

DePauw University Catalog 2023-2024



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Preamble to the Catalog

Accuracy of Catalog Information

Every effort has been made to ensure that information in this catalog is accurate at the time of publication. However, this catalog should not be construed as a contract between the University and any person. The policies contained herein are subject to change following established University procedures. They may be applied to students currently enrolled as long as students have access to notice of changes and, in matters affecting graduation, have time to comply with the changes. Student expenses, such as tuition and room and board, are determined each year in January.

Failure to read this bulletin does not excuse students from the requirements and regulations herein.

Equal Opportunity Policy

DePauw University, in affirmation of its commitment to excellence, endeavors to provide equal opportunity for all individuals in its hiring, promotion, compensation and admission procedures. Institutional decisions regarding hiring, promotion, compensation and admission will be based upon a person's qualifications and/or performance without regard to race, color, creed, religion, national origin, sexual orientation, disability, age, gender, gender identity or gender expression, except where religion, gender, or national origin is a bona fide occupational qualification.

DePauw University's goals and commitments are best served if the institution reflects the diversity of our society; hence, DePauw seeks diversity in all areas and levels of employment and abides by all local, state, and federal regulations concerning equal employment opportunities. The University admits, hires and promotes individuals upon their qualities and merits.

Higher Learning Commission

DePauw University is accredited by The Higher Learning Commission of the North Central Association. The public is invited to submit comments about the University.

Mail to:

Public Comment on DePauw University
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

The University

A DEPAUW EDUCATION

Nationally recognized for a distinctive liberal arts approach that links intellectual rigor with life's work, DePauw University prepares graduates who creatively address the challenges of the world.

DePauw is a coeducational, residential liberal arts institution. The University offers a Bachelor of Arts degree with majors in the arts, humanities, sciences and social sciences. In addition, there are three degree options within the School of Music.

The study of the liberal arts provides a foundation for a lifetime of learning, intellectual challenge and personal growth. At DePauw, it allows students to explore widely and come to appreciate how different ways of knowing may interact, yet it also encourages sustained and focused inquiry. Through the program of general education, students not only learn about, but also participate in, a variety of artistic, humanistic and scientific endeavors. Majors encourage students to understand what it means to master a subject or area of knowledge.

A DePauw education means more than gathering knowledge. It emphasizes critical thinking, problem-solving, interpretation, learning through experience and learning through reflection. Along with developing ideas, it emphasizes expressing them articulately and distinctively in speaking and writing.

The liberal arts curriculum is dynamic and incorporates emerging fields as well as interdisciplinary approaches to ideas, culture and human experience. A DePauw education asserts that developing a global perspective and an appreciation and tolerance for a more diverse society are vital for living in an increasingly interdependent world.

Since its founding by frontier Methodists, DePauw has sought to foster moral reflection and humane values among its students. Its strong tradition of service to humanity – whether in the Greencastle community or around the world – manifests its belief that moral engagement and civic responsibility should guide our actions and commitments.

DePauw is a place where world leaders discuss the issues of the day. Speakers on campus have included former President Bill Clinton; Soviet Union leader Mikhail Gorbachev; retired chairman of the Joint Chiefs of Staff General Colin L. Powell; former British Prime Ministers Tony Blair and Margaret Thatcher; anthropologist and conservationist Jane Goodall; former First Lady Barbara Bush; civil rights leaders Jesse Jackson and Julian Bond; Nobel Prize winners, including Holocaust writer Elie Weisel, Liberian women's rights activist Leymah Gbowee, former South African President F. W. de Klerk, physicist Leon Lederman and DePauw alumnus Dr. Ferid Murad; journalists, including Carl Bernstein of Watergate-fame, Candy Crowley of CNN, Bernard Shaw of ABC News and George Will of the *Washington Post*; novelists, including Nobel and Pulitzer Prize winner Toni Morrison, Roger Wilkins and alumna Barbara Kingsolver; retired Apollo 13 astronaut James A. Lovell Jr.; and important voices in the

marketplace of ideas, such as former Democratic National Committee Chair Howard Dean, advisor to President George W. Bush Karl Rove, Obama for America Campaign Manager David Plouffe, award-winning director and screenwriter Jason Reitman, educator and social critic Jonathan Kozol, and Pulitzer Prize-winning journalist and author James B. Stewart, an alumnus.

It is a place for theater and debate, self-expression and self-understanding, art exhibits and musical recitals, student publications and media productions. As a residential college, DePauw fosters learning in how to build and govern a community. Students occupy many positions of responsibility in living units and campus organizations, and DePauw is deeply committed to realizing the ideals of civic responsibility in itself as a community. Among these ideals are the inclusion of diversity and respect for difference so that all can be members of the community without all being alike.

DePauw is a place for activity. Its variety of intercollegiate and intramural sports and recreation programs invites every student's participation and promotes an active, healthy life.

Finally, DePauw is a place where the intellect is challenged by experience. Through internships, off-campus study and research projects, DePauw students enrich the classroom with practice and application.

Much of DePauw's reputation for excellence can be attributed to the uncommon success of its alumni. DePauw graduates have distinguished themselves in the arts, business, education, government, journalism, law, medicine, music, science and many other fields.

DEPAUW UNIVERSITY MISSION STATEMENT

DePauw University develops leaders the world needs through an uncommon commitment to the liberal arts.

DePauw's diverse and inclusive learning and living experience, distinctive in its rigorous intellectual engagement and its global and experiential learning opportunities, leads to a life of meaning and means. DePauw prepares graduates who support and create positive change in their communities and the world.

THE PURPOSE AND AIMS OF DEPAUW

(An institutional statement approved by the faculty.)

DePauw University stands today as a prime example of the independent liberal arts college which has served its state and nation in the best traditions of American educational institutions. It views the normal four-year period of college as a foundation for a lifetime of continued learning and growth. Therefore, while it stresses particular patterns of prevocational and pre-professional learning, it does so in the context of a commitment to an examination of values, a pursuit of heightened aptitude in critical thinking and the establishment of a sufficiently broad base of general learning to constitute a foundation for living with meaning as well as making a living.

DePauw reaffirms its commitment to academic excellence, growth in personal and social awareness and preparation for leadership.

The primary intellectual aims of the University are **to seek and understand many truths and to educate the whole student.**

Students who graduate from DePauw will:

- 1. Love learning** and exude a commitment to continued learning throughout their lives.
- 2. Appreciate varied disciplinary and interdisciplinary methods** for acquiring knowledge and demonstrate the ability to synthesize knowledge from multiple disciplines.
- 3. Understand and value artistic, cultural, and scientific achievements** and the limits of those achievements, past and present.
- 4. Understand and appreciate cultures, languages and groups** different than their own and regularly reflect on domestic and global issues of power, privilege and diversity.
- 5. Identify and solve well-defined and ill-defined problems** both collaboratively and individually, and apply these skills to problems facing humanity.
- 6. Demonstrate competency with varied forms of data analysis** including organizing, interpreting, and drawing conclusions from quantitative and qualitative information.
- 7. Demonstrate knowledge of technology and its implications in society** and be able to leverage technology, where appropriate, for creative activities or innovative solutions to problems.
- 8. Develop capacities for clear, thorough, and independent thought** that demonstrates the ability to analyze arguments on the basis of evidence and to understand the value and limitations of multiple types of evidence.
- 9. Clearly express their ideas and the ideas of others** to varied audiences, both in writing and orally.
- 10. Engage in serious reflection** on the moral and ethical aspects of situations and cultivate a commitment to act in the world for good.
- 11. Embrace healthy and sustainable living** through self-reflection and commitment to cultivating positive relationships with others, and both the global and local environment.
- 12. Attain a deep understanding of a subject area** to appreciate the value of depth of knowledge and to serve as a foundation for future learning.

* * *

These intentions shape the pattern of DePauw University's environment and direct its activities. Students and deans, staff and alumni, faculty and president are all members of a community whose governance they share. Ours is a residential campus with provision for a variety of student lifestyles; and because of its residential nature, students and faculty exchange ideas outside as well as within the classroom and seminar, and students have the benefit of experience in governing themselves and living with others.

The DePauw curriculum is designed to introduce students to basic methods and areas of inquiry; to develop their analytic abilities; to improve their skills in writing and speech; to broaden their perspectives on humanity and culture; to give them an understanding of the contemporary world and the human prospect for the next decades; to offer them intensive training and mastery of at least one subject area; to prepare them for future careers; and to afford them the foundation for more advanced and professional studies.

DePauw provides individual guidance to meet the particular educational and emotional needs of students and to assist them in identifying personal career preferences and possibilities. It seeks to conserve and develop physical health and has a tradition of athletic competition for men and women in a variety of intercollegiate and intramural sports, with an emphasis on participation and preparation for lifelong recreational pursuits. DePauw is a place of theatre and debate, of art exhibits and recitals, of publications and many other activities. Its honorary societies recognize academic excellence, leadership and outstanding achievement in special fields.

DePauw seeks to encourage in its students the capacity to ask hard and basic questions about the world, themselves and their commitments; to elicit a serious interest and a delight in ideas and books and works of art; to provide the intellectual setting for those who enter its community to become wise and humane persons; and to prepare them for a lifetime of service to the wider human community.

HISTORY OF THE UNIVERSITY

DePauw University was founded in 1837. The original name, Indiana Asbury University, came from the first American bishop of the Methodist Episcopal church, Francis Asbury. At its conception, the school was to be an ecumenical institution of national stature. In fact, the college was "forever to be conducted on the most liberal principles, accessible to all religious denominations and designed for the benefit of our citizens in general."

Greencastle was the chosen site because the community worked diligently to raise \$25,000--a huge sum in those days--to convince the Methodists to establish their college in the rough, frontier village. The General Assembly of the State of Indiana granted a charter for the establishment of the University on January 10, 1837, and the cornerstone of the first building was laid that year.

Three years later the first president, Matthew Simpson, a friend and counselor of Abraham Lincoln, was inaugurated, and the first college class graduated. Over several decades, the curriculum developed from a traditional classical one to a set of courses that included history, composition and the natural sciences.

From its humble beginnings of one professor and five students, Asbury College grew quickly, although many men left the University to fight for either the North or South during the Civil War. In 1867, with the strong support of the faculty and Board of Trustees, the college admitted a small group of women.

In 1870 the construction of East College began. Although it took several years to build, East College was and still is the centerpiece of the campus. During the economic hardships of the 1870s, businessman Washington C. DePauw and his family generously gave more than \$600,000 to the University, and in appreciation the trustees authorized the change in name to DePauw University.

W. C. DePauw and his family took a special interest in the formation and progress of the School of Music, which was founded in 1884 and is one of the oldest in the country.

Two other benefactors have helped shape the history of DePauw. In 1919 Edward Rector gave \$2.5 million for the establishment of the Rector Scholarship Fund. DePauw alumni Ruth Clark and Philip Forbes Holton gave a total of \$128 million, and in 1999 the Holton Memorial Fund was established in order to provide scholarships to students of "high character and with academic and leadership potential." Both scholarship funds continue to make it possible for deserving students to pursue a DePauw education.

Indiana's first **Phi Beta Kappa** chapter is located at DePauw. Admittance is limited to students with high academic achievement. Strength in one field is not enough, as Phi Beta Kappa expects its members to show an interest and aptitude in a broad and well-rounded liberal arts education. Considerations of moral character and contributions to the community enter in, but the dominant factors are academic.

DePauw University boasts a number of other "firsts." It is home to the first sorority in the nation, Kappa Alpha Theta, established in 1870. The Alpha chapter of Alpha Chi Omega sorority was founded at DePauw.

DePauw students founded Sigma Delta Chi, a national journalistic honorary fraternity in 1909. It spread to other campuses and today is also known as The Society of Professional Journalists.

Other DePauw firsts include the first 10-watt college FM radio station in the country, WGRE-FM, which went on the air in 1949. DePauw's student-managed newspaper, *The DePauw*, is the oldest college newspaper in Indiana.

DePauw, under the leadership of its 21st president, launched "Bold & Gold 2027," a five-year strategic plan aimed at strengthening the university's College of Liberal Arts and Sciences with a commitment to the new School of Business and Leadership as well as a Creative School. The plan will help DePauw create a model of a renewed liberal arts university for the 21st Century focusing on its distinguished faculty and an academically talented student body. Although the University has undergone many changes through the years, the sense of its history is still obvious on the campus and in its traditions.

ACCREDITATION

The University or specific degree programs are accredited by:



- Higher Learning Commission
- University Senate of the United Methodist Church
- Committee on Professional Training of the American Chemical Society
- Indiana State Board of Education
- National Association of Schools of Music

CAMPUS FACILITIES

Visitors are often struck by the beauty of the DePauw campus and the quality of its facilities. From the campus's historic centerpiece, East College, to its expanded Percy Lavon Julian Science & Mathematics Center, its Prindle Center for Ethics, Tenzer Technology Center, McDermond Center for Management & Entrepreneurship, Hubbard Center for Student Engagement and Pulliam Center for Contemporary Media, DePauw presents its community of learners with an unsurpassed environment, made all the more remarkable by its adjacent 520-acre Nature Park and trail system.

The **AAAS House**, located on Seminary Street, provides meeting, social space and kitchen facilities for the Association of African-American Students and its activities.

Asbury Hall is the north building in a quadrangle that includes Roy O. West Library and Harrison Hall. Asbury Hall provides classroom and office space for the departments and professors of education, English, philosophy, political science, sociology and anthropology. The Academic Resource Center is located on the first floor.

The **Bartlett Alumni House**, located on Seminary Street, is named for Dean Edward R. Bartlett, former professor in religious education and dean of the University from 1941 through 1947. Its renovation was made possible through a gift from James and Susan Bartelsmeyer Bartlett, both members of the class of 1966. James Bartlett is Dean Bartlett's grandson. The house, originally built in the 1880s, has served as a series of private residences, an Episcopal church, a former DePauw president's home, and the student affairs office. Bartlett Alumni House now serves as the home for the **Center for Spiritual Life**, which provides a sanctuary for Jewish and Muslim worship and a fellowship hall.

The boutique **DePauw Inn** has 55 rooms and suites, two restaurants – the Fluttering Duck and 24 West – conference facilities, including a banquet room with capacity for 350, an outdoor patio, a bright lobby with a fireplace, and a cozy reading area with a fireplace. Formerly the Walden Inn, the Inn was built in 1986 and acquired by the university in 2005, following a 19,000 square-foot expansion. Frequent musical performances are hosted at “the Duck”, including Jazz at the Duck featuring DePauw faculty, staff and student musicians.

The **Eugene S. Pulliam Center for Contemporary Media**, funded by a gift from the Pulliam family, houses all student media: *The DePauw*; WGRE-FM, the student-run 24-hour radio station; *Midwestern Review*, the campus literary magazine; and the *Mirage*, the DePauw yearbook. Also located in the media center are complete television production and broadcasting facilities – all available to students no matter what their major or class year. The Watson Forum is a 91-seat auditorium for live performances and talks that can also be broadcast on local cable television.

The **DePauw University Nature Park**, a 520-acre nature park just one-third mile west of campus. The park features nearly 10 miles of trails for walking, jogging, hiking and biking, a canoe launch, a campground and outdoor classrooms. The **Manning Environmental Field Station**, with lab space and attached greenhouses, opened in the Fall of 2005. The **Ian and Mimi Rolland Welcome and Activities Center**, which opened in the Spring of 2006, serves as a trailhead building for groups visiting the park.

Also located in the Nature Park are the **Janet Prindle Institute for Ethics** and the **Bartlett Reflection Center**. A generous gift from Janet W. Prindle '58 funded the construction of the facility that houses the Institute. Standing on the knoll of an old quarry site that is being reclaimed as an extension of the DePauw University campus, the Institute's beautiful natural setting provides an inspirational environment for gatherings to mine new veins of research, dialogue and teaching that probe the issues and concerns of ethical theory and practice. Adjacent to The Prindle Institute for Ethics, the Bartlett Reflection Center provides a place for individual and group reflections in a quiet, natural setting. The two buildings are joined by a series of waterfalls and streams of water. The Reflection Center complements the Institute by offering a space conducive to meditation and contemplation.

Many well-known speakers have given convocations in **East College's Meharry Hall**. The oldest building on campus and listed on the National Register of Historic Places, East College also provides classrooms and offices for the economics, classical studies, history and foreign language departments and is home to the Indiana Journalism Hall of Fame.

The **William Weston Clarke Emison Building** houses the **Office of Admission and Financial Aid** Offices, including interview rooms and resources for prospective students and their families. It is also home to the University's Shidzuo Iikubo '23 Asian Art Gallery and its Arthur E. Klauser Asian and World Community Collection, and a gallery for the Vandiver-Haimann Collection of African Art. Built in 1908 as the Andrew Carnegie Library, with a grant from the industrialist of \$50,000 plus a subscription from donors of \$57,000 for maintenance, the building served as DePauw's main library until it was renamed in 2005 following a gift from Emison family to reflect DePauw's commitment to the visual arts.

The **Olin Biological Sciences Building**, constructed with grant funding from the F.W. Olin Foundation, is designed for undergraduate research. In fact, there are more laboratories than classrooms, reflecting DePauw's view that participation in hands-on research is a crucial part of a young scientist's education. The building features subject-area laboratories including physiology, cell biology, neuroscience, genetics, microbiology and ecology, and each faculty member has an individual laboratory to encourage collaborative research with students. Other features include a tissue culture facility, a climate-zone and computer-operated greenhouse, and the Buehler Biomedical Imaging Center, which houses numerous microscopy instruments, including a scanning electron microscope.

The **Hollensteiner Indoor Tennis and Track Center** opened in 2001 and is one of the finest indoor facilities in the country. Located west of Blackstock Stadium, the 300,000-square-foot center includes six tennis courts, a 200-meter track, batting cages for baseball and softball, golf nets, putting green and executive locker rooms for men and women (two each). It also can accommodate indoor soccer, football, field hockey and other sports. It allows students to exercise, participate and train in a variety of sports all year long. It is home to the first Solar Array mounted on the roof.

Academic Quad

In addition to Roy O. West library (see below), Academic Quad includes **John H. Harrison Hall**, first build in 1938 and renovated in 2008, home to the classical studies, history, economics and psychology departments, and **Asbury Hall, erected in 1938 and named after the** pioneer Methodist bishop after whom the university itself was originally named upon its 1837 charter as Indiana Asbury University.

Athletics, Fitness, Health and Recreation.

The **Buehler Health and Wellness Suites** was opened in the Lilly Physical Education and Recreation Center, with a Buehler Family Foundation gift, in April 2020. The suites are home to DePauw Health, powered by Hendricks Regional Health, and DePauw Counseling Services. The new facility is central to campus and accessible, while prioritizing client privacy and confidentiality, and includes individual exam, therapy and training rooms – with separate exam rooms for students and employees/dependents – plus a nurses' station and procedure room, private and group counseling spaces, and educational programming spaces.

A gift from the Eli Lilly family made possible the **Lilly Physical Education and Recreation Center**, home to men's and women's intercollegiate athletics, intramurals, kinesiology department classrooms and offices, leisure-time sports, concerts and intercollegiate athletic contests. **Neal Fieldhouse**, with its multi-use surface, provides space for three basketball courts, seven volleyball courts, eight badminton courts, and press box. The fieldhouse may be divided into three separate areas to isolate activities. It seats a maximum of 2,000. A separate dance studio provides space for aerobics, dancercise, jazzercise, slimnastics and ballet events. The 5,600-square-foot **Welch Fitness Center** and weight room addition to the Lilly Center offers state-of-the-art exercise equipment and free weights designed to meet the needs of the DePauw

community. A hardwood court for racquetball and handball is on the ground level. There is also a golf simulator located on the ground floor. The swimming pool is 25-yards by 25-meters, offering eight competition lanes and two one-meter and one three-meter diving boards.

Additional athletics facilities include **Reavis Stadium** (field hockey, men's and women's lacrosse, men's and women's soccer), **Boswell Field** (soccer), **Walker Field** (baseball) and a **women's softball field** built in 1997. **Blackstock Stadium and Nick Mourouzis Field** (football, track and field) underwent a major renovation in 1997, including the addition of new locker rooms and sports medicine facilities; in 2013 a new all-weather track was installed with long jump/triple jump/pole vault runways and a high jump venue; in 2017 the press box was renovated. The **Hollensteiner Indoor Tennis and Track Center** opened in 2001 and is one of the finest indoor facilities in the country. The 300,000-square-foot center includes six tennis courts, a 200-meter track, batting cages for baseball and softball, golf nets, putting green and executive locker rooms for men and women (two each). It also can accommodate indoor soccer, football, field hockey and other sports. It allows students to exercise, participate and train in a variety of sports all year long and boasts DePauw's first Solar Array mounted on the roof.

The **Memorial Student Union Building** is a three-story structure erected through memorial contributions honoring former students who died in World War II. The Union serves as a social center for the campus and the Greencastle community and provides students a place for recreational opportunities, cultural programs, social events and meetings. In 2016, the Union Building underwent significant renovation to Student Life and Student Government on the basement level, as well as student mail room; the Student Living Room, Ballroom, Ubben Lounge, and Convenience Store on the main floor; and the Student Academic Life offices on the second floor. The building also houses three major university centers:

- The **Robert C. McDermond Center for Management & Entrepreneurship**, which houses the Management Fellows program and provides entrepreneurship and business-readiness programs, networking opportunities, leadership experiences, and skills training and certifications.
- The **Kathryn F. Hubbard Center for Student Engagement**, where students can connect their academic experience to off-campus study away or abroad, internships, and career services/development opportunities, plus on-campus employment, and resources to continue their education at graduate and professional schools.
- The **Grover L. Hartman Center for Civic Education and Leadership**, established in 1995, which serves as a connector between the campus and community and provides administrative office space, meeting rooms and work spaces for DePauw's student volunteer and leadership service programs, including Winter Term in Service, DePauw Community Services and the Bonner Scholars Program. Hartman was a 1935 graduate of DePauw and a Methodist layperson who spent his life as an advocate for a multitude of social, political and economic causes.

The **Justin and Darrienne Christian Center for Diversity and Inclusion** opened in November 2017. The Christians, both 1995 graduates of DePauw, funded the facility in support of DePauw's institutional commitment to diversity and inclusion. It houses the **Dorothy Brown Cultural Resource Center**, **International Student Services**, and supports student identity-affinity organizations for group meetings and programmatic offerings. Its flexible space is used

for mentoring, classes, study groups and various social programs by members of the DePauw community.

McKim Observatory is located about one-half mile from campus. Built in 1884 and listed in the National Register of Historic Places, the building houses two telescopes and other original equipment still in regular use.

Residence Halls

Ubben Quadrangle residence halls (named for 1958 DePauw graduates and benefactors Timothy H. and Sharon W. Ubben) include **Lucy Rowland** and **Mason Halls** and **Rector Village**, a group of seven suite-style residence halls (**Chabraja, Holmberg, Leis, Montgomery, Reese, Strasma and Warne**) constructed near the former location of Rector Hall, which was built in 1917 and damaged beyond repair in a fire on April 7, 2002. The **South Quadrangle residence halls** are **Bishop Roberts, Longden, Humbert** and a newly built **first-year residence hall** in 2020. **Bloomington Street Hall** was renovated in 2019. For upperclass students, additional university-owned residences include a number of **Greek houses, Senior Hall, Rector Village**, and autonomous-living apartments/houses/duplexes in neighborhoods adjacent to campus. **Anderson Street Hall** now houses residence life offices.

The **Percy Lavon Julian Science & Mathematics Center** is named for the 1920 DePauw alumnus known as "America's greatest black chemist." It houses classrooms, laboratories and offices of the chemistry, computer science, geoscience, mathematics, and physics and astronomy departments. Also located in the center is the Prevo Science Library, containing books, periodicals, electronic resources and a personal computer laboratory; Information Services; a technology suite, featuring four computing laboratories and a Geographic Information System laboratory; and an 80-seat auditorium. Rededicated on November 1, 2003, following a \$36-million renovation and expansion project, the Julian Center includes 17 technology-enhanced classrooms with high-speed networked computers, video, DVD and wired student stations; seven computer classrooms; computer-equipped rooms; and technology support for the campus. The east entrance opens into a three-story atrium that features abundant study spaces with wired and wireless access to the University network and Internet.

Dedicated to the teaching, creation, and display of art, DePauw's 80,000 square-foot **Richard E. Peeler Art Center**, designed by internationally-acclaimed architect Carlos Jiménez, is a world-class facility featuring three spacious galleries/exhibition spaces, a 90-seat auditorium with state-of-the-art acoustics, high-tech seminar rooms for classes, galleries, computer labs for graphic design and digital video, studio space for ceramics, sculpture, painting, drawing, digital art, and photography facilities. The building also houses offices for faculty and staff in the Departments of Art and Art History.

The **Judson and Joyce Green Center for the Performing Arts**, a \$29 million project, provides new facilities for the School of Music and the Department of Communication and Theatre, including music faculty studios, practice rooms, ensemble rehearsal spaces, recording studios, music instructional technology facilities, library facilities, a dance studio, an acting studio, new

classrooms for communication, theatre and music. The music and library spaces opened in Fall 2007 and the communication and theatre spaces in Fall 2008.

Libraries

Roy O. West Library provides a variety of study spaces and group study rooms; contains a collection of more than 319,000 books, 1,500 periodical subscriptions and 12,000 audiovisual titles; provides campus-wide access to 475 electronic titles; distributes video and cable TV throughout campus, including faculty-assigned viewing and popular TV channels; holds the oldest U.S. government depository in the state of Indiana with thousands of rare, original documents; features Café Roy, a collaborative social and learning area; provides individual research assistance and course-based instruction; and houses a computer laboratory. Faculty Instructional Technology Support (FITS) also is located in Roy O. West Library. Archives and Special Collections houses unique historical records of the University, Indiana United Methodism and the Society for Professional Journalists as well as rare books and alumni publications. Plans are underway for a \$30 million expansion and renovation.

There are three branch libraries. The **Music Library**, located on the lower level of the Performing Arts Center, contains a collection of approximately 41,000 volumes, including musical scores and parts, books on music, sound recordings, videotapes, CD-ROMs and online databases. It features in-house audio listening facilities, including two private studio/listening rooms. The library collection for most of the science areas is located in the **Prevo Science Library**, on the first and lower levels of the Percy Lavon Julian Science & Mathematics Center. It provides access to online indexes and abstracts and a variety of study areas. The **Visual Resources Center**, on the second floor of the Richard E. Peeler Art Center, includes 75,000 art and architecture slides, as well as an image database.

Formerly an abandoned house, the **Robert G. Bottoms Alumni and Development Center**, with its expansive columned porch overlooking Burkhardt Walk entrance to campus, was dedicated in 2018 as a gathering place for visiting alumni and home to the Division of Development and Alumni Engagement staff. The Center, named after former president Robert “Bob” Bottoms, who led the university from 1986-2008, was designed in keeping with the Georgian architecture of the former home, and features a front and central patio, meeting and reception spaces, warm and welcoming seating areas, and a kitchen for on-site catering.

The **Stuebaker Administration Building** provides offices for the University president, , vice president for finance and administration, as well as the registrar, accounting, cash receipts and human resources offices.

The **Women's Center**, opened in September 2004 on Hanna Street, serves as a resource center for students, faculty, staff, and the Greencastle community interested in and acting on behalf of women's issues at DePauw.

The **R. David and Suzanne A. Hoover Hall**, opened in 2016, is a modern, spacious, brightly lit facility that houses several meeting rooms in addition to the open and airy main **student**

dining hall. James G. Stewart Plaza, with its lovely fountains and outdoor seating, sits between Hoover Hall and the Memorial Student Union and links the two popular facilities.

The new **Ullem Center for Sustainability and Campus Farm** opened May 2019 as the hub of sustainability education and programming, engagement in sustainable agriculture and environmentally friendly land use, plus volunteer opportunities for students, staff and faculty, including 12 acres of surrounding property for food growth and production – 90 percent of which is sold to DePauw’s dining services and 10 percent of which is donated to local food pantries -- an outdoor classroom area, and a stunning building with a spacious, flexible interior equipped with resource-saving systems that demonstrate ways to enhance environmental quality.

The 101 E Seminary Building, across from the DePauw Inn, houses the Offices of Communications and Marketing, including a photo/video studio, and the DePauw Police.

Graduation Requirements

These requirements apply to students entering Fall 2016 and after. They include two new distribution requirements: Global Learning and Power, Privilege and Diversity and the new requirements for the 21st Century Music programs offered by the School of Music.

Degrees

Curricular programs at DePauw University lead to the Bachelor of Arts degree, the Bachelor of Music degree, the Bachelor of Musical Arts degree or the Bachelor of Music Education degree. The curricula are developed through departmental and interdisciplinary programs and the School of Music.

Students are subject to the graduation requirements that are in effect when they first enroll at DePauw. If graduation requirements are subsequently changed, students have the option of graduating under the new requirements. Students who require more than four and one-half courses to complete their degree and interrupt their studies for more than a total of five years must meet the graduation requirements currently in effect when they graduate. Coursework more than 10 years old will be reviewed by the appropriate department and the Office of the Registrar to determine whether courses are still applicable toward the degree within the current academic catalog.

Graduation Rate

DePauw graduates an average of 80 percent of first-time degree students in four years. An additional 3-4 percent will graduate within 6 years of enrolling at DePauw.

Academic Expectations

DePauw has considerably different academic expectations than those of high school, and it is important that students adjust to these new expectations early in their college careers.

1. College is not the end of the educational process but a foundation for a lifetime of continued learning and growth. Therefore, two of the central goals of college are to help students develop a sense of responsibility for their own learning and the ability to learn on their own.
2. Accordingly, college students spend much less time in class than they did in high school; but are correspondingly expected to do much more work outside of class than they did in high school.
3. Full-time students should plan to spend between 40 and 50 hours a week (or more) on their academic work, the equivalent of a full-time job.
4. Students are responsible for learning a great deal of the material on their own outside of the classroom.
5. Students should expect that course material will be covered at a much more rapid pace than they have experienced before. This expectation is partially based on the assumption that students are preparing carefully for class so that more material can be covered in class.
6. Students are expected to come to class prepared and ready to participate actively in the class session. They are expected to have read the texts and used other required materials carefully and comprehensively before the class session.

GENERAL POLICIES FOR ALL UNDERGRADUATE DEGREE PROGRAMS

The policies and requirements below apply to all students earning a bachelor's degree at DePauw. Although faculty advisors and others assist in academic planning, students are responsible for planning their programs and meeting all requirements for graduation.

- Graduation requirements for students earning a B.A. degree are the same regardless of the school or college of the student's major(s).
- Thirty-one courses are required for students earning Bachelor of Arts (B.A.) degree. The Bachelor of Music (B.M.), Bachelor of Musical Arts (B.M.A.) and Bachelor of Music Education (B.M.E.) degrees require 36 courses.
- Each student must complete a major and achieve a 2.0 GPA (on a 4.0 scale) in that major and satisfy the senior major requirement. See Majors, for more information.
- B.A. students must have 19 course credits outside the major subject and 16 outside the major area.
- Fifteen courses, including six of the last eight courses leading to a bachelor's degree, must be completed in residence at DePauw or in a DePauw University-approved program.

- Students must attain a cumulative GPA of 2.0. Students in the B.M.E. program need a minimum 2.8 GPA.
- All first time degree students must enroll in a first-year seminar.
- Students in a B.A. degree program must complete all distribution requirements. Students in the B.M., B.M.A., and B.M.E. degree programs complete distribution requirements as required by their degree program and should consult the SOM Graduation Requirements for more information.
- Students in a B.A. degree program must demonstrate competence in writing (W), quantitative reasoning (Q) and oral communication skills (S). Students in the School of Music B.M., B.M.A., and B.M.E. degree programs complete W and S certification.
- Students must complete two Extended Studies experiences with passing or satisfactory grades.
- Transfer students must earn a 2.0 grade point average (GPA) for all courses taken at DePauw and meet the requirements of the class with which they expect to graduate.

Maximum Limits

- Physical Education: A maximum of one course credit of physical education (PE) activities is applicable toward the bachelor's degree.
- Applied Music: Students in a B.A degree program may apply up to four course credits of participatory courses in music toward the 31 course credits required for graduation. Participatory courses include applied music lessons (MUS BAS-VOC), applied music classes (MUS 901-908), dance classes (MUS 171-180), and ensembles (MUS 271-289). In any semester, credit for only one large and one small ensemble may count toward the course credit total required for graduation.
- ROTC: A maximum of four course credits in ROTC may be applied toward an undergraduate degree at DePauw.
- Pass/Fail: Students may take up to three Pass/Fail courses, excluding physical education activities and English 120. See Pass/Fail for additional information.
- Internships: A maximum of three internship course credits and five internship experiences (including Extended Study experiences) may be applied toward the bachelor's degrees.

Grade Requirement

The minimum cumulative GPA required for graduation is 2.0 for all courses in which a final grade has been recorded and which count toward the degree. See Repetition of a Course, for details about how repeated courses affect the GPA. Transfer students also must earn a cumulative 2.0 average for all courses taken at DePauw. Courses taken elsewhere do not affect the grade average at DePauw. The Bachelor of Music Education program requires a 2.8 GPA.

Residence Requirement

Fifteen courses applicable toward the degree, including six of the last eight, must be completed in residence at DePauw University or in a DePauw University-approved program. Second semester seniors are not, however, eligible to participate in off-campus or internship programs.

THE DEPAUW CURRICULUM

FIRST-YEAR SEMINAR

First-Year Seminars introduce students to college work and prepare students for the courses they will take later at DePauw. As seminars, these courses emphasize and nurture discussion and other skills essential to active student participation in their own educations. They are also each student's gateway into DePauw's writing curriculum and emphasize writing skills that will be taken up and built upon across the curriculum. Seminars are offered as full credit courses to first-year students in the fall term. While First-Year Seminars differ from one another in topic and in the kind of assignments they ask students to complete, they are similar in the following ways. Each seminar:

- creates a sense of intellectual community for the students and faculty member involved;
- uses discussion as the primary basis for classroom learning;
- emphasizes critical writing, thinking and reading;
- encourages the academic growth and development of individual students; and
- uses a variety of writing assignments, along with research, or problem-solving assignments, designed to give students skills and modes of analysis that will serve them well in their other courses at DePauw.

Effective Fall 2021: Students may withdraw from the First-Year Seminar only under exceptional circumstances, but may not drop the course during the initial registration adjustment period. Students who fail or withdraw from their First-Year Seminar will be required to pass a designated spring term writing course in the semester following their First-Year Seminar. This course, to be indicated by the Writing Curriculum Committee, will fulfill the writing goals of

First-Year Seminar. Matriculated students entering in the spring term and transfer students do not take First-Year Seminars.

SENIOR CAPSTONE EXPERIENCE

In their first and second years at DePauw students experience multiple modes of inquiry, cultivate rhetorical, analytical, and problem-solving skills, and explore the different realms of human knowledge.

Subsequent off-campus experiences (Winter Term, off-campus study, internships) help students develop intellectual and personal maturity, as well as a spirit of independent inquiry. The increasingly complex courses within the major field of study during their first three years provide students with a deep knowledge of a particular area and an understanding of its fundamental questions and methodologies. The senior year at DePauw University represents the culmination of students' curricular experience. Seniors use this time to draw together and synthesize these various threads of study and experience through a variety of intellectual activities: senior seminars, comprehensive exams, theses, projects, performances and/or exhibitions. Satisfactory completion of a senior capstone is required to complete a major at DePauw. Departments, schools, and programs are responsible for determining that each student in the major is sufficiently prepared in the field as a whole, and for certifying that the student has satisfied the senior capstone requirement. Departments, schools, and programs must notify students of their senior capstone requirements by the seventh week of the first semester each year.

In the senior capstone experience, students intentionally integrate, interpret, and create knowledge in their chosen fields through scholarly or artistic exploration and expression. This is both the challenge and the reward of their four years spent in the intellectual life of the University. Capstone experiences also prepare students for the intellectual, ethical, interpersonal, and professional challenges that lie ahead after graduation, whether or not they go on to formal graduate study. Academic disciplines vary, so each department, school, and program has designed its own senior capstone requirements. These are described in detail in this catalog under the requirements for each department, school, or program, and on the department, school, or program website.

A number of departments, schools, and programs offer students a senior seminar that provides a summative experience of the discipline. Some senior seminars focus on particular topics or themes. Senior seminars often require completion of a substantive piece of original work.

A department, school, or program may require students to complete a senior thesis or project over the course of one or both semesters of their senior year. Some departments, schools, and programs provide an option for students who have completed the core senior requirement to pursue additional independent work. All seniors with appropriate academic credentials, as determined by each department, school, or program, may apply for the opportunity to conduct a departmental or interdisciplinary capstone project or thesis by contacting a faculty member of their choice.

Departments, schools, or programs may require examinations that serve as a comprehensive review and synthesis of crucial material in the discipline as a component of the senior capstone. Satisfactory performance on these exams is required to earn a major. Students who do not perform satisfactorily on a comprehensive examination the first time have the right to be reexamined once. Students must pass the comprehensive examination within one academic year after the first commencement date following the initial examination. At the discretion of the department, school, or program, a student may take a maximum of two re-examinations.

SENIOR CAPSTONE CELEBRATION

DePauw University is proud of the work done by our senior students. To express this pride, and to recognize student work, the university sets aside time in the Spring semester for campus-wide celebration of senior accomplishments. The university encourages departments, schools, and programs to highlight or display the work of all successful senior capstone students in ways that are most appropriate for the discipline (e.g., public poster presentations, performances, exhibitions, readings, etc.). In addition, the university publicly honors the best senior work in various ways such as a special awards ceremony, a senior honors booklet, and/or on the university website.

COMPETENCE REQUIREMENTS

The sought-after skills employers seek from graduates include the ability to write in every discipline; the ability to reason; and the ability to speak coherently and persuasively. DePauw is one of the few liberal arts universities in the nation that builds these key competencies throughout its curriculum, in every major. Our alumni tell us time and again that knowing how to write, reason and speak well have been keys to their success. Learn more about Writing (**W**), Quantitative Reasoning (**Q**) and Speaking/Oral Communication (**S**).

- Expository Writing
- Quantitative Reasoning
- Speaking/Oral communication

Students pursuing a Bachelor of Arts degree must earn certification in all three competencies. Students pursuing the Bachelor of Music, Bachelor of Music Arts, or Bachelor of Music Education must earn certification in the Writing and Oral Communication competencies. Students must demonstrate their competence in these areas by satisfactorily completing courses that integrate these skills with academic subjects. Competence course offerings may not be taken Pass/Fail unless the student has previously established competency and has the permission of the instructor.

OVERVIEW OF THE WRITING CURRICULUM

Writing at DePauw is taught across the curriculum on the assumption that skill in written communication is intimately connected with clear thinking in all subjects. We believe that writing is an essential means for thinking and learning across the University. Writing

requirements are also premised on the idea that students do not learn to write in any one particular course, that is, no single course completes one's growth and development as a writer and thinker. Rather, writing is a skill that must be nurtured and developed throughout one's intellectual journey.

DePauw's writing program begins with a writing intensive First-Year Seminar, builds with a required writing-competency or 'W' course during the sophomore year, and culminates with demonstrated writing competency within the major. This last feature in particular marks DePauw's embrace of the idea that the nature and role of writing varies across disciplines. Writing for different purposes and audiences must be tailored to demands inherent in the disciplines themselves. Regardless of one's chosen major, a DePauw education emphasizes the importance of writing to thinking and learning.

