263, HISP 264) before their departure. In certain cases, this

requirement may be satisfied by taking HISP 233: Barcelona: the Alchemy of Identity or HISP 233: Santiago. Careful planning in coordination with the student's adviser and the department's faculty sponsors of the two Global Sites (Prof. Remedi for Santiago, Prof. Harrington for Barcelona) or PRESCHO (Prof. Castillo) is therefore essential. For detailed description of the PRESCHO Program, please see "Consortial Programs" listed under Global Studies Programs.

Courses taken abroad will generally count as elective credits. In certain cases, students may request that one upper-level course taken at an approved Study Abroad program count toward the required number of 300-level courses. One course in Portuguese or Catalan may be counted as an elective toward the major.

Plan B Major with primary competence in Hispanic Studies.

Peninsular	Latin American
HISP 261	HISP 263
HISP 262	HISP 264
HISP 270	HISP 270
HISP 280	HISP 280
HISP 290 (.5)	HISP 290 (.5)
HISP 300 (Peninsular)	HISP 300 (Latin American)
HISP 300 (Latin American or Transatlantic)	HISP 300 (Peninsular or Transatlantic)
HISP 401 (Thesis)	HISP 401 (Thesis)

Plan B majors whose secondary concentration is in Hispanic Studies are required to take a total of five courses in Hispanic Studies beyond the 202 level. Of these, the following must be taken with faculty at Trinity's Hartford campus: two courses in Civilization and Culture and two 300-level courses (one centering on Spain and the other on Latin America). In certain cases, students may request that one upper-level course taken at an approved Study Abroad program count toward the required number of 300-level courses.

Plan B Major with secondary competence in Hispanic Studies

Peninsular	Latin American
HISP 261 or 262	HISP 263 or 264
HISP 260 Series (Open)	HISP 260 Series (Open)
HISP 300 (Peninsular)	HISP 300 (Latin American)
HISP 300 (Latin American or Transatlantic)	HISP 300 (Latin American or Transatlantic)
HISP 401 (Thesis)	HISP 401 (Thesis)

Major in Latin American and Caribbean Studies: See under "International Studies Program."

Minor in Spanish

For students who wish to minor in Spanish, this is a sequence of six Spanish courses beyond 201 designed to develop linguistic skills and to give an appreciation of Spanish and Latin American culture and civilization. In addition, it provides an opportunity to apply the Spanish language to other fields of the curriculum through the completion of "Language Across the Curriculum" units.

The six required courses in Spanish must include both Language and Literature/Civilization. No course in English under the Modern Languages rubric can be counted toward the course total. No more than two transfer courses may be applied to the Spanish minor. One-half credit of "Language Across the Curriculum" is required, preferably in conjunction with a course taken in the student's major. HISP 290, a half-credit course designed for returning study abroad students, may be substituted for this "Language Across the Curriculum" requirement.

To declare a minor in Spanish, contact Prof. Thomas Harrington. Students seeking a Spanish minor tailored to take fuller advantage of the particular experience of studying in Spain are referred to the Hispanic Studies Minor listed under interdisciplinary minors

HISPANIC STUDIES**FALL TERM**

101. Intensive Elementary Spanish I—Designed to develop a basic ability to read, write, understand, and speak Spanish. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Placement by exam if previous Spanish experience. (Also offered under Latin American and Caribbean Studies.) (1.5 course credits) (Enrollment limited)—TBA

102. Intensive Elementary Spanish II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions, and reading comprehension. Four hours of classwork, plus one required drill hour. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 101 or equivalent. (1.5 course credits) (Enrollment limited)—Palacios

201. Intermediate Spanish I—An intermediate course for those who have had at least three years of secondary school Spanish or one year of college Spanish. A thorough review of grammar combined with oral practice. In addition, there is a strong cultural component and an introduction to reading literary texts. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 102 or equivalent. (Enrollment limited)—Flores, Persino

202. Intermediate Spanish II—The review of grammar begun in Spanish 201 will be completed. In addition, there will be readings and discussion of contemporary Spanish and Spanish American literature, treating varied literary and cultural selections with a view to vocabulary-building and the reinforcement of the principles of grammar and syntax. Emphasis is placed on the development of competence in oral and written expression.(Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 201 or equivalent. (Enrollment limited)—Lambright

221. Advanced Grammar & Composition—Emphasis on composition work, in conjunction with a review of grammar, especially of the more difficult and subtle aspects, together with a consideration of stylistics. The writings of selected modern Hispanic authors will serve as models. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 202 or equivalent. (Enrollment limited)—Castillo, Persino

[224. Spanish for Heritage Students]—A comprehensive course for bilingual students who demonstrate spoken ability in Spanish but whose formal education has been in English. The course will cover all basic language skills while targeting the particular needs of bilingual students, including accentuation, homonyms, and usage of complex sentence structure. Special emphasis will be placed on reading and writing. Permission of the instructor is required. Admits to Hispanic Studies 221 or more advanced Hispanic Studies course. (Also offered under Latin American and Caribbean Studies.)This course has a community learning component.

226. Iberian and Latin American Film and Conversation—In this course students will analyze landmarks of Spanish/Latin American cinema in terms of the social, historical, and cultural questions they raise, as well as in terms of the ideological, aesthetic, and cinematographic movements to which they belong. The discussion of films will be conducted in Spanish and will provide an academic forum for the exchange of ideas, interpretations and critiques. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 221 or 224 or Permission of the Instructor. (Enrollment limited)—Lambright

[233. The Alchemy of Identity: Culture-Planning and Civil Society in Barcelona 1850 to 2000]—This course is an interdisciplinary exploration of the ways in which the city of Barcelona has created and maintained its unusually vibrant artistic and civic culture during much of the past 150 years of its existence. Besides studying the work of the city's more important contemporary artists, artistic movements, and cultural institutions (Gaudí, Miró, Picasso, Marsé, Mendoza; Modernisme, Noucentisme; the Liceu and, yes, the Barcelona Football Club), we will analyze the city's long and highly conscious tradition of culture-planning, which has done so much to make this history of civic and artistic innovation a reality. Whenever possible, the history of creating a sustainable urban culture in Barcelona will be compared with that of Hartford and other U.S. urban centers. This course is taught in English. (Listed as both Modern Languages 233-49 and Hispanic Studies 233-04.)

261. Iberian Culture I (Middle Ages to the 19th Century)—The course is designed to provide a broad understanding of the primary cultural dynamics of the Iberian Peninsula from the Middle Ages to the 19th century. We will pay special attention to the more important cultural developments during this crucial era of Spanish history. Prerequisite: Hispanic 221 or 224 or permission of the instructor. (Enrollment limited)—Castillo

263. Latin American Culture I (Pre-Columbian Era to Enlightenment)—This course examines the history, societies, and cultures of the various regions that today are known as Latin America. The course moves from the major pre-Columbian civilizations, through the first encounter between Europe and these peoples, the subsequent conquest and colonization, and the first manifestations of the desire for independence. The course will concentrate specifically on how the peoples of these various regions and periods explored their social and political concerns through art, literature, and music. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 221 or 224 or permission of the instructor. (Enrollment limited)—Lambright

270. Introduction to Cultural Analysis—This course serves as a transition to advanced courses in Spanish language, culture, and literature. Students will develop analytical skills through an intense exploration of cultural production in the Hispanic world

and through an examination of diverse literary genres, film, and current events. The focus will be on improving the necessary linguistic and critical thinking skills that are the fundamental foundation for literary and cultural analysis in advanced Spanish study. Prerequisite: HISP221 or 224 or Permission of the Instructor. (Enrollment limited)—Remedi

280. Hispanic Hartford—This course seeks to place Trinity students in active and informed dialogue with the Hartford region's large and diverse set of Spanish-speaking communities. The course will help student recognize and analyze the distinct national histories (e.g. Peruvian, Puerto Rican, Chilean, Honduran, Cuban, Colombian, Mexican) which have contributed to the Hispanic diaspora in the city and the entire northeastern region of the U.S. Students will undertake field projects designed to look at the effects of transnational migration on urban culture, institution-building, and identity formation. (Also offered under Latin American and Caribbean Studies.) Prerequisite: HISP221 or 224 or Permission of the Instructor. (Enrollment limited)—Gebelin

290. Studying in the Hispanic World Colloquium—This course is designed to provide students returning from study abroad in Barcelona, Santiago, Cordoba, and other Spanish-speaking venues (summer, semester or year-long programs) with a forum within which they can share, compare, and process analytically and historically the difficulties, conflicts, absences, and discoveries which they experienced in their time abroad. They will then be asked to investigate how these experiences have affected their view of the social and cultural norms that inhere within U.S. culture. (Prerequisite: Study abroad in an approved program in a Spanish-speaking country.) (0.5 course credit) (Enrollment limited)—Gebelin

301. An Introduction to Cervantes' Literary Industry—An analysis and interpretation of the complete text of *Don Quijote de la Mancha*, with attention given to Cervantes' use of irony (burla) as the keystone of his artifice. Keeping in mind the historical and cultural background of the text, we will examine how Cervantes' writings (*El Quijote*, *Entremeses*, *Novelas Ejemplares*) hinge on a parodic game that entails a process of encoding and decoding, one which has a demystifying power upon reality. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. —Castillo

312. Foundational Tropes/Contested Tropes: "The Gaucho"—Several debates, themes, images or tropes seem to constitute a symbolic and discursive core of Latin American cultural history: "The Savage," "The Gaucho," "The Mestizo," "The Captive," "The Matriach," "The Landowner," "The Enlightened Tyrant," "The Developer," and "The Immigrant." These concepts are, in turn, connected to notions of Europeanness, whiteness, civilization, capitalist development and progress. Through the examination of a series of literary texts and documents, coming from different historical periods and literary and ideological movements, this course explores the origin and historical evolution of these recurring and enduring themes and metaphors. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. (Enrollment limited)—Remedi

[321. Gender, Ethnicity in Andes]—This course will focus on the construction of the subject within national discourses and cultural expressions in the countries of Ecuador, Bolivia, and Peru. Specifically, we will look at those creators and works (in literature, music, art, film, theater, and popular culture) that challenge/threaten dominant discourse within the nation and demand a rethinking of the dominant culture-space paradigm. Our exploration will include, but not be limited to, cultural production by women, indigenous and mestizo groups, Afro-Hispanics, Jews, and gays. (Also offered under Latin American and Caribbean Studies; and the Women Gender and Sexuality Program.) Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor.

[329. The Transatlantic Radio Network]—The aim of this course is to enhance written and oral skills in Spanish and to engender a detailed and sophisticated understanding of the major cultural, historical, and political tendencies of Spain and the societies of the Southern Cone of Latin America. After learning the basics of "podcasting" production (Internet telephony, digital editing, and RSS syndication), students will produce a bi-weekly internet radio program which will place special emphasis on the study of the urban cultures of Barcelona and Montevideo and the flow of ideas between the South America and the Iberian worlds. When researching, writing, and producing the required 10 hours of finished programming, student production teams are expected to communicate not only with faculty and student "correspondents" at Trinity's global learning sites, but also with relevant artists, writers, politicians and cultural entrepreneurs on both sides of the Atlantic basin. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor.

[342. Latin American Theater]—This course explores the various manifestations of Latin American Theater of the late 19th and the 20th centuries. Texts to be studied include canonical authors (i.e. Florencio, Sanchez, Agustín Cuzzani, Augusto Boal) as well as other, equally important authors, movements and trends such as Teatro Campesino, Teatro Poblacional, Popular Theater, performances. Some attention will also be paid to the study of theatricality in social and political rituals and everyday life. (Also offered under Latin American and Caribbean Studies.) Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor.

[366. 20th-Century Mexican Literature La Mexicanidad]—This course examines the century-long quest for national identity in Mexico and in particular, the political, social, and cultural impact of the Mexican Revolution on intellectual discourse. Topics of study include Marxism, the development of civil and women's rights, community art, secularism, and the importance of mestizaje in the shaping of Mexican identity and letters. We will read primarily novels and essays, by authors ranging from José Vasconcelos to Subcomandante Marcos. We will also critically examine the artwork of the Mexican muralists and Frida Kahlo. (Also offered under Latin American and Caribbean Studies.) Taught in Spanish. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor.

401. Senior Thesis Seminar—Required for graduation with a major in Spanish (Plan A) or Plan B with Spanish as primary language. Individual tutorial in the writing of a thesis on a special topic in literature or culture, in coordination with one of the members of the Spanish faculty. This course open to seniors only. (Enrollment limited)—Remedi

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

SPRING TERM

102. Intensive Elementary Spanish II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions, and reading comprehension. Four hours of classwork, plus one required drill hour. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 101 or equivalent. (1.5 course credits) (Enrollment limited)—Flores

201. Intermediate Spanish I—An intermediate course for those who have had at least three years of secondary school Spanish or one year of college Spanish. A thorough review of grammar combined with oral practice. In addition, there is a strong cultural component and an introduction to reading literary texts. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 102 or equivalent. (Enrollment limited)—Palacios

202. Intermediate Spanish II—The review of grammar begun in Spanish 201 will be completed. In addition, there will be readings and discussion of contemporary Spanish and Spanish American literature, treating varied literary and cultural selections with a view to vocabulary-building and the reinforcement of the principles of grammar and syntax. Emphasis is placed on the development of competence in oral and written expression.(Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 201 or equivalent. (Enrollment limited)—Castillo, Flores

221. Advanced Grammar & Composition—Emphasis on composition work, in conjunction with a review of grammar, especially of the more difficult and subtle aspects, together with a consideration of stylistics. The writings of selected modern Hispanic authors will serve as models. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 202 or equivalent. (Enrollment limited)—Castillo

224. Spanish for Heritage Students—A comprehensive course for bilingual students who demonstrate spoken ability in Spanish but whose formal education has been in English. The course will cover all basic language skills while targeting the particular needs of bilingual students, including accentuation, homonyms, and usage of complex sentence structure. Special emphasis will be placed on reading and writing. Permission of the instructor is required. Admits to Hispanic Studies 221 or more advanced Hispanic Studies course. (Also offered under Latin American and Caribbean Studies.)—Gebelein

226. Iberian and Latin American Film and Conversation—In this course students will analyze landmarks of Spanish/Latin American cinema in terms of the social, historical, and cultural questions they raise, as well as in terms of the ideological, aesthetic, and cinematographic movements to which they belong. The discussion of films will be conducted in Spanish and will provide an academic forum for the exchange of ideas, interpretations and critiques. (Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 221 or 224 or Permission of the Instructor. (Enrollment limited)—Persino

[227. Intensive, Full Immersion, Spanish Language and Culture in Montevideo]—This is a four-week-long intensive, full immersion, Spanish language and culture course, designed for Trinity students residing in the city of Montevideo on their way to our global learning site in Santiago. It provides an overall grammar review and practice of Spanish language (reading, writing, listening comprehension, and oral expression) in connection with a series of co-curricular and extra-curricular social and cultural activities which include guided tours to specific places, music concerts, conferences, sports events, plays, film festivals, student gatherings, etc. In addition, students live with local families, and engage with local media (newspapers, radio, music, TV, etc.) as part of the course assignments and activities. Prerequisite: Hispanic 202 or equivalent.

233. Latin American Literature in Translation—This course is aimed at a broad and general audience. No knowledge of Spanish is required. Taught in English this survey course introduces students to a set of key Latin American literary works of the 19th and 20th century, from various areas (the Caribbean, Mexico, Latinos in the US/The Border, Central America, South America, the Southern Cone), of various kinds (novels, short novels, short stories, essays, testimonies, collages, etc.) and reflecting on a variety of social and cultural issues (depicting/ordering/making sense of reality, storytelling, mythmaking, constructing the nation, neo-colonialism, fascism, revolution, human rights, exile, border-culture, race, ethnicity, gender). Students wishing to count this course toward a major in Spanish should secure permission of the instructor. They will complete their assignments in Spanish and will meet with the instructor in supplementary sessions. (Listed as both Modern Languages 233-11 and Hispanic Studies 233-01; and under the Latin American and Caribbean Studies program.) (Enrollment limited)—Gebelein

262. Iberian Culture II (The 20th Century)—This course introduces students to the set of cultural problems that have shaped Spain's contemporary development. It will do so through the study of novels, films, and historical narrative. Special emphasis given to the cultural history of the Franco years (1939-1975) and the country's more recent transition to democracy (1975-1992). Prerequisite: Hispanic 221 or 224 or permission of the instructor. (Enrollment limited)—Harrington

264. Latin American Culture II (Independence to Present Day)—This course focuses on the social, political, economic, and cultural development of the Latin American nations. Emphasis will be on the construction of national identities during the 19th century as well as main historic-political events of the 20th century. Discussions will be based on readings, documentaries, and feature films. Latin American newspapers on the Internet are used to inform our debates of current events.

(Also offered under Latin American and Caribbean Studies.) Prerequisite: Hispanic 221 or 224 or permission of the instructor. (Enrollment limited)—Persino

270. Introduction to Cultural Analysis—This course serves as a transition to advanced courses in Spanish language, culture, and literature. Students will develop analytical skills through an intense exploration of cultural production in the Hispanic world and through an examination of diverse literary genres, film, and current events. The focus will be on improving the necessary linguistic and critical thinking skills that are the fundamental foundation for literary and cultural analysis in advanced Spanish study. Prerequisite: Hispanic 221 or 224 or Permission of the Instructor. —Lambright

280. Hispanic Hartford—This course seeks to place Trinity students in active and informed dialogue with the Hartford region's large and diverse set of Spanish-speaking communities. The course will help student recognize and analyze the distinct national histories (e.g. Peruvian, Puerto Rican, Chilean, Honduran, Cuban, Colombian, Mexican) which have contributed to the Hispanic diaspora in the city and the entire northeastern region of the U.S. Students will undertake field projects designed to look at the effects of transnational migration on urban culture, institution-building, and identity formation. (Also offered under Latin American and Caribbean Studies.) This course has a community learning component. Prerequisite: Hispanic 221 or 224 or Permission of the Instructor. (Enrollment limited)—Harrington

290. Studying in the Hispanic World Colloquium—This course is designed to provide students returning from study abroad in Barcelona, Santiago, Cordoba, and other Spanish-speaking venues (summer, semester or year-long programs) with a forum within which they can share, compare, and process analytically and historically the difficulties, conflicts, absences, and discoveries which they experienced in their time abroad. They will then be asked to investigate how these experiences have affected their view of the social and cultural norms that inhere within U.S. culture. (Prerequisite: Study abroad in an approved program in a Spanish-speaking country.) (0.5 course credit) (Enrollment limited)—Gebelin

[301. An Introduction to Cervantes' Literary Industry]—An analysis and interpretation of the complete text of *Don Quijote de la Mancha*, with attention given to Cervantes' use of irony (*burla*) as the keystone of his artifice. Keeping in mind the historical and cultural background of the text, we will examine how Cervantes' writings (*El Quijote*, *Entremeses*, *Novelas Ejemplares*) hinge on a parodic game that entails a process of encoding and decoding, one which has a demystifying power upon reality. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor.

[320. Emigration and Transatlantic "Cultural Commerce"]—Since the middle of the 19th century, the Iberian nations have produced a constant stream of emigrants to the Americas. The new arrivals from Spain and Portugal have often exercised significant influence on the development of their countries of adoption. Similarly, the channels of communication opened by these emigrants to the New World have allowed citizens from countries such as Argentina, Cuba, Mexico, Venezuela, and the U.S. to play important roles in the development of contemporary Spanish and Portuguese life. After studying the prime "push" and "pull" factors in these transatlantic emigrations, we will examine literary, cinematic, and artistic manifestations of this transatlantic "cultural commerce" during the contemporary era. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor.

324. The Spanish Post-War Novel (1939-Present)—The Civil War (1936-1939) severely damaged Spain's social and cultural fabric. In the six decades since the end of the war, however, Spaniards have demonstrated that violence, poverty and political oppression are no match for a vital literary and cultural tradition. In this course we will analyze a number of the more important novels of the post-War era with an eye toward gaining an understanding the social problems and transformations that have taken place in the country during this period. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. —Harrington

[327. Memory at Work in Latin American Culture]—This course will examine memory as an evolving process that leads to the construction of individual and collective identities. We will look at the individual and collective dimensions of memory as articulated in literature, film, photography, music, and monuments. On the individual level, to what extent does fantasy interplay with memory in the reconstruction of the past? On the collective level, who has the right to remember? How do cultural discourses propose alternatives to the hegemonic interpretation of the national past? Is memory a form of resistance? And furthermore, how can memory and reconciliation be articulated in post-dictatorship societies? (Also offered under Latin American and Caribbean Studies.) Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor.

[340. U.S. Latino/Latina Writers]—This course explores exemplary texts written by Latina/Latino authors in the 19th and 20th centuries and examines them in relation to their representation of issues such as gender and sexualities, diasporic identities, and bilingualism. We will consider a diversity of Chicana/o and Latina/o literature (poetry, narrative, theater, and film) in our analysis of topics such as transculturation, (im)migration, (im)migrant's rights, feminist consciousness, exile, post-colonialism and linguistic identity. (Also offered under Latin American and Caribbean Studies; and the Women, Gender and Sexuality Program.) Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor.

372. Unstable Worlds: Jorge Luis Borges—This course proposes an in-depth analysis of works by the Argentine writer Jorge Luis Borges (1899-1986). His writing subverts our comforting presuppositions about our place in the universe and its intelligibility. A map the size of the world, an object reflecting all time and place, an encyclopedia that engulfs the universe are only part of the huge landscape Borges' works offer. Reading selections include short stories as well as essays, poems, and critical

studies. Prerequisite: A grade of C- or better in HISP270 and one of the following: HISP261 or HISP262 or HISP263 or HISP264; or Permission of the Instructor. (Enrollment limited)—Persino

401. Senior Thesis Seminar—Required for graduation with a major in Spanish (Plan A) or Plan B with Spanish as primary language. Individual tutorial in the writing of a thesis on a special topic in literature or culture, in coordination with one of the members of the Spanish faculty. This course open to seniors only. —Lambright

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

ITALIAN STUDIES

Plan A Majors: For a major under this plan, students must earn credit for 12 courses in Italian language, literature, and civilization.

The following is a list of required courses for the major:

- Five language courses: Italian 101 (*Intensive Elementary Italian I*), 102 (*Intensive Elementary Italian II*), Italian 201 (*Intermediate Italian I*), 202 (*Intermediate Italian II*), 228 (*Italian Language and Society*);
- Two 200-level interdisciplinary courses on Italian culture and civilization which are taught in English. These courses may be applied toward the major if a substantial portion of the assignments is completed in Italian.
- Two courses from the literature offerings: 313, 314, 333;
- Two courses (one of which is at the 300-level) from other departments on an Italian-related subject. Students must consult with their faculty advisor as to which courses they can count toward the major.
- *Senior seminar*, Italian 401 (Special Topics).

In consultation with the faculty advisor in Italian, students matriculating at Trinity College that have background in Italian language will enroll at a more advanced level than first year Italian (101 and 102). Students would be required to take *three* interdisciplinary courses on Italian culture and civilization and three literature survey courses to complete the required twelve courses.

Plan B Major. If Italian is the *primary language*, students are required to take *seven* courses, including Italian 228, a 300-level literary survey, and Italian 401 (Special Topics).

If Italian is the *secondary language*, students are required to take *five* courses. Italian 228 is required. For students with prior background in Italian, at least one *300-level* survey course is required.

All Majors (Plan A and Plan B, both categories) are required to pass an Italian language proficiency examination. This requirement is waived for students gaining a “B” or better in one of the Italian 300-level courses.

To declare a major in Italian, contact Professor Dario Del Puppo.

Students majoring in Italian are encouraged to attend one of the (fall/spring) programs at the **Trinity College/Rome Campus** where they can apply courses taken at the Rome Campus toward the Italian major subject to approval of the faculty adviser. Please see the Rome Campus program and course descriptions in the Study Away section of the *Bulletin*.

Students with Advance Placement credit in Italian may count AP credit toward general degree requirements, but not for the Italian major or the Italian minor. AP credit serves as an indicator for placing students in the appropriate level courses.

Honors in Italian: Students qualifying for honors in the Italian major must attain a cumulative average of A- or better in all courses counting toward the major, including Italian 401.

Minor in Italian

For students who wish to minor in Italian, this is a sequence of six courses designed primarily to develop linguistic skills and an appreciation of Italian culture and civilization. These courses include, but are not limited to, the language acquisition courses (Italian 101, 102, 201, 202), Italian 228 (“Italian Language and Society”), and literary survey courses. In consultation with the minor adviser, Dario Del Puppo, students may also count culture and civilization courses taught in English if they do a significant amount of the coursework in Italian. In addition to the six courses, students must complete a .5 credit of Language Across the Curriculum.

To declare a minor in Italian, contact Prof. Dario Del Puppo. Students interested in cross-disciplinary approaches to the study of Italian culture are referred to the Italian Studies Interdisciplinary Minor.

ITALIAN STUDIES

FALL TERM

- 101. Intensive Elementary Italian I**—Designed to develop a basic ability to read, write, understand, and speak Italian. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1.5 course credits) (Enrollment limited)—Palma, Roncalli di Montorio
- 102. Intensive Elementary Italian II**—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class work, plus one required drill hour. Prerequisite: Italian 101 or equivalent. (1.5 course credits) (Enrollment limited)—Palma, Roncalli di Montorio
- 201. Intermediate Italian I: Conversation and Composition**—A review of basic grammar learned in the first year intensive Italian courses (101 and 102) is integrated with oral and writing practice on topics intended to introduce students to contemporary Italian culture. There will be readings of short stories, newspaper and magazine articles, the viewing of film and video presentations, and weekly compositions and other writing assignments. In order to achieve competence in Italian, students should plan to take 201 and 202 in sequence. Prerequisite: Italian 102 or equivalent. (Enrollment limited)—Roncalli di Montorio
- 202. Intermediate Italian II: Composition and Literature**—The review of grammar begun in Italian 201 will be completed in 202. Students' oral and writing skills will be enhanced by further exploration of aspects of Italian culture, through a variety of texts and media. While emphasizing student's communication skills, this course aims to provide them with the basis for linguistic competence in Italian. Prerequisite: Italian 201 or equivalent. (Enrollment limited)—Del Puppo
- 228. Italian Language and Society**—This course will examine the relationship between language and society in contemporary Italy and in countries with high levels of Italian migration, while also developing students' linguistic skills. Topics include: geographical, class, and generational differences in language, the effects of mass media on language, and the Italian of immigrants to the U.S. As part of their coursework, students will conduct interviews with Italian Americans in the Hartford area. Prerequisite: Italian 202 or equivalent. (Enrollment limited)—Palma
- 233. Food in Italian History, Society, and Art**—The saying, "A tavola non s'invecchia" ("One does not age at the supper table") expresses the importance of food and eating for Italians. In this course, we will examine the relationship between food and culture in Italy, from the Romans to the present, through a variety of readings and tasting experiences. Topics include: the importing and exporting of different foods in antiquity as an instance of cultural and economic exchange; medieval beliefs about intellectual and physical aptitudes associated with diet; the representation of food in art, literature, and cinema; regional cuisines and cultural identities; and the language of food. We will also discuss Italian and Italian-American cuisine as the reflection of related, yet very different, cultures. Students may opt to undertake a Community Learning Initiative in consultation with the course instructor. Enrollment limited to 25. (Listed as both Modern Languages 233-41 and Italian 233-06.)—Del Puppo
- [236. Modern Italy]**—An introduction to modern Italy, through discussion of outstanding works of history, social science, film, and literature. Topics include the unification of Italy, the sharp changes in relations between church and state, the Great Emigration, Fascism, modernization, the Sicilian mafia, and the persistence of regional divisions. All work is done in English. Students who wish to count this course toward a major in Italian should request permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Listed as both Modern Languages 233-08 and Italian 236-01; and under the History department.)
- 333. Dante: The Divine Comedy**—For nearly seven centuries, readers have experienced the thrill of traveling vicariously through Hell, Purgatory, and Paradise thanks to Dante's *Divine Comedy*. As one of the most celebrated and controversial works of Western literature, it has inspired visionary thinkers and artists from the late-Middle Ages to the present. In this course we shall study Dante's epic poem in its historical context and how it relates to our own world. The *Divine Comedy* is ultimately about an individual's search for meaning, and his journey is our journey. This course is primarily intended for juniors and seniors and aims to familiarize students with the way literary scholars and historians analyze old texts. Thus, students will learn about: Italy in the Middle Ages, the development of vernacular literature in Italy, the history of reading and writing, the transmission of texts, and how material features of manuscripts and books shape literary interpretation. After a general presentation of the course material, students will meet with the instructor in pairs on a weekly basis for approximately one hour. At each of these sessions, one student will present a 5-7 double-spaced-page paper while the other is responsible for a thoughtful and constructive critique. The presenter's essay must be submitted to the non-presenting student and to me no later than the evening preceding the day of the tutorial; whereas the non-presenting student will prepare and submit an outline of the critique. Therefore, no extensions are possible. Each week, students will alternate between presenting and critiquing the other's paper for a total of 5 papers and 5 critiques. (Listed as both Modern Languages 333-12 and Italian 333-01.) (Enrollment limited)—Del Puppo
- [460. Tutorial]**—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff
- 466. Teaching Assistantship**—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

SPRING TERM

101. Intensive Elementary Italian I—Designed to develop a basic ability to read, write, understand, and speak Italian. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of class work, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1.5 course credits) (Enrollment limited)—Palma, Roncalli di Montorio

102. Intensive Elementary Italian II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class work, plus one required drill hour. Prerequisite: Italian 101 or equivalent. (1.5 course credits) (Enrollment limited)—Roncalli di Montorio

201. Intermediate Italian I: Conversation and Composition—A review of basic grammar learned in the first year intensive Italian courses (101 and 102) is integrated with oral and writing practice on topics intended to introduce students to contemporary Italian culture. There will be readings of short stories, newspaper and magazine articles, the viewing of film and video presentations, and weekly compositions and other writing assignments. In order to achieve competence in Italian, students should plan to take 201 and 202 in sequence. Prerequisite: Italian 102 or equivalent. (Enrollment limited)—Palma

202. Intermediate Italian II: Composition and Literature—The review of grammar begun in Italian 201 will be completed in 202. Students' oral and writing skills will be enhanced by further exploration of aspects of Italian culture, through a variety of texts and media. While emphasizing student's communication skills, this course aims to provide them with the basis for linguistic competence in Italian. Prerequisite: Italian 201 or equivalent. (Enrollment limited)—Alcorn

233. Mafia—In contemporary societies there is an intimate contest between two kinds of social order: The rule of law and criminal organization. A remarkable instance may be found in the workings and metamorphoses of the Mafia. From its origins in Sicily, an agrarian society on the periphery of Europe, the Mafia has acquired intercontinental dimensions and a grip on high politics and finance capital. This shadowy phenomenon has been approached and explained in very different ways by historians, anthropologists, sociologists, economists and political scientists; it has also been the subject of literature and film. We shall discuss outstanding examples of each approach and treatment. The purposes of the course are to make sense of the Mafia, to explore a basic problem of social order and to compare the different styles of reasoning and representation that characterize the various disciplines in the social sciences and humanities. Course requirements: Two short papers and a term paper. Lectures and coursework will be in English. (Listed as both Modern Languages 233-17 and Italian 233-02.) (Enrollment limited)—Alcorn

236. Modern Italy—An introduction to modern Italy, through discussion of outstanding works of history, social science, film, and literature. Topics include the unification of Italy, the sharp changes in relations between church and state, the Great Emigration, Fascism, modernization, the Sicilian mafia, and the persistence of regional divisions. All work is done in English. Students who wish to count this course toward a major in Italian should request permission of the instructor. They will complete their assignments in Italian and will meet with the instructor in supplementary sessions. (Listed as both Modern Languages 233-08 and Italian 236-01; and under the History department.)—Alcorn

290. Italian Cinema: Fiction and Film—A study and discussion of Italian Cinema from neorealism to the present. The course will cover both formal and thematic trends in the films of the noted postwar Italian directors Roberto Rossellini, Vittorio De Sica, and Luchino Visconti. The course will also consider the trend away from reliance on literary texts toward the development of personal expressions by such author/directors as Federico Fellini, Michelangelo Antonioni, Line Wertmüller, Paolo and Vittorio Taviani, Maurizio Nichetti, and others. Film screenings will be in Italian with English subtitles. Lectures and coursework will be in English. Students wishing to apply this course toward the major in Italian must secure permission of the instructor. They will complete their assignments in Italian and meet with the instructor in supplementary sessions. Faithful attendance is required. (Listed as both Modern Languages 233-05 and Italian 290-01.) (Enrollment limited)—Del Puppo

314. Contemporary Italian Literature—A critical reading of selected novels, short stories, poetry, and plays from the turn of the 20th Century to the present. Authors include: Pirandello, Svevo, Aleramo, Montale, Ungaretti, Morante, Calvino, Petrangani, Fo, and other contemporary authors. Emphasis is on the historical and cultural context of the works and on recent trends in Italian literature. Topics include: literature during both world wars and under Fascism, modernism and postmodernism in literature, contemporary women writers, and the role of Italian intellectuals in society. All work is done in Italian. Prerequisite: Italian 228 or equivalent. —Del Puppo

[333. Senior Seminar: Topics in Italian Studies]—An interdisciplinary seminar devoted to guided, individual research. In consultation with the course instructor, each student may work on any aspect of the history, society, or culture of Italy or of Italians in other lands. Coursework is conducted in Italian. Juniors should register for the course as Italian 333. Seniors majoring in Italian: Plan A and Plan B (Italian as primary language) are required to take this course and must register for it as ITAL 401. Seniors will complete a substantial research paper in partial fulfillment of the course requirements. Prerequisite: One 300-Level Course in Italian Literature or equivalent and Permission of Instructor.

401. Senior Seminar: Topics in Italian Studies—This seminar is required of all seniors majoring in Italian: Plan A, Plan B (Italian as primary language.) An interdisciplinary seminar devoted to guided, individual research. Each student may work on any aspect of the history, society, or culture of Italy or of Italians in other lands. Coursework is conducted in Italian. The grade is based on seminar participation and a research project. Prerequisites: At least one 300-level course in Italian literature or equivalent and permission of the instructor. (Same as Italian 314.) Prerequisite: Italian 228 or equivalent. —Del Puppo

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

JAPANESE

Plan B Major. Students choosing a Plan B major in Modern Languages and Literature may elect Japanese as either their primary or secondary language. Students who choose Japanese as the primary language are required to take seven courses beyond the 101 level, including at least one course from offerings in Japanese Literature/Culture (Japanese 211 and above), and Special Topics in East Asian Literatures (401). Two courses in a cognate field or fields are also required as is a paper linking some aspect(s) of the two languages and the cognates; this paper must be completed in Japanese 401.

Students who choose Japanese as the secondary language are required to take five courses beyond the 101 level, including at least one course from offerings in Japanese Literature/Culture (Japanese 211 and above).

Minor in Japanese

For students who wish to minor in Japanese, this is a sequence of five courses beyond Japanese 101 designed to develop linguistic skills as well as a basic understanding of Japanese culture and society. In addition, the minor will include another credit to be fulfilled through either a .5 credit Language Across the Curriculum unit, one semester of teaching assistantship, or a .5 credit integrating paper, typically written in conjunction with the last course taken for the minor. The five courses should be chosen from JPN 102, 201, 202, 233, 311, and 312. No more than one transfer credit may be applied to the minor.

To declare a minor in Japanese, contact Rieko Wagoner. Students interested in cross-disciplinary approaches to the study of Asian cultures are referred to the Asian Studies Interdisciplinary Minor.

JAPANESE

FALL TERM

101. Intensive Elementary Japanese I—Designed to develop fundamental skill in both spoken and written modern Japanese. About 200 characters will be learned. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. Other than beginning students must have the permission of the instructor. (Also offered under the Asian Studies program.) (1.5 course credits) (Enrollment limited)—Miyazaki, Wagoner

201. Intensive Intermediate Japanese I—This course emphasizes the continued development of skill in spoken and written Japanese. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take both 201 and 202 in sequence. Four hours of classwork, plus one required drill hour. (Also offered under the Asian Studies program.) Prerequisite: Japanese 102 or equivalent. (1.5 course credits) (Enrollment limited)—Miyazaki, Wagoner

311. Advanced Readings in Japanese—This course aims at building students' skills and speed in reading Japanese. It will draw materials from primary sources in various genres such as novels, poems, newspapers, essays, and instructional materials. Students will develop sentence analysis strategies as well as expand their knowledge of advanced vocabulary and kanji. An appropriate level of oral communication skill is required. (Since the content of this course varies from year to year [in order for the most contemporary materials to be studied], students may enroll for credit more than once.) (Also offered under the Asian Studies program.) Prerequisite: Japanese 202 or equivalent. (Enrollment limited)—Wagoner

[399. Independent Study]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-2 course credit) —Staff

SPRING TERM

102. Intensive Elementary Japanese II—Continuation of Japanese 101, with increased emphasis on conversational practice. An additional 120 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Four hours of class work, plus one required drill hour. (Also offered under the Asian Studies program.) Prerequisite: Japanese 101 or equivalent. (1.5 course credits) (Enrollment limited)—Wagoner

202. Intensive Intermediate Japanese II—Continuation of Japanese 201, with further emphasis on written and spoken development of the current idiom. Four hours of classwork, plus one required drill hour. (Also offered under the Asian Studies program.) Prerequisite: Japanese 201 or equivalent. (1.5 course credits) (Enrollment limited)—Miyazaki

312. Advanced Spoken Japanese—This course aims at developing students' listening and speaking skills in Japanese. The first half of the course focuses on basic tasks and social situations covered in Japanese 101-Japanese 202, bringing students' performance to a more natural and practical level. The latter half will introduce new conversational strategies and diverse topics

and situations mostly drawn from current and culture-specific topics. (Since the content of this course varies from year to year [in order for the most contemporary materials to be studied], students may enroll for credit more than once.) Prerequisite: Japanese 202 or equivalent. (Enrollment limited)—Wagoner

401. Senior Seminar: Special Topics—This seminar is required of all seniors majoring in Japanese: Plan B (Japanese as primary language). Over the term, students will work collaboratively on the various papers they are writing by way of integrating exercises in their major, and the whole class will undertake a number of readings in common in order to provide informed criticism of one another's papers. Depending on enrollment, the class may also spend part of the semester considering a special topic, author or genre in Japanese Studies.—Tam

COURSES ORIGINATING IN OTHER DEPARTMENTS

International Studies 236. Japanese Crime Literature and Film—This course examines major works of Japanese crime literature and film from the works of Edogawa Rampo, known as the father of crime fiction in Japan, to those of contemporary writers to explore social and moral issues reflected in them. While Japanese writers and filmmakers of this genre readily acknowledge Western influences, the literary and cinematic explorations of crime in Japan have also developed on a trajectory of their own, producing works that are easily distinguishable from those of other cultures. The course will also consider the mixing of the crime genre with others, such as ghost and science fiction genres. Works studied in this course include those of Edogawa Rampo, Akira Kurosawa, Miyuki Miyabe, Seicho Matsumoto and Kobo Abe, as well as yakuza movies. Readings and discussion in English.—Tam

LINGUISTICS

FALL TERM

[101. Introduction to Linguistics]—A general introduction to the study of language. First we will study the fundamental components of language (sounds, words, sentences). We will then examine the crucial question of how words and sentences manage to mean anything. The latter part of the course will be devoted to theoretical approaches to the nature of language, to how and why languages change over time, and to the ways language determines and reflects the structures of society. (Also offered under the Anthropology and the English departments. For English majors, this course satisfies the requirement of a literary theory course.)

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

SPRING TERM

101. Introduction to Linguistics—A general introduction to the study of language. First we will study the fundamental components of language (sounds, words, sentences). We will then examine the crucial question of how words and sentences manage to mean anything. The latter part of the course will be devoted to theoretical approaches to the nature of language, to how and why languages change over time, and to the ways language determines and reflects the structures of society. (Also offered under the Anthropology and the English departments. For English majors, this course satisfies the requirement of a literary theory course.) (Enrollment limited)—Lahti

[399. Independent Study]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (1-2 course credits) —Staff

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

[466. Teaching Assistantship]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

RUSSIAN

Plan A Majors are required to complete 12 credits in Russian as follows:

- Seven courses in Russian, to be chosen from among the following: 101, 102, 201, 202, 210, 221, 222, 301, 302, 303, 304, 305.
- Two courses in Russian literature and culture, one of which must be on the 19th century and one on the 20th century (students who attend the Trinity-in-Moscow global learning site may count one literature course taken there towards this requirement with approval of the Russian section head.)
- The senior project, Russian 401.
- Two cognate courses in Russian studies from outside the department.

Credit acquired through the "Language across the Curriculum" program may also count toward the cognate requirement.

Students who begin Russian in their sophomore year are encouraged to do summer work off campus at an approved program.

Plan B Majors whose *primary* concentration is Russian are required to complete nine courses in Russian, as follows:

- Seven courses from the language sequence: Russian 101, 102, 201, 202, 210, 221, 222, 301, 302, 303, 304.
- One literature and culture course in translation (Russian 233, 254, 258, 357).
- The senior exercise (Russian 401). This project must explore a topic that joins Russia with the student's secondary concentration.

Plan B Majors whose *secondary* concentration is Russian are required to complete seven courses in Russian, as follows:

- Six courses from the language sequence: Russian 101, 102, 201, 202, 210, 221, 222, 301, 302, 303, 304.
- One literature and culture course, either in Russian or in translation (Russian 233, 254, 258, 357, 301, 302, 303, 304).
- Please note: Some aspect of Russian literature or culture must be an integral part of the senior exercise required for the student's primary concentration.

All Russian majors (Plan A and Plan B, both categories) are required to pass the department's Russian language proficiency examination.

Minor in Russian

The minor in Russian develops linguistic skills as well as an appreciation of Russian culture and civilization. Students take a sequence of six courses. Normally these courses will be Russian 101, 102, 201, and 202, plus two of the following courses: Russian 210, 221, 222 or a literature course taught in Russian. No course taught in English under the MDLG rubric may be counted toward the minor. A maximum of two Trinity-in-Moscow credits may be applied to the minor.

*** Trinity-in-Moscow Global Learning Site.** All Russian students are strongly urged to take advantage of the study opportunity provided by Trinity's Moscow program. The program runs during the Spring semester only; students should plan their course of study in consultation with the faculty adviser. Please see the Moscow program description listed under the Global Learning Sites section of the Global Studies Programs.

RUSSIAN

FALL TERM

102. Intensive Elementary Russian II—Students continue to build their speaking and writing skills using the same interactive approach as in Russian 101. They will gain proficiency in fundamental grammar and acquire the conversational skills they need to interact with Russians in a wide range of situations. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) Please note: Russian 101 is offered in the spring. Prerequisite: Russian 101 or equivalent. (Enrollment limited)—Any

202. Intermediate Russian II—A continuation of Russian 201 in which students will develop a proficiency in Russian that will be adequate for most practical purposes. They will continue to develop their ability to converse on topics such as computers and work, dating, talking about nature, and others. They will start reading and discussing more complex literary and journalistic texts, including works by classic Russian authors. Regular writing assignments will help reinforce what they are learning. Students will continue their examination of the many sides of Russian culture, including Russian etiquette, gesture, music, television, film, etc. Successful completion of this course gives students the Russian they need in order to go to Russia for work or study. Conducted in Russian. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) Prerequisite: Russian 201 or equivalent. (Enrollment limited)—TBA

[221. Advanced Russian I: Russia through Russian Prose]—Students improve conversational and compositional skills through close reading, analysis and discussion of Russian historical and journalistic texts. Conducted in Russian. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) Prerequisite: Russian 202 or permission of instructor.

233. Communism and Consumerism in Russian Literature—Our course will survey Russian literature from the Russian revolution of 1917 to the present day. We will examine the literary response to the social, political, and economic upheaval of revolution; the promise of utopia; the menace of dictatorship and terror; and finally the possibilities, after 1991, of democracy and freedom. We will seek to understand these writings as a reflection of historical and social change, as well as considering them within the development of literary aesthetics. Two literary lines will become apparent: an experimental, avant-garde literature, associated primarily with revolution and abrupt but welcome change, and a more traditional, realist strand that seeks to valorize establishment values by invoking the 19th-century classic realist writers, particularly Tolstoy. (Listed both as Modern Languages 233-39 and Russian 233-08; and under the Russian and Eurasian Studies concentration of the International Studies Program.)—Any

[233. Women in Russian Culture]—(Conducted in English.) While America has yet to elect a female president, Russia was once ruled by one of the most powerful and influential women in world history, Catherine the Great, a woman Voltaire considered the wisest ruler of his age. Despite Russia's past history of elevating women to the highest levels of political power and authority, few would argue that contemporary Russian women enjoy more freedom than their American counterparts. How can we explain such a paradox? Part of the key to understanding the lot of Russian women today lies in an examination of their cultural image and how it has evolved over time. From lame old hags and seductive sirens to holy prostitutes and agonizing adulteresses, Russia has produced some of the most colorful, enduring, and influential images of women in world culture. Historically speaking, what does it mean to be a woman in Russia? How do Russian women resemble and radically differ from their American counterparts? This course will examine images of women in Russian life, literature, and film. We will focus on the interrelated issues of gender, sexuality, language, ethics, politics, and family. Wherever possible, cross-cultural comparisons will be made between American and Russian culture. (Listed both as Modern Languages 233-89 and Russian 233-09; under the Russian and Eurasian Studies concentration of the International Studies Program; and under the Women, Gender, and Sexuality Program.) No knowledge of Russian required.

304. Current Russian Media—A survey of current Russian newspaper and magazine articles, radio and television broadcasts, and the Internet. Subjects covered will include popular culture, home and family life, environmental issues, economics, and politics. Students will strive to master the special type of Russian used in the media as well as describe how these media reflect or distort the state of Russian society. Prerequisite: Russian 222 or permission of the instructor. (This course is also offered under the Russian and Eurasian Studies program.) (Enrollment limited)—Lahti

357. Dostoevsky—(Conducted in English.) Reading and discussing Dostoevsky's literary works, we will try to answer the social, psychological, philosophical, and religious questions that tortured him. We will examine Dostoevsky's reaction to social problems he saw in 19th-century Russia: family breakdown, alienation and powerlessness in the workplace, the daily humiliations of living in a system that ranks people according to their salary; and we will try to answer the underlying question: how can people connect with each other in the modern age? Modernity's preference for science and social science also troubled Dostoevsky. If human actions are scientifically predictable, can people ever be free? We will examine the unsavory solutions Dostoevsky offered: spite, game-playing, crime, radical nihilism, and others. Do religions, with all their glaring contradictions, offer a viable answer? The search for answers to these and other questions will open up new vistas and will educate students about one of the most influential world writers, the author of such classics as *Notes from Underground*, *Crime and Punishment*, and *The Brothers Karamazov*. (Listed as both Modern Languages 333-10 and Russian 357-01; and under the Russian and Eurasian Studies concentration of the International Studies program.) (Enrollment limited)—Lahti

[401. Women in Russian Culture]—(Conducted in English.) While America has yet to elect a female president, Russia was once ruled by one of the most powerful and influential women in world history, Catherine the Great, a woman Voltaire considered the wisest ruler of his age. Despite Russia's past history of elevating women to the highest levels of political power and authority, few would argue that contemporary Russian women enjoy more freedom than their American counterparts. How can we explain such a paradox? Part of the key to understanding the lot of Russian women today lies in an examination of their cultural image and how it has evolved over time. From lame old hags and seductive sirens to holy prostitutes and agonizing adulteresses, Russia has produced some of the most colorful, enduring, and influential images of women in world culture. Historically speaking, what does it mean to be a woman in Russia? How do Russian women resemble and radically differ from their American counterparts? This course will examine images of women in Russian life, literature, and film. We will focus on the interrelated issues of gender, sexuality, language, ethics, politics, and family. Wherever possible, cross-cultural comparisons will be made between American and Russian culture. (Listed both as Modern Languages 233-89 and Russian 233-09; under the Russian and Eurasian Studies concentration of the International Studies Program; and under the Women, Gender, and Sexuality Program.) No knowledge of Russian required.

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

SPRING TERM

101. Intensive Elementary Russian I—Learn to speak, read, and write Russian in an interactive course. This course prepares students to hold simple conversations so that they can meet Russians, talk about themselves, and discuss topics including sports, movies, and student life. Students will observe contemporary Russian life through a series of video episodes, attune their ear to spoken Russian with audiocassettes, and practice correct grammar using the textbook and CD-ROM. (Also offered under the Russian and Eurasian Studies program.) Registration is limited to those students who will be studying at Trinity-in-Moscow in Spring 2005. Others wishing to begin Russian will have the opportunity to enroll in the regular Russian 101 course, which is offered every Spring semester. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) (Enrollment limited)—Lahti

102. Intensive Elementary Russian II—Students continue to build their speaking and writing skills using the same interactive approach as in Russian 101. They will gain proficiency in fundamental grammar and acquire the conversational skills they need to interact with Russians in a wide range of situations. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) Please note: Russian 101 is offered in the spring. Prerequisite: Russian 101 or equivalent. —TBA

[201. Intermediate Russian I]—In this course students will gain intermediate proficiency in understanding, speaking, reading, and writing Russian. They will learn how to express themselves in Russian through regular conversation practice on topics such

as the world of Russian emotions, love and marriage, music and entertainment, and other practical subjects. They will read real Russian literary texts and learn to write about their thoughts and opinions. They will learn about Russian culture by direct experience, including working with the Russian Internet. Students who take this and the next course in the series, Russian 202, will be ready to go on a study abroad program in Russia. Conducted in Russian. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) Prerequisite: Russian 102 or equivalent. (Enrollment limited)

210. Advanced Russian Conversation—This course will provide training in Russian oral communication and self-expression. Students will lead and participate in class discussions and debates, prepare oral reports, as well as listen to and watch Russian radio and television broadcasts. All work will be oral. The topics of conversations will include family problems and divorce, elections in the U.S. and in Russia, youth music and fashion in Russia, environmental issues, Russian beliefs in the world beyond (UFOs, ESP, etc.) and other current issues. By the end of the course, students will be able to converse in Russian on an advanced level on the ACTFL scale. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) Prerequisite: Russian 202 or permission of instructor. (Enrollment limited)—TBA

233. Fantasy and Realism in Russian Literature—All readings and discussion will be in English. Through the enduring traditions of fantasy and realism, Russian literature has probed human dilemmas and invited self-examination. We shall read these works as art and entertainment, and also for what they help us learn about ourselves. A disturbing world of the uncanny, populated by murderous doubles, human snakes, talking dogs, ghosts, and other diabolical creatures will open up to us and haunt our imaginations. As we consider the realist and fantastic streams, we shall ultimately ask the question: can we really define the difference between them? Authors to be read include Gogol, Dostoevsky, Chekhov, and others. This course will introduce the students to some of the greatest works in the Russian literary canon. (Also listed under the Russian and Eurasian Studies concentration of the International Studies Program.) (Enrollment limited)—Lahti

[233. Love, Sex and War in Tolstoy]—This course offers a detailed and varied exploration of Tolstoy's greatest fiction. Writer and prophet, aristocrat and socialist, moralist and hedonist, Tolstoy contained a bundle of contradictions in a mind of artistic genius. As we seek to uncover the aesthetic workings of his stories and novels, we will have ample opportunity to discuss the subjects of these works—romantic love, sexual expression, family life, war as military theory and as human experience, and the individual's search for meaning—in relation to the works themselves and to our own lives. Tolstoy's youth, military service, marriage, religious conversion, and contentious relations with those around him will be discussed in connection with his literary art. (Listed both as Modern Languages 233-82 and Russian 233-07; under the Russian and Eurasian Studies concentration of the International Studies Program; and under the Women, Gender, and Sexuality Program.)

[302. Russian Narrative Prose]—Intensive study of traditional or contemporary Russian texts. Weekly reading assignments will be supplemented by oral reports, literary analysis, and exercises in translation. Students will play a significant role in leading class discussion. All readings and discussion in Russian. Prerequisite: C- or better in Russian 222, or permission of instructor

[337. Russian and Soviet Theater]—An exploration of a variety of topics in Russian and Soviet theater from the 1830s to the present: the plays, the experiments and developments in acting technique and scenic design as well as their theoretical foundations. Particular emphasis will be given to the thirty years at the beginning of this century and theater developments in the past decade. Discussion will also cover reasons for restaging the classics in recent years and the serious challenges confronting the artistic community during the Stalin years and continuing beyond the Brezhnev era. (Listed both as Modern Languages 233-93 and Russian 337-01; under the Russian and Eurasian concentration of the International Studies Program; and Theater and Dance.)

[401. Senior Seminar: Special Topics]—Intensive study of a selected author, genre, movement or theme. Senior majors required to write an integrating project will do so in conjunction with this course; the course is therefore required of all Plan A majors and Plan B majors with a primary focus in Russian. Permission of the instructor required. (Enrollment limited)

[460. Tutorial]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. —Staff

[466. Teaching Assistantship]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

SPANISH (SEE HISPANIC STUDIES)

PROGRAMA DE ESTUDIOS HISPANICOS EN CORDOBA (PRESCHO):

Trinity College, in affiliation with Oberlin College, Smith College, Wellesley College, Wheaton College, and The College of Wooster offers the following courses at the University of Córdoba, Spain. Course credits earned in Córdoba are automatically incorporated into the Trinity transcript. Courses are taught in Spanish exclusively for PRESHCO students by resident faculty at the University of Córdoba and are intended to supplement work in language, literature, and culture already begun at the home institution. Two curricular options: enrollments in PRESHCO courses taught by Spanish faculty for program participants or direct- matriculation in conventional Spanish university courses. For further information, see Professor Castillo, Trinity coordinator of the program.

FALL TERM 2005

- 1301—Advanced Oral and Written Communication
- 1306—Topics in Spanish Phonology and Linguistics
- 1401—Roman Andalusia
- 1404—Spanish Middle Ages
- 1407—Political Reform and Social Change 1808-1936
- 1500—The Geography of Spain
- 1601—Introduction to Spanish Literature I
- 1611—Female Heroics in Spanish Theatre
- 1613—Seminar: Topics in 20th-Century Literature
- 1700—The Music of Spain
- 1701—Spanish Art: From the Islamic Period to El Greco
- 1811—Political Philosophy: Spain and Latin America
- 1911—The European Union: Political Structures and Institutions
- 1912—Women in Spanish Society
- 1914—From Text to Film: Spanish and Latin American Cinema
- 1915—The Semitic Legacy in Hispanic Societies
- 1920—Andalusian Archeology: Theory and Practice

SPRING TERM 2006

- 1301—Advanced Oral and Written Communication
- 1306—Topics in Spanish Phonology and Linguistics
- 1310—Translation
- 1400—Spanish Civilization: An Overview
- 1405—The Social and Economic Conditions of Women on Their Own
- 1406—Colonization of America
- 1410—Seminar: El Franquismo (1936-1978)
- 1602—Introduction to Spanish Literature II
- 1612—Seminar: Studies in Nineteenth and Twentieth Century Literature
- 1614—Seminar: Women and Culture in the Literature of Francoist Spain
- 1702—Spanish Art: From Velázquez to Picasso
- 1703—The Music of Spain
- 1720—Seminar: Methods and Techniques in Andalusian Art Restoration
- 1730—Seminar: Topics in the History of Spanish Art and Architecture
- 1916—Islam: Beginnings, Introduction into Spain, and Contemporary Andalusia
- 1910—The European Union: Economics and Society
- 1917—Image, Gender and Sexuality: Contemporary Spanish Cinema
- 1921—Theory and Methods in the Study of Prehistoric Material Culture
- 1922—Comparative Political Institutions (The United States and Spain).

Music

ASSOCIATE PROFESSOR WOLDU, *CHAIR*;
 PROFESSORS MOSHELL† AND PLATOFF;
 ASSOCIATE PROFESSOR JOHNSON;
 ASSISTANT PROFESSOR GALM;
 MUSIC STAFF ACCOMPANIST AND INSTRUCTOR MELSON;
 VISITING LECTURERS ALLEN, MILLER, AND ROMÁN;
 INSTRUMENTAL ENSEMBLES PROGRAM COORDINATOR CURRAN;
 ASSOCIATED PERSONNEL: COLLEGE ORGANIST AND
 DIRECTOR OF CHAPEL MUSIC ROSE AND CHAPEL COMPOSER-IN-RESIDENCE SMITH

† Academic Year Leave
 • Fall Term Leave

THE MAJOR IN MUSIC.—Thirteen courses, with grades of C- or better, are required.

Students may choose either the General Music Major or one of three specialized tracks: American Popular Music, Ethnomusicology/World Music, or Musical Theater.

For all music majors, the following core of courses is required:

- **MUSC 113** World Music
- **MUSC 201** Diatonic Harmonic Practice
- **MUSC 202** Chromatic Harmonic Practice
- **MUSC 311** The History of Western Music I
- **MUSC 312** The History of Western Music II
- **MUSC 313** Music of the 20th Century
- A 400-level senior exercise (senior recital, project, thesis, presentation, or seminar)

In addition, there are specialized requirements for the General Music Major and for each of three optional tracks. These requirements are:

GENERAL MUSIC MAJOR

- Four elective courses in music, at least one from *any one* of the following categories:
 - a) Topics in world music: **MUSC 214, 215, 216**
 - b) Topics in popular music: **MUSC 117, 132, 218, 224, 272, 274**
 - c) Music in culture and society: **MUSC 150, 156, 224**
- At least four semesters of participation in department performance courses
- **MUSC 420** Advanced Topics in Music History

AMERICAN POPULAR MUSIC TRACK

- **MUSC 218** American Popular Music
- **MUSC 224** Music of Black American Women -OR- **MUSC 272** Contemporary Musical Theater
- **MUSC 274** Jazz: 1900 to the Present
- One American studies course, 200-level or higher, approved in advance by the student's adviser
- At least four semesters of participation in department performance courses.

ETHNOMUSICOLOGY/WORLD MUSIC TRACK

- **MUSC 222** Ethnomusicological Methods
- One other course in ethnomusicology
- One course in anthropology, approved in advance by the student's adviser
- One course in a relevant geographical or cultural area, approved in advance by the student's adviser
- At least four semesters of participation in **MUSC 111** World Music Ensemble.
- Ethnomusicology-based senior project or thesis.

MUSICAL THEATER TRACK

- **MUSC 272** Contemporary Musical Theater
- **MUSC 218** American Popular Music -OR- **MUSC 274** Jazz: 1900 to the Present
- One course in acting, approved in advance by the student's adviser
- One course in dance technique, approved in advance by the student's adviser
- Participation in one musical theater production in each of four different semesters by means of enrollment in **MUSC 119**.

All music majors must work closely with their adviser to arrange for a proper choice of electives and sequencing of courses. Students contemplating the major should, if possible, take **MUSC 101** in the freshman year; **MUSC 201, 202,** and **311** in the sophomore year; and **MUSC 312** and **313** in the junior year.

Credit for musical performance will be granted in the following courses: **MUSC 103, 105, 107, 109, 111, 119,** and **407**. All these except the last invite repeated enrollment; simultaneous enrollment in these courses may not exceed one course credit. No more than two course credits in musical performance may be counted toward fulfillment of the credit-requirement for the major in music (**MUSC 407** is not subject to this restriction).

Cognate Courses—Because of the diversity inherent in the discipline, study, and practice of music, it is difficult to isolate specific courses or areas as being preferentially cognate. For example, those students interested in music's relations to other performing arts would be directed towards courses in theater and dance; those concerned with music as a force in society might consider courses in anthropology, educational studies, or international studies; those fascinated by music's acoustical properties or its application to computers should investigate courses in physics, mathematics, or engineering; those pursuing liturgy-related studies should seek courses in religion. Appropriate cognate courses should be determined in consultation with the adviser at the time a student decides to declare the major.

Particularly helpful to any music major's curriculum would be an understanding of foreign languages (especially Spanish, German, French, Italian, or Latin) and a basic grounding in world history.

Requirements for Honors in Music—Honors in music are awarded based on distinguished performance in the major, as evaluated by the entire music faculty.

THE MINOR IN MUSIC—The minor in music is designed to introduce students to a range of topics in music that includes the fundamentals of music theory as well as traditions in world, Western, and American popular music. Students who elect the minor in music will also perform in one of the department's numerous ensembles for at least two semesters.

The minor consists of six courses:

- One course in music practices/musicianship (**MUSC 101** or **201**)
- One course in music history/literature or repertoire/listening (**MUSC 121, 164, 166**)
- One course in music's intersection with culture/class/gender/politics (**MUSC 113, 150, 215, 218, 219, 223, 224, 274**)
- Two elective courses in the department, approved by the chair
- Two semesters of performance activities.

Students may pursue a track in either world music or American popular music within the minor. The track in world music consists of the following courses: **MUSC 101** or **201**; **MUSC 121, 164, or 166**; **MUSC 113**; two among **MUSC 215, 219, 221, and 222**; and two semesters of performance in a world music ensemble. The track in American popular music consists of the following courses: **MUSC 101** or **201**; **MUSC 121, 164, or 166**; **MUSC 218, 224, and 274**; and two semesters of performance activities.

FALL TERM

101L. Basic Musicianship—An introduction to the melodic, rhythmic, and harmonic structure of tonal music, with the emphasis on the development of a chordal vocabulary equally adaptable to classical and popular music. A required weekly practicum will stress ear-training (recognition of intervals, chords, rhythms, etc.) and its practical applications at the keyboard. Prerequisite for Music 201, may not be counted toward the major in music. (1.25 course credits) (Enrollment limited)—Johnson, Melson

103. Concert Choir—The Concert Choir normally sings two programs each semester, with repertoire chosen mainly from the classical realm, though music in popular idioms is occasionally performed. Membership is by audition. (0.5 course credit)—Higgins Jr.

105. Instrumental Ensemble—Chamber ensembles are formed at the beginning of the semester to study and perform works from the classical repertoire. Permission is required; entrance by audition only. Every effort is made to group students with others at the same skill level. (0.5 course credit) (Enrollment limited)—Curran

107. Lessons—Individual instruction in voice, orchestral instruments, and keyboard (piano, organ, harpsichord) is offered by teachers invited to the College campus; credit may also be granted for lessons taken from outside teachers who have been approved by the department. Fees for lessons (including those offered on campus at the College) will be billed separately by the instructor, and are not included in the regular charges for tuition. Lessons will be provided free of charge to music majors who are receiving grant assistance from the College. Special registration takes place during the first two weeks of class. Permission of coordinator required. Prerequisite: Music 101, which may be taken concurrently. (0.5 course credit)—Kennedy

109. Jazz Ensemble—The Jazz Ensemble performs several times each year. Permission is required; membership is by audition. (0.5 course credit) (Enrollment limited)—Allen

[111. Samba Ensemble]—Study and performance of Brazilian samba music. Emphasis is on the samba drumming tradition. Related musical styles and musical genres are also included. Previous performance experience is not required, and students may take this course for more than one semester. Membership by audition and permission of the instructor. (0.5 course credit) (Enrollment limited)

112. World Music Ensemble—A hands-on introduction to Javanese Gamelan, an ensemble from Indonesia consisting largely of bronze gongs and metallophones. No previous musical experience is necessary, and all instruments will be provided. (0.5 course credit) (Enrollment limited)—Miller

[113. Introduction to World Music]—A comprehensive survey of global traditions, including village and urban music and dance of Africa, Latin America, and the Caribbean, classical and contemporary musics of India, the Far East, Asia, and indigenous traditions of the Americas. This course is designed to highlight the central role of musical expression in human life, exploring musical sound and movement in sacred, secular, ritual, and non-ritual contexts. No previous musical knowledge is required. Students are expected to learn basic listening skills and identify musical styles. The course culminates in a final research project about a world music tradition, ensemble, performer, or other related topic. Also listed in international studies—African

studies, international studies—Asian studies, and international studies—Latin American and Caribbean studies. (Enrollment limited)

114. Topics in World Music—An introduction to the contemporary music-scapes of China, Japan, and Korea. We will explore contemporary forms of instrumental music which retain, refigure, or renew connections with traditional forms: newly invented or modernized ensembles of traditional instruments; composers of avant-garde concert music and their encounter with traditional music; innovative performers of traditional instruments; pop music and efforts of traditional instrumentalists to popularize their music. No background in music is required. Also listed under International Studies—Asian Studies. (Enrollment limited)—Miller

[118. American Popular Music]—A broad survey of popular musics in the United States from the late 19th century to the present. We will explore blackface minstrelsy, the music of Tin Pan Alley, ragtime and big band jazz, early blues and country music, post-war pop singers, the evolution of rock and roll, R&B and soul, folk music, alternative music, hip-hop, and MTV and the popular mainstream. Themes of music and identity, multi-cultural sources, the business of music, and the influence of technology will be followed throughout the course. No previous background in music is required. Also listed in American studies. (Enrollment limited)

119. Musical-Theater Production—For departmental musical-theater productions, students may enroll on a show-by-show basis at the beginning of the show's production process. To do so, see the instructor to arrange for credit. Offered only Pass/Fail. (0.25 course credit) (Enrollment limited)—DeNicola, Niedermeyer

[164. Mozart and 18th-Century Music]—An introduction to the life and music of Wolfgang Amadè Mozart (1756-1791). The course will also examine other composers of Mozart's time, and consider the relationship between Mozart's music and the main themes of Enlightenment thought in the 18th century. No previous training in music is required. (Enrollment limited)

166. Beethoven: His Life and Music—An introduction to the life and work of Ludwig van Beethoven, who after more than 200 years is still the most loved and admired of all composers of Classical music. This course will focus both on Beethoven's masterpieces -- his symphonies, piano sonatas, string quartets, and other works -- and on the effect they had on audiences and the musicians who tried to follow in Beethoven's footsteps. No previous training in music is required. (Enrollment limited)—Platoff

200. Composition—Individual projects in free composition, with emphasis on acquiring and developing techniques of musical form and balance. When possible, student compositions will be performed. Prerequisite: Music 201 or equivalent. (Enrollment limited)—Johnson

201. Diatonic Harmonic Practice—Study of the harmonic practices of the 18th and 19th centuries, through part-writing exercises and the analysis of typical works. An intensive course with integrated practicum sessions, which focus on the development of skills in sight-singing, dictation, and keyboard proficiency, and written exercises modeled after those works. Prerequisite: Music 101 or equivalent preparation. (1.5 course credits) (Enrollment limited)—Johnson, Melson

[221. Music and Gender in Latin America and the Caribbean]—This course focuses on music produced by Latin American women, as well as on the role of gender in relation to musical and social expression throughout the region. Through analysis of various perspectives, this course will look at individual, group and national identity through the lens of individual artists (e.g. Carmen Miranda, Celia Cruz, Mercedes Sosa), performance ensembles (e.g. Filhas de Oxum), and gender inversion in religious and secular contexts. As a result of this process, we will be able to compile a comprehensive portrait that reflects broader aspects of Latin American music and culture. No prior musical knowledge is required, although previous courses in music, anthropology or cultural studies are recommended. Music 113 is strongly recommended. (Enrollment limited)

223. Post-Colonial Latin American Music—A survey of folkloric, popular, and classical music from Latin America, concentrating on the main composers, genres, and musicians of Mexico, Brazil, Argentina, and the Spanish Caribbean. No background in music required. (Enrollment limited)—Roman

[224. Music of Black American Women]—A broad survey of the music of black American women, focusing primarily on the music and lives of the great classic blues singers and the jazz singers of the 1940s through 1960s. No previous training in music is required. (Enrollment limited)

[301. 20th-Century Practices]—The study of harmonic, rhythmic, and timbral compositional practices of the 20th century, through written exercises and the analysis of typical works. Weekly practicum sessions emphasize advanced score-reading and sight-singing skills. Prerequisite: Music 202 or equivalent. (Enrollment limited)

[415. Special Studies in Music]—Individual or group study and research on a selected topic under the guidance of a member of the faculty in music. Permission granted only to advanced students. Submission of a completed independent study form, available in the Registrar's Office, and the approval of the instructor and chair are required for enrollment. (0.5-1 course credit)—Staff

SPRING TERM

101L. Basic Musicianship—An introduction to the melodic, rhythmic, and harmonic structure of tonal music, with the emphasis on the development of a chordal vocabulary equally adaptable to classical and popular music. A required weekly

practicum will stress ear-training (recognition of intervals, chords, rhythms, etc.) and its practical applications at the keyboard. Prerequisite for Music 201, may not be counted toward the major in music. (1.25 course credits) (Enrollment limited)—Melson, Platoff

103. Concert Choir—The Concert Choir normally sings two programs each semester, with repertoire chosen mainly from the classical realm, though music in popular idioms is occasionally performed. Membership is by audition. (0.5 course credit) (Enrollment limited)—Higgins Jr.

105. Instrumental Ensemble—Chamber ensembles are formed at the beginning of the semester to study and perform works from the classical repertoire. Permission is required; entrance by audition only. Every effort is made to group students with others at the same skill level. (0.5 course credit) (Enrollment limited)—Curran

107. Lessons—Individual instruction in voice, orchestral instruments, and keyboard (piano, organ, harpsichord) is offered by teachers invited to the College campus; credit may also be granted for lessons taken from outside teachers who have been approved by the department. Fees for lessons (including those offered on campus at the College) will be billed separately by the instructor, and are not included in the regular charges for tuition. Lessons will be provided free of charge to music majors who are receiving grant assistance from the College. Special registration takes place during the first two weeks of class. Permission of coordinator required. Prerequisite: Music 101, which may be taken concurrently. (0.5 course credit) (Enrollment limited)—Kennedy

109. Jazz Ensemble—The Jazz Ensemble performs several times each year. Permission is required; membership is by audition. (0.5 course credit) (Enrollment limited)—Allen

111. Samba Ensemble—Study and performance of Brazilian samba music. Emphasis is on the samba drumming tradition. Related musical styles and musical genres are also included. Previous performance experience is not required, and students may take this course for more than one semester. Membership by audition and permission of the instructor. (0.5 course credit) (Enrollment limited)—Galm

113. Introduction to World Music—A comprehensive survey of global traditions, including village and urban music and dance of Africa, Latin America, and the Caribbean, classical and contemporary musics of India, the Far East, Asia, and indigenous traditions of the Americas. This course is designed to highlight the central role of musical expression in human life, exploring musical sound and movement in sacred, secular, ritual, and non-ritual contexts. No previous musical knowledge is required. Students are expected to learn basic listening skills and identify musical styles. The course culminates in a final research project about a world music tradition, ensemble, performer, or other related topic. Also listed in international studies—African studies, international studies—Asian studies, and international studies—Latin American and Caribbean studies. (Enrollment limited)—Galm

119. Musical-Theater Production—For departmental musical-theater productions, students may enroll on a show-by-show basis at the beginning of the show's production process. To do so, see the instructor to arrange for credit. Offered only Pass/Fail. (0.25 course credit) (Enrollment limited)—TBA

[121. Listening to Music]—A course in music appreciation, stressing the development of skills in listening to and recognizing music from a variety of historical periods, from the medieval era to the present day. An introduction to the principles of musical notation will precede the stylistic survey. No previous knowledge of music is required. This course cannot be counted toward the music major. (Enrollment limited)

[174. Jazz: 1900 to the Present]—Through listening, discussion, and reading, this course will survey the development of jazz from ragtime and pre-jazz through New Orleans swing, be-bop, and modern jazz. Among composers and performers to be studied include Louis Armstrong, John Coltrane, Miles Davis, Duke Ellington, Scott Joplin, Thelonious Monk, Charles Parker, and Woody Shaw. No previous training in music is required. (Enrollment limited)

202L. Chromatic Harmonic Practice—Further study of the harmonic practices of the 18th and 19th centuries, through part-writing exercises and the analysis of typical works. Weekly practicum sessions focus on the consolidation of skills in sight singing, dictation, and keyboard proficiency. Simultaneous enrollment in the one-hour practicum is required. Prerequisite: Music 201 or equivalent. (1.25 course credits) (Enrollment limited)—Johnson, Melson

[215. Topics in World Music: Music of Latin America and the Caribbean]—Historical processes of colonization, slavery, and underdevelopment have led to a huge diversity of musical traditions in Latin America and the Caribbean, making it difficult to consider this region as a unified "culture area." We will explore a wide range of music and dance styles in the Americas, examining similarities and differences among them. No previous musical knowledge is required, but students are expected to learn basic listening skills and identify musical styles. Also listed under international studies—Latin American and Caribbean studies. (Enrollment limited)

218. American Popular Music—A broad survey of popular musics in the United States from the late 19th century to the present. We will explore blackface minstrelsy, the music of Tin Pan Alley, ragtime and big band jazz, early blues and country music, post-war pop singers, the evolution of rock and roll, R&B and soul, folk music, alternative music, hip-hop, and MTV and the popular mainstream. Themes of music and identity, multi-cultural sources, the business of music, and the influence of

technology will be followed throughout the course. No previous background in music is required. Also listed in American studies. (Enrollment limited)—Woldu

219. Toca Brasil! (Play Brazil!)—An interactive survey of Brazilian Music. A comprehensive exploration of Brazilian music, this course will present an integrated approach through hands-on performance of Brazilian percussion music, combined with academic study of Afro-Brazilian culture, religion, and dance. Beginning with an overview of traditional Brazilian forms of musical expression, we will then analyze how these forms were incorporated into popular musical styles in the 1960s and 1970s. In recent years, fusions of new styles derived from traditional Brazilian and non-Brazilian music have emerged that reflect contemporary processes of globalization. The multi-faceted approach to be integrated into this course will include hands-on musical performance, readings, and audio/video recordings. No previous experience in music is required. Also listed under international studies. (Enrollment limited)—Galm

[222. Ethnomusicological Methods]—This course is an in-depth introduction to the study of music and culture. This course will focus on the gathering of primary-source materials and relate them to broader historical and cultural contexts. Through this process, students will develop interviewing techniques, learn how to document with video and audio recording equipment, and practice incorporating data into comprehensive research projects. Students will develop these techniques through participation with a Hartford-based arts organization. Prerequisite: Music 113 or Music 215 or Permission of Instructor. (Enrollment limited)

274. Jazz: 1900 to the Present—Through listening, discussion, and reading, this course will survey the development of jazz from ragtime and pre-jazz through New Orleans swing, be-bop, and modern jazz. Among composers and performers to be studied include Louis Armstrong, John Coltrane, Miles Davis, Duke Ellington, Scott Joplin, Thelonious Monk, Charles Parker, and Woody Shaw. No previous training in music is required. (Enrollment limited)—Allen

311. The History of Western Music I—An intensive survey of the development of musical style in Europe through the analysis of selected works from the music of the Greeks to the mid-18th century. Composers to be studied include Machaut, Josquin Desprez, Monteverdi, Handel, and Bach. Prerequisite: Music 201 or equivalent. (Enrollment limited)—Woldu

312. The History of Western Music II—An intensive survey of the development of musical style in Europe and the United States through the analysis of selected works from the mid-18th century to about 1900. Composers to be studied include Mozart, Beethoven, Schubert, Verdi, Brahms, and Mahler. Prerequisite: C- or Better in Music 202. —Platoff

313. Music of the 20th Century—An intensive survey of the developments in musical style from the late-1890s to the present day, primarily in Europe and the Americas. This course will synthesize historical studies of the composers and their times, and analytical approaches to their compositional practices. Prerequisite: Music 202. (Enrollment limited)—Johnson

[415. Special Studies in Music]—Individual or group study and research on a selected topic under the guidance of a member of the faculty in music. Permission granted only to advanced students. Submission of a completed independent study form, available in the Registrar's Office, and the approval of the instructor and chair are required for enrollment. (0.5-1 course credit)—Staff

420. Advanced Topics in Music History—This course will focus on the analytical and historical exploration of one or more specific repertoires in Western music (such as Baroque sacred music, or the string quartets of Beethoven), along with a consideration of the relevant musicological literature. Topics will vary from year to year. Prerequisite: Music 301 and 313. —Platoff

[425. Topics in 19th-Century Music: The Operas of Verdi]—An examination of the life and career of Giuseppe Verdi, the greatest master of Italian Romantic opera. We will survey his growth as a composer from the early works, based on the conventions of the operas of Rossini and Bellini, to the original masterpieces of his later years. Works to be studied include *Luisa Miller*, *Il Trovatore*, *Rigoletto*, *Aida*, and *Don Carlo*, as well as two great operas based on Shakespeare: *Macbeth* and *Otello*. Prerequisite: Music 301 and 313.

COURSES ORIGINATING IN OTHER DEPARTMENTS

[German 150. German for Reading Knowledge]—This course is intended for students who have no prior knowledge of German. Students will be introduced to basic structures of the German language, become familiar with high-frequency vocabulary, and work with the German language reference tools. They will develop reading skills through a variety of essays and newspaper articles chosen from the humanities, the natural sciences, and the social sciences. (Also offered under History, Music, Political Science, and Fine Arts – Art History.)

Neuroscience

ASSOCIATE PROFESSOR RASKIN (PSYCHOLOGY), *DIRECTOR*;
 NEUROSCIENCE COORDINATING COMMITTEE:
 PROFESSORS BLACKBURN (BIOLOGY),
 BRONZINO (VERNON ROOSA PROFESSOR OF APPLIED SCIENCE),
 LLOYD** (PHILOSOPHY), AND MACE (PSYCHOLOGY);
 ASSOCIATE PROFESSORS BLAISE* (ENGINEERING), CHURCH (CHEMISTRY), DUNLAP (BIOLOGY),
 GUARDIOLA-DIAZ (BIOLOGY), AND MASINO* (PSYCHOLOGY);
 LECTURER AND LABORATORY COORDINATOR SWART

Neuroscience is a broad, multidisciplinary field concerned with the nervous system, its components, and functional activities, including behavior and consciousness. How do nerve cells function and develop, and how do they communicate? How do brains work, and how have they evolved? What is the nature of consciousness, and the neural basis for behaviors and for human brain dysfunction? These are among the many questions being answered by contemporary neuroscience.

Neuroscience at Trinity involves faculty from the departments of biology, chemistry, engineering, philosophy, and psychology. The major is designed to give students a fundamental grounding in the sciences, and the flexibility to direct their studies towards biological, behavioral, and cognitive aspects of neuroscience. A major in neuroscience can lead to a career in scientific research, the health professions, education, business, law, or government. The Trinity major also prepares students for further study in graduate school and medical school. Students who are considering a major in neuroscience should consult with the neuroscience director or a member of the Neuroscience Coordinating Committee as soon as possible to ensure the selection of an appropriate sequence of courses. Neuroscience students planning to attend graduate school for an advanced degree in any of the sciences are advised to take a course in statistics or statistical methods. Those who intend to enter a health related profession should also consult with a member of the Health Professions Advisory Committee.

NEUROSCIENCE MAJOR: The major requires fifteen courses, including eight core courses and seven course credits from the list of electives. Electives must be selected from at least three different departments (biology, chemistry, engineering, neuroscience, philosophy, and psychology.) No course grade of less than C- may be counted toward the major.

Core course requirements:

Biology 182L. Biology II: Evolution of Life
Biology 203L. Biology III: The Cellular Basis of Life
Chemistry 111L. Introductory Chemistry I
Chemistry 112L. Introductory Chemistry II
Neuroscience 201. Principles of Neuroscience
Neuroscience 301L. Introduction to Neuroscience Methodology
Neuroscience 388. Current Issues in Neuroscience
Psychology 261. Brain and Behavior

Electives:

Biology 181. Biology I: Inquiry into Life
Biology 210L. Scanning Electron Microscopy
Biology 220L. Transmission Electron Microscopy
Biology 224. Biology IV: Genetics
Biology 317. Biochemistry
Biology 319L. Animal Physiology
Biology 440L. Drug Discovery
Biology 456L. The Biology of Communication
Biology 473L. Sensory Biology
Chemistry 211L. Elementary Organic Chemistry I
Engineering 401. Neural Engineering
Engineering 411. Electrophysiology
Neuroscience 202L. Clinical Neuroanatomy
Neuroscience 401. Neurochemistry

Neuroscience 402L. Cellular and Molecular Neurobiology

Neuroscience 425. Research in Neuroscience §

Philosophy 357. Issues in Cognitive Science

Philosophy 374. Minds and Brains

Psychology 255. Cognitive Psychology

Psychology 256. Learning and Memory

Psychology 302. Behavioral Neuroscience

Psychology 365. Cognitive Neuroscience

Psychology 392. Human Neuropsychology

Psychology 462. Clinical Psychobiology

Psychology 464. Neuropsychopharmacology

§ Health Fellows Program 202: Health Care Research may substitute for Neuroscience 425 providing the research is done in a neurological, neurosurgical, neuropsychiatric, or basic neuroscience laboratory setting. Must be approved by the program director.