CORE COMPONENTS OF THE WRITING CURRICULUM

As part of the writing program, each student takes a writing intensive First-Year Seminar (described in detail above). First-Year Seminars introduce students to skills essential for success at DePauw generally, but focus on writing and oral communication specifically given their centrality to everything we do. The course begins nurturing essential skills in writing, thinking and speaking with the expectation that these skills will be reinforced and further developed throughout students' time at DePauw both in courses specific to the writing curriculum and in broader general education and departmental/program curricula.

As part of the developmental approach DePauw embraces, students must complete a course with a W designation during their sophomore year. Sophomore W courses are offered across the curriculum each semester; enrollment is limited to approximately 18, with sophomores receiving first priority during registration. The sophomore W combines an emphasis on academic content with practice in writing. Such courses encourage:

- the logical development of argument, clear and precise diction and a coherent prose style;
- the development of general skills of expository writing as they apply in the academic disciplines; and
- the responsible, appropriate and effective use of sources and special or technical language.

Students in a B.A degree program must achieve W certification during their sophomore year. (Students in the B.M., B.M.E., and B.M.A. degree programs have until the second semester of their junior year to complete the W requirement.) If certification is not attained by the appropriate deadline for their degree program, students must complete a W course each succeeding semester until they achieve certification.

DePauw's writing curriculum also includes requirements—developed by each department or program—that focus on the skills, methodologies, and types of writing specific to one's chosen

major. The writing curriculum thus sharpens skills throughout the college career, culminating in explicit focus on the role of writing within specific academic fields.

OTHER WRITING-SPECIFIC COURSES

Writing and the teaching of writing are emphasized in many courses at DePauw, far more than will be listed specifically here. Still, certain courses deserve special attention.

Writing Seminar for Non-Native Speakers of English I and II (ENG 110 and ENG 115) are offered for students whose first language is not English. English courses for non-native speakers of English are aimed at strengthening existing language skills and developing new skills necessary for academic success. Placement in the appropriate English courses is made based on three criteria: 1) English language assessments administered on campus during orientation, 2) recommendation from the English language coordinator, and 3) confirmation by appointed faculty representing the English department (department chair, W Center director, etc.). Students are expected to complete ENG 110 or 115 in the semester assigned. Students placed in ENG 110 in the Fall Semester will be expected to take ENG 115 in the Spring. They may withdraw from these courses only under exceptional circumstances, such as extended illness, with the permission of the Petitions Committee.

College Writing I (ENG 120) stresses the development of writing skills fundamental for expressing ideas, imagination and opinion. By means of short essay assignments, some of which may be reflections on their own experience, students will build fluency in written expression, clarity of style and proficiency in the use of language. ENG 120 is offered to first-year students in the fall semester as an elective on a Pass/Fail basis.

Writing Intensive Topics (WIT) courses are offered for first-year students who enjoy writing and seminar-style discussion, and/or who seek to sharpen their skills in college writing. WIT courses are offered in the spring semester as electives, with priority given to first-year students; other interested students may enroll as space permits.

QUANTITATIVE REASONING

Courses designated as fulfilling the quantitative reasoning (Q) competency requirement encourage:

- understanding quantitative concepts, representational formats and methodologies of a particular discipline;
- evaluating quantitative evidence and arguments;
- making decisions based upon quantitative information; and
- learning through problem-solving, laboratory experiments and projects.

Students must achieve Q certification by the end of their junior year. If students do not achieve certification by the end of the first semester of the junior year, they must complete a Q course each succeeding semester until certification is achieved. Q courses are offered in several academic subjects each semester, subject to approval by the Q committee, and normally carry one course credit each. They emphasize both quantitative reasoning and mastery of course content.

Based on standardized test scores and other evidence of preparation, incoming students may be invited to take Introduction to Quantitative Reasoning (UNIV 101) as preparation for a Q course. UNIV 101 reviews and develops quantitative reasoning skills through problem-solving and the application of mathematical concepts (such as measurement, geometry, statistics and algebra) in various contexts.

Under unusual circumstances, students may receive Q certification in a non-Q course taken at DePauw that includes substantial quantitative work. Contact the director of the Quantitative Reasoning program for more information on "alternate Q."

ORAL COMMUNICATION

Effective expression in speech as well as writing has been perennially at the core of liberal education. The competent expression, exchange and examination of facts and ideas remain vital to the educational process itself. It is also essential for service and achievement in professional, civic and personal life.

To satisfy the oral communication requirement, students must demonstrate such competence in an S course or in a designated alternative. S courses are offered in many departments at the 300-400 level.

S courses help students develop:

- the presentation of logical arguments and refutation;
- the ability to distinguish and identify important substantive arguments;
- the ability to skillfully analyze, evaluate, and integrate of supporting material;
- the selection and implementation of effective presentation style(s);
- the ability to adapt the manner of delivery to specific audiences and situations;
- the demonstration of techniques for leading and participating in discussion(s);

- the demonstration of critical listening skills;
- the demonstration of effective and reflective listening; and
- the knowledge of the ethical obligations of speakers, discussants, and listeners.

Under unusual circumstances, students may receive S certification outside of an S course, while enrolled at DePauw. Contact the director of the Speaking and Listening program for more information on "alternate S."

DISTRIBUTION REQUIREMENTS

DePauw University's general education requirements produce both an exciting and fulfilling undergraduate educational experience and prepare our students for a life of engaged, thoughtful, reasoned choices. The University's Competency Requirements (in Writing, Quantitative Reasoning, and Speaking and Listening) develop students' abilities in overarching skills of analysis and communication, while the distribution requirements allow students to investigate a broad range of means of inquiry and look critically at the world.

The General Education program creates a network of skills and abilities that successful students will draw on throughout their college experience and their careers after DePauw.

The Distribution Requirements are organized into two overarching umbrellas:

- Liberal Arts Foundations
- Global and Local Awareness

The University holds an abiding belief in the value of the core liberal arts and that students learn best when they are able to approach problems from a variety of perspectives. In their lives after DePauw, students will constantly draw upon their liberal arts training. The Liberal Arts Foundations, in which students complete six courses, provide a crucial foundation for life and for a dynamic undergraduate curriculum.

At the same time, students broaden their Global and Local Awareness. We live in a world that feels more or less natural to us, but that world is constructed by, among other things, the language or languages we speak, the exercise of power, and attitudes and prejudices we inherit from friends, family, teachers, and the media. To begin seeing beyond our limited perspectives, students will study foreign language and foreign cultures and how inequities of power shape the world.

LIBERAL ARTS FOUNDATIONS

ARTS AND HUMANITIES

Students earn two course credits in the arts and humanities. These courses explore fundamental questions of experience, belief, and expression. Through critical observation, textual analysis, and creative engagement, they consider the realms recalled or imagined in the arts, history, literature, philosophy, and religion.

SCIENCE AND MATHEMATICS

Students earn two course credits in the behavioral, computational, mathematical, and natural sciences. These courses explore the physical, mechanical, and quantitative working of numbers, matter, and life. Through observation, experimentation, and scientific and mathematical reasoning, they seek to comprehend the world and model its operations.

SOCIAL SCIENCE

Students earn two course credits in the social sciences. These courses explore cultural, economic, political, and social questions. Through observational, comparative, and analytic methods, they seek to understand human identities and interactions at the personal, local, and global levels.

GLOBAL AND LOCAL AWARENESS

LANGUAGE REQUIREMENT

Effective Fall 2019, students enrolled in the College of Liberal Arts will complete two semesters of a language other than English. To fulfill the requirement, both semesters must be taken in the same language. Students may choose to complete this requirement with a language they have studied previously or they may choose to begin a new language at the first-semester level. Students taking a language studied previously should begin their language study at the appropriate level, according to a placement exam and in consultation with the director of the appropriate language program. Students may fulfill part of the requirement by taking one semester in an off-campus program with advance approval of the relevant language program director. International students whose first language is not English may be certified as meeting this requirement through the Office of the Registrar, and in consultation with the director of English for Academic Purposes. With approval of the relevant language director, students who transfer to DePauw may fulfill one semester of the language requirement through transfer credit (this is in addition to the maximum of four credits that transfer students may apply to distribution requirements). Students in the B.M., B.M.A., and B.M.E. degree programs should consult the SOM graduation requirements, which are different from those required of students earning a B.A. degree). Please visit the Language Requirement and Placement page for more information on placement exam procedures, first-semester language courses, as well as information and contacts for specific languages.

GLOBAL LEARNING

Students earn one course credit through the study of a culture or cultures distinct from US culture. This may be earned in DePauw courses focusing on the politics, society, religion, history, or arts of a foreign culture or through a DePauw-approved study-abroad experience. International students fulfill this requirement through their study at DePauw. Students who earn at least 0.75 course credit in an off-campus course pre-approved as a Global Learning course will satisfy this requirement.

Global Learning (GL) Goals:

- Engagement with cultural difference: Gain a critical understanding of perspectives and voices of specific people and places outside of the U.S.
- Historical/structural analysis: Understand and analyze the complex historical relationships between cultures and identities in a globalized framework.
- Recognition and development of cross-cultural skills: Develop a self-reflective sensibility towards cultural difference through the critical understanding of your globally-situated identities and responsibilities.

POWER, PRIVILEGE AND DIVERSITY

Students earn one course credit in courses that have as a major component the analysis of the interplay of power and privilege in human interactions. Such courses will frequently focus on the experience of non-dominant members of political or social groups. They might also emphasize the dynamics of inequality from a more theoretical perspective.

Power, Privilege and Diversity (PPD) Learning Goals:

- Recognition: Demonstrate your recognition of the barriers to inclusion for groups that experience marginalization in the United States.
- Historical/structural analysis: Understand and analyze the structures and institutions of power that have historically created and sustained marginalization in the United States.
- Lived experiences: Understand and assess inequities, perspectives, and lived experiences for groups that experience marginalization in the United States.

POLICIES FOR DISTRIBUTION REQUIREMENTS

Courses that meet the distribution requirements are listed in the Courses section of this Catalog and in the Schedule of Classes each semester, with the abbreviation of the area of study following the course title.

1. Working closely with their academic advisors, students should, as far as possible, complete these requirements within the first two years. If the requirements have not been completed by the end of sophomore year, students must enroll in at least one eligible course in each succeeding semester until they complete the requirements.
2. Each of the six course credits used to complete the Arts and Humanities, Science and Mathematics, and Social Science distribution requirements must be from different subject areas. The subject area is denoted by the text code preceding the course number in the schedule of classes and on the transcript.
3. For **students who enter DePauw as first-time degree seeking** students, course credit used to fulfill distribution requirements in Arts and Humanities, Science and Mathematics, Social Science, and Power, Privilege and Diversity must be earned through courses offered at DePauw. All levels of "Advanced" placement and transfer credit (dual enrollment credit) do not apply to completing distribution requirements. With approval of the Registrar and the chair of the relevant department, **students who transfer to DePauw** may count transfer courses toward distribution requirements in the areas of Arts and Humanities, Science and Mathematics, and Social Sciences. A maximum of four distribution requirement credits may be earned by transfer credit.
4. Courses used to fulfill distribution requirements may not be taken on a Pass/Fail basis.
5. No course may be used to satisfy more than one of a student's distribution requirements.
6. Individual departments, programs, and the School of Music, with the guidance and approval of the Course and Calendar Oversight Committee, determine which of their courses meet distribution requirements.

EXTENDED STUDIES

Every DePauw student must complete at least two Extended Studies opportunities with a passing or satisfactory grade. Options for completing the Extended Studies requirement include:

- credit-bearing Winter Term or May Term course
- approved non-credit-bearing course, internship, travel experience or service learning program
- semester-long off-campus study opportunity or internship
- independent study, research project or creative project

Each of these experiences must be pre-approved to count toward the Extended Studies requirement. At least one of these opportunities must be completed through participation in a DePauw-led Winter Term or May Term course, group travel experience or service learning program. (For students entering before Fall 2015 the requirement is that at least one ES experience be in a Winter or May term.)

Students who receive incomplete (I) grades in an Extended Studies opportunity must complete the course by the end of the following semester or the grade will automatically convert to grade of failure (F) or unsatisfactory (U). Students who have a deficient number of Extended Studies

opportunities may petition to make up a course in an alternative way. Graduating seniors who receive a failing or unsatisfactory Extended Studies grade during the senior year may petition to make up the course during the final spring semester if appropriate arrangements can be made. Tuition is charged to enroll in a make-up Extended Studies opportunity that is credit-bearing course.

Majors and Minors

THE MAJOR

Each candidate for the bachelor's degree must complete one major with at least a 2.0 (C) grade point average and a satisfactory senior capstone.

Types of Majors

There are three types of majors offered in the College of Liberal Arts: departmental, inter-departmental and interdisciplinary. In the School of Music, the major is associated with the degree: Performance with the Bachelor of Music, Music with the Bachelor of Musical Arts, Music Education with the Bachelor of Music Education and the Bachelor of Arts in Music.

Departmental major. The departmental major consists of eight to 10 courses in a single academic department, including at least three courses at the 300-400 level. A department may also require as many as six courses from related departments. The total number of course credits required for a major may not exceed 14 (including pre-requisites). In departments designated as single-subject departments, i.e., history or political science, at least 19 of the 31 courses required for graduation must be outside the major subject. In departments designated as dual-subject departments, i.e., sociology and anthropology or modern languages, a minimum of 19 courses must be outside the student's major subject, and 16 of 31 courses must be outside the major department.

Inter-departmental major. This major involves coursework from two or three complementary departments. The inter-departmental major is administered by a joint committee of the contributing departments. It consists of 10-12 course credits from the contributing departments and may include additional courses from other departments, with the total requirements not to exceed 14 course credits (including pre-requisite courses). A minimum of 16 course credits must be from outside the contributing departments.

Interdisciplinary major. An interdisciplinary major consists of an integrated series of courses selected from at least two of the conventional academic disciplines. Interdisciplinary majors may be administered by an interdisciplinary program (Africana Studies, Asian Studies, Peace and Conflict Studies, Film Studies, Global Health and Women's, Gender and Sexuality Studies) or an academic department. Also, there is an option for a student-designed independent interdisciplinary major.

The interdisciplinary major includes a total of 10 to 14 courses in at least two disciplines. At least four courses in the total must be at the 300-400 level.

Interdisciplinary majors must have at least 16 courses outside the subject matter of the major and may have no more than eight courses in any one discipline (subject) comprising the major.

Independent Interdisciplinary Major. Students also have the opportunity to devise, in consultation with faculty advisors, an independent interdisciplinary major. Although any general

problem of a genuine academic, scientific or intellectual nature may constitute the subject of an interdisciplinary major, such a major is ordinarily defined in one of three ways:

- an area of the world, geographically, politically or culturally prescribed, such as the United States, Latin America, Asia, East Europe or the Middle East;
- a period of time in the history of some part of the world, such as the Victorian Age, the Enlightenment, the Renaissance or the Middle Ages; or
- a specific problem that is treated by several disciplines, such as the concept of social justice, the artist in the modern world, the rhetoric of revolutionary movements or political modernization.

In selecting a subject for an independently designed interdisciplinary major, students should be guided by two further considerations. First, a mere interest in certain academic disciplines, however closely related they may appear, is not a significant justification for an interdisciplinary major. Students must have in mind a subject that can serve as a focal point for the courses chosen. Second, although the subject to be examined in the major may coincide with the vocational interests of a student, it must at the same time be a legitimate object of study in its own right.

Each individualized major is supervised by a committee of three faculty members. Upon the recommendation of two faculty members from the disciplines relevant to the major, students apply to the Office of Academic Affairs for admission early in the second semester of the sophomore year. Students taking an independent interdisciplinary major should have the major approved and filed with the Office of the Registrar by the end of the sixth week of the second semester of the sophomore year. The latest that applications may be considered is the sixth week of the junior year.

Senior Capstone Experience

The Senior Capstone experience may consist of one or more of the following options, as determined by departments, schools or programs: senior seminar, comprehensive examination, theses, projects, performances and/or exhibitions. Descriptions of the senior capstone experience requirement for each major are included in the catalog description of the major.

Satisfactory completion of a senior capstone is required to complete a major at DePauw. For departments, schools, or programs that require an examination as a component of the senior capstone experience, satisfactory performance on this exam is required to earn a major. Students who do not perform satisfactorily on the comprehensive examination the first time have the right to be reexamined once. Students must pass the comprehensive examination within one academic year after the first commencement date following the initial examination. At the discretion of the department, school, or program, a student may take a maximum of two re-examinations.

Each student completes at least one major as a part of the degree program. Although not required, a student may also elect to complete a minor area of study.

Policies for Majors

Declaring a Major. Each student is required to select a major and a faculty advisor in that major department or interdisciplinary program by the sixth week in the second semester of the sophomore year. Faculty advisors, staff members in the offices of academic affairs, the registrar, and career services may assist students in making appropriate choices. Students planning for a study abroad program must declare a major prior to applying for off-campus study.

The Academic Standing Committee will take appropriate warning actions in the case of students who have failed to declare their major by the end of the sophomore year. The committee may also require students who fail to demonstrate satisfactory progress toward the major to drop that major and select a new major before continuing at DePauw.

Two Majors. Students may complete a maximum of two majors. A student with two majors must meet all requirements for each major. Students who have double majors must have at least six courses that do not overlap between the two majors.

Changes in Major Requirements. Department, school or program requirements for the major are those in effect at the time the student declares the major. Changes in departmental requirements after a major is declared may apply provided they do not require a student to enroll in more than a normal course load in any semester or do not prolong the time needed to meet degree requirements. Departments, schools and programs are responsible for determining and certifying that each student in the major is sufficiently prepared in the field as a whole.

Majors in the College of Liberal Arts
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(see the School of Music in this section for description of the majors available within the three music degree options.)

Actuarial Science	Communication	Geology	Mathematics
Africana Studies	Computer Science	German	Neuroscience
Anthropology	Design Studies	German Studies	Peace and Conflict Studies
Art (History)	Earth Science	Global French Studies	Philosophy
Art (Studio)	Economics	Global Health	Physics
Asian Studies	Education Studies	Greek	Political Science

Biochemistry	English (Writing)	Hispanic Studies	Pre-engineering
Biology	English (Literature)	History	Psychology
Business Analytics	Environmental Biology	Independent Interdisciplinary	Religious Studies
Cellular and Molecular Biology	Environmental Geoscience	Italian Cultural Studies	Romance Languages
Chemistry	Film and Media Arts	Japanese Studies	Sociology
Chinese Studies	Film Studies	Kinesiology	Theatre
Classical Civilization	Finance	Latin	Women's, Gender, and Sexuality Studies

THE MINOR

A student may elect a minor that consists of at least four courses in a single subject or centers on a specific interdisciplinary topic. At least one course must be at the 300-400 level.

A 2.0 grade point average must be achieved in the minor, and no courses in the minor subject may be taken on a Pass/Fail basis. Double minors must have at least four courses that do not overlap. At least three courses in the minor must be outside the student's major area.

Declaring a Minor: To complete a minor a student should declare it by the end of the junior year. Final certification must be filed in the Office of the Registrar by November 15 of the senior year.

MINORS AT DEPAUW

Accounting and Finance for Decision Making	Computer Science	Global French Studies	Museum Studies
Africana Studies	Data Science	Greek	Music (Applied)
Anthropology	Design Studies	Hispanic Studies	Musical Theatre
Art (History)	Earth Science	History	Peace and Conflict Studies

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Art (Studio)	Economics	International Business	Philosophy
Asian Studies	Education Studies	Italian Cultural Studies	Physics
Astronomy	English Writing	Japanese	Political Science
Biochemistry	Environmental Geoscience	Japanese Studies	Psychology
Biology	Ethics in Society	Jazz Studies	Religious Studies
Business Administration	Film and Media Arts	Kinesiology	Rhetoric and Interpersonal Communication
Chemistry	Film Studies	Latin	Sociology
Chinese	Geology	Latin American and Caribbean Studies	Applied Statistics
Chinese Studies	German	Literature	Theatre
Classical Archaeology	German Studies	Mathematics	Women's, Gender, and Sexuality Studies
Classical Civilization		Media Studies	World Literature

SCHOOL OF MUSIC

DePauw University is an accredited institutional member of the **National Association of Schools of Music**.

The School of Music prepares music majors for a variety of careers, in music and other fields, and provides opportunities for all students to study music as an essential part of a liberal arts education. The School of Music offers several degree options so students can tailor their educations to match their levels of interest and future plans. All students receive careful and close advising from faculty members in order to choose the program that best suits their needs.

Students are admitted to the School of Music by audition.

DEGREES

The following degree options are available to students interested in majoring in music:

- **Bachelor of Music (B.M.)**
 - Performance
 - Performance with a Second Major
 - Performance with an Emphasis in Business
 - Five-year Bachelor of Music/Bachelor of Arts Double Degree Program (B.M./B.A)
- **Bachelor of Music Education (B.M.E.)**
 - Choral/General Music Emphasis
 - Instrumental/General Music Emphasis
- **Bachelor of Musical Arts (B.M.A.)**
 - General Music Emphasis
 - Emphasis in Business
 - Second Major
- **Bachelor of Arts in Music (B.A.)**

The following options are available to students interested in minoring in music:

- **School of Music students**
 - Minor in Instrumental Jazz Studies
- **College of Liberal Arts students**
 - Minor in Music
 - Minor in Jazz Studies

DESCRIPTION OF MUSIC DEGREES

Detailed degree requirement worksheets for all majors within the School of Music can be found at <https://www.depauw.edu/academics/music/prospective/degrees/>

Bachelor of Music in Performance

The Bachelor of Music degree (B.M.) is ideal for the student who wishes to pursue music as a career. The B.M. is the most common professional degree in music and the most music-intensive of all options, with approximately two-thirds of all coursework in music and one-third in other liberal arts courses. Individual and ensemble performance standards are high for all majors. Students choosing the B.M. generally practice several hours daily on a primary instrument, in addition to carrying a normal class load. With careful planning, students in the B.M. degree program may also complete a **second major** in a liberal arts discipline or an **emphasis in business**.

Students are admitted to the B.M. degree program by meeting all academic prerequisites and the successful completion of a qualifying performance examination at the end of the sophomore year. For additional information on the Sophomore Proficiency Examination, visit the School of Music Handbook. Performance majors complete a half recital in the junior year and a full recital in the senior year. Students pursuing the **B.M. degree** satisfy the senior capstone requirement by successfully completing the senior recital jury and the subsequent presentation of a senior recital that is 55-60 minutes in length.

Completion of the B.M. degree requires a total of 36 course credits, including ensembles, lessons and recitals.

Five-year Bachelor of Music/Bachelor of Arts Double Degree Program: Students who wish to complete the professional study in music required for the Bachelor of Music degree as well as the full liberal arts curriculum required for the Bachelor of Arts degree in a discipline outside of music have that option. The program requires five years of study. Unlike the B.M. and B.M.A. degrees with a second liberal arts major, the double degree program requires that students fulfill all College of Liberal Arts degree requirements, including the distribution area requirements and the competency requirements, as well as complete work in a College of Liberal Arts major. A minimum cumulative liberal arts GPA of 2.8 and a minimum cumulative music GPA of 2.8 are required. Completing the requirements for both degrees will require at least 43 course credits, including ensembles, lessons and recitals. Students in the double degree program are expected to take lessons and participate in ensembles each of their five years in the program.

Bachelor of Music Education

The Bachelor of Music Education degree (B.M.E.) is designed for students who wish to become certified music teachers. The program meets requirements for P-12 teaching certification in Indiana and reciprocal states. The curriculum for the B.M.E. degree involves approximately one-half of the coursework in music (performance and musicianship studies) and approximately one-

half in liberal arts courses and professional education courses. Two majors are available: an **instrumental/general music emphasis** and a **choral/general music emphasis**.

All students who wish to complete the B.M.E. degree must be admitted to the Music Teacher Education Program, preferably by the end of the sophomore year. Please confer with the music education faculty about requirements for admission and certification. (A GPA of 2.8 is required to be admitted to this program.)

Students pursuing the B.M.E. degree, must successfully complete 14-weeks of full-time teaching experience in an approved music department of a school district. Students are under the supervision of a cooperating teacher and, at least, one University supervisor. In conjunction with student teaching, students enroll in the music education senior seminar, which stresses a professional examination of principles of classroom management, legal rights and responsibilities, certification, accountability, and current issues in education. Students participate in a final exhibition that involves a formal presentation of personal growth and competence via the electronic portfolio process.

Completion of the B.M.E. degree requires a total of 36 course credits, including ensembles and lessons.

Bachelor of Musical Arts

The Bachelor of Musical Arts degree (B.M.A.) is an interdisciplinary music degree which requires students to develop a secondary area of emphasis outside of music. Students personally design these interdisciplinary liberal arts components through a process of individual advising with faculty members. The program culminates in a capstone experience relating studies in music to the secondary area of emphasis. As with the B.M. degree, students complete a rigorous core curriculum in theory, musicianship, music history and literature.

Three tracks are available. For the **general music emphasis**, students individually design an interdisciplinary liberal arts component. The **second major** curriculum combines the general music emphasis with another major in a liberal arts discipline. (A minimum GPA of 2.8 is required to complete the second major.) For the **emphasis in business**, the liberal arts curriculum combines core and career-related elective courses. Students will complete approximately half of their courses in music and half of their courses in liberal arts.

The B.M.A. degree provides an education that is more general than the B.M. degree while still emphasizing music. This degree differs from the B.A. degree in that it generally requires more music theory and history classes. The B.M.A. effectively prepares students for graduate study in music.

Students pursuing the interdisciplinary B.M.A. degree fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.

Completion of the B.M.A. degree requires a total of 36 course credits, including ensembles and lessons.

Bachelor of Arts in Music

Students in the School of Music may pursue the Bachelor of Arts (B.A.) in Music degree. Any student wishing to pursue a B.A. in Music, who has not previously auditioned for the School of Music, must successfully complete an audition to officially declare the major. Students fulfill all general University requirements, including the specified distribution area and competency requirements expected of students in the College of Liberal Arts, and must complete 21 credits in courses other than music. Approximately one-third of the curriculum is the music major, which comprises required sequences in music theory as well as music history and literature, performance requirements and music electives. The B.A. degree in music provides an excellent liberal arts experience.

Students pursuing the B.A. in Music fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.

DEGREE REQUIREMENTS FOR ALL SCHOOL OF MUSIC MAJORS

Detailed degree requirement worksheets for all majors within the School of Music can be found at <https://www.depauw.edu/academics/music/prospective/degrees/>

TOTAL CREDITS AND GRADE POINT AVERAGE

B.M. and B.M.A. degrees: minimum of 36 course credits, with a cumulative GPA of 2.0 or higher.

B.M. and B.M.A. degrees with second major: minimum of 36 course credits, with a cumulative GPA of 2.8 or higher.

B.M.E. degrees: minimum of 36 course credits, with a cumulative GPA of 2.8 or higher.

B.M./B.A. double degree: minimum of 43 course credits, with a 2.8 or higher cumulative music GPA and a 2.8 or higher cumulative CLA GPA.

General Course Work

Theory and Musicianship

- MUS 111, Theory I
- MUS 112, Theory II
- MUS 121, Musicianship I

- MUS 122, Musicianship II
- MUS 211, Theory III
- MUS 212, Theory IV
- MUS 221, Musicianship III
- MUS 222, Musicianship IV
- MUS 360, Conducting I

History and Literature

- MUS 265, History of Western Music I
- MUS 266, History of Western Music II
- Upper-level history course (usually a MUS 390 topics course)

21 CM (21st-Century Musician) Courses

- MUS 130, First-Year Seminar: Understanding Music
- MUS 240, State of the Art
- MUS 340, Entrepreneurship (required for B.M. and B.M.A. only)
- MUS 444, Practicum (required for B.M. and B.M.A. only)

Applied Music

- Primary instrument: weekly hour-long lessons every semester in residence
- Completion of Piano Proficiency Exam

Ensembles

- Major Ensemble: every semester in residence
- Chamber Ensemble
 - B.M. and B.M.A. degrees: six semesters for instrumental students; MUS 283, Performing Opera, and MUS 284, Performing Musical Theatre, for voice students

Recital Attendance

- Every semester in residence

Other General Requirements

- Competency Requirements
 - W certification: all students, by end of junior year
 - S certification: all students
- Extended Studies: two experiences
- Residency: 15 courses (including six of the last eight courses) in residence or in a University-approved program

Minors

Detailed degree requirement worksheets for all music minors can be found at <https://www.depauw.edu/academics/music/prospective/degrees/>

Students in the School of Music may complete a minor in **instrumental jazz studies**. The minor requires 4 1/4 credits of academic courses and performance in jazz studies, most of which may not overlap with the music major.

Students in the College of Liberal Arts who are majoring in disciplines other than music may complete a minor in either **music** or **jazz studies**. The completion of a successful audition is required before a student can be certified as a minor.

Programs and Courses

Africana Studies

A discipline that examines and critiques the experience of Africans and peoples of African descent, Africana Studies emerged on college campuses in the midst of the Civil Rights and Black Power movements of the 1960s and has been a central force in reshaping higher learning in the United States. Representing a strong and continuous intellectual presence in the academy, Africana Studies challenges all students to explore issues of identity and subject formation, of race and difference; to understand the collective experience of black people in today's world; to develop the ability to examine, analyze and interpret these experiences within the context of liberal learning. Involving black people throughout the world and over time, Africana Studies is the only discipline that situates black people at the center of study and offers an intellectual tool without seeking intellectual hegemony.

Africana Studies at DePauw is conceived as a multidisciplinary study of the collective experience of Africa and the African Diaspora. As an intellectual pursuit attuned to the ways in which nation, race, social class, ethnicity and gender inform relations, Africana Studies describes, represents, critiques and interrogates the multiple and shifting historical, cultural, social and political meanings of blackness, focusing on the diasporan societies, cultures and people of the United States, Africa, Latin America and the Caribbean.

A major and minor are offered in Africana Studies.

Requirements For a Major in Africana Studies

TOTAL COURSES REQUIRED	Ten
CORE COURSES	AFST/BLST 100, AFST/BLST 240, AFST/BLST 281, AFST/BLST 480
OTHER REQUIRED COURSES	In addition to the four core courses, majors must choose six electives with at least one course from each of the following three fields of study: African, African American, and Afro-Latin/Caribbean. Elective courses include: ANTH 271, ANTH 352, EDUC 300, ENG 263, HIST 105, HIST 109, HIST 110, HIST 256, HIST 257, HIST 275, HIST 355, HIST 356, HIST 367, POLS 320, POLS 323, POLS 352, REL 269, SOC 237, SOC 322, SOC 329, or other courses approved by the director.
NUMBER 300 AND 400 LEVEL COURSES	Four

**SENIOR
REQUIREMENT
AND CAPSTONE
EXPERIENCE**

The senior requirement consists of the completion of the Africana Studies Senior Project (which counts as one of the upper-level courses). Students work with the director of Africana Studies or a faculty member who teaches in the program to complete a major project or paper that focuses on some aspect of the Africana experience. Students will enter into a formal contract. The contract will define the parameters of the study, including the general terms and conditions to be met by way of completing the project. Distribution of the signed contract will be as follows: 1 copy to be kept by the supervisor of the thesis/project, 1 by the student, and 1 by the Africana Studies director. The project is to be completed within the semester in which it is offered (1 course) and so designed so that the director or the supervising faculty in consultation with the director, having determined that the student has completed the written part of the project with minimum grade of C-, will arrange for the student to defend the thesis before a committee of Africana Studies faculty, made up of at least 4 persons, two of whom shall be the Director of Africana Studies and the thesis faculty supervisor, plus two to three other faculty members who teach in the Africana Studies program. Prior to the defense, the student's project will be circulated to members of the defense panel. The student will be required to do a 15-20 minute presentation on the thesis/project after which members of the panel will ask him/her questions on the thesis/project. Following the question and answer period, the student will be asked to leave the room. The defense panel will then adjudicate whether or not the student passed the defense. A simple pass/fail grade is required for successful completion of the defense. On the basis of the student's performance in the defense, the panel will decide on the student's overall grade, including the written part, for the senior project. The student is then invited to return to the room and informed as to whether s/he has passed the defense and informed of the overall grade for the project. The director then informs the Registrar's office of the final grade.

**RECENT CHANGES
IN MAJOR**

The Black Studies major was renamed Africana Studies in February 2015. Requirements for the major did not

WRITING IN THE MAJOR

change. Courses from the program will have an AFST prefix beginning Fall 2015.

The Africana Studies major includes courses drawn from both the humanities and the social sciences. AFST/BLST 240, Readings in the Literature of the Black Diaspora, provides students with the skills to understand the black experience through literary works by black writers from the United States, Africa, the Caribbean, and Latin America. Writing in AFST/BLST 240 consists mainly of analytical papers and revisions of some of those papers. It may also include response papers, in-class writing assignments, journal entries, as well as final examinations that require short answers and short essays.

AFST/BLST 281, Africa and the Black Diaspora, a core course in the social sciences, explores the historical foundations and the development of Black life in Africa and its later diffusion in the Black Diaspora to the United States, the Caribbean, Latin America, and elsewhere. Students read a wide variety of secondary sources and/or primary historical texts and write two papers of at least six pages each that assess a variety of course readings to explore themes in the Black experience such as the slave trade, freedom struggles, or reconnections to Africa. Specific writing and thinking skills developed in these assignments include understanding the historical context of the Africana experience in specific times and places; comparative analysis of several texts or events; and improving clarity of argument, organization, and expression. Other writing assignments may include response papers, in-class writing assignments, and journal entries in addition to essay-based texts and final examinations.

Requirements For a Minor in Africana Studies

TOTAL COURSES REQUIRED

Five

CORE COURSES

AFST/BLST 100

OTHER REQUIRED COURSES

Three of the five courses should be outside a student's major. At least one course from two of the three following geographic areas is required: African, African American, Afro-Latin/Caribbean.

NUMBER 300 AND 400 LEVEL COURSES

One

Courses In Africana Studies

AFST 100 INTRODUCTION TO AFRICANA STUDIES

(Previously BLST 100, Introduction to Black Studies) Designed as the gateway to Africana Studies, this course is an interdisciplinary exploration of the collective experience of blacks in Africa, Latin America, the Caribbean and the United States. The course seeks to provide students an intellectual framework for engagement in a process of self-discovery and for achieving a more global understanding of the unique ways in which Africans and peoples of African descent have constituted our world. The course, which introduces important theoretical approaches and builds critical and analytical skills, provides an overview of the historical, socio-economic and cultural dynamics of black life.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Privilege, Power and Diversity		1 course

AFST 240 READINGS IN LITERATURES OF THE BLACK DIASPORA

This course explores the literary expressions of Africans and peoples of African descent as they are found in the Caribbean, Latin America and the United States. Works by such writers as Achebe, Ngugi, Kincaid, Walcott, Guillen, Morejon, Reed and Morrison may be included. *Cross-listed with ENG 255.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

AFST 281 HISTORY OF THE BLACK ATLANTIC

An exploration of the historical foundations and the development of black life in Africa and its later diffusion in the Black Diaspora. Its purview will range from pre-colonial dynamics to the more contemporary manifestations of global Black History in North America, Europe, the Caribbean, Central America, Latin America and Melanesia. Topics may include: African cultures

before European contact, the slave trade and its impact on Africa and the Atlantic economy, the middle passage, internal migration in Africa and case studies of the creation of diasporic communities and cultures. *Cross-listed with HIST 281.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Privilege, Power And Diversity		1 course

AFST 290 TOPICS IN AFRICANA STUDIES

This course explores some issue, theme or period related to Africana Studies. *May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/2-1 course

AFST 291 IDENTITY POLITICS

This course examines cultural differences and political activities of reference groups, specifically African Americans in the United States. Identity groups (for example, ethnic, gender, and racial groups) are groups that create and sustain a sense of political identity. They are frequently pushed to the margins of social, political, civic, and economic life. Many of these groups experience profound levels of inequality through systemic racism. The course explores the processes of marginalization and potential remedies that marginalized groups have deployed to address being pushed to the margins. We will devote a significant amount of attention to the Civil Rights Act of 1964 and the Voting Rights Act of 1965 and its impact on these groups.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Privilege, Power And Diversity		1 course

AFST 293 BLACK LIVES MATTER: ANTIBLACKNESS & RESISTANCE

This course will examine Black Lives Matter as a social movement while focusing on the role of antiblack racism, structural inequality, and identity in American politics. We will investigate the language used to discuss race and make important distinctions between concepts like racism, prejudice, and anti-Blackness. This course will expose students to competing theoretical frameworks used to understand race, privilege, and difference. Additionally, this course will focus on protest politics, political activism, the prison industrial complex, and state-sanctioned violence against people of color. To study these subjects we will rely on academic literature from Africana Studies, History, Political Science, Sociology, and other fields.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science-*or*-Privilege,
Power And Diversity

1 course

AFST 390 ADVANCED TOPICS IN AFRICANA STUDIES

An interdisciplinary study of some significant issue, theme or period relevant to Africana Studies. *May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2-1 course

AFST 480 SENIOR PROJECT

Students work with the director of Africana Studies or a faculty member who teaches in the program to complete a major project or paper that focuses on some aspect of the Africana experience.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

AFST 490 INDEPENDENT STUDY

An in-depth directed study under the guidance of a faculty member associated with the Africana Studies program, using Africana Studies' methodologies and scholarship.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2-1 course

Art And Art History

The Department of Art and Art History offers courses of instruction in the studio arts, history of art and museum studies. Students may elect majors or minors in studio art and art history and a minor in museum studies.

Studio courses (in drawing, painting, ceramics, sculpture, photography, video and digital art) stress the fundamentals of visual communication and engage students in conceptual and technical exploration of contemporary art practice.

Art history courses combine traditional and non-traditional approaches to the study of art, past and present, and stress the importance of viewing visual artifacts and architecture within their social and cultural contexts. Students are encouraged to look at art in an active and engaged way and to think critically about the meaning of art and visual culture in the contemporary world.

Both programs, studio and art history, prepare students for graduate programs or entry into a wide variety of professional careers in the arts. Studio majors in the department have gone on to successful careers as practicing artists, gallerists and art educators; those with majors in art history have become art critics, art historians, museum or gallery professionals or arts administrators.

The department hosts a range of events, including visits by artists, art historians, curators, and critics, that contribute to the vibrancy of the cultural life of the campus. The Art Center's three large gallery spaces provide a changing schedule of 10-12 exhibitions annually; visiting artists, critics and historians present their own work and meet with students for critiques and discussions; department faculty and students get together for group critiques and the annual major-minor mixer, and the department sponsors a popular bus trip each semester to visit museums and galleries in Chicago, St. Louis, or Cincinnati.

Requirements For a Major in Art History

TOTAL COURSES REQUIRED	Eleven
CORE COURSES	Any two 100-level courses and ARTH 494. .
OTHER REQUIRED COURSES	Four 200-level courses: <ul style="list-style-type: none">• Two with a focus pre-1800• Two with a focus post-1800 In cases where it is unclear, your advisor will work with you to determine which categories your courses satisfy.
NUMBER 300 AND 400 LEVEL COURSES	Three: two 300 level courses plus ARTH 494
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior comprehensive requirement consists of the completion of ARTH 494 with a grade of C- or better, as well as a thesis. The course reviews the

ADDITIONAL INFORMATION

major methodologies of art history, through reading and discussion of landmark articles in the field, and initiates students in their application. A major original research paper, on a topic of the student's choosing, is done under the direction of the instructor. The results of the research are presented in a formal twenty-minute public lecture at the end of the semester.