Only one of the following courses may be used as an elective toward the neuroscience major:

Biology 120. Genes, Clones and Biotechnology

Biology 140L. Biological Systems

Chemistry 140. This Is Your Brain

Neuroscience 101. The Brain

Psychology 265. Drugs and Behavior

Psychology 293. Perception

Honors in Neuroscience—Honors in the major will be awarded to students who attain a B+ average in courses in the major at the 200-level and above (not including the research project), and who also demonstrate superior performance in a research project, culminating in a thesis, an oral presentation, and a poster at the spring Science Symposium.

Courses at other Institutions—Students who wish major credit for course work at other institutions should submit to the director the name of the institution and the number, title, and catalogue description of the course. This information must be submitted in writing before the work is initiated and formal permission must be granted before the courses can be credited toward the major at Trinity, following the usual procedures established by the Office of International Programs.

Study Abroad—Neuroscience students who wish to study abroad should meet with their adviser and the program director in advance of the semester they intend to go abroad. Professor Raskin is currently the study abroad adviser for the Neuroscience Program and can help advise on specific study abroad options. There are many study abroad locations that allow for coursework in neuroscience as well as internship experiences. Students who wish to take a course for major credit while abroad must have this approved by the program director before going abroad.

FALL TERM

[201. Principles of Neuroscience]—A team-taught introductory course in neuroscience that will examine the neuron and its biological interactions in animal nervous systems. Topics will include the anatomy, development, chemistry, and physiology of nervous systems. Prerequisite: C- or better in Biology 153L and Biology 152L, or concurrent enrollment in Biology 152L.

[201L. Principles of Neuroscience - Laboratory]—A team-taught introductory course in neuroscience that will examine the neuron and its biological interactions in animal nervous systems. Topics will include the anatomy, development, chemistry, and physiology of nervous systems. Prerequisite: C- or better in Biology 153L and Biology 152L, or concurrent enrollment in Biology 152L. (0.25 course credit)

202L. Clinical Neuroanatomy—This course will cover basic clinical neuroanatomical structures. We will attend neuropathology rounds at Hartford Hospital and observe human brain dissections. We will also perform laboratory exercises such as dissecting sheep brains and performing computer neuroanatomy simulations. Structures will be discussed in terms of functions and neurological pathologies with appropriate readings. All students will create a brain atlas of their own. Prerequisite: C- or better in Biology 152 or 153. (0.5 course credit) (Enrollment limited)—Raskin

301. Introduction to Neuroscience Methodology—A laboratory course that will introduce the student to current methods and techniques used in neuroscience research. The course consists of three-week rotations in the laboratories of staff members. Among the topics to be covered will be radioligand binding assays, neurochemical assays, electrophysiology, psychobiological techniques, experiments in perception, and methods in cognitive science. This course is normally taken in the junior year. (Enrollment limited)—Blackburn, Church, Dunlap, Guardiola-Diaz

[388. Current Issues in Neuroscience]—This half-credit course considers current neuroscience research on topics ranging from clinical research to molecular biology. Students will attend presentations by neuroscience researchers and read and discuss pertinent research literature prior to each presentation. Some special scheduling arrangements will be necessary for activities outside of the regular class meeting time. Prerequisite: Neuroscience major or Permission of Instructor. (0.5 course credit)

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-2 course credit) —Staff

419. Research in Neuroscience (Library)—Students will conduct library research projects under the direction of a faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

425. Research in Neuroscience (Laboratory)—Students will conduct original laboratory research projects under the direction of an individual faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

498. Senior Thesis Part 1—Prerequisite: permission of the instructor. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for each semester of this yearlong thesis. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester) (2 course credits) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

Biology 181. Biology I: Inquiry into Life—Designed for first-year students with a serious interest in the life sciences, this course will introduce important topics spanning the grand spectrum of biology, from ecology and evolution down to cells and biomolecules. We will emphasize subjects that are especially significant for the world today, including, where appropriate, research origins and current investigative processes. Students will gain essential experience in biological analysis, critical thinking, and evidence-based discovery. The course is strongly recommended for first-year students planning to major in biology or another life science. Students beyond their first year require instructor permission to enroll. Only first-year students will be eligible to enroll in this class. —Archer, Foster

Biology 220. Transmission Electron Microscopy—Taught during the first seven weeks of the semester, this laboratory course introduces students to use of the transmission electron microscope (TEM), as well as to associated techniques and equipment. Transmission electron microscopes permit the ultrastructural examination of cell, tissue, and non-biological materials at very high magnification (up to 250,000x). In this course, students learn how to prepare specimens for electron microscopic study, to use the TEM to examine and digitally photograph them, and to interpret the resultant images. The theory behind these techniques and the use of the TEM also will be considered. Students apply these techniques towards construction of a portfolio of micrographs; if necessary, they can use two weeks beyond the seven-week class period to finish their projects. This course is ideal for students interested in independent research in biology, biochemistry, or neuroscience, but is open to other students as well. This course does not count towards the biology major. This course meets for one lecture and one lab period per week; however, students should plan to invest time outside of class in order to practice the techniques. (Enrollment limited.) (0.5 course credit)—Lehman

[Biology 221. Genetics]—Please refer to the course description for Biology 224. A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. (This course may be taken without laboratory by registering for only Biology 221.) Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor.

[Biology 221. Genetics Laboratory]—Please refer to the course description for Biology 224. A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor. (0.25 course credit)

Biology 224. Biology IV: Genetics—A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. (This course may be taken without laboratory by registering for only Biology 224.) Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor. —Fleming

Biology 224. Biology IV: Genetics Laboratory—A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory will include techniques of genetic analysis in plants, fungi, and *Drosophila*. Selected experiments in cytogenetics, molecular genetics, and the genetics of bacteria and bacteria phage. (This

course may be taken without laboratory by registering for only Biology 224.) Prerequisite: C- or better in Biology 152L and 153L and concurrent enrollment in Biology 224-01. (0.25 course credit)—Fleming

Biology 317. Biochemistry—The goal of this course is to provide an introduction to the molecular reactions that sustain life. Topics include: biomolecule structure and function, bioenergetic principles that rule the synthesis and degradation of biological macromolecules, and integration and regulation of metabolic pathways. As a consequence of its interdisciplinary nature, this course should be rewarding to students with a variety of interests. This is a lecture and discussion-based course with an instructional laboratory. The final grade earned will be determined by performance on examinations, quizzes, written assignments, laboratory reports, group activities, attendance, and participation. Students majoring in biochemistry or using this course to satisfy the Group II requirement for the biology major must enroll in lab. Otherwise, this course may be taken without laboratory by registering for Biology 317. Prerequisite: C- or better in Biology 152L, 153L, and Chemistry 212L. —Guardiola-Diaz

Biology 319. Animal Physiology—This course examines the physiological mechanisms underlying four fundamental functions: movement, sensation, feeding, and reproduction. How do physiological systems operate to enable organisms to live in drastically different habitats? What are the common cellular and molecular mechanisms that are shared by diverse animals? The laboratory will consist of several preparations examining developmental, sensory, endocrine, and muscle physiology, followed by more-detailed, independent investigations of one of these preparations. Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor. (1.25 course credits)—Dunlap

Engineering 411. Electrophysiology of the Central Nervous System—This introductory course in cellular neurophysiology presents a modern and important body of knowledge in a highly integrated fashion drawing from the contributions of anatomists, physiologists, and electrical engineers. The basic biochemical properties of the membrane and sensory transduction, neural transmission, and synaptic interaction are considered in sequential order. Then the collective action of neurons in the form of compound electrical responses, and the electroencephalogram are discussed as means of understanding the neural circuitry involved in various behavioral modalities such as sleep-walking oscillation, pain modulation, etc. Particular emphasis is placed on experimental design. Ongoing research studies illustrating the concepts and techniques presented in the course will be discussed. Open to all junior and senior life science and physical science majors.—Bronzino

Philosophy 371. Minds and Brains Laboratory—Recent advances in neuroscience are transforming the study of the mind into the study of the brain. In this laboratory sequence to accompany Philosophy 374, Minds and Brains, students will learn the techniques of “brain reading” employed in contemporary cognitive neuroscience. The laboratory sequence especially emphasizes functional neuroimaging, working with data collected at the nearby Olin Neuropsychiatric Research Center. Students may also volunteer to participate in brain scanning experiments; in this case, data in the lab may originate in one's own brain, adding new meaning to the philosopher's maxim, “know thyself.” (0.25 course credit)—Lloyd

Philosophy 374. Minds and Brains—The neurosciences have made striking progress in recent years toward understanding the brains of animals and human beings. Through readings in philosophy and science we will consider what contribution this explosion of neuroscientific data can make to our understanding of the mind. (Students enrolling in Philosophy 374-01 must also enroll in Philosophy 371-20L with permission of the instructor).—Lloyd

Psychology 261. Brain and Behavior—A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and language. Enrollment in laboratory limited. (1.25 course credits with optional laboratory) Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182. —Raskin

Psychology 261. Brain and Behavior Laboratory—A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and language. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment in Psychology 261-01. (0.25 course credit)—Swart

SPRING TERM

101. The Brain—Recent developments in neuroscience have revolutionized our views of familiar human experiences such as locomotion, substance abuse, mental illness, sleep and memorization. Through highly enjoyable and selected readings, presentations by visiting faculty, demonstrations and other activities, we will explore the foundations of this important fields as well as recent findings of importance. The overall objective of this course is to provide students with a basic understanding of neuroscience enabling them to make important decisions that may affect their lives in the future. Although high school biology and chemistry are useful, this course has no prerequisites. Only first-year students will be eligible to enroll in this class. (Enrollment limited)—Guardiola-Diaz

[120L. Nervous Connections]—Recent scientific research indicates that a worm has 302 neurons, snails have long-term memory, and elephants can hear through their feet. This course will draw on current research in neuroscience to explain why information about other animals is relevant to our lives. Selected readings, lectures and class discussions will provide a basic understanding of the human nervous system and how research on animal systems has yielded this knowledge. Laboratory exercises will introduce the students to nervous system anatomy and function through dissection and experimental techniques. A

basic understanding of biology and chemistry will be helpful, but this course has no pre-requisites. The lab is mandatory. First-year students are given preference. (1.25 course credits) (Enrollment limited)

201. Principles of Neuroscience—A team-taught introductory course in neuroscience that will examine the neuron and its biological interactions in animal nervous systems. Topics will include the anatomy, development, chemistry, and physiology of nervous systems. Prerequisite: C- or better in Biology 153L and Biology 152L, or concurrent enrollment in Biology 182L. —Raskin

201L. Principles of Neuroscience - Laboratory—A team-taught introductory course in neuroscience that will examine the neuron and its biological interactions in animal nervous systems. Topics will include the anatomy, development, chemistry, and physiology of nervous systems. Prerequisite: C- or better in Biology 153L and Biology 152L, or concurrent enrollment in Biology 182L. (0.25 course credit)—Swart

[202L. Clinical Neuroanatomy]—This course will cover basic clinical neuroanatomical structures. We will attend neuropathology rounds at Hartford Hospital and observe human brain dissections. We will also perform laboratory exercises such as dissecting sheep brains and performing computer neuroanatomy simulations. Structures will be discussed in terms of functions and neurological pathologies with appropriate readings. All students will create a brain atlas of their own. Prerequisite: C- or better in Biology 152 or 153. (0.5 course credit)

388. Current Issues in Neuroscience—This half-credit course considers current neuroscience research on topics ranging from clinical research to molecular biology. Students will attend presentations by neuroscience researchers and read and discuss pertinent research literature prior to each presentation. Some special scheduling arrangements will be necessary for activities outside of the regular class meeting time. Prerequisite: Neuroscience major or Permission of Instructor. (0.5 course credit)—Masino

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-2 course credit) —Staff

401. Neurochemistry—An interdisciplinary course investigating the chemical processes involved in central nervous system functioning and communication. Emphasis will be placed on the chemical aspects of synthesis, metabolism and release of neurotransmitters. The role of neurochemistry in behavioral and neurological disease states will be evaluated. Current research topics in this area will also be presented. Prerequisite: permission of the instructor. (Enrollment limited)—Church

419. Research in Neuroscience (Library)—Students will conduct library research projects under the direction of a faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

425. Research in Neuroscience (Laboratory)—Students will conduct original laboratory research projects under the direction of an individual faculty member. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

490. Research Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

499. Senior Thesis Part 2—Prerequisite: permission of the instructor. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. The research culminates in a thesis, an oral presentation, and a poster at the undergraduate Science Symposium. (2 course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester) (2 course credits) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

Biology 210. Scanning Electron Microscopy—Taught during the first seven weeks of the semester, this laboratory course introduces students to the use of the scanning electron microscope (SEM), as well as associated techniques and equipment. Scanning electron microscopes permit the examination of surface features of cells, tissues, and non-biological materials at high magnification. In this course, students learn how to prepare specimens for electron microscopic study, and how to use the SEM to examine and photograph these specimens. Techniques to be used include tissue fixation, critical point drying, and specimen coating. The theory behind these techniques and use of the SEM also will be considered. This course is especially appropriate for students interested in independent research in biology, biochemistry, or neuroscience, but is open to other students as well. This course does not count towards the biology major. The course meets for one lab per week; however, students should plan to invest time outside of class in order to practice the techniques. (0.5 course credit)—Lehman

[Biology 317. Biochemistry]—The goal of this course is to provide an introduction to the molecular reactions that sustain life. Topics include: biomolecule structure and function, bioenergetic principles that rule the synthesis and degradation of biological macromolecules, and integration and regulation of metabolic pathways. As a consequence of its interdisciplinary nature, this

course should be rewarding to students with a variety of interests. This is a lecture and discussion-based course with an instructional laboratory. The final grade earned will be determined by performance on examinations, quizzes, written assignments, laboratory reports, group activities, attendance and participation. Students majoring in Biochemistry or using this course to satisfy Group II, must enroll in lab. Otherwise, this course may be taken without laboratory by registering for Biology 317. Prerequisite: C- or better in Biology 152L, 153L, and Chemistry 212L. (1-1.25 course credits)

[Biology 319. Animal Physiology]—This course examines the physiological mechanisms underlying four fundamental functions: movement, sensation, feeding, and reproduction. How do physiological systems operate to enable organisms to live in drastically different habitats? What are the common cellular and molecular mechanisms that are shared by diverse animals? The laboratory will consist of several preparations examining developmental, sensory, endocrine, and muscle physiology, followed by more-detailed, independent investigations of one of these preparations. Prerequisite: C- or better in Biology 152L and 153L or Permission of Instructor. (1.25 course credits)

[Biology 440. Drug Discovery]—This lecture/labatory course introduces students to principles of pharmacology, and explores diverse approaches used to identify new targets for drug action, screening strategies for biological activity and toxicity, and methodologies for studying drug clearance. Students also learn about modern laboratory analysis of traditional medicines, natural compounds with potent biological activity, genetic polymorphisms in drug response and clearance, and the placebo effect. Prerequisite: A grade of C- or better in Biology 227 or Biology 228 or Biology 317 or Permission of the Instructor.

[Biology 456. Biology of Communication]—This integrative course will examine the development, neurobiology, physiology, ecology, and evolution of communication in vertebrate animals, including humans. We will discuss how communication signals (e.g., bird songs, human speech, olfactory communication chemicals) are generated by animals, how these signals travel through the environment and are perceived by other animals, and how, in turn, they modify the behavior of the receiving animal. Human disorders such as deafness will be examined as a means of understanding plasticity in communication systems. Emphasis will be on reading and discussing articles from the primary literature. The laboratory section will include both lab and field experiments in which we record and analyze signals, examine hormonal effects on communication behaviors, and observe behavioral responses to playbacks of communication signals. This course includes a community learning component. Prerequisite: C- or better in Biology 319L or Neuroscience 201. (1.25 course credits)

Engineering 401. Neural Engineering—This introductory course uses an integrative and cross-disciplinary approach to survey basic principles and modern theories and methods in several important areas of neural engineering. Course topics include: neural prosthetics, neural stimulation, neurophysiology, neural signal detection and analysis and computational neural networks. The practicalities of the emerging technology of brain-computer interface as well as other research topics in neural engineering will be discussed. Students will also have the opportunity to perform hands-on computer simulation and modeling of neural circuits and systems. Prerequisite: Open to all junior and senior life science and physical science majors. —Blaise

[Philosophy 371. Minds and Brains Laboratory]—Recent advances in neuroscience are transforming the study of the mind into the study of the brain. In this laboratory sequence to accompany Philosophy 374, Minds and Brains, students will learn the techniques of “brain reading” employed in contemporary cognitive neuroscience. The laboratory sequence especially emphasizes functional neuroimaging, working with data collected at the nearby Olin Neuropsychiatric Research Center. Students may also volunteer to participate in brain scanning experiments; in this case, data in the lab may originate in one's own brain, adding new meaning to the philosopher's maxim, “know thyself.” (0.25 course credit)

[Philosophy 374. Minds and Brains]—The neurosciences have made striking progress in recent years toward understanding the brains of animals and human beings. Through readings in philosophy and science we will consider what contribution this explosion of neuroscientific data can make to our understanding of the mind. (Students enrolling in Philosophy 374-01 must also enroll in Philosophy 371-20L with permission of the instructor).

Psychology 261. Brain and Behavior—A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and language. Enrollment in laboratory limited. (1.25 course credits with optional laboratory) Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182. —Masino

Psychology 261. Brain and Behavior Laboratory—A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and language. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment in Psychology 261-01. (0.25 course credit)—Swart

Psychology 293. Perception—An introduction to current understanding of how organisms maintain contact with their environments through perception. Emphasis is on vision, but other modalities are also treated. (1.25 credits with optional laboratory) Prerequisite: C- or better in Psychology 101. —Mace

Psychology 293. Perception Laboratory—An introduction to current understanding of how organisms maintain contact with their environments through perception. Emphasis is on vision, but other modalities are also treated. Prerequisite: C- or better in Psychology 293-01 or concurrent enrollment in Psychology 293-01 (0.25 course credit)—Mace

Psychology 302. Behavioral Neuroscience—A selective exploration of dynamic biological and psychological interactive mechanisms of various behaviors. Specifically, the course will focus on the functional outcome of the asymmetrical brain; a multilevel analysis, from molecules to minds, of learning and memory; the study of emotions and the interaction between stress and health as studied in psychoneuroimmunology. Prerequisite: C- or better in Psychology 261 or Neuroscience 201. —Masino

Psychology 365. Cognitive Neuroscience—This course examines the way in which brain function influences mental processes and overt action. We will consider a range of cognitive functions primarily from the perspective of neuroscience and draw on such related disciplines as cognitive psychology and computational analysis as needed. The functions to be reviewed include perception, attention, memory, language, and thinking. This course includes a community learning component, and students should anticipate that special scheduling arrangements will be required for activities outside of regular class sessions. Prerequisite: Psychology 255 or Psychology 256 or Psychology 261 or Neuroscience 201. —Raskin

[Psychology 392. Human Neuropsychology]—The course will begin with a cursory review of basic neuroanatomy, brain organization and topography, and neurotransmitters and neurotransmitter conductive systems. Next, an in-depth examination of physiological and neurological manifestations of cognitive and psychopathological disorders as well as behavioral correlates of neuropathological and pathophysiological disturbances will follow. Finally, a survey of current diagnostic procedures and treatment approaches will be presented. All course material augmented with, and accentuated by, illustrative clinical case material. Students should anticipate that special scheduling arrangements will be required for activities outside of regular class sessions. Prerequisite: Psychology 255 or Psychology 256 or Psychology 261 or Neuroscience 201.

[Psychology 464. Neuropsychopharmacology]—This seminar will examine how drugs act upon, amplify, and modify neural functions, ultimately affecting mood and behavior. It will provide an introduction to the principles of pharmacology and neurochemistry. An in-depth study of the brain and behavioral mechanisms of drugs of abuse, such as cocaine, heroin, LSD, and alcohol, and the neurobiology of addiction. Additionally, we will examine the effects of prenatal exposure to these drugs. Prerequisite: C- or better in Psychology 261 or Neuroscience 201.

Philosophy

PROFESSOR LLOYD*, CHAIR;
 PROFESSORS BROWN, HYLAND, VOGT, AND WADE;
 ASSOCIATE PROFESSOR RYAN* (ACTING CHAIR, SPRING TERM);
 ASSISTANT PROFESSORS MARGANO;
 AFFILIATED WITH THE PHILOSOPHY DEPARTMENT: PROFESSOR SMITH

PHILOSOPHY MAJOR: Eleven credits in philosophy, with a grade of at least C- in each, including at least one course from Category II (courses which satisfy the logic requirement), and at least six courses from Category III (upper-level courses). Normally, courses in this category must be taken at Trinity. Majors are strongly urged to take Philosophy 101 at an early stage of their philosophical development. Senior majors are also required to complete the senior exercise (instructions will be provided by the department). In order to qualify for honors, students must write a two-semester, two-credit senior thesis and achieve a grade of A- or better. They must also achieve a departmental average (based on all philosophy courses taken) of at least A-.

For more details on the department's faculty, requirements, and sources, visit our Web site at www.trincoll.edu/depts/phil.

COGNATE COURSES: A good philosopher should know at least a little something about everything. Hence any course, any job, any friendship, any bit of recreation is valuable if you reflect on it and learn from it. But there are some courses to which students of philosophy should give special consideration. Philosophical work often requires slow,

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- Fall Term Leave
 - Spring Term Leave

painstaking reading; the study of a foreign language, particularly Greek, is usually effective in encouraging the habit of careful attention to a text. Students who work with a computer language may find that this provides a similar discipline. If the student is considering graduate study in philosophy, then some competence in French or German is especially recommended.

A student of philosophy should have a broad understanding of modern science. Any good science course (including the behavioral sciences) is suitable, but courses in the natural sciences and mathematics should be given first consideration.

Equally important is a familiarity with the humanistic culture of the West. Most philosophers are also scholars; they are educated people. In order to understand them one has to have read widely in non-philosophical books. Hence courses in literature, history, and the arts should be elected. We recommend that the student find out which courses require the most reading, and take those.

We require no particular non-departmental courses as part of the major. Rather, we encourage all students who are interested in a philosophical education to talk to one or more of the members of the department about their abilities and interests. We will then be able to recommend a course of study that will make sense for each individual.

The Philosophy Department strongly recommends study abroad as an important contribution to a philosophical education. The Global Learning Site in Vienna is especially recommended for its strong philosophical, language, and human rights offerings.

The departmental offerings are divided into four categories:

I. **Introductory Courses.** These courses have no prerequisite. There is no single or best way to be introduced to philosophy and the department offers a number of different introductory courses. All 100-level courses are introductory as are courses numbered 200-250. If you are in doubt as to the best course for you, see a member of the department.

II. **Courses Satisfying the Logic Requirement.** Philosophy 205, Symbolic Logic, is the basic introductory course for this category.

III. **Upper-level Courses.** These courses are appropriate for students who have progressed beyond introductory level study of philosophy.

IV. **Individualized Courses.** These courses give students an opportunity to design, in conjunction with an adviser in the department, their own course of study. The student should see the department chair if in doubt as to who might be an appropriate adviser for a given topic.

Introductory Courses

101. Introduction to Philosophy
102. Introduction to Political Philosophy
105. Critical Thinking
202. Aristotle's Ethics
205. Symbolic Logic
208. Jewish Mysticism
210. American Philosophy
213. Philosophy of Sport
214. Philosophy of Art
215. Medical Ethics
216. Philosophy of Law
217. Philosophy in Literature
218. Philosophy of Psychology
219. Writing Philosophical Fiction
220. Introduction to Cognitive Science
221. Science, Reality, and Rationality
223. African Philosophy
224. Theory of Knowledge
226. Existentialism
227. Environmental Philosophy
228. Philosophy of Religion
229. Concepts of Madness
230. Theories of Human Nature
231. Philosophy and The Holocaust
232. Fate, Freedom, and Necessity
233. Chinese Philosophy
234. Philosophy and Evolution
241. Race, Racism, and Philosophy
242. From neo-Marxism to post-Marxism
245. The Idea of Interpretation

246 Philosophy of Love and Sexuality

Courses Satisfying The Logic Requirement

205 Symbolic Logic

390 Advanced Logic

391 Philosophy of Mathematics

Upper-level Courses

281 Ancient Philosophy

282 Medieval Philosophy

283 Early Modern Philosophy

284 Hume to 19th Century

305 20th-Century Analytic Philosophy

306 20th-Century Continental Philosophy

307 to 339. Major Figures in Philosophy: Each year the department will offer at least one course entirely devoted to a close reading, analysis and critique of the major work of one or more important philosophers such as Plato, Aristotle, Descartes, Spinoza, Leibniz, Locke, Berkeley, Mill, Hume, Hegel, Marx, Nietzsche, Freud, Whitehead, Dewey, Heidegger, and Wittgenstein.

340 to 389. These will include other historically oriented courses, such as American Philosophy, Metaphysics of Plato and Aristotle, and Rationalism.

350 to 369. Courses in Topical Studies: These will include courses such as Philosophy of Language or Philosophy of History.

370 to 389. Seminar in Philosophical Problems: A study of some important philosophical problem such as the freedom of the will, the concept of space or time, the mind-body problem, the nature of meaning.

Individualized Courses

399. Independent Study—Independent, intensive study in a field of special interest requiring a wide range of reading and resulting in an extended paper. Normally there will be only a few meetings with the supervisor during the course of the semester.—Staff

460. Tutorial—An in-depth study of a topic of mutual special interest to the student and teacher. Frequent meetings (usually weekly) will provide an opportunity for extensive and detailed discussions.—Staff

466. Teaching Assistantship—Work conducted in close consultation with the instructor of a single course and participation in teaching that course. Duties for a teaching assistant may include, for example, holding review sessions, reading papers, or assisting in class work. In addition, a paper may be required from the teaching assistant. This course may count as one of the 11 total required for the major, but will not count as one of the six required “upper-level” (300 and above) courses.—Staff

499. Senior Thesis—A two-credit course culminating in an extended paper to be read by two or more members of the department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy. In order to be eligible for this course a student must have an A- average in the major or must successfully petition the department for an exemption.—Staff

FALL TERM

101. Introduction to Philosophy—An introduction to fundamental topics and concepts in the history of philosophy, e.g., rationality, wisdom, knowledge, the good life, the just society, and the nature of language. This course is especially appropriate for first-year students or students beginning the college-level study of philosophy. Students contemplating majoring in philosophy are strongly urged to make this their first philosophy course. (Enrollment limited)—Brown

[102. Introduction to Political Philosophy]—This course will consider some of the foundational issues of political philosophy such as the conflict between individual liberty and social welfare, the criteria for just distribution of wealth, the concept of equality, and the ideal forms of social cooperation. We will read from the works of some of the major political philosophers such as Plato, Aristotle, Hobbes, Locke, Machiavelli, Rousseau, Hegel and Marx. (Enrollment limited)

103. Ethics—An introductory study of values, virtues, and right action. Major concepts of ethical theory (goodness, responsibility, freedom, respect for persons, and morals) will be examined through a study of Aristotle, Kant, and Mill. The course is not primarily a historical survey, but rather attempts to clarify in systematic fashion both moral concepts and moral action. (Enrollment limited)—Marcano

[205. Symbolic Logic]—An introduction to the use of symbols in reasoning. The propositional calculus and quantification theory will be studied. This background knowledge will prepare the student to look at the relation of logic to linguistics, computer science, mathematics, and philosophy. (Enrollment limited)

215. Medical Ethics—This course will take up ethical, political, and legal issues relevant to the medical profession and patient population. Topics will include: death with dignity, treatment with dignity, abortion, mercy-killing, patient consent, the nature of

physical versus mental illness, medical experimentation, and the socially conscious distribution of medical resources. (Enrollment limited)—Brown

217. Philosophy in Literature—We shall study a number of philosophic works with literary significance and a number of literary works with philosophic content in order to raise the question of what the difference is between the two. This course may be used to fulfill the literature and psychology minor requirements. (Enrollment limited)—Vogt

[224. Theory of Knowledge]—“Everyone by nature desires to know,” said Aristotle. But before and since, many thinkers have wondered whether this desire can be satisfied. We shall examine a number of important questions, such as “What are the conditions of Knowledge?” “What are the roles of memory, perception, evidence and belief?” (Enrollment limited)

227. Environmental Philosophy—How we treat nature is, in some measure, a function of how we conceive it. Should we be concerned with protection of the natural environment because we are dependent upon it for the quality of our lives? Or, does nature merit respect and protection for its own inherent value quite apart from its utility to human beings? Are human beings, in some relevant sense, the rightful rulers of nature and thereby entitled to use it in any manner that serves their ends? Or, is the natural environment more appropriately viewed as the property of all creatures that live within it, as something that human beings have an obligation to share with their nonhuman counterparts? Is life limited to the individuals that constitute the organic world, the world of plants and animals? Or, can we sensibly regard ecosystems, including the entire planet, as living entities in their own right (as in the so-called Gaia hypothesis)? Efforts to answer these and a wide range of related questions form the subject matter of this course. (Enrollment limited)—Wade

[238. Media Philosophy]—In the wake of the increasing significance of media technologies in all realms of society, media theory has moved to the center of discussion within the humanities. This course will introduce philosophical theories and texts that take a broad approach to the new media and communication technologies.

240. Introduction to Feminist Philosophy—In the last several decades, feminist philosophy has developed with new vitality. It has influenced such diverse areas of philosophy as ethics, politics, and epistemology. Its contributors represent both Anglo-American and European philosophical traditions. This course will introduce students both to some of the major contributors and to the ways in which they have influenced various areas of philosophy. (May be counted toward Women's Gender and Sexuality) (Enrollment limited)—Marcano

241. Race, Racism, and Philosophy—An intensive examination of some philosophical discussions of race and racism. Topics include the origins of European racism, the distinction between intrinsic and extrinsic racism, the conceptual connections between racist thinking and certain canonized philosophical positions (e.g., Locke's nominalism), the relationship between racism and our notions of personal identity, the use of traditional philosophical thought (e.g., the history of philosophy) to characterize and explain differences between European and black African cultures, the possible connections between racism and Pan-Africanism, the nature of anti-semitism, and recent attempts to conceptualize race and racism as social constructions. (Enrollment limited)—Marcano

[242. From Neo-Marxism to Post-Marxism]—This course will provide a survey of 20th-century neo-Marxist and post-Marxist theories that have constituted a break with central aspects of “classical” Marxism (of the 2nd and 3rd International), while attempting to remain faithful to the Marxist project in other aspects. We will examine the neo-Marxist and post-Marxist critiques of Marxist reductionism (economic determinism and class reductionism); their critiques of the Marxist concept of totality, as well as their critiques of the Marxist concept of revolution. We will also trace the neo-Marxist and post-Marxist displacement from economy to politics, from “society” to the concepts of the “political” and the “cultural).

[246. Human Rights: Philosophical Foundations, Issues, and Debates]—This course will survey and critically assess arguments in favor of the existence of human rights, arguments about the legitimate scope of such rights (who has human rights and against whom such rights can legitimately be claimed), and arguments about which rights ought to be included in any complete account of human rights. Specific topics will include (but not necessarily be limited to) the philosophical history of human rights discourse, cultural relativist attacks on the universality of human rights, debates concerning the rights of cultural minorities to self-determination, and controversies concerning whether human rights should include economic and social rights. (Enrollment limited)

247. Latin American Philosophy—An introductory survey of classic and contemporary texts (translated into English) in Latin American Philosophy. (Enrollment limited)—Wade

[281. Ancient Greek Philosophy]—This course looks at the origins of western philosophy in the Presocratics, Plato, and Aristotle. Students will see how philosophy arose as a comprehensive search for wisdom, then developed into the “areas” of philosophy such as metaphysics, ethics, and political philosophy. (Enrollment limited)

[284. Late Modern Philosophy]—A history of Western philosophy, with emphasis on Hume, Kant, Hegel, Kierkegaard, Marx, Nietzsche. (Enrollment limited)

[287. 17th-Century Rationalism]—An examination of the three thinkers whose systems are the foremost representations of rationalism, the theory of knowledge which is opposed to empiricism. The rationalists believed that a priori reason (making no recourse to sensory input or induction) was both necessary and (in the case of Spinoza and Leibniz) also sufficient for knowledge of the world. We will examine the epistemological, metaphysical, and ethical views of these three thinkers, assessing their

challenge to empiricism, always bearing in mind their relation to one another and to the great conceptual revolutions of the 12th-century, most notably the emergence of modern physics in the figures of Galileo and Isaac Newton.

[307. Plato]—A study of one or more important dialogues of Plato. Careful attention will be paid to the dramatic form which Plato employs and its connection to the philosophic ideas that develop. Prerequisite: At least one course at the 200-level or above in either Philosophy, Neuroscience, or Psychology. (Enrollment limited)

[317. Hume]—David Hume is arguably the single most influential philosopher in the English language. This course will concentrate on Hume's metaphysics and epistemology as presented in his two seminal works, *A Treatise of Human Nature* and *An Enquiry Concerning Human Understanding*. Among the topics we will be discussing are empiricism, skepticism, causation and personal identity. Following a general introduction to the course, the class will cease to meet as a whole. Rather students will be grouped into pairs. Each pair will then meet weekly with the instructor for approximately one hour. Each week one student will present a 5-7 double-spaced page paper while the other will offer a thoughtful and constructive critique. Students will alternate between presenting and critiquing the other's paper for a total of 5 papers and 5 critiques. This aim of this course, which is intended primarily for juniors and seniors, is to provide students with the opportunity to work intensively on one of the pivotal figures of Western philosophy, while at the same time developing their writing and analytical skills through close collaboration with the professor and their peers. (Enrollment limited)

318. Kant—Into Kant's work flowed most of the ideas of 17th- and early 18th-century European thought. Out of it, as from a crucible, came a new alloy of philosophical conceptions that were the source of virtually all later developments; idealism; positivism; phenomenology, and analytic philosophy. Our reading of Kant's *Critique of Pure Reason* will enable us to see modern philosophical heritage in the making. (Enrollment limited)—Brown

[322. Sartre]—Jean Paul Sartre is one of the major intellectual figures of the 20th century. In this course we will look at Sartre's early philosophical writings, focusing on his phenomenological account of consciousness that culminates in the existentialist conception of the human being presented in *Being and Nothingness*. Texts to be discussed will include *Transcendence of the Ego*, *Imagination*, *The Emotions and Being and Nothingness*. (Enrollment limited)

[324. Sartre's Political Thought]—This course will explore the political thought and essays of Jean-Paul Sartre. We will look at Sartre's writings on Communism, colonialism, race, and racism, Sartre's turn to materialism and his debate with fellow existentialist, Merleau-Ponty. The aim of this class is to examine the theoretical continuity, if there is any, between Sartre's existential texts and his political thought as well as his activism. (Enrollment limited)

325. Nietzsche—Nietzsche is one of those thinkers whose influence on our culture has been far wider than the number of people who have actually read him. Through a careful study of this 19th-century thinker's major works we shall examine his own claim to be thinking the most challenging thoughts of the next century. (Enrollment limited)—Hyland

[326. Hannah Arendt]—Hannah Arendt remains one of the 20th century's most provocative political philosophers. This course will survey some of Arendt's most controversial political works, including *The Origins of Totalitarianism*, *The Human Condition*, *Eichmann in Jerusalem: The Banality of Evil*, and "Reflections on Little Rock." The aim of this course is to provide students with a broad understanding of Arendt's concerns regarding the possibilities for real political action in the modern world. (Enrollment limited)

[329. Dennett]—Contemporary philosophy of mind, cognitive science, philosophy of evolution, and even philosophy of religion have all been usefully and creatively rocked by the thought of Daniel Dennett. This course will explore selected writings of Dennett and critical responses. Prerequisite: At least one course at the 200-level or above in either Philosophy, Neuroscience, or Psychology. (Enrollment limited)

[336. Foucault]—Michel Foucault was one of the most influential European thinkers of the 20th century. Using a selection of his writings, we shall examine some of his main contributions, seeking to understand both the philosophical and cultural influences that led Foucault to his positions, as well as the wide-spread influence he has had on subsequent philosophy and political, historical and cultural theory. (Enrollment limited)

351. Aesthetics—This course will provide both a survey and close readings of some of the most significant thinkers in the tradition of philosophical aesthetics. Its scope will include 19th, 20th, and 21st century positions in aesthetics; moreover, texts interrogated in the course will engage different artistic fields such as literature, painting, music, cinema and new media. (Enrollment limited)—Vogt

[354. Ethics and International Community]—It is generally agreed that a nation and its citizens have moral rights and obligations with respect to one another. But do these rights and obligations extend beyond national boundaries? Does a wealthy nation have an obligation to provide aid to starving citizens of other nations? Do wealthy individuals have an obligation to alleviate the suffering of persons with whom they do not share nationality? This course seeks to assist students in formulating and evaluating answers to these and other questions concerning international relations. (Enrollment limited)

355. Moral Theory and Public Policy—The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social

issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals, and capital punishment are among the topics to be considered (Enrollment limited)—Wade

371L. Minds and Brains Laboratory—Recent advances in neuroscience are transforming the study of the mind into the study of the brain. In this laboratory sequence to accompany Philosophy 374, Minds and Brains, students will learn the techniques of “brain reading” employed in contemporary cognitive neuroscience. The laboratory sequence especially emphasizes functional neuroimaging, working with data collected at the nearby Olin Neuropsychiatric Research Center. Students may also volunteer to participate in brain scanning experiments; in this case, data in the lab may originate in one's own brain, adding new meaning to the philosopher's maxim, “know thyself.” (0.25 course credit) (Enrollment limited)—Lloyd

374. Minds and Brains—The neurosciences have made striking progress in recent years toward understanding the brains of animals and human beings. Through readings in philosophy and science we will consider what contribution this explosion of neuroscientific data can make to our understanding of the mind. (Students enrolling in Philosophy 374-01 must also enroll in Philosophy 371-20L with permission of the instructor.) (Enrollment limited)—Lloyd

[378. Philosophy of Mind]—In this course we will investigate classical and contemporary theories of mind, such as dualism, logical behaviorism, materialism, and functionalism. Among the issues we will consider are what is the nature of the mental? Is the mind identical with or distinct from the body? What is the nature of consciousness? Is the mind a genuine cause? What, if anything, do contemporary investigations in cognitive science and artificial intelligence have to teach us about the nature of the mind? (Enrollment limited)

[385. Phenomenology]—A systematic study of one of the most important and influential philosophical movements of the 20th century. Phenomenology concerns itself with the objects of experience and the structures of experience as they are lived, and this perspective and methodology has played an essential role in the developments of existentialism, hermeneutics, and even psychotherapy. Much attention will be given to Edmund Husserl's work; other figures considered could include Heidegger, Sartre, Merleau-Ponty, and Ricoeur.

[460. Tutorial]—An in-depth study of a topic of mutual special interest to the student and teacher. Frequent periodic meetings (usually weekly) will provide an opportunity for extensive and detailed discussions on a one-to-one basis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Religion 307. Jewish Philosophy]—This course provides an introduction to the major themes and thinkers of medieval and modern Jewish philosophy. We will study how Plato, Aristotle, and other non-Jewish philosophers found their Jewish voice in the likes of Philo, Saadia Gaon, Judah Halevi, Maimonides, and Mendelssohn. Issues to be considered are the relationship between reason and revelation, the concept of monotheism, the nature of prophecy and the Jewish tradition, and the problem of evil. Extensive use of original sources in translation will be complemented by interpretive studies. (May be counted toward Philosophy.) Prerequisite: C- or better in Religion 109.

SPRING TERM

101. Introduction to Philosophy—An introduction to fundamental topics and concepts in the history of philosophy, e.g., rationality, wisdom, knowledge, the good life, the just society, and the nature of language. This course is especially appropriate for first-year students or students beginning the college-level study of philosophy. Students contemplating majoring in philosophy are strongly urged to make this their first philosophy course. (Enrollment limited)—Vogt

205. Symbolic Logic—An introduction to the use of symbols in reasoning. The propositional calculus and quantification theory will be studied. This background knowledge will prepare the student to look at the relation of logic to linguistics, computer science, mathematics, and philosophy. (Enrollment limited)—Ryan

[213. Philosophy of Sport]—This is an introductory course designed to exhibit the Socratic thesis that the material for philosophic reflection is present in our everyday experiences, even in activities which we may consider nonintellectual. Accordingly, we shall take up the related themes of sport, athletics, and play, in order to show that an adequate understanding of them requires, and is indeed inseparable from, philosophic understanding. Topics will include social significance of sport, ethical issues in sport and race, mind and body in sport, sport and aesthetics, and the connection of sport and philosophy. The connection of sport and philosophy. The connection of sport and gender will be a guiding theme throughout.

214. Philosophy of Art—“Art,” one writer has said, “is not a copy of the real world. One of the damn things is enough.” But then, what is art, and what is its relation to the world, to our experience, to the symbolic systems with which we create it? By consulting selected aesthetic texts of important philosophers, these and other questions will be posed to help us understand some of the traditional philosophical perplexities about art. (Enrollment limited)—Brown

[215. Medical Ethics]—This course will take up ethical, political, and legal issues relevant to the medical profession and patient population. Topics will include: death with dignity, treatment with dignity, abortion, mercy-killing, patient consent, the nature of physical versus mental illness, medical experimentation, and the socially conscious distribution of medical resources. (Enrollment limited)

[217. Philosophy in Literature]—We shall study a number of philosophic works with literary significance and a number of literary works with philosophic content in order to raise the question of what the difference is between the two. This course may be used to fulfill the literature and psychology minor requirements. (Enrollment limited)

[219. Writing Philosophical Fiction]—Fiction has a long history as a compelling medium for the articulation of philosophical ideas and perspectives. This course provides students with the opportunity to develop their own skills in using fiction as a means of philosophical expression. The course is especially appropriate for creative writing students interested in philosophical fiction and for philosophy students interested in learning to use fiction as a vehicle for philosophizing. (Enrollment limited)

[221. Science, Reality, and Rationality]—Philosophical questions abound in science. Some arise in relation to specific scientific theories. Examples are: Does the theory of evolution conflict with religion? Does Einstein's theory of relativity imply that time does not "flow"? Does quantum mechanics require a change in the basic laws of logic? In addition, there are philosophical problems that apply, more broadly, to the scientific enterprise as a whole. Examples are: What distinguishes scientific truth from religious truth, or any other kind of truth, for that matter? What, if anything, makes scientific knowledge special? Are the notions of scientific objectivity, rationality, and progress mere myths? In the last few years, the so-called "Science Wars" have been taking place, pitting the defenders of scientific objectivity against its skeptics. As a result, these kinds of questions have become among the most topical and hotly debated of our time, receiving wide attention well beyond the borders of academia. (Enrollment limited)

222. Existentialism—A study of the philosophical background of existentialism and of a number of principal existentialistic texts by such writers as Kierkegaard, Heidegger, Camus, and Sartre. (Enrollment limited)—Vogt

[223. African Philosophy]—What is African philosophy? Currently, among the scholars addressing this question, no single answer prevails. Some hold that philosophy, by its nature, transcends race, ethnicity, and region and hence that terms such as "African philosophy," "European philosophy," and "Asian philosophy," are all rooted in misunderstanding what philosophy fundamentally is. Some argue that prior to the very recent work of African scholars trained in formal (often European) departments of philosophy, African philosophy did not (and could not) exist. Others argue that while (many of) the peoples of Africa have little or no tradition of formal (written) philosophizing, the differing worldviews embodied in the myths, religions, rituals, and other cultural practices of ethnic Africans constitute genuine African philosophy. Yet others find African philosophy in the critical musings of indigenous African (so-called) wise men or sages. In this course we will critically examine the variety of possibilities, forms, and practices in Africa and elsewhere that might be referred to appropriately as "African philosophy" and attempt to understand why the notion of "African philosophy" is so especially contentious. (May be counted toward African Studies.) (Enrollment limited)

[228. Philosophy of Religion]—A discussion of some of the philosophical problems that arise out of reflection on religion; the nature of religion and its relation to science, art, and morality; the nature of religious and theological language, the concept of God; the problem of evil; and the justification of religious belief.

[231. The Holocaust]—Beginning with the historical causes and development of the "Final Solution," the systematic destruction of European Jewry between 1933 and 1945, this course considers such issues as the nature of genocide, the concept (and history) of evil, corporate and individual moral responsibility, and the implementation of justice in the aftermath of radical evil. These issues are examined both in the context of the Holocaust and as general moral and religious problems. They are also viewed through "imaginative" literary representations, which introduces the question of what difference a subject makes to the form of its representation, and thus, more specifically, what can or cannot (and should or should not) be said about the Holocaust. (Same as College Course 231.) (Enrollment limited)

239. African-American Feminism—This course is a historical survey of the writings of African-American women as they have historically attempted to negotiate fundamental philosophical questions of the "race problem" and the "woman problem." To this extent, we will be inserting black women's voices into the philosophical canon of both race and feminism. Along with exploring and contextualizing the responses and dialogues of women writers, like Anna Julia Cooper with their more famous male contemporaries such as Du Bois, up to more contemporary articulations of black women's voices in what is known as hip-hop feminism, we will ask the question of whether there is a particular black feminist thought, epistemology, and thus philosophy. (Enrollment limited)—Marcano

[240. Introduction to Feminist Philosophy]—In the last several decades, feminist philosophy has developed with new vitality. It has influenced such diverse areas of philosophy as ethics, politics, and epistemology. Its contributors represent both Anglo-American and European philosophical traditions. This course will introduce students both to some of the major contributors and to the ways in which they have influenced various areas of philosophy. (May be counted toward Women's Gender and Sexuality) (Enrollment limited)

[241. Race, Racism, and Philosophy]—An intensive examination of some philosophical discussions of race and racism. Topics include the origins of European racism, the distinction between intrinsic and extrinsic racism, the conceptual connections between racist thinking and certain canonized philosophical positions (e.g., Locke's nominalism), the relationship between racism and our notions of personal identity, the use of traditional philosophical thought (e.g., the history of philosophy) to characterize and explain differences between European and black African cultures, the possible connections between racism and Pan-Africanism, the nature of anti-semitism, and recent attempts to conceptualize race and racism as social constructions. (Enrollment limited)

[283. **Early Modern Philosophy**]—The history of Western philosophy with major attention given to Descartes, Spinoza, Leibniz, Hobbes, Locke, and Berkeley.

[320. **Hegel**]—Hegel's most famous work, *The Phenomenology of Spirit*, will be studied in depth. Attention will be paid to the significance of the work on our subsequent tradition, both philosophical and cultural. Enrollment limited.

321. **Marx**—Wade

[323. **Adorno**]—Along with Martin Heidegger, Theodor W. Adorno is one of the most important German philosophers of the 20th century. In order to appreciate the extraordinary breadth of Adorno's thought, we shall examine his work from his early lectures on historical figures, to his productive engagement with phenomenology, to his significant contributions in *Dialectic of Enlightenment*, to his late works, including *Negative Dialectic* and *Aesthetic Theory*. (Enrollment limited)

330. **Topics in Medical Ethics**—The aim of this seminar is to reflect critically on the important and often controversial ethical questions raised by the rapid and profound developments in medicine and biotechnology. Topics will be chosen from among the following: the doctor-patient relationship; genetic research, therapy, and enhancement; reproductive rights and technology; the ownership of human biological materials; medical decisions at the beginning and end of life; and the allocation of scarce medical resources. Prerequisite: C- or better in PHIL-215 or Permission of Instructor. (Enrollment limited)—Brown

335. **Heidegger**—Martin Heidegger is arguably the most important philosopher of the 20th century. Yet because of the myopia of the Anglo-American philosophic tradition, he has only recently begun to receive the attention he deserves in the English-speaking world. This seminar will make a careful study of Heidegger's magnum opus, *Being and Time*. In addition to our reflection on the intrinsic meaning and merit of this book, we shall consider some of its important roots in the tradition and some of the ways in which it prepares the way both for Heidegger's own radically transformed later thought and for the most recent trends in contemporary continental philosophy. (Enrollment limited)—Hyland

337. **Art and Technology**—The seminar will interrogate the complex interrelationship between art and technology in 20th and 21st century philosophic thought. To what extent has technology brought to fruition the "end of art" predicted by Hegel in the 19th century, and to what extent has technology brought about a reconfiguration of art? We shall examine such seminal figures in this controversy as Hegel, Heidegger, Adorno, Benjamin, and Vatimo. (Enrollment limited)—Hyland, Lloyd, Vogt

[347. **Pragmatism**]—An examination of the writings of the founders of American Pragmatism—Charles Pierce, William James, Santayana, and John Dewey. (Enrollment limited)

[351. **Situated Knowledges: Knowledge in Perspective**]—Many philosophical studies of knowledge use a conception of a knower that is believed to transcend one's social identity and embodied perspective. There are ever increasing challenges to this way of studying knowledge. This class will explore 'alternative epistemologies' that attempt to theorize about knowledge without presuming an asocial, disembodied knower. We will read selections from feminist epistemology, Native American epistemology, African American epistemology, and philosophy of technology to outline several ways traditional epistemology has been challenged for its questionable assumptions about the make-up of knowers. (Enrollment limited)

369. **Concepts of Body**—Physical body seems immediately given in ordinary experience. Yet it has been explained in a remarkable number of ways, for example as mathematical (insofar as it consists of dimension, length, breadth and depth, and can be measured) or as material and so unavailable to mathematical analysis; it can be explained as an intellectual or as a merely psychological construct produced when we experience sensible change. In this course, we shall consider several important concepts of body in themselves and as they relate to other problems, particularly the problem of mind. (Enrollment limited)—Wade

[371L. **Minds and Brains Laboratory**]—Recent advances in neuroscience are transforming the study of the mind into the study of the brain. In this laboratory sequence to accompany Philosophy 374, Minds and Brains, students will learn the techniques of "brain reading" employed in contemporary cognitive neuroscience. The laboratory sequence especially emphasizes functional neuroimaging, working with data collected at the nearby Olin Neuropsychiatric Research Center. Students may also volunteer to participate in brain scanning experiments; in this case, data in the lab may originate in one's own brain, adding new meaning to the philosopher's maxim, "know thyself." (0.25 course credit) (Enrollment limited)

[374. **Minds and Brains**]—The neurosciences have made striking progress in recent years toward understanding the brains of animals and human beings. Through readings in philosophy and science we will consider what contribution this explosion of neuroscientific data can make to our understanding of the mind. (Students enrolling in Philosophy 374-01 must also enroll in Philosophy 371-20L with permission of the instructor). (Enrollment limited)

[390. **Advanced Logic**]—An investigation of various methods of logic. Certain related topics in epistemology and the philosophy of mathematics will be considered.

Physical Education

PROFESSORS HAZELTON, *CHAIRMAN*, AND SHEPPARD;
 ASSOCIATE PROFESSORS ASSALANTE, BARTLETT, DARR, DECKER, OGDONNIK, PARMENTER, AND SUITOR;
 ASSISTANT PROFESSORS BOWMAN, DAVIS, DEVANNEY, GLUCKMAN, LUZ, MALLOY;
 INSTRUCTORS ACQUARULO, NG, NOONE, PILGER, RORKE, AND SMITH;
 VISITING INSTRUCTOR LIVESAY

The physical education program is designed to meet individual interests and needs. A variety of activities are available which serve to augment health and physical fitness, develop recreational and leisure time skills, initiate and facilitate functional and aesthetic body movement, impart knowledge in the area of skills performance, game strategy and rules, and an in-depth understanding of sports coaching, recreational leadership, and first aid.

Courses in physical education are offered on a quarter basis, i.e., two courses a semester, and four courses in an academic year. Academic credit, up to a maximum of one credit, toward the 36 credits required for the degree, may be earned at a rate of 1/4 course credit for successful completion. Grades will be given unless the student elects to participate on a pass/low pass/fail basis. The pass/low pass/fail option in physical education is permitted in addition to the one permitted for academic courses. Classes will be offered on the same starting time schedule as all academic classes, but will end earlier due to dressing time. Students may not repeat the same course activity for an additional 1/4 course credit.

NOTE: All physical education courses earn 1/4 course credit and need written permission of the instructor or Bill Decker, Coordinator of Physical Education.

Specific courses include

I Aquatics

- Beginning Swimming
- Intermediate Swimming
- Advanced Swimming
- Lifeguard Training

II Racquets

- Squash I
- Squash II
- Beginning Tennis
- Intermediate Tennis
- Advanced Tennis
- Badminton

III Fitness

- Aerobics
- Fitness I
- Fitness II

IV Individual and Combatives

- Golf
- Taekwondo
- Advanced Taekwondo

V Classroom

- Medical Self Help (First Aid)
- Coaching Seminar

VI Other

- Volleyball
- Scuba
- Recreational Rowing

REGISTRATION:

Courses, unless otherwise noted, will be offered on a coeducational basis. Attire appropriate to each activity and attendance requirements will be determined by the individual class instructor.

Just prior to and during the first week of each quarter, students may drop or add courses with the permission of their faculty adviser and the instructor of the course added. After the Add/Drop deadline, no more courses may be added and courses dropped are recorded and marked W on the transcript. Students may withdraw from courses up to and including the Friday of the fourth full week of classes during that quarter.

Course offerings and the instructors are now listed in the Schedule of Classes and Course Listing and registration for Physical Education courses shall be done at the same time and on the same form as academic course registration. There is no advance registration for Physical Education classes.

FALL TERM

101L. Beginning Swimming I—A course primarily for non-swimmers. Covers water acclimatization, floating, treading water, bobbing, lead-up strokes, human stroke, and sculling. The time for this class is arranged between the student(s) and the instructor. (0.25 course credit) (Enrollment limited)—Noone

107. Beginning Ice Skating—(0.25 course credit) (Enrollment limited)—Cataruzolo, McPhee

111L. Squash I—Basic fundamentals of squash racquets including racquet grip, service, return of serve, court position, basic strokes and elementary strategy. Racquets available. Enrollment limited. (0.25 course credit) (Enrollment limited)—Acquarulo, Bowman, Darr, Luz, Ogrodnik, Parmenter, Perine, Schonborn

112L. Beginning Tennis—Instruction will concentrate on the fundamental tennis strokes: forehand, backhand, serve, and volley. Knowledge of rules, game procedures, and tennis etiquette will be emphasized. Racquets available. (0.25 course credit) (Enrollment limited)—Assaiane, Bartlett, Decker Jr., Pilger

113L. Badminton I—Emphasis will be on the basic strokes and strategy of badminton, rules, and etiquette. Students will have the opportunity to play both singles and doubles. (0.25 course credit) (Enrollment limited)—Suitor

123L. Group Exercise & Aerobics—A coeducational fitness course based on an aerobic exercise regimen for improvement of muscle tone, coordination, and cardiovascular conditioning. Instruction will provide safe and proper techniques of stretching and breathing and will include choreographed routines of dance, exercise, and step aerobics. Individual maximal and training heart rates will be determined and monitored to evaluate the student's performance and progress. Pass/Fail only. Minimum enrollment. (0.25 course credit) (Enrollment limited)—Decker Jr.

124L. Fitness I—Instruction for a beginning fitness and conditioning program. It will involve proper warm-up and stretching techniques, cardiovascular training involving heart rates, and an introduction to safe and effective strength training. It will include basic concepts of anatomy and physiology. (0.25 course credit) (Enrollment limited)—Davis, Decker Jr., Fogarty, Gluckman, Lefebvre, Luz, Malloy, Ng, Rorke

131L. Golf—Instruction to grip, stance, and basic swing. Course etiquette, rules, and procedures taught; instruction with each club regarding its special use and technique for its particular shot. Golf clubs available. (0.25 course credit) (Enrollment limited)—Darr, Devanney, Rorke

132L. Volleyball—Emphasis will be placed on developing the basic skills of Power Volleyball: setting, spiking, serving, digs, blocking, and net recoveries. Competitive play will involve knowledge of the rules and game strategy. Officiating will be covered under USVBA rules. (0.25 course credit) (Enrollment limited)—Bowman

136L. Beginning Taekwondo—Introduction to the martial art of Taekwondo. Emphasis on development of effective hand and foot fighting techniques as they relate to sport Taekwondo and self-defense. Pass/Fail only. (0.25 course credit) (Enrollment limited)—Hazelton

144L. Recreational Rowing—(0.25 course credit) (Enrollment limited)—Gluckman

151L. Medical Self-Help—Combines the best of First Aid and the program of self-help; instruction by movies and lectures, practical work in lab sessions. Nominal fee. Offered 2nd quarter only. (0.25 course credit) (Enrollment limited)—TBA

152. Coaching Seminar—Primarily for students who anticipate the possibility of coaching in private school: in-depth study of fundamentals, staff organization, practice planning, and different coaching philosophies and styles. (0.25 course credit) (Enrollment limited)—Parmenter

201L. Intermediate Swimming—This is a course designed for the swimmer of limited skill and experience. It will have as an objective the development of aquatic skills and attitudes which will encourage the enjoyment of swimming as a lifelong recreational activity. Stroke correction and instruction will concentrate on selected basic strokes. Instruction on turns and entering the water will also be given. (0.25 course credit) (Enrollment limited)—TBA

211L. Squash II—A review of basic skills followed by instruction in advanced shots such as the lob, cross-court, corner shot, drop shot; control of ball and court position emphasized. Racquets available. (0.25 course credit) (Enrollment limited)—Acquarulo, Darr, Decker Jr., Ogrodnik, Perine

212L. Intermediate Tennis—To increase proficiency by reviewing and modifying the basic ground strokes in tennis. To develop individual and new strokes; lob and overhead, and to introduce basic singles and doubles strategy. Racquets available. (0.25 course credit) (Enrollment limited)—Assaïante, Bartlett, Darr, Smith

224L. Fitness II—Instruction towards a more sophisticated conditioning program. It will be a continuation of stretching and cardiovascular fitness, but more advanced training techniques and principles will be introduced. It will involve goal-setting and individual sport specific programs. (0.25 course credit) (Enrollment limited)—Blair, Davis, Lefebvre, Malloy, McKean, Pilger

236L. Advanced Taekwondo—Continuation of work on Taekwondo skills and an introduction to more advanced skills. Safe, controlled, one-step and free-sparring will be emphasized. Prerequisite: Physical Education 136. Pass/Fail only. Prerequisite: Physical Education 136. (0.25 course credit) (Enrollment limited)—Hazelton

301L. Advanced Swimming—This course is designed for the swimmer who has a fair amount of skill and experience. It is designed to refine rather than develop aquatic skills and techniques. Time will be spent on stroke analysis and stroke mechanics. Water work will be devoted to stroke drills and to overdistance, Fartlek, and interval swims. Emphasis will be upon freestyle, backcrawl, breaststroke, and selected survival strokes. Prerequisite: Physical Education 201. (0.25 course credit) (Enrollment limited)—Noone

SPRING TERM

101L. Beginning Swimming I—A course primarily for non-swimmers. Covers water acclimatization, floating, treading water, bobbing, lead-up strokes, human stroke, and sculling. The time for this class is arranged between the student(s) and the instructor. (0.25 course credit) (Enrollment limited)—Delia

111L. Squash I—Basic fundamentals of squash racquets including racquet grip, service, return of serve, court position, basic strokes and elementary strategy. Racquets available. Enrollment limited. (0.25 course credit) (Enrollment limited)—Acquarulo, Bowman, Darr, Decker Jr., Parmenter, Schonborn

112L. Beginning Tennis—Instruction will concentrate on the fundamental tennis strokes: forehand, backhand, serve, and volley. Knowledge of rules, game procedures, and tennis etiquette will be emphasized. Racquets available. (0.25 course credit) (Enrollment limited)—Pilger

113L. Badminton I—Emphasis will be on the basic strokes and strategy of badminton, rules, and etiquette. Students will have the opportunity to play both singles and doubles. (0.25 course credit) (Enrollment limited)—McKean, Suito

123L. Group Exercise & Aerobics—A coeducational fitness course based on an aerobic exercise regimen for improvement of muscle tone, coordination, and cardiovascular conditioning. Instruction will provide safe and proper techniques of stretching and breathing and will include choreographed routines of dance, exercise, and step aerobics. Individual maximal and training heart rates will be determined and monitored to evaluate the student's performance and progress. Pass/Fail only. Minimum enrollment. (0.25 course credit) (Enrollment limited)—Decker Jr.

124L. Fitness I—Instruction for a beginning fitness and conditioning program. It will involve proper warm-up and stretching techniques, cardiovascular training involving heart rates, and an introduction to safe and effective strength training. It will include basic concepts of anatomy and physiology. (0.25 course credit) (Enrollment limited)—Davis, Fogarty, Grannon, Lefebvre, Ng, Rorke

131L. Golf—Instruction to grip, stance, and basic swing. Course etiquette, rules, and procedures taught; instruction with each club regarding its special use and technique for its particular shot. Golf clubs available. (0.25 course credit) (Enrollment limited)—Darr, Devaney, Rorke

132L. Volleyball—Emphasis will be placed on developing the basic skills of Power Volleyball: setting, spiking, serving, digs, blocking, and net recoveries. Competitive play will involve knowledge of the rules and game strategy. Officiating will be covered under USVBA rules. (0.25 course credit) (Enrollment limited)—Bowman

136L. Beginning Taekwondo—Introduction to the martial art of Taekwondo. Emphasis on development of effective hand and foot fighting techniques as they relate to sport Taekwondo and self-defense. Pass/Fail only. (0.25 course credit) (Enrollment limited)—Hazelton

144L. Recreational Rowing— (0.25 course credit) (Enrollment limited)—Gluckman

152. Coaching Seminar—Primarily for students who anticipate the possibility of coaching in private school: in-depth study of fundamentals, staff organization, practice planning, and different coaching philosophies and styles. (0.25 course credit) (Enrollment limited)—Sheppard

201L. Intermediate Swimming—This is a course designed for the swimmer of limited skill and experience. It will have as an objective the development of aquatic skills and attitudes which will encourage the enjoyment of swimming as a lifelong recreational activity. Stroke correction and instruction will concentrate on selected basic strokes. Instruction on turns and entering the water will also be given. (0.25 course credit) (Enrollment limited)—Delia

211L. Squash II—A review of basic skills followed by instruction in advanced shots such as the lob, cross-court, corner shot, drop shot; control of ball and court position emphasized. Racquets available. (0.25 course credit) (Enrollment limited)—Darr, Ogrodnik, Schonborn

212L. Intermediate Tennis—To increase proficiency by reviewing and modifying the basic ground strokes in tennis. To develop individual and new strokes; lob and overhead, and to introduce basic singles and doubles strategy. Racquets available. (0.25 course credit) (Enrollment limited)—Assaiane, Pilger, Smith

213L. Badminton II—A review of the skills introduced in Physical Education 113. Emphasis will be placed on advanced-level strokes, footwork, and strategy. Play will be at a higher competitive level. Prerequisite: Physical Education 113. Enrollment limited. (0.25 course credit) (Enrollment limited)—Suitor

224L. Fitness II—Instruction towards a more sophisticated conditioning program. It will be a continuation of stretching and cardiovascular fitness, but more advanced training techniques and principles will be introduced. It will involve goal-setting and individual sport specific programs. (0.25 course credit) (Enrollment limited)—Acquarulo, Davis, Devaney, Gluckman, Grannon, Lefebvre, Luz, Malloy, Ng

236L. Advanced Taekwondo—Continuation of work on Taekwondo skills and an introduction to more advanced skills. Safe, controlled, one-step and free-sparring will be emphasized. Prerequisite: Physical Education 136. Pass/Fail only. Prerequisite: Physical Education 136. (0.25 course credit) (Enrollment limited)—Hazelton

312L. Advanced Tennis—To cover tennis skills at a more advanced level. To introduce the approach shot, passing shots, spin serve and to emphasize the strategic use of these strokes in advanced singles and doubles play. Racquets available. (0.25 course credit) (Enrollment limited)—Bartlett

341L. Lifeguard Training I—This is the Red Cross course in Lifesaving which, combined with Lifeguard Training II, yields Red Cross certification. This course deals partially with the development and enhancement of swimming skills, and basic forms of water rescue. Nominal fee. Minimal enrollment. (0.25 course credit) (Enrollment limited)—Noone

342L. Lifeguard Training II—A continuation of Lifeguard Training I. With swimming efficiency established, this course teaches the complex skills needed for swimming rescue. Considerable practice is undertaken to perfect techniques in release of holds, control of a struggling victim, and carrying a victim to safety. Completion of Lifeguard Training I and II achieves this phase of certification to lifeguard at pools and waterfronts. Nominal fee. Minimal enrollment. Prerequisite: Physical Education 341. (0.25 course credit) (Enrollment limited)—Noone

Physical Sciences

PHYSICAL SCIENCES MAJOR—Suggested for those who are preparing to teach science in the secondary schools; eight courses chosen from the 300- and 400-level offerings in the Departments of Biology, Chemistry, Engineering, Mathematics, and Physics, including at least three courses in one of the departments and two courses in another.

Students desiring acceptance as a Physical Sciences major must secure the approval of the Chairpersons of the Departments in which a majority of the work is to be completed. Students desiring a Physical Sciences major must complete the laboratory portion (if any) of those courses, required or elective, used to satisfy the major requirements.

Physics

Associate Professor Walden, *Chair*
 Professors Picker and Silverman
 Associate Professor Geiss*
 Assistant Professor Branning

COURSE LEVELS—Physics 131L, 231L, and 232L are courses designed as preparation for students who are planning on majoring in physics, other physical sciences, or engineering. They make use of calculus and require prior completion of and/or concurrent registration in appropriate mathematics courses. Students for whom these courses are appropriate are strongly advised to take Physics 131L and Mathematics 131 in the fall term of the freshman year.

The other courses at the 100-level are for students who are not planning further work in physics. They do not have mathematics prerequisites. The courses offered vary from year to year.

The courses at the 300- and 400-level constitute advanced work in physics. They are aimed at both physics majors and students in the other sciences. It is recommended that Physics 300 or 301 be taken as early as possible. Please note that the 300-level courses are mostly offered in alternate years.

PHYSICS MAJOR—Physics 131L, 231L, and 232L; five courses at the 300-level or above, three of which must be Physics 300, Physics 307, and Physics 320. Physics 399 does not count towards fulfillment of this requirement. In addition, the student must take Physics 405, which is the senior exercise. Outside the department, the student must also take Mathematics 231 and 234 and Chemistry 111L. Grades of C- or better must be obtained in each of these courses. It is strongly recommended that students preparing for graduate study in physics take three additional courses in physics at the 300-level or above, and at least one year of mathematics at the 300-level or above.

COMPUTER COORDINATE MAJOR IN PHYSICS—See the “Computer Coordinate Major” section of the Catalogue. Students contemplating the Computer Coordinate Major in physics should contact the chair of the Physics Department, who will direct them to appropriate faculty members for guidance and assistance in setting up a plan of study.

HONORS IN PHYSICS—Students seeking Honors in Physics must complete at least one additional physics course beyond the minimum required for the Physics major. This course may be a semester of independent research (Physics-399,490). Honors candidates must attain an average of at least a B+ in all physics courses. Honors are awarded to qualified students by a vote of the faculty.

ADVANCED PLACEMENT—Students who have earned an advanced placement grade in physics of 4 or 5 may receive course credit. See the Advanced Placement section of the *Bulletin* for details.

ASTRONOMY

SPRING TERM

[103. Stars and Galaxies]—This course provides an introduction to current views of the contents, structure, and evolution of the astronomical universe outside our solar system. Topics to be considered include cosmology, stellar evolution, the discovery of neutron stars, the formation of galaxies, the “discovery” of our own galaxy, and the search for black holes. Occasional viewing sessions and other observational exercises will be assigned. Enrollment limited. Offered in alternate years. (Enrollment limited)

GEOLOGICAL SCIENCES

FALL TERM

112L. Introduction to Earth Science—The course will introduce students to the basic principles of geology, such as rock and mineral identification, the interpretation of the geological record and the theory of plate tectonics. These principles will allow us to reconstruct the Earth’s history, to interpret sedimentary records in terms of environmental change and to assess the impact of human activity on the Earth system. Additional topics include volcanoes and igneous rocks, sedimentary environments, the Earth’s climatic history, the formation of mountain ranges and continents and an introduction to the Earth’s interior. Two one-day field trips focus on the local geology and the various rock types found within the state. (1.25 course credits) (Enrollment limited)—Gourley

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- Fall Term Leave

SPRING TERM

204L. Earth Systems Science—Over recent centuries humans have evolved as the major agent of environmental change and are altering the global environment at a rate unprecedented in the Earth's history. This course provides the scientific background necessary for knowledgeable discussions on global change and the human impact on the environment. The major processes that affect the geo- and biosphere, as well as connections and feedback loops, will be discussed. The course also explores techniques that enable us to reconstruct short and long-term environmental changes from geological archives. Particular emphasis will be placed on climatic stability on Earth, the effects of global warming, the human threat to biodiversity, and the depletion of the ozone layer. Prerequisite: C- or better in Geological Sciences 112 and Mathematics 107 or higher. (1.25 course credits) (Enrollment limited)—Geiss, Gourley

[312. Geophysics]—A study of the physical properties of the Earth, how they are measured, and how they can be used to explore the interior of the Earth, inaccessible to direct observation. Topics for discussion include the shape of Earth and gravitational potential, seismology, and Earth's thermal, magnetic and electrical properties. Prerequisites: Physics 131 and Mathematics 132. Prerequisite: C- or better in Physics 131 and Math 132

PHYSICS

FALL TERM

101L. Principles of Physics I—An introduction to the fundamental ideas of physics. Beginning with kinematics -- the quantitative description of motion -- the course covers the Newtonian mechanics of point masses, Newton's theory of universal gravitation, the work-energy principle, and the conservation of energy and momentum. Three lectures and one laboratory per week. (1.25 course credits) (Enrollment limited)—Picker

[107. Exploring the unexpected: an introduction to relativity and quantum physics]—Exploring the unexpected: an introduction to relativity and quantum physics. Relativity and quantum physics are two of the most significant developments of 20th century physics, and they continue to challenge our common-sense understanding of the world. This course will examine some of the surprising and counter-intuitive aspects of our modern understanding of physical reality as exemplified by topics such as time dilation, simultaneity, wave-particle duality, and the double-slit experiment. This course is designed for first-year students intending to major in one of the physical sciences, and is particularly appropriate for students who plan to enroll in introductory physics (Physics 131L) in the spring semester. (Enrollment limited)

131L. Mechanics and Heat—This course, the first part of a three-term calculus-based introduction to physics, is designed to provide the student with a working knowledge of the language and the analytical tools of Newtonian mechanics and of thermodynamics. In it, Newton's laws are used to study the motion of individual particles and of systems of particles. The ideas of work and energy, momentum and impulse are introduced. Newton's universal law of gravitation and a brief introduction to rigid-body motion round out the exposition of classical mechanics. The remainder of the term is devoted to a presentation of the First and Second Laws of Thermodynamics and their applications to the prototypical thermodynamics system, the ideal gas. Three class meetings and one laboratory per week. Prerequisite: Concurrent Registration in or previous completion of Mathematics 131 with a grade of C- or better. (1.25 course credits) (Enrollment limited)—Branning, Walden

231L. Electricity, Magnetism, and Waves—This second part of the three-term calculus-based introductory sequence is devoted primarily to the study of electromagnetism. The emphasis is on the description of electric and magnetic phenomena in terms of fields. Topics to be covered include electrostatics and magnetostatics, electromagnetic induction, Maxwell's equations, electromagnetic waves, and the characterization of energy and momentum in the electromagnetic field. The remainder of the course is taken up with basic properties of waves in general: wave kinematics, standing waves and resonance, interference and diffraction, and the Doppler effect. Prerequisite: C- or better in Physics 131L and either Mathematics 132 or Mathematics 142, with concurrent registration in Mathematics 231 strongly recommended. (1.25 course credits) (Enrollment limited)—Branning, Silverman

[300. Mathematical Methods of Physics]—This course is designed to provide a working background of mathematical tools for use in other upper-level courses and thus should normally be taken in the junior year. Beginning with a discussion of linear algebra, linear operators, and complete sets of functions, to provide a unified setting for subsequent topics, we proceed to treat matrices, eigenvalue problems, differential equations, Green's functions, and the special functions of mathematical physics. Additional topics, such as numerical methods or an introduction to group theory, may be taken up if time permits. Prerequisite: C- or better in Physics 231L and Mathematics 234.

[301. Classical Mechanics]—A detailed analytical treatment of Newtonian mechanics. Lagrange's equations are developed and applied to the analysis of motion governed by several exemplary force laws. The general problem of motion under the influence of central forces is formulated and applied to the motion of the planets and to scattering. We discuss the dynamics of rigid bodies, as well as oscillations in systems of masses coupled by springs. A brief introduction to the chaotic behavior of nonintegrable dynamical systems closes out the course. Prerequisite: C- or better in Physics 231 and Mathematics 234.

[307. Modern Physics]—This course provides a reasonably comprehensive picture of our current understanding of phenomena at the atomic and subatomic levels, using basic ideas of quantum physics. Topics to be covered include the structure

of atoms, molecules, solids, and nuclei; the interaction of electromagnetic radiation with matter; and, time permitting, an introduction to particle physics. Prerequisite: C- or better in Physics 232L.

313. Quantum Mechanics—A thorough study of the general formalism of quantum mechanics together with some illustrative applications. The postulates of quantum mechanics. States, observables, and operators. Measurements in quantum mechanics. The Dirac notation. Simple systems: the square well, the harmonic oscillator, the hydrogen atom. Approximation techniques and perturbation theory. Elements of the quantum theory of angular momentum. Prerequisite: C- or better in Physics 232L. —Silverman

[320L. Modern Physical Measurements]—A series of measurements in a focussed area of modern experimental physics. This course is designed to offer an in-depth exposure to and understanding of instruments and techniques employed in current experimental investigations. It also provides experiences pertinent to participation in experimental research typified by Physics 490. The series of experiments to be performed will be determined in advance by the student(s) and the instructor(s). Prerequisite: C- or better in Physics 232L.

405. Senior Exercise—This exercise is intended to familiarize the student with a problem of current interest in physics, and to develop his or her ability to gather and interpret the information relevant to the problem. During the fall semester each senior student will meet with an assigned faculty adviser to plan an essay to be completed during the year. Topics may involve any aspects of physics, including its various applications. While students may write on original research they have undertaken, they are not required to do so. This exercise is required for the physics major. Open to senior physics majors. Senior Physics Majors Only. (0.5 course credit) —Staff

SPRING TERM

102L. Principles of Physics II—A continuation of Physics 101L, this course covers topics such as elementary thermodynamics, the theory of special relativity, classical wave behavior, and the description of microscopic physical systems via quantum theory. Three lecture periods and one laboratory period per week. Prerequisite: Physics 101L or 131L. (1.25 course credits) (Enrollment limited)—Picker

[131L. Mechanics and Heat]—This course, the first part of a three-term calculus-based introduction to physics, is designed to provide the student with a working knowledge of the language and the analytical tools of Newtonian mechanics and of thermodynamics. In it, Newton's laws are used to study the motion of individual particles and of systems of particles. The ideas of work and energy, momentum and impulse are introduced. Newton's universal law of gravitation and a brief introduction to rigid-body motion round out the exposition of classical mechanics. The remainder of the term is devoted to a presentation of the First and Second Laws of Thermodynamics and their applications to the prototypical thermodynamics system, the ideal gas. Three class meetings and one laboratory per week. Prerequisite: Concurrent Registration in or previous completion of Mathematics 131 with a grade of C- or better. (1.25 course credits) (Enrollment limited)

231L. Electricity, Magnetism, and Waves—This second part of the three-term calculus-based introductory sequence is devoted primarily to the study of electromagnetism. The emphasis is on the description of electric and magnetic phenomena in terms of fields. Topics to be covered include electrostatics and magnetostatics, electromagnetic induction, Maxwell's equations, electromagnetic waves, and the characterization of energy and momentum in the electromagnetic field. The remainder of the course is taken up with basic properties of waves in general: wave kinematics, standing waves and resonance, interference and diffraction, and the Doppler effect. Prerequisite: C- or better in Physics 131L and either Mathematics 132 or Mathematics 142, with concurrent registration in Mathematics 231 strongly recommended. (1.25 course credits) (Enrollment limited)—Branning, Geiss, Walden

232L. Optics and Modern Physics—Concluding the three-term calculus-based introductory sequence, this course begins with a brief treatment of physical optics. The remainder of the course is devoted to the treatment of phenomena at the atomic and subatomic levels using the ideas of quantum physics. From the introduction of the photon, the Bohr atom, and de Broglie's matter waves, we proceed to the unified description provided by Schrodinger's wave mechanics. This is used to understand basic properties of atoms, beginning with hydrogen, and to describe the interaction between electromagnetic radiation and matter. As time permits, the course will include an account of the basic ideas of solid state physics and of nuclear physics. Prerequisite: C- or better in Physics 231L and concurrent registration in Mathematics 234. (1.25 course credits) (Enrollment limited)—Silverman

301. Classical Mechanics—A detailed analytical treatment of Newtonian mechanics. Lagrange's equations are developed and applied to the analysis of motion governed by several exemplary force laws. The general problem of motion under the influence of central forces is formulated and applied to the motion of the planets and to scattering. We discuss the dynamics of rigid bodies, as well as oscillations in systems of masses coupled by springs. A brief introduction to the chaotic behavior of nonintegrable dynamical systems closes out the course. Prerequisite: C- or better in Physics 231 and Mathematics 234. —Walden

[302. Electrodynamics]—A study of the unified description of electromagnetic phenomena provided by Maxwell's equations in differential form. The scalar and vector potentials, multipole expansions, boundary value problems, propagation of electromagnetic waves, radiation from accelerated charges. Prerequisite: C- or better in Physics 231 L.

[304. Statistical Physics]—This course pursues the description of large aggregates of particles using the techniques of probability theory. It provides a microscopic analysis, both classical and quantum, of the notions of temperature, thermal equilibrium, heat, and entropy. The partition function is introduced and shown to be a powerful tool for understanding the bulk

properties of matter. In recent years, physicists have been applying the methods discussed here to phenomena outside the traditional realm of physics, such as fluctuations of stock prices. Time permitting, we will examine such applications. Prerequisite: C- or better in Physics 232L.

[313. Quantum Mechanics]—A thorough study of the general formalism of quantum mechanics together with some illustrative applications. The postulates of quantum mechanics. States, observables, and operators. Measurements in quantum mechanics. The Dirac notation. Simple systems: the square well, the harmonic oscillator, the hydrogen atom. Approximation techniques and perturbation theory. Elements of the quantum theory of angular momentum. Prerequisite: C- or better in Physics 232L.

320. Modern Physical Measurements—A series of measurements in a focussed area of modern experimental physics. This course is designed to offer an in-depth exposure to and understanding of instruments and techniques employed in current experimental investigations. It also provides experiences pertinent to participation in experimental research typified by Physics 490. The series of experiments to be performed will be determined in advance by the student(s) and the instructor(s). Prerequisite: C- or better in Physics 232L. —Branning

405. Senior Exercise—This exercise is intended to familiarize the student with a problem of current interest in physics, and to develop his or her ability to gather and interpret the information relevant to the problem. During the fall semester each senior student will meet with an assigned faculty adviser to plan an essay to be completed during the year. Topics may involve any aspects of physics, including its various applications. While students may write on original research they have undertaken, they are not required to do so. This exercise is required for the physics major. Open to senior physics majors. Senior Physics Majors Only. (0.5 course credit) —Staff

[466. Teaching Assistant]— (0.5-1 course credit) —Staff

[490. Research Assistantship]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

Political Science

ASSOCIATE PROFESSOR SCHULZ, *CHAIR*
 PROFESSORS EVANS, MCKEE, AND SMITH;
 ASSOCIATE PROFESSORS CARDENAS*, CHAMBERS*, MCMAHON†, NADON†, REILLY, THORNTON†
 ASSISTANT PROFESSOR FLIBBERT
 VISITING PROFESSORS SIMS, WOOD

POLITICAL SCIENCE MAJOR—Students majoring in Political Science are required: (1) to complete 10 courses in political science, all of them with grades of C- or better; and (2) to satisfy EITHER a methods requirement by completing, with a grade of C- or better, POLS 241 or Econ. 318); OR a language requirement by completing, with a grade of C- or better, the two-course intermediate sequence (prerequisite: two-course introductory sequence or equivalent) in any language taught at the College (or by demonstrating equivalent proficiency). The department strongly encourages students who elect to satisfy the language requirement to complete the six courses and the language-across-the-curriculum unit required for a language concentration.