In addition to the nine art history courses, art history majors also must take two courses in cognate fields. One of these must be chosen from among the studio courses (any studio course). The second, to be approved by your advisor, can be selected from offerings in the following or other programs: Africana Studies, Asian Studies, Classical Studies, English, Film Studies, History, Latin American and Caribbean Studies, Music, Philosophy, Religious Studies, Women's, Gender, and Sexuality Studies, and World Literature. First-year seminars on art historical topics may be counted toward an art history major or minor.

WRITING IN THE MAJOR

300-level courses provide the opportunity to satisfy the writing in the art history major requirement. To do so, the student will produce a satisfactory 10-12 pp. paper reflective of the disciplinary standards of art history, and which meets the following requirements: the effective marshaling of evidence in support of a compelling thesis; a methodological framework; critical use of original sources; interdisciplinary bibliography; Chicago Style footnotes.

Requirements For A Major In Design Studies (Fall 2023)

TOTAL COURSES REQUIRED

Ten

CORE COURSES

ARTD 120, ARTS 152, ARTD 495

OTHER REQUIRED COURSES

One Design Studies course in each of the two areas below. One must be at 300+ level

NUMBER 300 AND 400 LEVEL COURSES

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

WRITING IN THE MAJOR

- Emerging Technologies
- Material and Message

Two additional Studio Art Courses, at least one at the 200 or 300 level

Two Art History courses, at least one at the 300 level

One elective "cognate" course from the following: ENG 267, UNIV 190, COMM 117, COMM 236, COMM 318, FLME 195, FLME 245, CSC 121, CSC 122 (or other cognate course, with major advisor approval)

Three

The senior comprehensive requirement consists of the completion of ARTD 495, Design Studies Senior Projects (spring semester senior year) with a grade of C or better, and a presentation of the student's portfolio at the end of the senior year. Throughout the semester students will review the major methodologies of design practice through sustained exploration of ideas, continued experimentation with materials and techniques, ongoing critiques with faculty and peers and the development of a professional design portfolio. Examples of contemporary design practice will be investigated through lectures, readings, and research presentations. At the end of the semester, students will present a cohesive, conceptually focused design portfolio and a formal public lecture.

300-level Art History courses provide the opportunity to satisfy the writing in the Design Studies major requirement. To do so, the student will produce a satisfactory 10-12 pp. paper which meets the following requirements: the effective marshaling of evidence in support of a

compelling thesis; a methodological framework; critical use of original sources; interdisciplinary bibliography; Chicago Style footnotes.

Requirements For A Major In Studio Art

TOTAL COURSES REQUIRED

Eleven

CORE COURSES

Three introductory studio art courses--one from each of the following categories recommended:

- painting/drawing : ARTS 152, ARTS 153
- photo/new media: ARTS 160, ARTS 163, ARTS 165
- sculpture/ceramics: ARTS 175, ARTS 170

And Senior Projects: ARTS 491 and ARTS 492

OTHER REQUIRED COURSES

Four additional studio art courses at the 200 or 300-level, at least one of which must be at the 300-level. Two art history courses, one survey (ARTH 131, ARTH 132, ARTH 133, ARTH 134, or ARTH 135) and one upper level course (ARTH 226 recommended).

NUMBER 300 AND 400 LEVEL COURSES

Three including ARTS 491 and ARTS 492

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

The senior comprehensive requirement consists of the completion of ARTS 491, Senior Projects (fall semester senior year) and ARTS 492, Senior Projects (spring semester senior year) with a grade of C or better, and an exhibition of the student's work at the end of the senior year. Throughout this two seminar sequence, students will review the major methodologies of studio art practice through sustained exploration of ideas, continued experimentation with materials and techniques, ongoing critiques with faculty and peers and the development of a professional artist's packet. Examples of contemporary art

WRITING IN THE MAJOR

practice will be investigated through lectures, readings, research presentations and museum visits. At the end of spring semester, students will present a cohesive, conceptually focused body of work for exhibition and a formal gallery talk at the opening reception in the Visual Arts Gallery.

In order to fulfill the writing in the major requirement, studio art majors enrolled in ARTS 491 will write a two to three page research-based artist statement in conversation with the artwork they are producing in their studios. Students will identify and research artistic influences as related to their studio practice, as well as contextualize that practice within art history and contemporary cultural concerns. The ideas that students explore through this writing requirement will be informed by and influence the public presentation of their artwork, which regularly happens through verbal critique and artist talks.

Requirements For a Minor In Art History

TOTAL COURSES REQUIRED

Five

CORE COURSES

Four art history courses, one course at the 100 level, and three courses at the 200 or 300 level. At least one course must be at the 300 level. One studio art course.

OTHER REQUIRED COURSES

Of the three non-introductory art history courses, one course must have a pre-1800 focus and one must have a post-1800 focus. Students considering a minor in art history should consult with an art history faculty member.

NUMBER 300 AND 400 LEVEL COURSES

One

Requirements For A Minor In Design Studies (Fall 2023)

TOTAL COURSES REQUIRED	Five
CORE COURSES	3 Design Studies courses, one at 300 level, from: <ul style="list-style-type: none">• ARTD 120• ARTS 152• ARTD 292/392• ARTD 294/394• ARTD 495
OTHER REQUIRED COURSES	1 Art History class, at any level 1 Studio Art class, at any level (Note: ARTS 152 may count for the Design Studies OR the Studio Art requirement for the minor, but not for both requirements)
NUMBER 300 AND 400 LEVEL COURSES	One

Requirements For A Minor In Museum Studies

TOTAL COURSES REQUIRED	Six
CORE COURSES	<ul style="list-style-type: none">• One foundations course (MSST 110)• 1/2 credit practicum. Can be fulfilled with approved Extended Studies course, internship, approved Prindle reading group, or independent studies. Students should consult with minor advisor.• 1/2 credit capstone (MSST 493).
OTHER REQUIRED COURSES	Three art history courses- one 100-level course and two upper level courses from the following: ARTH 226, ARTH 231, ARTH 233, ARTH 234, ARTH

NUMBER 300 AND 400 LEVEL COURSES	250, ARTH 331, ARTH 332, ARTH 333, ARTH 334, ARTH 360. One cognate course from outside the Art and Art History department: please consult with minor advisor to select this course.
NUMBER 300 AND 400 LEVEL COURSES	One

Requirements For A Minor In Studio Art

TOTAL COURSES REQUIRED	Five
CORE COURSES	Four studio art courses. At least one 300 level studio art course is required for all minors.
OTHER REQUIRED COURSES	One course in art history.
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In Design Studies

ARTD 120 INTRODUCTION TO DESIGN STUDIES

In this studio course, students will learn how to control shape, value, space, form, and visual relationship to create effective design and communication. Projects focus on design and problem solving process and result in a portfolio of studies and completed works. This course introduces students to histories and theories of design, and positions students to develop as designers in various fields.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ARTD 292 INTERMEDIATE DESIGN STUDIES: EMERGING TECHNOLOGIES

This studio course centers the technologies that shape the practice of today's designers. Through hands-on study of hardware, software, algorithms, and other technologies, students learn how to create effective visual communication and experiences. The class examines entrepreneurship and branding within a larger context of emerging and alternative frameworks of social and ethical design inquiry.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

ARTD 294 INTERMEDIATE DESIGN STUDIES: MATERIAL AND MESSAGE

This studio course teaches students how to use typography, print design, and illustration to create meaning and messaging. Through hands-on experience with physical material, students create digitized and analog workflows resulting in a portfolio of design projects. This course will demonstrate how effective design has impacted/influenced social and political movements, and help students' design practice from a place of individual meaning as well as communities of shared values.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

ARTD 392 ADVANCED DESIGN STUDIES: EMERGING TECHNOLOGIES

This studio course centers the technologies that shape the practice of today's designers. Through hands-on study of hardware, software, algorithms, and other technologies, students learn how to create effective visual communication and experiences. The class examines entrepreneurship and branding within a larger context of emerging and alternative frameworks of social and ethical design inquiry. *Prerequisite: either ARTS 152 or ARTD 120.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

Either ARTS 152 or ARTD 120

1 course

ARTD 394 ADVANCED DESIGN STUDIES: MATERIAL AND MESSAGE

This studio course teaches students how to use typography, print design, and illustration to create meaning and messaging. Through hands-on experience with physical material, students create digitized and analog workflows resulting in a portfolio of design projects. This course will demonstrate how effective design has impacted/influenced social and political movements, and help students' design practice from a place of individual meaning as well as communities of shared values. *Prerequisite: either ARTS 152 or ARTD 120.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

Either ARTS 152 or ARTD 120

1 course

ARTD 495 DESIGN STUDIES SENIOR PROJECT

This course is the capstone experience for Design Studies majors. During this semester students will produce a cohesive, conceptually focused body of work. Students will be expected to demonstrate active independent research and studio management, while participating in art and design related events. Submission of a final design portfolio, including statement of intent, resume, documentation of work, and slide list, will be required of all students. As part of this course's requirement, each student must also prepare and present a formal talk.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

Courses In Art History**ARTH 131 EARLY ART HISTORIES: BEFORE 1400 C.E.**

A global survey of the histories of art before 1400 C.E. Selected works of art will be studied thematically and/or chronologically with an emphasis on their role in both localized and global socio-cultural developments. Thus, students will practice and discuss the analysis of visual forms and materiality within the context of political, social, economic, philosophical, and religious concerns. Basic approaches to art historical inquiry that are most effectively applied to art before 1400 C.E. will also be introduced.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

ARTH 132 LATER ART HISTORIES: AFTER 1400 C.E

A global survey of the histories of art after 1400 C.E. Selected works of art will be studied thematically and/or chronologically with an emphasis on their role in both localized and global socio-cultural developments. Thus, students will practice and discuss the analysis of visual forms and materiality within the context of political, social, economic, philosophical, and religious concerns. Basic approaches to art historical inquiry that are most effectively applied to art after 1400 C.E. will also be introduced.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

ARTH 133 EAST ASIAN ART, BRONZE TO THE MONGOLS

A survey of the arts of East Asia from 1500 B.C.E to the 14th century, analyzing the major developments in the art and architecture of China, Japan, Korea, and the Ryūkyūs over a range of media. We will study some of the various methodologies that can be applied to East Asian Art as well as key themes in the chronological and historical development of visual cultures against the background of religious, political and social contexts. May count toward Asian Studies.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities- <i>or</i> -Global Learning		1 course
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ARTH 135 DEVELOPMENTS IN EAST ASIAN ART, MODERNITY

A survey of the arts of East Asia from the 14th century to the present, analyzing modernity, as well as the march towards modernity, in the art and architecture of China, Japan, Korea, and the Ryūkyūs over a range of media. We will study some of the various methodologies that can be applied to East Asian Art as well as key themes in the chronological and historical development of visual cultures against the background of political, social, and cultural contexts. May count toward Asian Studies.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities- <i>or</i> -Global Learning		1 course
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ARTH 136 HISTORIES OF AMERICAN ART

This course surveys U.S. American art and visual culture from 1619 (the year enslaved Africans first arrived in British North American colonies), to the present. It explores the dynamic transnational circulations of people, objects, and images that fundamentally have shaped art in the United States. Taking a broad definition of "art," the course examines fine art production such as painting and sculpture, as well as a wide range of vernacular expression including murals, quilts, and protest materials. It investigates how these diverse artistic practices have emerged from the border-crossing trajectories of trade, travel, migration, war, diaspora, and colonialism. Throughout the semester, we will consider how the terms "American" and "art" each have been used to justify exclusions along lines of class, race, gender, sexuality, and citizenship. A motivating goal of the course is to enable lively analysis of how artists and artisans have wrestled with the multiplicity and hybridity of American identity. *There are no prerequisites for this course.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Privilege,
Power And Diversity

1 course

ARTH 190 INTRODUCTORY ART HISTORY TOPICS

Introductory level art history courses in a specific topic. No prerequisite. Not offered Pass/Fail.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

ARTH 197 FIRST-YEAR SEMINAR

A seminar focused on a theme related to the study of art history. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ARTH 231 PRINTS & PRINT CULTURE OF EARLY MODERN & MODERN JAPAN

This course explores the spectacle and complexity of Japanese urban life in the early modern and modern periods through a study of the eras' visual arts, particularly woodblock prints, paintings, and print culture. Investigation of pre-modern woodblock prints or ukiyo-e yields a rich tapestry of issues and topics relevant to "early modernity." The study of *sōsaku hanga* or creative prints, which developed in reaction to ukiyo-e in the early 20th century, expands our understanding of Japanese modernity, as well as of the global impact of Japanese art. We will consider the economic currents of the times, the wealth of the commoner class as well as the concomitant blurring of social boundaries in pre-modern Japan, government attempts at control, the powerful entertainment industries of theatre & sex, the visualization of urban literature, concepts of beauty, the "burden" of history, and the demands of modernity. Our interdisciplinary approach will allow us to engage with not only art-historical issues, but also literary, sociological, historical, and religious concerns.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global
Learning

1 course

ARTH 232 WARRIOR ART OF JAPAN AND THE RYŪKYŪS

This course explores the arts produced for and by the warrior elite of Japan and the Ryūkyū islands (now Japan's Okinawa prefecture) from 1185 until 1868. From the tragic tale of Minamoto Yoshitsune to the mythical, warrior origins of Ryūkyū royalty, the class will concentrate on the arts produced for the men who led these nations through both treacherous and prosperous times. We will study arms & armor, castles & retreat pavilions, various ceremonial performances, including Ryūkyūan investiture and the Japanese tea ceremonies, paintings, Noh theatre, Ryūkyūan dance, and film. Through a careful consideration of translated documents, slide reproductions of art objects, movies, and selected treasures from the DePauw University Art Collection, students will learn about what motivated these powerful men to produce art, how they embraced the arts to better themselves culturally, and what these monuments and artworks conveyed about the culture of Japan's and the Ryūkyūs's medieval and early modern eras.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

ARTH 233 MONUMENTAL ART OF JAPAN, 1550-1900: SPLENDOR & ANGST

This course explores large-scale art and architecture produced in Japan from 1550 to 1900. These years encompass the last turbulent decades of warfare and the first two centuries of an era of peace, witnessing the construction (and destruction) of resplendent castles, villas, religious complexes, and their accompanying interior decoration. Powerful and pervasive artistic ateliers, which were responsible for the decoration of these structures, also left an indelible artistic stamp on the nation during this period. What role did such resplendent monuments play in the struggle for power, both politically and culturally? For whose eyes was such splendor intended and what hidden, underlying angst pervades these efforts? What aesthetic values are expressed and did they extend beyond the elite, ruling class? Students will consider these questions and more, ultimately investigating the larger role of "art" in society.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

ARTH 234 EAST WEST ENCOUNTERS

This course examines cross-cultural artistic encounters between the Western world (Europe and the United States) and Asia (India, China, and Japan) from ca. 1500 to the mid-twentieth century, concentrating on the role of art objects and visual culture, broadly speaking, in the cultural exchange between East and West over the past five hundred years. Topics include the impact of Western realism on traditional Asian art forms; the role of commodities and empire in artistic

production; Japonisme and Chinoiserie in 19th century Europe and America; early photography; collections of Asian art objects in the West; issues of cultural identity in Asian modernism; and post-World War II abstract art.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning	None	1 course

ARTH 236 ECCENTRICS & THE EXOTIC IN 17TH & 18TH C. CHINA & JAPAN

This course explores two major artistic currents arising in both China and Japan in the 17th and 18th centuries. Dubbed "eccentric" by their contemporaries, a number of innovative painters broke the rules, constructed "bohemian" personas, and yet also paid homage to their art historical heritage. Alongside the (re)emerging figure of the eccentric artist, 17th and 18th century China and Japan also encountered Europeans. As a result, both countries grappled with its sense of identity, as a nation and as a people. Contact with Europeans, direct and indirect, led to the representation of "other" and experimentation with unfamiliar artistic techniques. Thus, through this focused study of a specific time period in China and Japan, students examine "diversity" and "inclusion" in a pre-modern, East Asian context. With paintings as our point of departure, we will think deeply about the meanings of terms such as "eccentric" and "exotic," as well as how the associated concerns of artistic freedom and negotiation with "other" still resonate in contemporary society. This class will nurture critical thinking about art and its active role in international relations today, challenging students to approach the subjects of diversity and inclusion from different points of view and to express opinions articulately in verbal, as well as in written, form.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ARTH 281 HISTORIES OF PERFORMANCE ART

This course explores the captivating history of performance art in the Americas. Since the early twentieth century, artists have turned to performance as an experimental mode of artistic production. They have used bodily movement, music and sound, costumes, and props to reimagine the forms, institutions, and audiences for art. What does it mean to "perform" art rather than to make an art object? We will take a hemispheric approach to this question, investigating how artists working in diverse contexts in Latin America and North America have used performance as an expressive and political form. For instance, we will analyze performance works made under dictatorial regimes in Argentina and Chile, amid the transnational feminist movement of the 1970s, and during the HIV/AIDS crisis in the United States. Among other topics, we will consider debates around performance documentation, the ethics of audience

participation, and the critical use of the body by artists of color and queer and feminist artists. *There are no prerequisites for this course.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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ARTH 282 ART + LIBERATION

This course will examine the dynamic relationship between art and social liberation movements in the United States from 1960 to the present. We will analyze a broad range of artmaking practices including abstraction, photography, and street interventions, looking at work undertaken in the contexts of the civil rights, feminist, and Chicana movements, the HIV/AIDS crisis, and current social movements around police brutality, climate justice, and sexual harassment and assault. Rather than focusing solely on activist art, we will consider the varied ways artists have addressed ideas about liberation. Special attention will be paid to artists who have expressed ambivalence about the fraught intersection of aesthetics and politics. A motivating goal of this course is to enable lively analysis of the multiple strategies that artists have used to negotiate systems of exclusion. *There are no prerequisites for this course.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities- <i>or</i> -Privilege, Power And Diversity		1 course
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ARTH 290 TOPICS IN THE HISTORY OF ART

An in-depth study of a particular topic in the history of art. It may be an examination of a specific artist, group or movement or an exploration of a particular theme or issue in art.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities	Varies according to topic offered	1/4 - 1/2 - 1 course
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ARTH 331 KYOTO: A CULTURAL METROPOLIS

This course examines the rich visual culture of Kyoto, the imperial capital of Japan from 794 until 1868. During its long history, the city witnessed astounding growth, cultural flowering first under the emperors and then under various warlords, devastation by wars, fires, and famine, and multiple rebirths. Kyoto presided over some of the nation's greatest artistic achievements including the construction of sumptuous palaces, get-away villas, grand temples, and the production of the paintings and decorative flourishes within these structures. In the early modern period, Kyoto silk weavers, lacquer-ware specialists, book illustrators, calligraphers, and

especially, painters commanded the respect of consumers throughout Japan, spreading Kyoto's artistic "style" to other urban centers and to the villages at the peripheries of power. The class will proceed chronologically, beginning with the founding of the city in 794 and ending with the city's role in the restoration of imperial power in 1868. Each week we will focus on specific case studies, monuments, art objects, illustrated works of literature, and maps, as well as translated primary sources and pertinent studies by art historians of Japan. Besides gaining a familiarity with Kyoto's pre-modern visual culture, the class aims to impart an awareness of Kyoto's role in the formation of Japanese 'nationhood' and national identity.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ARTH 332 REPRESENTATION IN JAPANESE VISUAL CULTURE

This course examines the concept of "representation" in Japanese visual culture, engaging with subject matter from contemporary times, as well as from Japan's modern and pre-modern periods (12th through the early 20th centuries). We will proceed along thematic lines. Balancing theoretical readings with scholarly articles and a sprinkling of translated primary sources, the class will address issues relating to the representation (or re-presentation) of landscape and the environment, the body and gender roles, canonical narratives as performance, and national identity at three crucial periods in Japan's history. At times we will reference Japanese monuments and works of art produced prior to the early modern era, as well as the Chinese sources that influenced some of the Japanese topics at the locus of our investigation. What lies at the heart of representation--subjectivity, political aims, societal concerns, emotional responses--and the complexity this question reveals are the central concerns of this course.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ARTH 333 THE SUPERNATURAL IN JAPANESE ART

This course explores the theme of the supernatural in Japanese visual culture from the 12th century to the present. With origins in religion, folklore, and literature, otherworldly creatures and their powers have captured the imagination of the Japanese and consequently inspired creative visualizations of them. Students will not only analyze works ranging from traditional painting mediums to contemporary manga, as well as anime, but also will engage with texts that have supernatural worlds and beings as a central element. Moreover, this course will ask students to place these exhilarating and cautionary tales in context: what do these narratives say about the societies that created them, believed in them, and produced visualizations of the supernatural creatures featured within them?

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global Learning

1 course

ARTH 334 WOMEN AND EAST ASIAN ART

This course examines the role of women in the arts in pre-modern East Asia and the negotiation of women's concerns, by female artists, in modern and contemporary East Asian art. Did women have no sense of empowerment at all in pre-modern China, Korea, and Japan? What about Chinese, Korean, and Japanese women artists today? What are their interests and agendas? Students will engage with historical works of art and artists, while concurrently gaining an understanding of gendered female roles as determined by religious, philosophical, and societal conceptualizations of the past. Then, students will study feminist discourses originating from the West in their analysis of modern and contemporary East Asian art by and about women. Ultimately, the aim of this course is to demystify and to complicate understandings about women as the subject of art, as well as women as the producers of art, in East Asia. This course counts towards the WIM (Writing in the Major) requirement for art history majors.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global Learning

1 course

ARTH 390 ADVANCED TOPICS IN THE HISTORY OF ART

An independent directed study centered on a specific topic arranged with the instructor.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

Varies according to topic offered

1/2-1 course

ARTH 494 ART HISTORY SEMINAR

Students will research and write a major paper on a topic in art history, and present their work in a public forum. In addition, issues in the current practice of art history will be explored.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	Senior classification and a major in art history	1 course
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Courses In Studio Art

ARTS 152 DRAWING: LEARNING TO SEE

Drawing is one of the most immediate and responsive forms of art-making. This class will introduce concepts that will carry over into other visual practices and develop our ability to recognize and create good drawings.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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ARTS 153 INTRODUCTION TO PAINTING

What is a painting (if not just a rectangle with paint on it)? What makes a good painting (if not just technique)? This class introduces you to the questions and techniques of painting from multiple points of view. While designed for students with little or no experience in painting, this class prepares students for advanced painting classes and independently driven work. We will sharpen our awareness of the ways paintings suggest meaning through form, context, narrative, and its relationship to the viewer.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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ARTS 160 INTRODUCTION TO DIGITAL ART

This course investigates software as artistic material and cultural form. Using different platforms and technologies students will gain a tool set of different approaches to begin an art practice in new media/digital art. Students will learn to conceptualize and design their own projects, as well as learn to utilize a variety of software-based art-making strategies in order to resolve these ideas as artworks.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	No prerequisites	1 course

ARTS 163 INTRODUCTION TO PHOTOGRAPHY

This survey class is an introduction to photography as an art form. This course provides opportunities for learning personal expression, critical thinking, and the aesthetics of photography through studio assignments, critiques, demonstrations, lectures and discussions. Students will use both digital and non-digital cameras, print in the darkroom, and learn the magic of chemical photography, while also outputting digitally. By learning the history of the medium students will come to know that photography does not have to be tied to the camera industry. A Digital SLR camera, with full manual capabilities, is required.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ARTS 165 INTRODUCTION TO VIDEO ART

An introduction to digital video art production through camera and editing assignments. This course includes readings and screenings on contemporary and historical issues surrounding the medium of video art.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ARTS 170 INTRODUCTION TO SCULPTURE

An introduction to the concepts and technical skills associated with three dimensional media. The class explores the principles of 3D design, such as structure, organic/inorganic forms and spatial relationships. The curriculum introduces these concepts through a series of projects which develop basic technical skills with a through a variety of materials including clay, plaster, steel, paper and wood.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ARTS 175 INTRODUCTION TO CERAMICS

This survey class is an introduction to contemporary ceramic art practice. Through demonstrations, studio work, readings, and critiques, students will build a strong understanding of ceramic concepts, methods, and materials. Course content will explore both handmade pottery and sculptural forms through a range of techniques including hand building, wheel forming and surface development.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ARTS 198 INTRODUCTORY STUDIO ARTS TOPICS

Introductory level studio courses in specific media. Areas of study may include: A. Drawing, B. Painting, C. Ceramics, D. Sculpture, E. Photography, F. Video, G. Digital, H. Interdisciplinary Study. No prerequisite. Not offered Pass/Fail

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Varies according to topic offered	1/2 - 1 course

ARTS 256 INTERMEDIATE PAINTING: THE CONTEMPORARY FIGURE

We will explore the ever-evolving presence of the figure in painting and how we can use it to learn about who we are, individually and collectively. The class will engage in an intersectional study of how the figure has been represented throughout history in different cultural expressions. Students will develop the ability to create paintings and articulate ideas. Readings, films, and critiques will prepare each student to pursue studio practice and research. Prerequisite: Introduction to Painting or consent of instructor.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Introduction to Painting or consent of instructor	1 course

ARTS 257 INTERMEDIATE PAINTING: EVERY PAINTER IS A THIEF

There's no way around it: you got your ideas from somewhere else. In this class we will explore the lineage of our ideas and be deliberate in their context, function, framing, and form. It matters where our ideas and studio practice come from, but the question is: what do we do with them

now that they're ours? Students will develop the ability to create paintings and articulate ideas through comparing what is original, reproduced, and appropriated. Readings, films, and critiques will prepare each student to pursue studio practice and research. *Prerequisite: Introduction to Painting*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Introduction to Painting	1 course

ARTS 262 INTERMEDIATE PHOTOGRAPHY: STUDIO LIGHTING

This course explores the lighting studio, digital editing software and digital color printing. Using the lighting studio as a basis for the course, students will explore assignments such as the constructed still life, studio portraiture and the photo tableau with digital cameras. Notions of the real and the ability to create rather than document the world will be central themes of discovery. We will also interrogate concepts of beauty and the historical role of the lighting studio in reinforcing stereotypes about gender and race. Ultimately students will conceptualize how the lighting studio can transform their means of creative production. Emphasis will be placed on independent problem solving, critical thinking, visual literacy and student initiated research. *Prerequisite: Introduction to Photography and Intermediate Photography: Digital Photography*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Prerequisite: Introduction to Photography and Intermediate Photography: Digital Photography	1 course

ARTS 264 INTERMEDIATE PHOTOGRAPHY: DARKROOM EXPERIMENTS

An introduction to experimental cameras and darkroom photographic techniques, this course will explore alternative methods for creating photography. Technical processes will explore pinhole and Diana cameras, sandwiched negatives, hand-applied emulsions and non-silver alternative processes such as Cyanotype. Students will simultaneously learn the history of photography as they push the boundaries of the medium. Emphasis will be placed on independent problem solving, critical thinking, visual literacy and student initiated research. *Prerequisite: Introduction to Photography.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Introduction to Photography	1 course

ARTS 266 INTERMEDIATE PHOTOGRAPHY: DIGITAL PHOTOGRAPHY

This course will train students in digital photography including image acquisition, workflow management, digital printing and the software programs such as, Lightroom and Photoshop. We will use this technical training to make conceptually centered images and projects within a studio art environment. The technical training will merely be a foundation for students to develop their own ideas and concepts. The course will consist of completing a series of tutorials in Lightroom as well as demonstrations with cameras, scanners and printers. In addition, we will explore image editing/organizing workflow strategies and advanced image correction. Student's will also be introduced to the history of digital imaging within the field of photography, as well as the early origins of montage and negative compilation from the late 1800's. Like any field, and photography is no exception, technical advancements do not happen in a vacuum. These discussion invariably raise questions about photography's contested relationship to the "truth." Through demonstrations, tutorials, class exercises, projects, readings, and slide lectures students will learn to navigate the field of digital photography. *Prerequisite: Introduction to Photography*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Introduction to Photography	1 course

ARTS 271 SCULPTURE IN PUBLIC PLACES

This course explores the methods and theories of contemporary public sculpture. Emphasis will be placed on the acquisition of skills and techniques relating to materials suitable for outdoor display, including woodworking, welding, sewing, and fiberglass resin. Discussions and slide lectures delve deeply into both the practical issues of public art-- model-making, site selection, and presenting ideas for approval--but also the theoretical considerations--how and why art in the public sphere is so distinct from more traditional gallery art. Issues of permanence, site-specificity, community engagement, and environmental concerns will be explored through a series of project such as inflatable art, ambient art, earthworks, and construction of a large-scale sculpture for exhibition on campus.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ARTS 272 KINETIC SCULPTURE

This course explores contemporary time-based art through basic techniques of movement and kinetics. Various methods of motion are explored, including mechanical devices and motors, natural sources such as wind, and manual or man-driven operations. Demonstrations provide the technical and material expertise necessary to complete related projects such as automaton, flying machines, and a Rube Goldberg machine. Discussions, readings and slide lectures will focus on examples of kinetic and time-based art through recent art history, with emphasis on conceptual and visual concerns of moving objects; not just how they function physically, but how they are

interpreted in the context of our fast-paced, post-industrial culture. Prerequisite: Introduction to Sculpture or consent of instructor

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Introduction to Sculpture or consent of instructor	1 course

ARTS 273 SCULPTURE AND SUSTAINABILITY

This course explores sustainable art practices related to contemporary environmental and economic concerns. Various approaches to sustainability will be discussed and explored while developing artwork that addresses issues of sustainability in both its construction and its content. Demonstrations provide the technical and material expertise necessary to complete related sculptural projects such as building an earthwork from natural materials, making a sculpture for \$1.00, and altering/reclaiming found or salvaged objects. Discussions, readings and slide lectures will focus on examples of sustainable art practices through recent art history, with emphasis on conceptual, practical and visual concerns of making sculpture that is environmentally and economically responsible.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ARTS 274 SCULPTURE AND COMMUNITY-BASED ART

This course explores experimental art forms used to create socially engaged art. Social practice art often utilizes participatory, community-centered approaches to address pressing political and social concerns, both locally and globally. Demonstrations provide the technical and material expertise necessary to complete related sculptural projects such as building a miniature golf course for charity, designing a project for the Occupy House at Peeler, and creating an independent social practice project. Discussions, readings and slide lectures will focus on examples of social practice art through recent art history, with emphasis on conceptual, practical and visual concerns of researching controversial topics, collaborating with a diverse group of peers and local community members, and creating artwork that maintains high artistic standards while addressing social or political concerns.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ARTS 276 CERAMICS: FOOD AND COMMUNITY

This studio art class focuses on the various relationships between ceramics and food, specifically the ways that food and objects are produced, consumed and valued in our contemporary culture. Course content includes explorations of production methods of food, food and identity, food shortages and geophagy (eating clay for nourishment) and mealtime culture. Students will use information from readings and discussions as a foundation to explore food-related issues through ceramic art projects, as well as collaborative and social practice. Demonstrations will cover functional pots, large scale works, customized ceramic surfaces and more. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ARTS 277 CERAMICS: MATERIAL EXPLORATIONS

This studio art class focuses on both conventional and alternative ceramic materials and processes. Course content explores the relationship between process and product, the implicit meaning of materials, personalized clay and glaze formulation, custom production methods, and more. Students will test materials in the studio and research other artists' work to develop art projects that demonstrate a sophisticated and practiced use of clay, glaze, firing methods and more. Demonstrations will include raw materials tests, glaze composition, large scale construction methods and more. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ARTS 278 CERAMICS: MAKING MEANING

This studio art class focuses on the continually evolving cultural significance of ceramic objects, ranging from historical artifacts, to limited production artworks, to mass produced commercial items. Course content explores the ways that various cultural influences, production methods and marketing strategies affect the way we perceive the value and meaning of the things around us. Students will use information from readings and discussions to consider issues such as originality, authorship, production, consumption, and recontextualization. Demonstrations will include mold making, slip casting, ceramic decals, repetition in service of refinement, and wheel and handbuilding techniques. Students will advance their personal art practice by identifying

relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 Course

ARTS 279 CERAMICS: THE BODY

This studio art class focuses on the human figure as related to historical and contemporary ceramics. Course content includes representations of identity, the individual versus the collective, and the performative nature of functional objects in collaboration with the body. Students will use information from readings and discussions as a foundation to explore issues of the body through ceramic art projects. Demonstrations will include rendering the human figure, functional pots, large scale works, customized ceramic surfaces and more. Students will advance their studio art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ARTS 298 INTERMEDIATE STUDIO ART TOPICS

Intermediate level studio art courses in specific media. Areas of study may include: A. Drawing, B. Painting, C. Ceramics, D. Sculpture, E. Photography, F. Video, G. Digital, H. Interdisciplinary Study. Prerequisite will vary. Not offered Pass/Fail

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Varies according to the topic offered.	1/2-1 course

ARTS 356 ADVANCED PAINTING: THE CONTEMPORARY FIGURE

We will explore the ever-evolving presence of the figure in painting and how we can use it to learn about who we are, individually and collectively. The class will engage in an intersectional study of how the figure has been represented throughout history in different cultural expressions. Students will develop the ability to create paintings and articulate ideas. Readings, films, and critiques will prepare each student to pursue studio practice and research. In addition to

completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a public artist, and present their research in an oral presentation. *Prerequisite: Introduction to Painting and a 200-level Painting course.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Introduction to Painting and a 200-level Painting course.	1 course

ARTS 357 ADVANCED PAINTING: EVERY PAINTER IS A THIEF

There's no way around it: you got your ideas from somewhere else. In this class we will explore the lineage of our ideas and be deliberate in their context, function, framing, and form. It matters where our ideas and studio practice come from, but the question is: what do we do with them now that they're ours? Students will develop the ability to create paintings and articulate ideas through comparing what is original, reproduced, and appropriated. Readings, films, and critiques will prepare each student to pursue studio practice and research. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a public artist, and present their research in an oral presentation. *Prerequisite: Introduction to Painting and a 200-level Painting course.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Introduction to Painting and a 200-level Painting course	1 course

ARTS 362 ADVANCED PHOTOGRAPHY: STUDIO LIGHTING

This course explores the lighting studio, digital editing software and digital color printing. Using the lighting studio as a basis for the course students will explore assignments such as the constructed still life, studio portraiture and the photo tableau with digital cameras. Notions of the real and the ability to create rather than document the world will be central themes of discovery. We will also interrogate concepts of beauty and the historical role of the lighting studio in reinforcing stereotypes about gender and race. Ultimately, students will conceptualize how the lighting studio can transform their means of creative production. Emphasis will be placed on independent problem solving, critical thinking, visual literacy and student initiated research. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a photographic artist, and present their research in an oral presentation. *Prerequisite: Introduction to Photography and Intermediate Photography: Digital Photography.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities	Introduction to Photography and Intermediate Photography: Digital Photography.	1 course
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ARTS 364 ADVANCED PHOTOGRAPHY: DARKROOM EXPERIMENTS

An introduction to experimental cameras and darkroom photographic techniques, this course will explore alternative methods for creating photography. Technical processes will explore pinhole and Diana cameras, sandwiched negatives, hand-applied emulsions, and non-silver alternative processes such as Cyanotype. Students will simultaneously learn the history of photography as they push the boundaries of the medium. Emphasis will be placed on independent problem solving, critical thinking, visual literacy and student initiated research. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a photographic artist, and present their research in an oral presentation. *Prerequisite: Introduction to Photography and any 200-level photography course.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities	Introduction to Photography and any 200-level photography course.	1 course
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ARTS 366 ADVANCED PHOTOGRAPHY: DIGITAL PHOTOGRAPHY

This course will train students in digital photography including image acquisition, workflow management, digital printing and the software programs such as, Lightroom and Photoshop. We will use this technical training to make conceptually centered images and projects within a studio art environment. The technical training will merely be a foundation for students to develop their own ideas and concepts. The course will consist of completing a series of tutorials in Lightroom as well as demonstrations with cameras, scanners and printers. In addition, we will explore image editing/organizing workflow strategies and advanced image correction. Student's will also be introduced to the history of digital imaging within the field of photography, as well as the early origins of montage and negative compilation from the late 1800's. Like any field, and photography is no exception, technical advancements do not happen in a vacuum. These discussion invariably raise questions about photography's contested relationship to the 'truth.' Through demonstrations, tutorials, class exercises, projects, readings, and slide lectures students will learn to navigate the field of digital photography. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a photographic artist, and present their research in an oral presentation. Advanced students will also design their own project mid-semester. *Prerequisite: Introduction to Photography and Intermediate Photography: Digital Photography*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities	Introduction to Photography and Intermediate Photography: Digital Photography	1 course
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ARTS 371 ADVANCED SCULPTURE IN PUBLIC PLACES

This course explores the methods and theories of contemporary public sculpture. Emphasis will be placed on the mastery of skills and techniques relating to materials suitable for outdoor display, including woodworking, welding, sewing, and fiberglass resin. Discussions, readings and slide lectures delve deeply into both the practical issues of public art- model-making, site selection, and presenting ideas for approval- but also the theoretical considerations- how and why art in the public sphere is so distinct from more traditional gallery art. Issues of permanence, site-specificity, community engagement, and environmental concerns will be explored through a series of projects such as inflatable art, ambient art, and construction of a large-scale sculpture for exhibition on campus. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a public artist, and present their research in an oral presentation. *Prerequisite: Introduction to Sculpture and any 200-level studio art course*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities	Introduction to Sculpture and any 200-level studio art course	1 course
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ARTS 372 ADVANCED KINETIC SCULPTURE

This course explores contemporary time-based art through basic techniques of movement and kinetics. Various methods of motion are explored, including mechanical devices and motors, natural sources such as wind, and manual or man-driven operations. Demonstrations provide the technical and material expertise necessary to complete related projects such as automaton, flying devices, and Rube Goldberg machines. Advanced students will demonstrate mastery of techniques and materials related to time-based construction. Discussions, readings and slide lectures will focus on examples of kinetic art and time-based art through recent art history, with emphasis on conceptual and visual concerns of moving objects; not just how they function physically, but how they are interpreted in the context of our fast-paced, post-industrial culture. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a public artist, and present their research in an oral presentation. *Prerequisite: Introduction to Sculpture and any 200-level studio art course*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities	Introduction to Sculpture and any 200-level studio art course	1 course
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ARTS 373 ADVANCED SCULPTURE AND SUSTAINABILITY

This course explores sustainable art practices related to contemporary environmental and economic concerns. Various approaches to sustainability will be discussed and explored while developing artwork that addresses sustainability in both its construction and its content. Demonstrations provide the technical and material expertise necessary to complete related sculptural projects such as building an earthwork from natural materials, making a sculpture for \$1.00, and altering/reclaiming found or salvaged objects. Discussions, readings and slide lectures will focus on examples of sustainable art practices through recent art history, with emphasis on conceptual, practical and visual concerns of making sculpture that is environmentally and economically responsible. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on an environmental artist, and present their research in an oral presentation. *Prerequisite: Introduction to Sculpture*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities	Introduction to Sculpture	1 course
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ARTS 374 ADVANCED SCULPTURE AND COMMUNITY-BASED ART

This course explores experimental art forms used to create socially engaged art. Social practice art often utilizes participatory, community-centered approaches to address pressing political and social concerns, both locally and globally. Demonstrations provide the technical and material expertise necessary to complete related sculptural projects such as building a miniature golf course for charity, designing a project for the Occupy House at Peeler, and creating an independent social practice project. Discussions, readings and slide lectures will focus on examples of social practice art through recent art history, with emphasis on conceptual, practical and visual concerns of researching controversial topics, collaborating with a diverse group of peers and local community members, and creating artwork that maintains high artistic standards while addressing social or political concerns. In addition to completed projects, advanced students will be expected to lead an in-class demonstration on a material or technique they have mastered, complete a research paper on a social practice artist, and present their research in an oral presentation. *Prerequisite: Introduction to Sculpture*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities	Introduction to Sculpture	1 course
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ARTS 376 ADVANCED CERAMICS: FOOD AND COMMUNITY

This studio art class focuses on the various relationships between ceramics and food, specifically the ways that food and objects are produced, consumed and valued in our contemporary culture. Course content includes explorations of production methods of food, food and identity, food shortages and geophagy (eating clay for nourishment) and mealtime culture. Students will use information from readings and discussions as a foundation to explore food-related issues through ceramic art projects, as well as collaborative and social practice. Additionally, students will lead an in-class demonstration on a material or technique they have mastered and generate a written artist statement that outlines their conceptual and technical approach to their research. Demonstrations will cover functional pots, large scale works, customized ceramic surfaces and more. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work. *Prerequisite: Introduction to Ceramics and any 200-level studio art course or consent of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Introduction to Ceramics and any 200-level studio art course or consent of instructor.	1 course

ARTS 377 ADVANCED CERAMICS: MATERIAL EXPLORATIONS

This studio art class focuses on both conventional and alternative ceramic materials and processes. Course content explores the relationship between process and product, the implicit meaning of materials, personalized clay and glaze formulation, custom production methods, and more. Students will test materials in the studio and research other artists' work to develop art projects that demonstrate a sophisticated and practiced use of clay, glaze, firing methods and more. Additionally, students will lead an in-class demonstration on a material or technique they have mastered and generate a written artist statement that outlines their conceptual and technical approach to their research. Demonstrations will include raw materials tests, glaze composition, large scale construction methods and more. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work. *Prerequisite: Introduction to Ceramics and any 200-level studio art course or consent of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Introduction to Ceramics and any 200-level studio art course or consent of instructor.	1 course

ARTS 378 ADVANCED CERAMICS: MAKING MEANING

This studio art class focuses on the continually evolving cultural significance of ceramic objects, ranging from historical artifacts, to limited production artworks, to mass produced commercial items. Course content explores the ways that various cultural influences, production methods and marketing strategies affect the way we perceive the value and meaning of the things around us. Students will use information from readings and discussions to consider issues such as originality, authorship, production, consumption, and recontextualization. Additionally, students will lead an in-class demonstration on a material or technique they have mastered and generate a written artist statement that outlines their conceptual and technical approach to their research. Demonstrations will include mold making, slip casting, ceramic decals, repetition in service of refinement, and wheel and handbuilding techniques. Students will advance their personal art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work. *Prerequisite: Introduction to Ceramics and any 200-level studio art course or consent of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Introduction to Ceramics and any 200-level studio art course or consent of instructor	1 Course

ARTS 379 ADVANCED CERAMICS: THE BODY

This studio art class focuses on the human figure as related to historical and contemporary ceramics. Course content includes representations of identity, the individual versus the collective, and the performative nature of functional objects in collaboration with the body. Students will use information from readings and discussions as a foundation to explore issues of the body through ceramic art projects. Additionally, students will lead an in-class demonstration on a material or technique they have mastered and generate a written artist statement that outlines their conceptual and technical approach to their research. Demonstrations will include rendering the human figure, functional pots, large scale works, customized ceramic surfaces and more. Students will advance their studio art practice by identifying relevant questions, exploring methods of inquiry, engaging audiences, refining concepts and techniques, and applying critical thinking to individual and group work. *Prerequisite: Introduction to Ceramics and a 200-level studio art course or consent of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Introduction to Ceramics and a 200-level studio art course or consent of instructor.	1 Course

ARTS 398 ADVANCED STUDIO ART TOPICS

Advanced level studio art courses in specific media. Areas of study may include: A. Drawing, B. Painting, C. Ceramics, D. Sculpture, E. Photography, F. Video, G. Digital, H. Interdisciplinary Study. Prerequisite will vary.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

Prerequisite will vary

1/2-1
course**ARTS 491 SENIOR PROJECTS I**

This is the first course in a two-semester series of focused studio practice for art majors in their senior year. In this course, students will produce a body of work that explores themes and concepts relevant to their own artistic research. These ideas will serve as the foundation for their exhibition in the Visual Arts Gallery in the spring semester. Through sustained exploration of ideas, continued experimentation with materials and techniques and ongoing critiques with faculty and peers, students will identify and articulate their core practice as an artist. Students will investigate examples of contemporary art practice through lectures, readings, research presentations and museum visits. In order to prepare for the professional art world, students will develop artist statements, document their work in a portfolio and seek opportunities such as exhibitions, residencies and graduate school. This course is WIM (writing in the major) course for studio art majors.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ARTS 492 SENIOR PROJECTS II

This is the second course in a two-semester series of focused studio practice for art majors in their senior year. In this course, students will produce a cohesive, conceptually focused body of work for exhibition in the Visual Arts Gallery at the end of spring semester. Students will develop contemporary studio practice through artistic research in support of their individual ideas and evidenced mastery of materials and techniques appropriate to their chosen medium. Students will be expected to demonstrate active independent research and studio management, while participating in art related events on and off campus. With the gallery staff, students will engage in all aspects of exhibition; including design of postcards and advertising material, organization and arrangement of the exhibition, and professional installation and de-installation of their art. Submission of a final artist packet, including artist statement, resume, documentation of art, and slide list, will be required of all students. As part of this course's requirement, each student must also prepare and present a formal gallery talk for the exhibition opening.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

Courses In Museum Studies**MSST 110 CONTEMPORARY ISSUES IN MUSEUM STUDIES**

This course introduces and examines the institutional practices of museums (as well as other exhibition spaces) with emphasis on the ethical dimensions of these practices. How do the creators of exhibits find ways to translate complex ideas and contextual material into accessible, compelling displays? What methods do museum professionals employ to involve and assist visitors? Why do some exhibitions become sites of public controversies and battles over representation- whose voices are heard and whose are silenced? In what manner do discussions of power, privilege, and diversity come into play in museums? How do exhibition planners negotiate ethnic, racial, class, religious, gender, and sexual difference? This course has a two-fold goal: it will introduce students to museums and their operations, and it will explore critical issues of power, privilege, and diversity in contemporary museum studies. In meeting the first goal, we will consider museum missions, practices of collection, exhibition strategies and interpretation, and audience appeal. Then, the class will situate museum strategies and practices in a larger context, examining changing museum ideologies and institutional engagements with the politics of cultural representation, as well as the ethical debates over the 'ownership' of culture and cultural artifacts. Assignments and site visits will further strengthen students' reading, writing, and critical thinking skills.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Privilege, Power And Diversity		1 course

MSST 296 TOPICS IN MUSEUM STUDIES

An in-depth study of a particular topic in museum studies.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1/2 - 1 course

MSST 396 ADVANCED TOPICS IN MUSEUM STUDIES

An in-depth study of a particular topic in museum studies.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1/2 - 1 course

MSST 493 MUSEUM STUDIES CAPSTONE

This seminar course provides museum studies minors with an opportunity to synthesize material from previous museum studies courses, internships, and allied coursework by translating theory into practice. Students will first consider the history and ethics of museum practice through small-group discussions and advanced readings in museum theory, curatorial studies, and exhibition design. Then, under the collaborative guidance of art history faculty and the director and curator of galleries, students will co-curate a professional exhibition drawing from the DePauw University permanent art collection of 3,600 objects. Students will design the exhibition thesis and supporting subthemes, synthesize subject material, consider object relationships and layout, and install the final exhibition for public display. The capstone project will culminate in a public exhibition opening, complete with oral representations and tours led by students.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/2 course

Asian Studies

The University offers a broad range of courses dealing with Indian, Chinese and Japanese cultures. The Asian Studies Committee, headed by the director of Asian Studies, oversees both a major in Asian Studies and a minor in Asian Studies. Students with a special interest in Asia are urged to take advantage of opportunities to study, either for a term or a full academic year, in India, China or Japan. (The Asian Studies Program has substantial scholarships available for all Asian Studies majors wishing to study in Asia.) Graduates of the Asian studies program typically go on to employment in business and education or enter professional and graduate schools. In addition to a major or minor in Asian Studies, minors in Japanese and Chinese language are offered. The Asian Studies Committee periodically reviews the list of courses that may be applied to both the Asian Studies major and minor.

Requirements For A Major In Asian Studies

TOTAL COURSES REQUIRED	Ten
CORE COURSES	Three of the following introductory courses: ARTH 133, ARTH 135, ARTH 234, ASIA 140, ASIA 150, ASIA 197, HIST 253, HIST 254, HIST 255, POLS 253, REL 130, REL 253 and ASIA 480.

The Inter-Cultural Competency Requirement (ICCR) can be fulfilled in one of three distinct ways: 1.) Completion of two semesters of a Chinese or Japanese language at DePauw at any level; 2.) Successful completion of an intensive summer language class in Japanese, a Chinese language or an Indian language at an approved program; 3.) Successful completion of a semester-long immersive study abroad experience in India, China or Japan. (Please note that substantial guaranteed funding is available for Asian Studies majors seeking to participate in an accredited study abroad program.)

DePauw courses that count toward the ICCR include: CHIN 161, CHIN 162, CHIN 261, CHIN 262, CHIN 361, CHIN 362, JAPN 151, JAPN 152, JAPN 251, JAPN 252, JAPN 351, JAPN 352

The ICCR may be waived for students from Asia or those with extensive knowledge of an Asian language. However, all majors must take the equivalent of 10 courses inclusive of DePauw courses and off-campus study programs. Scholarships are available for all majors wishing to participate in an immersive semester-long cultural experience abroad or in an approved off-campus summer program regardless of linguistic abilities or prior experience in Asia.

OTHER REQUIRED COURSES

A minimum of four courses from among the following (2 of the 4 courses must be at the 300-400 level): ANTH 290 (when an Asian topic), ARTH 231, ARTH 232, ARTH 233, ARTH 234, ARTH 331, ARTH 332, ARTH 333, ARTH 334, ASIA 250, ASIA 281, ASIA 282, ASIA 290, ASIA 390, ASIA 470, CHIN 261, CHIN 262, CHIN 361, CHIN 362, ENG 265, HIST 252, HIST 290 (when an Asian topic), HIST 351, HIST 353, HIST 490 (when an Asian topic), HIST 491, JAPN 251, JAPN 252, JAPN 351, JAPN 352, JAPN 451, PHIL 210, POLS 253, REL 253, REL 257, REL 258, REL 290 (when an Asian topic), REL 357, REL 359, REL 491 (when Asian topic). - A number of other

NUMBER 300 AND 400 LEVEL COURSES

courses apply toward the Asian Studies program. See the Schedule of Classes each semester for a complete listing.

Three including ASIA 480

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

All Asian Studies Majors must complete the Asian Studies Senior Seminar (ASIA 480) with a grade of "C" or above. A student usually takes ASIA 480 in the fall semester of the senior year; in it, the student will complete a substantial essay, including an oral presentation.

ADDITIONAL INFORMATION

- A maximum of 3 courses per term (and 5 in total) may be counted toward the major from semester-long study abroad programs. >An approved intensive summer language program covering the equivalent of a year's worth of Asian language study at DePauw will fulfill the inter-cultural competency requirement and the student may receive up to 2 language credits toward the Asian Studies major.
- Although a maximum of 5 language courses can count toward the Asian Studies major we strongly encourage students to take full advantage of DePauw's offerings in Asian languages in order to deepen their understanding of Asian cultures and peoples.

WRITING IN THE MAJOR

The writing in the major requirement for Asian Studies includes three components: 1. the evaluation of a student-writing portfolio; 2. the assessment of a major's self-reflective statement to be carried out in the fall before a student undertakes work in the senior seminar; and 3. the evaluation of a student's senior thesis and defense. Declared majors are required to submit a portfolio of written work in Asian Studies courses before beginning work on the Senior Seminar thesis. Students select

3 papers from 3 different courses that count toward the Asian Studies major and that demonstrate the student's intellectual trajectory in the field. The portfolios are reviewed by at least 2 members of the Asian Studies steering committee. The portfolio papers form the basis of a discussion between the student and advisors regarding writing strengths and weaknesses to be addressed as the student undertakes his/her senior-writing project. During the portfolio review students are given an opportunity to identify their authorial voice and to reflect upon how their written work coheres within the major and sets the stage for work in the Senior Seminar. This process is designed to assist students in the identification of an intellectual project for the senior thesis.

Subsequent to conversations during the portfolio review and before undertaking their senior seminar projects students are required to submit personal reflections, ranging from 750 to 1200 words, that bridge their portfolios to the topics of their senior theses. In their reflections, students discuss their academic interests and address issues raised in conversations about papers selected for their portfolios. Like the portfolios, the reflections are read by at least two faculty members in Asian Studies. The faculty members provide comments on the reflections before the students embark upon their senior thesis projects.

The Asian Studies Senior Seminar is designed to develop and assess the overall writing skills of our majors. It is the capstone course of the Asian Studies program. The seminar utilizes brainstorming, in-class and out-of-class writing, outlining, drafting, peer-review, instructor consultation, and final presentations to accomplish the developmental and assessment goals of the course. The initial proposals and final drafts of senior theses are read by 2 readers: the faculty member who guides the seminar and another faculty member whose special field is related to the thesis topic. Final papers range between 30-40 pages.

Requirements For A Minor In Asian Studies

TOTAL COURSES REQUIRED	Five
CORE COURSES	Approved courses chosen from those listed for the major, drawn from at least two disciplines
OTHER REQUIRED COURSES	No more than two courses in Asian language and no more than two courses from an off-campus program may be included in the minor. The 300-400 level course must be taken on campus and may not be an independent study course.
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In Asian Studies

ASIA 140 INTRODUCTION TO CHINESE CULTURE

This course introduces the elements of contemporary and traditional Chinese culture. It provides students with a fundamental yet diverse knowledge of China and its culture through examination of its manifestations: political, religious, social, cultural, and economic. Topics include history, traditional belief systems, society, languages, arts and literature, performance traditions, daily life and customs, ethnicity and gender issues, science and technology, business and government.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Global Learning		1 course

ASIA 150 INTRODUCTION TO TAOISM

Through a close reading of the classic of Taoism Tao te ching in the context of its antiquity (around the 7th century BCE) and in its contemporary applications in politics, aesthetics, arts, gender relations, violence and peace, and power and authority, students will learn one of the three major schools of thought in China. Particular attention will be paid to the philosophical and cultural issues that influenced not only Chinese but also many other Asian and Western cultures.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global Learning 1 course

ASIA 190 TOPICS IN ASIAN STUDIES

Topics in Asian Studies.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ASIA 197 FIRST-YEAR SEMINAR IN ASIAN STUDIES

A seminar focused on a theme related to the study of Asia. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ASIA 250 CHINA ON SCREEN

Through viewing and discussing cinematic films, students will learn to appreciate how China has been presented as a nation and a culture by generations of Chinese directors from China, Hong Kong, Taiwan, and other cultural enclaves and by current film critics, both Chinese and western. Topics include the history of the Chinese film industry, major genres in Chinese cinema, the issues of cultural hegemony, as well as cinematic constructions of "so-called" Chinese gender, nationhood and individuality.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities 1 course

ASIA 251 CLASSICAL CHINESE LITERATURE

This course outlines Chinese literature from the beginning to the Tang dynasty (618-907). From some of the most beloved and celebrated literary texts, we will glean the ageless enigmas of the Warring States sophists, the whimsical wisdom of Chinese hippies of the Bamboo Grove, and the anomalies and the fantastic from poetesses (both male and female) of China's Golden Age, the Tang dynasty. In seven themes, we will explore major genres and sub-genres of Chinese

literature, including poetry (e.g., "the music bureau," "classical poetry," and 'lyric meters'), prose (e.g., historical and philosophical), and fiction (e.g., 'describing anomalies' and 'romances'). We will learn and experience how politicians and common people in China over 2,500 years ago thought, felt, and lived. How did the ancient Chinese achieve immortality, behave in courtship, eavesdrop on a love affair, express their emotions, and criticize one another? Amazingly enough, many of the answers are as contemporary as scenes in a Hollywood movie today. No knowledge of Chinese is required.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

ASIA 281 TRADITIONAL JAPANESE LITERATURE

A survey of Japanese literature, in English translation, from the eighth to the 18th century. Works from a variety of genres (poetry, plays, novels, diaries) are examined.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ASIA 282 MODERN JAPANESE NOVELISTS

A study, in translation, of major Japanese novelists of the 19th and 20th centuries, including Natsume Soseki (*Kokoro*), the Nobel Prize winner Kawabata Yasunari (*Snow Country*), Murakami Haruki (*Sputnik Sweetheart*) and Hoshimoto Banana (*Kitchen*).

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ASIA 290 TOPICS IN ASIAN STUDIES

Usually a course on aspects of one of the societies and cultures studied in the Asian Studies program (India, China and Japan) or a comparative treatment of aspects of these cultures.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

ASIA 390 TOPICS IN ASIAN STUDIES

Typically examines selected themes, genres or periods in Chinese, Japanese or Indian literature. May also explore issues and/or periods in Chinese, Japanese or Indian cultural and intellectual history. *Prerequisite: One of the following courses - ARTH 133, ARTH 134, ARTH 135, ARTH 234, ASIA 140, ASIA 197, HIST 107, HIST 108, POLS 253, REL 130, or REL 253*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	One of the following courses - ARTH 133, ARTH 134, ARTH 135, ARTH 234, ASIA 140, ASIA 197, HIST 107, HIST 108, POLS 253, REL 130, or REL 253	1/2-1 course

ASIA 470 DIRECTED READINGS IN ASIAN STUDIES

Independent study for majors or, by permission of the instructor, for students with significant coursework in an aspect of Asian Studies.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

ASIA 480 ASIAN STUDIES SENIOR SEMINAR

Required of majors in Asian Studies. *Normally taken in the fall semester of the senior year.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

BIOLOGY

Biology is the scientific study of living things. Therefore the major and minor in biology are designed to introduce students to the methodology of science while providing a broad exposure to the diversity of life at all levels. Students may also, through their choice of upper-level classes, explore specific areas of interest, such as cell and molecular biology, organismal biology, or ecology and evolutionary biology. In addition to its standard course offerings, the department offers numerous opportunities for collaborative research and learning with faculty. For example, internships and other research opportunities, both on and off-campus, are available during the January Winter Term and in the summer. Many students also spend a semester away from campus, either in an off-campus study program, such as the School for Field Studies, Denmark

International Study, the School for International Training, or as an intern at such institutions as Oak Ridge or Argonne National Laboratories, Harvard Medical School, or the Mayo Clinic.

Requirements For A Major In Biology

TOTAL COURSES REQUIRED	9.5 BIO + CHEM 120 + 1.0 allied course credit
CORE COURSES	BIO 101, BIO 102, BIO 450
OTHER REQUIRED COURSES	<p>Seven upper level Biology courses. At least one course from each upper level cluster (Cellular/Molecular Biology, Organismal Biology, Ecology/Evolution). The remaining four Biology courses can be selected from any of the approved courses for the major. CHEM 120 and an additional allied course are also required.</p> <p>Cellular/Molecular Biology: Courses in this cluster emphasize processes of cells and/or unicellular organisms including cellular processes such as metabolism/bioenergetics and the maintenance and expression of DNA, RNA and/or proteins. Courses that fulfill this cluster are BIO 241, BIO 250, BIO 314, BIO 315, BIO 325, BIO 361, BIO 381.</p> <p>Organismal Biology: Courses in this cluster emphasize biological diversity and adaptive characteristics of multicellular organisms such as physiology, anatomy, development, and reproduction. Courses that fulfill this cluster are BIO 230, BIO 234, BIO 235, BIO 285, BIO 334, BIO 335.</p> <p>Evolution/Ecology: Courses in this cluster emphasize the consequences of interactions of organisms with each other and their (abiotic and biotic) environment and the processes which shape these interactions at the population, community and ecosystem levels. Courses that fulfill this cluster are BIO 342, BIO 343, BIO 344, BIO 345, BIO 346, BIO 348.</p> <p>Students will take one course from the following list of allied courses: CHEM 240, CHEM 260, CSC 121, GEOS 110, PHYS 120</p>
NUMBER 300 AND 400 LEVEL COURSES	Three (not including BIO 450)

**SENIOR REQUIREMENT AND
CAPSTONE EXPERIENCE**

The senior requirement consists of the completion of BIO 450 with a grade of C- or better.

ADDITIONAL INFORMATION

No more than two courses from off-campus programs can count toward the major. It is recommended that biology majors take a minimum of two courses in chemistry, a year of physics and a semester of calculus or statistics. Course work in computer science is also desirable.

WRITING IN THE MAJOR

Biologists must write clear, compelling prose to describe and explain complex patterns and processes. They must also present data graphically and verbally to inform and engage other scientists and the public. Good writing in biology is usually concise and precise, conveying information effectively without relying on emotion. Drafts, revisions, and peer reviews are important steps in the process of writing polished prose in biology. Biological inquiry and writing are both collaborative endeavors. Writing collaboratively requires practice, so in many of our courses, students work together to produce co-authored reports describing their experimental results. While collaborative writing is important, students will be increasingly responsible for their own writing with the goal of achieving effective technical writing in the mode of professional biologists.

The Biology major scaffolds writing assignments from parts of lab reports or proposals in the introductory courses to full lab reports and review papers in upper level courses. Students will experience many different forms of writing in Biology throughout their major coursework.

To fulfill the Writing in the Major certification, Biology majors must either take a course that has been designated by the department as writing intensive or submit a portfolio with three pieces of graded writing to their senior seminar instructor prior to the end of their senior year. The following courses have been designated as writing intensive:

- Bio 230 - Plant Biology
- Bio 250 - Microbiology
- Bio 315 - Molecular Biology
- Bio 325 - Bioinformatics
- Bio 335 - Animal Physiology
- Bio 345 - Conservation Biology
- Bio 346 - Plant- Animal Interactions
- Bio 361 - Immunology
- Bio 415 - Molecular Genetics and Genomics

Requirements For A Major In Cellular And Molecular Biology

TOTAL COURSES REQUIRED

8.5 BIO + CHEM 120 + 3 MATH and/or CSC

CORE COURSES

BIO 101; BIO 102; CHEM 120; BIO 241 or BIO 250; BIO 315.

OTHER REQUIRED COURSES

4 BIO courses including:

- 3 courses from Group 1 (minimum of 2) and Group 2
- Group 1: BIO 241, BIO 250, BIO 314, BIO 320, BIO 325, BIO 361, BIO 381, BIO 385, BIO 415, BIO 490 (CMB area)
- Group 2: BIO 230, BIO 285, BIO 334, BIO 335, BIO 382
- 1 additional Biology elective

3 courses chosen from the following Computer Science and Math courses: CSC 121, CSC 122, CSC 232, CSC 233, MATH 123, MATH 141, MATH 151, MATH 152, MATH 251, MATH 341

No more than two courses from off-campus programs can count toward the major.

NUMBER 300 AND 400 LEVEL COURSES	Minimum of 3 BIO (not including BIO 450)
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	BIO 450 completion with a grade of C- or better, or half credit BIO 490 research in a CMB area.
ADDITIONAL INFORMATION	The CSC and MATH courses requirement may be fulfilled as follow: 3 CSC, or 3 MATH, or 2 CSC + 1 MATH, or 1 CSC + 2 MATH. BIO 375, BIO 325, BIO 381 are recommended electives. Students may take BIO 375 and MATH 141, however BIO 375 may not be substituted for one of the Math requirements, or vice versa. BIO 490 half credit research or more recommended in a CMB area, may be counted as upper level elective for the major. Interdisciplinary project with Math or Computer Science is encouraged.
WRITING IN THE MAJOR	See Biology major for students entering Fall 2014 and after.

Requirements For A Major In Environmental Biology

TOTAL COURSES REQUIRED	7.5 Biology + CHEM 130 + 4.0 Allied + 1.0 Elective
CORE COURSES	BIO 101, BIO 102, CHEM 130, BIO 450
OTHER REQUIRED COURSES	Five upper level Biology courses. Must include BIO 375 and either BIO 342 or BIO 345 (or similar approved topics course). Four allied courses from outside Biology (minimum two from the social sciences, arts or humanities; minimum one from the sciences). At least one of these must be at or above the 200 level. These courses are selected from a list of environmental course offerings maintained by the Biology Department. One additional elective course, which may be in Biology, Chemistry, or from the list of allied courses.
NUMBER 300 AND 400 LEVEL COURSES	Three (not including BIO 450)

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	Completion of BIO 450 with a grade of C- or better.
ADDITIONAL INFORMATION	No more than two courses from off-campus programs may count toward the major. Environmental biology majors are encouraged to also take courses in physics and computer science.
WRITING IN THE MAJOR	See Biology major for students entering Fall 2014 and after.

Requirements For A Minor In Biology

TOTAL COURSES REQUIRED	Six
CORE COURSES	BIO 101, BIO 102
OTHER REQUIRED COURSES	Three BIO courses, with at least one at the 300-level, and CHEM 120.
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In Biology

BIO 101 MOLECULES, GENES AND CELLS

Includes laboratory. An introduction to genetics, cell biology and molecular biology. Students will examine topics in biological chemistry, cellular structure and function, metabolism and energy flow in cellular systems, Mendelian genetics, and the cell cycle.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics		1 course

BIO 102 EVOLUTION, ORGANISMS AND ECOLOGY

Includes laboratory. An introduction to the principles and practice of evolutionary biology, population genetics, and ecology. Students will examine topics in natural selection, the modern synthesis, speciation, phylogeny, primary productivity and ecological efficiency.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics

1 course

BIO 104 HUMAN BIOLOGY

Includes laboratory. An entry level course that examines biological principles as they relate to the functioning of human body systems, and to advances in medical science (or just health) and biotechnology. *May not be counted toward a major in biology.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics

1 course

BIO 105 HUMAN GENETICS

Includes laboratory. An entry level course examining basic principles of genetics, emphasizing human genetics, various disorders and their ethical and economic impact on society. *May not be counted toward a major in biology.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics

1 course

BIO 130 PLANTS IN HUMAN CULTURES

Includes laboratory. In this course, students will address the many ways that humans interact with the botanical world. Topics covered include, but are not limited to: the history and evolution of agricultural practices and crop plants, the botanical and chemical aspects of food and spice crops, genetic engineering of crops, traditional uses of medicinal plants in human cultures, modern searches for cures for human diseases using plant-derived chemicals, the effects of humans on the distribution of plant species and the evolutionary origins of such plant products as wood, cotton, oils, etc. *May not be counted toward a major in biology.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics

1 course

BIO 156 ADVANCED PLACEMENT IN BIOLOGY

Credit for students earning advanced placement in biology. Does not count toward the major in Biology.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

BIO 183 OFF-CAMPUS EXTENDED STUDIES COURSE

Winter or May Term off-campus study project related to a biological theme. *May not be counted toward major*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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variable

BIO 190 TOPICS

Selected topics in biology. May include laboratory depending on subject.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics

1/2-1
course**BIO 197 FIRST-YEAR SEMINAR**

A seminar focused on a theme related to the study of biology. *Open only to first-year students. May not be counted toward major.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

BIO 203 HUMAN ANATOMY

Includes laboratory. Examination of human structure as it relates to organ and body function and human adaptation to the environment. Laboratory: dissection of a mammal with reference to its comparison with the human. *Prerequisite: one course in biology or KINS 100*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Prerequisite: one course in biology or
KINS 100

1 course

BIO 230 PLANT BIOLOGY

Includes laboratory. An introduction to the principles of plant biology. Topics covered include plant development and reproduction, responses to environmental variables, and applied uses. *Prerequisites: BIO 101 and BIO 102, or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	BIO 101 and BIO 102, or permission of instructor.	1 course

BIO 234 EVOLUTIONARY DEVELOPMENTAL BIOLOGY

May include laboratory. In this course students will integrate ideas on organism form and function from the level of the gene to the fully functioning organism. Topics covered include, but are not limited to: the theories of Darwin and Von Baer, the role of natural genetic variation, developmental plasticity, evolutionary novelties, the genetic 'toolkit', the role of the environment in organismal development, and using cutting edge technology in research. *Prerequisite: BIO 102.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	BIO 102	1 course

BIO 235 ORGANISMAL BIOLOGY

Includes laboratory. With an emphasis on land plants and animals, this course provides an introduction to the evolution of the structure-function relationships that characterize these organisms. Topics covered include the evolution of adaptations associated with nutrition, internal transport, gas exchange, water and ion balance, growth, reproduction, development and integration of activities. *Prerequisite: BIO 101 and BIO 102.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	BIO 101 and BIO 102	1 course

BIO 241 INTERMEDIATE CELLULAR BIOLOGY

Includes laboratory. This class focuses on the regulatory mechanisms governing cellular function. Topics will include: protein trafficking, vesicular transport, cytoskeletal dynamics, cell signaling mechanisms, cell cycle regulation, cell-cell and cell environment interactions, regulation of apoptosis, autophagy, stem cells and cell fate determination. The course will also introduce students to critical analysis of peer-reviewed literature. *Prerequisite: BIO 101 or CHEM 240 (prior or concurrent).*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics

1 course

BIO 250 MICROBIOLOGY

Includes laboratory. A general overview of microbiology. Topics covered include microbial genetics, physiology, evolution and ecology, microbial techniques and the interplay between microbial life and the human environment. *Prerequisites: BIO 101*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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BIO 101

1 course

BIO 285 BIODIVERSITY

Includes laboratory. A diagnostic overview of major taxa within both prokaryotes and eukaryotes which includes phylogeny, systematics, defining attributes, and comparative life cycles. *Prerequisites: BIO 101 and BIO 102, or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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BIO 101 and BIO 102, or permission of instructor.

1 course

BIO 290 TOPICS

Selected topics in Biology. May or may not include a laboratory, depending on the subject. *Prerequisite: one year of biology or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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One year of biology or permission of instructor

1/2-1 course

BIO 295 PRACTICUM FOR BIOLOGY TUTORS

Development of tutoring and problem-solving skills in biology through readings, direct experience, reflection and discussion. Experience in tutoring/assisting of a biology course under direct supervision. *Prerequisites: one year of Biology and permission of instructor. May be counted one time toward Biology majors.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	One year of biology and permission of instructor	1/2 course
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BIO 314 BIOCHEMISTRY AND CELLULAR BIOLOGY

Includes laboratory. A study of the dynamic aspects of the structure, function and regulation of eukaryotic cells. The molecular nature of the gene and gene expression are examined. The intercellular functions that maintain cell viability and the coordination between cell in multicellular organisms are examined. *Prerequisites: BIO 101 and BIO 102, or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	BIO 101 and BIO 102, or permission of instructor	1 course
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BIO 315 MOLECULAR BIOLOGY

Includes laboratory. This course presents advanced concepts of molecular biology with the experimental evidence and practice of genetic engineering and recombinant DNA technology. Lectures focus on explaining biological phenomena in molecular and biochemical terms, including DNA-Protein interactions in gene regulation, and provide conceptual support for the laboratory experiments. Laboratory work focuses on a semester-long project using biochemical and molecular techniques. *Prerequisites: BIO 101 and CHEM 120.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	BIO 101 and CHEM 120	1 course
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BIO 320 GENETICS

Normally includes laboratory. The study of gene transmission, structure and function. Topics include patterns of inheritance, microbial and molecular genetics, quantitative and population genetics. *Prerequisite: BIO 101 and BIO 102, or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	BIO 101 and BIO 102, or permission of instructor	1 course
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BIO 325 BIOINFORMATICS

Includes laboratory. An introduction to the molecular theory and computational tools for analyzing gene and protein sequences. A major activity is the use of computer programs and algorithms to find and align gene and protein sequences, to predict protein structure and function, and to create network maps and phylogenetic histories from molecular sequences. *Prerequisites: BIO 101 or CHEM 240*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	BIO 101 or CHEM 240	1 course

BIO 334 DEVELOPMENTAL BIOLOGY

Includes laboratory. A comparative investigation of embryonic development, including cell differentiation, tissue organization and mechanisms of organ development. *Prerequisites: BIO 101 and BIO 102, or permission of instructor*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	BIO 101 and BIO 102, or permission of instructor	1 course

BIO 335 ANIMAL PHYSIOLOGY

Includes laboratory. In Animal Physiology we use an integrative approach to study the mechanisms by which animals maintain internal environments that are compatible to life. The basis of organ systems function, homeostatic responses to environmental stresses, evolutionary and developmental adaptations and normal body functions are explored at the cellular and organismic level. Selected physiological topics including osmoregulation, metabolism, nerve function, cardiac and respiratory physiology are investigated in the accompanying laboratory sessions. *Prerequisites: BIO 101*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	BIO 101	1 course

BIO 342 ECOLOGY

Includes laboratory. The study of interrelationships between organisms and their environment, emphasizing fundamental concepts in ecology, natural history of local habitats and organisms, the process of ecological research, and current issues of interest in ecology. *Prerequisites: BIO 101 and BIO 102, or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	BIO 101 and BIO 102, or permission of instructor.	1 course
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BIO 343 AQUATIC ECOLOGY

Includes laboratory. With an emphasis on freshwater ecosystems, this course provides an introduction to the biological, physical, and chemical constraints on living in water. Topics covered include the physical differences between aquatic and terrestrial environments, aquatic biodiversity, trophic interactions, nutrient cycling, and the conservation of aquatic ecosystems. *Prerequisites: BIO 101 and BIO 102.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	BIO 101 and BIO 102	1 course
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BIO 344 ECOLOGICAL AND EVOLUTIONARY GENETICS

This course examines how interactions among organisms and their biotic and abiotic environments influence the quantitative and molecular genetics of natural populations. Following a brief introduction to theoretical population and quantitative genetics, students make extensive use of the primary literature to examine current research in this area. *Prerequisites: BIO 101 and BIO 102, or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	BIO 101 and BIO 102, or permission of instructor	1 course
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BIO 345 CONSERVATION BIOLOGY

Includes laboratory. This course will address the impacts of humans on Earth's biodiversity, and strategies taken to conserve and protect global natural resources. Topics covered may include global patterns of biodiversity, ecological community structure, habitat exploitation and restoration by humans, genetics of small populations, design of nature reserves, problems associated with invasive species. *Prerequisites: BIO 101 and BIO 102, or permission of instructor..*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	BIO 101 and BIO 102, or permission of instructor.	1 course
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BIO 346 PLANT-ANIMAL INTERACTIONS

Includes laboratory. An examination of plants and animals from a holistic, interactive perspective, focusing on the ongoing coevolution between plants and animals. Both positive and negative interactions for both types of organisms are examined. *Prerequisites: BIO 101 and BIO 102, or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	BIO 101 and BIO 102, or permission of instructor	1 course

BIO 348 BEHAVIORAL ECOLOGY

Includes laboratory. This course is concerned with an evolutionarily based analysis of how the behaviors of animals contribute to survival and reproductive success. *Prerequisites: BIO 101 and BIO 102, or permission of instructor..*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	BIO 101 and BIO 102, or permission of instructor.	1 course

BIO 361 IMMUNOLOGY

Includes laboratory. Investigation of the principles of immunology, including clinical principles of pathogen resistance, autoimmunity, immunodeficiency and cancer. Both basic science and clinical science will be addressed, as will comparative aspects of innate and acquired immunity. Laboratory consists of basic and investigative projects involving the use of live animals. *Prerequisite: BIO 101 and BIO 102, or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	BIO 101 and BIO 102, or permission of instructor	1 course

BIO 375 BIostatISTICS

Includes laboratory. A detailed survey of the techniques involved in the collection and analysis of biological data. Topics include sampling and the types of biological data, hypothesis generation and testing, parametric and nonparametric statistical tests, categorical data analysis and design of experiments. *Prerequisites: BIO 101 and 102, or permission of instructor. Not open to students with credit in ECON 350 or PSY 214.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	BIO 101 and 102, or permission of instructor.	1 course
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BIO 381 CELL SIGNALING IN PHYSIOLOGY

Includes laboratory. This class explores how cellular signaling coordinates physiological function. It focuses on the modes of operation of complex and dynamic molecular networks that are linked to the families of G-protein coupled receptors, receptor tyrosine kinases, cytokines receptors, second messengers, and small G proteins. The class explores the role of cell signaling in 1) cell growth, proliferation, differentiation, and cell death, and 2) their regulation of stress responses, inflammation, tissue remodeling, wound healing, regeneration and cancer. This class makes extensive use of primary literature. Labs include tissue culture, cell imaging, protein expression, protein isolation and detection by ELISA and Western, and a multi-weeks independent project (4 to 5 weeks) using various cell and molecular techniques, and in vitro cell culture models as well as in vivo research models. *Prerequisites: Bio 241 or 250 or 315 or CHEM 240*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		1 course
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BIO 382 NEUROBIOLOGY

Includes laboratory. Examines the structure and function of individual neurons and glial cells, the formation of integrative circuits and the comparative organization and evolution of animal nervous systems of increasing complexity from nerve nets to humans. *Prerequisite: BIO 101 and BIO 102, or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	BIO 101 and BIO 102, or permission of instructor	1 course
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BIO 385 MOLECULAR NEUROBIOLOGY

Includes laboratory. This course is concerned with the regulation of neural gene expression and protein synthesis and is designed for advanced students. We approach neurobiological questions from the molecular (gene and protein) level with the aim to understand how patterns of gene expression and protein synthesis relate to brain function and dysfunction. Topics include neurodegenerative diseases (such as Alzheimer's, Huntington's and Parkinson's disease), addiction, mood disorders, neural development, neural regeneration, stem cells, and progress in neural therapies. Along these lines, current concepts of transcriptional and translational control

of selected neural genes in normal, diseased and developing nervous systems are discussed. Molecular techniques such as protein isolation, Western Blotting, immunodetection, and tissue culture are explored in the laboratory. *Prerequisites: BIO 101*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	BIO 101	1 course

BIO 390 TOPICS

Selected topics in biology are offered. *Prerequisite: one year of biology or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	One year of biology or permission of instructor	1/2-1 course

BIO 415 MOLECULAR GENETICS & GENOMICS

This course focuses on the genes in the Human Genome that are responsible for causing simple monogenic diseases (see OMIM) and more complex polygenic diseases such as atherosclerosis, diabetes, Crohn's disease, asthma and autism. Both classical genetics (Mendelian, Quantitative, Population) and modern genetics (Single Nucleotide Polymorphisms in Genome Wide Association Studies) are introduced for probing the discovery, transmission, and molecular functions of these genes. We also probe new ways of treating and testing for diseases along with the ethical implications. *Prerequisite: BIO 101, CHEM 240, or permission of instructor. Recommended: BIO 315, BIO 325 or BIO 320.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	BIO 101, CHEM 240, or permission of instructor. Recommended: BIO 315, BIO 325 or BIO 320.	1 course

BIO 450 SENIOR SEMINAR

Students read, present and discuss research papers from a variety of areas in biology. *Prerequisite: a major in biology and senior status. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	A major in biology and senior status	1/2 course

BIO 490 RESEARCH PROBLEMS

Directed independent study. *Usually taken for one-half credit. Consult with instructor to determine credits. May be repeated. Permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of instructor	1/2-1 course

Business

Students in DePauw's Business Program explore business decision-making and problem-solving individually and in groups, drawing on a rich, liberal arts foundation of data analysis, ethical inquiry, global awareness, and clear thinking and communication. Business students develop and apply these abilities in coursework, case studies, independent research, and internships.