Majors must choose an area of concentration from among the four sub-fields the department offers: American Government and Politics, Comparative Politics, International Relations, or Theory; and they must fulfill the following course requirements:

- Methods or language requirement (see above)
- The 100-level course for their concentration, plus two others from among 102, 103, 104, 105
- Two 300-level courses, of their choice, within their concentration
- One additional course, of their choice, at any level in their concentration

† Academic Year Leave
 • Fall Term Leave

- Two 300-level courses, of their choice, outside their concentration
- One additional course, of their choice, at any level from any sub-field
- A senior seminar in their concentration

Although some courses are included in more than one area of concentration, a single course may not be used to fulfill more than one distribution requirement. Students should complete their 100-level courses as early as possible.

Requirements for the computer coordinate major are given below.

COGNATE COURSES—Students are strongly urged to take courses in the Social Sciences and the Humanities that have a close bearing on the Political Science courses they choose. They should consult with their advisers regarding options available.

AREAS OF CONCENTRATION

American Government and Politics

- 102. American National Government
- 216. American Political Thought
- 224. Public Policy Analysis: Theory and Practice
- 225. The American Presidency
- 226. Minority Politics in America
- 241. Empirical Political Methods and Data Analysis
- 266. The Passions and Interests in American Political Development
- 377. The Law, Gender Issues, and the Supreme Court
- 292. Trinity College Legislative Internship Program
- 301. American Political Parties and Interest Groups
- 307. Constitutional Law: The Federal System and Separation of Powers
- 309. Congress and Public Policy
- 311. Administration and Public Policy
- 314. Elections and Voting Behavior
- 316. Constitutional Law: Civil Rights and Civil Liberties
- 325. Communications and Politics
- 326. Women and Politics
- 342. American Revolution and Framing of the Constitution: The Political Science of the Founders
- 355. Urban Politics
- 356. Domestic Sources of American Foreign Policy
- 357. Politics of U.S. Environmental Policy
- 366. Passions and Interests
- 401. Senior Seminar: American Political Development
- 402. Senior Seminar: American Government, Democratic Representation
- 407. Senior Seminar: Perceptions of Conflict
- 408. Senior Seminar: Racial and Ethnic Politics
- 409. Senior Seminar: Political Machines, Kleptocracies and Predatory States
- 410. Senior Seminar: Abraham Lincoln: Democracy in Crisis
- 412. The Politics of Judicial Policy Making
- American Studies 227. Blacks and American National Politics
- American Studies 258. Law in U.S. Society
- American Studies 355. Urban Mosaic: Migration, Identity, and Politics
- English 338. Political Rhetoric and the Media
- Formal Organization 201. Internship
- Women, Gender, and Sexuality 378. Sexual Orientation and the Law
- Public Policy 319. Fear, Freedom, and the Constitution
- Public Policy 265. The Bill of Rights
- Public Policy 308. Power, Values, and the Making of Public Policy
- Public Policy 322. Affirmative Action, Reverse Discrimination, and the Supreme Court
- Public Policy 828. Formal Analysis

Comparative Politics

- 103. Introduction to Comparative Politics
- 202. Political Dynamics in Mideast Politics
- 206. Arab Israeli Conflict
- 208. West European Politics
- 213. Modern India
- 217. Introduction to Italian Politics
- 223. Green Thinking
- 233. Asian Politics

- 241L. Empirical Political Methods and Data Analysis
- 255. Understanding Contemporary China
- 272. Introduction to Comparative Public Policy
- 300. Bedouin Culture
- 302. Government and Politics of Modern Japan
- 310. Politics of Developing Countries
- 314. Elections and Voting Behavior
- 319. Politics of Post-Communist Societies
- 327. European Integration
- 330. Government and Politics of Contemporary China
- 331. Transitions to Democracy: Fascism and Communism in Historical Perspective
- 343. Politics in Post-Industrial States
- 351. Cities in The Third World
- 362. Political Corruption
- 370. Resistance, Revolution, Repression
- 374. Minorities in Middle Eastern Politics
- 375. Traditional Tribal Society and Law
- 376. Political Dynamics in the Middle East
- 380. War and Peace in the Middle East
- 404. Senior Seminar: Building a New Europe
- 405. Senior Seminar: Globalization and the Future of the Nation State
- 407. Senior Seminar: Perceptions of Conflict
- 409. Senior Seminar: Political Machines, Kleptocracies and Predatory States
- College Course 224. Cities, Mega-Cities, and our Global Future
- College Course 291. International Urban Policy
- International Studies 212. Global Politics
- International Studies 213. Politics in the World of Islam
- International Studies 215. Global Policies
- International Studies 300.05. Nationalism
- International Studies 301. Arab Politics
- International Studies 315. Globalization Theory
- International Studies 401. Development, Dissent, and the Media
- Modern Languages 233. Introduction to Italian Politics since WWII
- Rome 326. Contemporary Italy and Europe
- Public Policy 356. Philosophy of Environmental Law and Policy
- Public Policy 828. Formal Analysis: Normative and Empirical Dimension

International Relation

- 104. Introduction to International Relations
- 206. Interests and Positions in the Arab/Israeli Conflict
- 231. Politics and Human Rights in Contemporary Latin America
- 255. Understanding Contemporary China
- 305. International Organizations
- 310. Politics of Developing Countries
- 313. International Law
- 319. Politics of Post-Communist Societies
- 322. International Political Economy
- 327. European Integration
- 331. Transitions to Democracy: Fascism and Communism in Historical Perspective
- 354. International Relations Theory
- 356. Domestic Sources of American Foreign Policy
- 371. Selected Topics in International Politics
- 374. Minorities in Middle Eastern Politics
- 376. Political Dynamics in the Middle East
- 378. International Security
- 379. American Foreign Policy
- 380. War and Peace in the Middle East
- 404. Senior Seminar: Building a New Europe
- 405. Senior Seminar: Globalization and the Future of the Nation State
- 409. Senior Seminar: Political Machines, Kleptocracies, and Predatory States
- 411. Senior Seminar: Transnational Networks
- Rome Campus 328. Global Problems and International Organizations
- Rome Campus 333. Migrants and Refugees in Europe

College Course 291. International Urban Policy
 International Studies 203. Human Rights in a Global Age
 International Studies 212. Global Politics
 International Studies 234. Political Geography
 International Studies 302. Adjustment and Transition:
 the Political Economy of Sub-Saharan Africa
 International Studies 315. Global Ideologies
 International Studies 349. No Easy Walk to Freedom: The Political Economy of Southern Africa
 Public Policy 828. Formal Analysis: Normative and Empirical Dimension

Political Theory

105. Introduction to Political Philosophy
 216. American Political Thought
 219. The History of Political Thought [1]
 307. Constitutional Law: The Federal System, and Separation of Powers
 320. The History of Political Thought [2]
 321. Concepts in Political Theory
 334. The Origins of Western Political Philosophy
 337. Democratic Theory
 338. Liberalism and Its Critics
 339. Contemporary and Postmodern Thought
 341. Politics, Literature and Philosophy: Shakespeare's Rome
 342. American Revolution and Framing of the Constitution: The Political Science of the Founders
 347. Republicanism: Ancient and Modern
 350. Religion and Politics: Separation of Church and State
 352. Community and Freedom
 363. Educations in Liberty: Locke and Rousseau
 367. Twentieth-Century Liberalism
 369. Mirrors of *Princes*: Classical, Medieval, Renaissance and Modern
 370. Theories of Revolution
 403. Senior Seminar: The End of History?
 406. Senior Seminar: Why Political Philosophy?
 410. Senior Seminar: Abraham Lincoln: Democracy in Crisis
 Philosophy 281. Ancient Philosophy
 Philosophy 284. Late Modern Philosophy
 Philosophy 308. Aristotle
 Philosophy 323. Adorno
 Philosophy 325. Nietzsche
 Philosophy 335. Heidegger
 Philosophy 336. Foucault
 Philosophy 355. Moral Theory and Public Policy
 Philosophy 362. Moral Philosophy
 Philosophy 380. Political Philosophy
 Public Policy 356. Philosophy of Environmental Law and Policy
 Public Policy 828. Formal Analysis: Normative and Empirical Dimension
 Women, Gender, and Sexuality 278. Sexual Orientation and the Law

The 100-level courses are introductory to the areas of concentration. Most of the 200-level courses may be taken without prerequisites. Courses at the 300-level generally have at least one 100-level prerequisite.

460. Tutorial—May be used with the permission of the chair to fulfill the concentration requirement in the area to which the specific project is relevant or as a substitute for a Senior Seminar if one is not given in any particular year.

497. Honors Thesis—See description of honors in Political Science below.

HONORS IN POLITICAL SCIENCE—Students who have a College average of B or better and a political science average of A- or better may, by invitation and at the discretion of the department, become candidates for honors. Students who fall just below these levels may petition the department chair for an invitation, on the basis of exceptional circumstances. To receive honors, candidates may, with the approval of the department, select one of several options:

- Write a thesis
- Take a comprehensive examination
- Carry out a student-designed integrating project. Options include creative writing or performance, or a practicum with an integrating paper.

To receive honors, a student must receive a grade of A- or better for the thesis or integrating project, or a grade of "distinction" for the comprehensive examination.

Prospective honors candidates will receive a letter from the department early in the fall term of their senior year informing them of their eligibility and of meetings they must attend to receive instruction on how to proceed. Candidates will then begin work in the fall term and submit a proposal by the first of December to the department honors coordinator for department approval. Students must consult with their advisers concerning their options early in the fall term. The thesis or integrating project counts for one credit and is written during the spring term. The credit does not count toward the 10 credits required for the major. The comprehensive examination, if chosen, is taken in the spring semester; no course credit is given for the comprehensive examination.

Computer Coordinate Major—Students may take Political Science as part of a Computer Coordinate Major. Information on this program appears in "Computer Coordinate Major" section of this Bulletin. Such students must complete with a grade of at least C- a minimum of five political science courses, three of which should be 241L, 301, and 309, or such other courses with computer content as may be designated by the Chair of the department.

STUDY ABROAD—Students are encouraged to take advantage of appropriate study abroad programs, for which the department will grant up to two credits toward the major. There is, however, no limit on credits from the Rome program, as it is considered part of the Trinity Campus.

SPECIAL REQUESTS—Students who wish "major" credit for work at another college, or a normal requirement waived, or a course substituted, should submit to the department chair requests in writing with full details and supporting rationale. Students contemplating such a petition must consult with their major adviser as well as the department chair.

Note: All courses normally offered by the department are listed below. Some are not given every year. A course not given this year is bracketed.

FALL TERM

102. American National Government—An examination of the institutions, processes, values, and problems of American government and democracy. Included are constitutional foundations, federalism, political parties, Congress, the presidency, the judiciary, national administration, and basic issues of American government and democracy. (Enrollment limited)—Evans

103. Introduction to Comparative Politics—The main purpose of this course is to introduce the student to basic concepts and theories political scientists use to compare political systems. An analytical study will be made of such systems in selected countries of both Western and non-Western traditions. (Enrollment limited)—Reilly, Wood

104. Introduction to International Relations—This course traces the evolution of the modern state system from 1648 to the present. It examines issues and concepts such as the balance of power, collective security, the nature of warfare, the role of international organizations and international law, globalization, human rights, overpopulation, global environmental devastation, etc. (Enrollment limited)—Schulz

105. Introduction to Political Philosophy—An introduction to the philosophical study of political and moral life through a consideration of various topics of both current and historical interest; among the topics are Environmentalism, Ancients and Moderns, Male and Female, Nature and Nurture, Race and Ethnicity, Reason and History, and Reason and Revelation. (Enrollment limited)—Sims

[213. Modern India]—When it gained independence in 1947, India emerged as the world's largest democracy. This course aims to examine the nature of Indian democracy and the unique characteristics politics in India has acquired as a result of the interaction between traditional political culture and modern political processes in pre and post-1947 periods. Prerequisite: political science 103 or permission of instructor. (Enrollment limited)

219. The History of Political Thought I—This course provides the historical background to the development of Western political thought from Greek antiquity to the end of the Middle Ages. Readings from primary sources (Plato, Aristotle, Augustine, Aquinas, etc.) will help the students to comprehend the foundations of Western political philosophy and the continuity of tradition.—Smith

[224. Public Policy Analysis: Theory and Practice]—A general introduction to public policy, including the nature of social choice, the ends and means of policy, the justification of public regulation, and the evaluation of public policy. (Enrollment limited)

225. American Presidency—An explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the courts. The nature of presidential leadership and personality is also explored. (Enrollment limited)—Reilly

226. Minority Politics in America—This course explores the role of African Americans, Asian Americans, Latinos, and American Indians in all areas of the American political system. Groups are examined in light of their roles as voters, party activists, candidates, and public officials. The course also addresses the social-historical context within which each group acts, the

non-traditional forms of political socialization is considered, as well as the political behavior, attitudes, and public policy positions of all four demographic groups. Throughout the course students will also consider theories of racial and ethnic political coalition and conflict. (Enrollment limited)—Chambers

[236. Modern Turkey]—This course will survey major developments in modern Turkish politics, including the Ottoman antecedents of constitutionalism and nationalism, the growth of the one-party state and national ideology in the 1920s and 1930s, the development model pursued by the Kemalists, the formation of foreign policy, the grip of the military and the destruction of the political Left in the 1980s, the impact of expatriate communities in Europe, and the transformation of the post-1945 political spectrum in the 1990s. Among the thematic questions we will consider are: Is there a Turkish model of development? Has Turkey yet to overcome a hideous legacy of ethnic intolerance? Why does Turkey tend to produce moderate Islamic political movements despite a social and urban experience superficially similar to that of Egypt or Iran? Should Turkey join the EU? If so, will this destabilize the delicate control mechanisms that are holding the country together, unleashing massive regional instability? Turkey's evolving foreign relations will also be considered, from relations with the West to neighbors to the East, to its role in the protracted regional conflicts from neighboring Iraq to Israel.

241. Empirical Political Methods and Data Analysis—An introduction to the design and execution of empirical political research involving computer analysis. The course covers the normative and empirical arguments at the foundation of the science of politics and the methods evolving from these arguments, and it trains the student in the use of computers and statistical software. Course work includes reading, discussion and completion of a research project where the theory learned in class is put into practice. No programming experience required. (Enrollment limited)—Fotos III

[277. The Law, Gender Issues, and the Supreme Court]—This course introduces students to contemporary gender issues as they are treated both in the law and in the decisions of the U.S. Supreme Court. We will explore some of the historical antecedents to contemporary legal gender questions and then examine in detail the following areas of controversy: affirmative action, the equal rights amendment, surrogate parenthood, abortion, and sex discrimination, including AIDS-related questions. For background, the following courses are recommended but not required: Political Science 102, 307, 316, Women's Studies 301, or a course in U.S. history since the Civil War. The format of the course is primarily discussion. Not open to first-year students. (Enrollment limited)

307. Constitutional Law: Federal Systems—An analysis and evaluation of leading decisions of the United States Supreme Court dealing with the allocation of power among federal government branches and institutions, and between federal and state governments. The emphasis will be on the federal system and separation of powers issues, as enunciated by the court, but attention will also be given to unadjudicated constitutional issues between the Legislative and Executive branches, and to the theoretical foundations of the United States' constitutional system (Locke, Montesquieu, The Federalist papers, etc.). Prerequisite: C- or better in Political Science 102. (Enrollment limited)—McMahon

[313. International Law]—This course examines the sources and impact of international law: how it is made and implemented, why states comply with it, and what future it has in a globalizing world. In surveying the field, we cover a broad spectrum of topics, including the use of force and emerging developments in international criminal law. Prerequisite: C- or better in Political Science 104.

[314. Elections and Voting Behavior]—This course will cover the theory and practice of voting in Western democratic societies. Among the topics covered will be the impact of electoral systems, sociological and psychological explanations of voting behavior, and the meaning of the vote for the voter and for the political system in which he/she participates. Prerequisite: C- or better Political Science 102 or 103. (Enrollment limited)

321. Concepts in Political Theory—Analysis of the meaning and uses of key concepts such as freedom, justice, and authority in the writings of political theorists and in recent political disputes. Readings from the standard texts in political theory and from contemporary analysts. Prerequisite: C- or better in Political Science 105. —Smith

[322. International Political Economy]—This course examines the interplay of politics and economics in the current world system since the European expansion in the 16th century. Focus will be on the penetration and colonization of Latin America, Asia and Africa; economic relations in the industrialized world and between the North and the South; the role of international institutions such as the World Bank and the International Monetary Fund; the role of international trade and transnational corporations; the changing division of labor in the world economy; and current problems of the world economy. Prerequisite: C- or better in Political Science 104. (Enrollment limited)

326. Women and Politics—This course explores the role of women in American politics across the 20th century. We will examine the collective efforts made by American women to gain political rights, secure public policies favorable to women, and achieve an equal role for women in the political realm and society more broadly. We will try to understand how and why women's political views, voting behavior and the rates of participation have changed over the 20th century and why they remain distinctive from men's. We will also explore the deep ideological divisions among American women, exploring the strikingly different ways that feminists and conservative women define what is in the best interest of women. Finally we end the course by studying women as politicians. We will assess the obstacles women face in getting elected or appointed to political positions, whether or not they act differently from their male counterparts and the significance of their input. Prerequisite: C- or better in Political Science 102 or permission of instructor. —Chambers

327. European Integration—This course is an examination of the theory, history, politics and institutions of the European Union. A critical analysis of the theoretical attempts to explain European integration will be made. Further emphasis will be on the socioeconomic factors that influenced the formation and subsequent expansions of the European Union, particularly the regional differences and the international context. —Wood

[331. Transitions to Democracy: Fascism and Communism in Historical Perspective]—This course examines the experiences of fascism and communism and the transitions from these regimes to democracy in Europe during the 20th century. What were the characteristics, agendas, and legacies of fascism and communism? How did transitional regimes come to terms with the crimes of fascism and communism—the shadow of the past? How did they meet the twin challenges of establishing constitutional democracy and rebuilding the economy? Case studies include Italy, Germany, and a select number of Eastern European states. (Enrollment limited)

339. Contemporary and Post-Modern Thought—This course will deal with philosophical developments of moral and political significance in the 20th century. Using the writings of selected authors, such as Heidegger, Sartre, Gadamer, Marcuse, Strauss, Foucault, and Habermas, it will focus on various modern movements of thought: Existentialism, Critical Theory, Neomaxism, Hermeneutics, Feminism, Deconstructionism, and Postmodernism. Readings will be from primary sources. Prerequisite: Political Science 105 or 219 or 220. —Smith

[354. International Relations Theory]—This course is structured around key theoretical debates in international relations and social science. Through intensive reading, analytically informed writing, and class discussions, we assess how well the leading theoretical paradigms—realism, liberal institutionalism, constructivism, and critical approaches—can explain international outcomes. Prerequisite: C- or better in Political Science 104.

[355. Urban Politics]—This course will use the issues, institutions, and personalities of the metropolitan area of Hartford to study the following topics: What is political power? Who has it, and who wants it? Particular attention will be given to the forms of local government, types of communities, and the policies of urban institutions. Guest speakers will be used to assist each student in preparing a monograph on a local political system. This course has a community learning component. Prerequisite: C- or better in Political Science 102 or permission of instructor. (Enrollment limited)

362. Political Corruption—This course explores definitions, causes, consequences, and major types of political corruption around the world. What kinds of activities are corrupt? Do different cultures evaluate corruption differently? Why does corruption happen, how can it be stopped, and what are its outcomes? Case material will be drawn from early modern Europe, colonial Nigeria, and post-Mao China, as well as from American political history. Prerequisite: Political Science 103. —Wood

[370. Resistance, Revolution & Repression]—This course introduces students to various theoretical approaches to the study of social unrest, its causes, origins and outcomes. The first part of the course serves as a general introduction to the phenomenon of revolution in social science literature, and explores both the concepts and processes associated with social and political upheaval. The second part of the course involves a comparative study of historical revolutions and rebellions and seeks to raise questions about how resistance movements and revolutionary inversions of political power have traditionally been expressed in various political systems. Prerequisite: Political Science 103 or 106. Prerequisite: C- or better in Political Science 104. (Enrollment limited)

379. American Foreign Policy—This course offers an examination of postwar American foreign policy. After reviewing the major theoretical and interpretive perspectives, we examine the policymaking process, focused on the principal players in the executive and legislative branches, as well as interest groups and the media. We then turn to contemporary issues: the 'war on terror,' the Iraq war, humanitarian intervention, U.S. relations with other major powers, and America's future prospects as the dominant global power. Prerequisite: C- or better in Political Science 104. (Enrollment limited)—Flibbert

[380. War and Peace in Middle East]—This course addresses the causes and consequences of nationalist, regional, and international conflict in the Middle East. We use theoretical perspectives from political science to shed light on the dynamics of conflict, the successes and failures of attempts to resolve it, and the roles played by the United States and other major international actors. The course is organized on a modified chronological basis, starting with the early phases of the Arab-Israeli conflict and ending with current developments in Iraq. Prerequisite: POLS 140 Flibbert (Enrollment limited)

381. Liberalism, Marxism, and the European Political Tradition—The history of modern European politics has been dominated by the sharply divided political and economic visions of Liberalism and Marxism. This course will compare the central tenets of both ideologies and their evolution into the present era. What has been the impact of the collapse of communism on the future of socialism in Europe? Do Marxism and socialism have a future in Europe? Has liberalism finally won?—Sims

402. Senior Seminar: American Government-Democratic Representation—This seminar consists of an investigation of the nature and processes of representation of individuals and groups at the level of American national government, especially within the U.S. Congress. Topics dealt with include the concept of representation, the goals of representatives and represented, means by which government is influenced from the outside, and the implications for representation of recent campaign finance and congressional reforms. Enrollment limited. Course open only to senior Political Science majors. (Enrollment limited)—Evans

405. Senior Seminar: Democratization in the Age of Globalization—This course seeks to develop a framework for analyzing the creation and consolidation of democracy in the present era. We will explore theories of democratization and look at

the importance of institutions in building sustainable democratic structures. The questions we will seek to answer include: What is the role of the Middle Class? What is the relationship between economic structures, inequality, and successful democratization? What is the impact of globalization on democracy? Is it possible to build democracy domestically while interdependent economies make local control increasingly difficult? Is democracy itself an export product? And, finally, are democracies more peaceful than dictatorships? The course ends with a number of case studies from around the world. Course open only to senior Political Science majors. (Enrollment limited)—Schulz

406-01. Senior Seminar: Why Political Philosophy?—This seminar will be devoted to a close reading of a major political philosopher in the Western tradition. Course open only to senior Political Science majors. (Enrollment limited)—Smith

406-03. Concepts in Political Theory—Analysis of the meaning and uses of key concepts such as freedom, justice, and authority in the writings of political theorists and in recent political disputes. Readings from the standard texts in political theory and from contemporary analysts. —TBA

[409. Senior Seminar: Political Machines, Kleptocracies, and Predatory States]—This seminar makes use of the social science literature on political corruption to introduce students to a variety of methodological approaches to conducting research in political science. The concepts explored include political patronage, bureaucratic malfeasance, rent-seeking, and the emergence of Sultanistic regimes. Each class meeting will involve both a discussion of theoretical and case study material, and a practicum designed around a particular methodological approach. Course open only to senior Political Science majors. (Enrollment limited)

[412. The Politics of Judicial Policy Making]—This course explores a constant tension in the work of courts. While courts are not “supposed” to make policy, they often do. In examining this tension, the course will focus on the origins of judicial intervention, the nature of specific court decisions on policy questions, and the effectiveness of those decisions in producing social change. (Enrollment limited)

413. Senior Seminar: Democracy—This seminar is designed to equip students with the ability to engage key questions related to democracy, including: what is the best form of representational government in a democratic society? How should a democracy organize the relation between the government and the economy? What is the cultural and psychological nature of democratic power? What are the limits of the democratic form of polity? Our examination of democracy will utilize a broad range of theoretical approaches, including the writings of John Locke, Jean-Jacque Rousseau, the Federalists, Alexis de Tocqueville, Karl Marx, and Sigmund Freud, among others. The empirical field complementing our theoretical explorations will include the United States, as well as various European and non-European democracies. (Enrollment limited)—Sims

[460. Tutorial]—Individual research and reading under the guidance of a department member. Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment. (Hours by arrangement) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

International Studies 212. Global Politics—This discussion course, taking the entire globe and all its peoples as unit of study, will examine the unifying elements of the contemporary world system. Emphasis on struggles for justice, democracy, and basic human needs and rights in our global age. Particular attention to global crises originating in the Middle East.—Baker

[International Studies 234. Political Geography]—Despite our common-sense notions about geography and nature, the spatial arrangement of our world is not the result of natural processes but the outcome of human struggles about the position of borders, the extent of territory, and authority over territories. In this course, we will investigate these struggles and their impact on today’s global relations. Special attention will be given to the spatial nature of the state, the role geography has played in the power politics of major states, and future scenarios in a world in which the territorial aspirations of political communities clash with the globalizing flows of economic and cultural activities.

International Studies 301. Arab Politics—This seminar examines the outstanding features of the full range of politics in the Arab world, from regimes and resistances to the new forms of politics in civil society and private spheres. (Also offered under Political Science and Middle Eastern Studies.)—Baker

[International Studies 302. Adjustment and Transition: Political Economy in Sub-Saharan Africa]—This course examines the state of African affairs at the beginning of the millennium, particularly the occurrence of democratic transformation in some cases and state collapse in others. We will begin with an analysis of the nature of structural adjustment during the 1980s and then link that experience to various transitions which have occurred since 1990. Particular focus will be on the interplay of global, regional, and local dynamics during those transitions. (Also offered under African Studies, Public Policy & Law, and Political Science.)

[International Studies 315. Global Ideologies]—This course studies three world ideologies and their critics: liberal democracy, socialism, and political Islam. Emphasis on the relationship of these ideologies to the world-wide revolution of Westernization and their future in our global age. (Also offered under Political Science and Middle Eastern Studies.)

Public Policy & Law 265. The Bill of Rights: A Revolution in Three Acts—The Bill of Rights, written in the 18th century, was reshaped after the Civil War in what historians have called a “second American revolution.” Yet the constitutional rights we

know today have been largely defined by Supreme Court decisions in the latter half of the 20th century. What forces events and personalities accounted for this “third American revolution?” How has it altered public policy and affected our day-to-day lives? How should we interpret the Bill of Rights in the Internet Age? Could a fourth rights revolution emerge in the 21st century? Or might we face a rights “counter-revolution” in the wake of the events of September 11? Students will read significant cases and related historical materials and write papers on constitutional issues. Prerequisite: C- or better in Political Science 102, or Public Policy 201 or Public Policy 202. —Cabot

[Public Policy & Law 828. Formal Analysis]—The course applies social choice theory to the study of four components of the policy process in a democracy; voting, political strategy, governmental design, and bureaucracy. The course is organized around weekly readings and in-class discussion of key concepts. Examination of the formal properties of voting rules leads to a deeper understanding of representation and political outcomes. The analysis of institutions offers lessons on the problems of delegation, policy implementation, and democratic administration. Emphasis is placed on applying the insights of theory to the practice of politics and public service.

[Women, Gender, and Sexuality 378. Sexual Orientation and the Law]—The purpose of this course is to introduce students to the growing theoretical literature and case law in the area of sexual orientation and the law. We will study the historical treatment of gays and lesbians as a matter of law and public policy, and we will examine the particular discriminatory laws that have been enacted at the local, state, and national level. Texts will include books on a variety of policy issues concerning the legal status of gays and lesbians, as well as court cases, legal briefs, and law review articles. Topics will range from same-sex marriages to discrimination against individuals infected with the HIV virus. Prerequisite: Women Gender and Sexuality 101 or 212 or Public Policy 201 or 202

SPRING TERM

102. American National Government—An examination of the institutions, processes, values, and problems of American government and democracy. Included are constitutional foundations, federalism, political parties, Congress, the presidency, the judiciary, national administration, and basic issues of American government and democracy. (Enrollment limited)—McKee Jr., McMahon

103. Introduction to Comparative Politics—The main purpose of this course is to introduce the student to basic concepts and theories political scientists use to compare political systems. An analytical study will be made of such systems in selected countries of both Western and non-Western traditions. (Enrollment limited)—Wood

104. Introduction to International Relations—This course traces the evolution of the modern state system from 1648 to the present. It examines issues and concepts such as the balance of power, collective security, the nature of warfare, the role of international organizations and international law, globalization, human rights, overpopulation, global environmental devastation, etc. (Enrollment limited)—Flibbert

105. Introduction to Political Philosophy—An introduction to the philosophical study of political and moral life through a consideration of various topics of both current and historical interest; among the topics are Environmentalism, Ancients and Moderns, Male and Female, Nature and Nurture, Race and Ethnicity, Reason and History, and Reason and Revelation. (Enrollment limited)—TBA

220. History of Political Thought II—This course focuses on the development of modern political philosophy. All readings will be from primary sources that include, among others, Machiavelli, Descartes, Bacon, Hobbes, Locke, Rousseau, Kant, Hegel, Nietzsche, and Marcuse. Enrollment limited.—Smith

[226. Minority Politics in America]—This course explores the role of African Americans, Asian Americans, Latinos, and American Indians in all areas of the American political system. Groups are examined in light of their roles as voters, party activists, candidates, and public officials. The course also addresses the social-historical context within which each group acts, the non-traditional forms of political socialization is considered, as well as the political behavior, attitudes, and public policy positions of all four demographic groups. Throughout the course students will also consider theories of racial and ethnic political coalition and conflict.

[231. The Politics of Human Rights in Contemporary Latin America]—This course explores how and why human rights conditions have changed across Latin America. In particular, the course examines how international and domestic factors interact to explain political change. For example, what are the respective roles of international actors and social movements? How have human rights conditions fared in post-conflict situations? What is the relationship between human rights and democratization? How have governments throughout the region coped with past human rights violators? What explains the strengths and weaknesses of the Inter-American human rights regime? Through systematic comparison of cases, including with other regions of the world, the course offers a critical survey of the human rights landscape in Latin America.

241. Empirical Political Methods and Data Analysis—An introduction to the design and execution of empirical political research involving computer analysis. The course covers the normative and empirical arguments at the foundation of the science of politics and the methods evolving from these arguments, and it trains the student in the use of computers and statistical software. Course work includes reading, discussion and completion of a research project where the theory learned in class is put into practice. No programming experience required. —TBA

[305. Intl Organizations]—This course explores the dynamics of international organizations, examining a broad range of institutions in world politics. In particular, we draw on a variety of perspectives—from mainstream International Relations theory to organizational analysis—to understand questions of institutional emergence, design, and effectiveness. Using case studies and simulations, students are encouraged to think concretely about the challenges facing international organizations. Prerequisite: C- or better in Political Science 104.

308. Russian and Post-Soviet Foreign Policy—This course examines the growth of multiple foreign policy trajectories in Russia and the former Soviet Republics since 1991. Russian foreign policy is increasingly perceived as a threat to the West, often reminiscent of the Cold War pattern of tense global rivalry. How did the optimism of a decade ago turn into this pessimistic assessment? What are the dynamics behind Russian foreign policy? Who is in control of policymaking of one of the largest energy exporters in the world? Is the new Russian assertiveness simply a response to declining Russian prestige and power, or are there other explanatory models? This course will also examine why post-Soviet Eurasian republics have sometimes assisted Russian aims but at the same time often frustrated Moscow with divergent foreign policy paths. Comparisons will be made to regional state systems and foreign policy cultures in post-colonial Africa, the Middle East and Southeast Europe, among others. Prerequisite: C- or better in Political Science 103 or 104. —Wood

309. Congress and Public Policy—A study of the structure and politics of the American Congress. This course examines the relationship between Congress members and their constituents; the organization and operation of Congress; the relationship between legislative behavior and the electoral incentive; and the place of Congress in national policy networks. Prerequisite: C- or better in Political Science 102. —Evans

310. Politics of Developing Countries—An examination of the success and failure of the various theories of economic and political developments which have been pursued in the post-colonial era; specific case studies will deal with examples from Africa, Asia, and Latin America. Prerequisite: C- or better in Political Science 103 or 104. —Schulz

[316. Constitutional Law: Civil Liberties and Civil Rights]—An analysis and evaluation of decisions of courts (and related materials) dealing principally with freedom of expression and equal protection of the laws. Prerequisite: C- or better in Political Science 102, or Public Policy 201 or Public Policy 202. (Enrollment limited)

[319. The Politics of Post-Communist Societies]—With the collapse of communism in Eastern Europe and the subsequent break-up of the Soviet Union, the problems of the entire region have taken on new dimensions. In this course we will examine these issues in a comparative framework, including the creation of a multi-party system, the conversion to a market-driven economy, the resurgence of nationalism as well as ethnic conflicts within and between states. Prerequisite: C- or better in Political Science 103 or 104.

[322. International Political Economy]—This course examines the interplay of politics and economics in the current world system since the European expansion in the 16th century. Focus will be on the penetration and colonization of Latin America, Asia and Africa; economic relations in the industrialized world and between the North and the South; the role of international institutions such as the World Bank and the International Monetary Fund; the role of international trade and transnational corporations; the changing division of labor in the world economy; and current problems of the world economy. Prerequisite: C- or better in Political Science 104.

325. Communications and Politics—This course will have three goals: first, to give the students skills in effective oral communications (parliamentary procedure, formal speaking, debating, and group discussions); second, to provide them with a body of theory and literature focusing on communications, media and politics; and third, to give them opportunities to apply the concepts and theory of communications to some empirical problems, issues, or activity related to politics (the ethics of campaign advertising, censorship of news during war time, etc.). Prerequisite: C- or better in Political Science 102. (Enrollment limited)—McKee Jr.

[326. Women and Politics]—This course explores the role of women in American politics across the 20th century. We will examine the collective efforts made by American women to gain political rights, secure public policies favorable to women, and achieve an equal role for women in the political realm and society more broadly. We will try to understand how and why women's political views, voting behavior and the rates of participation have changed over the 20th century and why they remain distinctive from men's. We will also explore the deep ideological divisions among American women, exploring the strikingly different ways that feminists and conservative women define what is in the best interest of women. Finally we end the course by studying women as politicians. We will assess the obstacles women face in getting elected or appointed to political positions, whether or not they act differently from their male counterparts and the significance of their input. Prerequisite: C- or better in Political Science 102 or permission of instructor.

[334. Origins of Western Political Philosophy]—This course examines the works of Plato with the aim of understanding the contribution he made to the transformation of thought which helped to lay the foundations of Western philosophic tradition. Readings will be from primary sources. Prerequisite: C- or better in Political Science 105, 219, or 220.

338. Liberalism and Its Critics—This course will begin by examining the roots of modern liberal democracy in the works of such authors as Hobbes, Locke, Smith, Montesquieu, and Mill, and in the Federalist Papers. It will then shift attention to the attacks on liberal democracy by thinkers such as Marx, Nietzsche, and Heidegger. The final section of the course will deal with the contemporary debate on the subject and draw on the works of writers such as Rawls, Nozick, Hayek, Schumpeter, Walzer,

Gailbraith, and Friedman. Prerequisite: C- or better in Political Science 105 or Political Science 219 or Political Science 220. — Smith

[354. International Relations Theory]—A survey of the broad range of contending theories of international relations (IR). This course will first examine the two major debates in IR theory and trace the emergence of the dominant neo-realist approach. This will be followed by a survey of the radical, feminist and post-modern critics of these approaches. The course will cover authors such as Morgenthau, Kaplan, Singer, Waltz, Lenin, Wallerstein, Tickner, Walker. Prerequisite: C- or better in Political Science 104.

[355. Urban Politics]—This course will use the issues, institutions, and personalities of the metropolitan area of Hartford to study the following topics: What is political power? Who has it, and who wants it? Particular attention will be given to the forms of local government, types of communities, and the policies of urban institutions. Guest speakers will be used to assist each student in preparing a monograph on a local political system. This course has a community learning component. Prerequisite: C- or better in Political Science 102 or permission of instructor.

[362. Political Corruption]—This course explores definitions, causes, consequences, and major types of political corruption around the world. What kinds of activities are corrupt? Do different cultures evaluate corruption differently? Why does corruption happen, how can it be stopped, and what are its outcomes? Case material will be drawn from early modern Europe, colonial Nigeria, and post-Mao China, as well as from American political history. Prerequisite: Political Science 103.

[363. Educations in Liberty: Locke and Rousseau]—Two of the most thoughtful and influential proponents of modern democratic constitutionalism, Locke and Rousseau, wrote extensively on the education of children, suggesting that attention to such education is central to the success of their political projects. This course will consist of a close reading and comparison of Locke's *Thoughts on Education* and Rousseau's *Emile*, with emphasis on the relation of these works to the more explicitly political writings of each author and to contemporary theories and debates about education. Prerequisite: C- or better in Political Science 105 or Political Science 219 or Political Science 220.

[371. Special Topics: Environmental Politics and Policy]—This course examines emerging environmental issues and policies, ranging from the global to the local. How does the global community deal with such threats as climate change and growing degradation of the environment? Can the situation be rectified through international treaties and laws? Can the answer be found in market-based solutions? What differences exist in the environmental policies of post-communist, developing, and advanced industrial societies? What role does the United States play in global environmental politics, and which policies does it pursue domestically? The course concludes with a discussion of sustainability, ecology, and alternative models of consumption and governance.

[373. Law, Politics and Society]—This course examines the role of law in American society and politics. We will approach law as a living museum displaying the central values, choices, purposes, goals, and ideals of our society. Topics covered include: (1) the nature of law, (2) the structure of American Law, (3) the legal profession, juries, and morality, (4) crime and punishment, (5) courts, civil action, and social change, and (6) justice and democracy. Throughout, we will be concerned with law and its relation to cultural change and political conflict. (Enrollment limited)

[377. Shakespeare's Politics]—The plays of Shakespeare have attracted the most diverse group of readers as in any author in history. What is it that gives his plays such a wide audience? In this course we will read Shakespeare in an effort to come to grips with several issues in the plays that speak to the deepest human longings and why these same longings are an integral part of any attempt to understand politics (of any kind). We will read Shakespeare's Roman plays, several of the comedies, and compare them to the drama of Machiavelli. (Enrollment limited)

378. International Security—This course examines the problem of international security, addressing both traditional and emerging concerns. After engaging debates over the appropriate normative and analytical unit of analysis—individuals, states, or the global community—we review the dominant perspectives in security studies and apply them to issues like interstate war, weapons proliferation, terrorism, ethnic conflict, environmental degradation, and global health threats. Prerequisite: C- or better in Political Science 104. (Enrollment limited)—Flibbert

[381. Liberalism, Marxism, and the European Political Tradition]—The history of modern European politics has been dominated by the sharply divided political and economic visions of Liberalism and Marxism. This course will compare the central tenets of both ideologies and their evolution into the present era. What has been the impact of the collapse of communism on the future of socialism in Europe? Do Marxism and socialism have a future in Europe? Has liberalism finally won? (Enrollment limited)

392. Trinity College Legislative Internship Program—The Trinity College Legislative Internship is a special program designed for those students who want to observe politics and government firsthand. Student interns will work full time for individual legislators and will be eligible for up to four course credits, three for a letter grade and one pass/fail. One of the graded credits will be a political science credit. In addition to working approximately 35-40 hours per week for a legislator, each intern will participate in a seminar in which interns present papers and discuss issues related to the legislative process. Although there are no prerequisite courses for enrollment in this program, preference will be given to juniors and seniors. Students majoring in areas other than Political Science are encouraged to apply. Candidates for this program, which is limited to 14 students, should contact the Political Science Department in April or September. The program will accommodate some students who wish to work part time (20 hours per week) for two graded course credits. (Enrollment limited)—Evans

394. Legislative Internship—(Enrollment limited)—TBA

396. Legislative Internship—(Enrollment limited)—TBA

398. Legislative Internship—(Enrollment limited)—Evans

[408. Senior Seminar: Racial and Ethnic Politics]—This course examines the role of African Americans, Asian Americans, Latinos, and Native Americans in all areas of the American political system. We study each group and their roles as voters, party activists, candidates and public officials. By exploring the socio-historical context within which each group acts, we will also consider the non-traditional forms of political participation embraced by some of these groups and the reasons that minority groups have resorted to such strategies. The process of political socialization will also be considered, as will the political behavior, attitudes, and public policy opinions of these groups. Finally, we will also explore theories of racial and ethnic political coalitions and conflict. Course open only to senior Political Science majors. (Enrollment limited)

[411. Senior Seminar: Transnational Networks]—This seminar will explore the role of “networks” as innovative modes of organization in world politics. Why do these networks arise, and what distinguishes them from other forms of global organization (hierarchies and markets)? How do transnational networks interact with sovereign states, and under what conditions do actors within the network succeed in furthering their political aims? Drawing on emerging theoretical debates, we will address these questions by examining in-depth case studies of both transnational advocacy networks (e.g., human rights, the environment) and criminal networks (e.g., terrorist groups, drug cartels) Course open only to senior Political Science majors. (Enrollment limited)

412. The Politics of Judicial Policy Making—This course explores a constant tension in the work of courts. While courts are not “supposed” to make policy, they often do. In examining this tension, the course will focus on the origins of judicial intervention, the nature of specific court decisions on policy questions, and the effectiveness of those decisions in producing social change. (Enrollment limited)—McMahon

[413. Senior Seminar: Tocqueville on Democracy]—The writings of Alexis de Tocqueville are unique in political thought because they are cited as an authority by people of opposite political views. How is it possible that liberals and conservatives both look to Tocqueville as a potential spokesman? It is possible because no one has taken both the promises and the pitfalls of modern democracy so seriously. In this course we will compare the developing democracies of France and the United States in the writings of Tocqueville to deepen our own understanding of democracy and modern political life. (Enrollment limited)

[460. Tutorial]—Individual research and reading under the guidance of a department member. Submission of the special registration form, available in the Registrar’s Office, and the approval of the instructor and chairperson are required for enrollment. (Hours by arrangement) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[German 150. German for Reading Knowledge]—This course is intended for students who have no prior knowledge of German. Students will be introduced to basic structures of the German language, become familiar with high-frequency vocabulary, and work with the German language reference tools. They will develop reading skills through a variety of essays and newspaper articles chosen from the humanities, the natural sciences, and the social sciences. (Also offered under History, Music, Political Science, and Fine Arts – Art History.)

[International Studies 203. Human Rights in a Global Age]—This course provides a broad survey of global human rights from an interdisciplinary perspective. The general framework for the course will be an ongoing discussion of the role of human rights as a moral discourse in an age of globalization. After an introduction to the fundamental concepts, we will examine a variety of case studies which exemplify the clash between the global and the local in the area of women’s rights, civil war and humanitarian intervention, and the impact of globalizing forces on social, economic, and cultural rights. (Also offered under Political Science)

[International Studies 212. Global Politics]—This discussion course, taking the entire globe and all its peoples as unit of study, will examine the unifying elements of the contemporary world system. Emphasis on struggles for justice, democracy, and basic human needs and rights in our global age. Particular attention to global crises originating in the Middle East.

[International Studies 213. Islam and the West: Islamic Values, Secular Traditions]—This course explores the diverse domestic, regional, and international politics of the Islamic world. A rich historical perspective illuminates contemporary political struggles for justice, democracy, and basic human rights and needs. (Also offered under Political Science and Middle Eastern Studies.)

[International Studies 349. No Easy Walk to Freedom: The Political Economy of Southern Africa]—While the process of formal decolonization was completed in most of Africa during the 1960s, southern Africa’s struggle for independence was much more drawn out and was characterized by organized violence, some of which has persisted until today. The purpose of this class is to investigate the historical roots of this development and, based on an analysis of existing local, regional, and global forces, analyze the prospects for development and democracy in the region.

Public Policy & Law 215. Privacy, Property, and Freedom in the Internet Age—This course examines the legal, ethical, and political dimensions of the novel issues raised by the Internet and other emerging technology. How are law enforcement agencies using technology to search your e-mail or bank records without a court issued warrant or to use a sensor outside a private home to detect the radiant heat generated by lights used to grow marijuana? Napster and the digital dilemma. If our property can be infinitely reproduced and distributed at no cost without our knowledge or consent, how can we protect it? Congress keeps extending Disney's copyright on Mickey Mouse. Is that constitutional? The Internet empowers each of us to “filter out” materials we have not chosen in advance. Will this erode the common ground necessary for democracy to work?—Cabot

Psychology

PROFESSORS HABERLANDT AND MACE, *CHAIR*;
ASSOCIATE PROFESSORS ANSELM, R.M. LEE, MASINO*, RASKIN, AND REUMAN;
ASSISTANT PROFESSOR CHANG;
VISITING ASSISTANT PROFESSORS BURNS AND IRWIN;
VISITING LECTURERS MCGRATH AND POPP;
INSTRUCTOR AND LABORATORY COORDINATOR CHAPMAN

Psychology is a scientific inquiry into the nature of thought, feeling, and action. Because psychology developed from such disciplines as biology, physics, and philosophy, students will find that the study of psychology enhances one's understanding of a variety of subjects. Courses in psychology will contribute to preparation for a variety of careers and for enrollment in graduate education in disciplines such as psychology, education, social work, law, medicine, and business.

PSYCHOLOGY MAJOR B.A. OR B.S.—Students are required to take 11 semester courses in psychology and one in biology (either Biology 140L or Biology 182L) and earn a grade of C- or better in each. Any student who must repeat a required course to attain the required grade of at least C- will be allowed only one opportunity to do so. Students should consult with their adviser to choose a set of courses that is consistent with the student's goals and that offers broad exposure to the discipline of psychology, as well as depth in one or more of the diverse sub-areas. Psychology majors are strongly encouraged to take other courses in the natural and social sciences. Students are expected to arrange their course work according to the following system:

1. **General Psychology (Psychology 101), Research Design and Analysis (Psychology 221L), Brain and Behavior (Psychology 261) and either Biological Systems (Biology 140L) or Biology II: Evolution of Life (Biology 182L)** are required. Students are advised to complete these courses by the end of their sophomore year, but must have taken Psychology 261 by the end of their junior year.
2. Students must complete three core courses, two of which must include a laboratory. The lab of Psychology 261 may be counted toward the lab requirement. (See reference to laboratory courses under section 3.) The core course requirement is designed to provide students with a multifaceted perspective on human behavior. Thus, students are encouraged to sample courses from different sub-areas of psychology. Students may not count both **Psychology 270 and Psychology 273** as core courses.

The following core courses count for this requirement:

Psychology 226. Social Psychology*
Psychology 255. Cognitive Psychology*
Psychology 256. Learning and Memory*

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- Fall Term Leave

Psychology 270. Clinical Psychology
 Psychology 273. Abnormal Psychology
 Psychology 293. Perception*
 Psychology 295. Child Development*

* These courses are ordinarily offered with laboratories.

3. Students must complete three advanced courses that have as prerequisites core courses from section 2. Students are required to select these courses from three different categories listed below (listed A through H). One of the advanced laboratories may be used as a substitute for one of the required laboratories at the core level. However, the advanced laboratory course must be in a different subdiscipline of psychology from the other laboratory course taken at the core level. The following courses apply:

(Note: A course may appear in more than one category.)

	<i>Course</i>	<i>Prerequisite for Psychology Majors</i>
<i>A. Neuroscience</i>		
	Psychology 302. Behavioral Neuroscience	261
	Psychology 330. Neurobiology of Learning and Memory	261
	Psychology 356. Cognitive Science	261
	Psychology 360. Cortical Plasticity	255 or 261
	Psychology 365. Cognitive Neuroscience	261
	Psychology 392. Human Neuropsychology	261
	Psychology 464. Neuropsychopharmacology	261
<i>B. Social/Personality</i>		
	Psychology 324. Stereotypes, Prejudice, and Discrimination	226
	Psychology 326. Advanced Topics in Social Psychology: Social Psychology of Educational Systems	226
	Psychology 415. Development and Culture	226
	Psychology 426. Advanced Topics in Social Psychology: Cultural Psychology	226
<i>C. Cognition</i>		
	Psychology 340. Social Cognition	255 or 256
	Psychology 356. Cognitive Science	255 or 256 or 293
	Psychology 358. Psychology of Reading and Language	255 or 256
	Psychology 360. Cortical Plasticity	255 or 261
	Psychology 365. Cognitive Neuroscience	255 or 256
	Psychology 391. Psychology of Language	255 or 256 or 293
	Psychology 392. Human Neuropsychology	255 or 256
	Psychology 493. The Ecological Approach to Psychology	255 or 256 or 293
<i>D. Development</i>		
	Psychology 383. Adult Development	295
	Psychology 395. Cognitive and Social Development	295
	Psychology 415. Development and Culture	295
<i>E. History</i>		
	Psychology 414. History of Psychology	5 courses in Psychology
<i>F. Clinical</i>		
	Psychology 375. The Psychology of Human Sexuality	270 or 273
	Psychology 383. Adult Development	270 or 273
	Psychology 471. Psychotherapy	270 or 273
<i>G. Assessment</i>		
	Psychology 332L. Psychological Assessment	221L and 4 other courses in Psychology
<i>H. Perception / Cognition</i>		
	Psychology 493. The Ecological Approach to Psychology	255 or 293

4. Students must complete one specialized course.

Psychology 223.	Psychosocial Perspectives of Asian Americans
Psychology 225.	Achieving Quality and Integrated Education
Psychology 236.	Adolescent Psychology
Psychology 237.	Health Psychology
Psychology 265.	Drugs and Behavior
Psychology 310.	Psychology of Gender Differences
Psychology 397.	Psychology of Art
Psychology 399.	Independent Study
Psychology 490.	Research Assistantship
Computer Science 352.	Artificial Intelligence
Engineering 411.	Electrophysiology of the Central Nervous System
Health Fellows Program 201.	Health Fellows Program: Topics in Health Care
Neuroscience 101.	The Brain
Philosophy 220.	Introduction to Cognitive Science
Philosophy 328.	Freud

5. To fulfill the senior exercise requirement, students must complete a senior seminar (Psychology 401 or 402) or a senior thesis. In exceptional cases the chair may allow students to substitute for these options an internship in which they engage in research. Students who choose the internship option must secure written approval from the chair and the faculty internship supervisor before commencing this activity.

Seminar: Each senior seminar will adopt an integrative perspective to examine major issues in several different subdivisions of psychology. For example, the seminar in developmental psychology will treat issues that touch on physiology, psychopathology, social psychology, memory, cognition, perception, and motivation. The purpose of the seminar is to give students the opportunity to discern common themes that give coherence to psychology. To be properly prepared, students should have completed the requirements in section two and most of the other requirements of the major. Students must sign up for a senior seminar in the department secretary's office at an announced time during preregistration in the spring semester of their junior year.

Thesis: The senior thesis is a two-semester research project sponsored by a member of the psychology department.

Honors in Psychology: Students with at least a B+ average in psychology, an overall grade-point average of B or better, and six courses (of at least one credit each) toward the psychology major with a grade of A- or better (excluding Psychology 498-499) are eligible for a program in which they might earn the distinction of honors in psychology. To graduate with honors, students must enroll in Psychology 498-499 and earn a grade of A- or better. Honors students will present a summary of their thesis at a departmental meeting during the spring semester. Students who believe that they have attained eligibility for honors should consult with their adviser during the spring semester of their junior year to plan for enrollment in Psychology 498-499. The two course credits earned from this sequence fulfill the requirements for the senior exercise and the specialized course.

From time to time new courses will be added or substituted for those in the above listings. Students should consult with the Chair concerning courses taken at other institutions or other matters pertinent to requirements for the major.

Computer Coordinate Major in Psychology—See the “Computer Coordinate Major” section of the *Bulletin*. Students interested in the computer coordinate major in psychology should contact Professor Haberlandt, who will assist them in setting up a plan of study. Computer coordinate majors should take psychology courses with an explicit connection to computing. Six courses may be selected from the following set:

- Psychology 221L. Research Design and Analysis
- Psychology 255. Cognitive Psychology
- Psychology 293. Perception
- Psychology 332L. Psychological Assessment
- Psychology 356. Cognitive Science
- Computer Science 352. Artificial Intelligence

Neuroscience Major: Students interested in the neuroscience major should consult the relevant pages in the *Bulletin*.

FALL TERM

101. General Psychology—An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, mental illness, and social interaction. Students will be introduced to issues in research techniques by either being involved in on-going faculty research or writing a short paper based on research articles. (Enrollment limited)—McGrath

221L. Research Design and Analysis—An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to

descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, and analysis of variance. Enrollment in lecture and each laboratory limited. Prerequisite: C- or better in Psychology 101. (1.25 course credits) (Enrollment limited)—Chapman, Reuman

226. Social Psychology—Studies human behavior and cognition in social situations, interactions of individuals in groups, and such topics as affiliation, aggression, and conformity. The course also covers applications of social psychology to such areas as medicine, the workplace, and the law. Prerequisite: C- or better in Psychology 101. (Enrollment limited)—Reuman

226L. Social Psychology Laboratory—Studies human behavior and cognition in social situations, interactions of individuals in groups, and such topics as affiliation, aggression, and conformity. The course also covers applications of social psychology to such areas as medicine, the workplace, and the law. Prerequisite: C- or better in Psychology 101. (0.25 course credit) (Enrollment limited)—Reuman

255. Cognitive Psychology—The study of knowledge and how people use it, for example, in recall and recognition, question answering, reading, writing, and problem solving. It examines individual differences, e.g. between good and poor readers, and application of theories in cognition to “real world” tasks such as computer programming. The course takes an interdisciplinary approach, emphasizing the continuing influence of philosophy, linguistics, and computer science on the study of cognition. Laboratory exercises are designed to illustrate some of the topics considered in class. (1.25 course credits with optional laboratory) Prerequisite: C- or better in Psychology 101. (Enrollment limited)—Haberlandt

255L. Cognitive Psychology Laboratory—The study of knowledge and how people use it, for example, in recall and recognition, question answering, reading, writing, and problem solving. It examines individual differences, e.g. between good and poor readers, and application of theories in cognition to “real world” tasks such as computer programming. The course takes an interdisciplinary approach, emphasizing the continuing influence of philosophy, linguistics, and computer science on the study of cognition. Laboratory exercises are designed to illustrate some of the topics considered in class. Prerequisite: C- or better in Psychology 101. (0.25 course credit) (Enrollment limited)—Haberlandt

261. Brain and Behavior—A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and language. Enrollment in laboratory limited. (1.25 course credits with optional laboratory) This course has a community learning component. Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182. (Enrollment limited)—Raskin

261L. Brain and Behavior Laboratory—A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and language. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment in Psychology 261-01. (0.25 course credit) (Enrollment limited)—Swart

[265. Drugs and Behavior]—A broad overview of the use and abuse of psychopharmaceuticals. We will study the classification of psychoactive drugs, their history, and the methodological research techniques used on humans and animals. The course emphasizes physiological mechanisms of drug actions, drug effects on psychological functioning including therapeutic and toxic effects. (Enrollment limited)

[273. Abnormal Psychology]—Some of the most influential pronouncements in psychology have been at least partly based on the study of people deemed to be abnormal or extreme in some way (e.g., “split-brain” patients). This course will provide a critical introduction to different models—medical, psychoanalytical, and others—of psychopathology (psychoses, personality disorders, etc.) We will review personal accounts of experiences deemed to be psychopathological and look at a variety of unusual experiences (e.g., *deja vu*, depersonalization) frequently reported by “ordinary” people. Prerequisite: C- or better in Psychology 101. (Enrollment limited)

295. Child Development—A survey of the biological, cognitive, and social factors that influence the process of development. The course will focus on both theoretical and empirical issues in child development and will include topics such as attachment, language, condition, and socialization. The course will highlight how cultural factors, especially for children growing up in urban environments, influence both the manner and the end result of the developmental process. The optional laboratory introduces students to the major scientific methods of observation, interviews, and experimentation that are used to study important developmental questions in the areas of language, memory and concept development, sex-role stereotyping, prosocial development and play. (1.25 course credits with optional laboratory) Prerequisite: C- or better in Psychology 101. (Enrollment limited)—Popp

295L. Child Development Laboratory—A survey of the biological, cognitive, and social factors that influence the process of development. The course will focus on both theoretical and empirical issues in child development and will include topics such as attachment, language, condition, and socialization. The course will highlight how cultural factors, especially for children growing up in urban environments, influence both the manner and the end result of the developmental process. The optional laboratory introduces students to the major scientific methods of observation, interviews, and experimentation that are used to study important developmental questions in the areas of language, memory and concept development, sex-role stereotyping, prosocial

development and play. This course includes a community learning component. Prerequisite: C- or better in Psychology 101. (0.25 course credit) (Enrollment limited)—Chapman

[328. Applied Social Psychology]—This course will study the application of theories, methods, and research findings in the field of social psychology to significant real-world problems and phenomena. This course is fundamentally about understanding how to change human behavior using the principles and research findings of social psychology. Areas of application include education, health, conflict resolution, public policy, and law. Examples of specific problems addressed include the performance gap in education, risky health behavior, and biases in eye-witness testimony. Prerequisite: C- or better in Psychology 226. (Enrollment limited)

356. Cognitive Science—An interdisciplinary study of a variety of subjects, including learning, memory, perception, and cognitive psychology. Some specific topics are language learning, expert systems, inferences, and planning. These topics will be approached using methods from psychology, artificial intelligence, and linguistics. Prerequisite: Grade of C- or better in Psychology 255, Psychology 256, Psychology 261 or Psychology 293. (Enrollment limited)—Haberlandt

375. The Psychology of Human Sexuality—This course will examine the relevant theories and research related to the study of human sexuality, primarily from a psychological perspective. Specific topics to be covered include the development of sexuality through the life span, the construction of gender, sexually deviant behaviors, sexual orientation, cultural diversity, adult sexual bonding, the portrayal of sexuality in the media, sexual abuse and assault, and the expression of sexuality in relationships. Prerequisite: C- or better in Psychology 270 or 273. (Enrollment limited)—Burns

[383. Adult Development]—The adult years, ages 20 and beyond, are years of profound change, new challenges, and learning. This course is a seminar in which students work together to investigate the various stages of adulthood as well as the psychological elements that contribute to healthy adult growth. Neurological, psychological, sociological, relationship, sexual, and career influences on men and women throughout the life cycle will be studied toward an understanding of what contributes to, and inhibits, the development of a happy, mature life. Prerequisite: A grade of C- or better in Psychology 270 or Psychology 273 or Psychology 295 (Enrollment limited)

391. Psychology of Language—The course will deal with the relationship of psychology, philosophy, and linguistics in the study of language. The focus will be on theoretical and methodological issues as well as actual psycholinguistic research in language production, comprehension, and development. Prerequisite: Grade of C- or better in Psychology 255, Psychology 256, or Psychology 293. (Enrollment limited)—Irwin

399. Independent Study—A faculty member will supervise a student's independent examination of topics that fall under the following rubrics: cognitive, social, and gender development (Anselmi); psychopathology, clinical, or counseling psychology (Lee); cognitive psychology, memory, and understanding prose (Haberlandt); neuropsychology (Masino, Raskin); cultural psychology (Chang); social psychology (Chang, Reuman); personality and assessment (Reuman); perception (Mace); psychology of art (Mace); history of psychology (Mace); and language (Anselmi, Mace). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

401. Senior Seminar: Finding the Self—In this seminar, we will examine the self in different areas of psychology, including (but not limited to) cultural psychology, developmental psychology, and cognitive psychology. We will debate the nature of the self and address several questions: How do we define and view the self? How do perspectives about the self influence behavior? We will discuss these questions and others as we "find the self" through different psychological perspectives. This seminar is discussion-intensive with student-led discussions on a regular basis. This course open only to senior psychology majors. (Enrollment limited)—Chang

[414. History of Psychology]—Why do psychologists do what they do today? The historical approach to this question will be divided into two parts: the theoretical ideas about how the human mind works, and the methods used to study the mind. What has changed since the early Greeks? What has stayed the same? Why? In what sense can we say there has been progress? How are theories, facts, and methods related? How is psychology like any other science? To fully confront the question of why psychologists do what they do, the history of psychology as a professional organization will also be examined. For instance, who controls grants and how do granting agencies control what psychologists do? Each student will become involved in historical research by specializing in the study of one psychologist throughout the semester. Prerequisite: C- or better in five psychology courses (Enrollment limited)

426. Advanced Topics in Social Psychology: Cultural Psychology—This course focuses on how the self and culture mutually constitute each other. Major theoretical and methodological issues in cultural psychology, including distinguishing cultural psychology from cross-cultural psychology and approaches to studying cultural differences, will be examined. We will review and discuss research on conceptions of the self and cultural variations in psychological processes from a social psychological perspective. Material will be drawn from work that includes North American, East Asian (primarily Chinese and Japanese), and Asian American cultural contexts. We will also explore the implications of a culturally grounded or informed psychology. This seminar is discussion-intensive with student-led discussions on a regular basis. Prerequisite: C- or better in Psychology 226. (Enrollment limited)—Chang

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

[471. Psychotherapy]—This course is taught as a seminar with limited enrollment and assumes some background. Through study of original theoretical source material, students investigate the nature of psychotherapy, with attention given to its evolution, the therapeutic relationship and communication, and the integrative aspects of diverse methods and theories, such as client-centered, rational-emotive, behavioral, psychoanalytic, Jungian, Gestalt, and group psychotherapy. Films will illustrate various styles of psychotherapy. Prerequisite: C- or better in Psychology 270 or 273. Open only to psychology majors or literature and psychology minors. (Enrollment limited)

490. Research Assistantship—Students may assist professors in conducting research studies. Hours and duties will be determined on the basis of project needs and student interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

498. Senior Thesis, Part 1—The thesis is a year-long research project sponsored by a member of the Psychology Department. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester) (2 course credits) —Staff

[601. IDP Study Unit]—Independent study guide available only to student in the Individualized Degree Program. Permission of instructor and a signed permission slip are required for registration. See the IDP catalogue for a full listing. —Staff

[602. IDP Project]—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credit) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Computer Science 352. Artificial Intelligence]—A study of basic principles and research methods in artificial intelligence. The course exposes students to selected topics in the field including pattern recognition, problem solving, theorem proving, knowledge representation, and natural language understanding by computers. The course will draw on recent advances made by cognitive scientists in each of these applications. Students are expected to study the theoretical background of an application. They will also complete several programming and simulation assignments during the semester. Prerequisite: C- or better in Computer Science 215L and either Computer Science 203 or Mathematics 205 (or concurrent enrollment in 203 or 205).

Engineering 411. Electrophysiology of the Central Nervous System—This introductory course in cellular neurophysiology presents a modern and important body of knowledge in a highly integrated fashion drawing from the contributions of anatomists, physiologists, and electrical engineers. The basic biochemical properties of the membrane and sensory transduction, neural transmission, and synaptic interaction are considered in sequential order. Then the collective action of neurons in the form of compound electrical responses, and the electroencephalogram are discussed as means of understanding the neural circuitry involved in various behavioral modalities such as sleep-walking oscillation, pain modulation, etc. Particular emphasis is placed on experimental design. Ongoing research studies illustrating the concepts and techniques presented in the course will be discussed. Open to all junior and senior life science and physical science majors.—Bronzino

SPRING TERM

101. General Psychology—An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, mental illness, and social interaction. Students will be introduced to issues in research techniques by either being involved in on-going faculty research or writing a short paper based on research articles. (Enrollment limited)—Chang

221L. Research Design and Analysis—An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, and analysis of variance. Enrollment in lecture and each laboratory limited. Prerequisite: C- or better in Psychology 101. (1.25 course credits) (Enrollment limited)—Chapman, Reuman

223. Psychosocial Perspectives of Asian Americans—This course focuses on issues (e.g., social psychological, identity, well-being) pertaining to Asian Americans. We will consider topics like acculturation, biculturalism, minority group status, cultural values and norms, relationships and roles and how they affect identity development and psychological functioning (e.g., stressors, support systems, academic achievement, mental health). We will discuss psychosocial research relevant to Asian Americans. We will develop and apply critical thinking skills in addressing Asian American issues. (Enrollment limited)—Chang

256. Learning and Memory—A survey of traditional learning theory and current approaches to human and animal learning and memory. The course considers the acquisition and retention of skills such as reading, arithmetic, and scientific reasoning. The laboratory exercises illustrate some of the topics presented in the class lectures. (1.25 course credits with optional laboratory) Prerequisite: C- or better in Psychology 101. (Enrollment limited)—Haberlandt

261. Brain and Behavior—A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and

language. Enrollment in laboratory limited. (1.25 course credits with optional laboratory) Prerequisite: C- or better in Psychology 101 or Biology 140 or Biology 181 or Biology 182. (Enrollment limited)—Masino

261L. Brain and Behavior Laboratory—A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior. Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex, and language. Prerequisite: C- or better in Psychology 261-01 or concurrent enrollment in Psychology 261-01. (0.25 course credit) (Enrollment limited)—Swart

[270. Clinical Psychology]—A survey of the concepts, methods, and theoretical issues of clinical psychology, with a focus on current and classical research and theory. Students will explore such areas as personality development from a clinical perspective, assessment, pathology, diagnosis, clinical research, and some preventative and therapeutic modes of intervention. Emphasis will also be placed upon evolving models of clinical psychology and their relationship to other areas of psychology and the life sciences. Prerequisite: C- or better in Psychology 101. (Enrollment limited)

273. Abnormal Psychology—Some of the most influential pronouncements in psychology have been at least partly based on the study of people deemed to be abnormal or extreme in some way (e.g., “split-brain” patients). This course will provide a critical introduction to different models—medical, psychoanalytical, and others—of psychopathology (psychoses, personality disorders, etc.) We will review personal accounts of experiences deemed to be psychopathological and look at a variety of unusual experiences (e.g., *deja vu*, *depersonalization*) frequently reported by “ordinary” people. Prerequisite: C- or better in Psychology 101. (Enrollment limited)—TBA

293. Perception—An introduction to current understanding of how organisms maintain contact with their environments through perception. Emphasis is on vision, but other modalities are also treated. (1.25 credits with optional laboratory) Prerequisite: C- or better in Psychology 101. (Enrollment limited)—Mace

293L. Perception Laboratory—An introduction to current understanding of how organisms maintain contact with their environments through perception. Emphasis is on vision, but other modalities are also treated. Prerequisite: C- or better in Psychology 293-01 or concurrent enrollment in Psychology 293-01 (0.25 course credit) (Enrollment limited)—Mace

302. Behavioral Neuroscience—A selective exploration of dynamic biological and psychological interactive mechanisms of various behaviors. Specifically, the course will focus on the functional outcome of the asymmetrical brain; a multilevel analysis, from molecules to minds, of learning and memory; the study of emotions and the interaction between stress and health as studied in psychoneuroimmunology. Prerequisite: C- or better in Psychology 261 or Neuroscience 201. (Enrollment limited)—Masino

310. The Psychology of Gender Differences—This course will examine various theoretical models of male and female development from a psychological perspective. By carefully evaluating the empirical research we will explore the myths of gender to understand how women and men are the same and how they are different. Studies of gender, however, must be understood in relationship to the implicit assumptions that researchers make about human nature. Therefore, we will systematically evaluate the role of conceptual and methodological bias in scientific investigations. The course will include an analysis of some non-traditional methods that have served to challenge our thinking about gender differences and sex-roles. In order to gain a broader perspective on issues of gender, we will also examine work traditionally found in other disciplines such as sociology, anthropology, and biology. Not open to first-year students. (Enrollment limited)—Anselmi

324. Stereotypes, Prejudice, and Discrimination—This course will focus on classic and contemporary psychological theories and research related to stereotyping, prejudice, and discrimination. We will analyze these phenomena at the level of individuals, small groups, and institutions, with applications to forms of prejudice and discrimination based on several status characteristics, including race/ethnicity, gender, sexual orientation, religion, and health. Approaches to reducing prejudice and discrimination will be examined and evaluated. Prerequisite: C- or better in Psychology 226. (Enrollment limited)—Reuman

[332L. Psychological Assessment]—The course examines the methods used to assess differences among individuals in personality characteristics, intellectual qualities, and overt behavior. Topics to be discussed include interviewing, intelligence and achievement testing, projective techniques, objective test construction, and behavioral observation. Prerequisite: Psychology 221L and four other courses in Psychology. (1.25 course credits) (Enrollment limited)

365. Cognitive Neuroscience—This course examines the way in which brain function influences mental processes and overt action. We will consider a range of cognitive functions primarily from the perspective of neuroscience and draw on such related disciplines as cognitive psychology and computational analysis as needed. The functions to be reviewed include perception, attention, memory, language, and thinking. This course includes a community learning component, and students should anticipate that special scheduling arrangements will be required for activities outside of regular class sessions. Prerequisite: Psychology 255 or Psychology 256 or Psychology 261 or Neuroscience 201. (Enrollment limited)—Raskin

[375. The Psychology of Human Sexuality]—This course will examine the relevant theories and research related to the study of human sexuality, primarily from a psychological perspective. Specific topics to be covered include the development of sexuality through the life span, the construction of gender, sexually deviant behaviors, sexual orientation, cultural diversity, adult sexual bonding, the portrayal of sexuality in the media, sexual abuse and assault, and the expression of sexuality in relationships. Prerequisite: C- or better in Psychology 270 or 273. (Enrollment limited)

[392. Human Neuropsychology]—The course will begin with a cursory review of basic neuroanatomy, brain organization and topography, and neurotransmitters and neurotransmitter conductive systems. Next, an in-depth examination of physiological and neurological manifestations of cognitive and psychopathological disorders as well as behavioral correlates of neuropathological and pathophysiological disturbances will follow. Finally, a survey of current diagnostic procedures and treatment approaches will be presented. All course material augmented with, and accentuated by, illustrative clinical case material. Students should anticipate that special scheduling arrangements will be required for activities outside of regular class sessions. Prerequisite: Psychology 255 or Psychology 256 or Psychology 261 or Neuroscience 201. (Enrollment limited)

395. Cognitive and Social Development—This course will explore cognitive and social development within a general developmental framework. It will elaborate and critically evaluate Piaget's theory of cognition development and examine how research in areas such as memory, perception, intelligence testing, education, language, morality, social cognition, and sex-role development can be related to Piaget's work. Prerequisite: C- or better in Psychology 295. (Enrollment limited)—Anselmi

399. Independent Study—A faculty member will supervise a student's independent examination of topics that fall under the following rubrics: cognitive, social, and gender development (Anselmi); psychopathology, clinical, or counseling psychology (Lee); cognitive psychology, memory, and understanding prose (Haberlandt); neuropsychology (Masino, Raskin); cultural psychology (Chang); social psychology (Chang, Reuman); personality and assessment (Reuman); perception (Mace); psychology of art (Mace); history of psychology (Mace); and language (Anselmi, Mace). Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

402-01. Senior Seminar: Remembering—This seminar poses questions about our memory, from both practical and theoretical perspectives. Here are some of these questions: Why do we tend to forget important appointments and assignments, but remember tunes and feelings from long ago? How much do students retain from a course? Does memory decline with age? What is the relation between brain and memory? How do models of memory help us understand memory? To explore these and other questions, we shall consult the research literature from different psychological subspecialties, including biopsychology, cognitive psychology, neuropsychology, and clinical psychology. This course open only to senior psychology majors. (Enrollment limited)—Haberlandt

402-02. Senior Seminar: Risk and Resilience—In recent years, psychologists have begun to recognize that negative life experiences such as poverty, parental divorce, and child abuse may not inevitably result in negative developmental outcomes for children. Children can survive and thrive, despite great deprivation. The concepts of risk and resilience provide important models for examining the process by which individuals come to positive developmental adaptations despite the presence of negative, stressful life events. This seminar will focus on the various models that have been proposed to understand the concepts of risk and resilience and the role that both biological and sociocultural factors play in each model. We will examine intervention strategies that have been developed to combat a variety of risk factors. Students should anticipate that special scheduling arrangements will be required for activities outside of regular class sessions. This course open only to senior psychology majors. (Enrollment limited)—Anselmi

[415. Development and Culture]—This seminar will look at current issues in developmental psychology including cognition, personality, language, and socialization from the perspective of cross-cultural psychology. We will focus on the role culture plays in the outcome of development as well as influencing our definitions of the process of development. Prerequisite: C- or better in Psychology 226 or Psychology 295. (Enrollment limited)

[426. Advanced Topics in Social Psychology: Cultural Psychology]—This course focuses on how the self and culture mutually constitute each other. Major theoretical and methodological issues in cultural psychology, including distinguishing cultural psychology from cross-cultural psychology and approaches to studying cultural differences, will be examined. We will review and discuss research on conceptions of the self and cultural variations in psychological processes from a social psychological perspective. Material will be drawn from work that includes North American, East Asian (primarily Chinese and Japanese), and Asian American cultural contexts. We will also explore the implications of a culturally grounded or informed psychology. This seminar is discussion-intensive with student-led discussions on a regular basis. Prerequisite: C- or better in Psychology 226. (Enrollment limited)

[464. Neuropsychopharmacology]—This seminar will examine how drugs act upon, amplify, and modify neural functions, ultimately affecting mood and behavior. It will provide an introduction to the principles of pharmacology and neurochemistry. An in-depth study of the brain and behavioral mechanisms of drugs of abuse, such as cocaine, heroin, LSD, and alcohol, and the neurobiology of addiction. Additionally, we will examine the effects of prenatal exposure to these drugs. Prerequisite: C- or better in Psychology 261 or Neuroscience 201. (Enrollment limited)

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

471. Psychotherapy—This course is taught as a seminar with limited enrollment and assumes some background. Through study of original theoretical source material, students investigate the nature of psychotherapy, with attention given to its evolution, the therapeutic relationship and communication, and the integrative aspects of diverse methods and theories, such as client-centered, rational-emotive, behavioral, psychoanalytic, Jungian, Gestalt, and group psychotherapy. Films will illustrate various styles of psychotherapy. Prerequisite: C- or better in Psychology 270 or 273. Open only to psychology majors or literature and psychology minors. (Enrollment limited)—Lee

490. Research Assistantship—Students may assist professors in conducting research studies. Hours and duties will be determined on the basis of project needs and student interests. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for enrollment. (0.5-1 course credit) —Staff

499. Senior Thesis Part 2—The thesis is a year-long research project sponsored by a member of the Psychology Department. (Two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester) (2 course credits) —Staff

[601. IDP Study Unit]—Independent study guide available only to student in the Individualized Degree Program. Permission of instructor and a signed permission slip are required for registration. See the IDP catalogue for a full listing. —Staff

[602. IDP Project]—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credit) —Staff

Public Policy and Law Program

PROFESSOR FULCO, *DIRECTOR*;

PARTICIPATING FACULTY:

MICHAEL BANGSER (PUBLIC POLICY AND LAW), RUSSELL BRENNEMAN (PUBLIC POLICY AND LAW),

MILLER BROWN, (PHILOSOPHY), EDWARD CABOT (PUBLIC POLICY AND LAW),

FRANK EGAN (ECONOMICS), SUZANNE GLEASON (ECONOMICS),

JAMES HUGHES (PUBLIC POLICY AND LAW), ARIELA KEYSAR (PUBLIC POLICY AND LAW),

BARRY KOSMIN (PUBLIC POLICY AND LAW), KATHARINE POWER (THEATER AND DANCE),

BARRY SCHALLER (PUBLIC POLICY AND LAW), MARK SILK (RELIGION), THOMAS SMITH (PUBLIC POLICY AND LAW),

BARRY STEVENS (PUBLIC POLICY AND LAW), MAURICE WADE (PHILOSOPHY)

Public Policy and Law Major The public policy and law major is an interdisciplinary program in which students learn and practice methods and modes of thinking required to understand and become actively engaged in the analysis of legal and public policy issues. Grounded in the liberal arts, the program provides students with the tools of analysis in social science, law, and the humanities needed to understand the substance of public policy concerns. Trinity College is a particularly appropriate place to study public policy and law because students have ready access to state, regional and local governments, as well as to lobbyists and numerous nonprofit and advocacy organizations involved in the making of law and policy.

For more details on the program's faculty, requirements and sources, visit our Web site at www.trincoll.edu/depts/pbpl.

Public Policy and Law Major

The Public Policy and Law major comprises 14 courses consisting of:

- Three foundation courses
- Four core courses
- Four courses in a chosen concentration
- Two electives chosen from an approved list
- One senior seminar

Students who think that they may wish to choose the public policy major are strongly urged to take "Economics 101: Introduction to Economics" and "Political Science 102: American National Government" prior to declaring the major. These two courses are important for understanding the basic elements of public policy debate and are a prerequisite for certain upper-level courses students may wish to elect later in the program. Only courses passed with a grade of C- or better will count towards the major.

I. Foundation Courses (3 courses)

All students must take the following courses. They are not sequential, but it is recommended that students take PBPL 201 first.

PBPL 201. Introduction to American Public Policy

PBPL 202. Law, Argument, and Public Policy

ECON 247. Introduction to Policy Analysis

II. Core Courses (4 courses)

All students must take a course in each of four core areas.

- Ethics (COLL 307, PBPL 324, or PHIL 215, PHIL 355, or another appropriate course approved in advance by the program director)
- Statistics (MATH 107 or another appropriate course approved in advance by the program director)
- Legal History (HIST 312, POLS 316, PBPL 265, or another appropriate course approved in advance by the program director)
- Institutions of American Government (POLS 309, PBPL 345, or POLS 225 or another appropriate course approved in advance by the program director)

Concentrations (4 courses)

All students must select one of the concentrations specified below and take three courses that are chosen in consultation with their adviser. Students must also complete an integrated internship in their area of concentration. Students may select a senior thesis as one of their three concentration courses.

- Policy Analysis
- Law and Society
- Human Rights and International Policy
- Policy and Politics
- Educational Policy
- Environmental Policy
- Health Policy

Alternatively, students may, with the approval of their adviser and the director of the program, pursue a self-designed concentration.

Electives (2 courses)

One elective must be selected from outside of the student's area of concentration, and one elective must be selected from a list of cross-cultural courses made available to students each term.

Senior Seminar

All students will take the 400-level "Current Issues Senior Seminar", which serves as the Senior Exercise. The specific topics for the seminar will vary from year to year.

Thesis option: Students may elect to write a one-semester, one-course-credit senior thesis in their area of concentration. Only students who write a thesis will be considered for honors in the major.

Requirements for Honors:

An average of at least A- in courses counted toward the major, and a grade of A- or higher on a senior thesis. Students who fall just below the A- average may petition the program director on the basis of exceptional circumstances.

Study Abroad:

While there are many general programs of foreign study available to Trinity students, public policy majors interested in foreign study should be aware of The Swedish Program at Stockholm University, which was specially created "to develop an understanding of how organizations and public policy in Sweden address economic, political and social issues relevant to all Western industrial societies." The Center for European Studies-Study Europe in Maastricht also has a particularly rich offering of courses in social science and public policy. Students should refer to updated study abroad listings available at the International Programs office for additional information.