Opportunities for leadership, internships, alumni connections, and mentorship are magnified through the Business Program's connections with the McDermond Center for Management and Entrepreneurship and the Management Fellows honors program.

Requirements For A Major In Business Analytics (Fall 2023)

TOTAL COURSES REQUIRED	10-12 (including prerequisites)
CORE COURSES	ECON 100, BUS 110, a statistics course (MATH 141 or PSY 214 or ECON 350 or BIO 375), BUS 210, a regression course (BUS 305 or MATH 341 or ECON 385 or ECON 450), BUS 310, BUS 480
OTHER REQUIRED COURSES	<p>Any two electives, one of which must be at the 300 or 400 level. Choose any BUS electives or from the list below. Students are not required to, but may choose a specialization by completing two courses in one category.</p> <p>Mathematics: MATH 261 (MATH 141 prereq), MATH 331 (MATH 152 prereq), MATH 332 (MATH 331 prereq), MATH 336 (MATH 136/151 prereq)</p> <p>Computer Science: CSC 122 (CSC 121 prereq), CSC 330 (CSC 232 and CSC 233 prereq), CSC 370 (CSC 232 and CSC 233 prereqs)</p>

NUMBER 300 AND 400 LEVEL COURSES

Finance: ECON 280 (ECON 220 prereq), ECON 360 (ECON 350 prereq), ECON 393 (ECON 220 and ECON 350 prereq)

Economics: ECON 415 (prereqs ECON 294, ECON 350), ECON 430 (prereq ECON 294), ECON 465 (prereqs ECON 294, ECON 350). *Note that MATH 136/151 is a prerequisite for ECON 294.*

Three-Four (2 in core, 1 or 2 from electives)

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

BUS 480: Business Analytics Seminar or (with program approval) BUS 485: Independent Capstone Project

ADDITIONAL INFORMATION

We strongly encourage students to complete a full-time summer or semester internship in business analytics.

WRITING IN THE MAJOR

Students in business analytics develop their communication skills along with the ability to visualize and analyze business-related data. Opportunities to practice writing about technical aspects of business analytics and the implications of rigorous analysis based on mathematics, computer science, finance, and economics take many forms, such as: writing about the process of gathering, organizing, and analyzing information; describing the results of statistical analysis; explaining and interpreting trends in data; and recommending next steps for decision-makers.

Business analytics majors develop their ability to write about empirical processes and results in BUS 210: Business Analytics II and BUS 310: Business Analytics III. In the senior capstone, BUS 480: Business Analytics Seminar or BUS 485: Independent Capstone Project, students demonstrate mastery of business analytics writing through empirical projects and case studies. Students must pass these courses to satisfy the writing in the major requirement. Other courses in the business analytics curriculum also include intentional writing components where students develop and practice



their skills in writing about data, empirical analysis, and interpreting results.

Requirements For A Minor in Business Analytics (Fall 2023)

TOTAL COURSES REQUIRED
CORE COURSES
OTHER REQUIRED COURSES
NUMBER 300 AND 400 LEVEL COURSES

Five

- BUS 110: Gateway to Business Analytics
- A course in statistics (choose from MATH 141, PSY 214, ECON 350 or BIO 375)
- BUS 210: Business Analytics II

Two additional BUS, ECON, FIN, MATH, or CSC courses listed in the Business Analytics major or approved by the minor advisor, at least one of which must be at the 300- or 400-level.

One

Requirements For A Minor In Entrepreneurship (Fall 2023)

TOTAL COURSES REQUIRED
CORE COURSES
OTHER REQUIRED COURSES

Five

ECON 100, ECON 220, BUS 350

Two Electives
List of Electives:

- BUS 110 - Gateway to Business Analytics
- LEAD 226 - Foundations of Leadership
- CSC 121 - Computer Science I
- CSC 122 - Data Structures

- PSY 254 - Consumer Psychology
- PSY 364 - Industrial and Organizational Psychology
- COMM 326 - Communication in Organizations
- PHIL 233 - Ethics and Business
- MUS 340 - Music Entrepreneurship
- Other related courses with the approval of minor advisor

Note: Some of the other related courses are (but not limited to):

- For general business related courses:
 - Courses offered in the new finance major
 - ECON 398 - Business Policy
 - ECON 440 - Applied Game Theory
 - For students interested in technology entrepreneurship:
 - CSC 330 - Artificial Intelligence,
 - CSC 360 - Autonomous Robotics,
 - CSC 370 - Data Mining
 - For students interested in media/arts entrepreneurship:
 - COMM 318 - Business of the Performing Arts,
 - FILM 230 - Introduction to Digital Film Production
 - For students interested in environmental entrepreneurship:
 - GEOS 190 - Energy, Environment & Climate

<p>NUMBER 300 AND 400 LEVEL COURSES</p>	<ul style="list-style-type: none"> ○ PHIL 232 - Environmental Ethics, ○ POLS 265 - Introduction to Environmental Policy ○ For students interested in healthcare entrepreneurship: ○ GLH 242 - Topics in Global Health, ○ UNIV 275 - Introduction to Public Health
<p>Two</p>	

Courses In Business

BUS 110 GATEWAY TO BUSINESS ANALYTICS

A first course in applied business analytics that assumes no prior experience in the field. Explores uses of business analytics and ways to successfully use analytics in business decisions, including ethical aspects of data analysis. Focuses on gathering, organizing, and describing information. May include introductory topics such as data visualization and interpretation through use of simulation, case studies, and guest speakers. The course will include content from each of the four specializations in the Business Analytics major at DePauw: mathematics, computer science, financial analytics, and business & economics. *Prerequisites: None.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	None	1 course

BUS 183 OFF-CAMPUS EXTENDED STUDIES

A. Business; B. Business Analytics. An off-campus Extended Studies course on business.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/4-1/2 course

BUS 184 ON-CAMPUS EXTENDED STUDIES

A. Business; B. Business Analytics. An on-campus Extended Studies course on business.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/4-1/2
course

BUS 197 FIRST-YEAR SEMINAR

A. Business; B. Business Analytics. A seminar focused on a theme related to the study of business. *Open only to first-year students. Does not count toward the major or into the major GPA.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

BUS 210 BUSINESS ANALYTICS II

An intermediate course in business analytics for students who have completed a statistics course. Develops data management, programming, and analytical skills to guide business decision-making. May cover tools such as Python, R, Julia, and Tableau and topics such as LASSO, random forests, and spreadsheet models. *Prerequisites: A statistics course (choose from: MATH 141 or PSY 214 or ECON 350 or BIO 375) and BUS 110 or consent of the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics	A statistics course (choose from: MATH 141 or PSY 214 or ECON 350 or BIO 375) and BUS 110 or consent of the instructor.	1 course
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BUS 240 PRINCIPLES OF RISK MANAGEMENT AND INSURANCE

The course surveys fundamental principles of risk, the risk management process, and insurance as a systematic approach to transfer and finance risk. It examines how insurance offers protection against major risks that firms and individuals face, how the insurance market is structured, and how and why the industry is regulated. This course also delves into theories and philosophies that provide insights into how the risk management industry functions in the larger society. Emphasis is placed on understanding that insurance is just one of the techniques to be relied upon in planning a comprehensive risk management program

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science		1 course
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BUS 250 INEQUALITY VIA ANALYTICS

This course uses microdata (from the Current Population Survey) to explore inequality in the distribution of income and wealth in the United States. It is grounded in numbers and data analysis, but we will also study philosophical arguments (e.g., Rawls and Nozick) and theories about inequality. We will focus mainly on differences between rich and poor, but also examine racial, gender, health and other gaps. *Prerequisite: Elementary statistics (such as ECON 350, BIO 275, MATH 141, MATH 247 or PSY 214) or consent of the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics- <i>or</i> - Privilege, Power And Diversity	Elementary statistics (such as ECON 350, BIO 275, MATH 141, MATH 247 or PSY 214) or consent of the instructor	1 course

BUS 290 BUSINESS TOPICS

A. Business; B. Business Analytics. Topics are chosen from business content areas that extend explorations of content in existing courses or allow exploration of content not duplicated in regular course offerings. May be repeated for credit with different topics. *Prerequisites: Open to students by permission of instructor or to those who satisfy prerequisites determined by the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Open to students by permission of instructor or to those who satisfy prerequisites determined by the instructor.	1/4-1/2-1 course

BUS 295 INTERNSHIP IN BUSINESS ANALYTICS

An experiential course for students who complete a business analytics internship at an organization outside the University. *This course does not satisfy major core or specialization requirements.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/4-1/2-1 course

BUS 305 REGRESSION WITH MICRODATA

This course uses microdata from complex surveys (e.g., the Current Population Survey) and hypothetical data with Monte Carlo simulation to explain regression analysis, interpret results, and answer research questions with data. Special emphasis is placed on understanding sampling

variability and the standard error. Excel is used at an advanced level and combined with other statistical software such as Stata or R. *Prerequisite: Elementary statistics (such as ECON 350, BIO 275, MATH 141, MATH 247 or PSY 214) or consent of the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	Elementary statistics (such as ECON 350, BIO 275, MATH 141, MATH 247 or PSY 214) or consent of the instructor	1 course

BUS 310 BUSINESS ANALYTICS III

An advanced course in predictive and prescriptive business analytics for students who have completed a regression course. May include algorithms such as neural networks and support vector machines, and applications such as text mining. *Prerequisites: A regression course (choose from: MATH 341 or ECON 385 or ECON 450) and BUS 210 or consent of the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	A regression course (choose from: MATH 341 or ECON 385 or ECON 450) and BUS 210 or consent of the instructor.	1 course

BUS 331 MATHEMATICS OF COMPOUND INTEREST

(Cross-listed with MATH 331) A mathematical treatment of measurements of interest and discount, present values, equations of value, annuities, amortization and sinking funds and bonds. Also, an introduction to life annuities and the mathematics of life insurance. *Prerequisite: MATH 152 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 152	1 course

BUS 332 SEMINAR IN FINANCIAL MATHEMATICS

(Cross-listed with MATH 332) This is a problem-solving seminar. The problems discussed in the seminar provide students with a better understanding of the actuarial field by exposing students to the professional application of actuarial science and by providing resources for students taking actuarial exams. Techniques and strategies for solving difficult problems are also introduced in the seminar. The seminar also includes an introduction of financial instruments, the determinants of interest rates, an alternative way to approximate the effect of change in interest rates, and interest rate swaps. This course is of great assistance for students who are preparing for the

actuarial exam Financial Math. *Prerequisite: MATH 331 or BUS 331 which may be taken concurrently.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 331 or BUS 331 which may be taken concurrently.	1/2 course

BUS 336 INTRODUCTION TO FINANCIAL ENGINEERING

(Cross-listed with MATH 336) The course builds on mathematical models of bond and stock prices and focuses on the mathematical modeling of financial derivatives. It covers several major areas of financial derivative pricing modeling, namely: Efficient market and No-Arbitrage Principle; basics of fixed-income instrument and risk-free asset; Risk-neutral Probability and Risk-Neutral Pricing; Black-Scholes' arbitrage pricing of options and other derivative securities; Numerical Methods like a Binomial Tree for derivative pricing; the Greeks and Hedging using derivatives. Assuming only a basic knowledge of probability and calculus, it covers the material in a mathematically rigorous and complete way at a level accessible to second or third year undergraduate students. This course is suitable not only for students of mathematics, but also students of business management, finance and economics, and anyone with an interest in finance who needs to understand the underlying theory. *Prerequisites: MATH 136 or MATH 151, ECON 100, and either MATH 141 or ECON 350.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Math 136 or MATH 151, Econ 100, and either MATH 141 or ECON 350	1 course

BUS 350 NEW VENTURE CREATION

New ventures are critical to bringing about societal change as well as driving growth and opportunity in the economy. Venture creation plays a vital role in economic growth because it creates new businesses and expands existing ones, it plays a major role in new job creation and fuels a virtuous cycle of economic development. This course introduces some of the key concepts of the entrepreneurial process and an understanding of the role of key players in the entrepreneurial ecosystem. Students will assess how strategic frameworks can be applied to opportunity assessment and the development of new business models. Students will explore the different stages in new venture creation and the strategies and competencies required to support each stage along with sources of funding. This is a demanding action learning course and students will work in teams on in-class and out-of-class assignments.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

BUS 390 BUSINESS TOPICS

A. Business; B. Business Analytics. Topics are chosen from business content areas that extend explorations of content in existing courses or allow exploration of content not duplicated in regular course offerings. May be repeated for credit with different topics. *Prerequisites: Open to students by permission of instructor or to those who satisfy prerequisites determined by the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Open to students by permission of instructor or to those who satisfy prerequisites determined by the instructor.	1/4-1/2-1 course

BUS 480 BUSINESS ANALYTICS SEMINAR

The integrated capstone for the business analytics curriculum with emphasis on cases, research methodology, and writing. Group discussion and criticism of research methods, including ethical considerations. *Prerequisite: a major in business analytics or permission of the instructor and BUS 310. Not open for pass/fail credit. BUS 480 or BUS 485 is required of all senior Business Analytics majors.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	A major in business analytics or permission of the instructor and BUS 310.	1 course

BUS 485 INDEPENDENT CAPSTONE PROJECT

Outstanding students in business may complete an intensive independent project in their senior year. The project culminates in a written thesis and a public presentation of their research. The thesis is directed by a Business faculty member. Thesis proposals must be approved by the program before a student can register for BUS 485. *Prerequisite: Permission of the program. May be taken for 1 semester (1 credit) or in two consecutive semesters (1/2 credit each semester). Not open for pass/fail credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of the program.	1 course

BUS 490 BUSINESS TOPICS

A. Business; B. Business Analytics; C. Finance. Topics are chosen from business content areas that extend explorations of content in existing courses or allow exploration of content not

duplicated in regular course offerings. May be repeated for credit with different topics. *Prerequisites: Open to students by permission of instructor or to those who satisfy prerequisites determined by the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Open to students by permission of instructor or to those who satisfy prerequisites determined by the instructor.	1/4-1/2-1 course

Chemistry and Biochemistry

Knowledge of the chemical world is important for any educated person because chemical concepts and issues affect so many aspects of our personal lives and society. Coursework in chemistry naturally prepares one to understand the physical and living worlds; it also prepares one to make scientifically-informed contributions to many other fields and to society. Areas such as molecular biology, environmental law and policy, bioethics, patent law, medicine and education are examples of fields where chemical knowledge is needed. Both biochemistry and chemistry majors pursue graduate studies in chemistry, biochemistry or medicine upon graduation. Other career paths available to these majors include employment in fields such as the pharmaceutical industry, law, environmental monitoring and technical sales/management. The chemistry faculty encourages students to participate in collaborative research during the school year, Winter Term and summers. Such research is an important facet of a student's education. Students may also choose to pursue an internship at a national laboratory or in an industrial or medical setting at some point in their training. All chemistry students may participate in the activities of the award-winning Chemistry Club. The Women in Science group also sponsors speakers and activities of interest to chemistry students. Majors and minors are offered in chemistry and biochemistry. No chemistry course may be taken pass/fail.

Requirements for a Major in Biochemistry

TOTAL COURSES REQUIRED	Nine and one-quarter
CORE COURSES	CHEM 120, CHEM 130, CHEM 170, CHEM 240, CHEM 260, CHEM 320, CHEM 343, CHEM 440
OTHER REQUIRED COURSES	Two courses selected from: CHEM 342, BIO 250, BIO 314, BIO 320, BIO 325, BIO 335, BIO 361, BIO 382, BIO 415
NUMBER 300 AND 400 LEVEL COURSES	At least 3.0 courses

**SENIOR REQUIREMENT AND
CAPSTONE EXPERIENCE**

Completion of CHEM 490, Senior Capstone or CHEM 405, Thesis, with a grade of C- or better, and satisfactory attendance at departmental seminars during the junior and senior years are required.

ADDITIONAL INFORMATION

With the approval of their advisor, students may apply CHEM 335, CHEM 354, CHEM 364, BIO 390 or BIO 490 toward the "other required courses" (such courses should have a biochemical emphasis). With the approval of their advisor, students may apply up to 0.5 course of research (CHEM 395, CHEM 405, and BIO 490).

WRITING IN THE MAJOR

Scientists write for a variety of purposes and audiences. Sometimes the writing is formal, such as an article or poster conveying the results of a research project to an audience of knowledgeable peers. Other times the writing is informal, used to facilitate the research process when the audience is limited to the author and his or her research partners. This could be in the form of brief research reports, or sharing laboratory notebooks. At other times, scientists write for a general audience of intellectually curious non-scientists. Just as the practice of science requires careful design of experiments, and precise and accurate measurements, a scientist must have command of the written word in a manner appropriate for diverse purposes and audiences.

Writing instruction in the department parallels the vertical nature of our curriculum, in which upper-level courses build on concepts learned in introductory courses, to build and reinforce skills in writing across a student's four years. Students in our introductory courses learn to maintain a laboratory notebook and to report the results of their laboratory work in a journal article format. Writing instruction at this level is carefully structured to give attention to different purposes and audiences. Particular attention is given to the design of tables, graphs, and figures that summarize results and illustrate ideas, and to the effective use of such devices in clearly

communicating information and supporting the written narrative. As students progress through the curriculum, their laboratory work becomes more independent, open-ended, and complex, and their written reports become correspondingly more demanding and require greater sophistication. At all levels, the department's focus is on carefully organizing and presenting information, constructing meaning from complex data, and effectively communicating the results of scientific experiments.

Writing in the Major (WIM) will be completed through specific WIM assignments in your upper-level classes. You must receive a C or better on three of four WIM assignments to complete this requirement. For Biochemistry majors, there will be two WIM assignments available in Chem 310 and one assignment each in Chem 343 and Chem 440. For Chemistry majors, there will be one WIM assignments each in Chem 320, Chem 331, Chem 450 and Chem 460.

Requirements for a Major in Chemistry

TOTAL COURSES REQUIRED

Nine and one-quarter

CORE COURSES

CHEM 120, CHEM 130, CHEM 170, CHEM 240, CHEM 260

OTHER REQUIRED COURSES

Chemistry majors must also complete advanced courses in three categories as follows:

- *Chemical Reactivity* (1.5 courses chosen from CHEM 320, CHEM 331, CHEM 332, CHEM 335; at least one class must include lab);
- *Chemical Analysis* (CHEM 450 plus one course chosen from CHEM 351, CHEM 352, CHEM 353, CHEM 354);
- *Theoretical and Computational Chemistry* (CHEM 460 plus one course chosen from CHEM 361,

NUMBER 300 AND 400 LEVEL COURSES	CHEM 362, CHEM 363, CHEM 364).
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	Four and one-half Completion of CHEM 490, Senior Capstone or CHEM 405, Thesis, with a grade of C- or better, and satisfactory attendance at departmental seminars during the junior and senior years are required
WRITING IN THE MAJOR	See Writing in the Major for Biochemistry.

Requirements For A Minor In Biochemistry

TOTAL COURSES REQUIRED	Five and one-quarter NOTE: Chemistry majors may not earn a minor in Biochemistry.
CORE COURSES	CHEM 120, CHEM 170, CHEM 240, and CHEM 260.
OTHER REQUIRED COURSES	One course chosen from: CHEM 310, CHEM 343 or CHEM 440 and one course from BIO 314, BIO 315, BIO 320, BIO 325, BIO 335, BIO 361 or BIO 415. 300 and 400 level courses: 2.
NUMBER 300 AND 400 LEVEL COURSES	2

Requirements For A Minor In Chemistry

TOTAL COURSES REQUIRED	Five and one-quarter Note: Biochemistry majors may not earn a minor in Chemistry.
CORE COURSES	CHEM 170

OTHER REQUIRED COURSES**NUMBER 300 AND 400 LEVEL COURSES**

One

Courses In Chemistry And Biochemistry**CHEM 120 STRUCTURE AND PROPERTIES OF ORGANIC MOLECULES**

This course introduces the basics of chemical bonding, structure and behavior in the context of organic molecules. Emphasis is placed on the nature of bonding, how chemists determine structure, the three-dimensional aspects of structure and how molecular structure determines chemical behavior. Lab activities are designed to reinforce class topics while introducing common organic lab techniques, such as liquid-liquid extraction, NMR, IR, GC/MS, and molecular modeling. *Prerequisite: high school chemistry or CHEM 180 or permission of instructor. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	High school chemistry or CHEM 180 or permission of instructor	1 course, class and lab

CHEM 130 STRUCTURE AND PROPERTIES OF INORGANIC COMPOUNDS

An introduction to structure, bonding, properties and simple reactions of inorganic compounds. Topics covered include basic quantum theory, bonding theories, molecular and solid state structure and periodic properties of the elements and their compounds. Application of these topics to biological, environmental and geological systems will be stressed. The lab will focus on the synthesis, structure, properties, and reactivity of inorganic substances, including simple ionic substances and coordination complexes. Characterization using infrared and visible spectroscopy is also introduced. *Prerequisite: high school chemistry or CHEM 180 or permission of instructor. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	High school chemistry or CHEM 180 or permission of instructor	1 course, class and lab

CHEM 156 ADVANCED PLACEMENT IN GENERAL CHEMISTRY

Advanced placement credit for entering first-year students.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

CHEM 170 STOICHIOMETRIC CALCULATIONS

A review of the quantitative treatment of chemistry and chemical reactions. Topics include ways to express the absolute and relative amount of chemicals (grams, moles and concentration), balancing chemical reactions, mole-to-mole relationships, limiting reagents and theoretical yields. The course is composed of a series of self-paced modules. *Prerequisite: high school chemistry or CHEM 180 or permission of instructor. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	High school chemistry or CHEM 180 or permission of instructor	1/4 course, class only
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CHEM 180 TOPICS IN CHEMISTRY AND BIOCHEMISTRY

Selected topics in Chemistry and Biochemistry, suitable for non-majors. *Not open to students with credit for any college chemistry course. May not be counted toward a major in chemistry or biochemistry. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics	Not open to students with credit for any college chemistry course. May not be counted toward a major in chemistry or biochemistry.	1 course
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CHEM 197 FIRST-YEAR SEMINAR: GREEN CHEMISTRY

A seminar focused on a theme related to the study of chemistry. *Open only to first-year students. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		1 course, class and lab
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CHEM 240 STRUCTURE AND FUNCTION OF BIOMOLECULES

An introduction to the molecules of living organisms. Topics will include the chemical and physical nature of biological macromolecules, including proteins, nucleic acids, lipids and carbohydrates. The lab will emphasize characterization of biomolecules using common biochemical techniques. Physical and computer models will be utilized in both class and lab. *Prerequisite: CHEM 120. Pre- or co-requisite: CHEM 170.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	CHEM 120. Pre- or co-requisite: CHEM 170.	1 course, class and lab

CHEM 260 THERMODYNAMICS, EQUILIBRIUM AND KINETICS

A rigorous introduction to the theoretical principles governing the favorability of reactions, extent of reactions and rate of reactions. The application of these topics to environmental chemistry, geochemistry and/or biochemistry is also considered. Laboratory work is designed to reinforce class topics while stressing the importance of making careful quantitative measurements and the careful design of experiments. *Prerequisite: CHEM 170, and CHEM 120 or CHEM 130. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	CHEM 170, and CHEM 120 or CHEM 130	1 course, class and lab

CHEM 310 ENZYME MECHANISMS

An introduction to organic mechanisms as they occur in metabolic processes. The course begins with a rigorous study of organic mechanisms commonly seen in biological systems, and progresses to the mechanisms behind the transformations of lipids, carbohydrates, amino acids and nucleotides in metabolic pathways. Examples from the primary literature will be considered in detail. May not be counted as an elective for the chemistry major. *Prerequisite: CHEM 130, Chem 240, CHEM 260. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CHEM 130, Chem 240, CHEM 260.	1 course

CHEM 320 ORGANIC MECHANISMS AND SYNTHESIS

This course covers reactivity and mechanisms in organic chemistry, with a focus on reactions of key importance in both laboratory synthesis and biological systems. Laboratory introduces fundamental methods of synthesis and purification, and makes use of instrumentation to verify

structure and purity. *Prerequisites: CHEM 130, Chem 240, CHEM 260. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CHEM 130, Chem 240, CHEM 260.	1 course, class and lab

CHEM 331 INORGANIC REACTION MECHANISMS

This course offers a more in-depth look at the range of inorganic reactions. Basics of structure, bonding and properties are used to rationalize reactions ranging from simple precipitation, redox, and acid-base reaction to significantly more involved organometallic reaction mechanisms. Topics vary from year to year but other possible topics include inorganic catalytic cycles, inner and outer sphere redox chemistry, dissociative and associative mechanisms in coordination chemistry, and major bioinorganic reaction mechanisms. Frequently examples are chosen from the most recent primary chemical literature. *Prerequisite: CHEM 130, CHEM 240 and CHEM 260. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CHEM 130, CHEM 240 and CHEM 260	1/2 course, class only

CHEM 332 INORGANIC SYNTHESIS

A laboratory course focusing on advanced synthesis techniques, such as air sensitive handling, sublimation and solid-state synthesis. Use of the chemical literature will be integrated into the course. *Prerequisite: CHEM 130, CHEM 240 and CHEM 260. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CHEM 130, CHEM 240 and CHEM 260	1/2 course, 1 hour class and lab

CHEM 335 TOPICS IN CHEMICAL REACTIVITY

Selected topics in inorganic and organic chemical reactivity are offered. *May be repeated for credit (with a different topic). Prerequisite: varies with topic. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Varies according to the topic offered.	1/2-1 course, class or lab

CHEM 342 TOPICS IN BIOCHEMISTRY

Selected topics in biochemistry are offered. *May be repeated for credit (with a different topic).*
Prerequisite: varies with topic. May not be taken pass/fail.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Varies according to the topic offered.	1/2-1 course, class or lab

CHEM 343 ADVANCED BIOCHEMISTRY

Students in this class will develop an integrated picture of human metabolism by examining the chemistry, energetics and control of metabolic pathways. Through discussion of classic experiments and current research, students will also gain an understanding of how knowledge in the field develops, and how discoveries lead to treatments for metabolic disease. *Prerequisites: CHEM 130, Chem 240, CHEM 260; BIO 101 or BIO 215. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CHEM 130, Chem 240, CHEM 260; BIO 101 or BIO 215	1 course

CHEM 351 CHEMOMETRICS

An introduction to the mathematical handling of chemical data, including the statistical analysis of data, linear regression, standardization strategies, sampling, optimization and ruggedness testing. *Prerequisite: CHEM 130, CHEM 240, CHEM 260. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CHEM 130, CHEM 240, CHEM 260.	1/2 course, class only

CHEM 352 ANALYTICAL EQUILIBRIA

This course provides a more detailed examination of equilibrium chemistry and its application to gravimetry, titrimetry and analytical separations, including solvent extractions and chromatography. *Prerequisite: CHEM 130, CHEM 240 and CHEM 260. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CHEM 130, CHEM 240 and CHEM 260	1/2 course, class only

CHEM 353 INSTRUMENTAL METHODS OF ANALYSIS

A detailed examination of spectroscopic, electrochemical and flow injection methods of analysis. The application of kinetic methods of analysis is also considered. *Prerequisite: CHEM 130, CHEM 240 and CHEM 260. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CHEM 130, CHEM 240 and CHEM 260	1/2 course, class only

CHEM 354 TOPICS IN CHEMICAL ANALYSIS

Selected topics in chemical analysis are offered. *May be repeated for credit (with a different topic). Prerequisite: varies with topic. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Varies according to the topic offered.	1/2-1 course, class or lab

CHEM 361 CHEMICAL KINETICS

A careful study of the key methods for the kinetic analysis of chemical systems. In addition to reviewing basic methodologies, such as the method of initial rates and simple integrated rate equations, considerable attention is given to more complicated kinetic mechanisms. Consecutive, competing, oscillating and explosive reactions are covered. *Prerequisite: MATH 152, PHYS 130, CHEM 130, CHEM 240, CHEM 260. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 152, PHYS 130, CHEM 130, CHEM 240, CHEM 260	1/2 course, class only

CHEM 362 CHEMICAL THERMODYNAMICS

This course will look at the fundamental principles of thermodynamics and how those principles govern the behavior of chemical systems. Emphasis will be given to applications in biochemical systems. *Prerequisite: MATH 152, PHYS 130, CHEM 130, CHEM 240, CHEM 260. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 152, PHYS 130, CHEM 130, CHEM 240, CHEM 260	1/2 course, class only

CHEM 363 QUANTUM MECHANICS IN CHEMISTRY

This course examines the core quantum mechanical models, including the particle in a box, harmonic oscillator, rigid rotor, and hydrogen atom. Emphasis is placed on the power and limits of each model in explaining molecular vibrations, rotations and electronic motions.

Approximation methods are discussed to extend the models to a larger number of physical systems. *Prerequisite: MATH 152, PHYS 130, CHEM 130, CHEM 240, CHEM 260. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 152, PHYS 130, CHEM 130, CHEM 240, CHEM 260	1/2 course, class only

CHEM 364 TOPICS IN THEORETICAL AND COMPUTATIONAL CHEMISTRY

Selected topics in theoretical and computational chemistry are offered. *May be repeated for credit (with a different topic). Prerequisite: varies with topic. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Varies according to the topic offered.	1/2-1 course, class or lab

CHEM 395 INDEPENDENT STUDY

Directed independent study. Participation by arrangement with a faculty member. An oral presentation and written report are required. *May be repeated; however, only one-half course total from CHEM 395 and 405 may be counted toward the chemistry or biochemistry major. Consult with research supervisor to determine credit. Permission of instructor required.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/4-1/2-1 course, laboratory only

CHEM 400 TEACHING OF CHEMISTRY

For students preparing to teach in secondary schools. *Prerequisite: permission of instructor. Not applicable toward the major. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of instructor. Not applicable toward the major.	1/2 course

CHEM 405 THESIS

Completion of a research project and the preparation of a written thesis and oral presentation. Participation by arrangement with a faculty member. *For students finishing a research project and writing a thesis. May not be repeated. Course grade will be assigned by the joint chemistry faculty. Prerequisite: permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of instructor	1/2 course

CHEM 440 BIOPHYSICAL CHEMISTRY

This course will examine the physical and chemical behavior of biomolecules from a quantitative perspective emphasizing applications and problem solving. Approximately half the course will focus on understanding biochemical reactions, structures and reactivity from a thermodynamic and kinetic perspective. The other half of the course will consider selected topics from biochemical applications of spectroscopy, crystallography and separations science. *Prerequisites: CHEM 130, 240, 260; MATH 151; PHYS 120; BIO 315. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CHEM 130, 240, 260; MATH 151; PHYS 120; BIO 315	1 course

CHEM 450 METHOD DEVELOPMENT

Three laboratory hours and one hour recitation. A project-based laboratory course focusing on the development of analytical methods. *Pre- or co-requisite: CHEM 351, CHEM 352 or CHEM 353. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CHEM 351, CHEM 352 or CHEM 353	1/2 course, 1 hour class and lab

CHEM 460 THEORY AND EXPERIMENT

Three laboratory hours and one hour recitation. This project based laboratory will develop skills in asking fundamental questions about chemical behavior, deciding which theories can be used to explain that behavior, and then designing and implementing experiments to answer these questions. *Pre- or co-requisite: CHEM 361 or CHEM 362 or CHEM 363. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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CHEM 361 or CHEM 362 or CHEM 363

1/2 course, 1 hour class and lab

CHEM 490 SENIOR CAPSTONE

This course provides students with the opportunity to study an area of interest within Chemistry and Biochemistry through analysis, research and reading peer-reviewed literature, participate in discussions via course topics and assignments, and develop and present a final project based on their selected area of interest.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

Chinese Studies

Students majoring in Chinese Studies will necessarily be engaged in rigorous intellectual exchanges within global contexts, as every topic connects to the East-West paradigm. Specifically, through our courses on Chinese language, culture, or literature, students learn ways of managing impending issues concerning human conditions from fresh aspects: social conscience (altruism), human rights (humaneness), poverty and social justice (taxation, commerce, and land reform), governing styles (legalism, Daoism, and Confucianism), environmentalism (Daoism), religion (morality and self-cultivation), and more. Together, these courses translate to a good understanding of not only China's recent rise from a closed Communist society to a "government-controlled capitalist" country but also of the thousands of years' traditions (i.e., Confucianism, Taoism, and Buddhism) that are still deeply rooted in the contemporary Chinese psyche.

Our courses provide theoretical and historical insights as well as practical and contemporary skills required for students to demarcate a clearer career path within the plethora of fields related to Asia, such as economics, political science, computer science, arts, education, and communication.

Requirements For A Major In Chinese Studies

TOTAL COURSES REQUIRED	Ten
CORE COURSES	<ul style="list-style-type: none"> • Two courses in Chinese language • One course covering Chinese culture broadly; there are 7 ways to fulfill this

OTHER REQUIRED COURSES

requirement: 1) ASIA 140; 2) ASIA 150; 3) ASIA 251; 4) HIST 253; 5) HIST 254; 6) HIST 255; 7) POLS 253.

- ASIA 480: In consultation with the instructor, students should include a component of China in the substantial essay completed for the course. In exceptional cases, students may opt to complete an independent senior thesis with consultation and permission from the Asian Studies director.

A minimum of six courses from among the following (at least two of the six courses should be on a Chinese topic only): ARTH 133, ARTH 135, ARTH 234, ARTH 236, ARTH 334, ASIA 140, ASIA 190 (when a Chinese topic), ASIA 197 (when a Chinese topic), ASIA 250, ASIA 251, ASIA 290 (when a Chinese topic), ASIA 390 (when a Chinese topic), ASIA 470 (when a Chinese topic), CHIN 161, CHIN 162, CHIN 261, CHIN 262, CHIN 269 (Topics in Chinese), CHIN 361, CHIN 362, CHIN 461, CHIN EXP (Chinese Conversation), ECON 330, HIST 100 (when a Chinese topic), HIST 190 (when a Chinese topic), HIST 252, HIST 253, HIST 254, HIST 255, HIST 290 (when a Chinese topic), HIST 351, HIST 353, HIST 490 (when a Chinese topic), HIST 491 (when a Chinese topic), HONR 102 (when a Chinese topic), HONR 300 (when a Chinese topic), POLS 253, REL 130, REL 258, REL 259, REL 290 (when a Chinese topic), REL 491 (when a Chinese topic), SOC 301 (when a Chinese topic).

A number of other courses may be applied toward the Chinese Studies program. See the Schedule of Classes each semester for a complete listing.

NUMBER 300 AND 400 LEVEL COURSES

Three including ASIA 480 (where China is substantial in the content)

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

All Chinese Studies Majors must complete the Asian Studies Senior Seminar (ASIA 480), which

ADDITIONAL INFORMATION	includes a substantial essay, with a grade of "C" or above. All students are expected to give a public presentation of their work.
	A maximum of 3 courses per term (and 5 in total) may be counted toward the major from semester-long study-abroad programs. A maximum of 6 language courses can count toward the Chinese Studies major.
	All students are encouraged, but not required, to participate in at least one study-abroad experience in China, Hong Kong, or Taiwan, whether through a study-abroad program, an Extended Studies course, an approved summer language program, or an approved internship program. Students should consult with their advisor or the Chinese Studies coordinator for other options.

Requirements For a Minor in Chinese Studies

TOTAL COURSES REQUIRED	Five (Three of the five must be taken at DePauw)
CORE COURSES	Two Chinese language courses at any level.
OTHER REQUIRED COURSES	<ul style="list-style-type: none"> • A minimum of three courses in which China is an essential part of the curriculum. • At least one of the three courses should be solely on a Chinese topic.
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In Chinese Studies

CHIN 161 ELEMENTARY CHINESE I

The goals for this course are for students to master the pinyin Romanization system and to acquire basic communication skills of speaking, listening, reading, and writing Mandarin Chinese. *CHIN 161 is open only to beginners in Chinese or those with two years or less of high school Chinese.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language		1 course
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CHIN 162 ELEMENTARY CHINESE II

This course is a continuation of Elementary Chinese I. Students will continue to develop the language skills they acquired in Elementary Chinese I. *Prerequisite: CHIN 161 or qualifying score on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language	CHIN 161 or qualifying score on the placement test	1 course
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CHIN 197 FIRST-YEAR SEMINAR

A seminar focused on a theme related to Chinese Studies. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		1 course
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CHIN 261 INTERMEDIATE CHINESE I

Course work helps students to develop four linguistic skills (speaking, writing, listening and reading) in Chinese at a more advanced level. Course work emphasizes drills, conversation and grammar. The goals are for students to acquire the following skills: to pronounce modern standard Chinese, to write words using both characters and pinyin Romanization system, to converse in more complicated sentences based on grammatical structures introduced in this course and to write essays. *Prerequisite: CHIN 162 or qualifying score on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language	CHIN 162 or qualifying score on the placement test	1 course
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CHIN 262 INTERMEDIATE CHINESE II

A continuation of CHIN 261. *Prerequisite: CHIN 261 or qualifying score on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

CHIN 261 or qualifying score on the placement test

1 course

CHIN 269 TOPICS IN CHINESETopics in the Chinese language. *May be repeated with different topics for credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

1/2-1 course

CHIN 361 ADVANCED CHINESE IReading and discussion of advanced Chinese materials. Exercise in speaking the language and in writing compositions. *Prerequisite: CHIN 262 or qualifying score on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

CHIN 262 or qualifying score on the placement test

CHIN 362 ADVANCED CHINESE IIA continuation of CHIN 361. *Prerequisite: CHIN 361 or qualifying score on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

CHIN 361 or qualifying score on the placement test

1 course

CHIN 461 ADVANCED READINGS AND PROJECTS IN CHINESEOpen to advanced students in Chinese. *May be repeated for credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

1/2-1 course

Classical Studies

From Homer to Vergil, the Parthenon to the Colosseum, Classical Studies majors and minors study the greatest works of literature and art from the ancient Greek and Roman Worlds. Courses in Classical Studies approach the Greco-Roman world from a variety of humanistic disciplines and analytical methods, including Greek and Latin language and literature, history, philosophy, and art and archaeology. Students learn to critically evaluate literature and material culture, grapple with fundamental questions of human civilization, and appreciate the relevance of the Greco-Roman tradition in the 21st century. In Greek and Latin language courses, students develop logical and creative thought, and explore some of the greatest works of western literature in the original language.

Majors and minors in Classical Studies often participate in Winter Term trips to Italy and Greece (or elsewhere in the Mediterranean) and in semester abroad programs such as the College Year in Athens or the Intercollegiate Center for Classical Studies in Rome. Students interested in Classical Archaeology are also encouraged to participate in summer fieldwork in the Mediterranean World.

Classical Studies provides a good foundation for a wide variety of careers. As they sharpen their skills in linguistic and textual analysis, logical thinking, observation, and argumentation, Classics majors equip themselves with the essential skills for a wide variety of careers, including journalism, medicine, teaching, museum curation, law, theater and the arts, and academia.

Students considering teaching Latin should take as much Latin as possible and consult with the chair of Classical Studies about teaching certification and job opportunities. Students planning to attend graduate school in classics should either double major in Greek and Latin or major in one language and minor in the other. Students planning to attend graduate school in classical archaeology should try to major in one language and minor in Classical Archaeology.

For more information about opportunities in Classical Studies, please see the department web pages.

Requirements For A Major In Classical Civilization

TOTAL COURSES REQUIRED

Nine

CORE COURSES

Two courses in Latin or Greek; one course from CLST 120 , CLST 153 (formerly CLST 253), or CLST 154 (formerly CLST 254); one course from CLST 263, CLST 264, CLST 265, CLST 266 or CLST 267

OTHER REQUIRED COURSES	Two courses in Latin, Greek or Classical Civilization (may be approved courses in other departments)
NUMBER 300 AND 400 LEVEL COURSES	Three (including CLST 454)
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement usually consists of completion of CLST 454, Senior Seminar, which includes a major paper or project. In exceptional cases, students may opt to complete an independent senior thesis. For both options, students are expected to give a public presentation of their work.
ADDITIONAL INFORMATION	Up to two courses in allied areas outside the department, such as ancient history, ancient philosophy or ancient religion may count toward the Classical Civilization major.
WRITING IN THE MAJOR	Majors in Classical Civilization complete the writing in the major requirement by compiling a portfolio of their writing from courses they have taken in Classical Studies. The portfolio should include the following items: 1) an analysis of primary evidence; 2) critical engagement with secondary scholarship; 3) a thesis or research paper; and 4) an essay reflecting on their experience as a writer in Classical Studies. Students complete items 1-3 in their normal courses, the only additional writing for the portfolio is item 4. For complete instructions of the requirements, please see the website of the Department of Classical Studies. Students should consult with their advisor for details on the portfolio.

Requirements For A Major In Greek

TOTAL COURSES REQUIRED	Nine
CORE COURSES	Six courses in Greek

	CLST 153 (formerly CLST 253) or CLST 263
OTHER REQUIRED COURSES	One further course in Greek, Latin or Classical Civilization (may be approved courses in other departments)
NUMBER 300 AND 400 LEVEL COURSES	Two (in Greek) and CLST 454
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement usually consists of completion of CLST 454, Senior Seminar, which includes a major paper or project. In exceptional cases, students may opt to complete an independent senior thesis. For both options, students are expected to give a public presentation of their work.
WRITING IN THE MAJOR	Majors in Greek complete the writing in the major requirement by compiling a portfolio of their writing from courses they have taken in Latin and Classical Studies. The portfolio should include the following items: 1) an analysis of primary evidence; 2) critical engagement with secondary scholarship; 3) a thesis or research paper; 4) a translation of a Greek text; and 5) an essay reflecting on their experience as a writer in Classical Studies. Students complete items 1-4 in their normal courses, the only additional writing for the portfolio is item 5. For complete instructions of the requirements, please see the website of the Department of Classical Studies. Students should consult with their advisor for details on the portfolio.

Requirements For A Major In Latin

TOTAL COURSES REQUIRED	Nine
CORE COURSES	<ul style="list-style-type: none"> • Six courses in Latin; • Either CLST 154 (formerly CLST 254) or CLST 264

OTHER REQUIRED COURSES	One additional class in Latin, Greek or Classical Civilization is required.
NUMBER 300 AND 400 LEVEL COURSES	Two in Latin and CLST 454
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement usually consists of completion of CLST 454, Senior Seminar, which includes a major paper or project. In exceptional cases, students may opt to complete an independent senior thesis. For both options, students are expected to give a public presentation of their work.
WRITING IN THE MAJOR	Majors in Latin complete the writing in the major requirement by compiling a portfolio of their writing from courses they have taken in Latin and Classical Studies. The portfolio should include the following items: 1) an analysis of primary evidence; 2) critical engagement with secondary scholarship; 3) a thesis or research paper; 4) a translation of a Latin text; and 5) an essay reflecting on their experience as a writer in Classical Studies. Students complete items 1-4 in their normal courses, the only additional writing for the portfolio is item 5. For complete instructions of the requirements, please see the website of the Department of Classical Studies. Students should consult with their advisor for details on the portfolio.

Requirements For A Minor In Classical Archaeology

TOTAL COURSES REQUIRED	Five
CORE COURSES	At least three from: CLST 161, CLST 263, CLST 264, CLST 265, CLST 266 or CLST 267 (161 is strongly recommended)
OTHER REQUIRED COURSES	One elective in classical archaeology or an elective from Art History, Geology, Geography or Anthropology, as approved by the minor advisor.

NUMBER 300 AND 400 LEVEL COURSES	One
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Requirements For A Minor In Classical Civilization

TOTAL COURSES REQUIRED	Five
CORE COURSES	CLST 153 (formerly CLST 253), CLST 154 (formerly CLST 254) or CLST 120
OTHER REQUIRED COURSES	Individual student program will be approved by the department.
NUMBER 300 AND 400 LEVEL COURSES	One

Requirements For A Minor In Greek

TOTAL COURSES REQUIRED	Four
CORE COURSES	(there are no core courses for the minor)
OTHER REQUIRED COURSES	Any four courses in Greek.
NUMBER 300 AND 400 LEVEL COURSES	One

Requirements For A Minor In Latin

TOTAL COURSES REQUIRED	Four
CORE COURSES	(there are no core courses for the minor)
OTHER REQUIRED COURSES	Any four courses in Latin.
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In The Classics In English

CLST 100 GREEK AND ROMAN MYTHOLOGY

The principal myths and legends of the ancient world, with consideration of the nature of myth, the social origin and evolution of myths, their relation to religion and philosophy and their use in literature and art.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

CLST 110 GREEK AND LATIN ROOTS OF ENGLISH

Nearly 2/3 of English derives from the two principal languages of the ancient Mediterranean: Greek and Latin and the figure nears 90% for scientific terminology. This course examines the extensive linguistic and cultural roots of English in those historical languages. It begins with a review of the structure and evolution of English, followed by treatments of how Greek and Latin work. The heart of the course studies noun, adjective, and verb stems, as well as prefixes, suffixes, and prepositions. We also carry out a contextual review of those Greek and Latin words in the sciences, social sciences, humanities, and arts. By the end of the course, students should know core morphemes, and be able to recognize, decipher, and use unfamiliar terms simply by reference to their Greek and Latin parts. Finally, as part of the linguistic learning process, students also receive a broad-based review of classical Mediterranean civilization. The course is taught in English and has no pre-requisites.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/2 course

CLST 120 THE ANCIENT MEDITERRANEAN WORLD

The Mediterranean world from the beginning of civilization to the end of the Roman Empire: Ancient Near East, Classical Greece, Hellenistic Age, Roman Republic, Roman Empire and the Emergence of Christianity. *May count towards European Studies minor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

CLST 153 ANCIENT GREEK WORLD

This course provides a broad survey of Greek history, society, and literature from the mythological origins until the Age of Alexander the Great. Students read widely from Greek primary sources such as Homer, Plato, Herodotus, and Thucydides. *Not open to students with credit in CLST 253.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

CLST 154 ANCIENT ROMAN WORLD

This course provides a broad survey of Roman history, society, and literature from its foundation until the fall of the Roman Empire. Students read widely from Roman primary sources such as Cicero, Vergil, and Tacitus. *Not open to students with credit in CLST 254.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global Learning

1 course

CLST 161 INTRODUCTION TO MEDITERRANEAN ARCHAEOLOGY

This courses introduces students to the history, theory, and practice of Mediterranean archaeology. The course covers three areas: the rediscovery of Classical antiquity and its effect on European cultural and intellectual development; the basics of field methodology, including the use of technology; and the ethical role of the archaeologists in the interpretation and preservation of cultural remains. *Offered in alternate fall semesters. Priority given to first-year students and sophomores.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1 course

CLST 183 OFF-CAMPUS EXTENDED STUDIES COURSE

Winter or May Term off-campus study project on a theme related to classical studies.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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variable

CLST 197 FIRST-YEAR SEMINAR

A seminar focused on a theme related to the study of classical studies. *Open only to first-year students.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

CLST 200 TOPICS IN CLASSICAL STUDIES

Study of a specific topic in Mediterranean civilizations or literature. May be repeated for credit with different topics.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

CLST 256 THE IMPACT OF EMPIRE: AUGUSTUS TO CONSTANTINE

This course will explore the following interconnected questions: How did Rome govern the enormous empire? How did Rome change the cultural and political map of the Ancient Mediterranean World? To what extent and how did the presence of the Roman rule transform the local and regional cultures? How did the expansion of the Empire have a reverse impact on the 'Roman Culture'? How were the 'barbarians' viewed at Rome?

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

Arts and Humanities

1 course

CLST 258 GREEK AND ROMAN LAW

This course explores the legal systems and procedures of Athens and Rome, exploring how legal sources expand our understanding of the lives of ordinary residents of the Ancient World. We will explore the forensic speeches of the Athenian lawcourts, which were famous both for the volume of their activity and the rhetoric employed there, and the writings of the Roman legal scholars -- the jurists, which form the core of the Roman legal system which is still influential in the modern world. Topics may include: ancient rhetoric and standards of proof, citizenship and rights of non-citizens, intersections of religion and law, property and inheritance, and legal thinking and categorization.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

Arts and Humanities

1 course

CLST 263 ARCHAEOLOGY OF GREEK CITIES AND SANCTUARIES

This course examines the monuments of the ancient Mediterranean from the early Iron Age to the death of Alexander the Great (ca. 900-323 BC). This period saw the rise of city-states across the Mediterranean, an expanded network of trade between Greeks, Persians, and Etruscans, and the consequent formation of cultural identities expressed through art and other material remains. Topics include: urban planning, colonization of new territories, the growth of pan-Hellenic sanctuaries, and cross-cultural influences in the Mediterranean. The course also critiques the use of Greek archaeology in the 18-20th centuries to construct European identity.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

CLST 264 HELLENISTIC AND ROMAN ART AND ARCHAEOLOGY

This course examines the artistic and architectural monuments of the Hellenistic kingdoms and the Roman world from the death of Alexander the Great through the end of the western Roman Empire (323 BC-AD 476). Issues may include: the archaeology of the economy and trade, the question of romanization (the archaeology of imperialism), iconography of political power, the material experience of everyday life, and the art of engineering. *Offered in alternate spring semesters.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

CLST 265 TROY AND AEGEAN ARCHAEOLOGY

This course explores the rise and fall of cultures and kingdoms during the Mediterranean Bronze Age (ca. 3200-1000 BC) through artistic and architectural remains. Special attention is given to the Minoans, Mycenaeans, Hittites, and Trojans, their relationship to one another, as well as to other regions of the Mediterranean (e.g., Egypt). Topics include: trade in raw materials and elite goods, the development of ceramics and sculpture, expressions of kingship, the Trojan War in myth and reality, and geo-environmental studies, such as the volcanic eruption of Thera. Attention is given to factors that contributed to widespread social and political collapse at the end of the Bronze Age.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

CLST 266 ARCHAEOLOGY OF ANCIENT EGYPT

This course surveys the art, architecture, and material culture of ancient Egypt from the prehistoric cultures of the Nile Valley to the end of the New Kingdom (ca. 4000-1000 BC). Topics include: the development of monumental architecture (e.g., pyramids), expressions of kingship, the construction of gender identity in art, and Egypt's role as a conduit for trade between the Mediterranean, western Asia, and Africa. This course also considers the legacy of European imperialism in the construction of ancient Egypt, particularly in regard to race and ethnicity.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

CLST 267 ARCHAEOLOGY OF MESOPOTAMIA

This course surveys the art and material culture of ancient Mesopotamia and its surrounding regions, including modern Iran, Iraq, and Syria. The periods range from the Neolithic to the end of the Bronze Age (ca. 5000-1000 BC). Topics include: environmental and material evidence for the development of agriculture and the first settled communities, the rise of kingship and palace administration in relation to the control and redistribution of resources, complex religious beliefs as expressed through art and architecture, and the origins of writing. The role of European imperialism in the history of Mesopotamian archaeology is also examined.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

CLST 273 WHY? THE QUEST FOR MEANING

"Judging whether life is or is not worth living amounts to answering the fundamental question," wrote Albert Camus, the Nobel Prize winning Algerian author. In this course Ancient Greek and Roman writers such as Plato, Aristotle, and Lucretius launch the exploration of that fundamental question. That exploration, the quest for meaning, hinges upon the inescapable questions that these artists and philosophers pose again and again: What is a good life? What is happiness? What is the relationship between life's worth and the meaning of life?

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

CLST 274 BACKROADS, WITCHCRAFT, ROMANCE: THE ANCIENT NOVEL

Ancient popular literature offers a portrait of the Mediterranean world that depicts figures underrepresented in other ancient literature, such as women, slaves, bandits, witches, merchants, and practitioners of mystery religions. Works include Greek authors of popular literature such as Lucian and Longus, The Life of Aesop and Aesop's fables, the Roman novels Petronius' Satyricon and Apuleius' Metamorphoses (or The Golden Ass). No prior knowledge of ancient Greek and Roman literature and culture is required for this course.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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CLST 281 AIRS, WATERS, PLACES: CLASSICS AND THE ENVIRONMENT (FORMERLY CLST 351)

This course repurposes the title of "Airs, Waters, Places," a Hippocratic treatise on the influence of place upon human health. In line with the Hippocratic investigation into the relationship between environment and human health, this course explores how ancient Greek and Roman thinkers and artists conceive of the environment and its role in shaping human culture and how the environment, in turn, informs the ideas and art of ancient Greek and Roman writers. Topics may include ancient conceptions and representations of the cosmos (ecology), wilderness, farming, and pastoral poetry.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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CLST 283 CLASSICA AFRICANA

Explores the ways in which modern literature of peoples of African descent engages with ancient Hellenic and Roman literature. This course may concentrate on African American literature, women writers, or literature of the African Diaspora. Example topics include how the art of Derek Walcott's Omeros, Ralph Ellison's Invisible Man, Toni Morrison's Beloved, and Rita Dove's Mother Love riffs on such works of classical literature as Homer's Odyssey, Euripides' Medea and The Homeric Hymn to Demeter.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities- <i>or</i> -Privilege, Power And Diversity		1 course
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CLST 300 TOPICS

The advanced study of a specific topic in Mediterranean civilizations or literature. Recent courses have treated such topics as Plato on Love and Pleasure, Gender in the Greek and Roman World, Damnation and Salvation, Socrates--The Mind and the Myth, Great Archaeological Discoveries, Greek and Roman Law, and Ancient History and Film. *May be repeated for credit with topic changes. Information on upcoming topics courses can be found on the departmental Web page.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

CLST 310 TOPICS IN MEDITERRANEAN ARCHAEOLOGY

A study of a specific topic in Mediterranean archaeology. Recent courses have treated such topics as Pompeii, the Archaeology of North Africa, and the Archaeology of Israel. *May be repeated for credit with topic changes. Information on upcoming topics courses can be found on the department web page.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

CLST 361 GIS AND MEDITERRANEAN ARCHAEOLOGY

This course introduces students to methods, theories and practice in archaeology and information technology, especially GIS (Geographic Information Systems). In addition to discussion sessions on survey archaeology, GIS and archaeology, and information systems in archaeology, students work in groups to complete an archaeological practicum in which they design and implement a research project and then use GIS to display and analyze their data. *The course is offered on-line (synchronously) in conjunction with three other colleges.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

CLST 454 SENIOR SEMINAR

A seminar on a specific topic in the field of classical studies. Students will complete a major paper or project in conjunction with the course. *Open only to majors.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

CLST 455 INDEPENDENT SENIOR THESIS

Outstanding students in Classical Civilization, Latin, or Greek may choose to complete an intensive independent research project in their senior year. The project culminates in a written thesis (approx. 30-40 pages) and a public presentation of their research. The thesis is directed by a faculty member in the Department of Classical Studies. Thesis proposals must be approved by the Department of Classical Studies before a student can register for CLST 455.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

Courses In Greek**GRK 101 INTRODUCTION TO ANCIENT GREEK I**

This course prepares students to read such ancient Greek texts as Homer's *Iliad*, Sappho's poetry, Plato's *Symposium*, Herodotus' *Histories*, Sophocles' *Oedipus Rex*, and the New Testament in the original language. Introduction to the essentials of ancient Greek vocabulary and grammar with emphasis on development of proficiency in reading ancient Greek literature. First semester of a two-semester sequence of introductory ancient Greek language courses. Applies toward the Distribution Area requirement in Language. Applies toward Major or Minor in Greek or Classical Civilization. Prerequisite for GRK 102. Offered every Fall Semester.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

1 course

GRK 102 INTRODUCTION TO ANCIENT GREEK II

Building upon GRK 101, this course prepares students to read such ancient Greek texts as Homer's *Iliad*, Sappho's poetry, Plato's *Symposium*, Herodotus' *Histories*, Sophocles' *Oedipus Rex*, and the New Testament in the original language. Introduction to the essentials of ancient Greek vocabulary and grammar with emphasis on development of proficiency in reading ancient Greek literature. Second semester of a two-semester sequence of introductory ancient Greek language courses. Applies toward the Distribution Area requirement in Language. Applies toward Major or Minor in Greek or Classical Civilization. Prerequisite for GRK 205. Offered every Spring Semester.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

GRK 101 or permission of the department

1 course

GRK 205 GREEK PROSE AND POETRY

Review of grammar and reading from representative Greek authors, usually including Homer or Plato. *Prerequisite: GRK 101-102. May be repeated for credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	GRK 101-102	1 course

GRK 211 NEW TESTAMENT GREEK

Readings from the New Testament and from contemporary Christian, Jewish and pagan religious literature; the style and vocabulary of Hellenistic Greek. *Prerequisite: GRK 101-102 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	GRK 101-102 or permission of instructor	1 course

GRK 451 GREEK READING

Reading selected according to the interests and abilities of the students. One topic offered each semester, usually chosen from Homer (*Iliad* or *Odyssey*), lyric poetry, Greek tragedy, Herodotus, Thucydides or Plato. Exercises in prose composition may be included. *Prerequisite: permission of instructor. May be repeated for credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	Permission of instructor	1/2-1 course

GRK 452 GREEK READING

A continuation of GRK 451.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language		1/2-1 course

Courses In Latin

LAT 123 ELEMENTARY LATIN I

An introduction to classical Latin that emphasizes reading. The course provides a solid foundational knowledge of the Latin sentence structure and a thorough training in English grammar. Includes discussions of Roman life and culture.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language		1 course

LAT 124 ELEMENTARY LATIN II

A continuation of Latin 123, this course broadens and deepens students' understanding of Latin and English grammar to incorporate more complex sentence patterns. Students will read more extended passages of original Latin and continue explorations into Roman life and culture through literature. *Prerequisite: Latin 123 or placement*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	LAT 123 or permission of the department	1 course

LAT 140 REVIEW OF ELEMENTARY LATIN

Intensive review of Latin grammar with an introduction to Latin literature, including selections from Cicero, Caesar, and Virgil. For those students who have prior experience with Latin. This course prepares students for more advanced reading courses in Latin literature and satisfies the language requirement. *Open to students who are placed into this level by test results or departmental direction. Not open to those who have credit for LAT 123 or 124.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	Placement	1 course

LAT 223 INTERMEDIATE LATIN

Combines a thorough review of elementary Latin and an introduction to continuous Latin texts from foundational authors such as Cicero, Caesar, Sallust, and Vergil. Teaches strategies for analyzing complex sentences and continuous passages. Includes some prose composition. *Prerequisite: LAT 124 or two years of high school Latin (entering students should take the Latin placement exam during orientation) or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	LAT 124 or two years of high school Latin (entering students should take the	1 course

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Latin placement exam during orientation)
or permission of instructor.

LAT 224 INTRODUCTION TO LATIN POETRY

An introduction to Latin poetics, combined with continued review of Latin syntax and morphology. Translation and analysis of selected texts from authors such as Catullus, Ovid, Martial, or Vergil. *Prerequisite: LAT 124 or two years of high school Latin (entering students should take the Latin placement exam during orientation) or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language	LAT 124 or two years of high school Latin (entering students should take the Latin placement exam during orientation) or permission of instructor.	1 course
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LAT 331 READINGS IN LATIN PROSE

Advanced reading in Latin prose authors. Sample topics might include philosophical texts, the works of Cicero, or the Roman Novel. The course may include exercises in prose composition. May be repeated for credit if the topic changes. *Prerequisite: permission of instructor. Normally follows Latin 224 or four years of high school Latin.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language	Permission of instructor. Normally follows Latin 224 or four years of high school Latin.	1 course
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LAT 332 READINGS IN LATIN POETRY

An advanced seminar on one of the following topics: (A) Latin Lyric poetry, with readings from Horace and Catullus; (B) Roman Satire, a history of the only uniquely Roman literary genre, with readings from Lucilius, Horace, and Juvenal; (C) Roman Elegy, with readings from Catullus, Propertius, Tibullus, and Ovid. May be repeated for credit if the topic changes. *Prerequisite: permission of instructor. Normally follows Latin 224 or four years of high school Latin.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language	Permission of instructor. Normally follows Latin 224 or four years of high school Latin.	1 course
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LAT 341 ROMAN DRAMA

Selected plays by Terence, Plautus, and Seneca in both the original Latin and in translation. Study of the history and development of Roman drama and its relationship with Greek drama. *May be repeated for credit if the topic changes. Prerequisite: permission of instructor. Normally follows LAT 224 or four years of high school Latin.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	Permission of instructor. Normally follows Latin 224 or four years of high school Latin.	1 course
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LAT 390 TOPICS IN LATIN LITERATURE

An examination of a particular theme, author, or period in Latin literature. This course may include both prose and poetry. Topics may include (for example): Neronian literature, Medieval Latin, and Literature of the Late Republic. This course may be taught in conjunction with the Sunoikisis Classics consortium.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		1 course
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LAT 431 ROMAN HISTORIANS

Selections from Livy, Sallust, Tacitus, or Suetonius in Latin and in translation, either concentrating upon an individual author or presenting a survey of roman Historiography. Examination of the process of evidence-gathering and writing history in ancient Rome. *May include prose composition. May be repeated for credit if the topic changes.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		1 course
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LAT 432 VERGIL

An examination not only of Vergil's great masterpiece, *The Aeneid*, but also his lesser works, the *Eclogues* and *Georgics*. Discussion of the pastoral and didactic traditions, as well as the history of Roman Epic poetry. *Prerequisite: permission of instructor. Normally follows LAT 224 or four years of high school Latin.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of instructor. Normally follows Latin 224 or four years of high school Latin.	1 course

Communication And Theatre

Students in Communication and Theatre study the process by which messages are devised and disseminated. Attention is given to the various roles and stages in the communication process. The contexts of communication, including rhetoric, interpersonal communication, media, and theatre, are analyzed and distinguished. As a crossroads discipline, communication is studied from the humanities, artistic, and social science perspectives. The study of communication is built around a framework that allows for an understanding of theory, opportunity for criticism of messages and practice and research in the discipline. Students study a wide range of communication areas, including rhetoric, interpersonal communication, media and theatre. Communication students can apply their understanding of this vital process in a variety of fields, such as corporate communication, public relations, personnel, advertising, marketing, law, mass media, sales, public service and the performing arts. Most communication students participate in co-curricular activities, such as debate, theatre (DePauw Theatre) and student mass media (WGRE-FM radio and D3TV cable access television). Two majors and three minors are offered in Communication and Theatre.

Requirements For A Major In Communication

TOTAL COURSES REQUIRED	Nine
CORE COURSES	COMM 200
OTHER REQUIRED COURSES	<p>Students majoring in communication must take coursework in the three areas of the department (rhetoric and interpersonal communication, media studies and theatre).</p> <p>To meet the theatre coursework requirement students must take one of the following: COMM 111, COMM 117, COMM 210, COMM 211,</p>

NUMBER 300 AND 400 LEVEL COURSES

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

COMM 213, COMM 214, COMM 215, COMM 311, COMM 314, or COMM 315.

To meet the media studies coursework requirement students must take one of the following: COMM 233, COMM 235, COMM 237, COMM 334, COMM 335, or COMM 337.

To meet the rhetoric and interpersonal coursework requirement students must take one of the following: COMM 223, COMM 225, COMM 227, COMM 322, COMM 323, COMM 325, COMM 326, COMM 327 or COMM 328.

Substitution of a departmental topics course for one of these other required courses may be approved by the department chair.

Four

The senior capstone experience in Communication and Theatre is where majors intentionally integrate, interpret, and create knowledge in their chosen area of focus through scholarly or artistic exploration and expression. This is both the challenge and the reward of their years spent in the intellectual life of the department and discipline. Capstone experiences also prepare students for the intellectual, ethical, interpersonal, and professional challenges that lie ahead after graduation, whether or not they go on to formal graduate study. These capstone experience options are described in detail below.

Most seniors will complete their capstone experience through a department Senior Seminar experience. In Communication and Theatre the Senior Seminar is the culmination of students' discipline-specific studies. The seminar challenges majors to integrate their learning in and understanding of the diverse sub-divisions of Communication and Theatre even as they may

complete a very specialized and discrete thesis or artistic project. Seminar's ultimate goal is to challenge majors to produce a substantial scholarly or artistic work that reflects their learning in the major as supported by their broad liberal arts coursework.

Seniors who meet the stated academic eligibility requirements may apply for the opportunity to conduct a departmental or interdisciplinary independent senior capstone thesis or artistic project by contacting a department faculty member of their choice and completing the necessary application materials. Details of the requirements and proposal procedure and application forms are located on the Communication and Theatre Department website.

In preparation for these options, all students are required to take one of the following 300-level courses prior to enrolling in senior seminar: COMM 314 Theatrical Theory and Criticism, COMM 315 Topics in Theatre History and Criticism, COMM 322 Rhetorical Theory and Criticism, COMM 323 History of Public Discourse, COMM 326 Communication in Organizations, COMM 327 Communication and Cultural Identity, COMM 334 Media Criticism, COMM 335 Media Law, COMM 337 International Media, or COMM 350 Research Methods. Priority for placement in a fall seminar is determined in three ways: 1. Completion of all other required courses in the major; 2. Completion of at least two of the required 300 level courses with priority given to those students who've completed one of the required seminar preparation courses within the major; 3. The existing university registration sequence. Coursework completed in meeting the senior requirement can be applied toward meeting the 300-400 level course requirement.

Majors will fulfill this Senior Capstone requirement through the successful completion of a department Senior Seminar course or through an

RECENT CHANGES IN MAJOR

independent Senior Capstone Thesis or Artistic Project with a minimum grade of C- (1.67).

Effective for Fall 2011, COMM 100, Foundations of Communication, was renumbered COMM 200. COMM 125, Interpersonal Communication, was renumbered COMM 225. COMM 100 and COMM 291, Communication Theory, will satisfy the core requirement for COMM 200. Many courses were added to those that satisfy the area requirements in the Communication major. The number of 300-400 level courses required was increased from 3 to 4.

Effective Fall 2013, the number of required 300 level or above courses to complete the major was increased from three to four. Provision was made for the opportunity to complete an Independent Senior Capstone Experience Thesis or Artistic Project. All majors are now required to take one of the specifically listed 300 level courses prior to registering for a Senior Seminar. The list of 300 level courses that count as one of the required courses majors must take prior to Senior Seminar has been increased. The minimum grade required for satisfactory completion of the Senior Seminar or an Independent Senior Capstone Experience Thesis or Artistic Project is now a C- (1.67).

WRITING IN THE MAJOR

The writing requirement for the majors in Communication and Theatre can be satisfied in the following courses offered in the major. All majors are required to take at least one of these courses.

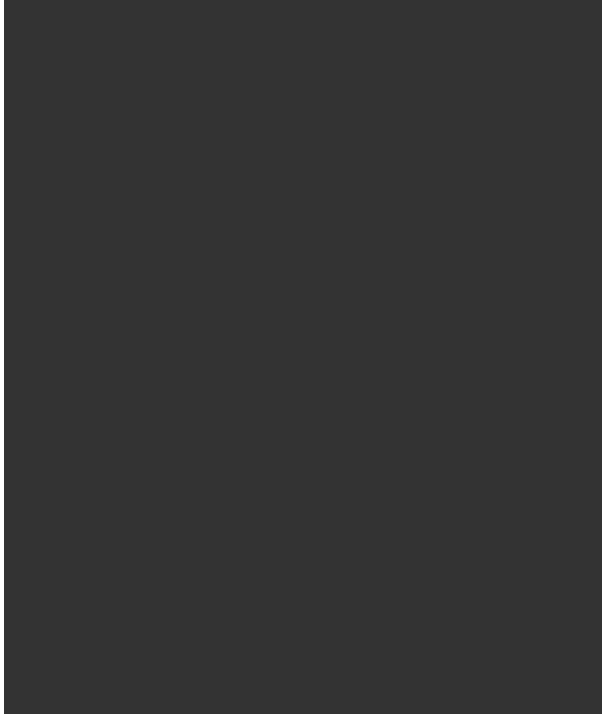
- COMM 213 Theatre History I
- COMM 214 Theatre History II
- COMM 215 Theatre, Culture and Society
- COMM 225 Interpersonal Communication

- COMM 227 Intercultural Communication
- COMM 235 Electronic Journalism
- COMM 237 Film and Culture
- COMM 314 Theatrical Theory and Criticism
- COMM 315 Topics in Theatre History and Criticism
- COMM 322 Rhetorical Theory and Criticism
- COMM 326 Organizational Communication
- COMM 327 Communication and Cultural Identity
- COMM 334 Media Criticism
- COMM 335 Media Law
- COMM 337 International Media

Additionally, the following courses specifically include writing components designed as preparation for the kind of writing majors are expected to do in the senior capstone experience.

- COMM 314 Theatrical Theory and Criticism
- COMM 322 Rhetorical Theory and Criticism
- COMM 334 Media Criticism
- COMM 350 Research Methods

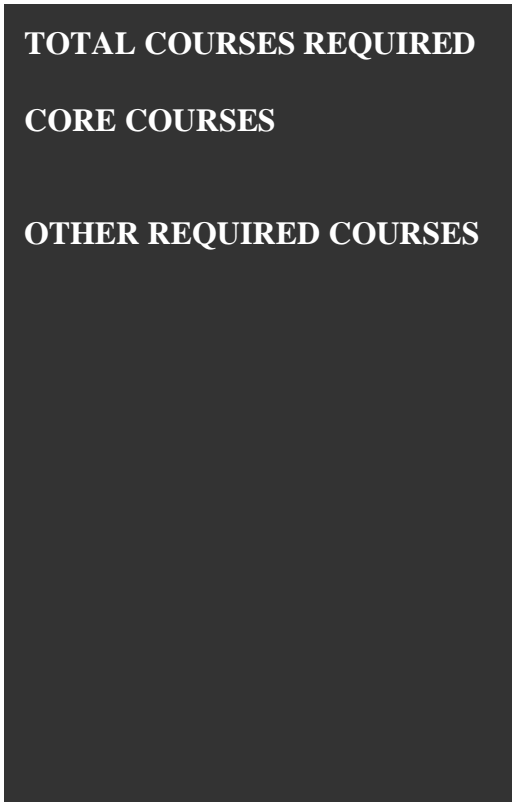
In each of these writing intensive courses in the major, students will participate in discussions about writing in the major and writing as a process. Students will also submit substantial written work for evaluation. These courses promote improvement in students' writing through a variety of methods including peer reviews, sequenced assignments, multiple drafts, and/or writing conferences. Students will be expected to revise written work in response to feedback received from peers and their instructor. The



department strives to teach majors how to write as a media studies scholar, a rhetoric scholar, an interpersonal communication scholar, or a theatre scholar. Specific writing assignments will encourage students to develop their skills in summarizing, synthesis, analysis, criticism, and proper attribution of both primary and secondary sources.

Majors are required to pass at least one of the writing in the major courses with a grade of C (2.0) or above to fulfill the primary writing in the major requirement. Majors are also required to submit a substantial written project of original research or creative expression as part of their senior capstone experience to fulfill the remainder of the writing in the major requirement.

Requirements For A Major In Theatre



Ten

COMM 200, COMM 111 or 211, COMM 117, COMM 314, COMM 001 (0 credit)

One course in the rhetoric/interpersonal area from the following: COMM 223, COMM 225, COMM 227, COMM 322, COMM 323, COMM 325, COMM 326, COMM 327 or COMM 328.

One course in the media studies area: either COMM 233, COMM 235, COMM 237, COMM 334, COMM 335, or COMM 337.

One of the following theatre history courses: COMM 213, COMM 214 or COMM 215

Two additional 300-level courses from the following: COMM 310, COMM 311, COMM 315, COMM 316, COMM 317, COMM 319 or a 300-level

NUMBER 300 AND 400 LEVEL COURSES

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

communication course or a 300-level course in a related department with permission of the department chair.

Four

The senior capstone experience in Communication and Theatre is where majors intentionally integrate, interpret, and create knowledge in their chosen area of focus through scholarly or artistic exploration and expression. This is both the challenge and the reward of their years spent in the intellectual life of the department and discipline. Capstone experiences also prepare students for the intellectual, ethical, interpersonal, and professional challenges that lie ahead after graduation, whether or not they go on to formal graduate study. These capstone experience options are described in detail below.

Most seniors will complete their capstone experience through a department Senior Seminar experience. In Communication and Theatre the Senior Seminar is the culmination of students' discipline-specific studies. The seminar challenges majors to integrate their learning in and understanding of the diverse sub-divisions of Communication and Theatre even as they may complete a very specialized and discrete thesis or artistic project. Seminar's ultimate goal is to challenge majors to produce a substantial scholarly or artistic work that reflects their learning in the major as supported by their broad liberal arts coursework.

Seniors who meet the stated academic eligibility requirements may apply for the opportunity to conduct a departmental or interdisciplinary independent senior capstone thesis or artistic project by contacting a department faculty member of their choice and completing the necessary application materials. Details of the requirements and proposal procedure and application forms are located on the Communication and Theatre Department website.

In preparation for these options, all students are required to take a 300-level course designed to prepare students

for senior seminar prior to enrolling in senior seminar. All Theatre majors are required to complete COMM 314 Theatrical Theory and Criticism as a requirement for the major, but a student may complete preparation for the seminar in any of the following courses: COMM 314 Theatrical Theory and Criticism, COMM 315 Topics in Theatre History and Criticism, COMM 322 Rhetorical Theory and Criticism, COMM 323 History of Public Discourse, COMM 326 Communication in Organizations, COMM 327 Communication and Cultural Identity, COMM 334 Media Criticism, COMM 335 Media Law, COMM 337 International Media, or COMM 350 Research Methods. Priority for placement in a fall seminar is determined in three ways: 1. Completion of all other required courses in the major; 2. Completion of at least two of the required 300 level courses with priority given to those students who've completed one of the required seminar preparation courses within the major; 3. The existing university registration sequence. Coursework completed in meeting the senior requirement can be applied toward meeting the 300-400 level course requirement.

Majors will fulfill this Senior Capstone requirement through the successful completion of a department Senior Seminar course or through an independent Senior Capstone Thesis or Artistic Project with a minimum grade of C- (1.67).

RECENT CHANGES IN MAJOR

Effective Fall 2011, COMM 100, Foundations of Communication, has been renumbered to COMM 200. COMM 100 and COMM 291, Communication Theory, will continue to apply to the core courses. The lists of course that can count toward various areas has been expanded. There is a new description of the senior capstone. The number of 300-400 level courses has been increased from 3 to 4.