FALL TERM

113. Introduction to Law—This course traces the development of law as a stabilizing force and instrument of peaceful change from the state of nature through the present day. Among the topics covered are the differences between civil law and common law systems, law and equity, substantive and procedural law, civil and criminal processes, and between adversarial and inquisitorial systems. Federal trial and appellate courts, the role of counsel and the judge, and the function of the grand and petit juries are also studied. The doctrine of substantive due process is explored from its beginning through modern times, as are the antecedents and progeny of *Griswold v. Connecticut*. The Warren Court and its decisions in *Miranda*, *Escobedo*, *Massiah*, *Mapp*, *Gideon*, *Gault*, *Baker and Brown*, as surveyed. Though not a course in constitutional law, the role of the U.S. Constitution as the blueprint of a democratic, federated republic, and as the supreme law of the land, is examined. There is some emphasis on the 4th, 5th, 6th, 8th and 14th amendments. Students are exposed to conflicting views on controversial issues such as capital punishment, gay rights, abortions, and rights of the criminally accused. (Enrollment limited)—Fulco, Smith

201. Introduction to American Public Policy—This course introduces students to the formal and informal processes through which American public policy is made. They will study the constitutional institutions of government and the distinct role each branch of the national government plays in the policy-making process, and also examine the ways in which informal institutions-

political parties, the media, and political lobbyists-contribute to and shape the policy process. This course is only open to Sophomore and Junior students. (Enrollment limited)—Fulco

263. Art and the Public Good—Is Art a public Good? Is government good for Art? Students will explore these questions by examining what happens when U.S. taxpayer dollars are used to fund the arts. Course topics will include: the depression era federal arts projects and the dream of a “cultural democracy” that inspired them; the State Department’s export of art across the globe during the Cold War era; the legal and congressional battles over offensive art that threatened to shut down the National Endowment for the Arts during the 1990s ; and former Mayor Giuliani’s attempt to withdraw funding from the Brooklyn Museum of Art following public outcry over a provocative depiction of the Virgin Mary. (Enrollment limited)—Power

265. The Bill of Rights: A Revolution in Three Acts—The Bill of Rights, written in the 18th century, was reshaped after the Civil War in what historians have called a “second American revolution.” Yet the constitutional rights we know today have been largely defined by Supreme Court decisions in the latter half of the 20th century. What forces events and personalities accounted for this “third American revolution?” How has it altered public policy and affected our day-to-day lives? How should we interpret the Bill of Rights in the Internet Age? Could a fourth rights revolution emerge in the 21st century? Or might we face a rights “counter-revolution” in the wake of the events of September 11? Students will read significant cases and related historical materials and write papers on constitutional issues. Prerequisite: C- or better in Political Science 102, or Public Policy 201 or Public Policy 202. (Enrollment limited)—Cabot

[319. Fear, Freedom and the Constitution]—Since the founding of our republic, wars and national emergencies have forced Americans to confront the tension between national security and constitutional rights. How has freedom fared in what John Kennedy called its hour of maximum danger? We explore the issues in a series of case studies from the Alien and Sedition Acts in the 18th century through the Patriot Act in the 21st century. Prerequisite: A grade of C- or better in PBPL-201 or PBOL-202 or POLS-307 or POLS-316 or Permission of Instructor. (Enrollment limited)

323. The Legal History of Race Relations—This course will examine the interaction between the American social and legal systems in the treatment of race relations. The seminar will analyze major Supreme Court cases on equal rights and race relations with an emphasis on the historical and social contexts in which the decisions were rendered. The Socratic method will be used for many of the classes, placing importance on classroom discussion among the students and the lecturer. The goals of the course are to expose the students to the basis of the legal system and the development of civil rights legislations sharpen legal and critical analysis, improve oral expression, and develop a concise and persuasive writing style. Prerequisite: C- or better in Legal Studies 113 or Public Policy 201. (Enrollment limited)—Fulco, Stevens

324. Bioethics, Public Policy and Law—This course examines leading issues in bioethics, public policy, and law in relation to recent developments in medicine, public health, and the life sciences. After tracing the historical background of bioethical issues and law and deciding on methods of legal and ethical analysis, we will consider how issues in contemporary medicine, public health, and science challenge traditional ethical principles as well as existing law and public policy. Among other topics, we will explore the tension between traditional biomedical ethics, centering on individual autonomy, and the public health model, focusing on the common good. In addition to key issues involving the physician-patient relationship, reproduction, and the end of life, we will consider some or all of the following subjects: human research and experimentation, genetic testing, screening, and the use of DNA databases, genetic engineering and biotechnology, organ transplantation and allocation, ownership and the commodifying of life, bioterrorism and public health, and stem cell research and cloning. Other current issues that may be covered include the interaction of biotechnology and information technology, the green revolution-genetically modified organisms, and futurist issues such as the applications of nanotechnology and artificial intelligence. Recent and ongoing legal controversies will be closely examined. The course, which will proceed as a seminar, involves critical examination of issues in their legal, ethical, economic, political, religious, and cultural context. We will evaluate the individual, social, and ethical questions raised, and explore the feasibility and effectiveness of legal regulation. Readings will include classic expressions of ethical standards, legal cases, legislation, pertinent fiction, and timely articles and essays that deal with ethical and legal issues in their cultural context. An important goal of the course is to encourage each student to develop a method of analyzing bioethical problems from both legal and ethical perspectives. (Enrollment limited)—Fulco, Schaller

[327. Through the Looking Glass: Media and Public Policy]—This course examines the nature of American media and its relationship to public opinion, politics, public officials, and public policy. What motivates the media and how do different media differentially impact opinion and behavior? How do the media inform and delimit politics and government and how do politicians and government officials influence the media? How does the role of the media differ at the global, national, state, and local level? (Enrollment limited)

[335. Pandemics, Public Health Law, and Public Policy]—This course examines legal and ethical issues raised by actual and threatened domestic and international public health emergencies. We will consider how public health emergencies caused by natural events such as Hurricane Katrina, the Southeast Asia tsunami, and the Pakistan earthquake, as well as real and potential pandemics, such as AIDS, emerging diseases, and avian flu, challenge traditional political, legal, and ethical principles that center on individual autonomy and civil liberties. Special emphasis will be placed on developing effective public policy to deal with events occurring in the U.S and in the global community. Course readings will cover fundamentals of public health law and ethics as well as accounts of relevant events. Prerequisite: Public Policy 201 or Permission of the Instructor (Enrollment limited)

350. Inside the Nonprofit Sector—This course will provide students with a firm grounding in the role of the nonprofit sector (also called the independent, third, or voluntary sector) in American public policy and community life. Topics to be studied include: the nature and role of the nonprofit sector; what makes the nonprofit sector distinctive; current challenges facing the

nonprofit sector; the role of foundations and other sources of philanthropic giving; and assessment of the effectiveness of nonprofit organizations. Prerequisite: Course is only open to Junior or Senior Public Policy and Law majors. (Enrollment limited)—Bangser

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1-2 course credits) —Staff

[402. Mock Trial Seminar]—Enrollment is limited to junior and senior Legal Studies minors and Public Policy and Law majors, or by permission of the instructor. Enrollment is limited to 16. This seminar will introduce students to the history and underlying theory of human efforts to resolve disputes—and in the process to determine socially vital facts or truth—by resort to the formal process we call a trial. Phase one of the course will investigate the genius and shortcomings of our inherited, adversarial, common law trial system by studying a series of significant historical trials. Phase two will test the theories, assumptions, and principles that emerge from this investigation, through an extended mock trial exercise in which students will participate as investigators, researchers, witnesses, and attorneys. Enrollment is limited to Junior or Senior Legal Studies Minor and / or Public Policy and Law Majors. (Enrollment limited)

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.) —Staff

601. IDP Study Unit—Independent study guide available only to students in the Individualized Degree Program. Permission of the instructor and a signed permission slip are required for registration. See the IDP Catalogue for a full listing. —Staff

602. IDP Project—Limited to students in the Individualized Degree Program. Requires submission of a special proposal form which is available in the IDP Office. (0-5 course credit) —Staff

GRADUATE COURSES

N.B. The undergraduate Public Policy and Law Program from time to time makes use of courses offered in the graduate Public Policy Program. For the convenience of Public Policy and Law majors, these courses are listed below. Students must consult with their advisor to discuss the appropriateness of particular courses.

807. Introduction to the Policy-Making Process—This introductory course in political institutions and the 'process' of making public policy in the United States should be taken as one of the first two courses in the students graduate program. The class will concern itself with the role of Congress, the executive, and the judicial branches of government in the origination of policy ideas, the formulation of policy problems, and the setting of the public agenda, the making of political choices, the production of policy statutes and rules, and the affects of final government action on citizens. Special focus will be placed on the cooperation and conflicts between these traditional institutions of government and the agents of American pluralism: political parties and interest groups.—Borges

[811. Community Development: Principles and Practice]—Community development policy and practice will be examined in historical perspective and current application. Topics will include: economic development, housing, social services, infrastructures, and community research and planning.

828. Theory of Democratic Institutions—Note: This course fulfills the Formal Analysis requirement for master's candidates and duplicates PBPL-828-01 Formal Analysis. Students who previously enrolled in PBPL-828-01 should NOT enroll in this course since it is a duplication.—Fotos III

836. Moral Theory and Public Policy—The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals, and capital punishment are among the topics to be considered—Wade

[846. Policy Analysis]—In policy analysis, we will introduce and practice with a number of newly emerging policy analysis tools, such as program logic models and problem causal models, that have proven useful in policy planning, implementation, and process and outcome evaluation. In addition, we will investigate the application of socio-economic evaluation (cost-benefit, cost effectiveness, and cost-utility) to public policy, demonstrating by the end of the course how such question as 'did the intervention save money?' can be answered in policy arena. Our focus will be on the application of analysis tools to recent public policies, drawing from a range of case examples in health and human services. While the class as a whole will examine each of the tools as they are applied to a significant policy question, each student will have the opportunity to master the tools by applying them to a policy problem of his or her own choosing as a major project for the semester. Enrollment limited.

[847. Diversity and Democracy]—What is the impact of increasing religious and cultural diversity on American democratic culture and institutions? Grounded in classical theories of the function of religion in maintaining social order, this seminar

addresses 1) the changing place of religion in American public life historically, 2) the shift from a public culture of communal values to one that emphasizes individual rights, and 3) contemporary debates about religious diversity.

[850. Public Policy and the Politics of Power]—This course will examine the executive, legislative, and judicial relationships which help to shape our complex three-branch system of government. We will analyze the core roles and influences of each individual branch on the formation and implementation of public policy, focusing on the functions of each, as well as the issues that arise when such functions overlap or conflict, as has recently been the case with the issue of presidential war powers and the congressional enactment of the Foreign Intelligence Surveillance Act (FISA). How do the different considerations of each branch affect policy goals currently, and how will these varying perspectives affect the future of policy-making?

851. Living Healthier and Longer: Public Policy Opportunities and Challenges—Healthy life expectancy around the world continues to increase, and emerging technologies promise even more radical longevity. But many policy makers see a crushing burden on medicine and social services from the shifting “old age dependency ratio” and health care costs as society ages. In this course we will review the factors that have contributed to longevity, and promise to do so in the future. We will review the relationship of aging to disease and disability, and approaches to retirement and senior care around the world. We will explore the idea of a “longevity dividend” to be gained from extended healthy longevity, which may balance out the additional burdens of sick and disabled seniors. We will explore trends in informatics, home care, implants, gene therapy, and pharmaceuticals which may offer additional longevity. Students will conduct several research projects on topics related to aging, longevity, and public policy. (Warning: this class may extend your life.)—Hughes

[911. Infectious Diseases and Public Policy]—Medicine has made tremendous strides in overcoming infectious diseases in the 20th century. Despite this, epidemics of previously unrecognized diseases have occurred during the last 25 years, including Lyme disease, AIDS, ebola, SARS and, potentially, avian flu. Public health observers are increasingly anxious about the possibility of devastating plagues emerging due to the erosion of Third World eco-systems and human migration. This course will examine the public policy questions raised by epidemics, including efforts to address the social, economic, and ecological origins and patterns of disease; the social construction of disease risk; stigma and control, the responsibilities of citizens, researchers, and health care workers in times of plague; global health priority-setting; and interventions to address tuberculosis, malaria, and cholera; the threat of, and efforts to control, bio-weapons; secrecy and freedom of information in the biological research monopoly; and intellectual property issues around the production and distribution of vaccines and anti-retroviral emerging technologies for the rapid detection and sequencing of pathogens; and production of vaccines.

940. Independent Study—Selected topics in special areas are available by arrangement with the instructor and written approval of the Director of Public Policy studies. Contact the Office of Graduate Studies for the special approval form. (1-2 course credits) —Staff

[950. Community Research and Public Policy]—This independent study will include a research project conducted for an area non-profit organization dealing with public policy issues. Projects are available in such fields as transportation, education, and community economic development. Students will meet with a professor to develop a reading list appropriate to the project and the student's interests. They will be exposed to theoretical and case-study literature keyed to the field in which they will perform research. During the course, students will participate in group activities, including an orientation to the City of Hartford and independent field research with a minimum of 5-7 hours a week. The course will conclude with development of a report and a presentation. —Staff

953. Research Project—A research project on a special topic approved by the instructor and with the written approval of the Director of Public Policy studies. Contact the Office of Graduate Studies for the special approval form. One course credit. —Staff

954. Thesis Part I—Two credit thesis: start time-approval of idea, initial bibliography, and sketch of the project by pre-registration time for graduate students in the term prior to registration for the credit; first draft by reading week of the second semester, “final” first draft by end of spring vacation week; final copy due one week before the last day of classes. (2 course credits) —Staff

[955. Thesis Part II]— (2 course credits) —Staff

956. Thesis— (2 course credits) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Anthropology 240. Public Anthropology]—Public anthropology engages students in the public policy arena by investigating the cultural foundations of controversial issues. We will read ethnographic accounts and theoretical commentaries on debates that occupy mass media attention, such as intelligent design, reproductive rights, genetic research, human rights, indigenous peoples land claims, and public resource management. Students will look at how anthropologists speak and write about these subjects and will also consider how we might be more effective in communicating our ideas to a public audience.

[Economics 247. Introduction to Policy Analysis]—This course will introduce students to the basic ingredients of policy analysis rooted in the microeconomics of externalities (social, economic, and political), public goods, common property, information failure, absence of competition, and distributional concern. This course is not open to students who have previously earned credit for Economics 306 or Economics 311. Prerequisite: C- or better in Economics 101.

[Economics 311. Environmental Economics]—An examination of the relationship between economic growth and the quality of the environment; the economic theory necessary for understanding environmental problems; analysis of proposed means, such as effluent charges, for correcting these problems; the application of cost-benefit analysis to selected environmental issues. Prerequisite: C- or better in Economics 101 and 301.

[International Studies 302. Adjustment and Transition: Political Economy in Sub-Saharan Africa]—This course examines the state of African affairs at the beginning of the millennium, particularly the occurrence of democratic transformation in some cases and state collapse in others. We will begin with an analysis of the nature of structural adjustment during the 1980s and then link that experience to various transitions which have occurred since 1990. Particular focus will be on the interplay of global, regional, and local dynamics during those transitions. (Also offered under African Studies, Public Policy & Law, and Political Science.)

Philosophy 215. Medical Ethics—This course will take up ethical, political, and legal issues relevant to the medical profession and patient population. Topics will include: death with dignity, treatment with dignity, abortion, mercy-killing, patient consent, the nature of physical versus mental illness, medical experimentation, and the socially conscious distribution of medical resources. —Brown

[Philosophy 246. Human Rights: Philosophical Foundations, Issues, and Debates]—This course will survey and critically assess arguments in favor of the existence of human rights, arguments about the legitimate scope of such rights (who has human rights and against whom such rights can legitimately be claimed), and arguments about which rights ought to be included in any complete account of human rights. Specific topics will include (but not necessarily be limited to) the philosophical history of human rights discourse, cultural relativist attacks on the universality of human rights, debates concerning the rights of cultural minorities to self-determination, and controversies concerning whether human rights should include economic and social rights.

[Political Science 224. Public Policy Analysis: Theory and Practice]—A general introduction to public policy, including the nature of social choice, the ends and means of policy, the justification of public regulation, and the evaluation of public policy.

Political Science 225. American Presidency—An explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the courts. The nature of presidential leadership and personality is also explored.—Reilly

[Political Science 412. The Politics of Judicial Policy Making]—This course explores a constant tension in the work of courts. While courts are not “supposed” to make policy, they often do. In examining this tension, the course will focus on the origins of judicial intervention, the nature of specific court decisions on policy questions, and the effectiveness of those decisions in producing social change.

Religion 267. Religion and the Media—Western religion, and Christianity in particular, has always put a premium on employing the available techniques of mass communication to get its message out. But today, many religious people see the omnipresent “secular” media as hostile to their faith. This course will look at the relationship between religion and the communications media, focusing primarily on how the American news media have dealt with religion since the creation of the penny press in the 1830s. Attention will also be given to the ways that American religious institutions have used mass media to present themselves, from the circulation of Bibles and tracts in the 19th century through religious broadcasting beginning in the 20th century to the use of the Internet and World Wide Web today. (May be counted toward American Studies and Public Policy Studies.)—Silk

Women, Gender, and Sexuality 234. Gender and Education—What is gender equity in schooling and what impact does this have on gender equity more broadly? Different disciplinary perspectives on the impact of gender in learning, school experience, performance and achievement will be explored in elementary, secondary, post-secondary, and informal educational settings. The legal and public policy implications of these findings (such as gender-segregated schooling, men’s and women’s studies programs, curriculum reform, Title IX, affirmative action and other proposed remedies) will be explored. Findings on socialization and schooling in the U.S. will be contrasted with those from other cultures.—Bauer

Women, Gender, and Sexuality 301. Western Feminist Thought—An exploration of the main currents in American feminism, with occasional excursions into European thought. The course readings assume (rather than demonstrate) women’s historical subordination to man and put forward various explanations and strategies for change. Readings in J.S. Mill, C. P. Gilman, Emma Goldman, Simone de Beauvoir, Adrienne Rich, bell hooks, Mary Daly, Audre Lorde, and others. Primarily for sophomores and juniors. Permission of the instructor is required. Prerequisite: C- or better in one other course in Women Gender and Sexuality. —Hedrick

[Women, Gender, and Sexuality 378. Sexual Orientation and the Law]—The purpose of this course is to introduce students to the growing theoretical literature and case law in the area of sexual orientation and the law. We will study the historical treatment of gays and lesbians as a matter of law and public policy, and we will examine the particular discriminatory laws that have been enacted at the local, state, and national level. Texts will include books on a variety of policy issues concerning the legal status of gays and lesbians, as well as court cases, legal briefs, and law review articles. Topics will range from same-sex marriages to discrimination against individuals infected with the HIV virus. Prerequisite: Women Gender and Sexuality 101 or 212 or Public Policy 201 or 202

SPRING TERM

113. Introduction to Law—This course traces the development of law as a stabilizing force and instrument of peaceful change from the state of nature through the present day. Among the topics covered are the differences between civil law and common law systems, law and equity, substantive and procedural law, civil and criminal processes, and between adversarial and inquisitorial systems. Federal trial and appellate courts, the role of counsel and the judge, and the function of the grand and petit juries are also studied. The doctrine of substantive due process is explored from its beginning through modern times, as are the antecedents and progeny of *Griswold v. Connecticut*. The Warren Court and its decisions in *Miranda*, *Escobedo*, *Massiah*, *Mapp*, *Gideon*, *Gault*, *Baker and Brown*, as surveyed, Though not a course in constitutional law, the role of the U.S. Constitution as the blueprint of a democratic, federated republic, and as the supreme law of the land, is examined. There is some emphasis on the 4th, 5th, 6th, 8th and 14th amendments. Students are exposed to conflicting views on controversial issues such as capital punishment, gay rights, abortions, and rights of the criminally accused. (Enrollment limited)—Fulco, Smith

202. Law, Argument and Public Policy—In this course, students will study legal reasoning and the myriad ways in which legal arguments influence the making of American public policy. They will learn how to structure a legal argument and identify key facts and issues, analyze the formal process through which legal cases unfold (including jurisdiction, standing, and the rules of evidence), and examine how rules of law, which define policy choices and outcomes, develop out of a series of cases. Prerequisite: C- or better in PBPL201 or ECON247, or PBPL Major, or Permission of Instructor. (Enrollment limited)—Cabot

215. Privacy, Property, and Freedom in the Internet Age—This course examines the legal, ethical, and political dimensions of the novel issues raised by the Internet and other emerging technology. How are law enforcement agencies using technology to search your e-mail or bank records without a court issued warrant or to use a sensor outside a private home to detect the radiant heat generated by lights used to grow marijuana? *Napster* and the digital dilemma. If our property can be infinitely reproduced and distributed at no cost without our knowledge or consent, how can we protect it? Congress keeps extending Disney's copyright on Mickey Mouse. Is that constitutional? The Internet empowers each of us to "filter out" materials we have not chosen in advance. Will this erode the common ground necessary for democracy to work? (Enrollment limited)—Cabot

[260. International Human Rights]—This is a survey course on the role of international human rights law in society. It will initially focus on the development of international human rights law by analyzing various global and regional treaties. The emphasis will then shift from an assessment of standard-setting to that of the implementation of human rights law. The right to food, women's rights, freedom from torture, and the death penalty will be amongst the topics of discussion. The latter half of the course will focus on the role of non-governmental organizations in advancing the implementation of international human rights law. Students will be encouraged to work on their advocacy skills through a number of exercises in class. A few leading human rights advocates will present guest lectures in class. This course has a community learning component. Not open to first-year students. (Enrollment limited)

302. Law and Environment Policy—The course emphasizes how and why American environmental law has developed over the preceding three decades as a primary tool to achieve environmental goals. Topics include the analysis of policy options, "command-and-control" regulation, modification of liability rules, pollution prevention through non-regulatory means, and the environmental aspects of U.S. energy policies in relation to petroleum, electricity, and transportation. The course concludes by addressing transnational environmental issues such as atmospheric change, burgeoning population growth, depletion of forests and species, sustainable development, and the role of international legal institutions in relation to these pressing problems. Prerequisite: Public Policy 201 or Public Policy 202 or Permission of the Instructor. Course open to Junior and Senior Public Policy and Law majors, or others by consent of instructor. (Enrollment limited)—Brenneman

303. Policy Implementation Workshop—Implementation, sometimes called the hidden chapter in public policy, will be explored using the case method as the primary mode of instruction. Cases will be drawn from a wide variety of areas and will make use of the analytical skills learned in previous courses. Special attention will be paid to writing and speaking skills. (Enrollment limited)—Bangser

[324. Bioethics, Public Policy and Law]—This course examines leading issues in bioethics, public policy, and law in relation to recent developments in medicine, public health, and the life sciences. After tracing the historical background of bioethical issues and law and deciding on methods of legal and ethical analysis, we will consider how issues in contemporary medicine, public health, and science challenge traditional ethical principles as well as existing law and public policy. Among other topics, we will explore the tension between traditional biomedical ethics, centering on individual autonomy, and the public health model, focusing on the common good. In addition to key issues involving the physician-patient relationship, reproduction, and the end of life, we will consider some or all of the following subjects: human research and experimentation, genetic testing, screening, and the use of DNA databases, genetic engineering and biotechnology, organ transplantation and allocation, ownership and the commodifying of life, bioterrorism and public health, and stem cell research and cloning. Other current issues that may be covered include the interaction of biotechnology and information technology, the green revolution-genetically modified organisms, and futurist issues such as the applications of nanotechnology and artificial intelligence. Recent and ongoing legal controversies will be closely examined. The course, which will proceed as a seminar, involves critical examination of issues in their legal, ethical, economic, political, religious, and cultural context. We will evaluate the individual, social, and ethical questions raised, and explore the feasibility and effectiveness of legal regulation. Readings will include classic expressions of ethical standards, legal cases, legislation, pertinent fiction, and timely articles and essays that deal with ethical and legal issues in their cultural context. An important goal of the course is to encourage each student to develop a method of analyzing bioethical problems from both legal and ethical perspectives.

342. Secularism and the Problem of Authority—This course sets secularism beyond its traditional association with the non- or anti- religious, and explores it as a family of ideas concerning the scope and limits of authority. Using resources and tools from the humanities and social sciences, and drawing from different historical periods and cultures, we will examine a variety of secular models of authority. These models pertain to political authority; the authority of science and other forms of expertise in education, medicine, law, and industry; and the exercise of authority in moral and aesthetic judgments. (Enrollment limited)—Keysar-Coy, Kosmin

345. The Judicial Role in Shaping Public Policy—The claim that judges and courts engage in policy-making and, therefore, in the political process, often appears to conflict with the idea that they ought to be above politics. A traditional view is that judges should identify pertinent law and apply it to the facts of a case. In this view, judges are supposed to say what the law is, not to make law. In reality, judicial decision-making and judicial policy-making are coincident and inseparable activities. Public policy is established as the inevitable consequence of deciding disputes. Every decision rewards some interests and deprives others. This course considers the role of the judiciary as a political institution and examines and evaluates the wide range of circumstances in which judges and courts influence or create policy. Although some decisions by the U.S. Supreme Court will be considered, the seminar will examine the role of state as well as federal courts, and trial as well as appellate courts. Prerequisite: Public Policy 201 or Permission of the Instructor (Enrollment limited)—Schaller

[350. Inside the Nonprofit Sector]—This course will provide students with a firm grounding in the role of the nonprofit sector (also called the independent, third, or voluntary sector) in American public policy and community life. Topics to be studied include: the nature and role of the nonprofit sector; what makes the nonprofit sector distinctive; current challenges facing the nonprofit sector; the role of foundations and other sources of philanthropic giving; and assessment of the effectiveness of nonprofit organizations. Prerequisite: Course is only open to Junior or Senior Public Policy and Law majors. (Enrollment limited)

399. Independent Study—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (1-2 course credits) —Staff

401. Current Issues: The Supreme Court in Transition—This seminar will focus on the Supreme Court in transition. We will explore competing theories of constitutional interpretation that have characterized the Rehnquist court and examine specific cases that are representative of the court's work. We will study contending theories of the Supreme Court's role in our constitutional framework, and we will consider how new appointees to the court may shift the balance in important areas of jurisprudence that have become increasingly contentious, especially with respect to issues of personal autonomy, affirmative action, and national security. Course is only open to Senior Public Policy majors. (Enrollment limited)—Cabot

[403. Hartford Research Internship Seminar]—This one-credit course combines an internship at a nonprofit or public agency with class discussions to provide an inside look at how agencies establish and carry out their missions. The focus is on how agencies implement their strategic goals, taking into account practical issues of program design, financing, evaluation, staffing, and community relations. Two moderate-length papers are required: one analyzing the agency in which the student is interning, the other addressing a public policy issue that the student identifies in the course of his or her internship. Prerequisite: Public Policy 201 or Public Policy 202 or Permission of the Instructor. Course open to Junior and Senior Public Policy and Law majors, or others by consent of instructor. (Enrollment limited)

466. Teaching Assistantship—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

497. Senior Thesis—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment in this single-semester thesis. (1 course credit to be completed in one semester.) —Staff

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N.B. The undergraduate Public Policy and Law Program from time to time makes use of courses offered in the graduate Public Policy Program. For the convenience of Public Policy and Law majors, these courses are listed below. Students must consult with their advisor to discuss the appropriateness of particular courses.

806. Methods of Research—This course is intended to empower students to evaluate common forms of research critically, and to give them some experience in conducting research. Through a series of weekly assignments and class projects, students will be introduced to the shaping of research questions; hypothesis testing, writing a research paper, conducting interviews and surveys, giving a professional presentation, and presenting simple tabular data to prove a point. The course does not require an extensive mathematics background. Regular attendance and access to a computer, e-mail, and the Web are expected.—Hughes

807. Introduction to the Policy-Making Process—This introductory course in political institutions and the 'process' of making public policy in the United States should be taken as one of the first two courses in the students graduate program. The class will concern itself with the role of Congress, the executive, and the judicial branches of government in the origination of policy ideas, the formulation of policy problems, and the setting of the public agenda, the making of political choices, the production of policy statutes and rules, and the affects of final government action on citizens. Special focus will be placed on the cooperation and conflicts between these traditional institutions of government and the agents of American pluralism: political parties and interest groups.

808. Public Policy and the Art of the Argument—This course will examine the history, methods, and types of successful, formal, written argumentation in policy advocacy. Among the arenas explored will be courts of law, legislative bodies, and the broader field of public opinion. Most course material will be drawn from case studies.—Miller

825. Policy Implementation Workshop—Implementation, sometimes called the hidden chapter in public policy, will be explored using the case method as the primary mode of instruction. Cases will be drawn from a wide variety of areas and will make use of the analytical skills learned in previous courses. Special attention will be paid to writing and speaking skills. This course has a community learning component.

826. Urban Administration and Public Policy—This course will allow in-depth exploration of policy issues that affect cities. By working both with technical tools of analysis and the social, historical, and political aspects of problem solving, students will select a contemporary urban issue for study. Emphasis will be placed on policy issues facing the City of Hartford and potential design choices in areas such as employment, welfare, housing, taxes/expenditures, education, and transportation. Direct interaction with public leaders will contribute to a broader understanding of the factors that affect urban decision-making.—Grasso

846. Policy Analysis—In policy analysis, we will introduce and practice with a number of newly emerging policy analysis tools, such as program logic models and problem causal models, that have proven useful in policy planning, implementation, and process and outcome evaluation. In addition, we will investigate the application of socio-economic evaluation (cost-benefit, cost effectiveness, and cost-utility) to public policy, demonstrating by the end of the course how such question as 'did the intervention save money?' can be answered in policy arena. Our focus will be on the application of analysis tools to recent public policies, drawing from a range of case examples in health and human services. While the class as a whole will examine each of the tools as they are applied to a significant policy question, each student will have the opportunity to master the tools by applying them to a policy problem of his or her own choosing as a major project for the semester. Enrollment limited. —TBA

[849. Religion and Public Policy]—A survey of contemporary public policy debates involving the role of religion in American public life, with a focus on the questions of charitable choice, school vouchers, and the involvement of religious organizations in the political process.

[852. Modern Day Campaigns, Politics, and the Media: How They Influence Public Policy]—

940. Independent Study—Selected topics in special areas are available by arrangement with the instructor and written approval of the Director of Public Policy studies. Contact the Office of Graduate Studies for the special approval form. (1-2 course credits) —Staff

953. Research Project—A research project on a special topic approved by the instructor and with the written approval of the Director of Public Policy studies. Contact the Office of Graduate Studies for the special approval form. One course credit. —Staff

954. Thesis Part I—Two credit thesis: start time-approval of idea, initial bibliography, and sketch of the project by pre-registration time for graduate students in the term prior to registration for the credit; first draft by reading week of the second semester, "final" first draft by end of spring vacation week; final copy due one week before the last day of classes. (2 course credits) —Staff

955. Thesis Part II— (2 course credits) —Staff

956. Thesis— (2 course credits) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Economics 217. Economics of Health and Health Care]—This course is designed to provide an overview of key issues in the economics of health and health care using principles of economics, with an emphasis throughout on real-world problems. Topics to be studied will include: health care market structures; determinants of the demand for and supply of health care; the interrelationships between insurance, supply, demand, and technological innovation; proposed health policy reforms in insurance markets, medical malpractice, and other areas; and the analysis of public policies on unhealthy consumer behaviors (smoking, drinking, drugs). Prerequisite: C- or better in Economics 101.

Economics 247. Introduction to Policy Analysis—This course will introduce students to the basic ingredients of policy analysis rooted in the microeconomics of externalities (social, economic, and political), public goods, common property,

information failure, absence of competition, and distributional concern. This course is not open to students who have previously earned credit for Economics 306 or Economics 311. Prerequisite: C- or better in Economics 101. —TBA

[Economics 304. Law and Economics]—The notion that legal rules of property, contract and tort create implicit prices on different sorts of behavior underlies the economics approach to the study of law. This course brings together two disciplines (economics and law) to examine fundamental rules governing an exchange economy. Topics to be covered include property, torts (non-criminal harm or injuries), contract and crime. Each of these areas of law involves issues of efficiency and equity. Please note, this is not a course in law but in the economics of law. Prerequisite: C- or better in Economics 101; 301 advised, but not required for the legal studies minor.

Economics 311. Environmental Economics—An examination of the relationship between economic growth and the quality of the environment; the economic theory necessary for understanding environmental problems; analysis of proposed means, such as effluent charges, for correcting these problems; the application of cost-benefit analysis to selected environmental issues. Prerequisite: C- or better in Economics 101 and 301. —Egan

[Educational Studies 309. Race, Class, and Educational Policy]—How do competing theories explain educational inequality? How do different policies attempt to address it? Topics include economic and cultural capital, racial identity formation, desegregation, multiculturalism, detracking, school choice, school-family relationships, and affirmative action. Student groups will expand upon the readings by proposing, implementing, and presenting their research analysis from a community learning project. Enrollment limited. Prerequisite: Educational Studies 200 or juniors / seniors with permission of instructor.

[International Studies 203. Human Rights in a Global Age]—This course provides a broad survey of global human rights from an interdisciplinary perspective. The general framework for the course will be an ongoing discussion of the role of human rights as a moral discourse in an age of globalization. After an introduction to the fundamental concepts, we will examine a variety of case studies which exemplify the clash between the global and the local in the area of women's rights, civil war and humanitarian intervention, and the impact of globalizing forces on social, economic, and cultural rights. (Also offered under Political Science)

[Philosophy 215. Medical Ethics]—This course will take up ethical, political, and legal issues relevant to the medical profession and patient population. Topics will include: death with dignity, treatment with dignity, abortion, mercy-killing, patient consent, the nature of physical versus mental illness, medical experimentation, and the socially conscious distribution of medical resources.

[Political Science 316. Constitutional Law: Civil Liberties and Civil Rights]—An analysis and evaluation of decisions of courts (and related materials) dealing principally with freedom of expression and equal protection of the laws. Prerequisite: C- or better in Political Science 102, or Public Policy 201 or Public Policy 202.

Political Science 412. The Politics of Judicial Policy Making—This course explores a constant tension in the work of courts. While courts are not “supposed” to make policy, they often do. In examining this tension, the course will focus on the origins of judicial intervention, the nature of specific court decisions on policy questions, and the effectiveness of those decisions in producing social change.—McMahon

Religion

PROFESSOR FINDLY, *CHAIR*;
 PROFESSORS DESMANGLES••, KIENER••,
 AND KIRKPATRICK•;
 ASSOCIATE PROFESSOR OF RELIGION AND PUBLIC LIFE SILK;
 ASSISTANT PROFESSOR SANDERS;
 VISITING ASSISTANT PROFESSOR WALSH

Religion Major—Religion is the central expression of human meaning in every culture and in every historical period. It manifests itself in a variety of forms including oral traditions, scriptures, art, material culture, beliefs, rituals, and

- Fall Term Leave
- Spring Term Leave

institutions. The academic study of religion encompasses many disciplines – e.g., textual study, history, philosophy, and social sciences – and it applies these to the broad range of phenomena found in the world’s most well known religious traditions. In addition, it fosters a critical appreciation of the ethical and cultural values of these traditions, and thereby in time, of one’s own values.

The major is designed to help the student develop a sophisticated and nuanced appreciation of religion in human experience. It does this by (a) providing a sound acquaintance with at least two significant religious traditions, (b) investigating one or more topics in depth through at least one departmental seminar, and (c) bringing to fruition in a senior thesis the skills and knowledge acquired in the major.

Students interested in majoring are asked to consult with the department chair as early as possible in their academic careers, in order to clarify the major requirements and to plan carefully for their course of study.

For more details on the department’s faculty, requirements and sources, visit our Web site at www.trincoll.edu/Academics/Study/Religion/.

The student major is required to complete 10 courses with a grade of C- or better. Among these 10 courses, the student must include:

- THREE courses in a primary religious tradition
- TWO courses in a secondary religious tradition
- FOUR elective courses
- Of the above, at least one must be a 300-level departmental seminar
- A 400-level senior thesis course

The traditions available for study on a regular basis are: Buddhism, Christianity, folk religions, Hinduism, Islam, and Judaism. Students interested in other specific religious traditions should see the department chair.

Courses Fulfilling the Tradition Requirement

<u>CHRISTIANITY</u>		<u>HINDUISM</u>	
**/*121/212	**322	151	
		252	
194	262	253	
*211	269	**255	
220	290	**333	
**223			
224			
225	296		
	297		
	312		
237	338		
239	376		
	381		
245			
<u>BUDDHISM</u>		<u>ISLAM</u>	
151		**181	
252		253	
**254		280	
**256		282	
353		287	
<u>FOLK RELIGIONS</u>		<u>JUDAISM</u>	
249		**184	214
**281		**/*/121/211	216
283		203	218
285		204	229
*288		205	304
289		206	307
290			308

N.B.

1. No course may count for more than one tradition.
2. */**To concentrate in a tradition, students must take at least one of the single starred courses, and at least one of the double-starred courses, in the appropriate category.
3. Students may request tutorials or independent studies to fulfill the tradition requirement.
4. Only two courses taken at Trinity outside the Department of Religion can count towards the major. Only one

such course can count for the traditions requirement.

Honors are awarded to those who attain a minimum grade average of A- in 10 courses fulfilling the major requirements and Distinction on the senior thesis and oral examination.

There are many foreign study opportunities available for the Religion major. In addition to the Trinity Rome Program, and Trinity Global Sites in Barcelona, Istanbul, and Trinidad, students may opt to go on Trinity approved programs, such as to Egypt, India, Israel, Thailand, Tibet and the United Kingdom. Religion majors may also petition the International Programs Office to go on other programs, so long as they consult their religion advisers about their options.

In addition, students are encouraged to study foreign languages, especially those that would enable them to read primary religious texts: for example, Arabic, Aramaic, Chinese, Greek, Biblical Hebrew, Japanese, Latin, Pali, and Sanskrit. Language courses may be counted for the Religion major only if the course covers significant textual exegesis of religious literature.

Religion Minor – Students interested in minoring in religion should consult the department chair. Ordinarily a minor in religion consists of six courses, with 1) two courses in a primary religious tradition, 2) one course in a secondary religious tradition, and 3) three electives. As part of one of these courses, a student must write an intergrading paper. All courses counted toward the minor must be taken for a letter grade. Students should declare their minor by the beginning of their senior year. Minor declaration forms can be obtained at the Registrar's Office.

Note: GDST denotes the Guided Studies Program; HIST denotes the History Department; INTS denotes the International Studies Program; PHIL denotes the Philosophy Department.

FALL TERM

[103. Readings in Biblical Hebrew]—An intensive study of selected portions of the Hebrew Bible in order to develop the methods and skills of biblical interpretation. Prerequisite: Religion 103-104 or permission of the instructor. (May be counted toward Jewish Studies and Middle Eastern Studies.)

109. Jewish Tradition—A thematic introduction to the major concepts, ritual cycles, holidays, and beliefs of Judaism. Readings and course material will be taken from classic Jewish texts as well as modern secondary sources. (May be counted toward International Studies and Middle Eastern Studies.) (Enrollment limited)—Kiener

[150. Sanskrit Tutorial]—An introduction to the grammar, vocabulary, and translation of classical Sanskrit. Subsequent semesters can be taken as independent studies. First-year studies focus on epic materials, second-year on the Bhagavad Gita. (May be counted toward Asian Studies.)

151. Religions of Asia—An introduction to the major religions of Asia: Hinduism, Buddhism, Daoism, and Confucianism, with special emphasis on how each of these modes of thought gives rise to a special vision of man in the universe, a complex of myth and practice, and a pattern of ethical behavior. (May be counted toward International Studies/Asian Studies.)—Findly

181. Islam—An introduction to the world religion of Islam in classical and modern times. The course is both historical and thematic, focusing on the career of Muhammad and the Qur'an, law, theology, religious and social institutions, Muslim solidarity, mysticism, and fundamentalism. (May be counted toward International Studies/African Studies and International Studies/Middle Eastern Studies.) (Enrollment limited)—Kiener

184. Myth, Rite and Sacrament—A phenomenological approach to the study of religion through an examination of the nature of religious consciousness and its outward modes of expression. Special emphasis is placed on the varieties of religious experience and their relations to myths, rites, and sacraments. Enrollment limited. (May be counted toward International Studies/African Studies and International Studies/Comparative Development Studies.)—Desmangles

[192. Roman Catholicism]—An introduction to the main outlines of the Roman Catholic tradition through an examination of the highlights of historical and doctrinal development, devotional and liturgical expression, and the emergence of the Catholic church as a global entity within a diversity of world cultures.

211. Introduction to the Hebrew Bible—A literary and historical examination of the Old Testament (Hebrew Bible) to demonstrate its evolution and complexity as religious scripture. Emphasis will be given to developing skills in textual analysis and to discerning possibilities for interpretation. Attention will be given to those personalities such as Abraham, Moses, David, and the prophets and to major events such as the Exodus and the Exile, which shaped a tradition. (May be counted toward Jewish Studies and International Studies/Middle Eastern Studies.)—Sanders

[214. Jews in America]—A social and religious history of American Judaism from pre-revolutionary to contemporary times. After examining the era of immigration and "Americanization," the course will focus on the ethnic, religious, and social structures of American Judaism: the community center, the Synagogue, and the Federation. (May be counted toward American Studies and Jewish Studies.) (Enrollment limited)

[226. Christian Mysticism]—An inquiry into the phenomenon of mystical experience exemplified in the Christian tradition as direct encounter with God. The course offers psychological and theological analyses of mysticism and its specifically Christian

manifestations. Students will read works from Catholic, Orthodox, Anglican, Lutheran, Quaker, and sectarian mystics such as Pseudo-Dionysius, Gregory of Nyssa, Bernard, Julian of Norwich, Teresa of Avila, Jakob Boehme, George Herbert, Simone Weil, and contemporary mystics.

[239. Social Suffering]—This course explores the complex phenomenon of social suffering. Beginning with an introduction to key social ethical concepts in defining and analyzing social suffering, the course then moves to a study of specific instances of this phenomenon in cases such as genocide in Rwanda and Bosnia. The class ends with ethnographic work detailing resistance, resilience, and solidarity as forms of collective response to human anguish.

[252. The Asian Mystic]—An examination of the mystic in Asian religious traditions. Special attention will be given to mysticism and heresy, the psychological and theological sources of mystical experience, and the distinctive characteristics of mystical language. Readings from Indian, Tibetan, and Chinese sources. Enrollment limited. (May be counted toward International Studies/Asian Studies.) (Enrollment limited)

253. Indian and Islamic Painting—A survey of the history of miniature painting from the Persian, Mughal and Rajput schools, with emphasis on their religious and cultural backgrounds. (May be counted toward Art History, International Studies/Asian Studies, International Studies/ Comparative Development Studies, and International Studies/Middle Eastern Studies.)—Findly

[261. American Catholics]—This historically oriented course will explore the struggle of Catholics in the United States to integrate being “Roman” with being “American.” It will survey the experience of an immigrant, authoritarian church in a country founded on belief in the excellence of Protestantism and dedicated to liberal and democratic ideals. Having arrived in the mainstream with the election of John F. Kennedy, that church now faces a new set of challenges, which will be the final consideration of the course. (May be counted toward American Studies.)

267. Religion and the Media—Western religion, and Christianity in particular, has always put a premium on employing the available techniques of mass communication to get its message out. But today, many religious people see the omnipresent “secular” media as hostile to their faith. This course will look at the relationship between religion and the communications media, focusing primarily on how the American news media have dealt with religion since the creation of the penny press in the 1830s. Attention will also be given to the ways that American religious institutions have used mass media to present themselves, from the circulation of Bibles and tracts in the 19th century through religious broadcasting beginning in the 20th century to the use of the Internet and World Wide Web today. (May be counted toward American Studies and Public Policy Studies.) (Enrollment limited)—Silk

281. Anthropology of Religion—Introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional cultures. Some of the topics covered in this course include a critical examination of the idea of primitivity, the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as rites of passage, magic, sorcery, witchcraft and divination. (May be counted toward Anthropology and International Studies/Comparative Development.)—Desmangles

[285. Religions of Africa]—A study of the indigenous African religious traditions with consideration of their contemporary interaction with Western religious traditions. Topics include the African concepts of God, man, ancestor reverence, sacrifice, witchcraft and magic. (Enrollment limited.) (May be counted toward International Studies/African Studies.)

[289. Religion and Culture Change]—An anthropological study of the rise and development of cults in traditional cultures engendered by the impact of colonization, the spread of Christianity and Western technology in so-called Third World cultures. Among others, the course emphasizes the revival, the millenarian, the Cargo, and messianic cults. Special attention is given to the origin, the nature, the social functions and dysfunctions of these cults, as well as the methodology used to study them. (May be counted toward International Studies/African Studies, Anthropology and International Studies/Comparative Development Studies.)

[307. Jewish Philosophy]—This course provides an introduction to the major themes and thinkers of medieval and modern Jewish philosophy. We will study how Plato, Aristotle, and other non-Jewish philosophers found their Jewish voice in the likes of Philo, Saadia Gaon, Judah Halevi, Maimonides, and Mendelssohn. Issues to be considered are the relationship between reason and revelation, the concept of monotheism, the nature of prophecy and the Jewish tradition, and the problem of evil. Extensive use of original sources in translation will be complemented by interpretive studies. (May be counted toward Philosophy.) Prerequisite: C- or better in Religion 109. (Enrollment limited)

[333. Hindu Views War and Peace]—An examination of the competing ethics of war and non-violence as reflected in traditional understandings of duty, truth, rebirth, and the spiritual quest. Using readings from the Vedas, Buddhist and Jain sutras, and the Upanisads, this course will give special focus to the Bhagavad Gita, and to Gandhi’s understanding of this particular aspect of his Hindu heritage. Enrollment limited. (May be counted toward International Studies/Asian Studies.)

[338. Christian Social Ethics]—An in-depth exploration of the historical teachings of, and contemporary controversies within, Christianity on selected moral issues in sexuality, economics, business, medicine, ecology, race, war and pacifism, and foreign policy. Special attention will be given to problems in contemporary American society. (Enrollment limited)

[353. Buddhism in America]—This seminar will focus on Buddhism in America, a phenomenon known as “the fourth turning of the wheel of the law.” We will look at the religions of Asian immigrants, the writings of the 19th-century Transcendentalists, and the influence of Zen, Vipassana, and Tibetan teachers on American culture. Special attention will be given to assessing categories such as elite, ethnic, and evangelical Buddhism, to the variety of Buddhist practices and communities available, and to the broad range of Buddhist arts and literatures of contemporary America. Enrollment limited. (May be counted toward International Studies/Asian Studies.)

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Public Policy & Law 847. Diversity and Democracy]—What is the impact of increasing religious and cultural diversity on American democratic culture and institutions? Grounded in classical theories of the function of religion in maintaining social order, this seminar addresses 1) the changing place of religion in American public life historically, 2) the shift from a public culture of communal values to one that emphasizes individual rights, and 3) contemporary debates about religious diversity.

SPRING TERM

[181. Islam]—An introduction to the world religion of Islam in classical and modern times. The course is both historical and thematic, focusing on the career of Muhammad and the Qur’an, law, theology, religious and social institutions, Muslim solidarity, mysticism, and fundamentalism. (May be counted toward International Studies/African Studies and International Studies/Middle Eastern Studies.)

[192. Roman Catholicism]—An introduction to the main outlines of the Roman Catholic tradition through an examination of the highlights of historical and doctrinal development, devotional and liturgical expression, and the emergence of the Catholic church as a global entity within a diversity of world cultures.

212. New Testament—A literary and historical examination of the New Testament in the context of the first century C.E. to appreciate the formation and themes of this principal document of Christianity. By focusing primarily upon the Gospels and Paul’s letters, the course will stress the analysis of texts and the discussion of their possible interpretations. Consideration will be given to the Jewish and Greek backgrounds, to the political, social, and religious pressures of the period, and to the development of an independent Christian community and a fixed scripture.—Sanders

[213. Lost Christianities]—Early Christianity not only formed the New Testament but was, in turn, formed by it. What happened to the early Christian texts (and the communities that read them) that were left out of the New Testament? This course investigates selected documents that represent several Christianities that would be lost to us had their texts not survived. While many apocryphal texts seem innocuous enough, some present forms of Christianity at odds with evolving Orthodoxy and indicate how diverse early Christianity really was.

218. Women in the Hebrew Bible—The Hebrew Bible commands laws and tells stories about women as war leaders, lovers, prophetesses and prostitutes, as well as ordinary daughters, mothers, and goddesses (possibly including God’s wife). Formed in an ancient Near Eastern society, these laws and stories are still drawn on today to make religious rules, social roles, and art. We will read these texts as works of art and factors in history: Who wrote them? What did these stories and laws say and do? What roles do their images carve out and what realities do they reflect and create? The texts will be read in English translation, drawing on cultural anthropology, feminist theory, linguistics, and archaeology to provide critical perspectives on ancient patriarchy and the state as well as modern secular-liberal notions of freedom and self.—Sanders

223. Major Religious Thinkers of the West I: Heresy and Orthodoxy in Conflict—An historical and theological study of the development of Western religious thought from the point of view of both heretics and orthodoxy within Christianity and Judaism. Among the topics to be covered: Gnosticism, Augustine, Aquinas, Eckhart, millenarianism, the Free Spirit, Luther, Calvin, and the Anabaptists. Religion majors and students in the Guided Studies Program may enroll without permission of the instructor. Other students may enroll with permission of the instructor. [Guided Studies students take this course in the second semester of their freshman year.] Prerequisite: Course is only open to Religion majors or Guided Studies students. —Kirkpatrick

224. The Survival of God—How God has been kept alive in modern Western thought in the face of scientific rationalism, existentialism, the secularization of society, natural and man-made evil, social and moral crises, radical skepticism, and proclamations of God’s death.—Kirkpatrick

[228. Conflict and Belief]—This historical survey of Roman Catholic Christianity will deal with the chief movements and figures which have shaped the Roman Catholic church from the Council of Trent to the present time. Attention will be given to the interaction of the various Christian churches and the political, social, and intellectual developments of the age.

[229. Short Story in the Hebrew Bible (Old Testament)]—A close reading of several “short stories” in the Hebrew Bible with attention given to literary artistry and theological insight. Along with gaining understanding for the rich texture and subtlety of the texts, students will be expected to master the data of the stories (who, what, where, when etc.). Questions of political, cultural, and compositional history will also be treated. Among the stories we shall consider are the Joseph “Novella,” David’s Fall, Esther, Ruth, Jonah, Judith.

[236. Womanist Perspectives on Ethics in America]—An introduction to the distinctive analysis of African-American women social ethicists. After examining the sources and methods of womanist ethicists such as *Emilie Townes*, Klatie Cannon,

and Joan Martin, the course will explore their perspectives on contemporary moral problems in America. (May be counted toward American Studies and Women, Gender, and Sexuality Program.)

[237. Ethics of Globalization]—The course will explore the paradox of globalization: a world system which brings people together but also exposes their vast economic difference. Using Christian social ethical theory, the course will examine the assumptions, enactment, and impact of globalization with particular attention to the “three-quarter world.” (May be counted toward International Studies/Comparative Development Studies.)

256. Buddhist Thought—An examination of fundamental concepts in Buddhist philosophy as they reflect an ongoing conflict between faith and reason: the non-self, dependent origination, karma and nirvana. Special emphasis will be placed on the meaning of these concepts for the Buddhist way of life. Readings from classical Theravada and Mahayana texts. (May be counted toward International Studies/Asian Studies.)—Findly

261. American Catholics—This historically oriented course will explore the struggle of Catholics in the United States to integrate being “Roman” with being “American.” It will survey the experience of an immigrant, authoritarian church in a country founded on belief in the excellence of Protestantism and dedicated to liberal and democratic ideals. Having arrived in the mainstream with the election of John F. Kennedy, that church now faces a new set of challenges, which will be the final consideration of the course. (May be counted toward American Studies.)—Walsh

262. Religion in American History—The historical role of religion in shaping American life and thought, with special attention to the influence of religious ideologies on social values and social reform. (May be counted toward American Studies.)—Kirkpatrick

[263. Immigration and Religion]—The course will examine the evolving history of immigration, religion, and ethnicity in American society and culture. This is a nation where religion is both a force for social unity and a shelter for the preservation of the identity, values, and practices among a galaxy of immigrant groups. How can it be both? The course will track the evolution of American religious pluralism at three separate points: during the colonial/early national era, during the late 19th and early 20th century, and since 1965. Students will consider many different sorts of evidence and will do some fieldwork in visits to Hartford area religious institutions established and maintained by immigrants.

264. Religion in America Today: A Regional Analysis—This course explores the place of religion in contemporary American civic culture. It will begin with an examination of religion and public life in each of eight regions of the country, stressing the significant differences in the religious history, demography, and politics of each region. On the basis of this regional analysis, the course will take up issues of national politics and public policy, including religion and political partisanship, abortion, faith-based social service provision, public school vouchers, the death penalty, and same-sex marriage. (Enrollment limited)—Silk

[281. Anthropology of Religion]—Introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional cultures. Some of the topics covered in this course include a critical examination of the idea of primitivity, the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as rites of passage, magic, sorcery, witchcraft and divination. (May be counted toward Anthropology and International Studies/Comparative Development.)

[286. Muslim Minorities and Islam in Multicultural Settings]—An examination of Islam as the religion of minority communities, this course focuses on several cultural contexts (e.g., India/South Asia, China, Western Europe, and North America) and explores how these manifestations compare and contrast with “normative” Islam as the religion and culture of the majority in the central Islamic lands, how Muslims minorities relate themselves to a perceived phenomenon of “global Islam,” and how these communities continue to influence contemporary affairs around the world.

[288. Magic, Possession, and Spiritual Healing]—An anthropological approach to religion and magic. A cross-cultural analysis of the forms of spiritual healing in traditional cultures. Emphasis is given to the manifestations of spiritual power, the role of possession, magic, shamanistic utterances, and hallucinogens in the process of spiritual healing. (May be counted toward International Studies/Comparative Development Studies.) (Enrollment limited)

[322. Early Christian Art and Text]—This course studies the religious culture of early Christian communities by examining their art in conjunction with close reading of contemporaneous theological texts. It will emphasize analysis of catacomb art, Christian funerary sculpture, illustrated codices, architectural monuments, and the origins of Byzantine iconography as expressions of the Asian, African, and European forms of Christianity in which they originated. Prerequisite: At least one course in Religion or Art History. (Enrollment limited)

COURSES ORIGINATING IN OTHER DEPARTMENTS

[History 119. Diaspora: Jewish History Before Modernity]—An introductory survey of Jewish history from the Biblical period to the beginnings of the Enlightenment. The course will study the evolution of Israelite identity, Jewish life in the classical world, creation of rabbinic Judaism, the Jewish experience in medieval Europe and the Islamic world, and the effect on Jews and Jewish culture of the expulsions and resettlements in early modern Europe.

[History 355. *The Bible* in History]—*The Bible* is arguably the most important book ever assembled. This course will explore the changing role of the Bible from Late Antiquity to the Enlightenment and its impact on society. Themes addressed in this

course include: the holiness of the text, the role of the Bible in medieval culture, comparisons with the Hebrew Bible and the Koran, the impact of printing, and the critical re-conception of the Bible as a created rather than divine text.

[Jewish Studies 220. Modern Israeli Literature and Jewish Heritage]—Artists, and especially writers and poets, are the seismographs and mirrors of society, anticipating and reflecting its many forces and movements. During the past two hundred years Jewish life has been profoundly affected by such forces and movements as emancipation, the Enlightenment, assimilation, Zionism, and the Holocaust. A primary focus of modern Israeli writers is the birth of the State of Israel and its ongoing struggles, internally as well as with its Arab neighbors. One of the main ways Hebrew literature captures these significant changes is through the use of biblical themes, images and archetypes which resonate through the generations. This course will examine the ways in which modern Hebrew literature enriches and brings deeper understanding of collective Jewish experiences and detects and shapes the reality of modern Israel.

[Philosophy 231. The Holocaust]—Beginning with the historical causes and development of the “Final Solution,” the systematic destruction of European Jewry between 1933 and 1945, this course considers such issues as the nature of genocide, the concept (and history) of evil, corporate and individual moral responsibility, and the implementation of justice in the aftermath of radical evil. These issues are examined both in the context of the Holocaust and as general moral and religious problems. They are also viewed through “imaginative” literary representations, which introduces the question of what difference a subject makes to the form of its representation, and thus, more specifically, what can or cannot (and should or should not) be said about the Holocaust. (Same as College Course 231.)

Research Courses Related to the Social Sciences

Trinity offers a rich array of courses designed to teach students how to conduct and interpret empirical research. As a convenience to undergraduates, a generous sampling of these courses is printed below. These courses will increase students’ understanding of how various disciplines use research methods and, more importantly, will provide students with the skills to test hypotheses on their own. Some of the courses stress empirical techniques which are appropriate to a particular discipline, while others have a wide application.

Students wishing to gain a better understanding of research methods are encouraged to choose several courses from the following list. Faculty teaching these courses are prepared to offer advice about how to select a suitable mix tailored to the individual’s current and future research interests. Some of the courses are open to the general student body, while others have a number of mathematical prerequisites. Consult departmental course listings for details, including information on prerequisites.

Introductory Courses:

Computer Science 115L. Introduction to Computing
Economics 318L. Basic Econometrics
Mathematics 107. Elements of Statistics
Philosophy 224. Theory of Knowledge
Political Science 241L. Empirical Methods and Data Analysis
Psychology 221L. Research Design and Analysis
Sociology 201L. Research Methods in the Social Sciences

Advanced Courses:

Economics 312. Mathematical Economics
Economics 328. Applied Economics
Mathematics 305. Probability
Mathematics 306. Mathematical Statistics
Psychology 332L. Psychological Assessment

Russian and Eurasian Studies:

see International Studies Program, p. 244

Sociology

PROFESSOR VALOCCHI, *CHAIR*;
 PROFESSOR SACKS AND ASSOCIATE PROFESSOR WILLIAMS;
 ASSOCIATE PROFESSOR MORRIS;
 VISITING LECTURERS LASH AND BARLOW

SOCIOLOGY MAJOR—Eleven courses in sociology, including 101, 201, 202, 410, and at least three courses at the 300-level. One course in anthropology may be counted toward the major. It is recommended that sociology majors take Sociology 101, 201 and 202 as early in the major as possible. Majors must also take Mathematics 107, the statistics course required for the major. Sociology 201, 202, 300-level courses, and Mathematics 107 must be taken at Trinity College. A grade of at least a C- must be earned in each course that is to count toward the major. One course credit in an internship may be counted toward the major. Senior thesis credit counts as two elective courses for the major.

Course Credit Transfers from Other Institutions - Permission to receive credit towards the major for courses taken at other higher education institutions must be approved in advance by the sociology department chair. Petitioners for transference of credit must submit to the Chair the name of the institution and course number, title, and catalogue description before formal permission is granted. Upon approval, a maximum of two sociology courses shall count towards the sociology major (all required courses must be taken at Trinity with the exception of Sociology 101: these include Sociology 201, Sociology 202, Sociology 410, three 300-level courses, and Mathematics 107).

Study Away - A period of study away can enrich students' knowledge of sociology by exposing them to the diversity and complexity of human interaction. Therefore, majors are strongly encouraged to incorporate into their studies international or domestic study away. While there are many general programs of study away for Trinity students, sociology majors have regularly participated in the programs listed below:

- Australia, University of Melbourne
- Trinity Global Sites (Barcelona, Spain; Cape Town, South Africa; Santiago, Chile; Moscow, Russia; Istanbul, Turkey; Trinidad-Tobago; Shanghai and Hong Kong, China; Kathmandu, Nepal; Rome, Italy)
- United Kingdom, London School of Economics
- International Honors Program
- Domestic Programs (12 College Exchanges - Amherst, Bowdoin, Connecticut College, Connecticut College-National Theater Institute, Dartmouth, Mount Holyoke, Smith, Vassar, Wellesley, Wesleyan, Wheaton, Williams, and Williams-Mystic)

For additional guidance on study away options for sociology majors please see the department's study away liaison Professor Johnny Williams.

Honors - In order to be granted Honors in Sociology, a student must attain a college average of at least B and an average of at least B+ in Sociology courses and write a 2-credit senior thesis that earns the grade of A- or better (Only candidates for Honors are eligible to write a thesis). Students who hope to attain Honors should consult with their advisers during the spring semester of their junior year.

FALL TERM

101. Principles of Sociology—The course will deal with questions such as these: What are the underlying causes of our major social problems? Are inequality and the exercise of power by some over others inevitable in all social life? How important in human life are cultural and social factors compared to the influence of biological inheritance, personality and economic constraints? What are the origins of, prospects for, and results of attempts at deliberate social change? To what extent can we realistically expect to achieve our democratic ideals of freedom and equality in contemporary societies? The course addresses the basic concerns, ideas and methods of sociology both as a scientific and a humanistic discipline; it also provides an introduction to the fundamental methods and equipment of social science data analysis, using national data samples. (Enrollment limited)—Morris

202. Classical & Contemporary Theory—Critical examination of the major theoretical perspectives current in sociology (structure functionalism, interactionism, conflict theory, exchange theory, and ethnomethodology) and consideration of their implications for core problems: such as social order and social change that concern all sociologists. Also, emphasis upon the methods of theory construction, the relationship between theory and research, and the significance of the classic (e.g., Durkheim's *Suicide*) for sociologists now. Prerequisite: Prior Sociology course. (Enrollment limited)—Barlow

[204. Social Problems in American Society]—Diverse sociological perspectives on the causes of social problems will be analyzed. Crime, police behavior, collective violence, poverty, welfare and other topics relating to deviance and inequality in American society are considered in light of these perspectives. (Enrollment limited)

206. Organizing by Neighborhood: An Internship/Seminar Experience—This is a special program designed for those students who want to be involved in and learn about community organizing. In addition to working as an intern in a Hartford neighborhood. Not open to first-year students. (Enrollment limited)—Lash

[214. Race & Ethnicity]—A cross-national comparison of racial and ethnic differences as sources of conflict and inequality within and between societies. We will also consider the role of race and ethnicity as a basis for group and national solidarity. Topics will include the persistence of ethnic and racial loyalties in regard to language, marital choice, and politics; a comparison of social mobility patterns among various ethnic and racial groups; ethnicity and race as reactionary or revolutionary ideologies; the issues and facts regarding assimilation and pluralism in different societies. (Enrollment limited)

241. Mass Media, Popular Culture and Social Reality—This course examines the integral role mass communication has in social and cultural life. Specifically, it explores how we identify and construct our social identity using media images. This is accomplished by focusing on different types of media content and their effect on individuals and culture, as well as by examining audience response to media content. Other topics covered include the social and economic organization of mass media, development of communication technologies, and sexist and racist stereotypes in the media. Prerequisite: Prior Sociology course or permission of instructor. (Enrollment limited)—Williams

[272. Social Movements]—The sociological study of social movements concentrates on collective action by groups that use institutionalized and non-institutionalized action to promote or inhibit social and political change. This course, then, examines collective action as diverse as peasant rebellions against urbanization and commercialization in 18th-century France to the organized militancy of lesbians and gays in 20th-century U.S. We will read historical and sociological research that addresses the following questions: why collective action emerged, how it was organized, what its goals were and if it achieved those goals, how members were recruited and maintained, and how elites and non-elites responded to its activities. (Enrollment limited)

[312. Social Class & Mobility]—This course is an introduction to the theory and research on stratification and mobility in modern societies. Every society distributes resources unequally; this distribution affects not only economic outcomes such as wages, profits, and material well being, but also social and political outcomes such as protest, voting behavior and self-esteem. This course will explore why this occurs, the types of inequalities that exist, and the consequences of inequality for the distribution of power and for democratic processes in American society. Specific topics include class, occupational, race and gender inequalities, and the social, psychological and cultural consequences of inequality. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students.

336. Race Racism & Democracy—This course is designed to explore various efforts to reconcile ideals of equality with persistent and perpetual forms of racial oppression. By examining the history and culture of the U.S. and other democratic societies, this course analyzes the central paradox that emerges when societies maintain racial inequality but articulate principles of equality, freedom, and justice for all. Hence we will examine the differences between what people say and what they actually do, and how congruencies and incongruencies between the structure of institutions and culture force one to distinguish myth from reality. This is done so that students can better understand how the structure and process of politics govern the everyday lives of oppressed racial groups in capitalist democracies. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. (Enrollment limited)—Williams

342. Sociology of Religion—An examination Noteof the significance of religion for social life, using major sociological theories of religion, supplemented by material from anthropology and psychology. The course focuses on how religious beliefs and practices shape the world views and behavior of humans and influence the development of social structure. The following topics are examined: the origins of religion, magic and science, rituals, religion and the economy, women and religion, and religions of Africans in diaspora. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. (Enrollment limited)—Williams

[344. World Population]—A population can change in just three ways: through births, deaths and migration. But to understand population change and its consequences entails examining nearly all aspects of society. This course concerns world patterns of population change and explanations for that change, although it concentrates on the population of the United States. The connection between population and social problems is a central focus. The diverse measures of population are explained so that students can correctly interpret patterns of change and appreciate why the measures are commonly misunderstood. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students.

[351. Society, State, and Power]—This course examines the sources of power and influence in Western nations. Power flows to people who command a legal, political, or institutional monopoly over valued human resources. We will examine the development of these monopolies, the organizations that perpetuate these monopolies, and the consequences that these

monopolies have for our personal and political lives as well as for notions of democracy, solidarity, and freedom. In this respect, we will focus much of our attention on the institutions of state and economy in U.S. society and evaluate the different theoretical perspectives that explain how these institutions confer power on some and deny that power to others. Specific topics include power struggles around the right to representation, for control in the workplace, against racism and discrimination, and over policies to aid the poor. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. (Enrollment limited)

355. Reproduction, Birth, and Power—This course will examine topics related to reproductive practices, experiences, and ideologies through current, historical, and cross-cultural lenses, with a focus on understanding the U.S. experience. Through our study of specific topics such as contraception, prenatal testing, assisted reproductive technologies, and women's pregnancy and birth experiences, we will explore the constructed and contested meanings surrounding womanhood, motherhood, sexuality, reproductive freedom, and eugenics. We will pay attention to how the construction of and struggle over these issues are indicators of the status of women in society and have profound effects on women's lives and bodies. Prerequisite: Prior Sociology course or permission of instructor. (Enrollment limited)—Morris

[361. Organizations and Society]—This course focuses on the development and application of theories of formal organizations. The course analyzes conceptions of bureaucracy and the ideological dimensions of organizational analysis. Other topics include the classical managerial model, human relations, decision-making theory, organizational control, organizations and their environments, power, and change. This course has a community learning component. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students.

410. Senior Seminar—One of the core ideas of sociology is that so much of what we take for granted or see as fixed and permanent is socially constructed. The seminar will examine the social construction of many of these categories, statuses, and identities. Our categories and identities of whiteness, blackness, men, women, gay, straight, rich, poor have been constructed through political power, cultural labeling, and social interaction. We will explore each of these categories and identities, the process that created them, and how they have changed in 20th-century American society. Prerequisite: Course open only to senior Sociology majors. (Enrollment limited)—Valocchi

SPRING TERM

101. Principles of Sociology—The course will deal with questions such as these: What are the underlying causes of our major social problems? Are inequality and the exercise of power by some over others inevitable in all social life? How important in human life are cultural and social factors compared to the influence of biological inheritance, personality and economic constraints? What are the origins of, prospects for, and results of attempts at deliberate social change? To what extent can we realistically expect to achieve our democratic ideals of freedom and equality in contemporary societies? The course addresses the basic concerns, ideas and methods of sociology both as a scientific and a humanistic discipline; it also provides an introduction to the fundamental methods and equipment of social science data analysis, using national data samples. (Enrollment limited)—Williams

201L. Research Methods in the Social Sciences—An introduction to social sciences inquiry, stressing what is common as well as what is different in the techniques and procedures employed in the different disciplines. The course seeks to develop the student's skill in designing original research and in evaluating the significance of already published research findings. Topics include: the interdependence of theory and research; ways of formulating research problems and hypotheses; the variety of research designs (introducing the ideas of statistical as well as experimental control); and an overview of the major procedures of instrument construction, measurement, data collection, sampling, and data analysis. Required laboratory sessions offer experience in each step of the research process. (1.25 course credits) (Enrollment limited)—Morris

[206. Organizing by Neighborhood: An Internship/Seminar Experience]—This is a special program designed for those students who want to be involved in and learn about community organizing. In addition to working as an intern in a Hartford neighborhood. This course has a community learning component. Not open to first-year students. (Enrollment limited)

207. Family and Society—The family as a basic group in human societies; its development; its relations to other institutions; historical changes in its structure; its place in modern industrial society. (Enrollment limited)—Sacks

280. Women and Work—This course is an overview of U.S. women's experience with paid and unpaid work. We cover theoretical and empirical literature that examines historical and contemporary patterns of work done by women and the relationship of these patterns to political and economic structures of society. Specific issues discussed in the course include gender discrimination (e.g. wage discrimination, sexual harassment), occupational sex segregation, earning differentials between men and women, the division of labor by sex within households, and the relationship between paid and unpaid labor. (Enrollment limited)—Morris

[290. Race, Class, and Gender]—This course is about race, class, and gender, as they structure identities, opportunities, and social outcomes. Some questions asked are: Are systemic hierarchies inevitable in human social organization? What are ways that the problems associated with race, class, and gender can be meaningfully addressed? How do one's racial, class, and gender characteristics affect one's life chances? Why? As well, this course stresses critical thought when studying these social issues. (Enrollment limited)

331. Masculinity—In every society the behavior and attitudes expected of men differ from those expected of women. What is distinctive about being a male? How does this vary across cultures, over time and among different groups in the same society? How are change and variation explained? What contemporary dilemmas do men face in the United States, particularly as a result of erosion in the boundaries between the roles of breadwinner and homemaker? What consequences does growing gender equality have for fatherhood and human sexual behavior? This course draws on studies in a number of disciplines to answer these questions and to explore the new scholarship on men and society. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. (Enrollment limited)—Sacks

[342. Sociology of Religion]—An examination of the significance of religion for social life, using major sociological theories of religion, supplemented by material from anthropology and psychology. The course focuses on how religious beliefs and practices shape the world views and behavior of humans and influence the development of social structure. The following topics are examined: the origins of religion, magic and science, rituals, religion and the economy, women and religion, and religions of Africans in diaspora. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students.

351. Society, State, and Power—This course examines the sources of power and influence in Western nations. Power flows to people who command a legal, political, or institutional monopoly over valued human resources. We will examine the development of these monopolies, the organizations that perpetuate these monopolies, and the consequences that these monopolies have for our personal and political lives as well as for notions of democracy, solidarity, and freedom. In this respect, we will focus much of our attention on the institutions of state and economy in U.S. society and evaluate the different theoretical perspectives that explain how these institutions confer power on some and deny that power to others. Specific topics include power struggles around the right to representation, for control in the workplace, against racism and discrimination, and over policies to aid the poor. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. (Enrollment limited)—Williams

[410. Senior Seminar]—One of the core ideas of sociology is that so much of what we take for granted or see as fixed and permanent is socially constructed. The seminar will examine the social construction of many of these categories, statuses, and identities. Our categories and identities of whiteness, blackness, men, women, gay, straight, rich, poor have been constructed through political power, cultural labeling, and social interaction. We will explore each of these categories and identities, the process that created them, and how they have changed in 20th-century American society. Prerequisite: Course open only to senior Sociology majors.

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Women, Gender, and Sexuality 340. Race, Gender and the Politics of Poverty in the U.S.]—Images such as the lazy, irresponsible and sexually promiscuous “welfare queen” or the welfare-abusing “illegal” immigrant dominate contemporary U.S. political discourse about poverty. Not only do these images work to criminalize women of color, but they locate the origins of economic inequality in the cultural behaviors of the poor themselves. This course traces the historical emergence and development of these images of a “culture of poverty” in order to analyze how interlocking structures of race, gender, sexuality and capitalism have shaped social science approaches to poverty in the U.S. In particular, the course draws on historical analysis, political theory, and cultural studies to examine how contemporary understandings of poverty, deservingness, citizenship rights and obligations, and U.S. national identity gain their meaning through discourses of race, gender and sexuality. Specific issues we will consider include but are not limited to globalization, immigration and the feminization of poverty; recent changes in U.S. welfare policy; reproductive rights and population control; and women of color and the criminal justice system

Women, Gender, and Sexuality 369. Queer Studies: Issues and Controversies—This broadly interdisciplinary course examines the impact of queer theory on the study of gender and sexuality in both the humanities and the social sciences. In positing that there is no necessary or causal relationship between sex, gender, and sexuality, queer theory has raised important questions about the identity-based understandings of gender and sexuality still dominant in the social sciences. This course focuses on the issues queer theory has raised in the social sciences as its influence has spread beyond the humanities. Topics covered include: queer theory’s critique of identity; institutional versus discursive forms of power in the regulation of gender and sexuality; the value of psychoanalysis for the study of sexuality; and lesbian and gay historiography versus queer historiography.—Corber, Valocchi

Theater and Dance

ASSOCIATE PROFESSOR FARLOW, *CHAIRPERSON*;
 PROFESSOR DWORIN;
 ASSOCIATE PROFESSOR POWER;
 ASSISTANT PROFESSORS KARGER, POLIN, AND PRESTON;
 VISITING LECTURERS AGRAWAL, BORTECK GERSTEN, CHANG,
 LAMB, MATTIAS, AND SYLLA; AND
 VISITING LECTURER AND DIRECTOR OF TRINITY/LA MAMA
 URBAN ARTS SEMESTER IN NEW YORK CITY BURKE

The theater and dance curriculum examines the nature of theatrical performance, including theoretical, historical, and experiential perspectives. Emphasis is placed on contemporary forms of theater, dance, and performance within the context of both Western and world traditions. Students are required to take a list of core courses and develop their own track of advanced study and performance work in the department.

The 100-, 200-, and some 300-level courses in the department are designed for students with a general interest as well as for those intending to become majors.

THEATER AND DANCE MAJOR—Students are required to complete 14 course credits for the major. Students who choose the two-credit thesis option complete 15 course credits for the major.

Required courses:

- **THDN 103** Basic Acting
- **THDN 107** Introduction to Performance
- **THDN 110** Foundations of Theatrical Performance
- **THDN 207** Improvisation
- **THDN 394** Directing or **THDN 315** Making Dances
- **THDN 463** Performance Theory
- **THDN 497** Senior Thesis (one credit) OR **THDN 498/499** Senior Thesis Parts 1 and 2 (two credits)

Electives:

- One course in theatrical design (lighting, scene, or costume)
- One course from the following list:
 - a) **THDN 336** Contemporary Dance: Global Perspectives
 - b) **THDN 338** European Theater: East and West
 - c) **THDN 339** Theater of the Americas
- Four theater and dance courses, two of which must be at the 300-level.
- Students who wish to focus their studies on design may take three of the four elective courses in the area of design/technology.

Production Requirements:

All majors are required to participate in at least four Theater and Dance Department productions, either as performers or as designers. Students will receive .25 to .50 credit per production for **THDN 109** or **THDN 309** respectively, and must obtain their adviser's permission to count a production towards the major. In addition, all majors are required to complete 90 hours of design/production work in the Theater and Dance Department. Upon declaring the major, the student will develop a plan with the performing arts technical director. (It is recommended that students complete their production hours in 30-hour segments over the course of three semesters).

A grade of C- or higher must be obtained in all courses for the major. The last term of the senior year must be in residence.

Honors: Typically, departmental honors are awarded to students who have a meritorious record in courses required for the major and complete a two-credit thesis.

Note: No more than three full credits in techniques and applications of theater and dance courses (**THDN 109, 209, 309**), may be counted toward fulfillment of the general credit requirement for the bachelor's degree.

Students who wish to count a course toward the major that originates in another department must petition the Theater and Dance Department for approval. No more than one such course may be counted toward the major.

THDN 399 *Trinity/La MaMa Urban Arts Semester in New York City*:

Sponsored by the Theater and Dance Department, this open semester utilizes the landscape and history of New York City as a catalyst for an intensive study in the arts. Based at the historic and critically acclaimed La MaMa Experimental Theater Club (E.T.C.), the program offers students an immersion experience in the unique and vibrant NYC arts scene. Occurring in the fall semester, the program is designed for both major and non-major arts students. The components include a comprehensive academic seminar, an internship at a nonprofit arts organization, practice classes, attendance at multiple performances each week, field research investigating the nature of artistic process, the realities of pursuing a professional career in the arts, and a culminating project presented at La MaMa E.T.C. In order to foster dynamic academic and artistic growth, the interdisciplinary learning approaches include both group and individualized study and research. In addition to students with a focus in theater, dance, and performance, the semester can accommodate those interested in other genres including visual arts, creative writing, and music. Further information is available from Professor Michael Burke, the faculty sponsor, by telephone at 212-598-3058, or via e-mail: michael.burke@trincoll.edu; or from the chair of the Theater and Dance Department. According to open semester guidelines, students receive four credits for the program, not more than three of which may be counted as electives in the theater and dance major.

FALL TERM

103. Basic Acting—An introduction to the basic elements of acting. Students will work on releasing tension, developing their powers of concentration, promoting spontaneity through improvisation, and exploring a systematic approach to preparing a role for performance. This course is a prerequisite for all upper-level acting courses. (Enrollment limited)—Karger

106. Elements of Movement: As Language/As Art—An introduction to the basic elements of movement as the foundation for exploring such topics as body image, interpersonal communication, creative expression, and dance as performance. (Enrollment limited)—Gersten

107. Introduction to Performance—Utilizing improvisational structures, students will explore the performing body through movement, voice, character, and physical space as the basic elements of performance. Looking at some of the earliest performance traditions, the course will examine the notion of performance as transformative experience and the dancer/actor as the unified source of performance. Specific contexts for performance will be studied and how these influence and redefine the performer's intention. Finally, students will establish a working vocabulary for the performer that evolves out of their active experience and analysis. (Enrollment limited)—Dworin

109. Performance—Major performance participation in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show's director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit) (Enrollment limited)—TBA

109. Production—Major technical role in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show's technical director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit) (Enrollment limited)—TBA

[122. Ballet Technique II]—For the beginning dancer; a study of the fundamentals of technique and alignment as the basis for an introduction to ballet movement vocabulary. (0.5 course credit) (Enrollment limited)

[130. Jazz Dance Technique I]—For the beginning dancer; a study of the fundamentals of technique and alignment as the basis for an introduction to jazz dance movement vocabulary. (0.5 course credit) (Enrollment limited)

131. Modern Dance Technique I—For the beginning dancer; a study of the fundamentals of technique and alignment as the basis for an introduction to modern dance movement vocabulary. (0.5 course credit) (Enrollment limited)—Farlow

205. Intermediate Acting—Students will continue to refine their ability to portray character through movement and gesture, incorporating both classical and contemporary methods of performance training. Monologues and scene study from the Greeks, Moliere, Brecht, and Grotowski will be included. Prerequisite: Theater and Dance 103 or Permission of the Instructor. (Enrollment limited)—Preston

[207. Improvisation]—The study of the spontaneous exploration and creation of movement as the basis for understanding the process of creative problem-solving and performance-making. Students will examine the concepts of time, weight, space, and flow; the fundamentals of breathing and centering; vocal and rhythmic elements; and the basic components of composition and design that underlie the crafting of dance/theater in the moment. (Enrollment limited)

209. African Dance—Energetic and vibrant, African dance embodies joyful expression of the spirit through the physical body. This class provides an introduction to West African dance and culture. Students will learn steps from traditional dances from Guinea, West Africa; the role dance plays in Guinean culture; and develop an understanding of the communication between the drum and the dancer. The class includes a performance requirement, but no previous dance experience is necessary. (0.5 course credit) (Enrollment limited)—Sylla

209. Indian Dance: Kathak Tradition—Expressive, sharp, alluring, and precise, Kathak lives today as an important school of classical dance, which originated over 2,000 years ago. Evolving from a blend of Middle Eastern styles and Indian temple dance, Kathak combines dance, drama, and music to tell a story. Modern Kathak emphasizes geometrical patterns and design with special emphasis on footwork and intricate rhythmic patterns. The course covers specific techniques as well as the cultural context from which they evolved. Also listed under International Studies--Asian Studies. (0.5 course credit) (Enrollment limited)—Agrawal

214. Costume Design—This course includes the study of the history of costume, costume research techniques, the interpretation of design, analysis of playscripts and characters, and construction techniques as appropriate to theater and dance. Students will be exposed to a wide range of skills in costuming and will produce a portfolio of work at the end of the semester. This course includes the study of the history of costume, costume research techniques, the interpretation of design, analysis of playscripts and characters, and construction techniques as appropriate to theater and dance. (Enrollment limited)—Lamb

[216. Scene Design]—A survey of the elements of theatrical design coupled with extensive groundwork in scenic construction. Emphasis on the search for solutions to scenic problems, communication of ideas through scenographic methods, and hands-on construction techniques. (Enrollment limited)

[222. Ballet Dance Technique II]—For the dancer with some experience; a continued exploration and deepening of the dancer's understanding of the principles of ballet movement and a strengthening of technical skills. (0.5 course credit) (Enrollment limited)

230. Jazz Dance Technique II—For the dancer with some experience; a continued exploration and deepening of the dancer's understanding of the principles of jazz dance movement and a strengthening of technical skills. (0.5 course credit) (Enrollment limited)—Matias

[231. Modern Dance Technique II]—For the dancer with some experience; a continued exploration and deepening of the dancer's understanding of the principles of modern dance movement and a strengthening of technical skills. (0.5 course credit) (Enrollment limited)

[239. Theater of the Americas]—A detailed study of the major philosophies, techniques, and performances of theater in North and South America including Nelson Rodrigues (Brazil), Teatro Experimental (Chile), Arthur Miller, Guillermo Gomez-Pina, and the Wooster Group (USA). Also listed under American Studies, Latin American Studies, and English.

309. Stage Production—Major performance or design participation in a faculty-directed Theater and Dance Department production. Cast members will enroll at the first rehearsal. Design students will enroll with the technical director. All students participating in the production will receive .5 credit and will be graded. Do not register for this course during regular Trinity College registration. (0.5 course credit)—TBA

315. Making Dances—An introduction to the principles of choreography using a variety of improvisational and compositional structures. In addition to making their own dances, students will study the working methods and dances of several major contemporary choreographers. Concurrent enrollment in a technique class, either for credit or as an auditor, is recommended.—Farlow

[316. Dances in Repertory]—This course is designed to formalize the structure of the performing group in a repertory setting. Students will learn and perform new dances, maintain dances in repertory, and choreograph for each other. Students will have the opportunity to perform both on and off campus. Concurrent enrollment in a 200- or 300-level dance technique class, either for credit or as an auditor, is required.

322. Ballet Technique III—For the advanced ballet dancer; a focus on refining technical skills and developing performance abilities. (0.5 course credit) (Enrollment limited)—Chang

[330. Jazz Dance Technique III]—For the advanced jazz dancer; a focus on refining technical skills and developing performance abilities. (0.5 course credit) (Enrollment limited)

[331. Modern Dance Technique III]—For the advanced modern dancer; a focus on refining technical skills and developing performance abilities. (0.5 course credit) (Enrollment limited)

338. 20th-Century European Theater/Drama—An exploration of seminal European plays and productions from 1900 to the present. Among the playwrights to be examined are Pirandello, Brecht, Beckett, Ionesco, Genet, Weiss and Strauss. Famous productions by directors such as Stanislavski, Meyerhold, Reinhardt, Stein and Brook will also be studied.—Polin

[345. Comedy, Clowning, and Theatrical Style]—What is comedy? Why is something funny? This course will focus on the art of theatrical clowning. From the buffoons of the Middle Ages to the archetypes of the Commedia dell' Arte, from Shakespeare's fools to the circus clown and the new vaudevillian, the course will unlock the improvisational anarchy that provides a framework for creating serious new physical comedy.

[363. Performance Theory]—This course will explore performance theory from the Greeks to the present day. Particular emphasis will be paid to the application of theory to theatrical creation and to the role of theater in society. Prerequisite: Theater and Dance 110, and a Theater and Dance history course or Theater and Dance 208 or Permission of Instructor.

393. Playwrights Workshop I—An introduction to different styles and techniques of playwrighting through the study of selected plays from various world theater traditions. Assignments and exercises will lead to the development of short plays scripted by students. Prerequisite: At least one theater and dance course or Permission of the Instructor. (Enrollment limited)—Karger, Preston

394. Directing—This course explores the fundamentals of stage directing. Students will read texts by and about major 20th-century directors. In addition, students will direct a scene for each class, focusing on and combining different directing skills, including the understanding of stage space, movement, and text. The class will culminate in a presentation of one-act plays directed by the students. Prerequisite: C- or better in Theater and Dance 103 or 208 or Permission of Instructor. (Enrollment limited)—Polin

399. Trinity/La MaMa Urban Arts Semester in NYC—Only open to students enrolled in Trinity/La MaMa Urban Arts Open Semester in New York City Program. (0.5-2 course credit)—Burke Jr.

[401. Performance Workshops/Trinity/La MaMa/New York City Performing Arts Program]—A participatory workshop in which students interested in performing can work on expanding their expressive vocabulary and develop physical, vocal, and psycho-physical skills. Classes include sessions in movement, improvisation, voice, image work, text and scene work. Only students accepted in the Trinity/La MaMa New York City Performing Arts Program can enroll in this course. (2 course credits)

[405. The Nonprofit Arts Organization/Trinity/La MaMa/New York City Performing Arts Program]—Students will work at a field placement selected by the student and the administrative director for a minimum of 15 hours each week. In addition, they will attend a weekly seminar with the administrative director of the Program to discuss their on-site work, as well as hear lectures, do readings, and discuss how nonprofit arts organizations are structured and function. Only students accepted in the Trinity/La MaMa New York City Performing Arts Program can enroll in this course. —Staff

[411. Performance Analysis/Trinity/La MaMa/New York City Performing Arts Program]—In this course, students will investigate ways to evaluate and discuss performance. They will attend three performances each week and a two-hour weekly seminar. The seminar will focus on exploring ways to articulate and write about the performances they see. In addition, students will do readings, view videotapes, read reviews, and discuss the historical and cultural context of the performance work they attend. Only students accepted in the Trinity/La MaMa New York City Performing Arts Program can enroll in this course. (2 course credits)

463. Performance Theory—Performance may be used as an organizing concept for studying a wide range of behaviors and situations from formalized theater and dance practice to museums, film, sound, and the aesthetics of everyday life. The performance as a theoretical framework can also be employed to view how elections are organized or how popular culture makes visible the politics of gender, race, and sexuality. This course is primarily intended for juniors and seniors and aims to train students to document, theorize, and analyze both formal and non-formal sites of performance through fieldwork, interviews, and research of primary texts. After a general presentation of the course material, students will meet with the instructor in pairs on a weekly basis for approximately one hour. At each of these sessions, one student will present a 5-7 double-spaced page paper while the other is responsible for a thoughtful and constructive critique. Each week, students will alternate between presenting and critiquing the other's paper for a total of 5 papers and 5 critiques. This course is designed for students who wish to work intensively on their writing and rhetorical skills in partnership with other students and the professor. For Junior and Senior Theater and Dance majors or with Permission of Instructor. (Enrollment limited)—Polin

497. Senior Thesis—A capstone exercise for all theater and dance majors who do not elect the two-credit thesis option. Students will be required to present an original theatrical piece as the culmination of their work in the Theater and Dance Department. —Staff

498. Senior Thesis Part 1—Year-long independent study. An option available only to students with strong academic records in the major and proven ability to work independently. Individual topics to be selected by the student and approved by departmental faculty. It is expected that the thesis will consist of a substantial written component with a performance or public presentation which relates in some fundamental way to the written part of the thesis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (two course credits are considered pending in the first semester; two course credits will be awarded for completion in the second semester.) (2 course credits) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

English 337. Writing for Film—An introduction to the craft of screenwriting with a strong emphasis on story selection and development. Students will complete a full-length screenplay over the course of the semester. We will read and analyze scripts that have been made into films, and we will workshop student work through the semester. Writing experience recommended. For English majors, this course satisfies the requirement of an elective. This course can be counted toward fulfillment of requirements for the film studies minor. Not open to first-year students. Prerequisite: Permission of Instructor.—McKeon

SPRING TERM

- 103. Basic Acting**—An introduction to the basic elements of acting. Students will work on releasing tension, developing their powers of concentration, promoting spontaneity through improvisation, and exploring a systematic approach to preparing a role for performance. This course is a prerequisite for all upper-level acting courses. (Enrollment limited)—Preston
- 109. Performance**—Major performance participation in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show's director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit)—TBA
- 109. Production**—Major technical role in a faculty-directed dance showcase concert or a non-faculty-directed Theater and Dance Department production. Students participating in the production should see the show's technical director to arrange for .25 credit. Do not register for this course during regular Trinity College registration. (0.25 course credit)—TBA
- 110. Foundations of Theatrical Performance**—An exploration of the fundamental components of theatrical performance: character, action, voice, gesture, and stage space. Students will be introduced to a wide range of dramatic texts, choreographies, and performance practices from both Western and non-Western traditions. (Enrollment limited)—Farlow
- 130. Jazz Dance Technique I**—For the beginning dancer; a study of the fundamentals of technique and alignment as the basis for an introduction to jazz dance movement vocabulary. (0.5 course credit) (Enrollment limited)—Matias
- [131. Modern Dance Technique I]**—For the beginning dancer; a study of the fundamentals of technique and alignment as the basis for an introduction to modern dance movement vocabulary. (0.5 course credit) (Enrollment limited)
- [205. Intermediate Acting]**—Students will continue to refine their ability to portray character through movement and gesture, incorporating both classical and contemporary methods of performance training. Monologues and scene study from the Greeks, Moliere, Brecht, and Grotowski will be included. Prerequisite: Theater and Dance 103 or Permission of the Instructor. (Enrollment limited)
- 206. The Eye of the Beholder: Theatrical Performance and Critical Values**—Why are we profoundly moved by a particular performance we see? Why are we perplexed? Or bored? Or disturbed? To understand why we react as we do is to understand something fundamental about the nature of theatrical performance as we come to terms with our own values about art and life. This course will ask students to examine, to discuss, and to write about their reactions to the performances they see both on and off campus during the course of the semester. We will also explore the role of the professional critic: How do critics affect what we see? How do critics make judgments? And, can critics enhance our understanding of the theatrical experience?—Power
- 207. Improvisation**—The study of the spontaneous exploration and creation of movement as the basis for understanding the process of creative problem-solving and performance-making. Students will examine the concepts of time, weight, space, and flow; the fundamentals of breathing and centering; vocal and rhythmic elements; and the basic components of composition and design that underlie the crafting of dance/theater in the moment. (Enrollment limited)—Dworin
- 209. African Dance**—Energetic and vibrant, African dance embodies joyful expression of the spirit through the physical body. This class provides an introduction to West African dance and culture. Students will learn steps from traditional dances from Guinea, West Africa; the role dance plays in Guinean culture; and develop an understanding of the communication between the drum and the dancer. The class includes a performance requirement, but no previous dance experience is necessary. (0.5 course credit) (Enrollment limited)—Sylla
- 209. Indian Dance: Kathak Tradition**—Expressive, sharp, alluring, and precise, Kathak lives today as an important school of classical dance, which originated over 2,000 years ago. Evolving from a blend of Middle Eastern styles and Indian temple dance, Kathak combines dance, drama, and music to tell a story. Modern Kathak emphasizes geometrical patterns and design with special emphasis on footwork and intricate rhythmic patterns. The course covers specific techniques as well as the cultural context from which they evolved. Also listed under International Studies--Asian Studies. (0.5 course credit) (Enrollment limited)—Agrawal
- [213. Fiat Lux: Light and Theatrical Design]**—How do the elements of natural light inform us of the possibilities of light as an element of theatrical design? This course will investigate light, as it exists in nature, as a basis for defining and understanding its controllable properties and its dramatic impact. Students will be exposed to the language, tools, and methods for the creation and implementation of stage lighting and design. (Enrollment limited)
- [214. Costume Design]**—This course includes the study of the history of costume, costume research techniques, the interpretation of design, analysis of playscripts and characters, and construction techniques as appropriate to theater and dance. Students will be exposed to a wide range of skills in costuming and will produce a portfolio of work at the end of the semester. This course includes the study of the history of costume, costume research techniques, the interpretation of design, analysis of playscripts and characters, and construction techniques as appropriate to theater and dance. (Enrollment limited)
- 222. Ballet Dance Technique II**—For the dancer with some experience; a continued exploration and deepening of the dancer's understanding of the principles of ballet movement and a strengthening of technical skills. (0.5 course credit) (Enrollment limited)—Chang

[230. Jazz Dance Technique II]—For the dancer with some experience; a continued exploration and deepening of the dancer's understanding of the principles of jazz dance movement and a strengthening of technical skills. (0.5 course credit) (Enrollment limited)

235. Voice—This course teaches students how to use the voice in performance by expanding their expressive range through structured exercises that develop resonance and articulation and that free specific tension points. The approach to vocal work developed by Kristin Linklater will be the foundation for this investigation. (Enrollment limited)—TBA

307. Performance Art—Students will explore the nature of performance art from its historical and theoretical roots. Emphasis will then be placed on actively developing group and solo performance using autobiographical material, “found text,” visual imagery, music, and movement as resources. By studying the work of diverse contemporary performance artists who address issues of identity, culture, and global concerns, students will gain insight into the many approaches to creating performance art. Prerequisite: At least one theater and dance course or Permission of the Instructor. (Enrollment limited)—Burke Jr.

309. Stage Production—Major performance or design participation in a faculty-directed Theater and Dance Department production. Cast members will enroll at the first rehearsal. Design students will enroll with the technical director. All students participating in the production will receive .5 credit and will be graded. Do not register for this course during regular Trinity College registration. (0.5 course credit)—Karger, Preston

[315. Making Dances]—An introduction to the principles of choreography using a variety of improvisational and compositional structures. In addition to making their own dances, students will study the working methods and dances of several major contemporary choreographers. Concurrent enrollment in a technique class, either for credit or as an auditor, is recommended. Prerequisite: Theater and Dance 107 or 207.

[322. Ballet Technique III]—For the advanced ballet dancer; a focus on refining technical skills and developing performance abilities. (0.5 course credit)

331. Modern Dance Technique III—For the advanced modern dancer; a focus on refining technical skills and developing performance abilities. (0.5 course credit) (Enrollment limited)—Farlow

332. Education Through Movement—In this course, students will examine the philosophical and theoretical foundations of arts education in general and movement education in particular. Students will participate in a semester-long movement/arts residency program in a Hartford elementary school with professional artists from the community. This project, which culminates in a large-scale performance piece with the children, gives students an on-site experience of how movement is integrated into an existing public school curriculum. (Enrollment limited)—Gersten

345. Special Topics: Mask and Physical Theater—The use of masks goes back to the origins of theater and has been a vital element of advanced actor training. Through practical exercises that are designed to open up the expressiveness of the actor's body we will explore the world of masks and contemporary physical theatre. Readings will focus on the historical aspects of masks and their importance as a means of expression. Prerequisite: A grade of C- or better in either Theater and Dance 103 or Theater and Dance 207 (Enrollment limited)—Karger, Preston

373. Human Rights Through Performance: The Incarcerated—In this course we will examine selected human rights issues through a multi-disciplinary approach that includes readings, discussion, journal writing, site visits and art-making. This semester's study will look at life behind the razor wire—what are the human rights issues that emerge in the world of the incarcerated? Included in our investigation will be the question of the death penalty, the notion of rehabilitation vs. punishment, gender-specific issues and the impact of the arts on prisoners and the institution of prison. (Enrollment limited)—Dworin

[394. Directing]—This course explores the fundamentals of stage directing. Students will read texts by and about major 20th-century directors. In addition, students will direct a scene for each class, focusing on and combining different directing skills, including the understanding of stage space, movement, and text. The class will culminate in a presentation of one-act plays directed by the students. Prerequisite: C- or better in Theater and Dance 103 or 208 or Permission of Instructor. (Enrollment limited)

494. Advanced Directing: Play-Building—In this course, students will conceive, write, and direct a performance working from dramatic and literary texts, as well as from “found sources.” In addition, students will study modern directing theory, with particular emphasis on the concept of “total theater,” and the development of individual process and style. Sources studied will include both physical and textual approaches to performance. Prerequisite: Theater and Dance 394. Prerequisite: C- or better in Theater and Dance 394. —Polin

499. Senior Thesis Part 2—An option available only to student with strong academic records in the major and proven ability to work independently. Individual topics to be selected by the student and approved by departmental faculty. It is expected that the thesis will consist of a substantial written component with a performance or public presentation which relates in some fundamental way to the written part of the thesis. Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this year-long thesis. (2 course credits are considered pending for Part 1 in the first semester; 2 course credits will be awarded for completion of Part 2 in the second semester.) (2 course credits) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[Modern Languages 233. Russian and Soviet Theater]—An exploration of a variety of topics in Russian and Soviet theater from the 1830s to the present: the plays, the experiments and developments in acting technique and scenic design as well as their theoretical foundations. Particular emphasis will be given to the thirty years at the beginning of this century and theater developments in the past decade. Discussion will also cover reasons for restaging the classics in recent years and the serious challenges confronting the artistic community during the Stalin years and continuing beyond the Brezhnev era. (Listed both as Modern Languages 233-93 and Russian 337-01; under the Russian and Eurasian concentration of the International Studies Program; and Theater and Dance.)

[Russian 337. Russian and Soviet Theater]—An exploration of a variety of topics in Russian and Soviet theater from the 1830s to the present: the plays, the experiments and developments in acting technique and scenic design as well as their theoretical foundations. Particular emphasis will be given to the thirty years at the beginning of this century and theater developments in the past decade. Discussion will also cover reasons for restaging the classics in recent years and the serious challenges confronting the artistic community during the Stalin years and continuing beyond the Brezhnev era. (Listed both as Modern Languages 233-93 and Russian 337-01; under the Russian and Eurasian concentration of the International Studies Program; and Theater and Dance.)

Women, Gender, and Sexuality Program

PROFESSOR CORBER, *DIRECTOR*;
CHARLES A. DANA PROFESSOR OF HISTORY HEDRICK

The program in Women, Gender, and Sexuality takes gender and sexuality as its critical terms of inquiry, exploring them as social constructs and analyzing their impact on the traditional disciplines. The program draws on the liberal arts and sciences to examine a wide range of topics relating to gender and sexuality, including women's varied experiences in different historical periods and cultures, as well as their contributions to culture in all its forms; the relationship among sex, gender, and sexuality; lesbian, gay, and transgender subcultures, and their histories and politics; and the institutional and discursive regulation of gender and sexuality. Recognizing that gender and sexuality cut across most fields of knowledge and that race, class, and nation are crucial components of gender and sexual identities, the program has both an interdisciplinary and cross-cultural focus.

Participating Faculty and Staff

- ** Dina Anselmi, Associate Professor of Psychology
- Zayde Antrim, Assistant Professor of History
- Carol Any, Associate Professor of Modern Languages
- Janet Bauer, Associate Professor of International Studies
- Barbara Benedict, Professor of English
- *** Sarah Bilston, Assistant Professor of English
- Patricia Byrne, Associate Professor of Religion
- Stephanie Chambers, Assistant Professor of Political Science
- *** Carol Clark, Associate Professor of Economics
- Nicholas K. Davis, Visiting Assistant Professor of English
- Frederick Errington, Distinguished Professor of Anthropology
- Dario Euraque, Associate Professor of History
- Lucy Ferriss, Writer-in-Residence
- Luis Figueroa, Associate Professor of History
- Sheila Fisher, Associate Professor of English
- Adrienne Fulco, Associate Professor of Legal and Policy Studies
- Abosede George, Assistant Professor of History
- Cheryl Greenberg, Professor of History
- Karen Humphreys, Visiting Assistant Professor of Modern Language
- Dianne Hunter, Professor of English
- Kathleen Kete, Associate Professor of History
- Anne Lambright, Associate Professor of Modern Languages
- * Paul Lauter, Allan K. Smith and Gwendolyn Miles Smith Professor of English
- Sonia Lee, Professor of Modern Languages

Laura Lockwood, Director of the Women's Center
Anne Lundberg, Director of Internship Programs
Donna Marcano, Assistant Professor of Philosophy
* Theresa Morris, Associate Professor of Sociology
Jane Nadel-Klein, Professor of Anthropology
Beth Notar, Assistant Professor of Anthropology
Susan Pennybacker, Associate Professor of History
** Margo Perkins, Associate Professor of English and American Studies
Katharine Power, Associate Academic Dean and Associate Professor of Theater and Dance
Martha Risser, Associate Professor of Classics
Paula Russo, Associate Professor of Mathematics
Michael Sacks, Professor of Sociology
Brigitte Schulz, Associate Professor of Political Science
Mark Setterfield, Professor of Economics
Jennifer Steadman, Visiting Assistant Professor of English and American Studies
King-fai Tam, Associate Professor of Modern Languages and International Studies
Stephen Valocchi, Professor of Sociology
Maurice Wade, Professor of Philosophy
Chloe Wheatley, Assistant Professor of English
Sarah Willburn, Visiting Assistant Professor of English
Gail Woldu, Associate Professor of Music
Diane Zannoni, Professor of Economics

CURRICULAR OPTIONS

Students may either major or minor in Women, Gender, and Sexuality. The requirements for both are listed below.

THE MAJOR

Majors are required to complete, with grades of C- or better, thirteen course credits in Women, Gender, and Sexuality, which must include the following:

- Four Core Courses
 - a) Women, Gender, and Sexuality 101. Women, Gender, and Sexuality
 - b) Women, Gender, and Sexuality 301. Western Feminist Thought
 - c) Women, Gender, and Sexuality 369. Queer Studies: Issues and Controversies
 - d) Women, Gender, and Sexuality 401. Senior Seminar; or a departmental senior seminar cross-listed with Women, Gender, and Sexuality.
- Five courses in a concentration
 - a) By the spring of junior year, each student will design a concentration. These may be in a discipline or field (e.g., sociology, history, queer studies), on a theme (e.g., race and ethnicity), or on a problem (e.g., violence against women).
- Four other courses in Women, Gender, and Sexuality. (1-course credit of a 2-credit thesis may count toward the elective total.)

In order to ensure rigor, breadth, and diversity, the concentration and elective courses must include the following:

- Four courses at the upper level (300 and above)
- Two courses from Arts/Humanities and two courses from Social/Natural Sciences
- Two courses from a list of transnational and multicultural courses, at least one of which must be a transnational course, chosen in consultation with the program director.

Up to two cognate courses and a one-credit internship may be counted toward the major.

The award of Honors in Women, Gender, and Sexuality will be based on a grade point average of 3.5 or better in the courses for the major and completion of a senior thesis with a grade of A- or better. Application to complete a senior thesis should be made to the Director of Women, Gender, and Sexuality the semester before the thesis is undertaken.

THE MINOR

The minor consists of six courses completed with a C- or better: 1) two required core courses in Women, Gender, and Sexuality; 2) three electives in Women, Gender, and Sexuality; and 3) a senior seminar.

- The core courses (recommended in sequence)
 - a) Women, Gender, and Sexuality 101. Introduction to Women, Gender, and Sexuality (ordinarily taken in the freshman or sophomore year)
 - b) Women, Gender, and Sexuality 301. Western Feminist Thought or Women, Gender, and Sexuality 369. Queer Studies: Issues and Controversies.

- The electives
 - a) Students planning a minor in Women, Gender, and Sexuality will, in consultation with the program director, select three electives chosen from a list of cross-listed Women, Gender, and Sexuality courses. As a rule, this selection will be made in the sophomore year.
- One elective course must be taken in each of the following areas:
 - a) Arts and Humanities;
 - b) Social Sciences and Natural Sciences
- The senior seminar: Women, Gender, and Sexuality 401. Senior Seminar.

COURSE OFFERINGS

The core courses are offered every year. The other Women, Gender, and Sexuality courses vary somewhat from year to year but are offered on a fairly regular basis.

FALL TERM

COURSE CORE TO WMGS MAJOR

207. Homosexuality and Hollywood Film—The 20th century is generally understood as a crucial period for the emergence and consolidation of modern lesbian and gay identities and practices. A case can be made for the special role of Hollywood in this historical process. Stars such as Greta Garbo, Marlene Dietrich, Bette Davis, James Dean, Marlon Brando, and Montgomery Cliff provided lesbians and gays with powerful models of gender and sexual nonconformity, and Hollywood genres such as the musical and the domestic melodrama informed the camp sensibility in crucial ways. Beginning with the 1930s and ending with the 1990s, this course examines how Hollywood contributed to the formation of lesbian and gay subcultures. It pays particular attention to the representation of lesbians and gays in Hollywood films and how this representation did and did not shift over the course of the 20th century. In addition, it engages recent theoretical and historical work on gender and sexuality. Mandatory weekly screenings. (Also listed under English.) (Enrollment limited)—Corber

[212. History of Sexuality]—Sexuality is commonly understood as a natural or biological instinct, but as scholars have recently shown, it is better understood as a set of cultural practices that have a history. Starting with the ancient Greeks, this course examines the culturally and historically variable meanings attached to sexuality in Western culture. It pays particular attention to the emergence of sexuality in the 19th century as an instrument of power. It also considers how race, class, gender, and nationality have influenced the modern organization of sexuality. Topics covered include sex before sexuality, sexuality and colonialism, sexuality and U.S. slavery, and the emergence of the hetero/homosexual binarism in the late-19th century. Primary readings include *The Symposium*, *A Passage to India*, *Incidents in the Life of a Slave Girl*, *The Well of Loneliness*, and *The Swimming Pool Library*. Secondary readings include work by Michel Foucault, David Halperin, Angela Davis, Hazel Carby, Martin Duberman, George Chauncey, Madeline Davis and Elizabeth Kennedy. (Also listed under History.) (Enrollment limited)

301. Western Feminist Thought—An exploration of the main currents in American feminism, with occasional excursions into European thought. The course readings assume (rather than demonstrate) women's historical subordination to man and put forward various explanations and strategies for change. Readings in J.S. Mill, C. P. Gilman, Emma Goldman, Simone de Beauvoir, Adrienne Rich, bell hooks, Mary Daly, Audre Lorde, and others. Primarily for sophomores and juniors. Permission of the instructor is required. Prerequisite: C- or better in one other course in Women Gender and Sexuality. (Enrollment limited)—Hedrick

[307. Women's Rights as Human Rights]—This course is a cross-cultural investigation of the gendered nature of human rights and of the changes in different societies that have resulted from struggles for human rights for women. Topics covered will include rights to protection against sexual abuse and gender violence (such as female genital mutilation), subsistence rights, reproductive rights, human rights and sexual orientation, and the rights of female immigrants and refugees. The course will make use of formal legal documents as well as cultural materials such as novels, films, personal testimonies, religious rituals, and folk traditions in music. (Also listed under Public Policy.)

315. Women in America—An examination of women's varied experiences in the public and private spheres, from their own perspective as well as that of the dominant society. The experiences of women of different classes and races will be compared, as will the relationship between images of women and changing realities of their lives. Emphasis on the 19th and 20th centuries. (Enrollment limited)—Hedrick

[323. The Trouble with Normal: An Introduction to Queer Theory]—This course provides an introduction to queer theory, a set of theoretical and critical practices that have recently transformed the study of gender and sexuality. Reading rebelliously within the canon, it stages an encounter between some of the most influential queer theorists (Michel Foucault, Judith Butler, Eve Sedgwick, and Michael Warner) and a series of cononical texts drawn from nineteenth- and twentieth-century American literature. The purpose of this encounter is to bring greater historicity to queer theory while deepening students' understanding of the place of sexuality in the American literary past. Novels include *Billy Budd*, *The Awakening*, *The Ambassadors*, *The Professor's House*, *Passing*, *The Great Gatsby*, *The Sun Also Rises*, and *Nightwood*. (Enrollment limited)

401. Senior Seminar—The goals of this seminar are to sharpen critical thinking and to afford an opportunity for synthesis of student work in women, gender, and sexuality. Towards these ends we will examine the construction of race, class, and sexuality in America as they intersect with gender. The capstone of the course is a twenty-five-page research paper. There will be

opportunities to share work in progress with seminar members and to involve the wider campus community in the issues. Course open only to senior Women Gender and Sexuality majors and minors. (Enrollment limited)—Corber

OTHER WMGS COURSES

234. Gender and Education—What is gender equity in schooling and what impact does this have on gender equity more broadly? Different disciplinary perspectives on the impact of gender in learning, school experience, performance and achievement will be explored in elementary, secondary, post-secondary, and informal educational settings. The legal and public policy implications of these findings (such as gender-segregated schooling, men's and women's studies programs, curriculum reform, Title IX, affirmative action and other proposed remedies) will be explored. Findings on socialization and schooling in the U.S. will be contrasted with those from other cultures. (Enrollment limited)—Bauer

[378. Sexual Orientation and the Law]—The purpose of this course is to introduce students to the growing theoretical literature and case law in the area of sexual orientation and the law. We will study the historical treatment of gays and lesbians as a matter of law and public policy, and we will examine the particular discriminatory laws that have been enacted at the local, state, and national level. Texts will include books on a variety of policy issues concerning the legal status of gays and lesbians, as well as court cases, legal briefs, and law review articles. Topics will range from same-sex marriages to discrimination against individuals infected with the HIV virus. Prerequisite: Women Gender and Sexuality 101 or 212 or Public Policy 201 or 202

[466. Teaching Assistantship]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and director are required for enrollment. (0.5-1 course credit) —Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

Anthropology 207. Anthropological Perspectives of Women & Gender—Using texts and films, this course will explore the nature of women's lives in both the contemporary United States and a number of radically different societies around the world, including, for example, the !Kung San people of the Kalahari and the Mundurucu of Amazonian Brazil. As they examine the place of women in these societies, students will also be introduced to theoretical perspectives that help explain both variations in women's status from society to society and "universal" aspects of their status. (May be counted toward international studies and women, gender, and sexuality.)—Nadel-Klein

[Classical Civilization 208. Men, Women, and Society in Ancient Greece and Rome: Myth and Reality]—This course takes a look at the assumptions about the nature and function of men and women that informed the ancient cultures of Greece and Rome, as revealed through their mythology, law, politics, religion, literature, art, and daily life. From this investigation emerge both a clearer sense of what the Greek and Roman civilizations were like and an understanding of the ways in which our own society incorporates or diverges from their principles.

Classical Civilization 224. Sex and Sexualities in Ancient Greece and Rome—Do current Western attitudes toward sex and sexuality have a history? How and why did ancient Greek society glorify and institutionalize homosexuality and consider it superior to heterosexuality? What were the origins and evolution of Greek and Roman sexual attitudes and practices, and in what ways did Roman sexuality differ from Greek? This course will examine ancient Greek and Roman sexual values and practices in order to illuminate contemporary attitudes toward sex and the body. Readings will include selections from Homer, Sappho, Plato, Juvenal, Martial, Petronius, Catullus, and other ancient writers, as well as modern critical analyses. This course is intended for and open to all students. There is no prerequisite and no limit on enrollment.—Anderson

English 290. Introduction to Literature and Psychology—Emphasizing the roots of literature's power to generate emotional and aesthetic responses, and exploring the relationship between literary work and dream work, this course examines how literature transforms fantasies toward meanings. Authors to be studied include Shakespeare, Kyd, Coleridge, Keats, Mary Shelley, Poe, Virginia Woolf, Freud, Erikson, Holland, Stoppard, Plath, and Hughes. This course satisfies the requirement of a literary theory course. This course can be counted toward fulfillment of requirements for the literature and psychology minor. Prerequisite: English 260 with a minimum grade of C-. —Hunter

[English 315. Girls Growing Up in Victorian Literature]—This course examines the evolution of the concept of adolescence in the Victorian period, focusing in particular on representations of girls growing up. What language did authors use, and what concepts did they employ, to capture young girls' experiences in an era before the theorization of adolescent development? Answers will be sought in a broad range of texts, some canonical, some less well-known. Other major topics the course will address include matters of faith and doubt; the role of the private sphere in the creation of the self; the place of marriage in the social arrangement; cultural policies of inclusion and exclusion; imperial adventures and imperial invasions. This course satisfies the requirement of a course emphasizing literature written after 1800.

English 322. Revisions of Shakespeare—Examination of works by Chekhov, Bergman, Wilde, Carne, Pirandello, Woolf, Freud, Jones, Olivier, Cukor, Stoppard, Bate, Allen, Branagh, and others in light of selected plays by Shakespeare. Course themes include creativity in the theater, life as a dream, sex roles and gender as performance, the presentation of self in everyday life, and performativity as being. This course can be counted toward fulfillment of requirements for the literature and psychology minor, as well as for fulfillment of the English major requirement for a theory course or of a course concentrating on literature written after 1800.—Hunter

[English 348. Women Writers of the Middle Ages]—This course will study works in a variety of genres, from the lyric and the romance to the autobiography and the moral treatise, written by medieval women in England, Europe, and Asia. In addition to analyzing the texts themselves, we will be examining them within their social, historical, and political contexts as we discuss such issues as medieval women's literacy, education, and relationships to the male-authored literary traditions of their cultures. Through the term, we will be trying to determine the degree to which we can construct a recognizable woman's literary tradition for this period. This course satisfies the requirement of a course emphasizing literature written before 1800. Prerequisite: English 260 with a minimum grade of C-.

[English 373. Feminist Literary Theory]—This course will survey the field of feminist literary theory, tracing topics such as recovering female literary traditions, the intersection of race, class and gender, women's creativity and silence, gender and genre, sexuality and embodiment, globalization, and literature as activism. Authors studied may include: Audre Lorde, Patricia Williams, Joan Scott, Diana Fuss, Jane Tompkins, Helene Cixous, Luce Irigaray, Chandra Mohanty, Assia Djebar, bell hooks, Judith Butler, Sandra Gilbert, Susan Gubar, Bonnie Zimmerman, Alice Walker, and Nancy Armstrong, among others. This course satisfies the requirement of a literary theory course.

French 233. African Cinema—Although the image of Africa has been a major subject and a racist misconception of Western cinema since its inception, African cinema itself appeared on the world screen with the independence of the continent in the 1960s. This course will introduce students to the images that Africans have of themselves and their societies, past and present. As we study the evolution of African cinema using a wide array of films that portray the many cultural facets of the continent and the diverse political agendas of the directors, we will explore the issue of cinema as a nation-building endeavor as each African society defines its own modern identity while reconsidering its past. We will see that this modern identity is anchored for the most part in the redefinition of the family and the status of women. The films studied will be mostly from West and North Africa, and women directors will be represented as much as possible: although, as in the West, they are still less numerous than male directors. (This course is also offered under the African Studies and the Women's Studies programs.) (Listed as both Modern Languages 233-32 and French 233-03.)—Lee

French 355. Special Topics in French Literature: The Novel since the 17th century—The French Novel from the 17th century to the Present: The role of women in French society. In this course we will examine the evolution of the role of women as France changes from the Monarchy to the Republic. The novel as a mirror of its time illustrates Simone de Beauvoir famous remark that one is not born a woman but rather becomes society's concept of womanhood. We will read novels by Madame de Lafayette, Laclos, Flaubert, Zola, de Beauvoir, Duras and others.—Lee

History 349. Black Women's Social Movement Activisms—In this course we will examine social movements of the post-emancipation United States from the perspective of Black women activists. By looking at such movements as anti-lynching, progressive education, Back to Africa, suffrage, legal civil rights, Black Power, feminism, welfare rights, and GLBT liberation/queer rights, we will trace and analyze how Black women's activisms are a continuous and constant force in U.S. history. Along the way, we will also contemplate and discuss how the trajectory of U.S. history changes when we look at the past from the perspective of Black women.—Gilmore

[International Studies 218. Women, Gender, and Family in the Middle East]—The examination of women's lives in the "man's world" of the Middle East. Is there a conflict between modern and traditional gender roles and expectations? The course looks at the impact of 20th-century modernization and socio-political change on gender relations, sexuality, adolescence, family structure, local culture, and feminist movements across the Middle East and North Africa. Case studies survey male and female perspectives in a variety of ethnic/religious communities (Muslim, Jewish, Christian) and types of societies (Bedouin, agricultural, urban). (Also offered under Women, Gender, and Sexuality.)

[International Studies 254. Women's Image in Contemporary Iranian Fiction]—This course focuses on the role of secular voices in three historical periods—the post-Constitutional Revolution era, which led to the emergence of the novel and short story as literary genres in Iranian literature, the era of the Pahlavi dynasty, when modernization processes influenced the cultural context, and the of post-1979 Revolution era, when the Islamization of the country inhibited open secular practices. Examining through selected literary texts dominant gender relations, life styles, acceptance or rejection of women in the public sphere, and the extent of misogyny towards women, we will investigate the impact and spread of secular ideas throughout Iranian society. This course seeks to show that secular voices and life styles were not diminished over the 20th century. Rather, attempts to reproduce them have provided a dynamic challenge to fundamentalism in Iran. - Moossavi

[International Studies 316. Gender Relations in Refugee Communities]—Some observers believe that gender relations are strained when, during times of crisis, the social fabric is challenged. Being forced to flee and seek refuge is one such source of potential social change. Much of the gender and development literature also suggests that in many cases, women are more vulnerable to the hazardous situations caused by human disasters. This course will examine these observations in the case of Afghan women's experiences in Iran. Specifically this course will explore how Afghan families living, for long periods in Iran were affected by the challenges Iranian society was undergoing with respect to women's education, reproductive health, family planning, and other gender-related issues. Using a variety of materials, from video tapes to case histories, students will gain an understanding of the impact of the refugee experience on gender relations and the role of non-government organizations in the resettlement process.

Modern Languages 233. African Cinema—Although the image of Africa has been a major subject and a racist misconception of Western cinema since its inception, African cinema itself appeared on the world screen with the independence of the continent in the 1960s. This course will introduce students to the images that Africans have of themselves and their societies,

past and present. As we study the evolution of African cinema using a wide array of films that portray the many cultural facets of the continent and the diverse political agendas of the directors, we will explore the issue of cinema as a nation-building endeavor as each African society defines its own modern identity while reconsidering its past. We will see that this modern identity is anchored for the most part in the redefinition of the family and the status of women. The films studied will be mostly from West and North Africa, and women directors will be represented as much as possible: although, as in the West, they are still less numerous than male directors. (This course is also offered under the African Studies and the Women's Studies programs.) (Listed as both Modern Languages 233-32 and French 233-03.)—Lee

[Music 224. Music of Black American Women]—A broad survey of the music of black American women, focusing primarily on the music and lives of the great classic blues singers and the jazz singers of the 1940s through 1960s. No previous training in music is required.

[Political Science 277. The Law, Gender Issues, and the Supreme Court]—This course introduces students to contemporary gender issues as they are treated both in the law and in the decisions of the U.S. Supreme Court. We will explore some of the historical antecedents to contemporary legal gender questions and then examine in detail the following areas of controversy: affirmative action, the equal rights amendment, surrogate parenthood, abortion, and sex discrimination, including AIDS-related questions. For background, the following courses are recommended but not required: Political Science 102, 307, 316, Women's Studies 301, or a course in U.S. history since the Civil War. The format of the course is primarily discussion. Not open to first-year students.

Political Science 326. Women and Politics—This course explores the role of women in American politics across the 20th century. We will examine the collective efforts made by American women to gain political rights, secure public policies favorable to women, and achieve an equal role for women in the political realm and society more broadly. We will try to understand how and why women's political views, voting behavior and the rates of participation have changed over the 20th century and why they remain distinctive from men's. We will also explore the deep ideological divisions among American women, exploring the strikingly different ways that feminists and conservative women define what is in the best interest of women. Finally we end the course by studying women as politicians. We will assess the obstacles women face in getting elected or appointed to political positions, whether or not they act differently from their male counterparts and the significance of their input. Prerequisite: C- or better in Political Science 102 or permission of instructor. —Chambers

Psychology 375. The Psychology of Human Sexuality—This course will examine the relevant theories and research related to the study of human sexuality, primarily from a psychological perspective. Specific topics to be covered include the development of sexuality through the life span, the construction of gender, sexually deviant behaviors, sexual orientation, cultural diversity, adult sexual bonding, the portrayal of sexuality in the media, sexual abuse and assault, and the expression of sexuality in relationships. Prerequisite: C- or better in Psychology 270 or 273. —Burns

Sociology 355. Reproduction, Birth, and Power—This course will examine topics related to reproductive practices, experiences, and ideologies through current, historical, and cross-cultural lenses, with a focus on understanding the U.S. experience. Through our study of specific topics such as contraception, prenatal testing, assisted reproductive technologies, and women's pregnancy and birth experiences, we will explore the constructed and contested meanings surrounding womanhood, motherhood, sexuality, reproductive freedom, and eugenics. We will pay attention to how the construction of and struggle over these issues are indicators of the status of women in society and have profound effects on women's lives and bodies. Prerequisite: Prior Sociology course or permission of instructor. —Morris

SPRING TERM

COURSE CORE TO WMGS MAJOR

101. Women, Gender & Sexuality—This course introduces students to the study of women, gender, and sexuality, paying attention to issues of power, agency and resistance. Using a variety of 19th and 20th century American materials, the course seeks to understand women's experiences and the way they have been shaped, normative and nonnormative alignments of sex, gender and sexuality across different historical periods, and the intersection of gender, sexuality, race, class, and nation. (Enrollment limited)—Hedrick

[340. Race, Gender and the Politics of Poverty in the U.S.]—Images such as the lazy, irresponsible and sexually promiscuous “welfare queen” or the welfare-abusing “illegal” immigrant dominate contemporary U.S. political discourse about poverty. Not only do these images work to criminalize women of color, but they locate the origins of economic inequality in the cultural behaviors of the poor themselves. This course traces the historical emergence and development of these images of a “culture of poverty” in order to analyze how interlocking structures of race, gender, sexuality and capitalism have shaped social science approaches to poverty in the U.S. In particular, the course draws on historical analysis, political theory, and cultural studies to examine how contemporary understandings of poverty, deservingness, citizenship rights and obligations, and U.S. national identity gain their meaning through discourses of race, gender and sexuality. Specific issues we will consider include but are not limited to globalization, immigration and the feminization of poverty; recent changes in U.S. welfare policy; reproductive rights and population control; and women of color and the criminal justice system

[370. Women and Development in South Asia from Colonial Era to Present]—This course surveys the recent history of India, from the time of colonialism, through the lens of gender and development. Post-colonial South Asia, in particular, has served as a “laboratory” for a variety of development projects funded through international agencies and focusing on

reproduction, women's labor, health delivery, women's organizing, women's status, and the environment. This course will examine these and other issues while providing a background in gender, sexuality, and development theory and South Asian history.

OTHER WMGS COURSES

[215. Drink and Disorder in America]—Drinking as an institution has reflected the varieties of cultures, interest groups, and ideologies that have swept America. We will examine the tumultuous history of this institution from the origins of the Republic to the present in order to understand what the 'wets' and the 'drys' can tell us about the nature of community in America. Special attention to the ways in which gender, race, class, and ethnicity shape perceptions of drinking, leisure, and social control. (Also listed under American Studies and History.) (Enrollment limited)

322. American Literary Realism—We will read works by Caroline Kirkland, Rebecca Harding Davis, Harriet Beecher Stowe, William Wells Brown, Mark Twain, Henry James, and William Dean Howells, asking what is real? What does it mean to be a realist? How was realism as a literary movement constructed by male critics in gendered opposition to sentimentalism?—Hedrick

369. Queer Studies: Issues and Controversies—This broadly interdisciplinary course examines the impact of queer theory on the study of gender and sexuality in both the humanities and the social sciences. In positing that there is no necessary or causal relationship between sex, gender, and sexuality, queer theory has raised important questions about the identity-based understandings of gender and sexuality still dominant in the social sciences. This course focuses on the issues queer theory has raised in the social sciences as its influence has spread beyond the humanities. Topics covered include: queer theory's critique of identity; institutional versus discursive forms of power in the regulation of gender and sexuality; the value of psychoanalysis for the study of sexuality; and lesbian and gay historiography versus queer historiography. (Enrollment limited)—Corber, Valocchi

[499. Senior Thesis Part 2]—Submission of the special registration form, available in the Registrar's Office, and the approval of the instructor and chairperson are required for each semester of this yearlong thesis. (Two course credits are considered pending in the first semester; 2 course credits will be awarded for completion in the second semester.) (2 course credits)—Staff

COURSES ORIGINATING IN OTHER DEPARTMENTS

[English 290. Introduction to Literature and Psychology]—Emphasizing the roots of literature's power to generate emotional and aesthetic responses, and exploring the relationship between literary work and dream work, this course examines how literature transforms fantasies toward meanings. Authors to be studied include Shakespeare, Kyd, Coleridge, Keats, Mary Shelley, Poe, Virginia Woolf, Freud, Erikson, Holland, Stoppard, Plath, and Hughes. This course satisfies the requirement of a literary theory course. This course can be counted toward fulfillment of requirements for the literature and psychology minor. Prerequisite: English 260 with a minimum grade of C-.

[English 318. Sylvia Plath and Ted Hughes]—Examination of the lives, deaths, literary works, and legacies of Sylvia Plath and Ted Hughes. This course satisfies the requirement of a course emphasizing literature written after 1800 or a literary theory course. This course may be used to fulfill literature and psychology minor requirements.

[English 380. Scribbling Women: 19th-Century American Women Writers]—This course will trace the rich and diverse tradition of women's writing in 19th-century America. Reading novels, short stories, poetry, and essays, as well as cultural artifacts such as newspapers and photographs, we will consider the contexts that influenced women's writing and evaluate women authors' contributions to literary, political, and social movements during the 1800s. We will pay particular attention to representations of race, class, ethnicity, and gender in women's writing. African American, Euro-American, Hispanic, Native American, middle- and working-class women authors will be studied, and may include Maria Stewart, Maria Cummins, Harriet Beecher Stowe, Harriet Jacobs, Rebecca Harding Davis, Elizabeth Stuart Phelps, Zitkala-Ša, Louisa May Alcott, Caroline Kirkland, Frances E.W. Harper, Emily Dickinson, and Nancy Prince. This course satisfies the requirement of a course emphasizing cultural context or of a course emphasizing literature written after 1800.

English 431. Writing Women of the Renaissance—The course will focus on literary works written by Renaissance women, as well as key representations of gender found in selected plays and poems by male writers of the same period. (Note: English 431 and English 833 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written before 1800. For the English Graduate Program, this course satisfies the requirement of a course in British literature, or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies the literary history requirement for the old requirements, predating fall 2004. —Wheatley

[English 455. Gendered Projections]—What is gender, or what do we imagine gender to be? Is there any difference between these two questions? In what specific ways is gender socially constructed? How and by whom are these constructs instilled and maintained, and how do competing forces of history, politics, economics, race, class, region, sexuality, and nationality influence and complicate each person's experience of gender? This course will chase some answers to these and other questions, exploring 20th-century literature, playwriting, and cinema for the different and often unstable notions of gender that these works "project" for us. As a seminar in literature, the course aims to highlight how various projections of gender are inseparable from such seemingly formal considerations as voice, genre, style, and point of view. Also, because gender itself constitutes such a dense network of social relations, we will assess the ways in which literature and art generate their own social relations, with important

implications not only for gender but for countless other concepts and ideologies. Thus, in each of the seminar's four units—loosely focused around Anglo-American, African American, Latin American, and expatriate American literature—we will read and analyze texts in order to detect their particular concepts of gender, or the questions they raise about gender. Throughout the course, we will think critically about how differences in form, era, or cultural context affect the varying conclusions or implications related to gender in these works. Primary texts shall include *Mrs. Dalloway*, *The Hours*, *Funnyhouse of a Negro*, *Kiss of the Spiderwoman*, *Memory Mambo*, *Lolita*, the films *American Beauty* and *Butterflies on a Scaffold*, as well as important essays in gender theory, feminist and gay/lesbian studies, psychoanalysis, critical memoir, and other branches of scholarship. (Note: English 455 and English 855 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing cultural contexts. For the English Graduate Program, this course satisfies the requirements of a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track.

English 833. Writing Women of the Renaissance—The course will focus on literary works written by Renaissance women, as well as key representations of gender found in selected plays and poems by male writers of the same period. (Note: English 431 and English 833 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing literature written before 1800. For the English Graduate Program, this course satisfies the requirement of a course in British literature, or a course emphasizing cultural contexts for the literary studies track; it satisfies the requirement of an elective for the writing, rhetoric, and media arts track. It satisfies the literary history requirement for the old requirements, predating fall 2004. —Wheatley

[English 855. Gendered Projections]—What is gender, or what do we imagine gender to be? Is there any difference between these two questions? In what specific ways is gender socially constructed? How and by whom are these constructs instilled and maintained, and how do competing forces of history, politics, economics, race, class, region, sexuality, and nationality influence and complicate each person's experience of gender? This course will chase some answers to these and other questions, exploring 20th-century literature, playwrighting, and cinema for the different and often unstable notions of gender that these works “project” for us. As a seminar in literature, the course aims to highlight how various projections of gender are inseparable from such seemingly formal considerations as voice, genre, style, and point of view. Also, because gender itself constitutes such a dense network of social relations, we will assess the ways in which literature and art generate their own social relations, with important implications not only for gender but for countless other concepts and ideologies. Thus, in each of the seminar's four units—loosely focused around Anglo-American, African American, Latin American, and expatriate American literature—we will read and analyze texts in order to detect their particular concepts of gender, or the questions they raise about gender. Throughout the course, we will think critically about how differences in form, era, or cultural context affect the varying conclusions or implications related to gender in these works. Primary texts shall include *Mrs. Dalloway*, *The Hours*, *Funnyhouse of a Negro*, *Kiss of the Spiderwoman*, *Memory Mambo*, *Lolita*, the films *American Beauty* and *Butterflies on a Scaffold*, as well as important essays in gender theory, feminist and gay/lesbian studies, psychoanalysis, critical memoir, and other branches of scholarship. (Note: English 455 and English 855 are the same course.) For English majors, this course satisfies the requirement of a course emphasizing cultural contexts. For the English Graduate Program, this course satisfies the requirements of a course emphasizing cultural contexts for the literary studies track; it counts as an elective for the writing, rhetoric, and media arts track.

[French 233. Women & War: World War I and World War II]—This course will bring to light the lesser known and diverse story of women in war as active participants in combat, as ambulance drivers at the front, as members of resistance groups, in espionage for or against their own country, as munition workers, and in laboring positions previously denied them because of their gender. Some women collaborated with the enemy and were subject to execution or imprisonment after the wars while others stayed at the “home front” and involved themselves in volunteer work to contribute to the war effort. Through readings of novels, plays, poetry, short stories, diaries, memoirs, and history books, and through viewings of art, documentary, and feature films, we will study the experiences of European women during World War I and World War II; and consider the social and political changes these events brought to their lives. (Listed both as Modern Languages 233-77 and French 233-09; and under the History Department, and the Women, Gender, and Sexuality Program.)

[History 247. Latinos/Latinas in the United States]—Who are “Latinos/Latinas” and how have they come to constitute a central ethnic/racial category in the contemporary United States? This is the organizing question around which this course examines the experiences of major Latino/Latina groups – Chicanos/Mexicanos, Puerto Ricans and Cubans – and new immigrants from Central America and the Caribbean. We study U.S. colonialism and imperialism in the Old Mexican North and the Caribbean; migration and immigration patterns and policies; racial, gender and class distinctions; cultural and political expressions and conflicts; return migrations and transnationalism; and inter-ethnic relations and the construction of Pan-Latino/Latina diasporic identities.

[History 318. Gender and Sexuality in Middle Eastern History]—This course takes constructions of femininity and masculinity and related representations of male and female sexuality in both the pre-modern and modern Middle East, with an emphasis on the Arab world, as its focus. Through theoretical readings and primary sources, both written and visual, we will explore the ways in which gender and sexuality have shaped political, economic, and cultural life in the Middle East.

[History 451. Gender & Sexuality in Early America]—This course examines the centrality of gender in Early America. Gender was not only the model for all other forms of social hierarchy, but also frequently became the source of conflict and misunderstanding between and within colonial communities: European, American Indian, and African. We examine how these communities constructed gender and sexuality, and how colonial institutions, cross cultural contact, and the realities of colonial life, challenged these concepts over time. We consider how Africans negotiated family and gender in the midst of enslavement, how Indians (particularly women) dealt with colonial patriarchy, and the difficulties colonists faced in trying to recreate European

patterns of family in their new worlds. We also look at colonial attempts to police gender and sexuality, and those who challenged these proscriptions both philosophically and through their daily lives. This course open to senior History majors only.

International Studies 218. Women, Gender, and Family in the Middle East—The examination of women's lives in the "man's world" of the Middle East. Is there a conflict between modern and traditional gender roles and expectations? The course looks at the impact of 20th-century modernization and socio-political change on gender relations, sexuality, adolescence, family structure, local culture, and feminist movements across the Middle East and North Africa. Case studies survey male and female perspectives in a variety of ethnic/religious communities (Muslim, Jewish, Christian) and types of societies (Bedouin, agricultural, urban). (Also offered under Women, Gender, and Sexuality).—Bauer

[International Studies 300. Worldly Sex]—This course will examine sexual practices and their cultural and social meaning across different cultures and at different periods in the sweep of human history. We will read social history, biographies, memories, and study representations of sexual practices and behaviors in the daily life of different societies, from the ancient Aztecs, and the Egyptians to the "sexual revolution" in the 1960's in the U.S. and beyond.

International Studies 311. Feminist Diversities: Cross Cultural Women's Movements and Thoughts—This course surveys the diversity of women's movements: religious and secular, urban and rural, black and white, struggling for sexual and reproductive rights, political and social representation, and equal opportunities from North America to Asia. Using historical contrasts of different feminisms from the 19th century to the present we will interrogate the meaning of 'feminism', the possibilities of a transnational 'feminism' of similarity with difference, the place of cultural relativism in assessing other cultures and movements, and the challenge of women's movements to state and society.—Bauer

[Modern Languages 233. Women & War: World War I and World War II]—This course will bring to light the lesser known and diverse story of women in war as active participants in combat, as ambulance drivers at the front, as members of resistance groups, in espionage for or against their own country, as munition workers, and in laboring positions previously denied them because of their gender. Some women collaborated with the enemy and were subject to execution or imprisonment after the wars while others stayed at the "home front" and involved themselves in volunteer work to contribute to the war effort. Through readings of novels, plays, poetry, short stories, diaries, memoirs, and history books, and through viewings of art, documentary, and feature films, we will study the experiences of European women during World War I and World War II; and consider the social and political changes these events brought to their lives. (Listed both as Modern Languages 233-77 and French 233-09; and under the History Department, and the Women, Gender, and Sexuality Program.)

[Political Science 326. Women and Politics]—This course explores the role of women in American politics across the 20th century. We will examine the collective efforts made by American women to gain political rights, secure public policies favorable to women, and achieve an equal role for women in the political realm and society more broadly. We will try to understand how and why women's political views, voting behavior and the rates of participation have changed over the 20th century and why they remain distinctive from men's. We will also explore the deep ideological divisions among American women, exploring the strikingly different ways that feminists and conservative women define what is in the best interest of women. Finally we end the course by studying women as politicians. We will assess the obstacles women face in getting elected or appointed to political positions, whether or not they act differently from their male counterparts and the significance of their input. Prerequisite: C- or better in Political Science 102 or permission of instructor.

Psychology 310. The Psychology of Gender Differences—This course will examine various theoretical models of male and female development from a psychological perspective. By carefully evaluating the empirical research we will explore the myths of gender to understand how women and men are the same and how they are different. Studies of gender, however, must be understood in relationship to the implicit assumptions that researchers make about human nature. Therefore, we will systematically evaluate the role of conceptual and methodological bias in scientific investigations. The course will include an analysis of some non-traditional methods that have served to challenge our thinking about gender differences and sex-roles. In order to gain a broader perspective on issues of gender, we will also examine work traditionally found in other disciplines such as sociology, anthropology, and biology. Not open to first-year students. —Anselmi

[Psychology 375. The Psychology of Human Sexuality]—This course will examine the relevant theories and research related to the study of human sexuality, primarily from a psychological perspective. Specific topics to be covered include the development of sexuality through the life span, the construction of gender, sexually deviant behaviors, sexual orientation, cultural diversity, adult sexual bonding, the portrayal of sexuality in the media, sexual abuse and assault, and the expression of sexuality in relationships. Prerequisite: C- or better in Psychology 270 or 273.

Religion 218. Women in the Hebrew Bible—The Hebrew Bible commands laws and tells stories about women as war leaders, lovers, prophetesses and prostitutes, as well as ordinary daughters, mothers, and goddesses (possibly including God's wife). Formed in an ancient Near Eastern society, these laws and stories are still drawn on today to make religious rules, social roles, and art. We will read these texts as works of art and factors in history: Who wrote them? What did these stories and laws say and do? What roles do their images carve out and what realities do they reflect and create? The texts will be read in English translation, drawing on cultural anthropology, feminist theory, linguistics, and archaeology to provide critical perspectives on ancient patriarchy and the state as well as modern secular-liberal notions of freedom and self.—Sanders

[Religion 236. Womanist Perspectives on Ethics in America]—An introduction to the distinctive analysis of African-American women social ethicists. After examining the sources and methods of womanist ethicists such as *Emilie* Townes, Klatie

Cannon, and Joan Martin, the course will explore their perspectives on contemporary moral problems in America. (May be counted toward American Studies and Women, Gender, and Sexuality Program.)

Sociology 207. Family and Society—The family as a basic group in human societies; its development; its relations to other institutions; historical changes in its structure; its place in modern industrial society. —Sacks

Sociology 280. Women and Work—This course is an overview of U.S. women's experience with paid and unpaid work. We cover theoretical and empirical literature that examines historical and contemporary patterns of work done by women and the relationship of these patterns to political and economic structures of society. Specific issues discussed in the course include gender discrimination (e.g. wage discrimination, sexual harassment), occupational sex segregation, earning differentials between men and women, the division of labor by sex within households, and the relationship between paid and unpaid labor.—Morris

Sociology 331. Masculinity—In every society the behavior and attitudes expected of men differ from those expected of women. What is distinctive about being a male? How does this vary across cultures, over time and among different groups in the same society? How are change and variation explained? What contemporary dilemmas do men face in the United States, particularly as a result of erosion in the boundaries between the roles of breadwinner and homemaker? What consequences does growing gender equality have for fatherhood and human sexual behavior? This course draws on studies in a number of disciplines to answer these questions and to explore the new scholarship on men and society. Prerequisite: Prior Sociology course or permission of the instructor. Course not open to first-year students. —Sacks

[Student-Taught Courses 105. Third Wave Feminism]—

Fellowships

Except where otherwise noted, further information regarding the following Fellowships may be obtained from Dean J. R. Spencer.

The H. E. Russell Fellowships, endowed by a legacy from Henry E. Russell of New York, pay to each recipient \$5,000 annually. One is awarded each year by vote of the faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of full-time nonprofessional graduate study at Trinity College or at some American or foreign university approved by the faculty. The incumbent holds the Fellowship for three years and may not be married.

The Mary A. Terry Fellowships, endowed by a legacy from Miss Mary A. Terry of Hartford, pay to each recipient \$5,000 annually. One is awarded annually by the President upon the recommendation of the faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of full-time graduate study in the arts and sciences at Trinity College or at some other college or university approved by the faculty. The incumbent holds the Fellowship for three years.

The W. H. Russell Fellowships, endowed by a gift from William H. Russell of Los Angeles, California, pay to each recipient \$2,500 annually. Two are awarded each year by vote of the faculty to members of the graduating class who give evidence of superior ability and of a desire to continue full-time study after being graduated at Trinity College. Incumbents hold the Fellowship for three years.

The William R. Cotter Memorial Congressional Intern Fund was established in 1981 in memory of William R. Cotter, Class of 1949, who served in the United States House of Representatives from 1970 to 1981. Proceeds of the Fund are used to support student interns in the offices of United States Senators and Representatives, with preference given to interns in Washington, D.C. and to those working for Connecticut Senators and Representatives. Interested students should contact the Internship Director, Anne Lundberg.

The Andrew J. Gold and Dori Katz Fund for Human Rights was established by two members of the faculty in 1998 to honor Andrée Guelen Herscovici, the Reverend Father Bruno, and the Walschots, a Flemish family, all of whom were instrumental in saving Belgian children (including one of the donors) from the Nazis during World War II, and also to honor countless others who sacrificed in civil rights struggles against racial, religious, and ethnic intolerance in American society and abroad. The income is used to support student research and academic activity in the areas of anti-Semitism, racism, and intolerance leading to violations of fundamental human rights. Students may apply for support from the Fund for pertinent research projects, travel, purchase of material, and internships. Application may be made at any time prior to the third week of the spring semester. A committee of faculty members and administrators reviews applications and awards grants. Students interested in seeking a grant should contact either Professor Sonia Cardenas, Director of the Human Rights Program, or Dean J. Ronald Spencer.

Scholarships

In general, scholarship grants are awarded only on evidence of financial need. Applications for financial aid must be made on forms required by the Office of Financial Aid, and, in the case of students in college, must be submitted by their published due dates. Complete details concerning financial aid and the continuation of scholarship grants will be found in the section, "Financial Aid."

SCHOLARSHIPS

George I. Alden—gifts from the George I. Alden Trust of Worcester, MA.

Alliance for Academic Achievement—gift of the Hartford Financial Services Group, Inc. for students from Bulkeley, Weaver, or Hartford Public high schools. Includes summer internships and job training (Hartford Summer Career Exploration Program).

Alpha Chi Rho—two scholarships with preference to children of past fraternity members.

Alumni Area—provided by Alumni Associations in Hartford and Illinois.

American Society of Mechanical Engineers (ASME)—awarded annually by the Hartford Section of the ASME to a full-time Trinity College engineering major, concentrating in mechanical engineering, with above average academic standing.

Anonymous—given by an anonymous donor in 2002.

Anonymous—given by an anonymous donor in 2006.

Anonymous—given by an anonymous donor in 2007.

Walker Breckinridge Armstrong—bequest of Walker Breckinridge Armstrong '33 of Darien, CT.

Arrow-Hart & Hegeman Electric Company—given by Arrow-Hart, Inc., of Hartford, with preference to sons and daughters of company employees.

Clinton J., Jr. and Gertrude M. Backus—given by Gertrude M. and Clinton J. Backus, Jr. '09 of Midway City, CA.

William Pond Barber—bequest of William P. Barber, Jr. '13 of St. Petersburg, FL.

Robert W. Barrows Memorial—bequest and gifts in memory of Robert W. Barrows '50 of West Hartford, CT. Preference is given to minority students from greater Hartford.

Robert A. Battis—gifts in honor of the retirement of Dr. Robert A. Battis, Professor of Economics at the College, with preference given to students majoring in economics.

Joel, Thelma and Florence Beard—gift of Mrs. Florence Beard of Kihei, HI, in memory of her husband. Joel Beard '22.

Isbon Thaddeus Beckwith—bequest of the Rev. Isbon Thaddeus Beckwith, Hon. 1898, of Atlantic City, NJ.

Edward Beirponch—bequest of Edward Beirponch. Awarded annually to a student

ranking in the upper quarter of his or her class, and who majors in or intends to major in economics.

James E. and Frances W. Bent—bequests of James E. Bent '28 and Frances W. Bent for deserving students who have exhibited academic excellence.

Ralph H. Bent—bequest of Ralph H. Bent '15, of DelRay, FL.

Walter Berube—bequest of Mr. Walter Berube '23 of West Hartford, CT.

Bethlehem Steel Corporation—given by Bethlehem Steel Corporation.

Thayer and Ann Bigelow Endowment—gift of Thayer Bigelow '65 and Ann Bigelow of New York City for scholarships and other forms of assistance that enable talented, under-represented minority students to attend Trinity and successfully complete their studies.

Bishop of Connecticut—given by The Rt. Rev. Walter H. Gray, D.D., Hon. '41 of Hartford, former Trustee of the College, for students from the greater Hartford area.

Black American Alumni—gifts from alumni, with preference given to Black American students.

Grace Edith Bliss—given by Grace Edith Bliss of Hartford for students from the greater Hartford area.

Blume Family—gifts from Dr. and Mrs. Marshall E. Blume '63 of Villanova, PA. Dr. Blume is a former Alumni Trustee of the College.

Henry E. Bodman Memorial—given by Mrs. William K. Muir of Grosse Pointe, MI, in memory of her father, Henry E. Bodman.

George Meade Bond—bequest of Mrs. Ella Kittredge Gilson of Hartford, in memory of George Meade Bond, Hon. '27.

Michael E. Borus—gifts in memory of Dr. Michael E. Borus '59 of South Orange, NJ.

Mark C. Boulanger Memorial—gifts from family and friends in memory of Mark Christopher Boulanger '82 of Glastonbury. Awarded to juniors and seniors majoring in computing or involved in the work of the computer center.

Garrett D. Bowne—bequest of Mary Gormly Bowne of Pittsburgh, PA, in memory of her husband, Garrett D. Bowne 1906.

John F. Boyer Memorial—given by Francis Boyer, Hon. '61, of Philadelphia, PA, in memory of his son, John Francis Boyer '53. Preference will be given to juniors and seniors of the Delta Psi fraternity.

Lucy M. Brainerd Memorial—given by Lyman B. Brainerd '30, Hon. '71, of Hartford, Trustee Emeritus of the College, in memory of his mother.

C. B. Fiske Brill—proceeds from a life income fund established by Col. C. B. Fiske Brill '17, of Tallahassee, FL.

Thomas Brodsky '05 Family—given by Estrellita and Daniel Brodsky of New York City, in honor of their son, with preference for students from urban areas.

Harriet E. and David H. Bromberg '44—gifts from the children of David H. Bromberg '44, with preference given to students from the greater Hartford area.

Susan Bronson—bequest of Miss Susan Bronson of Watertown, CT.

Brownell Club—gift from the Alumni Association of the Brownell Club for needy and deserving students from the Hartford area.

Elfert C., Billie H., and Alfred C. Burfeind Memorial—gifts of Alfred C. Burfeind '64 and Lynne O. Burfeind MA '82 of Hartford, in memory of his parents.

J. Wendell and Ruth Burger Memorial—gifts in memory of Professor and Mrs. J. Wendell Burger of West Hartford, CT. Dr. Burger was Chairman of the Biology Department.

Raymond F. Burton—gift of Raymond F. Burton '28 of East Canaan, CT.

John Mark Caffrey Memorial—gift from Dr. James M. Caffrey, Jr. '41 in memory of his son. Preference is given to residents of the greater Hartford area.

Franca Trinchieri Camiz Memorial—gifts from sisters Camilla Trinchieri and Carol T. Sutherland, in memory of Franca T. Camiz, a faculty member of Trinity College's Rome Campus, to provide assistance to students in the Rome Program who have an excellent academic record in Art History.

Frederic Walton Carpenter—given by members of the family of Frederic Walton Carpenter, J. Pierpont Morgan Professor of Biology, for students in biology.

Cazenovia District High School—gift from Nicholas J. Christakos '52 and Harriet Hart Christakos for worthy and deserving student(s) from Cazenovia High School located in Cazenovia, NY.

Charles G. Chamberlin—bequest of Charles G. Chamberlin 1907 of West Haven, CT, awarded to resident of West Haven or New Haven County.

Samuel and Tillie D. Cheiffetz—bequest of Samuel Cheiffetz of West Hartford, CT.

Harold N. Christie—bequest of Harold N. Christie, Class of 1911, of Point Pleasant, NJ.

CIGNA Corporation—given by the CIGNA Corporation of Bloomfield, CT.

Andrew J. Clancy '07 Memorial—given by Bernard and Janice Clancy of Lowell, MA in memory of Andrew J. Clancy '07 and his grandmother Aurore Clancy.

Class of 1916 Memorial—given by the Class of 1916.

Class of 1918 Memorial—established in 1968 by members and friends of the Class of 1918 in memory of classmates and of Laurence P. Allison, Jr.

Class of 1926 Memorial—given by the Class of 1926.

Class of 1934—designated for scholarship purposes by members of the Class of 1934 at their 50th Reunion.

Class of 1935 Memorial of William Henry Warner—given by the Class of 1935 at their 25th Reunion in memory of their classmate killed in World War II.

Class of 1939 Memorial—gifts from members and friends of the Class of 1939 at their 50th Reunion in memory of their deceased classmates.

Class of 1940—designated for scholarship purposes by the Class of 1940 at their 50th Reunion.

Class of 1952 William J. Goralski '52—established in honor of Mr. Goralski by his classmates at their 45th Reunion.

Class of 1957—gifts from the Class of 1957 in anticipation of their 30th Reunion in June, 1987. Preference given to direct or ancillary descendants of the Class of 1957.

Class of 1963—gifts from members of the Class of 1963 on the occasion of their 25th Reunion in 1988. Provides an annual grant aid supplement and a summer stipend to undergraduates exhibiting exceptional financial need and unusually strong academic and personal qualities.

Martin W. Clement—given by his wife, Elizabeth W. Clement, and children, Alice W., James H., and Harrison H. Clement in honor of Martin W. Clement 1901, Hon. '51, of Philadelphia, PA, a former Trustee of the College, with preference given to students from the Delaware Valley region.

Samuel Barbin Coco—gift of Hannalou and Samuel B. Coco in honor of their daughter, Caroline S. Coco '85, for a rising junior to spend the fall or spring semester at the Trinity College Rome Campus. Preference will be given to students pursuing Italian Studies.

Archibald Codman—given by Miss Catherine A. Codman, the Rt. Rev. Robert Codman 1900, and Edmund D. Codman of Portland, ME, in memory of their brother, the Rev. Archibald Codman, Class of 1885.

David L. and Marie-Jeanne Coffin—gift of David L. Coffin, Hon. '86, of Sunapee, NH, a former Trustee of the College, with preference to students from the Windsor Locks area.

Jan Kadetsky Cohn Memorial—gifts of members of the Trinity College community, family, and friends of Jan Kadetsky Cohn, G. Keith Funston Professor of American Literature and American Studies and first woman Dean of the Faculty at Trinity College. Awarded with preference to an upper-class student in the humanities.

Richard H. Cole—given by Richard H. Cole of Hartford.

Martin and Kathryn Coletta—bequest of Martin M. Coletta, Esq. '26 of West Hartford, CT.

Collegiate—gifts for scholarship purposes where a special scholarship was not designated.

Concordia Foundation—given by the Concordia Foundation of Hartford.

Connecticut Alpha Chapter of Phi Kappa Psi—preference given to children of alumni members from Trinity's Chapter of Phi Kappa Psi.

E. C. Converse—bequest of Edmund C. Converse of Greenwich, CT.

Thomas W. Convey—gift of Thomas W. Convey '32, of Gorham, ME. Awarded with a preference to residents of the State of Maine.

Harold L. Cook—bequest of The Rt. Rev. Monsignor Harold L. Cook '47 of Plymouth, IN, for pre-medical or pre-theological students.

Charles W. Cooke Memorial—bequest of Irene T. Cooke of Wethersfield, CT in memory of her husband Charles W. Cooke '14, with preference for students majoring in engineering.

Linley R. and Helen P. Coykendall—gifts of Robert D. Coykendall '59 of East Hartford, CT in honor of his parents, with preference to students from East Hartford and Manchester.

Craig Family Memorial—established in memory of Philip D. Craig '55 and Douglas W. Craig '64 by their parents, Edgar H. Craig '34 and the late Elizabeth Pelton Craig, for students with disadvantaged backgrounds.

William and Adeline Croft—bequest of Adeline R. Croft of Washington, D.C. Preference is given to students majoring in music.

Jerome C. Cuppia, Jr. and Doris White Cuppia Memorial—proceeds from a life income trust in the names of Jerome C. Cuppia, Jr. '43 and Doris White Cuppia.

Clara S. and Nathaniel B. Curran—gift of Dr. Ward S. Curran '57 of West Hartford, CT in honor of his parents.

Ward S. Curran Fund—gift from Mitchell M. Merin '75 in honor of Professor Ward S. Curran '57, Curran Distinguished Professor of Economics at the College, for meritorious students.

Lemuel J. Curtis—bequest of Lemuel J. Curtis of Meriden, CT.

Louise C. Cushman—bequest of Mrs. Louise C. Cushman of West Hartford, CT.

D&L—gifts from the D&L Foundation, Inc., of New Britain, CT, and Mr. Philip T. Davidson '48 of Simsbury, CT, for minority students.

Charles F. Daniels—bequest of Mrs. Mary C. Daniels of Litchfield, CT, in memory of her son.

Harvey Dann—gifts and bequest of Harvey Dann '31 of Pawling, NY, with preference to a student from Dutchess County, NY.

Darling, Spahr, Young—gifts from Mr. and Mrs. Robert N. Spahr '60 and Mrs. Virginia Darling Young, with preference to students who have significant talent and interest in the performing arts, particularly in music.

Arthur Vining Davis—grant from the Arthur Vining Davis Foundations of Jacksonville, FL.

J. H. Kelso Davis Memorial—to honor the memory of J. H. Kelso Davis 1899, Hon. '23, of Hartford, a former Trustee of the College.

Robert V. Davison—bequest of William B. Davison of Pittsburgh, PA in honor of his son, Robert V. Davison '65.

Jane N. Dewey—gift of Jane N. Dewey of Manchester, CT.

Edward H. and Catherine H. Dillon—bequest of Catherine H. Dillon of Hartford.

Edward S. and Bertha C. Dobbin—given by James C. Dobbin of Inglewood, CA, in memory of his parents, Edward S. Dobbin 1899 and Bertha C. Dobbin.

Ida Doolittle Memorial—gift of Dr. Howard D. Doolittle '31 of Stamford, CT, with preference for students who have "open minds and are interested in working on city problems."

George William Douglas—given by the Rev. George William Douglas 1871, M.A. 1874, Hon. 1895, of New York City.

Peter W. Duke '77 Memorial Scholarship Fund—gifts received from the family of Peter W. Duke '77, with preference for students from the greater Denver area. If in any particular year there are no students who fit this description, preference will be given to students from the West Coast.

Fern McHan Duncan—gift of Debbie F. Cook of New Britain, CT, in celebration of the

life and memory of her mother, Fern McHan Duncan, to support qualified students with demonstrated financial needs.

Lyon H. Earle, Jr., M.D. Memorial—gifts from the family of Lyon H. Earle, Jr., M.D. '42 of West Hartford, CT, with preference for junior and senior students actively involved in the life of the College community and who are intending to become medical doctors.

Alfred J. and Elizabeth E. Easterby—given by Charles T. Easterby '16 of Philadelphia, PA, in memory of his father and mother.

William S. Eaton Memorial—given by Mrs. Julia Allen Eaton of Hartford and others, in memory of her husband, William S. Eaton 1910.

Jacob W. Edwards Memorial—given by relatives and friends in memory of Jacob W. Edwards '59, with preference to a student who has completed the freshman year.

Egan Family—gift from Raymond C. Egan '66 of Princeton, NJ for deserving minority students at the College.

Leonard A. Ellis—bequest of Leonard A. Ellis 1898 of San Diego, CA.

James S. and John P. Elton—given by James S. Elton and John P. Elton 1888, of Waterbury, CT, a former Trustee of the College.

Farnsworth Prize in Education—gift of anonymous donors for students who demonstrate all-around ability and who possess those qualities necessary to make a significant contribution to the College and to society, regardless of any other financial resources available to such students.

Gustave A. Feingold—bequest of Dr. Gustave A. Feingold 1911, of Hartford.

Rabbi and Mrs. Abraham J. Feldman—given by the Trustees of the Congregation Beth Israel of Hartford, for students from the greater Hartford area.

Thomas F. Ferguson '51 Memorial—gifts of Thomas F. Ferguson '51 and Walter R. Ferguson '52, of Manchester, CT, in memory of their father, Ronald H. Ferguson '22.

S. P. and Barr Ferree—bequest of Mrs. Annie A. Ferree of Rosemont, PA, in memory of her husband, S. P. Ferree, and her son, Barr Ferree.

George M. Ferris—gifts of George M. Ferris '16 Hon.'74 of Chevy Chase, MD, Trustee Emeritus of the College.

Gustave Fischer and Lillian Fischer—distribution from a charitable remainder unitrust of Gustave Fischer. Preference is given to students born in or residing in Hartford County.

Thomas Fisher—bequest of Thomas Fisher.

Edward Octavus Flagg, D.D.—bequest of Miss Sarah Peters Flagg of Woodcliff Lake, NJ, in memory of her father, Edward Octavus Flagg 1848.

Andrew H. and Anne L. Forrester—proceeds of a charitable gift annuity from Mrs. Andrew H. Forrester.

Fraternity of I.K.A.—two scholarships with preference to children or grandchildren of alumni members of Trinity's chapter of I.K.A.

Anna D. and Malcolm D. Frink—gift of Mr. and Mrs. Malcolm D. Frink of Northampton, MA.

Frank Roswell Fuller—bequest of Frank Roswell Fuller of West Hartford, CT.

Elizabeth and Keith Funston—given by G. Keith Funston '32, Hon. '62, of Greenwich, CT, a former President and Trustee of the College, for students who show potential to be “enlightened and self-reliant citizens of American Democracy.”

Richard E. Gager '43—gift of the Liana Foundation of Far Hills, NJ, in loving memory of Richard E. Gager '43.

Elbert H. Gary—bequest of Elbert H. Gary, Hon. '19, of Jericho, NY.

E. Selden Geer—gifts and bequest of E. Selden Geer, Jr. 1910 of Wethersfield, CT, in memory of the Rev. Flavel Sweeten Luther 1870, a former President of the College, and his wife, Isabel Ely Luther.

James Hardin George—bequest of Mrs. Jane Fitch George of Newtown, CT, in memory of her husband, James Hardin George 1872.

Raymond S. George—bequest of Raymond S. George of Waterbury, CT, for students of the Senior Class who are members of any Episcopal Church or Sunday School in Waterbury.

Joseph V. Getlin—gift from Michael D. Loberg '69 and Melinda F. Loberg of Bedford, MA, with preference to qualified St. Louis, Missouri-based students.

George Shepard Gilman—given by the family of George Shepard Gilman 1847 of Hartford.

Louis J. Glaubman '39 Memorial—gifts from family members and friends of Louis J. Glaubman '39, with preference for students from the greater Hartford area.

Alexander A. Goldfarb Memorial—established by a gift from the Alexander A. Goldfarb Memorial Trust. Awarded to a student who is a resident of Hartford. Mr. Goldfarb was a member of the Class of 1946.

Estelle E. Goldstein—bequest of Estelle E. Goldstein of Hartford.

Bishop Gooden Memorial—gift of H. Richard Gooden '63 of Los Angeles, CA, and The Rt. Rev. R. Heber Gooden, S.T.D., Hon. D.D. '63 of Shreveport, LA, in honor of The Rt. Rev. Robert B. Gooden 1902, M.A. 1904, Hon. D.D. '22, with preference for a student from the Harvard-Westlake School, Los Angeles.

Manley J. Goodspeed—gift of Manley J. Goodspeed '45 of Leawood, KS.

Daniel Goodwin—bequest of Daniel Goodwin of Hartford.

Charles Z. Greenbaum—given by relatives and friends in memory of Charles Zachary Greenbaum '71 of Marblehead, MA, with preference to students majoring in science.

Jacob and Ethel Greenberg—bequest of Jacob Greenberg of Hartford for students in a pre-medical course of study.

Griffith—bequests of John E. Griffith, Jr. '17 and George C. Griffith '18.

David Moore Hadlow Memorial—gifts from family and friends in memory of David M. Hadlow '25, of Sherman, CT.

Herbert J. Hall—gift of Herbert J. Hall '39, of Skillman, NJ. Awarded with preference to students majoring in the sciences or a fellowship for post-graduate study.

Karl W. Hallden Engineering—given by Karl W. Hallden 1909 Sc.D. '55, of Thomaston,

CT, a former Trustee of the College, for students in engineering.

John F. Halloran—bequest of John F. Halloran '40, of Leesburg, FL.

Ernest A. Hallstrom—bequest of Ernest A. Hallstrom '29 of Hartford.

Jeremiah Halsey—bequest of Jeremiah Halsey, Hon. 1862, of Norwich, CT.

Florence S. and Muriel Harrison—given by The Rev. A. Palmore Harrison '31, of Dallas, TX, in memory of his wife and daughter.

Hartford Rotary/Charles J. Bennett Memorial—given by Trustees, friends, and the Hartford Rotary Club, in memory of Charles J. Bennett of Hartford.

James Havens—gifts from an anonymous donor in honor of Mr. Havens.

Dorothy Haynes Family—bequest from Dorothy F. Haynes of West Hartford, CT, with preference to students pursuing study in fine arts.

William Randolph Hearst—gift from the Hearst Foundation, Inc.

Anna C. Helman—gift of Rabbi Leonard A. Helman '48, of Santa Fe, NM. Awarded to students from the Hartford area who commute to Trinity.

George A. Hey—proceeds of a matured life income from George A. Hey '29.

Charles J. Hoadley—gift of George E. Hoadley of Hartford in memory of his brother, a member of the Class of 1851.

Hoffman—gift of the Maximilian E. and Marion O. Hoffman Foundation. Preference will be given to students of Lebanese/Christian background.

Maurice J. Hoffman/Bernard H. Rosenfield—gifts of Peter A. Hoffman '61, to the income from this fund shall be used to assist students who have earned at least one full year of college academic credit at Trinity College and who experience a sudden need for special or increased financial assistance in order to continue their studies at Trinity without undue stress or interruption.

Albert E. Holland Memorial—gifts from family and friends of the late Albert E. Holland '34 of Wellesley, MA, formerly vice president of the College.

Thomas Holland—bequest of Mrs. Frances J. Holland of Hartford, daughter of Bishop Brownell, the founder of the College, in memory of her husband, Thomas Holland, for three modest stipends to the students attaining the highest rank in the junior, sophomore, and freshman classes. Funds from the bequest also support needy students with outstanding academic achievement.

Marvin E. Holstad—gift of Mrs. Audrey Holstad of West Hartford, CT, in memory of her husband, Marvin E. Holstad, M.A. '65, with preference given to disadvantaged minority students.

Thurman L. Hood—given by the family and friends in memory of Dr. Thurman L. Hood, former dean and professor in the Department of English.

Richard K. Hooper—given by Richard K. Hooper '53 of New York City.

Rex J. Howard—bequest of J. Blaine Howard in memory of his son, Rex J. Howard '34, for a student in the Department of English.

Illinois—a special fund established in 1948 for young men and women who reside in the state of Illinois. Awarded on the basis of intellectual distinction, character, leadership ability,

and need.

Charles and Winifred Jacobson Memorial—given by Charles E. Jacobson, Jr., M.D. '31 of Manchester, CT in memory of his parents.

Karen A. Jeffers '76 —gift of Karen A. Jeffers '76, with preference for students from the city of Bridgeport, CT. If a qualified student cannot be identified, preference will be given to students from other urban areas.