Effective Fall 2013, the number of required 300 level or above courses to complete the major was increased from three to four. Provision was made for the opportunity to complete an Independent Senior Capstone Experience Thesis or Artistic Project. All majors are now required to take one of the specifically listed 300 level courses prior to registering for a Senior Seminar. The list of 300 level

WRITING IN THE MAJOR	<p>courses that count as one of the required courses majors must take prior to Senior Seminar has been increased. The minimum grade required for satisfactory completion of the Senior Seminar or an Independent Senior Capstone Experience Thesis or Artistic Project is now a C- (1.67).</p> <p>See Writing in the Major requirement for Communication.</p>
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Requirements For A Minor In Media Studies

TOTAL COURSES REQUIRED	Four
CORE COURSES	COMM 233
OTHER REQUIRED COURSES	Three courses selected from COMM 235, COMM 236, COMM 237, COMM 332, COMM 334, COMM 335, COMM 337.
NUMBER 300 AND 400 LEVEL COURSES	One

Requirements For A Minor In Rhetoric And Interpersonal Communication

TOTAL COURSES REQUIRED	Four
CORE COURSES	
OTHER REQUIRED COURSES	Four courses selected from COMM 123, COMM 223, COMM 225 (formerly COMM 125), COMM 227, COMM 322, COMM 323, COMM 325, COMM 326, COMM 327, COMM 328.
NUMBER 300 AND 400 LEVEL COURSES	One

Requirements For A Minor In Theatre

TOTAL COURSES REQUIRED	Four
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CORE COURSES	COMM 117
OTHER REQUIRED COURSES	<ul style="list-style-type: none"> COMM 111, COMM 210, or COMM 211 One course selected from COMM 213, COMM 214 , COMM 314, COMM 315 One course selected from COMM 310, COMM 311, COMM 314, COMM 316, COMM 317, COMM 319.
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In Communication And Theatre

COMM 001 CO-CURRICULAR ACTIVITIES

A. DePauw Theatre; B. Debates; C. WGRE-FM; D. D3TV.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		0 credit

COMM 101 THEATRE PRACTICUM

This course enables students to apply theoretical concepts from performance and design theory to a live production for an audience. Performers, designers, stage managers, choreographers, composers, and others collaborate as an ensemble to take a production from page to stage. This course is a P/F course, repeatable up to 1.0 credit, and is exempt from tuition overload fees. No prerequisites.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/4 course

COMM 102 DEBATE PRACTICUM

COMM 102 (Debate Practicum) enables students to apply theoretical concepts from debate and argumentation theory to participate in live debates for various audiences including lay, argument, and topic specialists. Students collaborate as a team and work with partners to research and construct arguments for competitive debate on and off-campus. *This course is a P/F course, repeatable up to 1.0 credit, and is exempt from tuition overload fees. No prerequisites.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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None 1/4 course

COMM 110 INTRODUCTION TO THEATRE

This course offers an overview and introduction to the understanding and appreciation of theatre arts by examining foundations of drama as a communicative act. The course also addresses dramatic theory and literature, collaborative theatre artists, and basic production techniques. Students will gain insight into the imaginative and creative process that makes up the art of theatre.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 111 ACTING I

Grounding in American acting technique, paying particular attention to objective, obstacle, playable action, character analysis, improvisation, and understanding and development of the vocal and physical instruments.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities 1 course

COMM 117 COSTUME, LIGHTING, AND SCENERY CRAFT

The theory and practice of technical production for live performance, including: scenery construction, lighting, properties, costume construction and make-up. Laboratory work on University productions.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 118 COSTUME, LIGHTING, AND SCENERY DESIGN

The theory and practice of technical design for live performance, including: scenery construction, lighting, properties, costume construction and make-up. Laboratory work on University productions.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

COMM 123 PUBLIC SPEAKING

This course examines the attitudes, methods, and techniques used in effective public speaking. Effective performance required in a variety of speaking situations.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

COMM 183 OFF-CAMPUS EXTENDED STUDIES COURSE

Winter or May Term off-campus study project on a theme related to communications and theatre.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		variable

COMM 184 ON-CAMPUS EXTENDED STUDIES COURSE

An on-campus course offered during the Winter or May term. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		Variable

COMM 197 FIRST-YEAR SEMINAR

A seminar focused on a theme related to the study of communication. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 200 FOUNDATIONS OF COMMUNICATION STUDIES

This course introduces students to the interdisciplinary field of communication studies. Drawing on primary and secondary source material, the course encourages students to explore a variety of theoretical and methodological approaches to the study of human communication. Emphasizing the department's commitment to an integrated program of study, this course provides students with the foundational concepts and skills necessary for successful completion of majors in Communication and Theatre through the study of primary and secondary source material.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 210

PERFORMANCE STUDIES I

Performance Studies seeks to broaden the definition of performance and the texts upon which they are based. This course investigates literature, discourse, image, gesture and the body through analytical and artistic applications.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 211

VOICE AND MOVEMENT

The use and training of the human voice and body. Developing and deepening flexibility and responsiveness of vocal and physical instruments for performance and public presentation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 213

HISTORY OF THE THEATRE I: PREHISTORY TO EARLY 18TH CENTURY

Historiographic, cultural and theoretical investigations of theatre and drama from the earliest human records to the early eighteenth century.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

COMM 214

HISTORY OF THE THEATRE II: EARLY 18TH CENTURY TO PRESENT

Historiographic, cultural and theoretical investigations of theatre and drama from the early eighteenth century to the present.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

COMM 215

THEATRE, CULTURE AND SOCIETY

Theatre, Culture and Society explores representations of social identity, culture, and ideology in live performance and film with special emphasis on issues of race, gender, class, and sexual identity. Live performances and historical performance descriptions are considered as texts to be 'read' within cultural contexts, alongside mediated events, such as film, television, or novels, with special focus on performance traditions of non-dominant social groups from cultural, critical, historical, and theoretical perspectives. The course also explores the role of the audience, historical performance, and strategies for recognizing, reinforcing, or subverting conventional depictions of power and ideology.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Privilege, Power And Diversity		1 course

COMM 217

ENTERTAINMENT DESIGN

Applications of stagecraft technology and design in specific areas of entertainment design. Concentration on design process into production, including drafting and rendering. *Repeatable for credit with different topics.* Specific to the topic of Scenery and Lighting - The course will

explore the scenographic intersection of lighting and scenic design for stage, screens, museums, and other contexts. Students will receive foundational skills in both areas, and choose an area of concentration for final projects. *Prerequisite: COMM 117 or 118 or one Studio Art course or permission of Instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	COMM 117 or 118 or one Studio Art course or permission of instructor	1 course

COMM 222

ARGUMENTATION AND DEBATE

This course is designed as an intensive study of one particular arena of argumentation: the engaging world of academic and public debate. The course will study the theory of debate, the component parts of arguments, significant debates in history, and political and legal argumentation. We will apply what we have learned in multiple practical exercises including a policy debate, several parliamentary debates, and an advocacy assignment. This course will require significant out of class work, including research, practice, and preparation. The culminating experience of the course will be attending and participating in an actual debate tournament.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

COMM 223

PUBLIC COMMUNICATION AND CONTROVERSY

An exploration of the nature and methods of persuasive communication, including motivational theories, attention, logical argument, audience analysis and the role of personality, integrated with practice in public speaking.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

COMM 225

INTERPERSONAL COMMUNICATION

An introduction to the theories and skills involved in two-person interactions. Attention will also be given to the development of competencies and skills relevant to various interpersonal contexts.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science 1 course

COMM 226

BUSINESS AND PROFESSIONAL COMMUNICATION

This course is an introduction to business and professional communication at individual, group, and organization levels. Topics will include principles of business communication, professional and ethical communication in the workplace, working in teams, and different methods of professional presentations. This course is appropriate for students with a variety of majors, including those in the School of Business and Leadership.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 227

INTERCULTURAL COMMUNICATION

A consideration of the influence of such cultural variables as language values, institutions, traditions, customs and nonverbal behavior on the communication process.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 228

FOUNDATIONS OF LEADERSHIP

This course establishes a conceptual foundation for the study of leadership. From this foundation, students will be equipped to further build their knowledge of leadership through both coursework and applied experience. Students will examine case studies, engage with guest speakers, and study the key theoretical concepts of modern leadership study. Conceptual areas covered include inclusive leadership, leader member exchange theory, transformational leadership, authentic leadership, servant leadership, adaptive leadership, and team leadership. Contexts considered cross disciplinary boundaries and will include corporate, community, political, and education leadership.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1 course

COMM 233

MEDIA, CULTURE, AND SOCIETY

A basic orientation to the history, theory and process of media. Particular emphasis is given to the relationships among the various media and their audiences, free speech and ethics, media law and other regulatory controls, news and information, media effects, emerging communication technologies and future trends.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 235

ELECTRONIC JOURNALISM

Critical analysis of the role of electronic news gathering and dissemination in modern society, including ethics and responsibilities. Study and practice in preparation, reporting and disseminating of news emphasizing documentary production, news analysis and public affairs reporting.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 236

TELEVISION PRODUCTION AND TELEVISUAL LITERACY

An introduction to the basic concepts and processes of television production. Emphasis is placed on the creation and analysis of ideas communicated through the medium of television, including aesthetic, ethical and technical influences on message construction. Students learn studio and field production: basic scripting, lighting, audio, camera/picturization, editing, directing, etc. Televisual literacy is developed, and assignments apply the critical skills needed to interpret and analyze visual imagery and television programming.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 237

FILM AND CULTURE

This course is a critical examination of motion pictures as a medium of communication. In addition to looking at the films as texts to be "read," this course considers the institutional contexts in which films are produced, as well as the various reception contexts in which audiences see films. As a course in communication, we begin from the perspective that motion pictures are an important and meaningful part of the way we produce and re-produce our culture. Importantly, the course is not only concerned with how film texts communicate, but also how we communicate about films, as both fans and critics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 291

INQUIRIES INTO COMMUNICATION

Designated topics in communication and theatre are explored. *May be repeated with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 292

PROJECT IN COMMUNICATION

A. Interpersonal Project, B. Interpersonal Course Teaching Assistant, C. Theatre Project, D. Theatre Course Teaching Assistant, E. Media Studies Project, F. Media Studies Course Teaching Assistant, G. Rhetoric Project, H. Rhetoric Course Teaching Assistant, J. Communication Course Teaching Assistant. *Prerequisite: permission of department. No more than two course credits may be taken as projects. Not open for Pass/Fail credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/4 - 1 course

COMM 299

INTERNSHIP IN COMMUNICATION

A. Media Studies; **B.** Rhetoric and Interpersonal Communication; **C.** Theatre. An experiential course for those students who will intern with an agency outside the University. *This course does not satisfy departmental distribution requirements.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/4-1/2-1 course

COMM 310

PERFORMANCE STUDIES II

Application of Performance Studies approach (see COMM 210) to a specific area of study or artistic expression. *Prerequisite: COMM 111, COMM 210 or COMM 211, or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	COMM 111, COMM 210 or COMM 211, or permission of instructor.	1 course

COMM 311

ACTING II

Monologue, scene work and audition preparation concentrating on objective, obstacle, playable action, character analysis, improvisation and understanding and development of the vocal and physical instruments. *Prerequisite: COMM 111 or COMM 211 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	COMM 111 or COMM 211 or permission of instructor. .	1 course

COMM 314

HISTORY OF THEATRICAL THEORY AND CRITICISM

The principles of dramatic criticism from Aristotle to the present, utilizing theories of dramaturgy and techniques for the production of historical plays. *Prerequisite: COMM 213 or 214 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	COMM 213 or COMM 214 or permission of instructor	1 course

COMM 315

TOPICS IN THEATRE HISTORY AND CRITICISM

While refining students' analytical and interpretive skills, this course offers intensive examination of specific issues in theatre history and performance theory, often those at the center of current critical interest. Recent sections have focused on Women and Theatre, Gender and Theatre, and African-Atlantic Theatre. Repeatable for credit with different topics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

COMM 316

STAGE DIRECTING

The theories of techniques and styles of acting and directing, including laboratory practice in selecting, casting, acting and directing. *Prerequisite: COMM 111 or COMM 211, COMM 117, and COMM 213 or COMM 214, or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	COMM 111 or COMM 211, COMM 117, and COMM 213 or COMM 214, or permission of instructor.	1 course

COMM 317

ADVANCED ENTERTAINMENT DESIGN

More complex applications of theater technology and design in specific areas of entertainment design. Concentration on design process into production, including drafting and rendering. *Repeatable for credit with different topics.* Specific to the topic of Scenery and Lighting - The course will explore the scenographic intersection of lighting and scenic design for stage, screens, museums, and other contexts. Students will receive foundational skills in both areas, and choose an area of concentration for final projects. *Prerequisite: COMM 117 or 118 or 217 or one Studio Art course or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	COMM 117 or 118 or 217 or one Studio Art course or permission of instructor	1 course

COMM 318

BUSINESS OF THE PERFORMING ARTS

The course will investigate different models of arts organizations, including union-based models, alternate structures (other than unions), leadership in the arts, entrepreneurship, startups, world markets for arts, grants and fundraising, and the very broad variety of graduate programs that are possible. The work will culminate with a final project which will connect these ideas with the real world of the arts: complete design portfolio, budgeting and planning for a guest artist or event here on campus, a fleshed out marketing or development plan, full audition plus resume/headshot, etc. We will consider theaters, symphonies, dance companies, art galleries, museums, corporate applications, and newer models that ignore these boundaries. A primary goal of the course is to highlight intersections of ideas and practices from the 'real worlds' of art, music, dance, writing, and theater, for mutual benefit.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 319

WRITING FOR STAGE, SCREEN AND TV

A workshop approach to creative story making in the three forms of media. Emphasis is on the relationship between form and content, dramatic structure and critical response. Students are expected to complete a full length stage play, screenplay or teleplay.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 322

RHETORICAL THEORY AND CRITICISM

The development of rhetorical theory, with an introduction to speech criticism, based on readings from classical, medieval, and contemporary rhetorical theorists.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 323

HISTORY OF PUBLIC DISCOURSE

Analysis of selected speakers and their speeches, with reference to the social, political, and intellectual milieu within which they have appeared.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

COMM 325

TOPICS IN ADVANCED INTERPERSONAL COMMUNICATION

While refining students' analytical and critical skills, this course offers intensive examination of specific issues in interpersonal communication theory. Possible topics may include relational communication, family communication, health communication, communication across the lifespan, friendship, communication in the workforce, and communication and aging. Repeatable for credit with different topics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

COMM 326

COMMUNICATION IN ORGANIZATIONS

An examination of the role of communication in coordinating, integrating and regulating human activity in organizations. This course examines and applies methods of doing research in organizational contexts.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

COMM 327

COMMUNICATION AND CULTURAL IDENTITY

This course examines the ways in which communication shapes, and is shaped by culture, ethnicity, gender, class and/or race. Topics include how language empowers and oppresses, how social institutions and media influence issues of cultural identity and the ways various social identities are constructed through communication.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Privilege, Power And Diversity

1 course

COMM 328

TOPICS IN CONFLICT COMMUNICATION

While refining students' analytical and critical skills, this course offers intensive examination of specific issues related to conflict and communication at interpersonal, social, and cultural levels. Possible topics may include environmental communication, alternative dispute resolution, civil rights and communication, and political communication. Repeatable for credit with different topics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 334

MEDIA CRITICISM

Justification and application of various approaches to critiquing and analyzing media messages. Insight into the ethical burdens, social and moral, of the media and its institutions. Topics may vary. *Prerequisite: COMM 233 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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COMM 233 or permission of instructor

1 course

COMM 335

MEDIA LAW

Inquiry into media law, including responsibility and free speech issues, libel, privacy, fair trial, copyright, obscenity, the FCC, shield laws, censorship, management and operating regulations, newperson privileges, political communication and advertising regulation. An analysis of the political and economic forces affecting the development of media law. *Prerequisite: COMM 233 or 237 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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COMM 233 or COMM 237 or permission of instructor

1 course

COMM 337

GLOBAL MEDIA

This course explores global flows of media texts, industries, and reception practices as elements of complex transnational structures. The course may focus on one or more of a wide array of media forms, including print, radio, podcasting, popular music, television, film, and social media.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning

1 course

COMM 339

ADV TOPICS IN MEDIA STUDIES

This course offers an intensive examination of specific critical issues across a wide range of topics within media studies. Recent topics include: Advertising and Consumer Culture, Film Theory, and Cross-Cultural Journalism. *Repeatable for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 350

COMMUNICATION RESEARCH METHODS

A course in methods of research (quantitative and qualitative). Covers problem statement construction, strategies of research design, literature review, methods of observation, questionnaires, content analysis and interpretation of data (statistical and humanistic). *Not open for pass/fail credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COMM 401

SPECIAL TOPICS IN COMMUNICATION

Recent topics have included Public Relations, Conflict Resolution, American Theatre and the Vietnam War, Human Communication Theory, American Film and Culture and Writing for Stage, Screen and TV. *This course number may be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2-1 course

COMM 450

SENIOR SEMINAR

The integrated conclusion of the departmental curriculum with emphasis on research methodology and writing. *Prerequisite: permission of the department. Not open for pass/fail credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of department	1 course

COMM 491

PROJECTS IN COMMUNICATION

A. Interpersonal Project, C. Theatre Project, E. Media Studies Project, G. Rhetoric Project, K. Co-Curricular Project, M. Senior Capstone Thesis or Project. *Prerequisite: permission of department. No more than two course credits may be taken as projects. Not open for Pass/Fail credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of department	1/4-1 course

Computer Science

The most important aspect of Computer Science is problem solving, an essential skill for life. Students study algorithmic processes and the design, development and analysis of software and hardware used to carry out these processes. Since computers are used for a variety of purposes by people in all walks of life, there is a significant human side to computer science as well.

Some graduates choose to continue their studies in graduate or professional school (not necessarily in computer science) before seeking employment. Majors accepting positions upon graduation typically work for companies that provide computing hardware, software or services for use in business, education, government and research.

The department regularly offers Computer Science I and other courses of a more general nature for students interested in surveying key topics in computing. Departmental programs consist of a computer science major and a computer science minor. Most courses provide hands-on computing experience.

Computing facilities include pen-based computer laboratories that are part of the University network. They provide tools for computer science, standard desktop productivity, e-mail and

connectivity to the Internet. The department maintains a state-of-the-art laboratory of Linux workstations with high-end servers that provide robust file services and a full array of software development tools. The department also has a computer-based, cooperative-work laboratory and a lounge for use by its majors.

University programs of interest to computer science majors include: Science Research Fellows Program, Information Technology Associates Program and Winter Term internships. Some employment and research opportunities with the department and the Computer Center are available during the year and summer. Finally, the student computer clubs (Association for Computing Machinery and ACM-Women) provide coordinated programs each year.

DATA SCIENCE

Numerous inquiries today are advanced through finding the story behind the data; frequently, Data Science builds the road from the what to the why. Through an interdisciplinary approach using Statistics, Mathematics, and Computer Science, this program delivers principles, methodology, and guidelines for conducting data analysis by providing tools, values, and insights. Data Science helps prepare students for success in an increasingly data-driven world, enhances analytical and problem-solving skills, and strengthens communication skills.

Requirements For A Major in Computer Science

TOTAL COURSES REQUIRED	Nine and one-half CSC + MATH 123 + one allied course
CORE COURSES	CSC 121, CSC 122, CSC 231, CSC 232, CSC 233, CSC 240, CSC 498
OTHER REQUIRED COURSES	Any three CSC courses at the 300 or 400 level
NUMBER 300 AND 400 LEVEL COURSES	Four including CSC 498
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement is CSC 498. As a culmination of the computer science major, each senior completes an independent project with credit earned through the course CSC498. Each student describes his or her project idea in a formal project proposal. Projects typically involve the design, implementation, testing and documentation of a software system that builds on earlier coursework both inside and outside the department. Students are mentored by a faculty member and meet regularly in groups to present their work and to discuss related

ADDITIONAL INFORMATION

topics such as the ethical implications of their work.

MATH 123 is also required. MATH 223 may be substituted for MATH 123 with approval of the advisor. Students are required to take one allied course from a list maintained by the department; with approval of the advisor, students may substitute a 300/400 level CSC course for the allied course. Students are encouraged to complete an internship or research experience related to the major. This is not a requirement, however, and no departmental credit is awarded for these experiences. The advisor will offer guidance on selection of courses inside and outside of the department for students who may be interested in focusing on particular areas related to computer science.

RECENT CHANGES IN MAJOR

Beginning Fall 2013, the number of CSC courses required for the major is reduced from 10 to 9.5. CSC 240, Writing in Computer Science (.5 credit) has been added to the core courses for the major. Students are now required to take an allied course. These new requirements apply to students entering DePauw Fall 2012 and after.

WRITING IN THE MAJOR

Computer scientists must be able to communicate effectively with other computer scientists (e.g., as a member of a team designing a large system, or conveying results of research) and non-computer scientists (e.g., user documentation such as a user manual, or describing a project to a potential investor or customer). Communicating with other people, both orally and in writing, is an essential skill required of all computer scientists. Students majoring in Computer Science develop writing skills across several courses:

- CSC 232, Object Oriented Software Development. Students write in the context of a software

development project. Some of this writing is to an internal audience consisting of other team members, while other writing is to an external audience consisting of users and/or customers. Internal writing includes design documents, formal program specification, and commented code. External writing includes requirements documents, user interface documentation, and user documentation.

- CSC 240, Writing in Computer Science. In this .5 credit course students learn to communicate technical and non-technical information about computer science to technical and non-technical audiences. This writing includes communication with users (e.g., user manuals), the general public (e.g., oped pieces related to technical issues), and other non-technical audiences (e.g., legislators, potential investors, customers). Students also develop a project proposal document. Some of the writing in this course deals with ethical and social issues.
- CSC498, Senior Project. Students propose and complete a project of their choosing. The proposal consists of a written document describing the project and the timeline for completing it. The project itself consists of commented code and other internal documentation as well as user documentation (e.g., a user manual).

Writing assignments will comprise a significant portion of the course grade for each

TOTAL COURSES REQUIRED	of the above-mentioned courses, and the course grade will reflect students' writing proficiency. Students will meet the Writing in Computer Science requirement by earning credit for CSC232, Object Oriented Software Development, CSC240, Writing in Computer Science, and CSC498.
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Requirements For A Minor In Computer Science

TOTAL COURSES REQUIRED	Five
CORE COURSES	CSC 121 and CSC 122
OTHER REQUIRED COURSES	At least two of the courses from: CSC 231, CSC 232, CSC 233. At least one CSC course at the 300 or 400 level.
NUMBER 300 AND 400 LEVEL COURSES	One

Requirements For A Minor In Data Science

TOTAL COURSES REQUIRED	5
CORE COURSES	MATH 141 or PSY 214 or ECON 350 or BIO 375, MATH 261 or CSC 370, MATH 341 or ECON 385 or ECON 450, CSC 121,CSC 122.
OTHER REQUIRED COURSES	
NUMBER 300 AND 400 LEVEL COURSES	

Courses In Computer Science

CSC 121

COMPUTER SCIENCE I

This is an introductory course in which problem solving and algorithm development are studied by considering computer science topics, such as computer graphics, graphical user interfaces, modeling and simulation, artificial intelligence and information management systems. Interesting

and relevant programming assignments related to these topics are written in a high-level programming language that supports objects. Additional assignments utilize writing and data analysis to reinforce central course concepts and to address related areas of computing, such as ethics, history and the meaning of intelligence. The course meets three hours in class and two hours in laboratory (3-2). *Offered each semester. Not offered pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics		1 course

CSC 122

DATA STRUCTURES

This course builds on CSC 121 and includes programming topics such as sorting and searching, sets, recursion and dynamic data types. Additional concepts involve data type abstraction and implementation developed through studying structures such as lists, stacks, queues, hash tables and binary search trees. The course emphasizes object oriented implementation of these structures. Students learn tools for algorithm analysis and explore the use of standard libraries. The concept of tradeoffs (i.e., time vs. space, iteration vs. recursion, static vs. dynamic) recurs as a theme throughout the course. *Prerequisite: CSC 121. Offered each semester. Not offered pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	CSC 121	1 course

CSC 197

FIRST-YEAR SEMINAR

A seminar focused on a theme related to the study of computer science. *Open only to first-year students. Does not count toward the major in computer science or into the major GPA.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

CSC 231

COMPUTER SYSTEMS

This is an introduction to the study of computer hardware and its relationship to software. Topics include information representation, architecture of the central processing unit, memory organization and hierarchy, assembly language and machine level representation of programs, interactions and relationships among system components (hardware, operating systems, compilers, network environments), and the impact of architectural decisions on

performance. *Prerequisites: CSC 122. Offered each semester. Not offered pass/fail. Not open to students who have credit for CSC 221.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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CSC 122

1 course

CSC 232

OBJECT ORIENTED SOFTWARE DEVELOPMENT

A study of fundamental techniques and tools for managing software development projects, together with relevant professional and ethical issues. Topics include methodologies such as UML diagrams for software specification and design, documentation standards, and tools for testing, code management, analysis, and debugging. Object oriented programming techniques such as inheritance and polymorphism are emphasized. Students will develop skills in individual and team software development through extensive practice designing and implementing object oriented software systems. In addition, students gain experience reading, documenting, presenting and critiquing such systems. *Prerequisites: CSC 122. Offered each semester. Not offered pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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CSC 122

1 course

CSC 233

FOUNDATIONS OF COMPUTATION

This course explores the theoretical foundations of computation at various levels of abstraction. Specific topics include graph theory and related algorithms; functional programming with an emphasis on recursion and recurrences; the description of languages using formalisms such as regular expressions, finite state machines, and context free grammars; and digital logic and its application to sequential and combinational circuits. *Prerequisite: CSC 122. Offered each semester. Not offered pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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CSC 122

1 course

CSC 240

WRITING IN COMPUTER SCIENCE

In this course students learn to communicate technical and non-technical information about computer science to technical and non-technical audiences. This writing includes communication with users (e.g., user manuals), the general public (e.g., op-ed pieces related to technical issues), and other non-technical audiences (e.g., legislators, potential investors, customers). Students also

develop a project proposal document. Some of the writing in this course deals with ethical and social issues. *Prerequisite or corequisite: CSC232*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	CSC 232 (pre- or co-requisite)	1/2 course
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CSC 296

COMPUTER SCIENCE TOPICS

Topics are chosen from computer science content areas that extend explorations of content in existing courses or allow exploration of content not duplicated in regular course offerings. *May count as an allied course in the computer science major depending on the topic. Does not count toward the major GPA.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		1/4-1/2-1 course
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CSC 320

HUMAN COMPUTER INTERACTION

This course examines fundamental principles in Human Computer Interaction as seen from the viewpoint of a computer scientist. Topics include user-centered design, expert reviews, usability tests, tradeoffs between interaction devices, alternative input-output methods, including handwriting recognition and associated algorithms, the design of interfaces for users with visual or motor impairments, construction of appropriate error messages and implementation of graphical user interfaces (GUIs). *Prerequisite: CSC 232 and CSC 240. Typically offered annually. Not offered pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	CSC 232 and CSC 240	1 course
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CSC 322

COMPUTER NETWORKING

This course examines the core concepts and fundamental principles of computer networks and the services built on top of them. Topics covered include protocol organization, circuit-switch and packet-switch networks, routing, flow control, congestion control, reliability, security, quality-of-service and Internet protocols (TCP/IP). *Prerequisites: CSC 231 and CSC 232. Typically offered annually. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	CSC 231	1 course
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CSC 330

ARTIFICIAL INTELLIGENCE

This course examines the implementation of intelligent algorithms on a computer system. The concept of an intelligent algorithm is motivated by initial discussions of the nature of intelligence and its relation to computers, particularly the Turing test. The course begins with two basic topics of artificial intelligence. The first is problem definition, state spaces and search methods, and the second is knowledge representation and logical reasoning. Following these topics is coverage of more advanced topics, such as game-playing algorithms, genetic algorithms, planning algorithms, computer vision, learning algorithms and natural language processing, among others. *Prerequisite: CSC 232 and 233. Typically offered annually. Not offered pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	CSC 232. Recommended: CSC 233.	1 course
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CSC 340

WEB PROGRAMMING AND CYBERSECURITY

This course covers some fundamental networking concepts, web application development and web application security. Topics covered include: introduction to the Internet, World Wide Web and internet protocols, markup languages, client side scripting, server side scripting, database concepts, encryption/decryption, web application vulnerabilities and how to build secure web applications. *Prerequisites: CSC 232 and either CSC 231 or CSC 233. Typically offered bi-annually. Not offered pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	CSC 231 or CSC 233.	1 course
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CSC 350

GRAPHICS

This course is an introduction to the concepts, techniques, algorithms and implementation of computer graphics. Topics include moving and drawing lines in absolute and relative coordinates, transformations, windowing, clipping, projections, perspective, polygon filling, hidden surface techniques and a variety of applications, including graphical user interfaces and menuing systems. *Prerequisite: CSC 232. Typically offered annually. Not offered pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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CSC 232

1 course

CSC 360

AUTONOMOUS ROBOTICS

Autonomous robots collect data from their environments and respond to the values gathered from their sensors in order to solve problems. In this introduction to autonomous robotics, students will first learn the basic principles of mechanical construction, electronics, sensors, motors and robot programming. Then, they will design, build and program original robots to solve problems such as finding the brightest light in a room and traversing a maze. In the hands-on course, students spend the majority of their time actually working with robots under instructor supervision. There is a significant writing component used in assessment, so students enhance their scientific writing skills. *Prerequisites: CSC231 and CSC233. Typically offered annually. Not offered pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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CSC 231 and CSC 233

1 course

CSC 370

DATA MINING

Data mining is the effort to reach useful conclusions from data by building interpretive and predictive computational models. This course prepares students to do this through hands-on exploration of data preparation, and model development, tuning, and validation. This is done in the context of various algorithms such as gradient-descent, ensemble methods, and linear regression. Coursework includes multiple significant programming projects and a large final project. *Prerequisites: CSC 232 and CSC 233.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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CSC 232 or CSC 233

1 course

CSC 396

COMPUTER SCIENCE TOPICS

Topics are chosen from computer science content areas that extend explorations of content in existing courses or allow exploration of content not duplicated in regular course offerings. *Open to students by permission of instructor or to those who satisfy prerequisites determined by the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Open to students by permission of instructor or to those who satisfy prerequisites determined by the instructor.	1/4-1/2-1 course

CSC 398

INDEPENDENT STUDY

Directed study in a selected topic in computer science. Participation by arrangement with a faculty member. May be repeated for credit with different topics; however, only one course total from CSC 398 may be counted toward the computer science major. Consult with faculty member to determine credit. *Permission of instructor and department chair required.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of instructor and department chair required.	1/4-1/2-1 course

CSC 424

PROGRAMMING LANGUAGES

The topics of this course include a history of programming languages, virtual machines, representation of data types, sequence control, data control, lexical vs. dynamic scoping, sharing, type checking, parameter passing mechanisms, run-time storage management, context-free grammars, language translation systems, semantics and programming paradigms. *Prerequisite: CSC 231, CSC 232, and CSC 233. Typically offered annually. Not offered pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CSC 231, CSC 232	1 course

CSC 426

COMPILERS

This course offers the study of theories related to compilers with the goal of implementing a compiler for a simplified variation of a language such as C++. Topics include formal languages, grammars, lexical, syntactic and semantic analysis, code generation and optimization. *Prerequisites: CSC 231, CSC 232, and CSC 233. Typically offered annually.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CSC 231, CSC 232, CSC 233	1 course

CSC 428

OPERATING SYSTEMS

Topics in operating system concepts and design, such as file systems, CPU scheduling, memory management, virtual memory, disk scheduling, deadlocks, concurrent processes, protection and distributed systems are studied in this course. Topics are treated thoroughly in a generic way and also discussed in detail with respect to a specific operating system. *Prerequisites: CSC 231, CSC 232, with a pre- or co-requisite of CSC 233. Typically offered annually. Not offered pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CSC 231, CSC 232, CSC 233	1 course

CSC 430

COMPUTER SECURITY

This course examines and discusses computer security, how to protect our computing infrastructure from illegal access, tempering, denial of access, etc. We will first define terms such as security and secure computing, then we'll talk about cryptography including symmetric and public key cryptographic techniques and their applications. Other topics covered include secure software, cyber security, database security, system security and hardware security. *Prerequisites: CSC231, CSC232, and CSC233.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CSC231, CSC232, and CSC233.	1 course

CSC 440

THEORY OF COMPUTATION

Various models of formal languages (which provide a basis for compilers) and computation (which defines the kinds of problems that can be solved by a computer) are studied. Topics include regular languages, regular expressions, finite state automata, context-free languages, context-free grammars, push-down automata and Turing machines. The application of these models to several practical problems in computer science is considered. Computational limits are also discussed, using as examples several problems which cannot be solved by any algorithm. *Prerequisite: CSC 233. Typically offered annually. Not offered pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CSC 233	1 course

CSC 480

DATABASE AND FILE SYSTEMS

This course provides an external and an internal view of relational database management systems (DBMSs). The external view consists of database design and implementation. The database query and manipulation language SQL will be studied to the degree that students will be able to become proficient in this language on their own. The internal view involves characteristics of secondary storage devices, methods of organizing information, various file organization and accessing techniques and other topics related to database engine implementation. Programming assignments complement topics discussed in class, including the building of a few key components of a database engine. *Prerequisite: CSC 231, CSC 232 and CSC 233. Typically offered annually. Not offered pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CSC 231, CSC 232, CSC 233	1 course

CSC 496

COMPUTER SCIENCE TOPICS

Topics are chosen from content areas of computer science that either extend explorations of content in existing courses or allow explorations of content not duplicated in our current course offerings. *Open by permission of instructor to students with more advanced prerequisites chosen by the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Open by permission of instructor to students with more advanced prerequisites chosen by the instructor.	1/4-1/2-1 course

CSC 498

SENIOR PROJECT

Students complete a project proposal and a project under the sponsorship of a member of the computer science faculty. Students build on previous course work and/or internship experiences to complete their projects, to produce a project write-up, and to examine ethical issues related to their projects. Periodic progress reports will also be given. *Prerequisite: CSC 231, CSC 232, CSC 233, CSC 240 (beginning in 2015-16) and MATH 123, senior standing and at least one computer science course at the 300 or 400 level. Offered each semester. Not offered pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	CSC 231, CSC 232, CSC 233, CSC 240 (beginning in 2015-16), MATH 123	1 course

Economics & Management

The study of economics broadens our understanding of economic behavior, domestic and international government policies and social institutions. It sharpens our abilities to think clearly and analytically about these and other matters. It may also help students reach a variety of specific career goals. For example, most majors take entry-level positions in business: they are hired by banks and other financial institutions, accounting and management consulting firms, and companies in manufacturing, public utilities and commerce. Some majors go on to earn graduate degrees in economics; they may then work in areas such as business, government service or academia. (Students considering graduate study in economics should consult with a department faculty member about the large number of mathematics courses that are highly recommended.) A background in economics is also excellent preparation for graduate study in law and business. Many of our graduates have gone on to reach exceptional levels of recognition and responsibility in education, government and industry. Students wishing to apply economics courses taken off-campus toward a major in economics must have prior approval from their economics advisor and the chair of the economics and management department. Students wishing to count economics courses taken off-campus toward the requirements of the Business Administration Minor or the International Business Program must have prior approval from the relevant program advisor and the chair of the economics and management department. It is not recommended that courses substituting for ECON 100, 220, 280, 294, 295, 350 and 480 be taken elsewhere. The Management Fellows Program provides selected students the opportunity to combine an economics major with a semester-long internship. For information about this special program, as it applies to economics majors, see the description in Section V at <http://www.depauw.edu/catalog/section5>.

REQUIREMENTS FOR A MAJOR IN ECONOMICS

TOTAL COURSES REQUIRED	Ten
CORE COURSES	ECON 100, ECON 294*, ECON 295, ECON 350, ECON 480 (or 485) MATH 151 or MATH 136 is a prerequisite for ECON 294.
OTHER REQUIRED COURSES	Also required is at least one course from the following: ECON 410, 415, 420, 430, 440, 450, 465, 470, 490.
NUMBER 300 AND 400 LEVEL COURSES	Three (may include ECON 350, ECON 480 or 485, and the required 400-level elective).
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement consists of completing ECON 480 or ECON 485 during the senior year.

ADDITIONAL INFORMATION

The senior requirement usually includes completion of ECON 480: Seminar. In exceptional cases, students may apply to complete an intensive, independent senior thesis which culminates in both a written thesis and a public presentation of the work. ECON 485: Independent Senior Thesis is a one-credit course that may be offered as 1 credit for one semester, or as 1/2 credit in each of two consecutive semesters. Application Form

Eight of the 10 required courses must be taken on campus.

RECENT CHANGES IN MAJOR

The option of ECON 485: Independent Senior Thesis for the senior requirement was added effective Fall 2011.

WRITING IN THE MAJOR

Writing in the Economics major represents an opportunity for students to effectively articulate economic reasoning. Writing in economics and management generally occurs in a variety of formats, some of these include empirical research papers, analytical papers, and analyses of news article or peer-reviewed journal articles. Writing in economics is technical and the terms used, even if they are familiar words like "demand" and "supply," have very precise and specific meanings in economics. The discipline of economics also heavily uses mathematics to add precision to arguments and hypotheses. Almost all economics papers use theoretical mathematical models or statistical inferences using data as a way to conduct research. The ability to draw inferences from mathematical and statistical methods is essential to learn to think like an economist.

Economics and Management majors are required to write an empirical research in ECON 350, Statistics for Economics and Management, and multiple analytical papers in the capstone course, ECON 480, Senior Seminar. Students will also be evaluated on their ability to apply economic analysis (the logical development of arguments based on economic reasoning) to a variety of topics in micro- and macroeconomics. Students must pass these courses to satisfy this requirement.

Additionally, students should expect to encounter many other classes throughout the curriculum that introduce them to these and other forms of writing, for example, 1) research papers in Econometrics, Health Economics, Labor Economics, 2) policy papers or briefs in Environmental Economics, International Economics, Economics of Development, 3) argumentative essays in Introduction to Economics, 4) journal article summaries in Investments and Portfolio Analysis, and 5) case studies in Business Policy and accounting classes.

Requirements For A Major In Finance (Fall 2023)

TOTAL COURSES REQUIRED

Eleven

CORE COURSES

ECON 100, FIN 220, FIN/ECON 293, ECON 350, FIN/ECON 360, FIN 480 (or 485)

OTHER REQUIRED COURSES

A total of 4 Elective courses.

- At least one elective must be taken from the following list of Financial Economics and Financial Systems courses:

Financial Economics and Financial Systems*:

ECON 470: Money, Banking and the Financial System (ECON 295 prereq), Topics in Financial Economics (ECON 350 and FIN 294 (or ECON 294) prereqs), International Finance (ECON 295 prereq), Financial and Macroeconomic Crises (ECON 295 prereq), and Behavioral Finance and Economics (FIN 294 (or ECON 294), ECON 350, and ECON 360 prereqs).

*These courses have an additional prerequisite beyond the core courses.

NUMBER 300 AND 400 LEVEL COURSES

Completion of a Practicum Experience approved by the Department of Economics and Management is required. This might include any of the following: completing a finance elective designated as a course with experiential learning components, e.g., FIN 365, completing one summer or semester long finance-related internships approved by the Department of Economics and Management, presenting in an academic conference, or preparing for and taking the Chartered Financial Analyst (CFA) test

Four (can include core courses).

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

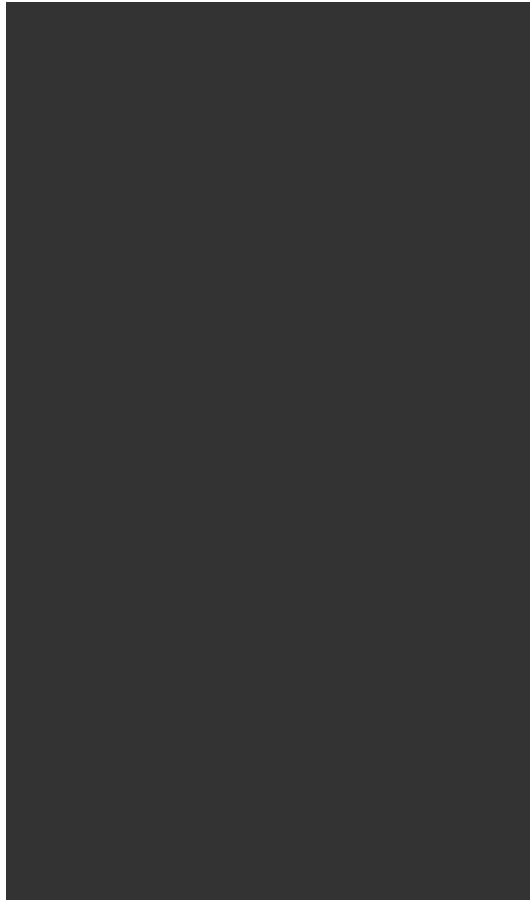
The senior requirement consists of completing FIN 480 or FIN 485 during the senior year. The senior requirement usually includes completion of FIN 480: Seminar. In exceptional cases, students may apply to complete an intensive, independent senior thesis which culminates in both a written thesis and a public presentation of the work. FIN 485: Independent Senior Thesis is a one-credit course that may be offered as 1 credit for one semester, or as 1/2 credit in each of two consecutive semesters.

ADDITIONAL INFORMATION

Eight of the ten required courses must be taken on campus.

WRITING IN THE MAJOR

Writing in the Finance major represents an opportunity for students to effectively articulate critical reasoning. Writing in finance occurs in a variety of formats, some of these include empirical research papers, financial reports (e.g., annual reports and financial statements), analytical papers, and analyses of news articles or peer-reviewed journal articles. The discipline of finance also relies heavily on mathematics to add precision to arguments and hypotheses. At an advanced level, finance papers use theoretical mathematical models



or statistical inferences using data as a way to conduct research. The ability to draw inferences from mathematical and statistical methods and communicate these inferences in writing is essential.

Finance majors are required to write an empirical research paper in ECON 350, Statistics for Economics and Management, and multiple analytical papers in the capstone course, FIN 480, Senior Seminar. Students are expected to demonstrate through their writing an understanding of finance theory and its practical applications and the role of financial decisions on the global financial system. Such writing should include effective/persuasive argumentation by distilling and analyzing essential elements of an argument to enhance decision making. This includes writing that reinforces student understanding of the core areas of the major: investments, corporate finance, and financial economics and financial systems. Students must pass these courses to satisfy this requirement.

Requirements For A Minor In Accounting And Finance For Decision Making

TOTAL COURSES REQUIRED	Six
CORE COURSES	ECON 100, FIN 220, ECON 280, FIN/ECON 293, FIN/ECON 360* *Prerequisite: ECON 350 preferred, but other statistics courses are acceptable (BIO 375, COMM 350, MATH 247, MATH 341, MATH 441, MATH 442, POLS 318, PSY 214, SOC 401)
OTHER REQUIRED COURSES	One additional course from: ECON 398, Business Policy; ECON 470, Money, Banking and the Financial System; MATH 336, Introduction to Financial Engineering; or other elective as determined by the chair of the Economics department.
NUMBER 300 AND 400 LEVEL COURSES	Three

Six

ECON 100, FIN 220, ECON 280, FIN/ECON 293, FIN/ECON 360*
*Prerequisite: ECON 350 preferred, but other statistics courses are acceptable (BIO 375, COMM 350, MATH 247, MATH 341, MATH 441, MATH 442, POLS 318, PSY 214, SOC 401)

One additional course from: ECON 398, Business Policy; ECON 470, Money, Banking and the Financial System; MATH 336, Introduction to Financial Engineering; or other elective as determined by the chair of the Economics department.