Daniel E. Jessee—given by Carl W. Lindell '37 in memory of Daniel E. Jessee, a former football, baseball and squash racquets coach at the College.

Christian A. Johnson—gift of the Christian A. Johnson Endeavor Foundation of New York City.

Dorothy A. and Glover Johnson—given by Dorothy A. and Glover Johnson '22, Hon. '60, of New Rochelle, NY, Trustee of the College from 1962 to 1973, with preference for graduates of Trinity School and Trinity-Pawling School, respectively.

Harry E. Johnson—bequest of Katherine W. Johnson of Hartford in memory of her husband.

Oliver F. Johnson Memorial—gifts from family and friends in memory of Oliver F. Johnson '35 of West Hartford, CT, for students from the greater Hartford area.

R. Sheldon Johnson Family—gift from R. Sheldon Johnson, parent of Robert S. Johnson III '00 of Rowayton, CT, with preference given to students from New York City.

Joslin Family Scholarship in Memory of Joseph C. Clarke—gifts from the family of Raymond E. Joslin '58. Awarded in memory of Joseph C. Clarke to graduates of public school systems.

Kellner—gift of George A. Kellner '64 of New York City, with a preference to children of employees of nonprofit educational or research institutions.

George A. Kellner '64 Fund for Presidential Scholars—gift of George A. Kellner '64 of New York, NY to support the College's Presidential Scholars.

Timothy Kelly Memorial—gifts from friends and family of Timothy Kelly, a member of the Class of 1990, who died of cancer and did not graduate from the College.

Timothy Peter Kelly Memorial—gift in memory of Timothy Peter Kelly from his father, Brian W. Kelly, mother, Susan Kelly, and brother, Brian T. Kelly. Awarded to a student who has graduated from Farmington High School in Farmington, CT, with preference to a member of Trinity's freshman class. If there is no qualifying freshman, then to a sophomore, then a junior, then a senior, respectively. In the event there is more than one student in the class year being considered for scholarship award, the award shall be given to the candidate with greatest financial need.

Betty W. Kelsey—bequest of Mrs. Betty W. Kelsey of West Chatham, MA, mother of Ward T. Kelsey '65.

Kelter Family—gift of Jeffrey E. Kelter '76 of Glen Cove, NY to encourage diversity in all its forms, with preference given to students from Western Long Island, NY.

George Kneeland—given by Miss Adele Kneeland and Miss Alice Taintor, both of Hartford, in memory of George Kneeland 1880.

Korengold/Dippell Family—gifts of Daniel L. Korengold '73 and Martha Lyn Dippell of Chevy Chase, MD, with preference given to students hailing from metropolitan Washington, DC.

Vernon K. Kriebel Memorial—given by relatives and friends in memory of Dr. Vernon K. Kriebel, Scovill Professor of Chemistry, and increased substantially by a bequest and gifts in memory of Mrs. Laura C. Kriebel in 1991.

Josh P. Kupferberg—gift of Dorothy and Jack Kupferberg, in memory of their son Josh P. Kupferberg '73, to encourage the study of the Natural Sciences and Mathematics at the College and to assist academically talented students who intend to study, or are studying as their major the natural sciences and/or mathematics.

Karl Kurth—gifts from friends and associates of Karl Kurth, Jr., retired Director of Athletics.

Kurz—given by the Kurz family of Philadelphia, PA, with preference for scholars who are seniors or juniors majoring in Religion.

Susanna and Solon Lawrence—gift of an anonymous donor, with preference for students who have thrived in the face of physical disabilities.

Pamela and Nicholas W. Lazares—gift of Pamela and Nicholas Lazares '73, P'08, P'10, preference for qualified international students from Greece, Cyprus, Turkey, and the Balkans, or to first generation American students whose families emigrated from the regions described.

Jonathan Levin—established by Trinity College in memory of Jonathan Levin '80, for a graduating senior from the William Taft High School. If a qualified candidate cannot be found at Taft, preference will be given to a deserving student from another public high school in New York City.

John Levy and Gail Rothenberg—gifts of John Levy '69, P'04 and Gail Rothenberg P'04, with preference to students from the city of Boston, MA.

Charles W. Lindsey Memorial—gifts in memory of Professor Charles W. Lindsey III, a member of the Economics Department faculty, with preference given to economics majors for study abroad in developing countries, or to students from developing countries for study at Trinity.

George Thomas Linsley—bequest of Mrs. Helen L. Blake of Farmington in memory of her first husband, The Rev. George Thomas Linsley, D.D.

David J. Logan—gift from Gerber Scientific, Inc. of South Windsor, CT, to honor David J. Logan '55, for students intending to study engineering, with preference to students from the greater Hartford area and second preference to students from Connecticut.

Alexander A. Mackimmie, Jr.—given by the family and friends of Professor Alexander A. Mackimmie, Jr. with preference to graduates of Bulkeley High School, Hartford, CT.

Henry F. MacLean Memorial—given by Alison Barbour Fox, former Trustee of the College, in memory of her husband, Henry F. MacLean. Awarded with preference for students from Northwestern Regional High School No. 7 in Winsted, CT, where Mrs. Fox once taught. If no students meet this criterion, preference given to students majoring in English.

Morris M. and Edith L. Mancoll—given by Morris M. Mancoll, M.D., '24 and Mrs. Mancoll.

Stanley J. Marcuss—gifts from Stanley J. Marcuss, Esq., '63, of Washington, D.C., in honor of his father, with preference to students who demonstrate high standards of academic achievement or potential and exhibit a strong interest in world affairs.

John G. Martin—gift from Heublein, Inc., in memory of John G. Martin, for students from the greater Hartford area.

Mathematics—gifts from Professor and Mrs. E. Finlay Whittlesey, to be awarded with preference for students majoring in mathematics.

Arthur N. Matthews—bequest of Arthur N. Matthews '21 of Windsor, CT.

George Sheldon McCook Memorial—given by the family of George Sheldon McCook '97.

McKittrick-Walker Memorial—bequest from Evelyn O. Walker W'35 of South Lyme, CT.

Raymond W. McKee—gifts from Raymond W. McKee '70.

Donald L. McLagan—gift of Donald L. McLagan '64 of Sudbury, MA, with preference given to minority students.

George Payne McLean—given by Mrs. Juliette McLean of Simsbury, CT, in memory of her husband, George Payne McLean, Hon. '29.

Arthur "Skip" McNulty '62—gifts from classmates and friends in memory of Arthur "Skip" McNulty '62, with preference given to Trinity students who are children of Episcopal clergy.

Gary W. McQuaid Memorial—gifts from family and friends of Gary W. McQuaid '64, of Hershey, PA.

Caroline Sidney Mears—bequest of J. Ewing Mears 1858, of Philadelphia, PA, in memory of his mother, Caroline Sidney Mears.

Memorial—gifts in memory of alumni and friends.

Leonard and Margot Merin—gifts of Mitchell M. Merin '75 of Madison, CT, in honor of his parents, with preference for students from the greater Hartford area.

Merin Scholarship for Hartford Students—gifts of Mitchell M. Merin '75 of Madison, CT, to aid Trinity students who are residents of Hartford.

Donald Miller—gifts from family, alumni, and friends of retiring football coach Donald Miller.

Mirsky—bequest of Mrs. H. Sarah Mirsky, widow of Aron L. Mirsky '36.

Moak-Trinity—given by C. B. Moak of Miami, FL, with preference for students from the Florida area.

Michael A. Moraski '72 Memorial—given by the family and friends in memory of Michael A. Moraski '72, with preference for students from Gilbert High School, Torrington High School or Litchfield County, CT.

Robert S. Morris—given by Robert S. Morris '16, Hon. '65, of West Hartford, CT, a former Trustee of the College.

Shiras Morris—given by Mrs. Grace Root Morris of Hartford, in memory of her husband,

Shiras Morris 1896.

Ora Wright Morrisey—annually funded by Col. Edmund C. Morrisey '52 in memory of his mother, Ora Wright Morrisey.

Allen C. Morrison—bequest of Sara M. Brown of West Hartford in memory of her first husband.

Robert O. Muller—bequest of Josephine D. Muller of Anderson, SC, in memory of her husband, Robert O. Muller '31.

Paul J. Myerson Memorial—gifts in memory of Paul J. Myerson, M.D. '61, with preference given to greater Hartford residents who have graduated in the top 10 percent of their secondary school class.

Clarence E. Needham—bequest of Edith S. Needham of Shaker Heights, OH, in memory of her husband, Clarence E. Needham 1911.

William J. Nelson—bequest of William J. Nelson 1910 of Plaistow, NH, and memorial gifts from his family and friends.

Richard B. and Herbert J. Noble—proceeds from a matured life income fund contributed by Mr. Richard B. Noble '25 of Milford, CT, and Herbert J. Noble '26 of South Glastonbury, CT.

Gustav P. Nordstrom—bequest of Estelle E. Goldstein of Hartford, in memory of Gustav P. Nordstrom '29.

Roy Nutt Memorial—gifts in memory of Roy Nutt '53, former Trustee of the College.

Remsen Brinckerhoff Ogilby—given by Messrs. Carlos B. Clark, Hon. '43, James B. Webber, Joseph L. Webber, Richard H. Webber, Oscar Webber, and James B. Webber, Jr. '34 of Detroit, MI, in memory of the Rev. Remsen Brinckerhoff Ogilby, a former President of the College from 1920 to 1943.

Raymond and Elizabeth Oosting—gift of Mr. and Mrs. Raymond Oosting of West Hartford, CT. Mr. Oosting was Director of Athletics at the College from 1934 until his retirement in 1966.

Kay Koweluk Orfitelli Memorial—gift of Mr. William M. Orfitelli '73 of Anchorage, AK, in memory of his wife, who was also a member of the Class of 1973.

Dr. William Anthony Paddon—given by Richard Paddon '42 of Summit, NJ, in honor of his brother, Dr. William Anthony Paddon '35, Hon. '76, with preference to students who have a special interest in public health and a demonstrated concern for others.

Mitchel N. Pappas—given by the family and friends of Professor Mitchel N. Pappas, for students with special promise in the area of studio arts.

Dwight Whitfield Pardee—given by Miss Cora Upson Pardee of Hartford, in memory of her brother, Dwight Whitfield Pardee 1840.

Richard B. Pascall—bequest of Richard B. Pascall '35 of Glastonbury, CT.

Elaine F. Patterson '76—gift from Elaine Feldman Patterson '76 of Los Angeles, CA, with preference to students from southern California.

Alfred L. Peiker—bequest of Alfred L. Peiker '25 of West Hartford, CT, and memorial gifts from family and friends, for a student majoring in chemistry.

Clarence I. Penn—bequest of Clarence I. Penn 1912 of New York City.

Henry Perkins—bequest of Mrs. Susan S. Clark of Hartford, in memory of her first husband, Henry Perkins 1834, with nominations made by the Bishop of Connecticut.

Jeanne and Mitchell Perrin—gifts from Charles Perrin '67 and Robert Perrin '63 in honor of their parents' 60th wedding anniversary. Preference for students from New York City.

Ida H. and Israel Pomerantz Memorial—gift from Mrs. Israel Pomerantz of Wethersfield, CT in memory of her husband and gifts from Mrs. Pomerantz's son, Morton M. Rosenberg '51 and MA'52, with preference to students from the Hartford area who are first-generation college students.

John Humphrey Pratt—bequest of John H. Pratt, Jr. '17 of Darien, CT.

The Reverend Joseph Racioppi—proceeds from a life income fund established by The Rev. Joseph Racioppi '17, of Fairfield, CT.

Arnold E. Raether Memorial—gift of Paul E. Raether '68 in memory of his father.

Raether Family—gift of Mr. and Mrs. Paul E. Raether of Greenwich, CT. Mr. Raether is a member of the Class of 1968 and Chairman of the Board of Trustees of the College.

Mark Rainsford/Daniel North—gift from Daniel F. North '42 of Litchfield, CT, in memory of his classmate Mark Rainsford, with preference to students who intend to major in studio arts or English literature. Preference will be given to candidates from membership in traditionally marginalized groups, candidates from the neighborhoods surrounding Trinity College, and candidates who are the first members of their family to attend college.

Frank Melvin Rathbone—proceeds from a charitable remainder annuity trust from Louise Rathbone, daughter of Frank Melvin Rathbone 1906.

Hilla Rebay—grant from Francis P. Schiaroli of Cummings & Lockwood for an incoming student who shows particular promise in the studio arts (painting). Also supports three fifth-year fellowships for students who demonstrate achievement in painting and who plan to pursue a masters of fine arts in painting.

Amos Elias Redding—gifts from friends and colleagues in memory of Amos E. Redding 1916.

J. Ronald Regnier/University Club—gifts from members of the University Club of Hartford in memory of J. Ronald Regnier '30.

Gertrude B. and John R. Reitemeyer—bequest of Mrs. John R. Reitemeyer of Barkhamsted, CT, in honor of her husband, John R. Reitemeyer '21. Awarded to students whose immediate families are residents of Connecticut.

Returned Scholarship—given by Harold L. Smith '23 of New York City, and others, in appreciation of scholarship aid given them as undergraduates.

Governor Abraham A. Ribicoff—given by the Suisman Foundation, Inc., of Hartford, in honor of former Connecticut Governor Abraham A. Ribicoff, Hon. '55.

Walter J. and Eleanor Ward Riley—bequest of Walter J. Riley '26 and Eleanor Ward Riley.

Maria L. Ripley—bequest of Miss Maria L. Ripley of Hartford.

Kathryn M. Rockwell—bequest of Kathryn M. Rockwell, mother of Bruce M. Rockwell '60.

Gerald Francis Rorer—gift from Gerald B. Rorer and Elizabeth K. Rorer P'00, '03 in memory of Gerald's father.

John Rose Organ Scholarship Fund—gift of Eleanor J. and Willard R. Seipt, of Tryon, NC, friends of the College, in honor of Mr. John Rose, College Organist and Director of Chapel Music, with preference for students studying organ at Trinity College or pursuing study in the field of music. In the absence of qualified organ students, it will be awarded to qualified students pursuing studies in music or to students who contribute significantly to the musical life of the College.

Ruth B. Rouse—bequest of Ruth B. Rouse, friend of the College.

H. Ackley Sage—bequest of Mrs. Lydia Sage of Pompano Beach, FL, in memory of her husband, H. Ackley Sage 1914.

Daniel and Sheila Saklad—gift from Daniel Saklad '64 of Wilmington, NC, for students who meet one of the following three conditions: 1) scholars who reside in the greater Boston area, with preference given to graduates of Belmont High School; 2) scholars who reside in the state of North Carolina, with preference given to residents of Wilmington; 3) scholars who reside in those states where Wells Fargo's banking group has a presence, with preference given to sons and daughters of Wells Fargo employees.

Henry F. Saling—bequest of Henry F. Saling, friend of the College. For a student studying in a pre-medical program.

Bishop Harold E. Sawyer—bequest of The Rt. Rev. Harold E. Sawyer '13 of Ivoryton, CT.

Ethel and Max Schader Memorial—gifts of Bertram R. Schader '56 of Madrid, Spain. Preference is given to Jewish students.

Osmon H. Schroeder and Leota Schroeder Barber—bequest from Leota S. Barber of Pinellas County, FL.

Senior Class—annually funded by the College's senior class to provide scholarship aid to qualified students during their freshman and sophomore years.

Senior Class Endowed—funded by contributions from undergraduates presented to the College as a Senior Class Gift, for a rising senior who has not previously shown financial need.

Thomas A. Shannon—bequest of Thomas A. Shannon '25 of West Hartford, CT.

Lester E. Shippee—gift of Mr. Lester E. Shippee of Bloomfield, CT, in honor of President James F. English, Jr., Hon. '89.

Helena K. and Elmer L. Smith—gift of David R. Smith '52 of Greenwich, CT in memory of his parents.

Harold and Irene Smullen—gift from Mary and Harold A. Smullen, Jr. '76 of West Hartford, CT, with preference to a public high school student from the state of Connecticut.

Charles Byron and Ila Bassett Spofford—bequests of Charles Byron Spofford, Jr. '16 and his wife, Ila Bassett Spofford, with preference for juniors or seniors with financial need.

Dallas S. Squire—established by Dallas S. Squire '15, in memory of Samuel S. Squire and Colin M. Ingersoll, with preference to a junior or senior member of St. Anthony Hall.

Grace B. Starkey—given by George W. B. Starkey, M.D. '39, a former member of the

Board of Trustees, in honor of Dr. Starkey's mother.

General Griffin A. Stedman, Jr.—given by Miss Mabel Johnson of Hartford, in memory of her uncle, Brig. Gen. Griffin Alexander Stedman, Jr. 1859, M.A. 1863.

Elliott K. and Josephine H. Stein—gift from Josephine H. Stein in memory of her husband, Elliott K. Stein '44, with preference to students from Hartford County, CT who intend to major in history or economics.

Robert C. Stewart—in honor of Professor Robert C. Stewart, who retired after 46 years with the Mathematics Department, to a student who has demonstrated an interest in teaching.

Mitchell B. Stock—given by Mitchell B. Stock of Bridgeport, CT.

Arthur B. Stolz—bequest of Arthur B. Stolz '35 of Washington, D.C.

Ralph W. and Evelyn B. Storrs—bequest of Evelyn B. Storrs of West Hartford, CT for students planning to enter medicine as a profession.

Student Activities—given by Trinity students from the activities budget, for disadvantaged and/or minority students.

Dong and Eunice Suh—gifts of Mr. and Mrs. Dong S. Suh of New York City, parents of Eugene Suh '90 and Sharon Suh '91, with preference given to Asian students.

Suisman Foundation, Inc.—given by the Suisman Foundation, Inc., of Hartford.

Samuel C. Suisman—given by the Suisman Foundation, Inc., of Hartford, with preference to a rising senior who has made substantial contribution in extracurricular activities and has shown general leadership qualities.

Samuel C. and Edward A. Suisman—given by Samuel C. Suisman and Edward A. Suisman, Hon. '71, of West Hartford, CT.

SURDNA Foundation—given by the SURDNA Foundation, Inc.

Margaret G. Sweeney—bequest of Margaret G. Sweeney of West Hartford, CT.

Swiss Reinsurance Company—given by the Swiss Reinsurance Company of Zurich, Switzerland, with preference to a student majoring in mathematics.

T'44 Memorial—given in memory of members of the Class of '44 who have died, with preference given to first generation college students and students in the Individualized Degree Program.

Frederic Tansill—gifts from members of the Trinity College Club of New York, with preference to students from metropolitan New York who contribute to the College by participation in extracurricular activities and show promise of continued involvement with Trinity after graduation.

Edwin P. Taylor III—given by the family and friends of Edwin P. Taylor III '46.

Thomas and Charlotte Valentine Taylor Educational Foundation—given by Thomas and Charlotte Valentine Taylor Educational Foundation for students who graduated in the top third of their class at a private, independent secondary school.

Theta Xi—preference to children of fraternity members.

Allen M. Thomas—bequest of Allen M. Thomas '26 of Greenwich to provide financial assistance to premedical students.

Richard I. Thomas—bequest of Richard I. Thomas '34, MA'35, of Rockport, ME.

Mathew George Thompson—bequest of The Rev. Mathew George Thompson, Hon. '20, of Greenwich, CT.

Melvin W. Title—given by the Suisman Foundation, Inc., of Hartford, Melvin W. Title '18, Hon. '68, and friends.

William Topham—bequest of Margaret McComb Topham of New York City, in memory of her father, William Topham.

Tortora Sillcox Family—gifts of the Tortora Sillcox Family Foundation, whose trustee is Leslie Cooper Sillcox '78, a former Trustee of the College, for qualified economically disadvantaged undergraduate students, especially, but not limited to, students of color. For a period of five years, beginning in academic year 2006-2007, income from the fund will be used to support one or more students who matriculate through the endeavors of the Posse Program.

W. James Tozer, Jr. '63, P'89, P'90—given by W. James Tozer, Jr. '63, P'89, P'90, of New York City, to provide financial aid for Trinity students who are residents of the state of Utah, with preference for those graduating in the top ten percent of their secondary school class.

Trinity Club of Hartford—gifts from the Trinity Club of Hartford, with preference for students from the greater Hartford area.

Trinity College Student Body—gifts of the Classes of 1969-1978.

Trinity Scholarship—established by the Trustees with funds derived from student repayments of Trinity loans.

B. Floyd Turner—given by B. Floyd Turner '10 and Mrs. Arline Turner MA '33 of Glastonbury, CT, and memorial gifts from family and friends, with preference for residents of the town of Glastonbury.

Ruth Elaine Tussing—bequest of Esther Price Molloy of West Hartford, CT, in honor of her daughter, for women students majoring in the romance languages.

Ruth and Paul Twaddle Memorial—gifts in memory of Paul H. Twaddle, M.D. '31 for financial aid to students preparing for medical school and majoring in humanities or social sciences.

Arthur J. Ulmer—bequest of Arthur J. Ulmer of Jersey City, NJ.

Thomas S. and Lewis A. Wadlow—given by Thomas S. Wadlow '33 and Lewis A. Wadlow '33, to be awarded at the discretion of the President of the College, with the hope that recipients will later want to help others by adding to this fund or by otherwise supporting the College.

David E. Walker '83—Gift of David E. Walker '83 of Dedham, MA.

Timothy J. Walsh '85 and Mary Casner Walsh—gift from Timothy J. Walsh '85 and Mary Casner Walsh, with preference for students from Bristol, CT.

Constance E. Ware Student Assistance—bequest and gifts in memory of Constance E. Ware of West Hartford, CT, Vice President for Development, with preference to students studying within the departments of Fine Arts and History to meet unusual needs or take advantage of special opportunities not covered by the normal financial aid grant.

Warrington—gifts from the Warrington Foundation, whose president is Samuel Bailey, Jr. '62, with preference given to students from inner cities.

Helen M. Watson—gift of an anonymous donor, to students enrolled in the Individualized Degree Program.

Raymond John Wean—gifts of Raymond J. Wean Hon. '54 of Warren, Ohio, former Trustee of the College, to the neediest qualifying students from the following geographical areas: First preference to students from Trumbull and Mahoning counties in Ohio; second, to students from Cuyahoga County in Ohio; and third, to students from Allegheny County in Pennsylvania.

Ronald H. Weissman—given by Mrs. Estelle Fassler of Scarsdale, NY, mother of Ronald H. Weissman '74, for a student majoring in science, preferably biology.

Western Connecticut Alumni Association—given by members of the Western Connecticut Alumni Association, with preference for students from western Connecticut.

C. Dana White—gift of C. Dana White '64, MA'69 of Santa Barbara, CA, to students of either Black, Hispanic, or Native American origin.

Whitters Family—gifts from former Trustee James P. Whitters III '62, to a student who has elected to major in American history or American studies.

Mary Howard Williams—bequest of Augusta Hart Williams of Hartford.

Isidore Wise—given by Isidore Wise, Hon. '49, of Hartford.

Woodward—bequest of Charles G. Woodward 1898, former Trustee of the College, in memory of his grandfather, Charles Smith, of South Windham, CT, and his parents, P. Henry Woodward, Hon. 1900, and Mary S. Woodward of Hartford.

Charles G. Woodward—given by Charles G. Woodward 1898, of Hartford, Trustee of the College from 1917 to 1950.

George and Thomas Wyckoff—gift of Trustee Emeritus George Wyckoff of Pittsburgh, PA, in memory of his sons George '59 and Thomas '60, with preference to students from the Pittsburgh area.

Merrill A. Yavinsky '65—gifts from Merrill A. Yavinsky '65 to a student from Hartford. In the unlikely event a student from Hartford is not identified, the award may be given to a student from a bordering town.

Vertrees Young—given by Vertrees Young 1915, Hon. '73, of Bogalusa, LA, former Trustee of the College.

SCHOLARSHIPS FOR STUDENTS PREPARING FOR THE MINISTRY

The following scholarships are awarded only to students who are preparing to enter the ministry. Applicants for these scholarships will apply on the usual forms, and the same general rules will apply to them as govern the award of other scholarships.

Thomas Backus—given by The Rev. Stephen Jewett, Hon. 1833, of New Haven, CT.

Daniel Burhans—bequest of The Rev. Daniel Burhans, Hon. 1831, of Newtown, CT.

John Day Ferguson and Samuel Morewood Ferguson—bequest of Mrs. Jeannie Taylor Kingsley of New Haven, CT.

George F. Goodman—bequest of Richard French Goodman 1863, of Newton, NJ.

Horace B. Hitchings—bequest of The Rev. Horace B. Hitchings 1854 of Denver, CO.

Harriette Kirby—bequest of Miss Harriette Kirby of Hartford.

Horatio N. Lake—bequest of Horatio N. Lake of Bethlehem, CT.

John Shapleigh Moses—bequest of Annette Foxall McCartney Moses of Andover, MA, in memory of her husband, John Shapleigh Moses, D.D. '14.

Joseph P. Robinson Memorial—bequest of Stanley A. Dennis, Jr. '17 of Kearny, NJ, in memory of The Rev. Joseph P. Robinson.

Isaac Toucey—bequest of The Honorable Isaac Toucey, Hon. 1845, of Hartford, former Trustee of the College.

Isaac H. Tuttle—bequest of The Rev. Isaac H. Tuttle 1836, of New York City.

Nathan M. Waterman—bequest of General Nathan Morgan Waterman of Hartford.

STUDENT LOAN FUNDS

Alumni, Senior—established in 1938 by gifts of the Alumni Association of Trinity College.

Clinton Jirah and Carrie Haskins Backus—established in 1950 by Clinton J. Backus 1909, of Midway City, CA.

Federal Perkins Loan—under provisions of the National Defense Education Act of 1958 as amended, loans are made available for students with financial need.

George J. Mead—established in 1951 by bequest of George J. Mead, Hon. '37, of Bloomfield, CT for loans to students majoring in economics, history, or government.

Edward J. Myers and Thomas B. Myers Trinity College Student Loan Fund—established by Thomas B. Myers 1908 in his name and that of his brother, Edward J. Myers 1914, with preference to graduates of accredited Racine County, WI high schools.

New England Society of New York—established in 1945 by the New England Society of New York, used for short-term small loans.

Remsen Brinckerhoff Ogilby—established in 1943 by gifts of Carlos B. Clark, Hon. '43, and James W. Webber, Jr. '34 and his family, all of Detroit, MI.

Revolving Loan Fund—established in 1988 by Mr. and Mrs. Bernard Schiro of West Hartford, CT, through a gift from the Schiro Fund, Inc., to provide loans to Individualized Degree Program students, graduate student,; and regular undergraduates who are juniors or seniors and who stand in the top half of their class academically and are U.S. citizens.

Trinity—established by vote of the Trustees of the College in 1952 to provide loans comparable to the terms and conditions of the Mead Loan Fund for students majoring in other fields.

Eva Winer Memorial Fund—memorial gifts from family and friends of Eva Winer. Used by the Office of the Dean of Students as grants or loans for students with special needs.

Wyckoff Student Loan Fund—established 1973 by The Alcoa Foundation in honor of George W. Wyckoff. This fund is available to provide loans to needy and deserving undergraduate students.

Prizes

DEPARTMENT/PROGRAM PRIZES

AMERICAN STUDIES

The American Studies Prize, established by the American Studies Program in 2007, is awarded annually to a graduating senior for the best thesis or that makes an original contribution to interdisciplinary work in American culture.

The Rosamond M. Mancall Prize, established in 1991 by family and friends in memory of Rosamond M. Mancall, IDP '73, is awarded annually to an outstanding member of the junior class who is an American Studies major.

The Ann Petry Book Prize was established by the American Studies Program in 1992 to honor Ann Petry, the outstanding African American writer and Connecticut resident. It is awarded to the junior or senior who presents the best essay on race in American culture and its intersections with other conditions, especially gender and class. Submissions may not exceed 25 pages.

BIOLOGY

The Thomas Hume Bissonnette Biology Achievement Award was established in honor of Thomas Hume Bissonnette, a world renowned animal physiologist who served on the Trinity Biology faculty during the 1920s through 1940s. It is given to a senior Biology major who is recognized for academic excellence and for significant contributions to the Biology Department.

The J. Wendell Burger Prize in Biology is an award given to a graduating senior majoring in biology who, by vote of the faculty of Biology, is considered to have demonstrated the greatest promise for a career in biological science. The prize is from a fund established in honor of the late James Wendell Burger, the J. Pierpont Morgan Professor in Biology, Emeritus.

The James M. Van Stone Memorial Book Prize is awarded by the Biology Department to the first-year student or students who have performed outstanding work in the classroom and laboratory of the introductory biology course. The prize is from a fund established in honor of the late James M. Van Stone, Professor of Biology, Emeritus.

CHEMISTRY

The American Institute of Chemists Award is presented to seniors majoring in chemistry and biochemistry who have demonstrated scholastic achievement, leadership, ability and character.

The Louis Aronne, Class of 1977, Prize in Biochemistry is awarded to a senior or a junior biochemistry major (with preferences being given to a senior) who, in addition to being an outstanding student in biochemistry, has demonstrated interest in general scholarship and campus activities. The awardee is selected by a member of the Chemistry Department and a member of the Biology Department who teaches a biochemistry course.

The Chemical Rubber Company Awards are made to freshman chemistry students for outstanding achievement in general chemistry.

The Connecticut Valley Section of the American Chemical Society Award is given to a senior in recognition for outstanding accomplishment in the study of chemistry or biochemistry.

The Division of Analytical Chemistry of the American Chemical Society Award is given to a student who has completed the third undergraduate year and who displays interest in and aptitude for a career in analytical chemistry.

The Division of Polymer Chemistry of the American Chemical Society Award is given to the outstanding Sophomore/Junior student in the two-semester organic course for chemistry majors.

The Jessica Alisa Owens Memorial Award is given in memory of Jessica Owens '05 by the faculty members of the Chemistry Department for academic achievement in chemistry or biochemistry and outstanding contributions to community service.

CLASSICS

The Rev. Paul H. Barbour Prizes in Greek were established in honor of the Rev. Paul H. Barbour of the Class of 1909 on the occasion of his ninetieth birthday. They are given to the students who achieve excellence in a special examination in Greek.

The James Goodwin Greek Prizes, founded in 1884 by Mrs. James Goodwin of Hartford, are offered to students in Greek who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The winners also are awarded a Greek coin of the classical period. The examination, to be held in April, is designed to test the student's general knowledge of Greek and skill in sight translation such as he or she may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

The James A. Notopoulos Latin Prizes are from a fund named after Professor James A. Notopoulos in appreciation of his interest in promoting high ideals of learning. The fund was established by an anonymous donor who has suggested that the income from this fund be used to offer a prize primarily for freshman excellence in attainment in Latin, then to upperclassmen. The examination, to be held in April, is designed to test the student's general knowledge of Latin and skill in sight translation such as he or she may properly be expected to acquire from reading in connection with courses.

The Melvin W. Title Latin Prizes, founded in 1958 by the late Melvin W. Title of the Class of 1918, are offered to students in Latin who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The examination, to be held in April, is designed to test the student's general knowledge of Latin and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

The John C. Williams Prize in Greek was established by his students, colleagues, and friends in 1992 in honor of Professor John C. Williams, Hobart Professor of Classical Languages, Emeritus. It is awarded to the student or students who have demonstrated excellence in the study of first-year Greek.

COMMUNITY SERVICE AND CIVIC ENGAGEMENT

The Samuel S. Fishzohn Awards for Civil Rights and Civil Liberties and Community Service was established in 1966 in memory of Samuel S. Fishzohn, Class of 1925, a prominent figure in social work and welfare. Awards are given each year to at least two students: one who has demonstrated initiative and creativity in community service related to important social issues, and the other who has worked with dedication in civil rights, civil liberties or race relations.

The Alexander A. Goldfarb Award for Community Service is awarded jointly by the City of Hartford and Trinity College to the Trinity student who, through community service, has done the most during this current year to benefit the City of Hartford and its citizens.

The St. Anthony Hall Community Service Award was established by the St. Anthony Hall Trust of Hartford. It is awarded annually to a Trinity College fraternity or sorority member who has demonstrated initiative, creativity, and commitment in the areas of service, activism, and/or civic engagement during the academic year. In conjunction with this award, a financial contribution will be made in the recipient's name to support a nonprofit organization or community programming initiative of his or her own choosing.

COMPUTER SCIENCE

The Travelers Companies Foundation Senior Research Prize is awarded to a student whose senior research project in the field of Computer Science has been deemed the most outstanding by an independent board chosen from Trinity faculty and The St. Paul Travelers staff.

The Ralph E. Walde Prize in Computer Science was established to honor Professor Ralph E. Walde, Professor of Computer Science, and one of the founding members of the Computer Science Department. The prize recognizes a rising senior computer science major who has demonstrated outstanding academic achievement in computer science. The recipient is chosen by a vote of the Computer Science Department faculty.

DEAN OF FACULTY

The Samuel and Clara Hendel Memorial Book Prize is awarded annually to the undergraduate who is judged to have written the best paper on a topic involving issues of civil liberties or social justice. The prize was established in 1978 by friends, colleagues and former students to honor Samuel Hendel, Professor Emeritus of Political Science, and Mrs. Hendel.

The Elma H. Martin Book Prize was established in 1995 in memory of Elma H. Martin, who with her husband, Harold, the Charles A. Dana College Professor of the Humanities, graced the Trinity community from 1977 to 1984. The Prize is given annually to an undergraduate woman who exemplifies qualities that her friends so admired in Elma Martin: an amiable manner, generosity of spirit, love of reading, involvement in the civic life of her community, and a commitment to the welfare and advancement of women, for whom she was, at Trinity and elsewhere, a model and inspiration.

The Trinity Papers, established by a group of President's Fellows in 1982, is an annual journal which publishes outstanding examples of student scholarship. Students whose work is selected for publication in *The Papers* receive certificates at Honors Day in recognition of their exceptional achievement.

DEAN OF STUDENTS

The Class of 1922 Award, established in 1974 by vote of the Class, is granted annually to a graduating senior who has done outstanding work in a particular academic field.

The Connecticut Commandery, Military Order of Foreign Wars Book Award is made to the member of the graduating class who has demonstrated outstanding leadership qualities.

The Human Relations Award is awarded annually to an undergraduate who during the year has exhibited outstanding citizenship and sportsmanship. Sportsmanship is interpreted in its broadest sense and does not necessarily include achievement in athletics.

ECONOMICS

The John C. Alexander Memorial Award was established by friends of John C. Alexander '39, to memorialize his name and, in some way, to identify a Trinity undergraduate who possesses some of the qualities that he possessed. It is presented annually to a senior economics major who is a member of a varsity squad and who has demonstrated the most academic progress during his/her Trinity career.

The Faculty of Economics Award is presented annually to that graduating senior major in economics who, by vote of the faculty of Economics, is considered to have demonstrated the greatest promise as a professional economist. The award comes from the Mead Fund in Economics.

The Ferguson Prizes in Economics, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are offered annually to seniors for the two best essays on topics approved by the Department. The essays must be submitted to the Department's Office Coordinator on the Friday two weeks after spring break.

The G. Keith Funston Prize in Economics was established in honor of the late G. Keith Funston, a member of the Class of 1932, by his family. Mr. Funston, a former President of Trinity College, was a Charter Trustee of the College. The prize is awarded annually to a senior majoring in economics who is an outstanding scholar and is actively involved in the life of the College.

The Peter J. Schaefer Memorial Prize was established by the classmates of Peter J. Schaefer, Class of 1964, to memorialize his name, consists of the annual award of books to the freshmen who have achieved the highest grades in introductory economics in the preceding academic year.

EDUCATIONAL STUDIES

The Jonathan Levin Prize in Education, established by a member of the Trinity College Class of 1960 who chooses to be anonymous, is presented annually to a junior or senior who plans to pursue a career teaching in an area with a high proportion of disadvantaged youth. The prize is given in memory of Jonathan Levin '88, who, as a teacher at William H. Taft High School in the Bronx, New York, dedicated his life to improving the lives of young people. Recipients must possess a superior academic record, intend to pursue a teaching career, and demonstrate a commitment to help young people through practice teaching, tutoring, mentoring, or equivalent activity.

The Richard K. Morris Book Award for Excellence in Education is given annually to the member of the senior class who best fulfills the following qualifications: communicates effectively, stimulates inquiry, demonstrates excellence in scholarship, manifests moral and ethical attitudes towards professional responsibility, and participates in community activities in

an educational capacity. This award is given by the Trinity Education Graduate Association in honor of the late Richard K. Morris, a former Professor of Education.

ENGINEERING

The Theodore R. Blakeslee II Award was established in 1992 by the family, friends, and colleagues of the late Professor Theodore R. Blakeslee II, Associate Professor of Engineering, to reward the outstanding teaching assistant in Engineering.

The Hartford Section of the American Society of Mechanical Engineers (ASME) Prize is awarded by the Hartford Chapter of The American Society of Mechanical Engineering to a full-time junior or senior who is concentrating in mechanical engineering and has an exceptional academic record.

The Hartford Section of the American Society of Mechanical Engineers (ASME) Top Senior Award recognizes the Trinity College Engineering senior, concentrating in Mechanical Engineering, with the top academic record.

The Junior Engineering Book Prize recognizes a rising senior engineering major who has demonstrated outstanding academic achievement and shown evidence of professional development. The recipient is chosen by a vote of the Engineering Department faculty.

The Edwin P. Nye Award, established in 1983 by family, friends and colleagues of the late Professor Emeritus Edwin P. Nye, goes to an undergraduate who has demonstrated understanding and concern for the need to achieve a harmonious balance between man's technology and the natural environment. Selection of the recipient is made by the Engineering faculty.

The Travelers Companies Foundation Senior Research Prize is awarded to a student whose senior research project in the field of Engineering has been deemed the most outstanding by an independent board chosen from Trinity faculty and The St. Paul Travelers staff.

ENGLISH

The Academy of American Poets Prize was established by Trinity College in conjunction with the Academy of American Poets and the University and College Poetry Prize Program. It is awarded in recognition of the best individual poem written by a Trinity College student.

Alumni Prizes in English Composition, from the income of a fund contributed by the Alumni, are awarded to the students who present the best essays on subjects approved by the Department of English. Essays originally prepared for academic courses, for publication in the *Trinity Tripod*, or especially for the contest will be accepted.

The F. A. Brown Prizes, founded in 1897 by Mrs. Martha W. Brown of Hartford in memory of her husband, are awarded to students who deliver the best orations.

The Jan Cohn Senior Thesis Award, established in 2005 by the Trinity English Department, will be presented annually to the English major who is judged to have written the best Senior Thesis for the year. The prize honors the memory of Jan K. Cohn, one of the College's most vibrant teachers. She was former Dean of the Faculty of Trinity College, and G. Keith Funston Professor of American Literature and American Studies.

The Ruel Crompton Tuttle Prizes were established in 1941 by the bequest of Ruel Crompton Tuttle of Windsor, Connecticut, Class of 1889, to be awarded annually by the Chairperson of the English Department to the two students who are deemed the best and

second-best scholars in the English Department from the junior class. The terms of award rest solely on the judgment and discretion of the Chairperson of the English Department.

The John Dando Prizes were established by friends and former students of the late Professor Emeritus John Dando, in recognition of his distinguished career, spanning three decades as a teacher of Shakespeare in the English Department. The prizes are awarded annually to one or two undergraduates for outstanding work in the study of Shakespeare.

The Jim Murray Memorial Foundation Scholarship, established in 2000 by Linda McCoy-Murray, is awarded to a Connecticut resident sophomore English major for the best essay on a specific topic on journalism. It was established to honor the alumnus English major Jim Murray. The English Department will review submitted essays. One finalist is selected as a Murray Scholar.

The Paul Smith Distinguished Master's Thesis Award, established in 1998 by Keith O'Hara (MA '94) and Dena Coccozza O'Hara, is an award presented to the graduate student who has written the most distinguished Master's Thesis in the English Department for the year. The prize honors the memory of Paul Smith, James J. Goodwin Professor of English, Emeritus.

Trinity Alumnus Prizes in Prose Fiction are annual awards established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts of short stories or novelettes are to be submitted to the Department of English.

John Curtis Underwood '96 Memorial Prizes in Poetry are annual awards established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts should be submitted to the Department of English.

The Fred Pfeil Memorial Prize in Creative Writing is awarded to a student who has written a literary work (fiction, poetry, play script, screenplay, creative nonfiction) which addresses the issue of social justice and the impact of culture and politics on human relationships. The prize honors Fred Pfeil's commitment to literature and to activism.

ENTREPRENEURIAL STUDIES

The John L. Nicholas '87 Award in Entrepreneurial Studies is given annually to an undergraduate who demonstrates the greatest aptitude for an entrepreneurial career. This award recognizes the student who submits the most promising portfolio of academic work in preparation for entrepreneurial endeavors, along with a report of entrepreneurial projects completed or a proposal that demonstrates a thoughtful analysis of a possible venture. Ventures in any area are eligible, but those employing computer technology in some form are expected to be common.

FINE ARTS - ART HISTORY

The Esther and Lloyd Cooper Prize in Fine Arts was established by George Brinton Cooper in honor of his parents, and by Allen Brinton Cooper, Class of 1966, in honor of his grandparents. It is awarded to the junior or senior of whatever major who demonstrates distinction in any branch of the history or practice of the fine arts.

The Friends of Art Award for Art History is given to the graduating major whose academic record and promise of future achievement best epitomizes the goals of The Friends to cultivate and sustain the arts among us.

The John C.E. Taylor Prize in Architecture was established in 1986 by family, colleagues, and friends in memory of John C.E. Taylor, Professor of Fine Arts from 1941 to

1970. It is awarded to a student who has demonstrated outstanding promise in the field of architecture or architectural history.

FINE ARTS – STUDIO ARTS

The Jacqueline Caples Prize in Sculpture is given by the faculty of the Department of Fine Arts in memory of their colleague, Professor Jacqueline Caples. It is awarded to a student in recognition of significant accomplishment in sculpture.

The Friends of Art Awards for Studio Arts are given to students for exceptional achievement in painting, graphics, sculpture or photography.

The Anna C. Helman Prize for Painting was established by Rabbi Leonard Helman, Class of 1948, in honor of his late mother, Anna C. Helman. The award is given to a student of painting, esteemed by the Faculty of Fine Arts to be distinguished in accomplishment and promise.

The Fern D. Nye Award for Graphic Arts is presented annually on the basis of work of originality and excellence in graphic arts.

The Mitchel N. Pappas Memorial Prize was funded by the Philip Kappel Endowment to honor the memory of Mitchel N. Pappas of Trinity's Fine Arts Department. It is awarded to senior students who show special promise in the area of studio arts.

FIRST-YEAR PROGRAM

The First-Year Papers Awards are given to those students whose papers written for a First-Year Seminar were selected for inclusion in *The First-Year Papers*, a publication issued each year. Inclusion is determined by a panel of First-Year Mentors, a faculty member from The Writing Center, and the Director and Dean of the First-Year Program.

HISTORY

The George B. Cooper Prize in British History was established by Dr. D. G. Brinton Thompson upon the retirement of Dr. George B. Cooper, Northam Professor Emeritus, to recognize Dr. Cooper's distinguished career. It is awarded to the senior who has done the best work in British History at Trinity.

The Micki and Hy C. Dworin Awards grant two prizes annually to seniors who have demonstrated outstanding scholarship in Asian Studies and in East European Studies. Awards are made upon the recommendation of the faculty.

The Ferguson Prizes in History, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are awarded for essays of at least 20 pages in length written independently or for courses or seminars. All Trinity undergraduates are eligible to compete for the Ferguson Prizes. All essays must be typewritten. They must be submitted to the Chairman of the Department.

The George J. Mead Prize in History is awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37. It is awarded to an outstanding history major in the freshman or sophomore class.

The D. G. Brinton Thompson Prize in United States History was established by Dr. D. G. Brinton Thompson, Northam Professor Emeritus and a former Chairman of the History Department. It is awarded for the best essay of at least 20 pages in length in the field of United States History submitted by an undergraduate. Senior Seminar essays in United States history are eligible.

The Miles A. Tuttle Prize will be awarded to the member of the Senior Class who writes the best essay of at least 20 pages in length in history on a topic selected by the contestant and approved by the Department of History. Senior Seminar essays are eligible for the Tuttle competition. If in the judgment of the Department no essay meets the standards of excellence, no prize will be awarded.

INTERNATIONAL PROGRAMS

The Technos International Prize shall be awarded annually to an outstanding graduating senior who is committed to the cause of international understanding and has excelled in an academic field that is among those offered at the Technos International College of Japan, on whose behalf the Tanaka Ikueikai Educational Trust has established the prize. Eligible fields include art, computer science, engineering, modern languages, and international studies.

INTERNATIONAL STUDIES

The Professor Albert L. Gastmann Book Prize in International Studies Award was established in 2000 by the faculty of the International Studies Program in honor of Albert L. Gastmann, Professor Emeritus in Political Science at Trinity College, and for decades a scholar and student of many regions of the world outside Europe and the United States. The award is given annually to a senior major in International Studies with experience abroad who has demonstrated exceptional academic achievement. The recipient will be selected each April of every year by the International Studies Program Director in consultation with the coordinators of the program.

JEWISH STUDIES

The Prime Minister Yitzhak Rabin Prize in Jewish Studies is awarded annually for excellence in Jewish Studies to a member of the junior or senior class. The prize is in memory of Prime Minister Yitzhak Rabin, and given by Berel and Helen Lang in honor of Sarah Stamm Lang.

LIBRARY

The Jerome P. Webster, Class of 1910, Student Book Collectors Prizes were established by Dr. Jerome P. Webster '10 to recognize students' passions for books and book collecting. An avid book collector, he served as a Trustee of the College and was one of the founders of the Trinity College Library Associates. These awards are made to as many as three students who present collections of books in a specific field or an intelligently selected nucleus of a general library for the future. Emphasis is placed on the student's knowledge of the contents of the collection and its usefulness. The total number of books or their monetary value is not a determining factor.

MATHEMATICS

The Irving K. Butler Prize in Mathematics, established through a bequest from the late Mr. Butler, is given annually to a rising senior (i.e., member of the junior class) who in the judgment of the Department of Mathematics has done outstanding work in mathematics.

The Mary Louise Guertin Actuarial Award was established in 1952 by Alfred N. Guertin '22, in memory of his mother. The award will be made annually to the senior judged by a committee to have personal qualities indicative of future executive capacity and leadership in the actuarial profession. The student must have demonstrated genuine interest in considering the actuarial profession and have acquired outstanding grades as an undergraduate in each of mathematics, English, and economics. The committee shall consist of two members, named by

the College, of the Society of Actuaries or the Casualty Actuarial Society.

The Phi Gamma Delta Prizes in Mathematics are offered to students taking Mathematics 131, 132 and Mathematics 231. These prizes are from the income of a fund established in 1923, and increased in 1931 by the alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

The Phi Gamma Delta Senior Prize is awarded annually to the person adjudged by the Department of Mathematics to be its most outstanding senior major. This prize is from the income of a fund established in 1923, and increased in 1931 by the Alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

The Phi Gamma Delta Teaching Fellowship is awarded annually to students having distinguished work in mathematics courses and who, in the opinion of the Department of Mathematics, are qualified to aid the Department in its instructional endeavors.

The Robert C. Stewart Prize was established in honor of Professor Robert C. Stewart, who retired after 46 years with the Department of Mathematics. The prize is awarded to a student who has demonstrated an interest in a teaching career.

MODERN LANGUAGES

The Cesare Barbieri Endowment Prize is awarded to a student for achievement in Italian Studies.

The Book Prizes for Excellence in Modern Languages are presented to students who have shown outstanding progress and achievement in Arabic, Chinese, French, German, Hebrew, Japanese, Portuguese, or Russian at the College.

The Samuel Barbin Coco Scholarship Award was established in 1992 by Hannalou and Samuel B. Coco in honor of their daughter, Caroline S. Coco '85. The award is to provide financial assistance to a rising junior who wishes to spend either the Fall or Spring Term at Trinity College, Rome Campus. Preference is given to a student pursuing Italian Studies.

The Lova and Tania Eliav Prize for Excellence in Hebrew honors author, teacher and humanitarian, Israeli leader Arie Lova Eliav and Tania, his Lithuanian-born wife, whom he met while in command of blockade-running ships bringing 1,000 Holocaust survivors to Palestine. This prize was established in 1999 by their friends and colleagues at Trinity College.

The Erasmus Prize in the Humanities was established in 2001 by John Molner '85 and David Molner '91 in honor of Kenneth Lloyd-Jones, John J. McCook Professor of Modern Languages, and a member of the faculty since 1978. It is awarded annually to the junior or senior adjudged to have written the best essay in the humanities after completion of the sophomore year.

The Ronald H. Ferguson Prizes in French were established in 1951 in memory of Ronald H. Ferguson, Class of 1922. The prizes are awarded to students for excellence in overall work within the major.

The PRESHCO Prize in Hispanic Studies was established in 1986 by the Programa de Estudios Hispánicos en Córdoba (Spain), of which Trinity College is a member. It is awarded to a Spanish major or majors who have achieved excellence in courses devoted to Spanish language, culture, and literature.

The PRESHCO Prize in Latin American Studies is awarded for distinction in Spanish achieved by a graduating senior majoring in Latin American Studies.

The Chinese Cultural Center Award is given annually to students who excel in learning the Chinese language and culture, and making a contribution to promote the Chinese culture on campus. For over 20 years, the Chinese Cultural Center and Trinity College have been partners and the result of this partnership has been enormously beneficial to both sides. Hundreds of boys and girls have learned Chinese in Trinity classrooms on Sundays and an array of cultural events and open forums for both communities have also been a highlight of this union.

MUSIC

The Harry Dobbelle Book Prize in Musical Theater is given annually to a junior or senior who, in the judgment of the Music Department, has exhibited exceptional dedication to musical theater at the College through work, on-stage, back-stage, or both, in multiple productions. Former President Evan S. Dobbelle and his wife, Kit, established the Prize in recognition of the delight their son, Harry, took performing in several Trinity musicals while a youngster growing up on the campus between 1995 and 2001.

The Helen Loveland Morris Prize in Music, established by gift of the late Robert S. Morris '16, is awarded to the student who, in the opinion of the Department of Music, has made an outstanding contribution to music in the College. The prize is awarded to a nominee who is judged by his or her record in music courses and in department-sponsored performance activities. The Department reserves the right to withhold the prize in any year if the required excellence is not achieved.

The John Rose Organ Scholarship Fund, is a gift of Eleanor J. and Willard R. Seipt, of Tryon, NC, friends of the College, in honor of Mr. John Rose, College Organist and Director of Chapel Music. To be awarded annually to one or more students, with preference for students studying organ at Trinity College or pursuing study in the field of music. In the absence of qualified organ students, it will be awarded to qualified students pursuing studies in music or to students who contribute significantly to the musical life of the College.

NEUROSCIENCE

The Neuroscience Prize, established in 2003 by the Neuroscience Program, is awarded to students with a distinguished academic record in neuroscience and at the College, who have completed a senior thesis, and who have contributed substantially to neuroscience in Trinity's program or the community, as determined by the faculty.

PHILOSOPHY

The Blanchard W. Means Prize in Philosophy was established by Louise Means in memory of her husband Blanchard W. Means, the Brownell Professor of Philosophy and a member of the Trinity faculty from 1932-1972. The prize is awarded to a currently enrolled Trinity student who writes the philosophical essay judged best by the Philosophy Department faculty. Essays should be submitted by noon on the Monday following spring vacation.

PHYSICS

The Albert J. Howard, Jr. Prize is awarded to a member of the junior class who has done outstanding work in physics. The prize was established in 2004 by friends and colleagues of the late Albert J. Howard, Jr., Professor of Physics, in honor of his more than 40 years of service to the Physics Department.

The Physics Prize, established by the faculty of the Department of Physics and Astronomy in 1976, is awarded to a student for achievement in Physics 131L and Physics

231L.

The Physics Senior Prize recognizes outstanding scholarship in physics. Established in 1976 by the faculty of the Department of Physics and Astronomy, it is awarded to a senior physics major for demonstrated excellence in physics at the advanced undergraduate level.

POLITICAL SCIENCE

The Ferguson Prizes in Government, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are offered for the two best essays submitted for any undergraduate course, tutorial, or seminar in the Department of Political Science during the previous calendar year. All essays must be typewritten. They must be submitted to the Chairman of the Department by the Friday before spring break.

The George J. Mead Prize in Political Science is awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37. It is awarded to the sophomore or junior receiving the highest mark in Political Science 104, Introduction to International Relations.

PSYCHOLOGY

The Psychology Prize, given by the Department, is awarded to students with a distinguished academic record in psychology and the College, who have completed a senior thesis, and contributed substantially in service to the College, the Department, or the community.

PUBLIC POLICY AND LAW

The Public Policy and Law Book Prize was established by the Public Policy and Law Program in 2004. The prize is awarded annually to the student who writes the best paper in the area of public policy and law as judged by the program faculty.

RELIGION

The First-Year Hebrew Award in Hebrew grammar is given to encourage the study of the Old Testament/Hebrew Bible among college students. It is awarded to the first-year student who demonstrates the best understanding of the Hebrew language as a tool for the scholarly study of the Bible.

The John Andrew Gettier Prize in Hebrew Bible, established in 2001 by Robert Benjamin, Jr., of the Class of 1971, is awarded to that undergraduate, preferably a senior, who demonstrates significant academic and personal growth as a student of the Hebrew Bible.

The Abraham Joshua Heschel Prize is awarded in recognition of outstanding achievement in the study of religion.

SOCIOLOGY

The Sociology Prize recognizes outstanding scholarship in sociology. The Prize was established in 1984 by the Department of Sociology and is awarded to a sociology major for achievement at the advanced undergraduate level.

THEATER AND DANCE

The Diebold Family Prize in Dance was established in 2002 by the Diebold family of Roxbury, Connecticut. The prize is awarded to the junior or senior of any major who participates extensively in Trinity's dance program and demonstrates distinction in choreography and dance performance. Additional grants that become available may be awarded to students participating in community service programs and summer activities at the

discretion of the Chairperson of the Theater and Dance Department.

The George E. Nichols III Prizes in Theater Arts were established by the friends and former students of Professor George E. Nichols III. These prizes are to honor those graduating students whose college careers best exemplify high standards of artistic and intellectual achievement in theater at Trinity College.

The Frank W. Whitlock Prizes in Drama were founded by a legacy of Mrs. Lucy C. Whitlock, of Great Barrington, Massachusetts, and by her direction bear the name of her son who was a graduate of the Class of 1870. These awards are given to students who have written outstanding plays over the last academic year.

WOMEN, GENDER, AND SEXUALITY

The Sichertman Prize in Women, Gender, and Sexuality is awarded to a student who has demonstrated intellectual and community leadership in the Women, Gender and Sexuality Program. It was established in 2005 in honor of Professor Barbara Sichertman, whose academic and personal contributions to the field of women's history at Trinity College and beyond have strengthened diversity and rigorous scholarship, supported junior scholars and students, and helped define women, gender, and sexuality as a field of inquiry.

WOMEN AND GENDER RESOURCE ACTION CENTER

The Women's Empowerment Activist Award was established by the Women and Gender Resource Action Center in 2005. The award is granted annually to a student who has exhibited extraordinary initiative, enthusiasm, and effort towards the education, empowerment, and betterment of the lives of female students on campus.

GENERAL PRIZES

The John F. Boyer Award was established in 1983 for the purpose of giving due recognition to a Trinity student who has devoted a tremendous amount of time and energy to one or more of the student publications. It is given annually to the senior who, in the judgment of representatives from the staff, has made the most significant contribution to the *Tripod* in the last year or years. The award is given in memory of John F. Boyer who took an avid interest in extra-curricular activities and who himself made a significant contribution to student publications.

The Pi Gamma Mu Scholarship Plaque, authorized by the National Board of Trustees of the Society, is given by the Connecticut Alpha Chapter in the interests of the promotion of scholarship in the social sciences on the Trinity campus. The plaque is given to a senior student who is a member of Pi Gamma Mu, has a very high G.P.A., and has done outstanding service for the College or the Hartford community.

The Student Government Association Award was established in 1982 for the purpose of giving due recognition to Trinity students who have done unusual service for the college community or local community. It is given annually to the individual student or group of students who, in the judgment of the SGA, has contributed the most to the betterment of the Trinity community in the last year or years. The award is not restricted and can be bestowed upon College-funded groups, coalitions, and fraternities/sororities as well as upon student groups and individuals.

The Student Government Association Student Activities Scholarship Award was established in 1991 to provide financial aid to students who demonstrate involvement in student activities as well as need. The recipients are chosen annually by the Director of

Financial Aid in consultation with the president of the SGA or his/her representative.

The Trustee Award for Student Excellence may be presented annually to a full-time junior or senior who has compiled an outstanding academic record and whose achievements in one or more other areas of activity, such as athletics, campus or community service, or leadership of student organizations, exemplify the high standards of excellence to which Trinity College expects all of its students to aspire. The recipient is chosen by the Board of Trustees in the spring, and the Award is presented at Commencement if the recipient is a senior and the following fall term if the recipient is a junior.

The Women's Club of Trinity College Award is awarded to a graduating IDP student for superior academic and personal achievement.

FACULTY PRIZES

The Brownell Prize was funded in 1986 by a gift from Mr. and Mrs. Paul Briger. Named in honor of the first president of Trinity College, Thomas Church Brownell, the Prize is given biennially to a senior faculty member who has consistently demonstrated excellence in teaching. Mr. Briger is a member of the Class of 1961.

The Faculty Scholar Prize was funded in 1987 by a gift from the Faculty of Trinity College. It is given to the member of the current sophomore class judged to have demonstrated outstanding scholarly accomplishment and potential, as evidenced by uniformly distinguished work done in the freshman year, in a selection of courses displaying a commendably wide-ranging interest in our liberal arts curriculum.

The Dean Arthur H. Hughes Award for Achievement in Teaching, a gift of former President and Trustee of Trinity, G. Keith Funston, is named in honor of Arthur Hughes, who in his thirty-six year career at Trinity, served as professor of German, Chairman of the Department of Modern Languages, Dean of the College, Dean of the Faculty, and, on two occasions, Acting President. The Dean Arthur H. Hughes Award recognizes relatively new and/or junior members of the Faculty for achievement in teaching.

The Trustee Award for Faculty Excellence may be presented annually to honor a faculty member whose achievements in scholarship,¹ teaching, and one or more other spheres of professional, civic, or personal endeavor exemplify Trinity College's high standards of excellence and bring distinction to the institution. The recipient is chosen by the Board of Trustees in the spring, and the Award is presented Commencement.

HONOR SOCIETIES

Phi Beta Kappa: Class of 2007: Jorge M. Amaral, Robert J. Baehr, Drew Kenneth Barber, Emma Southwick Bayer, Susmita Bhandari, Lindsay Dakan, Scott Sterling Dale, Owen Ducen Denby, Marisa Elizabeth Dolan, Katharine Dougherty, Diane Elizabeth Einsiedler, Christopher Paul Esser, Hanna Lorraine Ghaleb, Christopher Colin Giacolone, Katie Elizabeth Gordon, Ross Thomas Haerberle, Erin Leigh Harris, Jeanne Marie Hayes, Saiying He, Rebecca Cole Herter, Jared Richard Hoffman, Vanessa Alexandra Holguín, Courtney Lauren Howard, Trevor Patterson Hyde, Ellen Courtney Kaye, Michael Sean Kelleher, Jr., Heejin Han Kim, Siobhan Megan Knight, Kenneth M. Kukish, Adam Michael Leamon, Jessica Leah Lind-Diamond, Catherine Nelson Maher, Christopher Matteodo, Melissa Katherine Matthews, Mary V McNeil, Richard U. Montz, Margaret Ashley Moulton, Drew R. Murphy, Jenny Lee Petrauskas, James Martin Piette III, Allyson Terase Reinhard, Maggie May Rivara, Monica Louise Rober, Caitlin Schiller, Allison Margaret Shean, Nikhil Victor Sikand, Paul Somers, Nora Leigh Steinman, Leah Catherine Thomas, Irena Vasileva Tsvetkova, Jessica Nicole Wagner

Pi Gamma Mu: Class of 2007: Jessica E. Andrews, Robert J. Baehr, Drew Kenneth Barber, Thomas Leland Shanahan Bransfield, Andrew Grey Buchbinder, Daniel Kiel Coleman, Catherine Mary Condella, Shannon Marie Conner, Caroline Elizabeth Dickie, Lauren Anne Dietz, Simon Charles Dionne, Marisa Elizabeth Dolan, Elizabeth Raszmann Eberhardt, Christopher Paul Esser, Emily Gray Byam Fincke, Elisabeth Nicole Gabriel, Gabriele Susanne Geier, Hanna Lorraine Ghaleb, David E. Ghormley, Christopher Colin Giacolone, Stacey Goldberg, Zachary Logan Gould, Jonathan Franklin Grabowski, Colin Edward Groark, Nicholas J. Hall, Nicole Jane Hall, Jeffrey Rockwell Harrelson, Jeanne Marie Hayes, Ian Norris Hopping, Gabriel Fischer Hornung, Courtney Lauren Howard, Eric Peter Hutchinson, Sarah Louise Kalauskas, Anne Sue Kim, Michael B. Lanza, Alexandra C. Lawrence, Adam Michael Leamon, Laura Carens Maloney, Susan Caitlin Mann, Christopher Matteodo, Kathryn Elizabeth McEachern, William Cameron McGuire, Katherine McInerney, Lindsay Allison Mohr, Drew R. Murphy, Luvean B. Myers, Leslie Anne Pierandri, James Martin Piette III, Melissa Vahideh Rambaud, Matthew Reed, Allyson Terasa Reinhard, Hannah Reynolds, Maggie May Rivara, Monica Louise Rober, Avery Arnott Kim Lee Salisbury, Allison Margaret Shean, Nikhil Victor Sikand, Russell Scott Smith, Jr., Paul Somers, Christopher Croy Sprague, Nora Leigh Steinman, Matthew S. Trofatter, David Joseph Vandrilla, Jessica Nicole Wagner, Adam Michael Waldeck, Alexandra West

Pi Mu Epsilon: Class of 2007: Saiying He, Daniel J. Kelleher, Laura Carens Maloney, Jenny Lee Petrauskas, James Martin Piette III

Psi Chi: Class of 2007: Christine M. Arnold, Kara N. Carvalho, Shannon Marie Conner, Lauren Anne Dietz, Elizabeth Raszmann Eberhardt, Gabriele Susanne Geier, Hanna Lorraine Ghaleb, Jason Alan Gockel, Jonathan Franklin Grabowski, Nicole Jane Hall, Rebecca Cole Herter, Paul Thomas Jarboe, Jr., Megan Rose Kravitz, Melanie Beth Levy, Elizabeth Appleton Maynard, Kathryn Elizabeth McEachern, Alexandra Anne Miller, Lindsay Allison Mohr, Seth David Preminger, Melissa Vahideh Rambaud, Hannah Reynolds, Maggie May Rivara, Katherine Harkness Rogers, Katherine Ashley Seppa, Tyler Maxwell Simmons, Elizabeth Byrnham Skinner, Samara Elizabeth Strauss, Catharine Frances Sturgess

ATHLETICS PRIZES

The George Sheldon McCook Trophy, the gift of Professor and Mrs. John James McCook in 1902, is awarded annually through a Committee of the Faculty and the captains and managers of all varsity teams to a student in the senior class, who must be in good scholastic standing, on the basis of distinction in athletics. In determining the award, diligence and conscientiousness in the observance of all rules of drill, training, and discipline are taken into account, as well as courtesy, self-control, uprightness, and honor at all times, especially in athletic sports and contests. The name of the student receiving the award is attached to the trophy on a silver bar bearing the name and class date. He receives as his permanent property a handcrafted pewter bowl. This trophy is the athletic distinction most coveted in the College.

The Trinity Club of Hartford Trophy, established in 1978, is awarded annually through a Committee of the Faculty and the captains and managers of all varsity teams to a woman student, a senior, who must be in good scholastic standing, on the basis of distinction in athletics. In determining the award, diligence and conscientiousness in the observance of all the rules of drill, training and discipline are taken into account, as well as courtesy, self-control, uprightness, and honor at all times, but especially in athletic sports and contests. The name of the student receiving the award is attached to the trophy on a silver bar bearing her name and class date. She receives as her permanent property a small replica of the trophy. This trophy is

the athletic distinction most coveted in the College.

The Eastern College Athletic Conference “Outstanding Scholar-Athlete” Award is presented annually to the senior male who is voted the most outstanding in athletics and scholarship.

The Susan E. Martin “Outstanding Scholar-Athlete” Award is presented annually to the senior woman who has combined excellence on the fields of competition with excellence in the classroom. This award was established in 1978 from the proceeds of pledges to runners who competed in the faculty-student marathon race and was named for “Suzie” Martin ’71, who was one of the first Trinity women to compete in inter collegiate athletics.

The Bob Harron “Outstanding Scholar-Athlete” Award, established in 1971 by his friends in memory of Bob Harron, former Director of College Relations at Trinity, is presented annually to the junior male who is voted the most outstanding in athletics and scholarship.

The Board of Fellows “Outstanding Scholar-Athlete” Award was established by the Board in 1979 and is presented annually to the junior woman who is voted most outstanding in athletics and scholarship.

The Blanket Award is awarded to students who have earned nine varsity letters in three different sports. The award is a Trinity College blanket.

The Mears Prize was established under the will of Dr. J. Ewing Mears of the Class of 1858. It is awarded by the Faculty on the recommendation of the Chairman of the Department of Physical Education. The prize is awarded to the Trinity undergraduate student who writes the best essay on a topic announced by the Department of Physical Education. The topic may change from year to year, and will be one relevant to college physical education or athletics. No prize is awarded unless two or more students are competing.

The Larry Silver Award, named in memory of Lawrence Silver, Class of 1964, is made annually to the student, preferably a non-athlete, selected by the Trinity College Athletic Department, who has contributed the most to the Trinity Athletic Program.

The Bantam Award is presented annually to a non-student who has made a distinguished contribution to the Trinity Sports Programs. The selection is made by the Trinity College Athletic Department. The trophy was given to the College by Raymond A. Montgomery, Class of 1925.

The “1935” Award is presented annually by the Class of 1935 to the player who has been of “most value” to the varsity football team. The qualifications for this award are leadership, sportsmanship, team spirit, loyalty, and love of the game. A major trophy is kept in the College trophy case.

The Dan Jessee Blocking Award, endowed by Donald J. Viering ’42, is given to that member of the varsity football team who has given the best blocking performance throughout the season.

The Roy A. Dath Soccer Trophy, established in 1978 is presented annually to the member of the men’s varsity soccer team who best fulfills the following qualifications: (1) makes the greatest contributions to the team’s success and (2) demonstrates gentlemanly conduct, good sportsmanship, and inspirational leadership. The trophy is kept in the College trophy case.

The Harold R. Shetter Soccer Trophy, established in 1950 in memory of Harold R. Shetter, coach of soccer 1948-50, is awarded annually to the member of the varsity men’s soccer squad who has shown the greatest improvement as a player over the previous year and

who has also demonstrated qualities of team spirit and sportsmanship.

The Arthur P. R. Wadlund Basketball Award, awarded annually to the most valuable player on the men's varsity team, was donated by V. Paul Trigg, Class of 1936, in memory of Professor Arthur P. R. Wadlund, Jarvis Professor of Physics. A major trophy is kept in the College trophy case.

The Coach's Foul Shooting Trophy is awarded annually by the men's varsity basketball coach to the member of the team who has made the highest foul shooting average in varsity contests.

The John E. Slowik Swimming Award is made annually in memory of John E. Slowik, Class of 1939, Captain in the U.S. Army Air Corps who was killed in action over Germany. The award is to be made to the most valuable member of the varsity men's swimming team considering ability, conscientiousness in the observance of all rules of practice and training, and qualities of leadership. The first award was made in 1950.

The Robert Slaughter Swimming Award is made annually to the "most improved" member of the men's varsity swimming team. This award honoring their coach was presented by the members of the swimming team of 1962.

The Brian Foy Captain Award is given each year to the captain of the men's varsity swimming team exemplifying outstanding qualities of leadership. The award was established in 1974 by his friends and classmates in memory of Brian Foy, Class of 1960, co-captain of the swimming team, who suddenly passed away on May 1, 1973.

The Karl Kurth Award, established in 1988, to be presented annually to the most valuable member of the men's varsity squash racquets team.

The John A. Mason Award, established in 1953, is presented to that member of the men's varsity squash racquet squad showing the greatest improvement during the year.

The Virginia C. Kurth Award, established in 1988, to be presented annually to the most valuable member of the women's varsity squash racquets team.

The Phyllis L. Mason Award, established in 1977, is made annually to the member of the women's varsity squash racquet squad showing the greatest improvement during the year.

The Dan Webster Baseball Award is awarded annually to the player who has been of "most value" to the varsity baseball team. The major trophy is kept in the College trophy case.

The William Frawley Award is given annually to the most improved varsity baseball player; one who demonstrates enthusiasm and determination. This award was established in 1974 by his friends and classmates in memory of William Frawley, Class of 1960, captain of the baseball team, who was reported missing in action in Vietnam in 1966.

The Robert S. Morris Track Trophy, established in 1953, is awarded annually to the most valuable member of the varsity track team. The qualifications for this award are outstanding performance, attitude, and sportsmanship. The trophy will be kept in the College case.

The Edgar H. and Philip D. Craig Tennis Award, established in 1956, and revised in 1992, is awarded annually to the member of the men's varsity tennis squad who has proven himself to be the most valuable to the team's efforts in pursuit of excellence, team spirit, and sportsmanship.

The John Francis Boyer Most Valuable Player Award, established by St. Anthony Hall in 1957, is presented to the player who has been of "Most Value to the Men's Lacrosse Team."

A major trophy is kept in the College trophy case.

The Robert A. Falk Memorial Award established in 1983 in memory of Robert Falk, a member of the class of 1984. This award is presented annually to the member of the Men's Varsity Lacrosse team who makes the most outstanding contribution to the team's defense.

The Wyckoff Award is presented annually to the winner of the men's varsity golf team tournament.

The Torch Award, established in 1962 by Mr. and Mrs. Charles B. Morgan, Bryn Mawr, Pa., is awarded to the person who has done the most to foster and perpetuate crew at Trinity.

The Hartford Barge Club Rowing Trophy, established in 1963 by members of the Hartford Barge Club, is awarded for sportsmanship and most improvement in rowing.

The David O. Wicks, Jr. Prize, established by David O. Wicks, Jr. '63, is awarded to the freshman who best exemplifies the spirit of the founders of the Trinity College Rowing Association.

The Albert C. Williams Hockey Cup is given by his friends and family in memory of Albert C. Williams, Class of 1964, who helped to establish hockey as a sport at Trinity. The cup is awarded to that hockey player who has demonstrated the qualities of leadership, team spirit, and sportsmanship.

The Frank Marchese Hockey Award, established in 1975, is awarded to the most valuable hockey player. The major trophy is kept in the trophy case and a bowl is presented annually to the winner.

The Thomas H. Taylor Fencing Trophy is awarded annually to a member of the Trinity College fencing team who, in enthusiasm and sportsmanlike conduct, has captured the spirit of the art of fencing.

The Marsh Frederick Chase Memorial Fencing Award is presented to the member of the team who has contributed most significantly to the cause of fencing.

The Susan B. Scott Award was established in 1981 by the Class of 1956 in memory of the wife of Donald J. Scott, '56. The award is presented to a member of the women's varsity swimming team who has shown the most improvement during the season.

The Robert R. Bartlett Award (Male and Female) is presented annually to the male and female students who have combined excellence in athletics with devotion to community and/or campus service. This award was established in 1992 by Mrs. Louise Bartlett and friends in honor of the 60th anniversary of her late husband's graduation from Trinity College in 1929.

The John E. Kelly Outstanding Offensive Football Player Award was established in 1993 by his friends in memory of John E. Kelly '34. This annual award is voted on by the offensive players and awarded to the outstanding offensive football player.

The John E. Kelly Most Improved Basketball Award was established in 1993 by his friends in memory of John E. Kelly '34. This annual award is voted on by the members and coaches of the men's basketball team and is awarded to the most improved basketball player.

The John E. Kelly Golden Glove Baseball Award was established in 1993 by his friends in memory of John E. Kelly '34. This annual award is voted on by the members and coaches of the varsity baseball team and is awarded to the player who possesses the best defensive baseball skills.

Richard W. Ellis Softball Award was established by softball alumnae in 1996 in honor of Coach Dick Ellis. This award is presented annually, by vote of her teammates, to the player who has exemplified the qualities Coach Ellis values most in a student-athlete: commitment, enthusiasm, hard work, and all-around team play.

The Alice A. and Elizabeth A. Chick Squash Trophy was established in 1996 in honor of Alice and Elizabeth by their father, Peter Chick. The recipient of the award is determined by the head women's squash coach. The trophy is awarded to a player on the women's varsity squash team who, throughout the season, has been hardworking, determined, and an outstanding competitor.

The Alice A. and Elizabeth A. Chick Tennis Trophy was established in 1996 in honor of Alice and Elizabeth by their father, Peter Chick. The recipient of the award is determined by the head women's tennis coach. The trophy is awarded to a player on the women's tennis team who, throughout the season, has been hardworking, determined, and an outstanding competitor.

The Gregory M. Hill Class of 1987 Track and Field Sportsmanship Award was established in 1997 by Gregory M. Hill '87. The recipient of the award, chosen by the coaching staff, may be either a male or female member of the track team and a junior or senior. The qualities considered will be leadership, comradeship, character, academics and commitment.

The Chantal Lacroix Women's Ice Hockey Award is presented annually by the coach of the women's ice hockey team to that player who, in the opinion of the coach, has displayed outstanding ability on the ice and exceptional dedication and loyalty to Trinity Women's Ice Hockey. This award, established in 1997 by the 1996-1997 women's ice hockey team, is in honor of Chantal Lacroix, coach of the first women's ice hockey team.

The Working Boast Squash Award is presented annually by vote of his/her teammates to the player on each of the men's and women's squash racquet teams who spends the extra time and energy fostering a positive team attitude and who emanates a love of the game both on and off the court. This award, established in 1999 by their parents Eloise and Bo Burbank '55 is in honor of Charlotte '84, Douglas '85, Timothy '87, and Sarah '99, all four-year squash racquet players.

The Hazelton Lacrosse Award is presented annually to the men's lacrosse player who shows the most improvement during the season. The award winner will be decided by team vote. This award was established in 1999 by Thomas '92, James '93, and Alexander '99, all four-year lacrosse players, and their parents, Richard (Director of Athletics) and Anne Hazelton.

The Chester H. McPhee Women's Swimming Award was established in 2000 by Chester H. McPhee, Trinity's Swimming Coach from 1976 to 1994. Under Coach McPhee's guidance, the women's varsity program began in 1979. This award represents the essence of Coach McPhee and Trinity Women's Swimming hard work, leadership, and devotion to training and competition. It is awarded annually to the varsity swimmer chosen by her teammates and coach(es) as the most valuable member of the squad.

The Chester H. McPhee Men's Lacrosse Award is presented annually to the player who has been of "most inspiration" to the men's lacrosse team. The qualifications for this award are leadership, sportsmanship, determination, dedication, and a passion for the game. The award winner will be chosen by a vote of coaches and team members. The award was established in 2000 by Chester H. McPhee, founder and first varsity lacrosse coach at Trinity College.

The Mooney Football Award was established in 2002 by Chad Mooney '74 who was captain of the 1973 team. This annual award is voted on by the football team members and is awarded to the most valuable defensive football player who shows discipline, conditioning, leadership, and mental and physical toughness.

The James F. Belfiore Basketball Award, established in 2004, is awarded annually to the most valuable player on the men's team through a vote of the coaches and players. This award was established by Jim's classmates and teammates in memory of Jim, Class of 1966, who was the captain and MVP of the 1965 and 1966 basketball teams.

The Jane Clark Sargeant Tennis Award, established in 2004 in memory of Jane, mother of Courtney, Class of 2003, is awarded annually to a player on the women's team whose generous contributions include an unselfish devotion to the team, an unflinching spirit and enthusiasm, and an uncompromising dedication to sportsmanship. The award will be determined by a team vote.

The Aquilina Women's Soccer Award, named in honor of Lindsay Aquilina, Class of 2004, and established in 2003, is awarded annually to the player who has demonstrated commitment, courage, and determination in coming through the highest level of adversity. The winner of this award will be determined by the coaching staff.

The Men's Ice Hockey Great Teammate Award, established in 2004 by John O'Leary, Class of 2000, and Gregory O'Leary, Class of 2003, both former players, is awarded to the player who portrays a strong desire to win, dedication to his team, both mental and physical toughness, a willingness to sacrifice his own individuality for the benefit of his team, and is, above all, a great teammate. The recipient of this award will be decided by a vote of the players and coaches.

The Diana P. Goldman Most Valuable Tennis Player Award, named in honor of Diana Goldman, Class of 2004, and established in 2005, is awarded to the women's tennis player who has not only been an outstanding performer, but also has exhibited sportsmanship, team spirit, and love of the game. The winner of this award will be determined by a team vote.

The Constance E. and Richard H. Ware Men's Ice Hockey Award For Academic Excellence, established in 2005, is awarded annually to the junior or senior player with the highest academic average. This award was established by Philip C. Ware to honor his parents for their longstanding dedication to and love for Trinity College and for their support of the men's ice hockey program

The Brittany Anne Olwine Most Improved Tennis Player Award, named in honor of Brittany Olwine, Class of 2005, and established in 2006, is awarded annually to the women's tennis player who has shown the most improvement over the course of the season through hard work, dedication, enthusiasm, and commitment to the team, both on and off the court. The winner of this award will be determined by a team vote.

The Tara Borawski Outstanding Offensive Women's Ice Hockey Player Award, established in 2006 by her parents, in honor of Tara Borawski, who graduated in 2006 as the Trinity College career-scoring leader. The recipient of this award will be the leading scorer on the women's ice hockey team.

The James F. Belfiore Men's and Women's Squash Award, established in 2007, is in recognition of Jim Belfiore, a Hartford native and Trinity Basketball Hall of Fame Member (Class of 1966). The award will be voted on by the men's team for the deserving male player

and by the women's team for the deserving female player. The award is in recognition of the player who overcame adversity and whose contagious personality and spirit of competition inspired fellow teammates.

Endowed Lectures

Barbieri Lectures—A gift from the Cesare Barbieri Endowment provides for two public lectures a year by outstanding persons on some aspect of Italian Studies.

Joseph C. Clarke M'38 Public Orator Contest—A bequest from Cynthia Clarke of Chester, CT, in loving memory of her father, Joseph Clarke M'38, established the Joseph C. Clarke M'38 Dean of Students Discretionary Fund. Among other things, the fund supports an annual student oration contest, the winner of which gives a public lecture each fall.

Martin W. Clement Lecture—An endowment established in 1967 by graduates and undergraduates of the Epsilon Chapter of Delta Psi Fraternity in memory of Martin W. Clement 1901 provides an annual public lecture with no restriction as to topic.

Shelby Cullom Davis—Under the auspices of the Shelby Cullom Davis Endowment, several lectures are given on topics related to business, large organizations, or entrepreneurial activities.

Delta Phi/IKA Fraternity Lecture Program—A gift of the proceeds of the Delta Phi/IKA treasury sponsors a guest lecturer, preferably a Trinity alumnus/a.

Department of Modern Languages and Literature—An endowment established in honor of Professor Dori Katz by an anonymous donor in 1996 provides for an annual lecture by a prominent speaker.

Harold L. Dorwart Lectureship in Mathematics—A gift of friends and family in memory of Harold and Carolyn Dorwart supports annual lecture(s) on mathematical topics of general interest. Dr. Harold Dorwart was Seabury Professor of Mathematics from 1949 to 1967 and Dean of the College, 1967-1968.

Michael P. Getlin Lecture—A fund established through the generosity of classmates and friends in honor of Michael P. Getlin '62, Captain U.S.M.C., who was killed in action in Vietnam, provides an annual lecture in religion.

Hallden Lecture—Through the Hallden Engineering Fund, established by Karl W. Hallden 1909, Hon. '55, provides lectures by scientists and engineers of international reputation and interest.

John D. and Susan G. Limpitlaw Lecture Series—A gift from Susan G. and the Reverend John D. Limpitlaw '56 endows a four-year cycle of lectures by distinguished scholars on religion and art, history, science or medicine, and business or the economic order.

Mead Lectures—Through the bequest of George J. Mead, Hon. '37, annual lectures are presented by distinguished authorities. Conferences and other special events are held on various topics in economics, government, and history.

Blanchard William Means Memorial Lecture—A gift of Mrs. Blanchard W. Means of Hartford supports a lecture in Philosophy each year in memory of her husband, Brownell Professor of Philosophy at the College from 1932 to 1972.

Moore Greek Lecture—Through the bequest of Dr. Charles E. Moore 1876, to encourage the study of Greek, an all-college lecture is presented annually on classical studies.

Shirley G. Wassong Memorial—a gift in memory of Mrs. Wassong, wife of Joseph F. Wassong '59 of Thomaston, CT, funds an annual lecture by a distinguished scholar on a theme in European and American art, culture, and history.

Degrees Conferred in 2007

The following degrees, having been voted by the Corporation, were duly conferred at the public Commencement Exercises May 20.

HONORIS CAUSA

Christine Burchyett Brewer, Doctor of Music
William Julius Wilson, Doctor of Humane Letters
Tom Wolfe P'07, Doctor of Letters

BACCALAUREATE DEGREES IN COURSE

Vanessa Alexandra Holguín, *New York*, B.A., Valedictorian and Optima
Michael Sean Kelleher Jr., *Connecticut*, B.S., Salutatorian

HONORS IN GENERAL SCHOLARSHIP

Drew R. Murphy, *Connecticut*, B.S.
Susmita Bhandari, *Nepal*, B.S.
Erin Leigh Harris, *New York*, B.A.
Jeanne Marie Hayes, *Massachusetts*, B.A.
Siobhan Megan Knight, *Zimbabwe*, B.S.
Rebecca Cole Herter, *Connecticut*, B.S.
Jared Richard Hoffman, *Maryland*, B.A.
Kenneth M. Kukish, *Connecticut*, B.A.
Chase D. Anderson, *Washington*, B.A.
Richard U. Montz, *California*, B.A.
Allyson Terasa Reinhard, *New York*, B.S.
Jessica Leah Lind-Diamond, *Washington*, B.A.
Trevor Patterson Hyde, *California*, B.A.
Adam Michael Leamon, *Massachusetts*, B.S.
Diane Elizabeth Einsiedler, *Maine*, B.A.
Katie Elizabeth Gordon, *Pennsylvania*, B.A.
Saiying He, *Connecticut*, B.S.
Robert J. Baehr, *Connecticut*, B.A.
Christopher Colin Giacalone, *Connecticut*, B.A.
Evan Langweiler, *Vermont*, B.A.
Jessica Nicole Wagner, *New York*, B.A.
Emma Southwick Bayer, *Massachusetts*, B.A.
Maggie May Rivara, *Washington*, B.S.
Monica Louise Rober, *Massachusetts*, B.A.
Nikhil Victor Sikand, *Connecticut*, B.A.
James Martin Piette III, *Georgia*, B.S.
Lindsay Dakan, *California*, B.A.
Ellen Courtney Kaye, *Colorado*, B.A.
Timothy A. Bockus, *Connecticut*, B.S.
Margaret Ashley Moulton, *New Hampshire*, B.S.
Owen Ducen Denby, *Rhode Island*, B.A.
Ross Thomas Haeberle, *Illinois*, B.S.
Nora Leigh Steinman, *New York*, B.A.
Scott Sterling Dale, *Massachusetts*, B.S.
Catherine Nelson Maher, *Connecticut*, B.S.
Emily Gray Byam Fincke, *New Hampshire*, B.A.
Irena Vasileva Tsvetkova, *Bulgaria*, B.S.

Jorge M. Amaral, *Connecticut*, B.A.
 Jessica E. Andrews, *Connecticut*, B.A.
 Hanna Lorraine Ghaleb, *Massachusetts*, B.S.
 Susan Caitlin Mann, *Pennsylvania*, B.A.
 Caitlin Schiller, *Connecticut*, B.A.
 Katharine Dougherty, *Connecticut*, B.A.
 Leah Catherine Thomas, *Massachusetts*, B.S.
 Courtney Lauren Howard, *Georgia*, B.A.
 Christopher Matteodo, *Massachusetts*, B.A.
 Melissa Katherine Matthews, *New York*, B.A.
 Jenny Lee Petrauskas, *Connecticut*, B.S.

HONORS IN GRADUATE SCHOLARSHIP

Lynn E. Couturier, M.A.
 Andrea Duzak-Forestier, M.A.
 Glenn W. Falk, M.A.
 Caroline Jean Hoen, M.A.
 Sarah Elizabeth Hoyle, M.A.
 Elin Swanson Katz, M.A.
 Daniel E. Krause, M.A.
 Kristen Jan Noone, M.A.
 Joseph D. Pandolfo, M.A.
 Bernard A. Pelletier, M.A.
 Joseph A. Stramondo, M.A.

***Conferring of Baccalaureate
 Degrees in Course***

Jorge M. Amaral, *Connecticut*, B.A., with honors in *English and American Studies*
 Chase D. Anderson, *Washington*, B.A., with honors in *Public Policy and Law*
 Lauren Elizabeth Bankart, *Massachusetts*, B.A., with honors in *Art History*, (*Architectural Studies*)
 Christopher Keith Basler, *District of Columbia* B.A., with honors in *English*, (*Film Studies*)
 Scott Edward Baumgartner, *New Hampshire* B.A., with honors in *English*
 Emma Southwick Bayer, *Massachusetts*, B.A., with honors in *American Studies*, (*Classical Tradition*)
 Kathryn Elizabeth Benfield, *Connecticut*, B.A., with honors in *Hispanic Studies*
 Susmita Bhandari, *Nepal*, B.S., with honors in *Engineering*
 Timothy A. Bockus, *Connecticut*, B.S., with honors in *Engineering*
 Jonathan Barton Boreyko, *North Carolina*, B.S., with honors in *Engineering and Physics*
 Thomas Leland Shanahan Bransfield, *Connecticut*, B.A., with honors in *English*, (*Film Studies*)
 Katherine Charlotte Brewer, *Connecticut*, B.A., with honors in *Educational Studies*
 Andrew Grey Buchbinder, *New York*, B.A., with honors in *History*
 Molly McGrath Carty, *Massachusetts*, B.A., with honors in *History*, (*Language Concentration: Hispanic*)
 Emily Marie Caruso, *Connecticut*, B.A., with honors in *English*

Kara N. Carvalho, *Connecticut*, B.S., with honors in *Psychology*, (*Cognitive Science*)
 Christina Rachel Chavez, *California*, B.A., with honors in *History and Art History*
 Erin Michelle Close, *Massachusetts*, B.A., with honors in *Philosophy*
 Daniel Kiel Coleman, *Rhode Island*, B.S., with honors in *Neuroscience*
 Catherine Mary Condella, *Massachusetts*, B.A., with honors in *Anthropology*
 Shannon Marie Conner, *California*, B.S., with honors in *Psychology*, (*Legal Studies*)
 Jason Robert Crasnick, *Massachusetts*, B.A., with honors in *American Studies*
 Dennis Joseph Crowe, Jr., *Massachusetts*, B.S., with honors in *Engineering*
 Lindsay Dakan, *California*, B.A., with honors in *Philosophy*, (*Human Rights*)
 Scott Sterling Dale, *Massachusetts*, B.S., with honors in *Biochemistry*
 Kevin Paul D'Arrigo, *New York*, B.S., with honors in *Engineering*
 Brett Thomas DiBenedictis, *Connecticut*, B.S., with honors in *Biology*
 Caroline Elizabeth Dickie, *England*, B.A., with honors in *History*, (*Language Concentration: Hispanic*)
 Simon Charles Dionne, *Canada*, B.S., with honors in *Economics*, (*Legal Studies*)
 Marisa Elizabeth Dolan, *Massachusetts*, B.A., with honors in *Political Science and International Studies: African*
 Katharine Dougherty, *Connecticut*, B.A., with honors in *Religion*

- Ashley Christine Dunahoo, *Maryland, B.A., with honors in English* Elizabeth Raszmann Eberhardt, *Vermont, B.S., with honors in Psychology*
- Diane Elizabeth Einsiedler, *Maine, B.A., with honors in Art History, (Language Concentration: Italian, Visual Studies)*
- Christopher Paul Esser, *Montana, B.A., History, with honors in Classics, (Italian Studies)*
- Robert Edmund Flynn III, *New Jersey, B.A., with honors in American Studies*
- Natalia Savana Muñoz Sosa Frey, *New Mexico, B.A., with honors in English and Hispanic Studies*
- Augusta Dilys Friendsmith, *Massachusetts, B.A., American Studies, with honors in Hispanic Studies*
- Elisabeth Nicole Gabriel, *Maryland, B.S., Economics, with honors in Hispanic Studies*
- Abigail Garrity, *New York, B.S., with honors in Neuroscience*
- Cheryl Elizabeth Gerber, *Massachusetts, B.A., with honors in Jewish Studies, (Language Concentration: Hebrew, Interdisciplinary: American Studies)*
- Hanna Lorraine Ghaleb, *Massachusetts, B.S., with honors in Psychology, (Visual Studies)*
- David E. Ghormley, *Massachusetts, B.S., with honors in Economics*
- Jason Alan Gockel, *Connecticut, B.S., with honors in Psychology*
- Stacey Goldberg, *Massachusetts, B.A., with honors in Educational Studies, (Women, Gender, and Sexuality)*
- Anita R. Gooding, *New York, B.A., with honors in Women, Gender, and Sexuality, (Human Rights)*
- Katie Elizabeth Gordon, *Pennsylvania, B.A., with honors in Hispanic Studies and International Studies: Latin American and Caribbean*
- Jonathan Franklin Grabowski, *Massachusetts, B.S., Sociology, with honors in Psychology*
- Nathaniel Charles Gravel, *Massachusetts, B.A., English, with honors in Hispanic Studies*
- Colin Edward Groark, *Virginia, B.A., with honors in Hispanic Studies, and International Studies: Latin American and Caribbean*
- Alice Slayter Guilford, *Maine, B.A., with honors in International Studies: Comparative Development, (Visual Studies, Language Concentration: French)*
- Ross Thomas Haerberle, *Illinois, B.S., with honors in Economics*
- Erin Leigh Harris, *New York, B.A., with honors in English*
- Saiying He, *Connecticut, B.S., with honors in Economics and Mathematics*
- Joanna M. Hecht, *New Jersey, B.A., with honors in Political Science*
- Alex Henry, *New York, B.A., with honors in Interdisciplinary: The Problem of Governance: Public Policy and Philosophy*
- Sarah Hensley-Lapham, *New York, B.A., with honors in American Studies, (Legal Studies)*
- Rebecca Cole Herter, *Connecticut, B.S., with honors in Psychology*
- Robert Alan Hill, *Montana, B.S., with honors in Neuroscience, (Cognitive Science)*
- Jared Richard Hoffman, *Maryland, B.A., with honors in International Studies: Middle Eastern, (Women, Gender, and Sexuality)*
- Vanessa Alexandra Holguín, *New York, B.A., with honors in History, (Human Rights, Language Concentration: Arabic)*
- Timothy George Hood, Jr., *Connecticut, B.S., Political Science, with honors in Economics*
- Gabriel Fischer Hornung, *Connecticut, B.A., with honors in Religion*
- Courtney Lauren Howard, *Georgia, B.A., with honors in History*
- Trevor Patterson Hyde, *California, B.A., with honors in Religion*
- Emily Caroline MacDougald Inman, *Georgia, B.A., with honors in History*
- Juliet Kathryn Izon, *Maryland, B.A., with honors in English, (French Studies)*
- Bergen Christensen Kay, *District of Columbia, B.A., with honors in American Studies, (Women, Gender, and Sexuality, Language Concentration: Hispanic)*
- Ellen Courtney Kaye, *Colorado, B.A., with honors in Theater and Dance*
- Daniel J. Kelleher, *Massachusetts, B.S., with honors in Mathematics*
- Meaghan Maureen Kilian, *Massachusetts, B.A., Economics, with honors in Sociology*
- Anne Sue Kim, *Kansas, B.A., with honors in Public Policy and Law*
- Heejin Han Kim, *South Korea, B.A., with honors in English*
- Natalie Jean Kindred, *Massachusetts, B.A., with honors in Public Policy and Law, (Writing and Rhetoric)*
- Emily Leah Klein, *New Jersey, B.A., with honors in American Studies, (Writing and Rhetoric)*
- Siobhan Megan Knight, *Zimbabwe, B.S., with honors in Biology*
- Hannah Knipple, *New York, B.S., with honors in Neuroscience*
- Kenneth M. Kukish, *Connecticut, B.A., with honors in History*
- Alexandra C. Lawrence, *Washington, B.A., Political Science, with honors in Hispanic Studies*
- Adam Michael Leamon, *Massachusetts, B.S., with honors in Economics, (Models and Data)*
- Miranda Elizabeth LeBlanc, *New Hampshire, B.S., with honors in Engineering*
- Michael William Lenihan, *Massachusetts, B.A., with honors in Public Policy and Law*
- Melanie Beth Levy, *Maryland, B.S., with honors in Psychology*
- Jessica Leah Lind-Diamond, *Washington, B.A., with honors in Interdisciplinary: Human Rights and the Arts and Hispanic Studies*
- Gregory Joseph Lines, *Massachusetts, B.A., with honors in Interdisciplinary: Human Rights Studies, (Hispanic Studies)*

- Catherine Nelson Maher, *Connecticut, B.S., with honors in Economics, (Formal Organizations)*
- Patricia Ann Maisch-Voerg, *Connecticut, B.A., with honors in English, (Writing and Rhetoric)*
- Susan Caitlin Mann, *Pennsylvania, B.A., with honors in American Studies*
- Anthony Gerald Massimiano, Jr., *Massachusetts, B.A., with honors in Italian*
- Melissa Katherine Matthews, *New York, B.A., with honors in Theater and Dance*
- Vaughn Joseph Mauren, *New York, B.A., with honors in Music*
- Elizabeth Appleton Maynard, *Massachusetts, B.S., with honors in Psychology*
- Mary Catherine A. McBrien, *Connecticut, B.A., with honors in French and Art History*
- Christina Lee McBroom, *New York, B.A., with honors in Art History, (Architectural Studies, French Studies)*
- Elizabeth Anne McCarthy, *New York, B.S., with honors in Biology*
- Kathryn Elizabeth McEachern, *Massachusetts, B.S., Psychology, with honors in Educational Studies*
- William Cameron McGuire, *Maryland, B.S., Biology, with honors in History*
- Mary V McNeil, *New York, B.A., with honors in Art History*
- Caroline Jane Milano, *New York, B.A., with honors in Interdisciplinary: International Relations, (Italian Studies)*
- Lindsay Allison Mohr, *New Jersey, B.A., with honors in Psychology*
- Elizabeth Lee Moore, *Canada, B.A., with honors in Religion*
- Todd Alexander Morrison, *Delaware, B.S., with honors in Biochemistry*
- Margaret Ashley Moul, *New Hampshire, B.S., with honors in Neuroscience*
- Adam J. Pattison, *New Hampshire, B.S., with honors in Engineering*
- Emily Morgan Pearl, *Florida, B.A., with honors in International Studies: Latin American and Caribbean, (Language Concentration: Hispanic)*
- Christopher M. Pearson, *New York, B.A., with honors in Philosophy*
- Heath Anders Pendleton, *Massachusetts, B.A., with honors in Economics*
- Kyle Edward Pias, *Connecticut, B.S., with honors in Environmental Science*
- Geoff Brian Piasio, *Maine, B.A., with honors in Classics*
- James Martin Piette III, *Georgia, B.S., Mathematics, with honors in Economics and Computer Science*
- Sarah Goldsborough Pitts, *Maryland, B.S., with honors in Biochemistry*
- Danai Louvinia Pointer, *New Jersey, B.A., with honors in Music, (Community Action)*
- Emily Vaughn Pomeroy, *Vermont, B.A., with honors in Art History, (French Studies)*
- Colin A. Raelson, *New York, B.A., with honors in Political Science*
- Alexander Lodge Randall, *Massachusetts, B.A., with honors in History and French*
- Matthew Reed, *New York, B.A., with honors in History*
- Allyson Teraese Reinhard, *New York, B.S., with honors in Economics*
- Hannah Reynolds, *Massachusetts, B.S., with honors in Psychology, (Architectural Studies)*
- Maggie May Rivara, *Washington, B.S., with honors in Psychology*
- Marylin Y. Rodriguez, *Connecticut, B.A., with honors in Hispanic Studies and International Studies: Latin American and Caribbean*
- William Roman Jr., *Connecticut, B.A., with honors in Studio Arts*
- Owen Stuart Sanford, *Vermont, B.S., with honors in Engineering*
- Caitlin Schiller, *Connecticut, B.A., with honors in English, (Hispanic Studies)*
- Allison Margaret Shean, *Maryland, B.A., with honors in Public Policy and Law, (Environment and Human Values)*
- Nikhil Victor Sikand, *Connecticut, B.A., with honors in Political Science*
- Whitney Elizabeth Smith, *Illinois, B.S., with honors in Biochemistry*
- Russell Scott Smith, Jr., *New Jersey, B.S., Economics, with honors in Computer Coordinated with Economics, (Legal Studies)*
- Paul Somers, *Pennsylvania, B.A., with honors in History and Modern Languages: Chinese and Japanese*
- Sarah Evelyn Spiegel, *Massachusetts, B.A., with honors in Theater and Dance*
- Ezra Shane Spira-Cohen, *Massachusetts, B.A., with honors in International Studies: Comparative Development, (Language Concentration: Hispanic)*
- Kyle Nolan Stone, *New Hampshire, B.A., with honors in Philosophy, (Women, Gender, and Sexuality)*
- Leah Catherine Thomas, *Massachusetts, B.S., with honors in Studio Arts, Biochemistry*
- Julia Madeleine Tiessen, *Georgia, B.A., with honors in Women, Gender, and Sexuality*
- Laurence J. Tooth, *Kentucky, B.A., with honors in German Studies, (Legal Studies)*
- Ashley Nicole Vitha, *New Jersey, B.A., with honors in Music*
- Jessica Nicole Wagner, *New York, B.A., Anthropology, with honors in Educational Studies*
- Theresa A. Warburton, *Massachusetts, B.A., with honors in Philosophy*
- Jonathan Robert Weiss, *Texas, B.S., with honors in Chemistry*
- Alexandra West, *New York, B.A., with honors in Public Policy and Law*
- Alexander Edward White, *Pennsylvania, B.A., with honors in History*
- Christopher J. Wilson, *New Hampshire, B.S., with honors in Engineering*
- Andrew Penn Ahrensndorf, *Pennsylvania, B.A., American Studies, (Formal Organizations)*

- Ryan David Albrycht, *Connecticut, B.A., Political Science*
 Jessica E. Andrews, *Connecticut, B.A., Political Science*
 Lydia Jeanne Ansen-Wilson, *New Jersey, B.S., Biology*
 Kenneth P. Antonelli-Friedman, *California, B.A., Classics, Italian*
 Nicole Antunes, *Connecticut, B.S., Biochemistry*
 Abigale Elizabeth Arnold, *New Hampshire, B.A., American Studies*
 Christine M. Arnold, *Massachusetts, B.A., Psychology, (Architectural Studies)*
 Robert J. Baehr, *Connecticut, B.A., Philosophy, (Legal Studies)*
 Megan Steele Baily, *Connecticut, B.A., English, (Visual Studies)*
 Drew Kenneth Barber, *New York, B.S., Economics*
 John Walter Barber, *Connecticut, B.A., Economics*
 Erin Emily Barclay, *Virginia, B.A., Religion*
 Danielle Bartholomew, *Connecticut, B.A., Anthropology*
 Carlos A. Baz, *Florida, B.A., English*
 Michael Stinneford Behot, *New Jersey, B.S., Economics*
 Austin Beresick-Johns, *Connecticut, B.A., Philosophy, (Visual Studies)*
 Celia Faith Berger, *Illinois, B.A., Political Science, Art History*
 Elizabeth Anne Berkule, *New York, B.A., Art History, (Architectural Studies)*
 Conor Grant Bernstein, *Virginia, B.A., History*
 Zachary Gary Billings, *Massachusetts, B.S., Biology, Political Science*
 Alexandra Bokan Blair, *Pennsylvania, B.A., Anthropology*
 Joshua Wesley Blair, *Massachusetts, B.A., Political Science*
 Anna Grace Borchert, *Vermont, B.A., Political Science*
 George Francis Boudria, *New Jersey, B.A., Political Science*
 Lila Clark Bouscaren, *Massachusetts, B.A., Hispanic Studies*
 David Kelleher Breen, *Massachusetts, B.A., Economics*
 Erin Marie Bridge, *Connecticut, B.A., Political Science, (Writing and Rhetoric)*
 Noah Gifford Hart Brown, *New York, B.A., Economics*
 Trevor Joseph Brown, *Connecticut, B.A., Religion*
 Joanne C. Buehler, *Connecticut, B.A., English*
 Marissa Claire Burpee, *Massachusetts, B.S., Neuroscience*
 David Spencer Bush-Brown, *Massachusetts, B.A., Economics*
 Joseph Butler, *Massachusetts, B.A., Economics, (Language Concentration: Hispanic)*
 Frederic Harrington Butts III, *Massachusetts, B.A., Economics*
 Gregory M. Camarco, *Connecticut, B.S., Economics*
 Sarah Ann Cantor, *Washington, B.A., English*
 Jaclyn Ann Caporale, *New York, B.A., Public Policy and Law*
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 Christina S. Chao, *Connecticut, B.S., Biology*
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 Kristen Wei Yunn Chin, *China, B.A., French, (Women, Gender, and Sexuality)*
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 P. Joseph Clark, Jr., *Massachusetts, B.A., Educational Studies*
 Kino Kareem Clarke, *New York, B.A., Philosophy*
 Kate Elizabeth Clifford, *Connecticut, B.A., Music, (Language Concentration: French)*
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 Ian Rockmore Connett, *New York, B.A., Political Science*
 Alexander Greyson Cook, *Maryland, B.S., Economics*
 Emily Cooperman, *Massachusetts, B.A., International Studies: Comparative Development*
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 Patrick John Cournot, *New York, B.A., Economics*
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 Susan Crile, *New York, B.A., Philosophy*
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 Joel David Cropp, *New York, B.A., Economics*
 Brandon Luis Cruz, *New York, B.A., English, (Writing and Rhetoric)*
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 Loren Davis, *New York, B.A., English*
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 Michael Edward DeLeonardo, *Connecticut, B.A., English*
 Armand Narciso Zablan DelRosario, *Connecticut, B.S., Biology*
 Jordan James DeMarco, *Connecticut, B.A., English*
 Owen Ducen Denby, *Rhode Island, B.A., Political Science, (Legal Studies)*
 William Thomas Denniston, *New York, B.A., Religion, (Film Studies)*
 Tenzin Diki Dharlo, *New York, B.A., Political Science, (Writing and Rhetoric)*
 Bhaktiveda Dhaul, *India, B.A., Interdisciplinary: Expressive Arts Therapy*

- Alessandra Diamantis, *Connecticut, B.A., Classical Civilization, (Writing and Rhetoric)*
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- Diana Vaskova Dimitrova, *Bulgaria, B.A., Political Science, (Italian Studies)*
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- Merrill Rose Gambro, *New Jersey, B.A., Economics*
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- Yusuf George, *New York, B.S., Computer Science*
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- Thea Kristina Gilbert, *Massachusetts, B.A., Political Science, (Legal Studies)*
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- Chardae Amelia Golding, *Massachusetts, B.S., Psychology*
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- Nader Golsorkhi, *New York, B.A., Economics*
- Zachary Logan Gould, *Pennsylvania, B.A., Public Policy and Law, (Afro-American Studies)*
- Mónica Gould-Porras, *Indiana, B.A., Sociology, Hispanic Studies*
- Jenny Camille Gragg, *Florida, B.A., Religion, (Environment and Human Values)*
- Peter Folger Graves, *Ohio, B.S., Economics*
- Michael Greene, *Connecticut, B.S., Economics*
- Patrick Ryan Greene, *Connecticut, B.A., Music*
- Katherine M. Grelle, *Connecticut, B.A., Public Policy and Law*
- Becket Lee Greten-Harrison, *Connecticut, B.S., Neuroscience*
- Michael Gerald Gryguc, *Connecticut, B.A., Economics*
- Martin Grzyb, *Connecticut, B.S., Chemistry*
- Lillian Michel Gumz, *New York, B.A., Political Science*
- Nicholas J. Hall, *Massachusetts, B.A., Classics*
- Nicole Jane Hall, *Massachusetts, B.S., Psychology, (Environment and Human Values)*
- John N. Halverson, *Massachusetts, B.S., Engineering*
- Jeffrey Rockwell Harrelson, *Massachusetts, B.S., Economics*
- Kristen Diane Hayashi, *Illinois, B.A., English*
- Jeanne Marie Hayes, *Massachusetts, B.A., Political Science, (Legal Studies)*
- Theodore Passavant Henderson, *Oregon, B.S., Engineering*
- Amy Elizabeth Hendren, *Massachusetts, B.A., English*
- Desiree Monique Hernandez, *Nevada, B.S., Biology*
- Stacy Mettier Hills, *California, B.S., Psychology*
- Michael T. Hoar, *Massachusetts, B.S., Economics, (Environment and Human Values)*
- Jill M. Hockett, *New York, B.A., Theater and Dance*
- Ian Norris Hopping, *New York, B.A., Public Policy and Law, (Visual Studies)*
- Timothy David Hosmer, *New Hampshire, B.S., Engineering*
- Kiersten Frances Huckel, *New Jersey, B.A., Economics, (Architectural Studies, German Studies)*
- Eric Peter Hutchinson, *Connecticut, B.A., History, (Italian Studies)*
- Ann Rachel Imbesi, *Pennsylvania, B.A., International Studies: Comparative Development*
- John Ihsan Jabbour, *Connecticut, B.A., Political Science, Modern Languages: Hispanic Studies and Arabic*
- Sergio Christopher Jaramillo, *Massachusetts, B.A., Religion*
- Paul Thomas Jarboe, Jr., *Connecticut, B.A., Psychology, (Architectural Studies)*
- Jeffrey R. Jaworski, *New Jersey, B.S., Mathematics, Engineering*
- Theodore Allen Jenkins, *Massachusetts, B.A., International Studies: Asian*
- Sara Alicia Jeréz, *Illinois, B.A., Public Policy and Law*
- Elizabeth Lee Johnson, *Connecticut, B.A., Hispanic Studies*
- Michael David Johnson, *Massachusetts, B.S., Chemistry*
- Nathan Johnson, *New Hampshire, B.A., Economics*

- Thomas Leroy Johnson, Jr., *Connecticut, B.A., Computer Coordinated with History, (Italian Studies)*
- Amy Lyn Joyce, *Massachusetts, B.A., Sociology*
- Curtis P. Kahn, *Massachusetts, B.A., Political Science*
- Sarah Louise Kalauskas, *Massachusetts, B.S., Economics*
- Brendan John Keefe, *Connecticut, B.A., English, (Legal Studies)*
- Michael Sean Kelleher, Jr., *Connecticut, B.S., Biology, (Writing and Rhetoric)*
- Sacha Kelly, *Trinidad and Tobago, B.S., Mathematics*
- Courtney Claire Kennedy, *Illinois, B.A., History, (Italian Studies)*
- Jennifer Lee Kern, *Connecticut, B.S., Economics, (Legal Studies, Models and Data)*
- Faiza H. Khan, *Texas, B.S., Biology*
- Nana M. Kittiphane, *Massachusetts, B.A., Interdisciplinary: Human Rights Studies*
- Christopher John Klein, *Connecticut, B.S., Computer Science, (Models and Data)*
- Alexander D. Knote, *New York, B.A., Economics*
- Jennifer L. Knott, *Massachusetts, B.A., Psychology, (Visual Studies)*
- Megan Rose Kravitz, *Massachusetts, B.S., Psychology*
- Kristin Marie Kremer, *Connecticut, B.S., Chemistry*
- Tiffany M. Krupa, *Connecticut, B.A., English*
- Beth Frances Kupferberg, *Massachusetts, B.A., Economics, (Jewish Studies, Language Concentration: Hispanic)*
- Nicholas Mayhew Lacaille, *Massachusetts, B.A., Political Science*
- Alexander James Lampert, *New York, B.S., Engineering*
- Carolyn L. Landis, *New York, B.A., Political Science, (Hispanic Studies)*
- Sean Michael Langton, *Massachusetts, B.A., Public Policy and Law*
- Evan Langweiler, *Vermont, B.A., Anthropology*
- Michael B. Lanza, *Connecticut, B.A., History*
- Devon Clark Lawrence, *Pennsylvania, B.A., Art History, (Language Concentration: Italian)*
- Ngoc Bich Thi Le, *Maine, B.A., Studio Arts*
- Joseph Daniel Leach, *Connecticut, B.A., Political Science, (Language Concentration: Chinese)*
- Brian Howan Lee, *Connecticut, B.S., Biology*
- Kenneth Alexander Leighton, *Pennsylvania, B.A., Classical Civilization*
- Sosena Getachew Lemma, *New Jersey, B.A., Economics, (Studies in Progressive American Social Movements)*
- Gennaro Lawrence Leo, *Massachusetts, B.A., Italian, Economics*
- William Caldwell Leonard, *California, B.A., History, Hispanic Studies*
- Sam How Lin, *Taiwan, B.S., Engineering*
- Virginia Guild Lockwood, *New Hampshire, B.A., Art History*
- Henry Cabot Lodge IV, *New York, B.A., Political Science*
- Brian Hellmuth Lorenzen, *New York, B.A., American Studies*
- Kate Hightower Lovejoy, *Illinois, B.A., Sociology*
- Kathleen J. Lyons, *Connecticut, B.A., Art History*
- William J. Maheras, *Massachusetts, B.A., Political Science*
- Lauren Elizabeth Malinowski, *Massachusetts, B.A., Political Science, (Legal Studies)*
- Laura Carens Maloney, *Massachusetts, B.S., Mathematics, Economics*
- Robert J. Maloof, *Massachusetts, B.S., Engineering*
- Victor J. Mantilla Colon, *Connecticut, B.A., Art History*
- Brian Marsden, *Massachusetts, B.A., Economics*
- Whitney Elizabeth Martin, *Connecticut, B.A., Art History, (Architectural Studies)*
- David Gerhart Mason, *Connecticut, B.A., Philosophy*
- Allison Mackenzie Mathis, *Maryland, B.S., Engineering, (-Asian Studies)*
- Christopher Matteodo, *Massachusetts, B.A., History*
- Ethan Guest McCall, *Massachusetts, B.A., Economics*
- Meredith Gibbs McCormack, *Maryland, B.A., Political Science, (Human Rights)*
- Kirsten Cantlin McCullough, *Connecticut, B.A., English*
- Colin D. McDougall, *California, B.A., History*
- Jolly-Ray Paul McFarlane, *Connecticut, B.A., Economics*
- Cathryn Louise McGee, *Massachusetts, B.A., Sociology, (Architectural Studies)*
- Katherine McNerney, *Maine, B.A., Sociology, (Writing and Rhetoric)*
- Zabrina Marie McIntyre, *California, B.A., Art History*
- Jonathan McLeman, *Washington, B.A., Russian*
- Ashley Danielle McNamara, *Connecticut, B.A., Political Science, (Italian Studies, Legal Studies)*
- Katherine Ann McNerney, *New Jersey, B.A., Political Science*
- Leigh Michelle Melanson, *Massachusetts, B.A., Sociology*
- Nicholas Alfredo Mendoza, *New York, B.A., International Studies: Middle Eastern*
- John Hamilton Meyer, *Massachusetts, B.S., Neuroscience*
- Anthony James Michetti, *Massachusetts, B.S., Environmental Science*
- Frank Miele, *Connecticut, B.S., Chemistry*
- Alexandra Anne Miller, *Connecticut, B.S., Psychology, Educational Studies*
- Hayes Griffin Miller, *New Jersey, B.A., History*
- Jennifer Lynn Mingrino, *Connecticut, B.A., Psychology*
- Christopher Rouse Minue, *Massachusetts, B.A., Public Policy and Law*
- Richard U. Montz, *California, B.A., Religion*
- Jeanny Mora, *Massachusetts, B.A., Psychology, (Italian Studies)*
- Sandra Kay Mosby, *Connecticut, B.A., International Studies: African*
- Paul Howard Mounds, Jr., *Connecticut, B.A., Political Science*
- James Bryant Murdoch, *Pennsylvania, B.S., Engineering*
- Luis E. Murillo, Jr., *Connecticut, B.A., Political Science*
- Drew R. Murphy, *Connecticut, B.S., Economics, (Legal Studies)*
- Elizabeth Anne Murphy, *Massachusetts, B.A., English*

- Gwendolyn Shea Murphy, *Connecticut*, B.A., *Women, Gender, and Sexuality, (Writing and Rhetoric)*
- Luvean B. Myers, *Illinois*, B.A., *International Studies: Middle Eastern*
- Christine Regina Myksin, *Massachusetts*, B.S., *Psychology*
- Nicholas Carey Nisbett, *Connecticut*, B.S., *Chemistry*
- Andrew P. O'Connor, *Massachusetts*, B.A., *Economics*
- Tara Collins O'Connor, *District of Columbia*, B.A., *Public Policy and Law*
- Victoria Holbrook O'Day, *Massachusetts*, B.A., *History*
- Tela Rosalie O'Donnell, *Alaska*, B.A., *Psychology, (Visual Studies)*
- Erin Kathleen Ogilvie, *California*, B.A., *Public Policy and Law*
- Mark Deran Ohanian, *Massachusetts*, B.S., *Economics*
- Christopher Mark Olenoski, *Connecticut*, B.A., *Educational Studies*
- Kevin Patrick O'Regan, *Massachusetts*, B.A., *Economics, (Legal Studies)*
- Michael Paul Ottariano, *Massachusetts*, B.S., *Environmental Science*
- Matthew Lee Owyang, *California*, B.A., *International Studies: Asian*
- Austin M. Park, *Texas*, B.A., *Sociology*
- Elizabeth Jane Paynter, *New Jersey*, B.A., *History*
- Timothy Pearson, *Massachusetts*, B.A., *English*
- Elisabeth Grace Pennington, *Pennsylvania*, B.A., *Public Policy and Law, Educational Studies*
- Eduardo Ruske A. Pereira, *Brazil*, B.A., *International Studies: Latin American and Caribbean*
- Christina Lee Perrotti, *Connecticut*, B.A., *Sociology, (Italian Studies)*
- Ann Elizabeth Peterman, *Massachusetts*, B.A., *Religion, (Visual Studies)*
- Jenny Lee Petrauskas, *Connecticut*, B.S., *Chemistry, Mathematics*
- Leslie Anne Pierandri, *Connecticut*, B.A., *Economics*
- Jessica LaDue Piervicenti, *New York*, B.A., *Theater and Dance*
- Joshua David Pitcher, *Maine*, B.A., *Economics*
- Karen Irwin Polk, *Connecticut*, B.A., *English*
- Michael J. S. Pontone, *New York*, B.A., *International Studies: Middle Eastern*
- Alison Leigh Powers, *Massachusetts*, B.A., *Economics, (Italian Studies)*
- Edwin Charles Pratt, *Pennsylvania*, B.S., *Biochemistry*
- Seth David Preminger, *North Carolina*, B.S., *Psychology, (Jewish Studies)*
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- Ian Alexander Fraser Rahilly, *Canada*, B.A., *Public Policy and Law*
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- Vaidehi Reddy, *India*, B.A., *Economics*
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- Amanda Miser Reese, *Connecticut*, B.S., *Psychology*
- Ford Samuel Reiche, *Maine*, B.A., *Economics, (Architectural Studies)*
- Geoffrey D. Reills, *New Hampshire*, B.A., *Political Science, (Legal Studies)*
- Samara K. Reynolds, *Connecticut*, B.S., *Engineering*
- Camilla Warren Rich, *Massachusetts*, B.A., *History*
- Aldith Ruth Richards, *Connecticut*, B.A., *Interdisciplinary: Human Rights Studies*
- Kimberly G. Riggs, *Massachusetts*, B.S., *Biology, Economics*
- Peter Michael Riolo, *New York*, B.A., *Political Science, (Italian Studies)*
- Monica Louise Rober, *Massachusetts*, B.A., *Political Science, (Women, Gender, and Sexuality)*
- Fernanda Rocha, *Argentina*, B.S., *Economics*
- Kathryn Middleton Rodgers, *Florida*, B.S., *Neuroscience, (Marine Studies)*
- Elizabeth Ann Rodriguez, *Maryland*, B.S., *Environmental Science*
- Sophia Rodriguez, *Connecticut*, B.A., *Studio Arts*
- Katherine Harkness Rogers, *Maryland*, B.A., *Psychology*
- Elizabeth Jane Rohback, *Connecticut*, B.A., *Religion*
- Andrew Eugene Rohman, *Maryland*, B.A., *Philosophy*
- Devin Patrick Romanul, *Massachusetts*, B.A., *Political Science*
- Andrew Marc Rosenau, *Pennsylvania*, B.S., *Chemistry*
- Adam McGill Ross, *Florida*, B.A., *History*
- Lauren Ashley Ross, *Connecticut*, B.A., *Political Science*
- Stewart Royer, *Maryland*, B.A., *History*
- Charles David Rua, *Connecticut*, B.A., *English*
- Abigail Mason Runyan, *Pennsylvania*, B.A., *Art History, (Medieval and Renaissance Studies)*
- Lindsay Elisabeth Ruslander, *New York*, B.S., *Biology*
- Martha Louise Russell, *Connecticut*, B.A., *History*
- Nicholas Charles Ryan, *Maine*, B.A., *Political Science*
- Erika Starr Safir, *California*, B.A., *English*
- Rayn Terin Tatsuma Sakaguchi, *Hawaii*, B.S., *Engineering*
- Avery Arnott Kim Lee Salisbury, *District of Columbia*, B.A., *Political Science, (Studies in Progressive American Social Movements)*
- Andrew Nils Samuels, *New Hampshire*, B.A., *Philosophy*
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- Daniel Sandberg, *Florida*, B.A., *Political Science*
- Yessenia Santiago, *Connecticut*, B.A., *International Studies: Latin American and Caribbean, Hispanic Studies*
- Sydney Fox Sarachan, *Missouri*, B.A., *Economics, Interdisciplinary: International Relations and Regional Conflicts*
- Ann Bailey Scheurer, *Maryland*, B.A., *Sociology, (Architectural Studies)*
- Marian Kingsland Seherr-Thoss, *New York*, B.A., *History*
- Katherine Ashley Seppa, *Connecticut*, B.S., *Psychology*

- Brett Thomas Sheridan, *Connecticut, B.A., Economics*
 Jennafer E. Shouldice, *Massachusetts, B.A., Sociology, Educational Studies*
 John William Shryock II, *Maine, B.A., Sociology*
 Yekaterina Shurygina, *Alaska, B.A., International Studies: Russian/Eurasian, (Women, Gender, and Sexuality)*
 Benjamin William Silvanic, *Connecticut, B.A., Economics*
 Tyler Maxwell Simmons, *Massachusetts, B.S., Psychology*
 Daniel Platt Simon, *Maryland, B.A., History, (Medieval and Renaissance Studies)*
 Jon D. Simonian, Jr., *New York, B.S., Economics, (Models and Data)*
 Elizabeth Byrnham Skinner, *Massachusetts, B.S., Psychology, (Italian Studies)*
 Katherine Skoufalos, *New York, B.S., Economics, (Visual Studies)*
 Edward de la Fuente Slater, *New York, B.A., English*
 James Harrison Slattery, *New York, B.A., Political Science*
 Hadley Virginia Smith, *Connecticut, B.A., Art History*
 Michael Irl Snow, *New Jersey, B.S., Economics*
 Bradley D. Soules, *Connecticut, B.A., Political Science*
 Michael Casimir Soules, *Connecticut, B.A., Political Science*
 Christopher Croy Sprague, *Pennsylvania, B.S., Economics*
 Marla Lynn Stancil, *Connecticut, B.A., Interdisciplinary: Economics and Environmental Ethics*
 Emily Jane Steele, *Massachusetts, B.S., Economics*
 Laura Steiger, *Maryland, B.A., Economics*
 Nora Leigh Steinman, *New York, B.A., Public Policy and Law*
 Anna Marijke Stevens, *New Jersey, B.A., Anthropology, (Marine Studies)*
 Evan Russ Stisser, *Connecticut, B.A., Political Science, (Language Concentration: Hispanic)*
 Samara Elizabeth Strauss, *Pennsylvania, B.A., Psychology*
 Molly Anne Stumbras, *Connecticut, B.S., Economics, (Models and Data, Legal Studies)*
 Catharine Frances Sturgess, *Connecticut, B.S., Psychology, (Visual Studies)*
 Edward Steven Sullivan, *Massachusetts, B.S., Economics*
 Jeffrey William Sullivan, *California, B.S., Chemistry*
 Jacques Swanepoel, *South Africa, B.S., Environmental Science*
 Sarah Elizabeth Sweatt, *Maine, B.S., Biochemistry*
 Edward A. Sweeney III, *Connecticut, B.S., Economics*
 Kevin Francis Swiniarski, *Massachusetts, B.S., Economics*
 Christie Leigh Symes, *Florida, B.A., Economics*
 Justin Michael Taubman, *Maryland, B.A., Political Science*
 Nathan Alexander Thompson, *Maine, B.A., English*
 William M. Thomson, *Connecticut, B.A., Philosophy*
 Rodman King Tilt III, *New York, B.A., Economics*
 Deanna Rose Tito, *New York, B.A., Economics, (Italian Studies)*
 Robert Anthony Toscano, *Connecticut, B.S., Biology*
 Matthew S. Trofatter, *Connecticut, B.A., Political Science*
 Alexander Cameron Truelsen, *New York, B.S., Political Science, Economics*
 Irena Vasileva Tsvetkova, *Bulgaria, B.S., Economics, (Italian Studies, Models and Data)*
 Jesse L. Turcotte, *Massachusetts, B.S., Engineering*
 Danika Usiatynski-Rivera, *New York, B.A., Music*
 Laurel Elizabeth Valchuis, *Massachusetts, B.S., Biology*
 Anne M. Valerio, *Connecticut, B.A., Political Science*
 Laurens Pieter van der Kaaij, *New York, B.A., History*
 John P. van der Stricht, *New York, B.A., Economics*
 David Joseph Vandrilla, *Connecticut, B.S., Economics, (Legal Studies)*
 Emily Joan Ver Ploeg, *New Hampshire, B.A., Public Policy and Law, (Environment and Human Values)*
 Sahil Rajesh Vora, *India, B.A., Economics*
 Eric Wadhwa, *New York, B.A., History*
 Adam Michael Waldeck, *Connecticut, B.A., Political Science*
 Christopher Sommerfeldt Walsh, *Massachusetts, B.A., Political Science, (Legal Studies)*
 Madison O'Connell Ward, *California, B.A., Economics, (Language Concentration: Italian)*
 Timothy Knowlton Ward, *Massachusetts, B.A., History*
 Colin M. Warner, *Connecticut, B.S., Chemistry*
 Kathryn West, *Massachusetts, B.A., Philosophy*
 Andrew Comstock Whalen, *New York, B.A., History*
 Mia Wilkin, *Texas, B.A., Studio Arts*
 Henry R. Winnik, *New Jersey, B.A., Religion, (Film Studies)*
 Anita Irwin Winters, *Connecticut, B.A., English*
 Hannah E. Wirfel, *Connecticut, B.A., Art History*
 Thomas Roberdeau Wolfe, *New York, B.A., Art History, French, (Architectural Studies)*
 Timothy Corbin Woodhull, Jr., *New York, B.A., History*
 Nicholas Brownell Wright, *Connecticut, B.A., Economics*
 Jennifer M. Wrobel-Sybert, *Connecticut, B.A., Women, Gender, and Sexuality*
 Eric A. Wunsch, *New York, B.A., Economics, (Legal Studies)*
 John Paul Yearwood, *Argentina, B.S., Engineering*
 Aleesha Nicole Young, *Connecticut, B.S., Educational Studies, Psychology*
 Ayesha S. Zamir, *New York, B.A., Political Science*
 Lilia Zhahalyak, *Connecticut, B.S., Biochemistry*
 Samuel David Zivin, *Illinois, B.A., Religion*

Conferring of Master's Degrees in Course

Becky Lynn Anderson	A.B., 1995, Dartmouth College	<i>American Studies</i> , M.A.
Catherine Ellen Bailey	A.B., 1997, Mount Holyoke College	<i>Public Policy</i> , M.A.
Jayson Baker	B.A., 1997, University of New Haven M.S., 2000, Rensselaer Polytechnic Institute	<i>English</i> , M.A.
Maribeth Bielinski	B.A., 2002, Keene State College	<i>American Studies</i> , M.A.
Bryan David Brissette	A.B., 1995, Harvard University M.S., 1997, Northeastern University	<i>History</i> , M.A.
Charles Bryan Burnham	B.A., 2000, College of the Holy Cross	<i>Public Policy</i> , M.A.
Lynn E. Couturier	B.S., 1981, Springfield College M.S., 1985, University of Illinois at Urbana Champaign	<i>American Studies</i> , M.A.
Christine Mary DeLoma	D.P.E., 1986, Springfield College B.A., 1995, University of Connecticut	<i>Economics</i> , M.A.
Robert Bruce Donald	B.A., 1984, Middlebury College	<i>History</i> , M.A.
PeggyAnn L. Dragon-Blumenthal	B.A., 1995, Saint Joseph College	<i>History</i> , M.A.
Andrea Duzak-Forestier	B.F.A., 1996, University of Hartford B.S., 1996, University of Hartford	<i>Public Policy</i> , M.A.
Michael James Ellis	B.A., 1974, Saint Johns University M.B.A., 1991, Fordham University	<i>History</i> , M.A.
Glenn W. Falk	A.B., 1982, Harvard University J.D., 1985, Harvard University	<i>History</i> , M.A.
Geoffrey Griswold Fisher	B.A., 1978, University of Connecticut	<i>Public Policy</i> , M.A.
Cortney Joseph Fusco	B.A., 2003, Northeastern University	<i>English</i> , M.A.
Lyndsey Marie Glass	B.A., 2004, Villanova University	<i>History</i> , M.A.
Liudmila V. Gruzdeva	B.A., 2006, Finance Academy of Russia	<i>Economics</i> , M.A.
Rachel Louise Hart	B.A., 1986, Albertus Magnus College M.S., 1996, Southern Connecticut State University	<i>Public Policy</i> , M.A.
Caroline Jean Hoen	A.B., 1968, Barnard College	<i>English</i> , M.A.
Sarah Elizabeth Hoyle	B.A., 2005, Trinity College	<i>Public Policy</i> , M.A.
Elin Swanson Katz	B.S., 1987, Cornell University	<i>English</i> , M.A.
Daniel E. Krause	B.A., 1980, University of Connecticut	<i>Economics</i> , M.A.
Robert Thomas Lavery	B.S., 1980, Western New England College M.S., 1988, University of Connecticut M.S., 1997, Purdue University	<i>History</i> , M.A.
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M.A. 1982 (Univ. of Fudan, Shanghai), Ph.D. 1989 (Univ. of Chicago) [1994]
- DIANE C. ZANNONI *G. Fox and Company Professor of Economics*
B.A. 1971 (Villanova Univ.), M.A. 1973, Ph.D. 1976 (State Univ. of New York, Stony Brook) [1975]
- ASSOCIATE PROFESSORS**
- MICHAEL J. ANDERSON *Visiting Associate Professor of Classics*
A.B. 1989 (Princeton Univ.), M.Phil. 1992, D.Phil. 1994 (Oxford Univ.) [2007]
- DINA L. ANSELMINI *Associate Professor of Psychology*
B.A. 1973 (Ithaca College), M.A. 1977, Ph.D. 1981 (Univ. of New Hampshire) [1980]
- CAROL J. ANY•• *Associate Professor of Modern Languages*
A.B. 1973, A.M. 1974, Ph.D. 1982 (Univ. of Chicago) [1984]
- E. KATHLEEN ARCHER•• *Associate Professor of Biology*
B.A. 1977 (California State Univ.), Ph.D. 1984 (Univ. of Oregon) [1990]
- PAUL ASSAIAANTE *Associate Professor of Physical Education and Assistant Director of Athletics for Development and College Relations*
B.S. 1974 (Springfield College), M.S. 1979 (Long Island Univ., Stony Brook) [1994]
- WENDY C. BARTLETT *Associate Professor of Physical Education*
B.A. 1976 (Rollins College), M.S. 1988 (Central Connecticut State Univ.) [1984]
- JANET BAUER *Associate Professor of International Studies*
B.S. 1970 (Univ. of Central Missouri), M.A. 1976, Ph.D. 1981 (Stanford Univ.) [1983]
- J. HARRY BLAISE• *Associate Professor of Engineering*
B.S. 1994 (Trinity College), M.S. 1995 (Rensselaer Polytechnic Institute), Ph.D. 2001 (Univ. of Connecticut) [2001]
- JOSEPH BYRNE• *Associate Professor of Fine Arts*
B.A. 1976 (St. John's Univ.), M.A. 1980, M.F.A. 1981 (Univ. of Iowa) [1999]

- JEAN K. CADOGAN *Associate Professor of Fine Arts*
B.A. 1971 (Wellesley College), M.A. 1972, Ph.D. 1978 (Harvard Univ.) [1986]
- SONIA CARDENAS•• *Associate Professor of Political Science*
B.A. 1989 (Tulane Univ.), M.A. 1991, Ph.D. 1999 (Univ. of Virginia) [2001]
- STEFANIE CHAMBERS•• *Associate Professor of Political Science*
B.A. 1994 (Marquette Univ.), M.A. 1997, Ph.D. 1999 (The Ohio State Univ.) [2000]
- JOHN H. CHATFIELD *Associate Professor of History*
B.A. 1965 (Trinity College), M.A. 1972, Ph.D. 1988 (Columbia Univ.) [1976]
- WILLIAM H. CHURCH *Associate Professor of Chemistry and Neuroscience*
B.S. 1981 (James Madison Univ.), Ph.D. 1987 (Emory Univ.) [1988]
- CAROL CLARK† *Associate Professor of Economics*
B.S. 1982 (Univ. of Illinois), M.A. 1985 (Tufts Univ.), M.A. 1987, Ph.D. 1991 (Cornell Univ.) [1990]
- KATHLEEN A. CURRAN *Associate Professor of Fine Arts*
B.A. 1977 (Newcomb College), M.A. 1981 (New York Univ.), Ph.D. 1986 (Univ. of Delaware) [1990]
- MICHAEL R. DARR *Associate Professor of Physical Education*
B.A. 1968 (Gettysburg College), M.S. 1975 (Univ. of Delaware) [1975]
- WILLIAM K. DECKER, JR. *Associate Professor of Physical Education*
B.S. 1985, M.S. 1990 (Ithaca College) [1990]
- PABLO DELANO *Associate Professor of Fine Arts*
B.F.A. 1976 (Temple Univ.), M.F.A. 1979 (Yale Univ.) [1996]
- DARIO DEL PUPO *Associate Professor of Modern Languages*
B.A. 1980, Ph.D. 1988 (Univ. of Connecticut) [1986]
- JACK DOUGHERTY *Associate Professor of Educational Studies
and Director of the Educational Studies Program*
B.A. 1987 (Swarthmore College), M.A. 1995, Ph.D. 1997 (Univ. of Wisconsin, Madison) [1999]
- KENT DUNLAP *Charles A. Dana Research Associate Professor of Biology*
B.A. 1985 (Macalester College), Ph.D. 1993 (Univ. of Washington, Seattle) [1998]
- FRANCIS J. EGAN• *Associate Professor of Economics*
B.A. 1963 (Providence College), M.A. 1966, Ph.D. 1973 (Fordham Univ.) [1967]
- JONATHAN ELUKIN *Associate Professor of History*
A.B. 1983 (Princeton Univ.), M.A. 1986 (Jewish Theological Seminary), Ph.D. 1993 (Princeton Univ.) [1997]
- JOHANNES EVELEIN•• *Associate Professor of Modern Languages*
Doctoraal 1988 (Rijksuniversiteit Groningen, Netherlands), Ph.D. 1993 (State Univ. of New York, Albany) [1997]
- LESLEY FARLOW *Associate Professor of Theater and Dance*
B.A. 1976 (Smith College), M.A. 1993 (New York Univ.) [1999]
- LUIS FIGUEROA *Associate Professor of History*
B.A. 1981, M.A. 1982 (Universidad de Puerto Rico, Rio Piedras), M.A. 1985, Ph.D. 1991 (Univ. of Wisconsin, Madison) [1996]
- SHEILA M. FISHER *Associate Professor of English*
B.A. 1976 (Smith College), M.A. 1997, M.Phil. 1979, Ph.D. 1982 (Yale Univ.) [1984]
- ROBERT J. FLEMING *Associate Professor of Biology*
B.A. 1976 (College of the Holy Cross), Ph.D. 1980 (Brandeis Univ.) [2001]
- JOHN D. FOSHAY *Visiting Associate Professor of Educational Studies*
B.A. 1989, M.S. 1992 (Western Connecticut State Univ.), M.A. 1993, Ed.D. 2000 (Western Virginia Univ.) [2007]
- LISA-ANNE FOSTER *Associate Professor of Biology*
B.S. 1988 (Lemoyne College), M.A. 1991, Ph.D. 1993 (State Univ. of New York, Buffalo School of Medicine and Biomedical Sciences) [1996]
- ADRIENNE FULCO *Associate Professor of Legal and Policy Studies*
B.A. 1970 (Boston Univ.), Ph.D. 1981 (City Univ. of New York) [1983]

- CHRISTOPH E. GEISS• *Associate Professor of Physics*
Diplom 1994 (Ludwig Maximilians Universität, Munich, Germany), Ph.D. 1999 (Univ. of Minnesota) [2001]
- MICHELLE V. GILBERT *Visiting Associate Professor of Fine Arts*
B.A. 1963 (Univ. of California, Los Angeles), M.A. 1970 (Northwestern Univ.), M.A. 1975 (New York Univ.), Ph.D. 1982 (Univ. of London) [1992]
- SUZANNE GLEASON• *Associate Professor of Economics*
B.A. 1987 (Grinnell College), M.A. 1990 (Hubert H. Humphrey Institute of Public Affairs, Univ. of Minnesota), Ph.D. 1996 (Univ. of Maryland) [2001]
- HEBE GUARDIOLA-DIAZ *Associate Professor of Biology and Neuroscience*
B.S. 1988 (Univ. of Puerto Rico), Ph.D. 1994 (Univ. of Michigan) [1998]
- THOMAS HARRINGTON• *Associate Professor of Modern Languages*
A.B. 1982 (College of the Holy Cross), M.A. 1987 (Middlebury College), Ph.D. 1994 (Brown Univ.) [1997]
- DOUGLAS B. JOHNSON *Associate Professor of Music*
B.A. 1974 (Humboldt State Univ., California), M.A. 1984, Ph.D. 1989 (Univ. of California) [1988]
- KATHLEEN KETE *Associate Professor of History*
A.B. 1982, M.A. 1984, Ph.D. 1989 (Harvard Univ.) [1990]
- ARIELA A. KEYSAR *Associate Research Professor of Public Policy and Law*
B.A. 1979, M.A. 1983, Ph.D. 1990 (Hebrew Univ. of Jerusalem) [2005]
- KATHERINE LAHTI *Associate Professor of Modern Languages*
B.A. 1981 (Wesleyan Univ.), M.A. 1983, Ph.D. 1991 (Yale Univ.) [1990]
- ANNE LAMBRIGHT *Associate Professor of Modern Languages*
B.A. 1989 (Southern Methodist Univ.), M.A. 1993, Ph.D. 1997 (Univ. of Texas) [2000]
- RANDOLPH M. LEE *Associate Professor of Psychology*
B.A. 1966 (Trinity College), M.S. 1969, Ph.D. 1970 (Univ. of Massachusetts) [1970]
- MICHAEL LESTZ *Associate Professor of History*
B.A. 1968 (Trinity College), M.A. 1975, Ph.D. 1982 (Yale Univ.) [1980]
- MARY LEWIS *Visiting Associate Professor of Fine Arts*
B.A. 1974 (Univ. of Santa Clara), M.A. 1976, Ph.D. 1981 (Univ. of Pennsylvania) [1990]
- NATHAN MARGALIT *Visiting Associate Professor of Fine Arts*
B.A. 1974 (Univ. of Cape Town, South Africa), M.F.A. 1977 (Maryland Institute College of Art) [1994]
- SUSAN MASINO• *Associate Professor of Psychology and Neuroscience*
B.S. 1988 (Tufts Univ.), Ph.D. 1996 (Univ. of California, Irvine) [2003]
- KEVIN J. MCMAHON *Associate Professor of Political Science*
B.A. 1988 (SUNY - Potsdam), Ph.D. 1997 (Brandeis Univ.) [2005]
- JOHN MERTENS *Associate Professor of Engineering*
B.S. 1985 (California State Univ., Chico), M.S. 1986, Ph.D. 1990 (Stanford Univ.) [1990]
- THOMAS M. MITZEL *Associate Professor of Chemistry*
B.S. 1990 (Northern State Univ., Aberdeen, S.D.), Ph.D. 1994 (Boston College) [1996]
- TAKUNARI MIYAZAKI• *Associate Professor of Computer Science*
B.S. 1992 (Univ. of Kansas), M.S. 1994, Ph.D. 1999 (Univ. of Oregon) [2001]
- JUDITH A. MORAN *Associate Professor of Quantitative Studies and Director of the Aetna Life and Casualty Foundation Mathematics Center*
B.A. 1964, M.S. 1965 (Univ. of New Hampshire), Ph.D. 1990 (Univ. of Massachusetts) [1990]
- THERESA MORRIS *Associate Professor of Sociology*
B.A. 1994 (Southwestern Oklahoma State Univ.), M.S. 1996, Ph.D. 2000 (Texas A&M) [2000]
- JOAN MORRISON *Charles A. Dana Research Associate Professor of Biology*
B.A. 1975 (College of Wooster), M.S. 1979 (Univ. of Michigan), Ph.D. 1997 (Univ. of Florida) [2000]
- CHRISTOPHER NADON† *Associate Professor of Political Science*
B.A. 1985, M.A. 1989, Ph.D. 1993 (Univ. of Chicago) [1995]

- MICHAEL E. NIEMANN† *Associate Professor of International Studies*
B.A. 1978 (Rheinische Friedrich-Wilhelms Univ., Bonn, Germany), M.A. 1982, Ph.D. 1991 (Univ. of Denver) [1988]
- TAIKANG NING *Associate Professor of Engineering*
B.S. 1979 (National Chiao-Tung Univ.), M.S. 1983, Ph.D. 1986 (Univ. of Connecticut) [1986]
- BETH NOTAR† *Associate Professor of Anthropology*
B.A. 1985 (Wellesley College), M.A. 1992, M.A. 1993, Ph.D. 1999 (Univ. of Michigan) [2000]
- STANLEY E. OGRODNIK *Associate Professor of Physical Education*
B.A. 1968 (Providence College), M.A. 1968 (Univ. of Hartford) [1981]
- ANNE PARMENTER *Associate Professor of Physical Education*
B.E. 1981 (Chelsea College of Physical Education, England), M.E. 1987 (Univ. of Massachusetts) [2001]
- MARIA LOZA PARR *Associate Professor of Chemistry*
B.S. 1990 (Trinity College), M.S. 1992, Ph.D. 1995 (Yale Univ.) [1999]
- SUSAN D. PENNYBACKER *Borden W. Painter, Jr. '58/H '95*
Associate Professor of European History
B.A. 1976 (Columbia Univ.), M.A. 1977 (Univ. of Pennsylvania), Ph.D. 1985 (Cambridge Univ.) [1983]
- MARGO PERKINS† *Associate Professor of English and American Studies*
B.A. 1988 (Spelman College), M.A. 1993, Ph.D. 1995 (Cornell Univ.) [1995]
- KATHARINE G. POWER *Associate Professor of Theater and Dance*
B.F.A. 1976 (Emerson College), M.F.A. 1978 (Smith College) [1979]
- SARAH RASKIN *Associate Professor of Psychology and Neuroscience*
B.A. 1984 (Johns Hopkins Univ.), Ph.D. 1989 (City Univ. of New York) [1994]
- THOMAS A. REILLY *Associate Professor of Political Science*
B.A. 1965 (Queens College), M.A. 1967, Ph.D. 1972 (City Univ. of New York) [1971]
- GUSTAVO A. REMEDI•• *Associate Professor of Modern Languages*
B.S. 1986, M.A. 1989, Ph.D. 1993 (Univ. of Minnesota) [1994]
- DAVID A. REUMAN *Associate Professor of Psychology*
B.A. 1977 (Hampshire College), Ph.D. 1986 (Univ. of Michigan, Ann Arbor) [1987]
- MARTHA K. RISSER *Associate Professor of Classics*
B.A. 1981 (Univ. of Wisconsin, Milwaukee), Ph.D. 1989 (Univ. of Pennsylvania) [1989]
- PAULA A. RUSSO *Associate Professor of Mathematics*
B.S. 1977 (Syracuse Univ.), M.A. 1980, Ph.D. 1984 (Indiana Univ.) [1987]
- TODD RYAN• *Associate Professor of Philosophy*
B.S. 1989 (Univ. of Illinois, Urbana), Ph.D. 1999 (Univ. of Iowa) [1999]
- MARY SANDOVAL† *Associate Professor of Mathematics*
B.A. 1989 (Yale Univ.), M.S. 1993, Ph.D. 1997 (Univ. of Michigan) [1999]
- BRIGITTE SCHULZ *Associate Professor of Political Science*
B.S. 1976 (Univ. of Maryland), M.S. 1978 (London School of Economics), Ph.D. 1988 (Boston Univ.) [1989]
- SCOTT R. SMEDLEY *Associate Professor of Biology*
B.A. 1985 (Williams College), Ph.D. 1993 (Cornell Univ.) [1997]
- MADALENE SPEZIALETTI *Associate Professor of Computer Science*
B.S. 1983, M.S. 1985, Ph.D. 1989 (Univ. of Pittsburgh) [1995]
- MELANIE STEIN *Associate Professor of Mathematics*
A.B. 1983 (Harvard Univ.), M.S. 1988, Ph.D. 1991 (Cornell Univ.) [1995]
- GEORGE SUITOR *Associate Professor of Physical Education*
B.S. 1970, M.S. 1981 (Central Connecticut State Univ.) [1993]
- KING-FAI TAM *Associate Professor of Modern Languages and International Studies*
B.A. 1980, M. Phil. 1983 (Chinese Univ. of Hong Kong), M.A. 1985, Ph.D. 1990 (Princeton Univ.) [1989]

- PATRICIA M. THORNTON† *Associate Professor of Political Science*
B.A. 1985 (Swarthmore College), M.A. 1990 (Univ. of Washington, Seattle), Ph.D. 1997 (Univ. of California, Berkeley) [1998]
- PATRICIA TILLMAN *Associate Professor of Fine Arts*
B.F.A. 1976 (Univ. of Texas, Austin), M.F.A. 1978 (Univ. of Oklahoma) [1995]
- LEONARD TSUMBA *Visiting Professor of Economics*
B.A. 1968 (Georgetown Univ.), M.A. 1970 (Howard Univ.), Ph.D. 1975 (The Virginia Polytechnic Institute and State Univ.) [2007]
- BARBARA WALDEN *Associate Professor of Physics*
B.A. 1981 (Colgate Univ.), Ph.D. 1991 (Pennsylvania State Univ.) [1991]
- BEVERLY WALL *Associate Professor of Composition and Rhetoric and Allan K. Smith
Lecturer in English and Director of the Allan K. Smith Center for Writing and Rhetoric*
B.A. 1969 (Univ. of Exeter, England), M.A. 1971 (Univ. of Virginia), Ph.D. 1992 (Univ. of North Carolina, Greensboro) [1987]
- JOHNNY WILLIAMS *Associate Professor of Sociology*
B.A. 1984 (Quachita Baptist Univ.), M.A. 1986 (Univ. of Arkansas), M.A. 1990, Ph.D. 1995 (Brandeis Univ.) [1996]
- GAIL H. WOLDU *Associate Professor of Music*
B.A. 1976 (Goucher College), M.A. 1979, Ph.D. 1983 (Yale Univ.) [1987]
- NANCY J. WYSHINSKI *Associate Professor of Mathematics*
B.A. 1978 (Bloomsburg Univ.), M.A. 1980, M.S. 1988, Ph.D. 1991 (Univ. of Colorado) [1991]
- PETER YOON *Associate Professor of Computer Science*
B.S. 1986 (North Carolina State Univ.), M.S. 1989 (Purdue Univ.), Ph.D. 1995 (Pennsylvania State Univ.) [2000]

ASSISTANT PROFESSORS

- ZAYDE G. ANTRIM *Assistant Professor of History and International Studies*
B.A. 1995 (Univ. of Virginia), M.Phil. 1997 (Oxford Univ., St. Anthony's Coll.), Ph.D. 2005 (Harvard Univ.) [2006]
- JEFFREY BAYLISS† *Assistant Professor of History*
B.A. 1988 (Macalester College), M.A. 1994 (Miyagi Univ. of Education, Sendai, Japan), Ph.D. 2003 (Harvard Univ.) [2004]
- SARAH BILSTON *Assistant Professor of English*
B.A. 1994, M.A. 1995 (Univ. College, Univ. of London), M.St. 1996, D.Phil. 2000 (Somerville College, Univ. of Oxford) [2005]
- LYNETTE J. BOOS *Harold L. Dorvart Visiting Assistant Professor of Mathematics*
B.S. 1997 (Hillsdale Coll.), M.A. 2001, Ph.D. 2006 (Bowling Green State Univ.), [2006]
- JENNIFER BOWMAN *Assistant Professor of Physical Education*
B.A. 1997, M.A. 2004 (Salisbury State Univ.) [2004]
- DAVID BRANNING *Assistant Professor of Physics*
B.A. 1990 (Rice Univ.), M.A. 1994, Ph.D. 1998 (Univ. of Rochester) [2005]
- JAIMIE L. BURNS *Visiting Assistant Professor of Psychology*
B.S. 2003 (Univ. of Connecticut), M.A. 2005, Psy.D. 2007 (Univ. of Hartford) [2006]
- VICTORIA GARCIA CAFFREY *Visiting Assistant Professor of Modern Languages and Literature*
B.A. 1973 (Smith College), Ph.D. 1987 (Princeton Univ.) [2007]
- JANET CHANG *Assistant Professor of Psychology*
B.A. 2000 (Swarthmore College.), M.A. 2003, Ph.D. 2006 (Univ. of California-Davis) [2006]
- SEAN COCCO *Assistant Professor of History*
B.A. 1994 (Western Washington Univ.), M.A. 1997, Ph.D. 2004 (Univ. of Washington) [2005]
- DAVID DANGREMOND *Visiting Assistant Professor of Fine Arts*
B.A. 1974 (Amherst College), M.A. 1976 (Univ. of Delaware), M.A. 1987, M.Phil. 1990 (Yale Univ.) [1997]

- WENDY DAVIS
B.S. 1992, M.A. 1994 (Univ. of Connecticut) [2005] *Assistant Professor of Physical Education*
- JEFFREY DEVANNEY
B.A. 1993 (Trinity College), M.L.S. 1995 (State Univ. of New York, Albany) [2001] *Assistant Professor of Physical Education*
- DEVIN DOUGHERTY
B.A. 1973 (Stanford Univ.), M.A. 1982, M.F.A. 1983 (Univ. of Iowa) [2002] *Visiting Assistant Professor of Fine Arts*
- ANDREA DYRNESS
B.A. 1995 (Brown Univ.), M.A. 2001, Ph.D. 2004 (Univ. of California-Berkeley) [2005] *Assistant Professor of Educational Studies*
- HEIDI ELLIS
B.S. 1984, M.S. 1990, Ph.D. 1994 (Univ. of Connecticut) [2005] *Visiting Assistant Professor of Computer Science*
- RICHARD FEY
B.A. 1962 (Univ. of Buffalo), Ph.D. 1978 (Brown Univ.) [2004] *Visiting Assistant Professor of Economics*
- SUSAN FINNEGAN
B.A. 1978 (Smith College), M.F.A. 2007 (University of Hartford) [2007] *Visiting Assistant Professor of Fine Arts*
- JENNI R. FREIDMAN
B.F.A. 1994 (University of Hartford), M.F.A. 2003 (Univ. of Nebraska-Lincoln) [2007] *Visiting Assistant Professor of Fine Arts*
- ANDREW FLIBBERT
B.A. 1988 (Georgetown Univ.), M.A. 1992 (Univ. of Virginia), M.Phil. 1997, Ph.D. 2001 (Columbia Univ.) [2003] *Assistant Professor of Political Science*
- MICHAEL A. FOTOS
B.A. 1978 (Yale Univ.), M.P.A. 1990 (Harvard Univ.), Ph.D. 1999 (Indiana Univ.) [2000] *Visiting Assistant Professor of Public Policy*
- SCOTT GAC
B.A. 1995 (Columbia Univ.), M.M. 1996 (The Julliard School), M.Phil. 2000, Ph.D. 2003 (CUNY Graduate Center) [2006] *Visiting Assistant Professor of History*
- ERIC GALM•
B.M. 1988 (Univ. of Michigan), M.A. 1997 (Tufts Univ.), Ph.D. 2004 (Wesleyan Univ.) [1999] *Assistant Professor of Music*
- ANNE C. GEBELEIN
B.A. 1986 (Boston Univ.), M.A. 1990, M.Phil. 1992, Ph.D. 2002 (Yale Univ.) [2005] *Visiting Assistant Professor of Modern Languages and Literature*
- ABOSEDE A. GEORGE†
B.A. 1999 (Rutgers College), M.A. 2002, Ph.D. 2006 (Stanford Univ.) [2006] *Assistant Professor of History and International Studies*
- DAVID J. GIBLIN
B.S.E. 2002, Ph.D. 2007 (Univ. of Connecticut) [2007] *Visiting Assistant Professor of Engineering*
- STEPHANIE GILMORE
B.A. 1993, 1994 (Univ. of Alabama in Huntsville), M.A. 1997 (Univ. of Memphis), Ph.D. 2005 (Ohio State Univ.) [2006] *Visiting Assistant Professor of History and American Studies*
- LAWRENCE GLUCKMAN
B.S. 1969 (Northeastern Univ.), M.A. 1971 (Columbia Univ.) [2003] *Assistant Professor of Physical Education*
- CHRISTOPHER HAGER
A.B. 1996 (Stanford Univ.), M.A. 1997, Ph.D. 2003 (Northwestern Univ.) [2007] *Assistant Professor of English*
- SARAH HARRELL‡
B.A. 1991 (Wellesley College), M.A. 1994, Ph.D. 1998 (Princeton Univ.) [2000] *Assistant Professor of Classics*
- G. DERRICK HODGE
B.A. 1991 (Suffolk Univ.), M.Div. 1996 (Union Theological Seminary), M.A. 2000, Ph.D. 2005 (City Univ. of New York) [2007] *Visiting Assistant Professor of Anthropology*
- BINGBO HU
B.A. (Beijing Univ. of Foreign Studies), M.A. (Univ. of Colorado at Denver), Ph.D. 2007 (Univ. of Connecticut) [2007] *Visiting Assistant Professor of Economics*
- ALICE HYLAND
B.A. 1969 (Univ. of Pennsylvania), M.A. 1972 (Northwestern Univ.), Ph.D. 1981 (Univ. of Michigan) [2001] *Visiting Assistant Professor of Fine Arts*
- JULIA R. IRWIN
B.A. 1990 (State Univ. of New York, College at Oswego), Ph.D. 1998 (Univ. of Connecticut) [2005] *Visiting Assistant Professor of Psychology*

- CINDY A. JACOBS *Visiting Assistant Professor of Economics*
B.A. 1978 (Earlham College), M.S. 1983, Ph.D. 1989 (Univ. of Illinois) [1991]
- KEN JACOBSON *Visiting Assistant Professor of Anthropology*
B.A. 1965 (Univ. of Massachusetts), M.A., M.S. 1997 (Brandeis Univ.), Ph.D. 2003 (Univ. of Massachusetts) [2007]
- BARBARA KARGER *Assistant Professor of Theater and Dance*
[2004]
- JEAN-MARC KEHRES• *Assistant Professor of Modern Languages and Literature*
Licence ès-Lettres 1977, Maîtrise ès-Lettres 1981 (Univ. of Paris II), M.A. 1986 (Univ. of New Mexico), Ph.D. 1992 (Univ. of Pennsylvania) [2004]
- ROB A. LAWSON *Visiting Assistant Professor of American Studies*
B.A. 1996 (Louisiana State Univ.), M.A. 1997, Ph.D. 2003 (Vanderbilt Univ.) [2003]
- BURTON LEVINE *Visiting Assistant Professor of Economics*
B.A. 1970 (Univ. of Connecticut), M.A. 1971, Ph.D. 1995 (Univ. of Pennsylvania) [1999]
- KATHRYN S. LIVESAY *Visiting Assistant Professor of Physical Education*
B.A. 2003 (Middlebury College) [2004]
- ALAN LOCKARD *Visiting Assistant Professor of Economics*
B.S. 1975 (Syracuse Univ.), B.S.M.E. 1985 (Univ. of Hartford), M.S.C.E. 1989 (Florida Atlantic Univ.), M.B.A. 1993 (Rensselaer Polytechnic Institute), M.A. 1997 (Trinity College), M.A. 1999, Ph.D. 2001 (George Mason Univ.) [2001]
- CAITLIN LUZ *Assistant Professor of Physical Education*
B.A. 1996, M.A. 2004 (Trinity College) [2002]
- BRENNAN MAIER *Visiting Assistant Professor of English and American Studies*
B.A. 1997 (Univ. of Pennsylvania), M.A. 2000, M.Phil. 2003 (Yale Univ.) [2007]
- KEITA MALLOY *Assistant Professor of Physical Education*
B.A. 1995 (Univ. of Delaware), M.E. 2004 (American Intercontinental Univ.) [2006]
- DONNA MARCANO *Assistant Professor of Philosophy*
B.A. 1994 (College of Notre Dame), M.A. 1998 (American Univ.), Ph.D. 2004 (Univ. of Memphis) [2005]
- ROBERT J. MARTEL *Visiting Assistant Professor of Economics*
A.Sc. (Tufts Univ.); B.S. (Boston Univ.), M.S. (Massachusetts Institute of Technology), Ph.D. (Univ. of New Hampshire) [2004]
- PETER S. MAZUR *Visiting Assistant Professor of Classics*
B.A. 1995 (Catholic Univ. of America), M.Phil. 1998 (Christ Church, Oxford Univ.), Ph.D. 2006 (Yale Univ.) [2006]
- MARY E. MCCOMBIE *Visiting Assistant Professor of American Studies*
B.A. 1976 (Bryn Mawr College), M.A. 1980 (Stanford Univ.), Ph.D. 1995 (The Univ. of Texas at Austin) [2003]
- STANLEY McMILLEN *Visiting Assistant Professor of Economics*
B.A. 1968 (Case Western Reserve Univ.), M.B.A. 1988 (Univ. of Hartford), Ph.D. 2005 (Univ. of Connecticut) [2005]
- MARK MILLER *Visiting Assistant Professor of Public Policy*
B.A. 1974 (Trinity College), M.A. 1977, Ph.D. 1984 (Univ. of Wisconsin-Madison), J.D. 1992 (Univ. of Connecticut) [1984]
- MICHAEL J. MORDINE *Visiting Assistant Professor of Classics*
B.A. 1994 (Johns Hopkins Univ.), M.A. 1996 (Univ. of California at Santa Barbara), Ph.D. 2006 (Columbia Univ.) [2007]
- EMILY MUSIL *Visiting Assistant Professor of History*
B.A. 2000 (Drew Univ.), M.A. 2003, Ph.D. 2007 (Univ. of California, Los Angeles) [2007]
- OKEY NDIKE *Allan K. Smith Visiting Assistant Professor of Creative Writing*
M.F.A. 1996 (Univ. of Massachusetts at Amherst) [2007]
- KRISTEN NOONE *Assistant Professor of Physical Education*
B.S. 1989 (Boston College) [1999]

- STEPHEN K. O'BRIEN *Visiting Assistant Professor of History*
B.A. 1983 (Kenyon College), M.S. 1987 (Ohio Univ.), M.A. 1996 (Univ. of California, Los Angeles), M.A. 2003, Ph.D. 2007 (Yale Univ.) [2006]
- MITCHELL POLIN *Assistant Professor of Theater and Dance*
B.A. 1996 (Trinity College), M.A. 1998 (New York Univ.) [2000]
- MICHAEL PRESTON *Assistant Professor of Theater and Dance*
B.A. 1980 (Santa Cruz Univ.) [2003]
- SCOTT REEDS *Visiting Assistant Professor of Fine Arts*
B.A. 1976 (Univ. of California, Berkeley), M.F.A. 1979 (Yale Univ.) [2005]
- JOHN V. E. RIDGWAY *CTW Mellon Visiting Assistant Professor of Computer Science*
B.A. 1975 (Swarthmore College.), M.S. 1995, Ph.D. 2004 (Univ. of Massachusetts - Amherst) [2006]
- DAN ROMÁN *Visiting Assistant Professor of Music*
B.A. 1996 (Conservatory of Music of Puerto Rico), M.A. 1999, D.M.A. 2006 (The Hartt School, Univ. of Hartford) [2006]
- DAVID ROSEN *Assistant Professor of English*
B.A. 1993 (Columbia Univ.), M.A. 1994, Ph.D. 2000 (Yale Univ.) [2002]
- CLARE ROSSINI *Director of the InterArts Program, Acting Director of the Creative Writing Program, and Visiting Assistant Professor of English*
B.A. 1976 (College of St. Benedict), M.F.A. 1982 (Univ. of Iowa Writer's Workshop), Ph.D. 1991 (Columbia Univ.) [2000]
- SETH SANDERS *Assistant Professor of Religion*
B.A. 1990 (Harvard College), Ph.D. 1999 (Johns Hopkins Univ.) [2007]
- RACHEL SCHWELL *Visiting Assistant Professor of Mathematics*
B.A. 2000 (State Univ. of New York at Geneseo), M.S. 2004, Ph.D. 2007 (Univ. of Connecticut) [2007]
- KIMBERLY K. SIMS *Visiting Assistant Professor of Political Science*
B.A. 1985 (Univ. of California, Los Angeles), M.A. 1990 (San Francisco State Univ.), Ph.D. 2002 (Univ. of Massachusetts, Amherst) [2003]
- ASALI SOLOMON *Visiting Assistant Professor of English*
B.A. 1995 (Barnard College), M.A. 1998, Ph.D. 2002 (Univ. of California at Berkeley), M.F.A. 2004 (Univ. of Iowa) [2007]
- JENNIFER B. STEADMAN *Visiting Assistant Professor of English and American Studies*
B.A. 1993 (Wake Forest Univ.), M.A. 1999, Ph.D. 2000 (Emory Univ.) [2001]
- ROBIN SURWILO *Visiting Assistant Professor of Psychology*
B.A. 1995 (Univ. of Connecticut), M.A. 1996 (Columbia Univ.), Ph.D. 2002 (Univ. of Connecticut) [2005]
- SCOTT TANG *Assistant Professor of American Studies*
B.A. 1992 (Univ. of Arizona), M.A. 1994, Ph.D. 2002 (Univ. of California-Berkeley) [2005]
- KRISTIN TRIFF *Assistant Professor of Fine Arts*
B.A. 1984 (Carleton College), M.Arch. 1992 (Harvard Univ.), M.A. 1996, Ph.D. 2000 (Brown Univ.) [2000]
- ANDREW H. WALSH *Visiting Assistant Professor of Religion*
B.A. 1979 (Trinity College), M.A.R. 1987 (Yale Divinity School), A.M. 1989, Ph.D. 1995 (Harvard Univ.) [1993]
- YAN WANG *Harold L. Dorwart Visiting Assistant Professor of Mathematics*
B.S. 1995, M.S. 1998 (South China Normal Univ.), M.S. 2000 (National Univ. of Singapore), M.S. 2005, Ph.D. 2005 (Univ. of Alabama-Huntsville) [2005]
- CHLOE WHEATLEY *Assistant Professor of English*
B.A. 1989 (Purchase College), M.A. 1994, M.Phil. 1997, Ph.D. 2001 (Columbia Univ.) [2001]
- THOMAS J. WOOD *Visiting Assistant Professor of Political Science*
B.A. 1989 (Univ. of Exeter, England), M.A.L.D. 1993, Ph.D. 2003 (Tufts Univ.) [2006]

ADJUNCT PROFESSORS

- EDWARD S. CABOT *Adjunct Professor of Public Policy and Law*
B.A. 1960 (Yale Univ.), J.D. 1964 (Harvard Univ.) [1999]

LIVIO PESTILLI

*Adjunct Assistant Professor of Art History
Director, Trinity College/Rome Campus*

B.A. 1972 (St. John Fisher College) M.A. 1973 (Univ. of Chicago), Laurea 1989 (Univ. of Rome, La Sapienza) [1979]

INSTRUCTORS

LEWIS ACQUARULO

B.A. 1994 (Union College) [2006]

Instructor in Physical Education

NANCY A. CURRAN

[1995]

Instrumental Ensembles Coordinator

SHAOZHONG MA

B.A. 1985, M.A. 1985 (Wesleyan Univ.) [1984]

Drill Instructor in Modern Languages and Literature

CHRISTINE MELSON

B.S. 1974 (Lebanon Valley College), M.M. 1980 (Hartt School of Music) [1999]

Instructor in Music

ATSUKO MIYAZAKI

B.M. 1986 (Toho Gakuen School of Music, Tokyo) [2006]

Drill Instructor in Modern Languages and Literature

MICHAEL PILGER

B.S. 1982 (Boston Univ.) [2004]

Instructor in Physical Education

CHRISTOPHER J. RORKE

B.A. 1989 (Dartmouth Coll.) [2006]

Instructor in Physical Education

MICHAEL SMITH

A.S. 1992 (Manchester Community Coll.), B.S. 1994 (Central Connecticut State Univ.) [1999]

Instructor in Physical Education

MARINA TRAUB

B.A. 2000 (Univ. of Virginia) [2004]

Instructor in Physical Education

LECTURERS

RACHNA R. AGRAWAL

B.A. 1980 (Prayag Sangeet Samiti, U.P., India), M.A. 1984 (Pracheen Kala Kendra, Punjab, India), M.A. 1986 (Delhi University, Delhi, India), M.B.A. 1992 (Univ. of Hartford) [2003]

Visiting Lecturer in Theater and Dance

JOHN H. ALCORN•

B.A. 1980, M.A. 1982, M.Phil. 1984, Ph.D. 1999 (Columbia Univ.) [1991]

Principal Lecturer in Italian

KRIS ALLEN

B.A. 1998 (Hartt School of Music) [1999]

Visiting Lecturer in Music

GREGORY ANDREWS

B.A. 1971 (Yale College), J.D. 1974 (Vanderbilt Univ. School of Law) [1989]

Visiting Lecturer in American Studies

RACHAEL E. BARLOW

B.A. 1999 (Washington and Lee Univ.), M.A. 2001 (Indiana Univ.) [2007]

Visiting Lecturer in Sociology

LAURIE J. BONNEAU

B.A. 1994 (Mount Holyoke College), M.A. 2000 (Wesleyan Univ.) [2001]

Laboratory Lecturer in Biology

SAUNDRA KEE BORGES

B.A. 1981 (Trinity College), J.D. 1984 (Univ. of Connecticut School of Law) [2003]

Visiting Lecturer in Public Policy

RUSSELL L. BRENNEMAN

B.A. 1950 (Ohio State Univ.), LL.B. 1953 (Harvard Univ. Law School) [1981]

Visiting Lecturer in Public Policy and Law

JONATHAN BUDD

B.A. 1996 (Connecticut College), M.A. 2001 (Trinity College) [2001]

Visiting Lecturer in the Allan K. Smith Center for Writing and Rhetoric

MICHAEL BURKE

B.A. 2000 (Trinity College) [2001]

Visiting Lecturer in Theater and Dance

CYNTHIA L. BUTOS

B.S. 1971 (Millerville Univ. of Pennsylvania), M.A. 1988 (Trinity College) [1989]

Principal Lecturer in the Writing Center

- MOISES CASTILLO *Senior Lecturer in Modern Languages*
Licenciado en Fil. y Letras 1992 (Univ. of Granada, Spain), M.A. 1995, Ph.D. 2000 (Univ. of Minnesota) [2000]
- LORELEI L. CHANG *Visiting Lecturer in Theater and Dance*
[2004]
- BARBARA L. CHAPMAN *Lecturer and Laboratory Coordinator in Psychology*
A.B. 1987 (Bard College), M.A. 1993 (State Univ. of New York, Albany) [1997]
- ANDREW M. CONROE *Visiting Lecturer in Anthropology*
B.A. 1996 (Oberlin College), M.A. 2001 (Univ. of Michigan) [2007]
- JOHN S. DENICOLA *Musical Director*
B.M. 1990 (Berklee College of Music), M.A. 1994 (University of Bridgeport) [2007]
- ABDEL-ILLAH DOUDA *Visiting Lecturer in Modern Languages and Literature*
B.A. 1989 (Omdurman Univ., Omdurman, Sudan), M.A. 1995 (Khartoum International Institute of Arabic Languages, Khartoum, Sudan) [2004]
- ALISON DRAPER *Lecturer in Interdisciplinary Sciences*
B.A. 1992 (Clark Univ.), Ph.D. 1996 (Univ. of Kansas Medical Center) [2003]
- THOMAS J. EDGE *Visiting Lecturer in History*
B.A. 1999 (Rutgers Univ.) [2007]
- ISABEL EVELEIN *Visiting Lecturer in Modern Languages and Literature*
Licence de Langues Etrangères Appliquées 1985, M.A. 1987 (Université de Grenoble, France), M.S. 1990 (Univ. at Albany) [2006]
- ANN FITZGERALD *Visiting Lecturer in American Studies*
B.A. 1968 (Mount Holyoke College), M.A. 1969 (Univ. of Wisconsin) [2004]
- LAURA C. FLORES *Visiting Lecturer in Modern Languages and Literature*
B.S. 1990 (Indiana Univ.), M.Ed. 1996 (Univ. of Pittsburgh) [2006]
- ELENA FOSSÁ *Principal Lecturer, Trinity College/Rome Campus*
Laurea 1976 (Libera Univ. Maria Santissima Assunta) [1987]
- KATHY BORTEK GERSTEN *Visiting Lecturer in Theater and Dance*
[1992]
- JONATHAN R. GOURLEY *Lecturer and Laboratory Coordinator in Environmental Science*
B.S. 1996 (Dickinson Coll.), M.S. 2000 (California State Univ. Fresno), Ph.D. 2006 (Univ. of Connecticut) [2006]
- RAYMOND A. GRASSO *Visiting Lecturer in Public Policy*
B.A. 1968 (Central Connecticut State Univ.), M.P.A. 1974 (Univ. of Hartford) [1994]
- CHARLOTTE A. GREGORY *Associate Director and Senior Lecturer in the Aetna Life and Casualty Foundation Mathematics Center*
B.S. 1974, M.S. 1986 (Central Connecticut State Univ.) [1997]
- ELISA R. GRIEGO *Visiting Lecturer in Theater and Dance*
B.A. 1988 (Brown Univ.), M.F.A. 1997 (Yale Univ.) [1998]
- DIANA M. HENRY *Visiting Lecturer in Modern Languages and Literature*
B.A. 1969 (Radcliffe College, Harvard Univ.), M.A. 2000 (Brandeis Univ.) [2007]
- FLOYD T. HIGGINS *Visiting Lecturer in Music*
B.A. 1985 (Trinity College), M.M. 1988 (Yale Univ.) [2001]
- JAMES HUGHES *Visiting Lecturer in Public Policy*
B.A. 1983 (Oberlin College), M.A. 1988, Ph.D. 1994 (Univ. of Chicago) [2000]
- KAREN HUMPHREYS•• *Senior Lecturer in Modern Languages*
B.A. 1985 (Bucknell Univ.), M.A. 1990 (Univ. of Pittsburgh), Ph.D. 1995 (Princeton Univ.) [1998]
- VIRGINIA JEWISS *Senior Lecturer, Trinity College/Rome Campus*
B.A. 1985, M.A. 1987 (Univ. of Pennsylvania), Ph.D. 1995 (Yale Univ.) [1998]
- ELIN KATZ *Visiting Lecturer in the Allan K. Smith Center for Writing and Rhetoric*
B.S. 1987 (Cornell Univ.), J.D. 1990 (Boston Univ.), M.A. 2007 (Trinity College) [2007]

- SCHOLASTICA S. KIMARYO *McGill Fellow*
B.S. 1971 (Victoria Manchester Univ.), M.S. 1991 (London School of Economics and Political Science) [2008]
- MARK LACEDONIA *Visiting Lecturer in Economics*
B.A. 1973 (Brown Univ.), M.S. 1978 (Northeastern Univ.) [1985]
- VIVIAN LAMB *Visiting Lecturer in Theater and Dance*
[2003]
- JOHN A. LANGELAND *Lecturer in Political Science and Director of Information Technology*
B.S. 1972, M.A. 1975 (Central Michigan Univ.), Ph.D. 1985 (Univ. of Rochester) [1986]
- ALTA LASH *Visiting Lecturer in Sociology*
B.A. 1970, M.A. 1975 (St. Joseph College, Hartford) [1996]
- JAMES M. LATZEL *Visiting Lecturer in Theater and Dance*
B.S. 1986 (Univ. of Wisconsin), M.F.A. 1990 (Wayne State Univ.) [1997]
- MARY LEONARD *Visiting Lecturer in the Allan K. Smith Center for Writing and Rhetoric*
B.A. 1966 (Albertus Magnus College), M.A. 1969 (Univ. of Iowa) [2003]
- MARGARET LINDSEY *Lecturer in Guided Studies and
Director of the First-Year Program*
B.A. 1971 (Wells College), M.A.T. 1972 (Wesleyan Univ.), Ph.D. 1987 (Univ. of New Hampshire) [2002]
- NAOGAN MA *Principal Lecturer in Modern Languages and International Studies*
B.A. 1976 (Liaoning Univ.), B.A. 1983, M.A. 1986 (Wesleyan Univ.) [1984]
- LISA MATIAS *Visiting Lecturer in Theater and Dance*
B.A. 1990 (Trinity College) [1991]
- COLIN MCENROE *Visiting Lecturer in English*
B.A. 1976 (Yale Univ.) [1991]
- DANIEL MCGRATH *Visiting Lecturer in Psychology*
A.B. 1969 (Cornell Univ.), M.S. 1970, M. Phil. 1975 (Columbia Univ.) [1993]
- ED MCKEON *Visiting Lecturer in English and Film Studies*
B.A. 1974 (Fairfield Univ.), M.A. 1977 (Univ. of Wisconsin) [2001]
- CHRISTOPHER J. MILLER *Visiting Lecturer in Music*
B.A. 1992 (Simon Fraser Univ.), M.A. 2002 (Wesleyan Univ.) [2007]
- JANET MORRISON *Senior Lecturer in Chemistry*
B.S. 1983 (Hartwick College), M.S. 1985 (Northeastern Univ.), Ph.D. 1992 (The American Univ.) [1997]
- F. WILLIAM O'CONNOR *Lecturer in Economics*
B. S. 1972 (Univ. of Hartford), M.A. 1975 (Trinity College), J.D. 1978 (Univ. of Connecticut Law School) [1984]
- MICHAEL O'DONNELL *Principal Lecturer and Laboratory Coordinator in Biology*
B.S. 1978 (Univ. of Rhode Island), M.S. 1984 (State Univ. of New York) [1989]
- ONE WORLD ARTS EXCHANGE *Visiting Lecturers in Theater and Dance*
[1996]
- GIULIANA PALMA *Principal Lecturer in Modern Languages*
Laurea 1982 (Univ. of Florence, Italy) [1987]
- JOHN PALUMBO *Visiting Lecturer in Mathematics*
B.A. 1960 (Univ. of Rhode Island), M.A. 1967 (Wesleyan Univ.) [1996]
- IRENE PAPOULIS *Senior Lecturer in the Writing Center*
B.A. 1976 (State Univ. of New York, Binghamton), M.F.A. 1979 (Columbia Univ.), Ph.D. 1986 (State Univ. of New York, Stony Brook) [1996]
- ROBERT F. PELTIER *Senior Lecturer in the Writing Center*
B.A. 1991, M.A. 1992 (Trinity College) [1991]
- M. SILVINA PERSINO *Principal Lecturer in Modern Languages*
Diploma de Profesora 1981 (Instituto Nacional Superior del Profesorado, Buenos Aires), M.A. 1989 (The Hebrew Univ., Jerusalem), Ph.D. 1995 (Boston Univ.) [1998]

- LEVANA POLATE** *Principal Lecturer in Modern Languages and International Studies*
B.A. 1981 (Tel Aviv Univ.), M.A. 1991 (Hebrew College, Boston) [1989]
- JILL M. POPP *Visiting Lecturer in Psychology*
B.A. 1996 (Univ. of Connecticut), M.A. 2000 (Xavier Univ.) [2006]
- IVANA RINALDI *Senior Lecturer, Trinity College/Rome Campus*
Laurea 1980 (Univ. di Camerino) [1990]
- MARIA RONCALLI DI MONTORIO *Visiting Lecturer in Modern Languages and Literature*
Laurea Breve 2000 (Univ. for Foreigners of Perugia, Italy), Laurea 2001 (Univ. for Foreigners of Siena, Italy), M.A. 2004 (Indiana Univ.) [2007]
- PETER ROSENBAUM *Visiting Lecturer in Modern Languages and Literature*
B.A. 1991 (Univ. of Leipzig), M.A. 1994 (Univ. of Georgia), M.Phil. 1997, Ph.D. 2006 (New York Univ.) [2006]
- WILLIAM J. SARMAK *Visiting Lecturer in the Mathematics Center*
B.S. 1968 (North Adams State College), M.S. 1970 (Central Connecticut State Univ.) [2002]
- BARRY SCHALLER *Visiting Lecturer in Public Policy and Law*
B.A. 1960, J.D. 1963 (Yale Univ.) [2002]
- ARTHUR SCHNEIDER *Visiting Lecturer in Economics*
B.S. 1989 (Chelyabinsk Institute of Medicine, Russia), B.A. 1997 (Univ. of Connecticut) [2004]
- MICHAEL SCHUB *Senior Lecturer in Modern Languages and International Studies*
B.A. 1967 (City Univ. of New York), M.A. 1973, Ph.D. 1977 (Univ. of California, Berkeley) [1999]
- ALEXANDER SKOULLOUDIS *Visiting Lecturer in Economics*
B.A. 1980 (Univ. of Hartford), M.A. 1982 (Trinity College) [2001]
- KENT SMITH *Lecturer in Sociology and Director of Institutional Research and Planning*
B.A. 1964 (Oberlin College), Ph.D. 1972 (Harvard Univ.) [1995]
- THOMAS P. SMITH *Visiting Lecturer in Public Policy and Law*
B.A. 1968 (Central Connecticut State Univ.), J.D. 1972 (Univ. of Connecticut School of Law) [1992]
- J. RONALD SPENCER *Lecturer in History and Associate Academic Dean*
B.A. 1964 (Trinity College), M.A. 1966 (Columbia Univ.) [1968]
- BARRY K. STEVENS *College Lecturer in Public Policy and Law*
B.A. 1975 (Harvard College), J.D. 1978 (New York Univ. School of Law) [1981]
- ALLISON STOTZ *Visiting Lecturer in the Mathematics Center*
B.S. 1997 (Pennsylvania State Univ.), M.A. 2006 (Central Connecticut State Univ.) [2006]
- CHARLES C. SWART *Lecturer and Laboratory Coordinator in Neuroscience*
B.S. 1993 (Louisiana Tech Univ.), M.S. 1998 (Univ. of Richmond), Ph.D. 2003 (Univ. of Louisiana-Lafayette) [2006]
- THOMAS M. TRUXES *Visiting Lecturer in History*
B.S. 1963 (Boston College), M.B.A. 1967 (Syracuse Univ.), M.A. 1975 (Trinity College), Ph.D. 1985 (Trinity College, Dublin) [1990]
- RIEKO WAGONER *Principal Lecturer in Modern Languages and International Studies*
B.A. 1979 (Jochi Univ., Tokyo), M.A. 1981, M.L.I.S. 1985 (Univ. of Wisconsin, Madison) [1987]
- DAVID E. WOODARD *Lecturer in Engineering*
B. Arch. 1961 (Texas A&M Univ.), M. Arch. 1962 (Cranbrook Academy of Art) [1970]

ARTISTS-IN-RESIDENCE

- LUCY FERRISS† *Writer-in-Residence*
B.A. 1975 (Pomona College), M.A. 1979 (San Francisco State Univ.), M.A. 1993, Ph.D. 1995 (Tufts Univ.) [2000]
- TONY HALL *Artist-in-Residence*
B. Ed. 1973 (Univ. of Alberta, Canada) [1998]
- PAMELA NOMURA *Poet-in-Residence*
B.A. 1988 (Trinity College) [1999]

- ELIZABETH LIBBEY *Visiting Writer*
 B.A. 1970 (Univ. of Montana), M.F.A. 1973 (Univ. of Iowa Writers Workshop) [1987]
- JOHN ROSE *College Organist*
 B.A. 1972 (Rutgers Univ.) [1977]
- ROBERT E. SMITH *Composer-in-Residence (Chapel)*
 B.S. 1968 (Mannes College of Music) [1979]

GRADUATE FELLOWS

- SARAH ELIZABETH BERHEIDE *Graduate Fellow in Physical Education*
 B.A. 2006 (Skidmore College) [2007]
- MICHAEL BLAIR *Graduate Fellow in Physical Education*
 B.A. 2006 (Trinity College) [2007]
- THOMAS DESHAIES *Graduate Fellow in French*
 B.A. 1994, M.A. 1997 (Univ. of Connecticut) [2004]
- JULIA GOESSER *Graduate Fellow in German*
 B.A. 2000 (Princeton Univ.), Ph.D. 2007 (New York Univ.) [2007]
- MANUELLA MEYER *Ann Plato Fellow in the Department of History*
 B.A. 2001 (Brown Univ.), M.Phil. 2004 (Yale Univ.) [2007]
- VICTORIA L. MOSHIER *Graduate Fellow in Physical Education*
 B.A. 2006 (Trinity College) [2007]
- LEONARDO PALACIOS *Graduate Fellow in Spanish*
 Licenciatura en Comunicación Social 1995 (Universidad de Viña del Mar, Chile), M.A. 2002 (Univ. of Connecticut) [2005]
- RADOST RANGELOVA *Graduate Fellow in Spanish*
 B.A. 2003 (Trinity College) [2007]
- NATALYA Y. SAMÒKHINA *Graduate Fellow in Russian*
 B.A. 1996 (Karaganda State Univ., Kazakhstan), M.A. 2002 (Univ. of Texas at El Paso) [2007]

TRINITY COLLEGE FACULTY EMERITI

- GUSTAVE W. ANDRIAN *John J. McCook Professor of Modern Languages, Emeritus*
 B.A. 1940 (Trinity College), Ph.D. 1946 (Johns Hopkins Univ.) [1946, Ret. 1987]
- EDWARD BOBKO *Scovill Professor of Chemistry, Emeritus*
 B.S. 1949 (Western Reserve), Ph.D. 1952 (Northwestern Univ.) [1955, Ret. 1988]
- JAMES R. BRADLEY *Professor of Classics, Emeritus*
 A.B. 1957 (Trinity College), A.M. 1959, Ph.D. 1968 (Harvard Univ.) [1970, Ret. 2000]
- JOHN D. BREWER *Professor of Sociology, Emeritus*
 A.B. 1958, A.M. 1963, Ph.D. 1968 (Univ. of Chicago) [1972, Ret. 2000]
- ROBERT H. BREWER *Professor of Biology, Emeritus*
 B.A. 1955 (Hanover College), Ph.D. 1963 (Univ. of Chicago) [1968, Ret. 1997]
- MARJORIE V. BUTCHER *Professor of Mathematics, Emerita*
 B.A. 1947, M.A. 1949 (Univ. of Michigan) [1956, Ret. 1989]
- PATRICIA BYRNE *Professor of Religion, Emerita*
 A.B. 1971 (Carlow College), S.T.B. 1974 (Gregorian Univ.), M.A. 1975 (St. Louis Univ.), Ph.D. 1986 (Boston College) [1987, Ret. 2007]
- MICHAEL R. CAMPO *John J. McCook Professor of Modern Languages, Emeritus*
 B.A. 1948 (Trinity College), M.A. 1953, Ph.D. 1954 (Johns Hopkins Univ.) [1952, Ret. 1989]
- NOREEN CHANNELS *Professor of Sociology, Emerita*
 B.A. 1966 (Hiram College), M.S.W. 1968 (Univ. of Connecticut), Ph.D. 1973 (Michigan State Univ.) [1972, Ret. 2001]

- GEORGE E. CHAPLIN *Charles S. Nutt Professor of Fine Arts, Emeritus*
B.F.A. 1958, M.F.A. 1960 (Yale Univ.) [1972, Ret. 1991]
- EDMOND L. CHERBONNIER *Professor of Religion, Emeritus*
B.A. 1939 (Harvard Univ.), B.D. 1947 (Union Theological Seminary), B.A. 1948, M.A. 1952 (Cambridge Univ.), Ph.D. 1951 (Columbia Univ.), D.D. 1959 (Univ. of Vermont) [1955, Ret. 1983]
- FRANK M. CHILD III *Professor of Biology, Emeritus*
A.B. 1953 (Amherst College), Ph.D. 1957 (Univ. of California, Berkeley) [1965, Ret. 1994]
- WALKER CONNOR *John R. Reitemeyer Professor of Political Science, Emeritus*
B.A. 1952 (Univ. of Massachusetts), M.A. 1958, Ph.D. 1962 (Georgetown Univ.) [1985, Ret. 1996]
- RICHARD B. CRAWFORD *Professor of Biology, Emeritus*
A.B. 1954 (Kalamazoo College), Ph.D. 1959 (Univ. of Rochester) [1967, Ret. 1998]
- HOWARD DELONG *Brownell Professor of Philosophy, Emeritus*
B.A. 1957 (Williams College), Ph.D. 1960 (Princeton Univ.) [1960, Ret. 1999]
- GEORGE W. DOTEN *Professor of Psychology, Emeritus*
B.S. 1948, M.S. 1950 (Univ. of Massachusetts), Ph.D. 1952 (Northwestern Univ.) [1968, Ret. 1986]
- LEROY DUNN *Professor of Economics, Emeritus*
B.Sc. 1949 (American Univ.), Ph.D. 1956 (London School of Economics, Univ. of London) [1957, Ret. 1990]
- RALPH S. EMERICK *Librarian and College Professor, Emeritus*
B.A. 1951 (Xavier Univ.), M.A. 1953 (Univ. of Cincinnati), M.L.S. 1956 (Univ. of Michigan) [1972, Ret. 1990]
- JAMES F. ENGLISH, JR. *President, Emeritus*
B.A. 1949 (Yale College), M.A. 1951 (Cambridge, Univ.), J.D. 1956 (Univ. of Connecticut Law School), D.H.L. 1989 (Trinity College) [1981, Ret. 1989]
- MARK FRANKLIN *John R. Reitemeyer Professor of Political Science, Emeritus*
B.A. 1964, M.A. 1968 (Univ. Of Oxford), Ph.D. 1970 (Cornell Univ.) [1998, Ret. 2007]
- DONALD B. GALBRAITH *Professor of Biology, Emeritus*
B.S. 1958 (Grove City College), Sc.M. 1960, Ph.D. 1962 (Brown Univ.) [1962, Ret. 2001]
- JOHN A. GETTIER *Professor of Religion, Emeritus*
B.A. 1956 (Wesleyan Univ.), B.D. 1961 (Yale Univ.), Th.D. 1971 (Union Theological Seminary) [1966, Ret. 2001]
- ANDREW J. GOLD *Professor of Economics and Public Policy, Emeritus*
B.B.A. 1962 (City College of New York), Ph.D. 1967 (Northwestern Univ.) [1971, Ret. 2007]
- JAMES K. HEEREN *Professor of Chemistry, Emeritus*
B.S. Chem. 1951, M.S. 1952 (Tufts Univ.), Ph.D. 1960 (Massachusetts Institute of Technology) [1962, Ret. 1995]
- GEORGE C. HIGGINS, JR. *Professor of Psychology, Emeritus*
B.A. 1959 (Amherst College), Ph.D. 1964 (Univ. of Rochester) [1963, Ret. 2003]
- DONALD D. HOOK *Professor of Modern Languages, Emeritus*
B.A. 1950 (Emory Univ.), M.A. 1958 (Duke Univ.), Ph.D. 1961 (Brown Univ.) [1961, Ret. 1994]
- DORI KATZ *Professor of Modern Languages, Emerita*
A.A. 1959 (Los Angeles City College), B.A. 1961 (Los Angeles State Univ.), M.F.A. 1963, Ph.D. 1969 (Univ. of Iowa) [1969, Ret. 2007]
- ARNOLD L. KERSON *Professor of Modern Languages, Emeritus*
B.A. 1953, Ph.D. 1963 (Yale Univ.) [1960, Ret. 1997]
- KARL KURTH *Professor of Physical Education and Director of Athletics, Emeritus*
B.S. 1942, M.Ed. 1947 (Springfield College) [1952, Ret. 1982]
- RICHARD T. LEE *Brownell Professor of Philosophy, Emeritus*
B.A. 1958 (Emory Univ.), M.A. 1960, Ph.D. 1962 (Yale Univ.) [1962, Ret. 2007]
- KENNETH LLOYD-JONES *John J. McCook Professor of Modern Languages, Emeritus*
B.A. (Hons.) 1960, Ph.D. 1976 (Univ. of Wales), Dr. Lettres 1987 (Univ. of Saint-Etienne, France) [1978, Ret. 2007]
- ANTHONY D. MACRO *Hobart Professor of Classical Languages, Emeritus*
B.A. (Hons.) 1961, M.A. 1964 (Oxford Univ.), Ph.D. 1969 (Johns Hopkins Univ.) [1969, Ret. 2006]

- MICHAEL R. T. MAHONEY *Genevieve Harlow Goodwin Professor of the Arts, Emeritus*
B.A. 1959 (Yale Univ.), Ph.D. 1965 (Courtauld Institute, Univ. of London) [1969, Ret. 1999]
- THEODOR M. MAUCH *Professor of Religion and Ellsworth Tracy Lecturer
in Religion, Emeritus*
A.B. 1943 (Elmhurst College), B.D. 1946, S.T.M. 1947, Th.D. 1958 (Union Theological Seminary) [1957, Ret. 1987]
- J. BARD MCNULTY *James J. Goodwin Professor of English, Emeritus*
B.S. 1938 (Trinity College), M.A. 1939 (Columbia Univ.), Ph.D. 1944 (Yale Univ.) [1944, Ret. 1984]
- CHESTER H. MCPHEE *Professor of Physical Education, Emeritus*
B.A. 1951 (Oberlin College), M.A. 1957 (Ohio State Univ.), M.A. 1968 (Trinity College), Ph.D. 1971 (Ohio State Univ.) [1957, Ret. 1994]
- ALBERT MERRIMAN *Professor of Classics, Emeritus*
B.A. 1933, M.A. 1937 (Harvard Univ.), [1948, Ret. 1970]
- CHARLES R. MILLER *Professor of Physics, Emeritus*
B.S. 1952, Ph.D. 1962 (California Institute of Technology) [1961, Ret. 1996]
- DONALD G. MILLER *Professor of Physical Education, Emeritus*
B.S. 1955, M.E. 1957 (Univ. of Delaware) [1965, Ret. 2000]
- NORMAN MILLER *Professor of Sociology, Emeritus*
A.B. 1942 (Pennsylvania State Univ.), Ph.D. 1948 (Columbia Univ.) [1969, Ret. 1988]
- BORDEN W. PAINTER, JR. *Professor of History, Emeritus*
B.A. 1958 (Trinity College), M.A. 1959 (Yale Univ.), M. Div. 1963 (General Theological Seminary), Ph.D. 1965 (Yale Univ.) [1964]
- ROBERT PALTER *Charles A. Dana College Professor of the History of Science, Emeritus*
B.A. 1943 (Columbia College), Ph.D. 1952 (Univ. of Chicago) [1983, Ret. 1991]
- STEPHEN L. PETERSON *College Professor and Associate Academic Dean, Emeritus*
B.A. 1962 (Bethel College), B.D. 1965 (Colgate Rochester Divinity School), A.M. 1967, A.M.L.S. 1968 (Univ. of Michigan), Ph.D. 1975 (Vanderbilt Univ.) [1991, Ret. 2006]
- MARIO J. POLIFERNO *Professor of Mathematics, Emeritus*
B.A. 1952, M.A. 1954, Ph.D. 1958 (Yale Univ.) [1958, Ret. 1990]
- AUGUST E. SAPEGA *Karl W. Halden Professor of Engineering, Emeritus*
B.S. 1946, M.S. 1951 (Columbia Univ.), Ph.D. 1972 (Worcester Polytechnic Institute) [1951, Ret. 1993]
- RICHARD SCHEUCH *G. Fox and Company Professor of Economics, Emeritus*
B.A. 1942, M.A. 1948, Ph.D. 1952 (Princeton Univ.) [1950, Ret. 1989]
- CHARLES B. SCHULTZ *Professor of Psychology, Emeritus*
B.A. 1951 (Univ. of Pennsylvania), M.Ed. 1961 (Temple Univ.), Ph.D. 1970 (Pennsylvania State Univ.) [1971, Ret. 1994]
- ROBERT E. SHULTS *Professor of Physical Education, Emeritus*
A.B. 1951 (Oberlin College), M.E. 1957 (Bowling Green Univ.) [1957, Ret. 1994]
- BARBARA SICHERMAN *William R. Kenan, Jr. Professor of American Institutions
and Values, Emerita*
B.A. 1955 (Swarthmore College), M.A. 1957, Ph.D. 1967 (Columbia Univ.) [1982, Ret. 2005]
- JOHN E. SIMMONS III *Professor of Biology, Emeritus*
B.S. 1957 (Morehouse College), M.S. 1961 (Syracuse Univ.), Ph.D. 1971 (Colorado State Univ.) [1972, Ret. 1997]
- ROBERT D. SLAUGHTER *Professor of Physical Education, Emeritus*
B.S. 1948, M.S.Ed. 1952 (Springfield College) [1951, Ret. 1982]
- EDWARD W. SLOAN III *Charles H. Northam Professor of History, Emeritus*
A.B. 1953, M.A. 1954 (Yale Univ.), M.A. 1960, Ph.D. 1963 (Harvard Univ.) [1963, Ret. 2001]
- H. MCKIM STEELE, JR. *Professor of History and International Studies, Emeritus*
B.A. 1954 (Princeton Univ.), M.A. 1958, Ph.D. 1965 (Columbia Univ.) [1966, Ret. 1999]

- ROBERT C. STEWART *Charles A. Dana Professor of Mathematics, Emeritus*
 B.A. 1942, M.A. 1944 (Washington and Jefferson College), M.A. 1948 (Yale Univ.) [1950, Ret. 1992]
- RANBIR VOHRA *Charles A. Dana Professor of Political Science, Emeritus*
 B.A. (Punjab Univ.), M.A. 1965, Ph.D. 1969 (Harvard Univ.) [1973, Ret. 1997]
- RALPH E. WALDE *Professor of Computer Science, Emeritus*
 B.A. 1964 (Univ. of Minnesota), Ph.D. 1967 (Univ. of California, Berkeley) [1972, Ret. 2000]
- E. FINLAY WHITTLESEY *Seabury Professor of Mathematics and Natural Philosophy, Emeritus*
 A.B. 1948, M.A. 1955, Ph.D. 1957 (Princeton Univ.) [1954, Ret. 1995]
- JOHN C. WILLIAMS *Hobart Professor of Classical Languages, Emeritus*
 B.A. 1949 (Trinity College), M.A. 1951, Ph.D. 1962 (Yale Univ.) [1968, Ret. 1992]
- DAVID WINER *Professor of Psychology and Dean of Students, Emeritus*
 B.A. 1959 (Univ. of Vermont), M.A. 1961, Ph.D. 1969 (Univ. of Connecticut) [1966, Ret. 2004]

CODES FOR FACULTY LEAVES

- Fall Term
- Spring Term
- † Academic Year

Administration

SENIOR ADMINISTRATORS

- JAMES F. JONES, JR. *President*
B.A. 1969 (University of Virginia), M.A. 1972 (Emory University), M. Phil. 1974, Ph.D. 1975
(Columbia University) [2004]
- FREDERICK ALFORD *Dean of Students*
B.A. 1975 (Hawthorne College), M.Ed. 1979 (Antioch University), Ed.D. 1988 (Harvard University) [2003]
- LARRY R. DOW *Dean of Admissions and Financial Aid*
B.S. 1973 (Trinity College) [1973]
- RENA FRADEN *Dean of the Faculty*
B.A. 1977, Ph.D. 1983 (Yale University) [2006]
- RONALD A. JOYCE *Vice President for College Advancement*
B.A. 1973 (Colgate University) [2005]
- EARLY W. REESE *Vice President for Finance and Treasurer*
B.S. 1974 (Virginia State University), M.B.A. 1991 (College of William and Mary) [2005]
- SCOTT W. REYNOLDS *Secretary of the College*
B.A. 1963 (Trinity College), M.B.A. 1965 (Harvard University) [1996]
- PAULA A. RUSSO *Vice President for Planning, Administration, Affirmative Action*
B.S. 1977 (Syracuse University), M.A. 1980, Ph.D. 1984 (Indiana University) [1987]
- KARLA SPURLOCK-EVANS *Dean of Multicultural Affairs and Director of Affirmative Action*
A.B. 1971 (Columbia University), M.A. 1974 (Emory University) [1999]

ADMINISTRATIVE STAFF

- JOANN ACQUARULO *Assistant Director of Annual Giving*
B.S. 1994 (SUNY Brockport), M.S.A. 1997 (Canisius College) [2005]
- BRYAN G. ADAMS *Assistant Director of Systems and Networking*
[1997]
- WALTER J. ADAMY *Facilities/Intramural Coordinator*
B.S. 1985 (University of Connecticut) [1990]
- DAVID S. ANDRES *Assistant Director for Residential Community*
B.S. 2004 (Trinity College) [2005]
- KATHY ANDREWS *Director of Advancement Communications*
B.A. 1982 (Bennington College) [2007]
- ALICE M. ANGELO *Access Services Librarian*
B.A. 1968 (Saint Mary of the Woods College), M.A. 1980 (Saint Joseph College.), M.L.S. 1969 (Indiana University) [1985]
- KRISTOPHER ARENIUS *Systems Manager, Administrative Systems*
[1997]
- ELIZABETH G. BAKER *Director of Operations, Financial Aid*
B.S. 1997 (Sacred Heart University) [1997]
- JOSEPH C. BARBER *Director, Office of Community Service*
B.A. 1992, M.P.A. 1994 (University of Connecticut) [1996]
- TRENT J. BARBER *Associate Director for Operations and Judicial Affairs, Campus Life*
B.A. 1999 (University of Texas), M.S. 2001 (Central Connecticut State University) [2001]

- DUTCH BARHYDT *Director of Leadership Giving*
B.A. 1981, M.A. 2004 (Trinity College) [2000]
- RACHEL E. BARLOW *Social Sciences Data Services Coordinator, Library*
B.A. 1999 (Washington and Lee University), M.A. 2003 (Indiana University) [2004]
- ANTHONY T. BERRY *Associate Director of Admissions*
B.S. 1996 (Bentley College) [2000]
- DENISE T. BEST *Director of Special Academic Programs*
B.S. 1975 (Lesley College) [1989]
- KRISTEN BLAKE *Assistant Director of Alumni Relations*
B.S. 1996 (Western New England College) [2005]
- KATHLEEN O. BOELHOUWER *Vice President for Alumni Affairs and Communications*
B.A. 1985 (Trinity College), M.B.A. 1988 (Rensselaer Polytechnic Institute) [2006]
- VINCENT BOISSELLE *Librarian for Information Systems and Services*
B.A. 1991 (Saint Hyacinth College), M.L.S. 1995 (University of Maryland) [1998]
- AMY F. BROUGH *Director of Institutional Support*
B.S. 1991 (University of Rhode Island) [1993]
- EZRA S. BROWN *Plant Engineer*
B.S. 1963 (University of Maine), M.S. 1967 (University of Alaska) [1992]
- PATRICIA J. BUNKER *Reference Librarian/Reference Coordinator*
B.A. 1964 (Macalester College), A.M.L.S. 1969 (University of Michigan) [1982]
- ANNE S. BUNTING *Applications Specialist*
A.S. 1980 (Manchester Community College) [1980]
- MARTHA BURKE *Director of Health Center*
B.S. 1990 (Northeastern University), M.S. 1994 (Boston College) [1999]
- PETER M. BURNS, JR. *Senior Associate Director of Leadership Giving*
B.A. 1997 (Trinity College) [1997]
- FELICE CAIVANO *Fine Arts Curator*
B.F.A. 1977 (University of Hartford), M.F.A. 1984 (University of Massachusetts, Amherst) [1995]
- CONSTANCE H. CAMERON *Director of Parent Programs*
B.A. 1968 (Syracuse University) [2002]
- CHRISTOPHER CARD *Associate Dean of Students*
B.A. 1993 (Clark University), M.A.L.D. 1996 (Tufts University) [1996]
- CARLIN CARR *Communications Writer*
B.A. 2000 (Mount Holyoke College), M.A. 2001 (National University of Ireland) [2005]
- DAVID S. CHAPPELL *Applications Development Programmer*
[1989]
- XIANGMING CHEN *Dean and Director of the Center for Urban and Global Studies*
B.A. 1982 (Beijing Foreign Languages Institute), M.A. 1984 (Duke University), Ph.D. 1988 (Duke University) [2007]
- JULIE ANN COLANTON *Assistant Director of Leadership Giving*
B.A. 2004 (University of Connecticut) [2006]
- MICHAEL COOK *Director of Administrative Data Systems*
B.S. 1982 (University of Hartford) [1989]
- FRANCINE COSKER *Associate Director of Distributed Computing*
[1981]
- PHYLLIS COUNTS *Budget Manager*
B.G.S. 1981 (University of Michigan), M.B.A. 1985 (University of Detroit) [2005]
- LAURA A. DAROS *Assistant Director for Campus Activities, Campus Life*
B.A. 2002 (Assumption College) [2002]

- AMY M. DEBAUN *Director of Campus Life*
B.A. 1989, M.Ed. 1990 (Boston University) [1998]
- CAROL CORREA DE BEST *Assistant Director of Multicultural Affairs*
[1999]
- JANE DECATUR *Associate Director of International Programs*
B.S. Ed. 1973 (Miami University), M.S. Ed. 1974 (Indiana University) [1997]
- PETER E. DELANEY *Technical Support Specialist*
[2006]
- WENDY I. DELISA *Associate Director of Human Resources*
A.S. 1973 (Becker Jr. College) [1997]
- SYLVIA W. DEMORE *Special Assistant to the Dean of Faculty*
B.A. 1983, M.A. 1986 (University of Connecticut) [1991]
- SALLY S. DICKINSON *Special Collections Librarian*
B.A. 1976 (Johns Hopkins University), M.Arch. 1982 (University of Virginia), M.L.S. 1996 (Southern Connecticut State University) [2001]
- DIANA DIENAVS *Director, Development Research and Prospect Management Systems*
B.A. 1989 (Brandeis University), M.A. 1992 (Georgetown University) [2004]
- GUY P. DRAPEAU *Comptroller*
B.S. 1991, C.P.A. 2001 (Eastern Connecticut State College) [2006]
- ALISON J. DRAPER *Director, Interdisciplinary Science Center*
B.A. 1992 (Clark University), Ph.D. 1996 (University of Kansas) [2003]
- PHILIP J. DUFFY *Director of Media Technology*
B.A. 1984 (Trinity College) [1985]
- MARY B. DUMAS *Senior Associate Director of Admissions*
B.S. 1984 (State University of New York, Binghamton), M.Ed. 1993 (University of Hartford) [1987]
- JOHN M. DUNHAM *Associate Director of Leadership Giving*
B.A. 1965 (Brown University), J.D. 1969 (University of Connecticut School of Law) [2005]
- CARLOS ESPINOSA *Manager, TRINFO Cafe*
B.A. 1996, M.A. 1998 (Trinity College) [2000]
- LYNN M. FAHY *Bibliographic Services Librarian*
B.S. 1971 (Central Connecticut State University), M.S. 1998 (Simmons College) [2002]
- MAUREEN C. FARRELL *Assistant Director, Alumni Office*
B.A. 2002 (Union College), M.S. 2006 (Quinnipiac University) [2005]
- DONNA L. FITCH *Assistant Director, Administrative Services*
B.A. 1970 (University of Massachusetts) [2000]
- MEGAN B. FITZSIMMONS *Director of College Events and Conferences*
B.A. 1992 (Muhlenberg College) [1998]
- CHRISTINE FOOTE *Manager of Stewardship, Development*
[1999]
- EVE FORBES *Director of Gift Planning*
B.S. 1985 (University of Massachusetts, Amherst) [2005]
- TOM FUSCIELLO *Project Manager, Buildings and Grounds*
B.S. 1992 (Central Connecticut State University), M.B.A. 2001 (University of Connecticut) [2006]
- CURTIS A. GAMBLE, JR. *Superintendent, Access Control and Construction*
[1995]
- JESSICA GERMAN *Director of Advancement Services*
B.A. 1997 (Wells College) [2001]
- SARAH CLARK GERRETT *Budget Manager*
B.S. 1972 (Syracuse University), M.S. 1984 (Rensselaer Polytechnic Institute) [2005]

- LINDA GILBERT
A.B. 1972 (Boston University) [1997] *Associate Registrar*
- MATTHEW W. GLASZ
B.A. 2004 (Trinity College) [2006] *Assistant Director of Annual Giving*
- KATHERINE GOLAS
B.A. 1998 (Trinity College) [2005] *Associate Director of Annual Giving*
- JASON GORMLEY
A.S. 1991 (Hartford State Technical College) [1998] *Applications Programmer/ Analyst*
- GEORGE R. GRAF
B.A. 1968 (Murray State University), M.S.L.S. 1973 (University of Kentucky), M.A. 1983 (Trinity College) [1975] *Acquisitions Librarian and Social Science Coordinator*
- ROBERT A. GREENE
B.A. 1983 (University of Maine), B.A. 1984 (New England College) [1990] *Admissions Computing Specialist*
- ELISA R. GRIEGO
B.A. 1988 (Brown University), M.F.A. 1997 (Yale University) [1998] *Technical Director/Performing Arts*
- CHRISTINE GUILMARTIN
[1984] *Associate Director of Special Events and Calendar*
- KARA A. GUY
B.S. 1990 (Quinnipiac College) [2007] *Senior Accountant*
- ELIZABETH A. HABERLANDT
B.A. 2003 (Skidmore College) [2006] *Development Research Analyst*
- JEAN F. HABERMAN
B.S. 1968 (University of Connecticut) [1989] *Associate Treasurer*
- JEAN-PIERRE HAEBERLY
M.S. 1991 (New York University), Ph.D. 1983 (University of Chicago) [2000] *Director of Academic Computing*
- LANNA C. HAGGE
B.A. 1969 (State University of New York, Buffalo), M.Ed. 1973 (Colorado State University) [1997] *Director of Career Services*
- MANDI D. HAINES
[2006] *Admissions Outreach Coordinator*
- JEFFREY R HAMMOND
B.S. 1975 (Central Connecticut State University) [2001] *Distributed Computing Specialist*
- AMY HARRELL
B.A. 1995 (College of Wooster), M.A., M.L.S. 2001 (University of Wisconsin) [2001] *Music and Performing Arts Librarian*
- KATHERINE M. HART
A.B. 1970 (Mount Holyoke College), M.L.S. 1972 (Syracuse University) [2006] *Research and Instruction Librarian*
- DENISE E. HAWK
B.A. 2000 (Eastern Connecticut State University) [2001] *Assistant Director of Parent Giving*
- SCOTT M. HERRMANN-KEELING
B.A. 1993, M.A. 1995 (University of Connecticut) [2000] *Associate Director of Admissions*
- MARY HEVI
B.A. 2001 (Long Island University) [2004] *Assistant Director of International Programs*
- TERRY L. HOSIG
B.S. 1982 (Central Connecticut State College) [1999] *Associate Registrar*
- JAMES J. HUGHES
B.A. 1983 (Oberlin College), M.A. 1988, Ph.D. 1994 (University of Chicago) [1999] *Associate Director of Institutional Research and Planning*
- MARK HUGHES
B.A. 1984 (Johns Hopkins University) [2003] *Assistant Director of Corporate and Foundation Relations*
- BETH IACAMPO
B.A. (Colgate University), M.B.A. (University of Hartford) [2007] *Director of Human Resources*

- ELINOR P. JACOBSON *Program Coordinator for Urban Academic Engagements*
 B.A. 1965 (University of Connecticut), M.P.A. 1985 (University of Hartford) [1996]
- CRAIG R. JIROWETZ *Administrative Applications Support Specialist*
 A. S. 1999 (Florida Metropolitan University) [2002]
- ELIZABETH A. JOHNSON *Business Affairs Manager, Computing Center*
 B.A. 1983 (Regis College), M.Ed. 1986 (Northeastern University) [1987]
- MARCIA PHELAN JOHNSON *Budget Director*
 B.S. 1977 (Bentley College), C.P.A. 1982, M.B.A. 2000 (Rensselaer at Hartford) [1981]
- JEFFREY H. KAIMOWITZ *Head Librarian, Watkinson Library, Curator Enders Collection*
 A.B. 1964 (Johns Hopkins University), Ph.D. 1970 (University of Cincinnati), M.S. 1976 (Columbia University) [1977]
- DORIS KAMMRADT *Head Librarian Collection and Bibliographic Services*
 M.A. 1980 (University of Stuttgart), M.L.S. 1987 (Simmons College) [1989]
- JOCELYN R. H. KANE *Director of Annual Giving*
 B.A. 1994 (Colby College), M.A. 1999 (New York University) [1999]
- LISA P. KASSOW *Director of Hillel*
 B.F.A. 1975 (Carnegie-Mellon University) [2001]
- SALLY A. KATZ *Director of Facilities*
 B.A. 1985, M.P.A. 1989 (University of Connecticut) [2005]
- JENNIFER KEENAN-JOLIE *Assistant Director of Financial Aid*
 B.A. 2004 (Trinity College) [2005]
- PATRICK M. KENNEDY *Functional Analyst, PeopleSoft Financials*
 B.A. 2000 (Trinity College) [1997]
- REGGIE E. KENNEDY *Senior Associate Dean of Admissions*
 B.A. 1973 (Davidson College), M.A. 1977 (University of North Carolina, Chapel Hill) [1978]
- CAROL P. KESSEL *Associate Comptroller*
 B.A. 1973 (Skidmore College), M.B.A. 1988 (State University of New York, Binghamton) [1988]
- ARIELA KEYSAR-COY *Associate Director of the Institute for the Study of Secularism in Society and Culture*
 B.A. 1979, M.A. 1983, Ph.D. 1990 (Hebrew University) [2005]
- DAVID A. KINGSLEY *Director of Sports Communications*
 B.A. 1994 (University of Pennsylvania) [1997]
- PETER J. KNAPP *Special Collection Librarian/ Archivist*
 B.A. 1965 (Trinity College), M.A. 1967 (University of Rochester), M.L.S. 1968 (Columbia University) [1968]
- BARRY A. KOSMIN *Director of the Institute for the Study of Secularism in Society and Culture*
 B.A. 1968 (University of London), M.A. 1970 (McMaster University), Ph.D. 1974 (University of London) [2005]
- ANN MARIE KRUPSKI *Director of Constituency Services*
 B.S. 1993 (Trinity College) [1995]
- VIVIAN LAMB *Costume Shop Manager*
 [2003]
- JOHN LANGELAND *Director of Information Technology*
 B.S. 1972, M.A. 1975 (Central Michigan University), Ph.D. 1985 (University of Rochester) [1986]
- ROBERT LAPTAS *Superintendent of Grounds*
 B.S. 1974 (University of Massachusetts) [1986]
- JAMES M. LATZEL *Director of Performing Arts Production*
 B.S. 1986 (University of Wisconsin), M.F.A. 1990 (Wayne State University) [1997]
- RITA K. LAW *Manager of Creative Services*
 B.F.A. 1981 (University of Hartford) [1997]
- RANDOLPH M. LEE *Director of the Counseling Center*
 B.A. 1966 (Trinity College), M.S. 1968, Ph.D. 1970 (University of Massachusetts, Amherst) [1969]

- CAROLYN W. LEGEYT *Associate Director of Financial Aid*
B.S. 1975 (Central Connecticut State University) [1999]
- ANN H. LEHMAN *Assistant Director of Electron Microscopy*
B.A. 1974 (Clark University) [1998]
- MARGARET D. LINDSEY *Acting Dean of First-Year Program*
B.A. 1971 (Wells College), M.A.T. 1973 (Wesleyan University), Ph.D. 1987 (University of New Hampshire) [2002]
- JEFFREY LISZKA *Associate Access Services Librarian*
B.A. 2002 (Eastern Connecticut State University), M.L.S. 2006 (Simmons College) [2003]
- LAURA R. LOCKWOOD *Director of Women's Center*
B.A. 1981 (University of Connecticut), M.A. 1995 (Trinity College) [1998]
- LINDA LUBY *Manager of Administrative Services for Leadership Giving*
[1987]
- ANNE LUNDBERG *Director of Internship Programs*
A.B. 1980 (Smith College), M.A.L.D. 1984 (Tufts University), M.A. 1996 (Trinity College) [1985]
- CHRISTOPHER J. LYONS *Associate Director of Campus Safety*
B.S. 1980 (Saint Anselm's College) [2001]
- ANDREW R. MCELROY, III *Assistant Director of Leadership Giving*
B.A. 1999 (Hampden-Sydney College) [2006]
- RALFORD MCLEAN *Unix and NT Systems Administrator*
B.A. 1999 (Monroe College) [2000]
- TODD MEAGHER *Web Manager/Graphic Designer*
B.F.A. 1991 (University of Connecticut) [2002]
- PATRICIA J. MCGREGOR *Registrar*
B.B.A. 1984 (University of Wisconsin), M.I.B.S. 1987 (University of South Carolina) [2004]
- CYNTHIA E. MERRITT *Director of Faculty Grants*
A.B. 1973 (Wellesley College), M.I.A. 1975 (Columbia University) [1999]
- ANDREW D. MILLER *Assistant Director of Leadership Giving*
B.A. 1999 (Kalamazoo College) [2004]
- KAREN K. MISBACH *Environmental Health and Safety Manager*
B.S. 1992 (University of New Haven) [2000]
- ABIGAIL S. MOORE *Director of Media Relations*
B.A. (University of Pennsylvania), M.S. (Northwestern University) [2006]
- PATRICK T. MORAN *Applications Specialist*
B.S. 1970 (Fairfield University) [2004]
- SARAH A. MORIARTY *Director for Enterprise Reporting and Analysis*
B.A. 1972 (Smith College) [2003]
- CHARLES S. MORRIS *Director of Campus Safety*
[1991]
- KAREEM K. NULAN *Assistant Director of Admissions*
B.B.A. 2002 (Howard University) [2006]
- KELLY L. O'BRIEN *Director of Financial Aid*
B.S. 1981 (Saint Lawrence University), M.S. 1987 (State University of New York, Potsdam) [1996]
- ANNE M. ORTENGREN *Marketing, Communications and Office Services Coordinator, Italian Elderhostel Programs*
B.A. 2001 (Sweet Briar College) [2005]
- KYUNG J. PARK *Director of Printing and Mailing Services*
B.S. 1984 (Central Connecticut State University) [1986]
- KENT I. PATASHNICK *Software Applications Developer*
B.A. 1976 (Skidmore College), J.D. 1989 (Franklin Pierce) [2004]

- JENNIFER M. PAZDAR *Assistant Director of Annual Giving*
 B.A. 2001 (Saint Joseph College) [2006]
- ROBERT RATHBUN *Associate Director of Leadership Giving*
 B.A. 1977 (Washington University) [2005]
- LAURA REITER *Counselor, Counseling Center*
 B.A. 1968 (Brooklyn College), Ed.M. 1969 (Tufts University), M.S.W. 1978 (Smith College) [2000]
- ANN E. REUMAN *Associate Dean of Students*
 B.A. 1981 (Williams College), M.A. 1986, Ph.D. 1998 (Tufts University) [1998]
- DAVID A. ROBBINS *Associate Academic Dean*
 A.B. 1967 (Dartmouth College), M.A. 1968 (Bucknell University), M.S. 1983 (Rensselaer Polytechnic Institute),
 Ph.D. 1972 (Duke University)[1972]
- JOHN ROSE *College Organist and Director of Chapel Music*
 B.A. 1972 (Rutgers University) [1977]
- RICHARD S. ROSS *College Librarian*
 B.A. 1972, M.A. 1977 (Northeastern University), M.L.S. 1975 (Simmons College), Ph.D. 1991 (Boston College)
 [2000]
- ELLEN ROSSI *Assistant Director, Italian Elderhostel Programs*
 B.A. 1975 (Mount Holyoke College) [2001]
- LINDA P. ROY *Career Services Operations and Project Manager*
 B.S. 1992 (Central Connecticut State University) [2004]
- SHANA G. RUSSELL *Assistant Director of Admissions*
 B.A. 2001 (Trinity College) [2007]
- RACHEL L. SABBATH *Career Specialist*
 B.A. 2004 (Bates College), M.S. 2006 (Boston University) [2006]
- LISA M. SAGAN *Business and Office Services Manager, Athletic Office*
 B.S. 1989 (Pennsylvania State University), M.A. 1995 (Central Michigan University) [2003]
- SUSAN M. SALISBURY *Associate Director for Residential Life*
 B.A. 1979 (University of Massachusetts, Amherst), M.S. 1982 (Springfield College) [1999]
- ANDREW I. SANBORN *Director of Publications*
 B.A. 1968 (University of New Hampshire), M.A.L.S. 2001 (Wesleyan University) [2000]
- CARMEN I. SANTOS *Assistant Director of the Counseling Center*
 B.A. 1979 (Eastern Connecticut State University), M.A. 1993, Psy. D. 1997 (University of Hartford) [1999]
- LISA G. SAPOLIS *Associate Director of International Programs*
 B.A. 1990 (Southern Methodist University), M.A. 2004 (Boston College) [2004]
- ALAN R. SAUER *Director of Business Operations*
 B.S. 1971 (University of Connecticut), C.P.A. 1973, M.P.A. 1983 (University of Hartford) [1975]
- ROBERT J. SCHAFFNER *Environmental Health and Safety Technician*
 B.S. 1992 (Keene State College) [2005]
- DIANE S. SCHELL *Associate Director of Human Resources*
 B.S. 1976 (Southern Connecticut State University) [1997]
- ROBIN L. SHEPPARD *Associate Athletic Director*
 B.A. 1972 (Trenton State College), M.A. 1976 (Trinity College) [1978]
- MARK SILK *Director of the Leonard E. Greenberg Center for the Study of Religion in Public Life*
 A.B. 1972, Ph.D. 1982 (Harvard University) [1996]
- JOSE SILVA *Superintendent for Custodial Services*
 [1971]
- JESSICA M. SMITH *Outreach Librarian*
 B.A. 1993 (University of Connecticut), Ed.M. 1998 (Harvard University) M.L.I.S. 2001 (University of Rhode
 Island) [2004]

- KENT W. SMITH *Senior Director of Institutional Research and Planning*
B.A. 1960 (Oberlin College), Ph.D. 1970 (Harvard University) [1995]
- NANCY J.L. SMITH *Visual Resources Librarian*
B.A. 1996 (Trinity College), M.L.S. 2004 (Southern Connecticut State University) [1997]
- PETER H. SOBERING *Director of Information Systems*
B.S. 1976 (State University of New York, Oswego) [1982]
- J. RONALD SPENCER *Associate Academic Dean*
B.A. 1964 (Trinity College), M.A. 1966 (Columbia University) [1968]
- LORI STETHERS *Systems Librarian*
B.A. 1993 (Widener University), M.L.I.S. 2003 (Rutgers University) [2004]
- COLLEEN E. STEWART *A.C.I.S. Manager*
B.A. 2002 (Central Connecticut State University) [2002]
- ANDREA L. ST. JAMES *Career Specialist*
B.S. 1996, M.B.A. 2000 (Western New England College) [2000]
- ALEXIS P. SUROVOV *Assistant Director of Leadership Giving*
B.A. 2002 (Yale University), M.S. 2007 (Columbia University) [2006]
- PETER SYLVESTER *Manager of Field Services*
B.S. 1977 (Daniel Webster College), M.B.A. 1988 (State University of New York) [2001]
- DAVID TATEM *Academic Resource Specialist*
B.A. 1993 (University of Connecticut), M.Ed. 1997 (University of Cincinnati) [1999]
- JENNIFER TOUGAS *Annual Giving Officer*
B.A. 2005 (Mount Holyoke College) [2005]
- ASHLEY G. TURNEY *Director, Italian Elderhostel Programs*
B.A. 1993 (Trinity College), M.B.A. 1998 (St. John's University) [1999]
- MARITZA E. UBIDES *Performing Arts Production Supervisor*
B.A. 1997 (Trinity College) [2006]
- ERIN VALENTINO *Research and Instruction Librarian*
B.A. 1987 (University of Delaware), Ph.D. 1995 (Yale University), M.S.L.I.S. 2004 (Simmons College) [2006]
- CYNTHIA D. VAN DOREN *Operations Administrator, Admissions*
A.A.S. 1984 (DeVry Institute of Technology) [1994]
- SCOTT L. VANEK *Academic Resource Specialist*
B.S. 1997 (University of Vermont) [1999]
- JENNIFER VAN SICKLE *Serials Librarian/ Sciences Coordinator*
B.S. 1989 (Charter Oak College), M.L.S. 1995 (University of Maryland) [1998]
- TITO VICTORIANO *Webmaster*
[1995]
- ANDREW H. WALSH *Associate Director, Leonard E. Greenberg Center for the Study of Religion in Public Life*
B.A. 1979 (Trinity College), M.A.R. 1987 (Yale Divinity School), A.M. 1989, Ph.D. 1995 (Harvard University) [1993]
- TRICIA A. WALTER *Technical Solutions Specialist*
B.A. 1992 (Eastern Connecticut State University) [1992]
- ANGELA L. WOLF *Director of Planning and Operations*
B.S. 1990 (Trinity College) [1990]
- REBECCA V. YACOVINO *Senior Accountant*
B.S. 1995 (Franklin Pierce College) [2007]
- THOMAS M. ZAHAREVICH *Technical Services Librarian and Chief Cataloger*
B.A. 1993 (Trinity College), M.S. 1998 (Simmons College) [1990]

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KRISTEN MORRISSEY	<i>Senior Admissions Assistant</i>
KAREEM K. NULAN, M. B.A.	<i>Assistant Director</i>
PAMELA PELTZMAN, B.A.	<i>Admissions Assistant</i>
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SHANA G. RUSSELL, B.A.	<i>Assistant Director</i>
CYNTHIA VAN DOREN, A.A.S.	<i>Operations Administrator</i>
HOLLY J. WESTFALL, B.S.	<i>Receptionist/ Admissions Assistant</i>

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SONIA E. LAWRENCE	<i>Women's Athletic Department Assistant</i>
CARMEN MONTANEZ	<i>Office Assistant</i>
MARK A. MOYNIHAN, B.S.	<i>Head Athletic Trainer</i>
RICHARD R. OMIECINSKI, B.A.	<i>Men's Athletic Equipment Manager</i>
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LANTABEN WILLIAMS	<i>Athletic Facilities Monitor</i>

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PHYLLIS COUNTS, M.B.A.	<i>Budget Manager</i>
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VIRGINIA GAVILANO	<i>Accounting Assistant</i>
SARAH C. GERRETT, M.S.	<i>Budget Manager</i>
JOHN J. GODFREY, JR., M.ED.	<i>Student Accounts and Loans Assistant</i>
PATRICIA A. GODFREY, B.S.	<i>Accounting Services Assistant</i>
KARA A. GUY, B.S.	<i>Senior Accountant</i>

JEAN HABERMAN, B.S.
MARCIA PHELAN JOHNSON, C.P.A.
DINA JORGE, B.S.
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JANINE KINEL
ANN MURRAY
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BETTY RUNYON
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SUSAN SPECHT
DONNA L. THOMAS, B.S.
SUSAN M. VAN VELDHUISEN
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Budget Director
Student Accounts and Loans Manager
Associate Comptroller
Student Accounts Assistant
Senior Accounting Assistant
Payroll Manager
Finance Specialist
Director of Business Operations
Payroll Assistant
Computer Coordinator and Accounting Assistant
Accounting Assistant
Senior Accountant

CAMPUS LIFE

AMY M. DEBAUN, M.Ed.
DAVID S. ANDRES, B.S.
TRENT J. BARBER, M.S.
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LAURA A. DAROS, B.A.
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SUSAN M. SALISBURY, B.A.

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Associate Director for Operations and Judicial Affairs
Switchboard Operator
Assistant Director for Campus Activities
Office Assistant for Student Activities
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RAMON ROSARIO
MASSIMO SANZO
DUANE A. SIBILLY II
DAVID TORRES

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Dispatcher
Campus Safety Officer
Campus Safety Officer
Campus Safety Officer
Campus Safety Officer
Campus Safety Officer
Campus Safety Officer
Dispatcher
Campus Safety Officer
Campus Safety Officer
Dispatcher
Campus Safety Officer
Campus Safety Officer
Office Assistant
Associate Director
Campus Safety Officer
Campus Safety Officer
Dispatcher
Campus Safety Officer
Campus Safety Officer
Dispatcher
Campus Safety Officer

MARTIN TORRES
HERIBERTO VICENTY, JR.

Campus Safety Officer
Campus Safety Officer

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LINDA P. ROY, B.S.
RACHEL L. SABBATH, M.S.
ANDREA L. ST. JAMES, M.B.A.

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Career Specialist
Career Specialist

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ANTHONY OATES
KYUNG J. PARK, B.S.
CHARLES A. TARTT
JAMES J. VARNER, JR.
QUENCY R. YOUNGE

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Post Office Carrier
Docutech Services Specialist
Post Office Carrier
Post Office Assistant
Director of Printing and Mailing Services
Post Office Manager
Assistant Manager and Press Operator in Central Services
Post Office Carrier

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JOHN ROSE, B.A.

Chaplain
Chapel Assistant
College Organist and Director of Chapel Music

COMMUNICATIONS

KATHLEEN O. BOELHOUWER, M.B.A.
KATHY ANDREWS, B.A.
CARLIN CARR, M.A.
DAVID A. KINGLSEY, B.A.
RITA K. LAW, B.F.A.
TODD L. MEAGHER, B.F.A.
ABIGAIL S. MOORE, M.S.
LUISELLE RIVERA, B.A.
ANDREW SANBORN, M.A.L.S.

Vice President for Alumni Affairs and Communications
Director of Advancement Communications
Communications Writer
Director of Sports Communications
Manager of Creative Services
Web Manager/ Graphic Designer
Director of Media Relations
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Director of Publications

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Director

OFFICE OF COMMUNITY SERVICE AND CIVIC ENGAGEMENT

JOSEPH C. BARBER, M.P.A.

Director

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BRYAN G. ADAMS
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MICHAEL A. COOK, B.S.

Director of Information Technology
Assistant Director of Systems and Networking
Systems Manager, Administrative Systems
Applications Specialist
Distributed Computing Specialist
Applications Development Programmer
Director of Administrative Data Systems

FRANCINE COSKER	<i>Associate Director of Distributed Computing</i>
TRISHAN DE LANEROLLE, B.S.	<i>Computer Science/Engineering Technology Coordinator</i>
PETER E. DELANEY	<i>Technical Support Specialist</i>
GERARD F. DEZOLT	<i>Computer Operations Technician</i>
BRIAN J. EATHORNE	<i>Network and Communications Technician</i>
CARLOS ESPINOSA, M.A.	<i>Manager, TRINFO Cafe</i>
DONNA L. FITCH, B.A.	<i>Assistant Director of Administrative Services</i>
JASON GORMLEY, A.S.	<i>Applications Programmer/Analyst</i>
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JEFFREY R. HAMMOND, B.S.	<i>Distributed Computing Specialist</i>
CRAIG R. JIROWETZ, A.S.	<i>Administrative Applications Support Specialist</i>
ELIZABETH A. JOHNSON, M.Ed.	<i>Business Affairs Manager</i>
PATRICK M. KENNEDY, B.A.	<i>Functional Analyst, PeopleSoft Financials</i>
ANN MARIE KRUPSKI, B.S.	<i>Director of Constituency Services</i>
JASON LUIS, B.A.	<i>Distributed Computing Specialist</i>
JASON C. MCGAHAN, B.A.	<i>TRINFO Cafe Program Coordinator</i>
RALFORD MCLEAN, B.A.	<i>Unix and NT Systems Administrator</i>
PATRICK T. MORAN, B.S.	<i>Applications Specialist</i>
SARAH A. MORIARTY, B.A.	<i>Assistant Director of Enterprise Reporting and Analysis</i>
KENT I. PATASHNICK, B.A.	<i>Software Applications Developer</i>
LUCA PIZZOFERRATO	<i>Distributed Computing Specialist</i>
ERIK RINALDI	<i>Field Services Technician</i>
PETER H. SOBERING, B.S.	<i>Director of Information Systems</i>
PETER SYLVESTER, M.B.A.	<i>Manager of Field Services</i>
DAVID TATEM, M.Ed.	<i>Academic Resource Specialist</i>
SCOTT VANEK, B.A.	<i>Academic Resource Specialist</i>
TITO VICTORIANO	<i>Webmaster</i>
TRICIA A. WALTER, B.A.	<i>Technical Solutions Specialist</i>
ANGELA L. WOLF, B.S.	<i>Director of Planning and Operations</i>

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KRISTINA CAVALIERI	<i>Counseling Center Services Coordinator</i>
LAURA REITER, M.S.W.	<i>Counselor</i>
CARMEN I. SANTOS, PSY.D.	<i>Assistant Director</i>

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XIANGMING CHEN, PH.D.	<i>Dean and Director of the Center for Urban and Global Studies</i>
SYLVIA W. DEMORE, M.A.	<i>Special Assistant to the Dean of the Faculty</i>
NANCY HORTON, M.S.	<i>Administrative Assistant</i>
ELINOR P. JACOBSON, M.P.A.	<i>Program Coordinator for Urban Academic Engagements</i>
ANNE LUNDBERG, M.A.L.D.	<i>Director of Internship Programs</i>
JANET A. MAROTTO	<i>Administrative Associate to the Dean</i>
DAVID A. ROBBINS, PH.D.	<i>Associate Academic Dean</i>
J. RONALD SPENCER, M.A.	<i>Associate Academic Dean</i>

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FREDERICK ALFORD, Ed.D.	<i>Dean of Students</i>
CHRISTOPHER D. CARD, M.A.L.D.	<i>Associate Dean of Students</i>
JOAN MURPHY	<i>Administrative Assistant, Dean of Students</i>

ANN E. REUMAN, PH.D.

Associate Dean of Students

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JOANN ACQUARULO, B.S.	<i>Assistant Director of Annual Giving</i>
JOCELYN E. ALFORD	<i>Research Specialist</i>
DUTCH BARHYDT, B.A.	<i>Director of Leadership Giving</i>
JOANNE BIANCAMANO, B.A.	<i>Manager of Data Maintenance</i>
AMY F. BROUGH, B.S.	<i>Director of Institutional Support</i>
KRISTA R. BROWN, B.A.	<i>Development Programs Assistant</i>
PETER M. BURNS, JR., B.A.	<i>Senior Associate Director of Leadership Giving</i>
CONSTANCE H. CAMERON, B.A.	<i>Director of Parent Programs</i>
JULIE ANN COLANTON, B.A.	<i>Assistant Director of Leadership Giving</i>
LOIS DERRICKSON	<i>Gift Recording/Data Maintenance Specialist</i>
DIANA DIENAVS, M.A.	<i>Director of Development Research & Prospect Management Systems</i>
DESIREE DOWDELL, M.M.ED.	<i>Administrative Assistant, Planned Giving</i>
JOHN M. DUNHAM, J.D.	<i>Associate Director of Leadership Giving</i>
MEGAN B. FITZSIMMONS, B.A.	<i>Director of College Events and Conferences</i>
CHRISTINE N. FOOTE	<i>Manager of Stewardship</i>
JESSICA GERMAN, B.A.	<i>Director of Advancement Services</i>
EVE FORBES, B.S.	<i>Director of Gift Planning</i>
MATTHEW W. GLASZ, B.A.	<i>Assistant Director of Annual Giving</i>
KATHERINE D. GOLAS, B.A.	<i>Associate Director of Annual Giving</i>
ELIZABETH A. HABERLANDT, B.A.	<i>Research Analyst</i>
DENISE HAWK, B.A.	<i>Assistant Director of Parent Giving</i>
MARK HUGHES, B.A.	<i>Assistant Director of Corporate and Foundation Relations</i>
JOCELYN R. H. KANE, B.A.	<i>Director of Annual Giving</i>
KATHERINE M. LINCOLN, B.A.	<i>Annual Giving Office Coordinator</i>
LINDA LUBY	<i>Manager of Administrative Services for Leadership Giving</i>
ANDREW R. MCELROY, B.A.	<i>Assistant Director of Leadership Giving</i>
ANDREW D. MILLER, B.A.	<i>Assistant Director of Leadership Giving</i>
JENNIFER M. PAZDAR, B.A.	<i>Assistant Director of Annual Giving</i>
NELIDA PEREZ	<i>Gift Recording/Data Maintenance Specialist</i>
ROBERT RATHBUN, B.A.	<i>Associate Director of Leadership Giving</i>
ALEXIS P. SUROVOV, B.A.	<i>Assistant Director of Leadership Giving</i>
DOROTHY M. THOMPSON	<i>Stewardship Program Coordinator</i>
JENNIFER TOUGAS, B.A.	<i>Annual Giving Officer</i>
TERESA R. TURNER	<i>Assistant to the Vice President for College Advancement</i>
ANA VENERO	<i>Gift Recording/Data Maintenance Specialist</i>

FACILITIES

SALLY A. KATZ, B.A.	<i>Director of Facilities</i>
EZRA S. BROWN, M.S.	<i>Plant Engineer</i>
DEBORAH L. CHIFFER	<i>Purchasing Office Assistant</i>
LURDES FERNANDES	<i>Administrative Assistant</i>
TOM FUSCIELLO, M.B.A.	<i>Project Manager</i>
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KATHLEEN KELLEY	<i>Purchasing Assistant</i>
ROBERT M. LAPTAS, B.S.	<i>Superintendent of Grounds</i>
KAREN K. MISBACH, A.A.S.	<i>Environmental Health and Safety Manager</i>
PATRICK SCHAFFNER, B.S.	<i>Environmental Health and Safety Technician</i>

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COLLEEN E. STEWART, B.A.

*Superintendent for Custodial Services
A.C.I.S. Applications Manager*

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PATRICIA N. BURNS

*Acting Dean of First-Year Program
Administrative Assistant, First-Year Program*

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CHRISTINE McMORRIS, M.F.A.
ANDREW WALSH, PH.D.

*Director
Administrative Assistant
Associate Director*

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LORI CLAPIS, B.S.
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LINDA B. TAGLIAVINI, M.S.N.
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*Director
Advanced Practice Registered Nurse
Health Insurance Clerk/Receptionist
Secretary
Advanced Practice Registered Nurse
Advanced Practice Registered Nurse
Advanced Practice Registered Nurse
Health Educator*

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Director

HUMAN RESOURCES

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Human Resources Specialist
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Director of the Institute for the Study of Secularism in Society and Culture

ARIELA KEYSAR-COY, PH.D.
SARA K. HOWE, B.A.

Associate Director of the Institute for the Study of Secularism in Society and Culture
Administrative Assistant

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ROSE COSENTINO
ANNE M. ORTENGREN, B.A.
ELLEN ROSSI, B.A.

Director
Administrative Assistant
Marketing, Communications and Office Services Coordinator
Assistant Director

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LIVIO PESTILLI, PH.D.

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Director of Trinity Rome Campus

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BRONZELL D. DINKINS
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DORIS KAMMRADT, M.L.S.
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CHALYNN REED, B.A.
AMY L. RUA, B.A.
CHARLES RUA, B.A.
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YUKSEL SERINDAG, B.A.
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NANCY J.L. SMITH, M.L.S.
LORI STETHERS, M.L.L.S.
ERIN VALENTINO, PH.D.
JENNIFER VAN SICKLE, M.L.S.
MARCELINO VELEZ

College Librarian
Access Services Librarian
Social Sciences Data Services Coordinator
Librarian for Information Systems and Services
Reference Librarian/Reference Coordinator
Visual Resources Collection Manager
Interlibrary Loan Librarian
Acquisitions Assistant
Special Collections Librarian
Processing Assistant
Bibliographic Services Librarian
Acquisitions Librarian and Social Science Coordinator
Music and Performing Arts Librarian
Research and Instruction Librarian
Head Librarian Watkinson Library/Curator Enders Collection
Head Librarian Collection and Bibliographic Services
Special Collection Librarian/Archivist
Associate Access Services Librarian
Assistant Cataloger
Processing Assistant
Library Technician II
Media Collections Manager
Library Technician II
Administrative Assistant
Assistant Cataloger
Outreach Librarian
Visual Resources Librarian
Systems Librarian
Research and Instruction Librarian
Serials Librarian/Science Coordinator
Library Technician II

THOMAS M. ZAHAREVICH, M.S.

Technical Services Librarian and Chief Cataloger

MEDIA TECHNOLOGY

PHILIP J. DUFFY, B.A.
JOHN J. DLUGOSZ, B.A.
RON E. PERKINS, B.A.

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Services Specialist
Technician and Office Manager

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KARLA SPURLOCK-EVANS, M.A.
CAROL CORREA DE BEST

Dean of Multicultural Affairs and Director of Affirmative Action
Assistant Director

PERFORMING ARTS

JAMES LATZEL, M.F.A.
ELISA R. GRIEGO, M.F.A.
PATRICIA A. KENNEDY, B.A.
VIVIAN P. LAMB
TRUDI D. LEBRON, B.A.
MARITZA E. UBIDES, B.A.

Director, Performing Arts Production
Technical Director
Administrative Assistant
Costume Shop Manager
Office Assistant
Production Supervisor

PLANNING, ADMINISTRATION AND AFFIRMATIVE ACTION

PAULA A. RUSSO, PH.D.
CAROLYN J. DARR, B.A.

Vice President for Planning, Administration, Affirmative Action
Assistant to Vice President

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MAUREEN FIELD
ALICE TUCKER, B.S.

Secretary of the College
Assistant to the President
Assistant to the President

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LINDA GILBERT, A.B.
TERRY L. HOSIG, B.S.
KAREN K. KAPLAN
KATHLEEN A. MCGLEW, A.A.

Registrar
Records Assistant
Associate Registrar
Associate Registrar
Records Specialist
Office Coordinator

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DENISE T. BEST, B.S.
MARILYN A. MURPHY, A.S.

Director
Office Coordinator

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MEGAN B. FITZSIMMONS, B.A.
CHRISTINE GUILMARTIN
LUCILLE ST. GERMAIN, B.S.

Director of College Events and Conferences
Associate Director of Special Events and Calendar
Assistant, Special Events and Calendar

WOMEN & GENDER RESOURCE ACTION CENTER

LAURA R. LOCKWOOD, M.A.

Director

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RHODA ADAM	<i>Administrative Assistant, Political Science</i>
SHERRY AFFLECK, B.A.	<i>Academy of Lifelong Learning Coordinator</i>
CAROLYN J. ANDERSON	<i>Office Coordinator, Mathematics and Physics</i>
ROSALIE ANGELO	<i>Administrative Assistant, Modern Languages and Classics</i>
HOLLY BUDEN, M.S.	<i>Office Coordinator, Life Sciences Center</i>
JENNIFER FICHERA	<i>Administrative Assistant, Anthropology, Educational Studies, and International Studies</i>
JUDITH Z. GILLIGAN, A.A.	<i>Administrative Assistant, Fine Arts</i>
JASON A. GOCKEL	<i>Research Technician, Psychology</i>
MARGARET M. GRASSO	<i>Administrative Assistant, English</i>
MARJORIE R. HARTER	<i>Administrative Assistant, Philosophy, Public Policy, Jewish Studies, and Religion</i>
KATHY MALLINSON, B.S.	<i>Administrative Assistant, Interdisciplinary Science Center</i>
ROBIN S. KELLY	<i>Administrative Assistant, Chemistry</i>
CHRISTINE L. ORDE, B.S.	<i>Administrative Assistant, Engineering and Computer Science</i>
TRACY L. QUIGLEY, B.A.	<i>Special Assistant for Academic Arts Programs</i>
ADRIENNE QUINN, A.A.	<i>Administrative Assistant, Economics</i>
ROBERTA ROGERS-BEDNAREK, A.S.	<i>Administrative Assistant, English/Writing Center</i>
NANCY ROSSI	<i>Program Assistant, American Studies</i>
VICENTE SALVADOR	<i>Biology and Greenhouse Technician</i>
HEATH SALVATI, B.S.	<i>Chemistry Technician, Chemical Hygiene Officer</i>
ANN ST. AMAND	<i>Office Assistant, Life Sciences</i>
SUSAN ST. JEAN, B.S.	<i>Laboratory Manager, Biology</i>
GEORGENE ST. PETER, A.A.	<i>Administrative Assistant, History</i>
WAYNE P. STRANGE	<i>Laboratory Coordinator, Physics</i>
DOROTHY WANG, B.A.	<i>Technical Assistant, Fine Arts</i>
THERESA A. WILSON	<i>Program Coordinator, Biomedical Engineering Alliance for Central CT (BEACON)</i>
VERONICA ZUNIGA, A.S.	<i>Office Coordinator, Sociology and Women, Gender, and Sexuality</i>

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From the west (NYC via I-84, Danbury, etc.): Take I-84 east to exit 48, Capitol Avenue. At the traffic light at the end of the exit ramp turn left. Go to the first traffic light (at Washington Street) and turn right (at statue of Lafayette on horse). Proceed straight ahead on Washington Street for 8 traffic lights (total of 1.1 miles), passing hospital complex on left. At 8th light, turn right onto New Britain Avenue. Go .3 miles to the next traffic light at Broad Street. If you want to reach buildings and parking areas in the southeastern part of the campus (e.g., Austin Arts Center, Ferris Athletic Center), turn right onto Broad Street, look for the Trinity College gate, and turn left into the driveway. If you want to reach the western and northern areas of campus (Admissions and other administrative offices), proceed on New Britain Avenue to traffic light at Summit Street. Turn right, between the brick gateposts, into campus.

From the east (Boston, etc.): Take I-84 west and keep to the right once you reach Hartford and travel through a short tunnel. After tunnel take exit 48, Asylum Avenue. At the end of the exit, turn left onto Asylum Street. Staying in the righthand lane, follow the roadway to the right, hugging Bushnell Park. Bear right through the brownstone arch onto Trinity Street. Staying in the left lane, go to the second stoplight. The Bushnell Memorial Hall will be on your left, the State Capitol on your right. Turn left past the statue of Lafayette on horseback onto Washington Street. Proceed straight ahead on Washington Street for 8 traffic lights (total of 1.1 miles), passing hospital complex on left. At 8th light, turn right onto New Britain Avenue. Go .3 miles to the next traffic light at Broad Street. If you want to reach buildings and parking areas in the southeastern part of campus (e.g., Austin Arts Center, Ferris Athletic Center), turn right onto Broad Street, look for the Trinity College gate, and turn left into the driveway. If you want to reach the western and northern areas of campus (Admissions and other administrative offices), proceed on New Britain Avenue to traffic light at Summit Street. Turn right, between the brick gateposts, into campus.

From the south (New Haven, New York, etc.): Take I-91 north to I-84 west, then follow the directions “From the east.”

From the north (Springfield, Bradley Airport, etc.): Take I-91 south to I-84 west, then follow the directions “From the east.”

When leaving campus: To get back to both I-84 and I-91, take Broad or Summit Street to New Britain Avenue, turning left on New Britain Avenue and then left onto Washington Street. When you reach the intersection with Capitol Avenue (Lafayette’s horse will be on your left, the Capitol will be straight ahead), turn left, following the signs for I-84. Staying in the right lane, follow Capitol Avenue. The entrance ramp for I-84 west is on the right. Proceed a little further and turn right onto Broad Street to reach the entrance ramp for I-84 east, which leads to I-91 north and south.