Three

Requirements For A Minor In Business Administration

TOTAL COURSES REQUIRED	Six
CORE COURSES	ECON 100, FIN 220, and ECON 280 or FIN/ECON 293
OTHER REQUIRED COURSES	<p>Selected Core (choose one): FIN/ECON 293, ECON 398, PSY 364*, MATH 422*</p> <p>Quantitative Analysis (choose one): BIO 375*, COMM 350, ECON 350, MATH 247, MATH 341, MATH 441*, MATH 442*, POLS 318, PSY 214*, SOC 401</p> <p>Elective (choose one): PACS 100, COMM 326, COMM 335*, CSC 121, FIN/ECON 293, FIN/ECON 360*, ECON 398, ECON 420*, ECON 430*, ECON 470*, KINS 406, MATH 331*, MATH 336, MATH 422*, MATH 423*, PHIL 230, PHIL 233, PSY 254*, PSY 364</p> <ul style="list-style-type: none"> • At least four of these courses must be outside the student's major(s) and other minors. • Students with a minor in Business Administration are required to attend at least six Management Center lectures during their junior or senior year. (The McDermond Center for Management & Entrepreneurship must be notified of a student's intention to complete this minor during the spring of their junior year.) • Completion of an internship approved by the Department of Economics and Management is required. • Courses that have a prerequisite in addition to the core or quantitative course requirement are designated with *.
NUMBER 300 AND 400 LEVEL COURSES	1

Requirements For A Minor In Economics

TOTAL COURSES REQUIRED	Five
CORE COURSES	ECON 100, ECON 294*, ECON 295 MATH 151 or MATH 136 is a prerequisite for ECON 294.
OTHER REQUIRED COURSES	Also required are two additional courses from the following list: ECON 140, 235, 250, 262, 290A, 310, 315, 320, 342, 350, 360, 375, 390A, 410, 420, 430, 440, 450, 470, 490A.
NUMBER 300 AND 400 LEVEL COURSES	One

Requirements For A Minor In International Business

TOTAL COURSES REQUIRED	eleven
CORE COURSES	ECON 100, FIN 220, ECON 280 or FIN/ECON 293, ECON 295, ECON 420, two courses of foreign language beyond the intermediate level, an internship
OTHER REQUIRED COURSES	A minimum of four elective courses related to the international area of specialization, of which at least two must be from the departments of history and political science, is required (electives must be approved by the International Business Advising Committee).
NUMBER 300 AND 400 LEVEL COURSES	three

Courses In Economics & Management

ECON 100

INTRODUCTION TO ECONOMICS

Survey of basic concepts and processes in microeconomics and macroeconomics: production, income, demand, supply, cost, price, market structures, money, government finance and international trade and finance.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science 1 course

ECON 140

CONTEMPORARY ECONOMIC PROBLEMS

Analysis of selected current economic problems using economic principles. The economic problems covered by this course vary from semester to semester. *Prerequisite: ECON 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science ECON 100 1 course

ECON 183

OFF-CAMPUS EXTENDED STUDIES

An off-campus Extended Studies course devoted to a theme in economics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Variable

ECON 184

ON-CAMPUS ES COURSE

On-Campus Extended Studies course in Economics and Management.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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variable

ECON 197

FIRST-YEAR SEMINAR

A seminar focused on a theme related to the study of economics. *Open only to first-year students. ECON 197 cannot be counted toward an Economics major.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ECON 210

THE HISTORY OF ECONOMIC THOUGHT

A treatment of some of the major figures and trends in the history of economic ideas. Topics may vary but will include an examination of the contribution of the Mercantilists, Physiocrats, Classical and Neoclassical economists to our understanding of the individual, value and the market; transactions and their mediation; economic growth and development; the distribution of output; and the roles of capital and labor. Readings may include, among others, the economic writings of Locke, Quesnay, Smith, Ricardo, Marx, Mill, Menger, Bohm-Bawerk, Marshall and Keynes. *Prerequisite: ECON 100 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	ECON 100 or permission of instructor	1 course

ECON 220

INTRODUCTION TO FINANCIAL ACCOUNTING

The preparation, communication and use of economic information for decision-making, with a focus on external users (e.g., investors, creditors). Topics included are an examination of economic events within a business; terminology, the underlying conceptual framework, and generally accepted accounting principles; and financial statements. Balance sheet coverage includes resources owned, and obligations owed, by a company; the income statement provides insight into the performance of a company; the statement of cash flows identifies sources and uses of a company's cash flows; and financial statement analysis uses this information for a variety of decisions. Both the benefits from using financial accounting information, and its limitations, will be discussed. *Prerequisite: ECON 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 100	1 course

ECON 235

MODERN ECONOMIC HISTORY

Emphasizing the American experience, the historical development of modern economic institutions and the role of economic factors in the emergence of contemporary industrial society. *Prerequisite: ECON 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 100	1 course

ECON 245

ECONOMICS, ENVIRONMENT, AND CORPORATE SOCIAL RESPONSIBILITY

This course uses economics to explore environmental and natural resource problems, evaluate policies for addressing them, and examine the role of businesses in addressing social and environmental issues. Topics vary and may include energy, water, agriculture, sustainable development, environmental justice, and other timely issues. *Prerequisite: ECON 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	ECON 100	1 course

ECON 262

URBAN ECONOMICS

Survey of basic urban economic problems. Topics covered include why cities exist, where they develop, how they grow and how different activities are arranged within cities. Additional topics covered include economics of urban problems, such as poverty, inadequate housing, congestion, pollution and crime. *Prerequisite: ECON 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 100	1 course

ECON 280

MANAGERIAL ACCOUNTING

The provision and use of accounting information for internal management decision making. Topics covered include terminology and underlying concepts; costing systems; cost behavior and its role in cost-volume-profit analysis; operating and capital budgeting; performance evaluation; responsibility accounting including segmented reporting and transfer pricing; pricing of products and services; and differential analysis in decision making (e.g., outsourcing decisions and whether to add or drop a segment of the business). *Prerequisite: ECON 220*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 220	1 course

ECON 290

TOPICS IN ECONOMICS AND MANAGEMENT

A. Economics; B. Management. Detailed study of theoretical and policy aspects of such topics as inflation, resource and product pricing, management, market structure, government-business relations, financial markets and international trade. *Prerequisite: varies according to the topic offered. May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Varies according to the topic offered. Variable

ECON 293

FOUNDATIONS OF CORPORATE FINANCE

(cross-listed with FIN 293; partially replaces ECON 393, Corporate Finance) This course is an introduction to the foundations of finance with an emphasis on applications and theory that are critical for corporate management. Students will develop an understanding of the major financial decisions within the firm that impact the value of the firm. This course will cover the importance of ethical evaluation and analysis in finance. Topics include ethical issues related to stakeholders, agency theory, the time value of money, risk and return in the context of equities and bonds, interest rates and the term structure, risk management and firm investment decisions, capital budgeting, optimal capital structure, and dividend policy. *Prerequisites: ECON 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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ECON 100 1 course

ECON 294

INTERMEDIATE MICROECONOMIC THEORY

Decision-making by firms, households and other economic units about production, consumption, pricing, resource allocation, market structure and externalities. *Prerequisite: ECON 100; MATH 151 or MATH 136.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science	ECON 100; MATH 151 or MATH 136. Note: Calculus prerequisite goes into effect Fall 2015.	1 course
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ECON 295

INTERMEDIATE MACROECONOMIC THEORY

Analysis of factors determining levels of national income and employment, including consumption, investment and government fiscal policy, with applications to such problems as economic instability, inflation and growth. *Prerequisite: ECON 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science	ECON 100	1 course
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ECON 315

ECONOMICS OF THE LABOR MARKET

Introduction to the method and manner in which the economic analysis of the labor market proceeds. Both traditional and alternative methods of labor market analysis are studied. Topics include demand for and supply of labor, human capital and public policy issues. *Prerequisite: ECON 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 100	1 course

ECON 320

DEVELOPMENT ECONOMICS

Explores the economic conditions and problems facing developing economies. Examines the main theories and sources of economic growth and development. Topics may include poverty, inequality, education, health care, population growth, urbanization and migration, agrarian reform, trade policy, foreign debt, foreign aid, structural adjustment policies and globalization. *Prerequisite: ECON 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 100	1 course

ECON 330

ASIAN ECONOMIES

Provides an overview of key economic developments in the Asia-Pacific region. Students will have an opportunity to apply economic theories and models to understand the divergent development paths of countries in this region. Topics include the rise of the East Asian economies, the challenges that emerged from the Asian financial crisis, development obstacles of East and South Asian economies and prospects for regionalization. *Prerequisites: Econ 100, Econ 295*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Global Learning	Econ 100, Econ 295	1 course

ECON 342

COMPARATIVE ECONOMIC SYSTEMS

This course analyzes the differences in economic institutions across countries. By looking at the economic incentives in corporations, financial institutions and governments in several different countries, the course will address the question of how different market systems provide incentives to encourage economic growth. By the end of the course, students will be able to

analyze the economic implications of a country's institutional arrangements and evaluate the role of government in the economy. *Prerequisite: ECON 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	ECON 100	1 course
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ECON 350

STATISTICS FOR ECONOMICS AND MANAGEMENT

(formerly Quantitative Analysis for Economics and Management) Application of elementary principles of traditional and modern statistical analysis to economic and business decision-making. Emphasis is on regression analysis using simple- and multiple-equation models, hypothesis testing, use of dummy variables, testing for serial correlation and other related problems. *Prerequisite: ECON 100. Students who have completed BIO 275 or 375, MATH 141, MATH 247 or PSY 214 will receive only one-half credit for ECON 350.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics	ECON 100. Students who have completed BIO 275 or 375, MATH 141, MATH 247 or PSY 214 will receive only one-half credit for ECON 350.	1 course
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ECON 360

INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

The theories of the value of investment instruments are examined. Topics covered include the theories of capital markets and portfolio management. Emphasis is placed on modern portfolio theory. *Prerequisite: ECON 350 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	ECON 350 or permission of instructor	1 course
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ECON 375

MATHEMATICAL ECONOMICS

This course integrates mathematical techniques and economic theory. Mathematical techniques, such as linear algebra and differential calculus, are used to examine the mathematical foundation of the neo-classical paradigm. Economic concepts, such as profit maximization, utility maximization and cost minimization are considered using optimization and comparative static techniques. *Prerequisite: ECON 294 and MATH 151 .*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	ECON 294 and MATH 151	1 course
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ECON 385

REGRESSION AND SIMULATION FOR ECONOMICS AND MANAGEMENT

Regression analysis is applied to a variety of economics and management examples and data. Extensive use of Monte Carlo simulation enables deep understanding of chance processes and sampling variability. Advanced Excel applications (such as add-ins and user-defined functions) develop skills useful in other courses and the workplace. *Prerequisite: Elementary statistics (such as ECON 350, BIO 275, MATH 141, MATH 247 or PSY 214) or consent of the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	Elementary statistics (such as ECON 350, BIO 275, MATH 141, MATH 247 or PSY 214) or consent of the instructor.	1 course
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ECON 390

ADVANCED TOPICS IN ECONOMICS AND MANAGEMENT

A. Economics; B. Management. Detailed study of theoretical and policy aspects of such topics as inflation, resource and product pricing, management, market structure, government-business relations, financial markets and international trade. *Prerequisite: varies according to the topic offered. May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	Varies according to the topic offered.	1/2-1 course
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ECON 393

CORPORATE FINANCE

The determination of what assets a firm should own and how these assets should be financed, with the goal of maximizing the value of the firm. Topics included are the underlying concepts of corporate finance, financial statement analysis, financial planning, working capital management, capital budgeting, valuation of stocks and bonds, a firm's cost of capital and its optimal capital structure, and dividend policy. *Prerequisites: ECON 220 and 350.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	ECON 220 and ECON 350	1 course
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ECON 398

BUSINESS POLICY

A study of the formulation and implementation of business strategy. Topics include planning, control, economic analysis and organization theory. Extensive use is made of case studies. *Prerequisite: ECON 280 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 280 or permission of instructor	1 course

ECON 410

PUBLIC FINANCE

The economic principles used to analyze government's role in the economy are developed. Microeconomic theory is used to examine government tax and expenditure policies, especially as they affect resource allocation and income distribution. Both efficiency and equity questions are addressed. Topics include expenditure programs designed to affect the allocation of resources (e.g. national defense outlays, income distribution)(e.g. food stamps), and the major forms of taxation (e.g. income and sales taxes). *Prerequisite: ECON 294 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 294 or permission of instructor	1 course

ECON 415

LABOR ECONOMICS

This course is concerned with a group of topics on microeconomic aspects of the labor market and a few selected topics on the macroeconomic issues of labor. Building on the models developed in Intermediate Microeconomics, it develops more sophisticated models by incorporating more realistic assumptions in models. It covers topics such as the supply of labor, labor force participation, the demand for labor, reasons for disparity in wages, non-traditional labor models, labor unions and collective bargaining, government regulation of labor markets and labor unions, and macroeconomic causes of cyclical unemployment. Economic aspects of labor unions, bargaining theories of wages, minimum wage legislation, labor supply incentives of various welfare programs, occupational licensure, labor mobility, migration, and discrimination theories are discussed and examined. Students also get an experience in conducting empirical research on a topic of their choice. *Prerequisites: ECON 294, ECON 350.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	ECON 294 and ECON 350	1 course

ECON 420

INTERNATIONAL ECONOMICS

The theory of international trade, the balance of payments, foreign exchange markets, international monetary systems, open economy macroeconomics. *Prerequisite: ECON 294 and ECON 295 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 294 and ECON 295 or permission of instructor	1 course

ECON 430

INDUSTRIAL STRUCTURE AND PUBLIC POLICY

Analysis of industrial structure, organization and performance with emphasis on public policy implications. Policy topics which may be considered include business concentration, government enterprises, financial market regulation and the newer social-environmental regulation. *Prerequisite: ECON 294.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 294	1 course

ECON 440

APPLIED GAME THEORY

Application of game theory models to strategic problems such as oligopoly, voting mechanisms and bargaining. Includes Nash equilibrium, static and dynamic games and games with uncertain outcomes. *Prerequisite: ECON 294, MATH 151 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 294, MATH 151 or permission of instructor	1 course

ECON 450

ECONOMETRICS

Econometrics is the application of statistical methods for the purpose of testing economic and business theories. This course will introduce students to the skills used in empirical research including, but not limited to, data collection, hypothesis testing, model specification, regression analysis, violations of regression assumptions and corrections, dummy variables, time series analysis, limited dependent variable models, and panel models. Extensive focus will be on the intuition and application of econometric methods, and as a result, statistical software will be used

extensively. Students will be required to complete an independent research project involving the application of regression analysis.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 350, MATH 141, MATH 240, MATH 247 or permission of instructor. MATH 151 or the equivalent.	1 course

ECON 465

HEALTH ECONOMICS

The purpose of this course is to introduce economic analysis of health and health care within the context of the United States. The course provides an overview of the existing institutions and policies in the United States health care system and examines both the supply-side and the demand-side of health care. Standard microeconomic tools, such as models of imperfect competition, are used to analyze how the current structure influences the allocation and distribution of health services. The course also examines topics such as medical malpractice, Medicare, Medicaid, the cost of prescription drugs, and markets for human organs. The course evaluates the impact of existing policies and proposed reforms on the economically disadvantaged; it considers the appropriate role of government in health care after taking into account the potential of both the market failure and the government failure. The course looks at the latest health care reforms and the advantages and disadvantages of having universal health care of some type in the U.S. This course also compares the current American health care system with those of other countries such as Canada, the U.K., Germany and France. Students also write a semester-long empirical paper on a health economics topic of their choice. *Prerequisites: Econ 294, Econ 350.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	ECON 294 and ECON 350	1 course

ECON 470

MONEY, BANKING AND THE FINANCIAL SYSTEM

Structure, operations and policies of major monetary and banking institutions, including commercial banks, the treasury, the Federal Reserve System and other agencies involved in money creation, monetary policy and international monetary relations. The course also stresses the theory of monetary policy and the relationship between money and economic activity. *Prerequisite: ECON 295.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 295	1 course

ECON 480

SEMINAR

Application of economic analysis in research papers to a variety of micro- and macroeconomic issues. Group discussion and criticism of research methods and conclusions. *Prerequisite: a major in economics and management or permission of instructor. ECON 480 or ECON 485 is required of all senior Economics and Management majors.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	A major in economics and management or permission of instructor. ECON 480 or ECON 485 is required of all senior Economics and Management majors.	1 course

ECON 485

INDEPENDENT SENIOR THESIS

Outstanding students in economics may complete an intensive independent research project in their senior year. The project culminates in a written thesis and a public presentation of their research. The thesis is directed by a faculty member in the Department of Economics and Management. Thesis proposals must be approved by the department before a student can register for ECON 485: Application Form. *Prerequisite: Permission of the department. May be taken for 1 semester (1 credit) or in two consecutive semesters (1/2 credit each semester). Not open for pass/fail credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of department	1/2-1 course

ECON 490

ADVANCED TOPICS IN ECONOMICS AND MANAGEMENT

A. Economics; B. Management. Detailed study of theoretical and policy aspects of such topics as inflation, resource and product pricing, management, market structure, government-business relations, financial markets and international trade. *Prerequisite: varies according to the topic offered. May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Varies according to the topic offered.	1/2-1 course

Courses In Finance

FIN 220

INTRODUCTION TO FINANCIAL ACCOUNTING (FORMERLY ECON 220)

The preparation, communication and use of economic information for decision-making, with a focus on external users (e.g., investors, creditors). Topics included are an examination of economic events within a business, terminology and the underlying conceptual and framework of accounting, generally accepted accounting principles and the critical importance of ethical standards, and financial statements. Balance sheet coverage includes resources owned, and obligations owed by a company; the income statement provides insight into the performance of a company; the statement of cash flows identifies sources and uses of a company's cash flows; and financial statement analysis uses this information for a variety of decisions. Both the benefits of using financial accounting information, and its limitations, will be discussed. *Prerequisite: ECON 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 100	1 course

FIN 230

VENTURE CAPITAL AND ENTREPRENEURIAL FINANCE

Entrepreneurs are an important source of innovation and the engine of economic growth. Nevertheless, the entrepreneur's road to success is full of obstacles and unknowns that require careful thinking, planning, and execution. This course will focus on the financial issues entrepreneurs face throughout the lifecycle of the venture and the value creation process. *Prerequisite: FIN 220.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	FIN 220	1 course

FIN 270

VALUATION

Understanding the value of an asset and the factors that determine said value is critical to effective decision-making. This course focuses on determining the value of a company. Topics covered include theoretical and applied approaches to valuation, including discounted cash flow models, measuring risk, relative valuation, private and comparable company valuation, price multiples, and real options. *Though not required, Corporate Finance and Statistics are recommended. Prerequisite: FIN 220.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	FIN 220	1 course

FIN 280

MANAGERIAL ACCOUNTING

The provision and use of accounting information for internal management decision making. Topics covered include terminology and underlying concepts; costing systems; cost behavior and its role in cost-volume-profit analysis; operating and capital budgeting; performance evaluation; responsibility accounting including segmented reporting and transfer pricing; pricing of products and services; and differential analysis in decision making (e.g., outsourcing decisions and whether to add or drop a segment of the business). *Prerequisite: ECON 220*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 220	1 course

FIN 291

TOPICS IN FINANCE

Topics are chosen from the finance area that extend explorations of content in existing courses or allow exploration of content not duplicated in regular course offerings. *May be repeated for credit with different topics. Prerequisites: Open to students by permission of the instructor or to those who satisfy prerequisites determined by the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Open to students by permission of the instructor or to those who satisfy prerequisites determined by the instructor	1 course

FIN 293

FOUNDATIONS OF CORPORATE FINANCE

(cross-listed with ECON 293; partially replaces ECON 393, Corporate Finance) This course is an introduction to the foundations of finance with an emphasis on applications and theory that are critical for corporate management. Students will develop an understanding of the major financial decisions within the firm that impact the value of the firm. This course will cover the importance of ethical evaluation and analysis in finance. Topics include ethical issues related to stakeholders, agency theory, the time value of money, risk and return in the context of equities and bonds, interest rates and the term structure, risk management and firm investment decisions, capital budgeting, optimal capital structure, and dividend policy. *Prerequisites: ECON 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 100	1 course

FIN 294

MANAGERIAL ECONOMICS

This course presents a variety of optimization problems (such as utility and profit maximization) solved by numerical methods (e.g., Excel's Solver) to develop the economic way of thinking in entrepreneurs, managers, and leaders. Topics may include demand, production and cost, forecasting, and decision-making over time. This is an intermediate-level course designed to prepare students with tools that will be used in further studies. *Note: This course does not count as an elective in the Finance major. Prerequisite: ECON 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	ECON 100	1 course
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FIN 318

BEHAVIORAL FINANCE AND ECONOMICS

Over the past several decades a significant body of research has arisen that seeks to challenge the long-standing paradigm of efficient markets. Using insights from behavioral economics and psychology, this course examines the theories and empirical evidence that offer this challenge. *Prerequisites: FIN 294 (or ECON 294), ECON 350, and ECON 360.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	FIN 294 (or ECON 294), ECON 350, and ECON 260	1 course
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FIN 355

DATA ANALYTICS FOR ECONOMICS AND FINANCE

This course examines the role that data and data analytics plays in shaping the practice of economics and finance, including coverage of the role of FinTech. Using Python and its various packages, students will investigate various topics in economics and finance, such as corporate finance/governance, investments, entrepreneurial finance, regulatory compliance, etc. *Programming experience is helpful but knowledge of Python is not required. Prerequisites: ECON 350.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	ECON 350	1 course
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FIN 360

INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

The theories of the value of investment instruments are examined. Topics covered include the theories of capital markets and portfolio management. Emphasis is placed on modern portfolio theory. *Prerequisite: ECON 350 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 350 or permission of instructor	1 course

FIN 365

PORTFOLIO MANAGEMENT

This course is designed to complement the material from the Investment Analysis course. The course is designed to explore institutional investment decisions in greater depth. In addition to developing course content, this course includes a practicum component focused on developing skills used by investment management firms. Students will maintain their statement of investment objectives, top-down asset allocation based on quantitative analysis of index returns, and bottom-up portfolio management using fundamental analysis. A distinctive feature of the course is the management of the DePauw Investment Fund which includes a portion of the DePauw endowment. Students will be accountable to the DePauw Investment Committee, including tailoring recommendations for security purchases or sales to the stated objectives of the fund and completing professional-quality reports and presentations. Accordingly, this course stresses the importance of the ethical standards and codes of conduct associated with serving in a fiduciary role. *Students taking the course are encouraged to take the Securities Industry Essentials exam through FINRA. Prerequisite: FIN/ECON 360.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	FIN/ECON 360	1 course

FIN 370

MERGERS AND ACQUISITION MODELING AND STRATEGY

This course covers optimal strategies and techniques associated with strategic (acquisitions) and financial buyers (buyouts). Topics include leveraged buyouts (LBO), strategic organizational and management issues, acquisition strategy, search criteria, organizational, and management issues, deal structure, and value creation. The course also provides opportunities for students to learn from industry experts through invited guest speakers/alumni. *Prerequisite: FIN 270.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	FIN 270	1 course

FIN 377

TOPICS IN FINANCIAL ECONOMICS

(cross-listed with ECON 377) Broadly, this course provides extensive coverage of academic research in finance, including the works of Nobel Prize-winning economists. Drawing on theoretical and empirical research in finance, students will develop a deeper understanding of the literature that has not only shaped our understanding of finance but our world. *Prerequisite: ECON 350 and FIN 294 (or ECON 294).*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 350 and FIN 294 (or ECON 294)	1 course

FIN 395

FINANCIAL AND MACROECONOMICS CRISES

(cross-listed with ECON 395) This course explores the economic theories and empirical evidence of financial/macroeconomic crises. The focus will be placed on the factors that cause crises. Attention is given to the effects of crises and their aftermath. Extensive use of specific cases from around the world is used. Additionally, the class will examine the regulatory environment's impact on financial crises, e.g., mitigating and exacerbating financial crises. *Prerequisite: ECON 295.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 295	1 course

FIN 410

ESG: INVESTING AND SHAREHOLDER ACTIVISM

Environment, Social, and Governance (ESG) investing and shareholder activism have moved beyond the nascent stage. In fact, driven by some of the world's largest institutions, market coverage of ESG investing has grown rapidly in recent years, particularly in the United States. Using finance literature and case studies on shareholder activism and ESG investing, students will explore how to identify opportunities for value creation that seek to generate financial and social benefits, including, but not limited to environmental concerns, sustainability, corporate social responsibility, and social concerns. *Prerequisite: FIN/ECON 360.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	FIN/ECON 360	1 course

FIN 425

INTERNATIONAL FINANCE

(cross-listed with ECON 425) Deepens the understanding of macroeconomic policies from a global perspective. Outlines an analytical framework and introduces relevant tools for a

multinational firm to cope with the financial uncertainty in the global market. Topics include the balance of payments, foreign exchange markets, international monetary systems, exchange rate regimes and crises, international financial instruments, and global portfolio management. *Prerequisite: ECON 295.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 425	1 course

FIN 435

ADVANCED CORPORATE FINANCE

(partially replaces ECON 393, Corporate Finance) In addition to a more rigorous coverage of topics introduced in the Foundations of Corporate Finance course, this course covers topics integral to the development of corporate leaders that are capable of effective discernment. Students will review the theory and evidence related to improving decisions within the firm. Topics may include strategy, corporate reorganizations, corporate structure, financial planning, working capital management, investment under uncertainty, and exposure to international corporate finance. Particular attention is given to the ethics of finance. More precisely, students will learn how codes of conduct, risk management practices, audit functions, corporate governance, and law writing and enforcement can improve ethics in finance. *Prerequisite: FIN/ECON 293.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	FIN/ECON 293	1 course

FIN 451

TIME SERIES ANALYSIS AND FORECASTING

(cross-listed as ECON 451) This course will develop the skills used in empirical financial research. Extensive focus will be placed on intuition and the application of econometric methods in time series analysis. Topics will include time-series data, stationarity, nonlinearity, conditional value at risk, forecasting methods and evaluation, volatility modeling (ARCH, GARCH), Markov switching, and asset pricing models. Statistical software will be used extensively. Students are required to complete an independent research project. *Course includes extensive experiential learning component. Prerequisites: ECON 350.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ECON 350	1 course

FIN 480

SENIOR SEMINAR

Application of financial analysis in research papers to a variety of finance related topics. Emphasis on presentation and group discussion. *Prerequisite: a major in finance. FIN 480 or FIN 485 is required of all senior Finance majors.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	A major in Finance. FIN 480 or FIN 485 is required of all senior Finance majors.	1 course

FIN 485

INDEPENDENT SENIOR THESIS

Outstanding students in finance may complete an intensive independent research project in their senior year. The project culminates in a written thesis and a public presentation of their research. The thesis is directed by a faculty member in the Department of Economics and Management. Thesis proposals must be approved by the department before a student can register for FIN 485: Application Form. *Prerequisite: Permission of the department. May be taken for 1 semester (1 credit) or in two consecutive semesters (1/2 credit each semester). Not open for pass/fail credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of the department. May be taken for 1 semester (1 credit) or in two consecutive semesters (1/2 credit each semester).	1/2-1 course

FIN 491

ADVANCED TOPICS IN FINANCE

Topics are chosen from the finance area that extend explorations of content in existing courses or allow exploration of content not duplicated in regular course offerings. *May be repeated for credit with different topics. Prerequisites: Open to students by permission of the instructor with more advanced prerequisites determined by the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Open to students by permission of the instructor with more advanced prerequisites determined by the instructor	1 course

Education Studies**Undergraduate Non-licensure Programs in Education Studies**

The four-year non-licensure Education Studies program focuses on education as discipline within the liberal arts. Courses in Education Studies investigate topics within the sociology of education, the political economy of schools, theories of learning and development, as well as cultural, historical and philosophical studies in education. Both a major and minor in Education Studies are offered, as outlined below.

Requirements For A Major In Education Studies

TOTAL COURSES REQUIRED	Ten
CORE COURSES	EDUC 170, EDUC 222, EDUC 223, EDUC 480, EDUC 490
OTHER REQUIRED COURSES	Five additional courses in Education Studies, three of which must be at the 300-level or higher.
NUMBER 300 AND 400 LEVEL COURSES	Five
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The capstone experience in the Department of Education Studies is the senior seminar (EDUC 490). Students engage in a half semester of common readings determined by the seminar faculty member and then select and complete an individual, empirical project. This original research is the subject of a 25-35 page thesis and a final presentation. Students must earn a grade of C or higher to successfully meet the senior requirement.
WRITING IN THE MAJOR	The Education Studies department distributes the writing requirement across all existing courses, such that majors and minors have many opportunities to develop and refine their writing skills. . A student will complete the Writing in the Major requirement for Education Studies when he/she successfully completes the following courses with a grade of C+ or higher: EDUC 170, EDUC 222, EDUC 223, EDUC 480, EDUC 490.

Requirements For A Minor In Education Studies

TOTAL COURSES REQUIRED	Five
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CORE COURSES	EDUC 170, EDUC 222, EDUC 223
OTHER REQUIRED COURSES	Two additional courses in Education Studies, at least one of which must be at the 300 level.
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In Education Studies

EDUC 170

FOUNDATIONS OF EDUCATION

This course examines education through historical, philosophical, socio/cultural, and political/economic lenses. We explore the power of education to transform lives, and the ways in which it can work to reproduce social inequality and oppression--within the U.S. and globally. The course introduces students to the core framework of the education studies program that entails an expansive view of education as a social and political process embedded throughout our lived experiences. *May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1 course

EDUC 222

DEVELOPMENTAL THEORIES IN EDUCATION

This class addresses the relationship between psychology and education through a broad study of theories of teaching, learning, and other educational practices. We interrogate traditional theories of cognitive, moral, social-emotional development in relation to contemporary political, social, and cultural contexts of education - within and beyond traditional schools in the United States - and our own relationships to these theories and spaces. *May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1 course

EDUC 223

DECONSTRUCTING DIFFERENCE: EDUCATION AND SOCIETY

This class questions difference and diversity by deconstructing oppression and resistance and examining the relationship between education and power. We investigate the production of differences relative to systems of oppression, like racism and white supremacy, capitalism and imperialism, ableism and sexism, and others. In this course, we study how people and groups have and are trying to enact liberating practices. *May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science-*or*-Privilege,
Power And Diversity

1 course

EDUC 240

ISSUES AND TRENDS IN EDUCATION

Examination of the education process and its bilateral relationship with society in both historical and sociological terms. Attitudes and values developed as a result of research in both education and sociology are stressed. *May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

EDUC 275

RADICAL PHILOSOPHY AND EDUCATION

This class looks at contemporary issues in radical education. We investigate the relationship between education and social, economic, and political transformation. Focusing on literature influenced by post-structuralism, queer theory, marxism, the Black radical tradition, and anarchism, we explore the radical possibilities of things like studying, failure, forgetting, ignorance, silence, and weakness. In addition to asking what form education should take, we also research how people are imagining alternative visions for our future.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Privilege,
Power And Diversity

1 course

EDUC 279

REIMAGINING SEX EDUCATION

This course examines sex education, in its varying forms, from historical, philosophical, policy, and cultural perspectives. This includes an exploration of the ethical, epistemological, and political implications of sex education policy for the project of social justice education. It also aims to cultivate a deep understanding of gender, sexuality, and race in order to begin to reimagine what it means to be 'sexually educated'. We will begin with a careful consideration of formal, federal sex education policies in the US, including the historical and ideological contexts out of which these policies emerged, before considering the way the US's use of sex education aligns with its foreign interests. We will then explore alternative forms of sex education that

already exist beyond schooling in order to ultimately engage in the imaginative work of rethinking what is possible for sex education in formal educational spaces.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Privilege, Power And Diversity		1 course

EDUC 290

TOPICS

Assorted topics related to the field of education and education-related issues. *May be repeated with different topics for credit. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/2-1 course

EDUC 305

THE AMERICAN HIGH SCHOOL: ANATOMY OF AN EDUCATIONAL INSTITUTION

Examines the American high school, a school that has been described as the 'icon' of American education from multiple perspectives: architectural, historical, institutional, organizational, and as a reform element in American education. To frame our examination of the American high school as an institution, students conduct a major research project which involves the life story of a current, mid-career high school teacher. *May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

EDUC 311

CRITICAL MULTICULTURALISM

Explores the cultural foundations of American education and examines the challenge to the schooling process, presented by cultural diversity. Focuses on the existing definitions of knowledge, learning, cultural assimilation, the distribution of power and academic achievement. Particular attention is paid to school policy and the system as a site of political and cultural contestation. *Prerequisite: EDUC 223 highly recommended. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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EDUC 223 highly recommended 1 course

EDUC 320

EDUCATION AND SOCIAL CHANGE

Examines issues related to the school's function as a catalyst for social change. Analyzes the school's role in the reformation of society and formation of attitudes and behaviors, and determination of outcomes. May not be taken pass/fail.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

EDUC 322

THINKING, LEARNING, AND WAYS OF KNOWING IN EDUCATION

What factors affect one's cognitive ability? How has our understanding of cognition and intelligence changed in recent times? Can cognitive/intellectual development be enhanced with specific parenting and instructional techniques? How does one's ways of knowing change over time? These are but four of the questions that are addressed in this course. Issues related to thinking, understanding, and intellectual development will be explored from early childhood through adulthood. Recent research and current thought in the field will be analyzed and debated to try to gain insights into these issues as they relate to themes of social justice and equity, critical thinking, and leadership in education. *Prerequisite: EDUC 222 highly recommended. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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EDUC 222 highly recommended 1 course

EDUC 325

HISTORY OF AMERICAN EDUCATION

Explores the purposes and practices of American education as they are reflected in the documentary history of formal education from colonial times to the present. Cultivates an understanding of the evolving contexts within which American traditions of education evolved, developed, and became institutionalized over time. *May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

EDUC 330

COMPARATIVE EDUCATION

A socio-cultural comparative view of education in different social contexts. Investigates the impact of economic, social, cultural and political factors upon schooling in Asia, Europe, Africa and the Americas. *Prerequisite: it is strongly advised that students have taken EDUC 240 or a course in sociology, anthropology, economics, political science or geography. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	It is strongly advised that students have taken EDUC 240 or a course in sociology, anthropology, economics, political science or geography.	1 course

EDUC 331

THEORIZING DISCIPLINE IN EDUCATIONAL CONTEXTS (FORMERLY SCHOOL DISCIPLINE: PRACTICES, ISSUES AND TRENDS)

School discipline is a topic of major interest and concern among parents, principals, teachers, school boards and even state legislatures. This course explores the nature of school discipline problems, including its symptoms, causes and ways that schools respond. The course also examines the role that schools themselves play in 'causing' such problems, as well as the impact of social and political forces. Theory and current research on school discipline are reviewed in an attempt to seek alternative discipline responses. *May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

EDUC 332

ARTISTIC DIMENSIONS OF TEACHING

Explores the artistic dimensions of teaching and examines the relationships between teaching and performing as art forms. Topics such as creativity, attitude, perception and intuition are covered. Unique parallels are drawn between classrooms and other educational settings and theater, with a specific focus on the teacher role. Activities include pantomime, role playing and oral interpretation as vehicles to improve self-confidence, voice and positive approaches to the nuances of the classroom. *May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

EDUC 350

WOMEN IN EDUCATION

Women in Education is an interdisciplinary discussion of how girls and women have affected and been influenced by K-12 schooling and post-secondary education over the last 125 years. Drawing on the fields of education studies, sociology, women's studies, and history, we will examine areas such as the rise of co-education, the feminization of teaching, 'feminine' learning styles, and the impact of race, ethnicity, sexuality, and social class on women's aspirations, interactions, and experiences within learning institutions. *Prerequisite: W S 140 or permission of instructor. Cross-listed with W S 355.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	W S 140 or permission of instructor	1 course

EDUC 355

EDUCATION PROCESS

Examines the impact of education upon our culture within the dynamics of social change. *May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

EDUC 360

THE POLITICAL ECONOMY OF SCHOOLS

The term 'political economy' refers to the fusion of the interests of political and economic elites. The course establishes an economic context for the analysis of current reform initiatives and investigates claims in the literature and in policy about the performance of schools and the privileging of training over education. Examines the claim that economic imperatives have shaped and re-named the world, including the school, and have turned education into a production process. *May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science		1 course

EDUC 362

EDUCATION REFORM

Investigates the educational reports, agendas, initiatives and debates that have had an impact on American schools since 1978. Involves the critical analysis of present school systems, as well as the changes expected from reform proposals. *May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

EDUC 390

TOPICS IN EDUCATION STUDIES

Detailed study of theoretical and policy topics and issues related to education studies. *May be repeated for credit with different topics. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

EDUC 411

DIRECTED STUDY

Independent study. *Prerequisite: by permission of instructor. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of instructor	1/2-1 course

EDUC 412

DIRECTED STUDY

Independent study. *Prerequisite: by permission of instructor. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of instructor	1/2-1 course

EDUC 420

EXPLORE P-12 INSTITUTES AS EQUITABLE TEACHING AND LEARNING ENVIRONMENTS

This course is designed for those students who are considering the career of teaching in their future whether through an experiential induction programs (such as Fulbright, AUSL Chicago Teacher Residency, TFA, AEON Amity, JET, etc.) or a traditional post-baccalaureate licensing program of study. Weekly classroom study of the field of education on campus is balanced with a weekly teaching practicum in a P-12 classroom. Interested students need to contact the instructor to discuss their interest as the heavy field practicum requires one-on-one placement.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Special Permission Only	1 course

EDUC 425

PROJECTS IN EDUCATION

A systematic exploration of projects reflecting issues and concerns in education. Focuses on students in collaboration with faculty examining research, application, adaptation and implementation. May be offered with a specific research topic. *Prerequisite: permission of instructor. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of instructor	1 course

EDUC 426

PROJECTS IN EDUCATION

A systematic exploration of projects reflecting issues and concerns in education. Focuses on students in collaboration with faculty examining research, application, adaptation and implementation. May be offered with a specific research topic. *Prerequisite: permission of instructor. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of instructor	1/2-1 course

EDUC 480

EDUCATIONAL RESEARCH (WAS METHODS OF EDUCATIONAL RESEARCH)

An in-depth exploration and evaluation of methods, theories, and politics of educational inquiry and research in relation to current topics in the field of education studies. Through synthesizing previous coursework and engaging new common readings, students work with the instructor to

identify and pursue a new line of inquiry that serves to extend and advance the ideas that define the critical educator, transformative intellectual, and public pedagogue. Students produce a substantive scholarly product and give a formal presentation. *Prerequisites: Junior Education Studies major, EDUC 170, 222, and 223.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Junior Education Studies major, EDUC 170, 222, and 223	1 course

EDUC 490

EDUCATION STUDIES SENIOR SEMINAR

The capstone course in the major and a study experience that extends and advances the ideas that define the critical educator, transformative intellectual, and public pedagogue. Projects build upon a common set of core readings and are guided by the instructor and peer community. Involves the development and completion of a significant and creative intervention in the field of education studies that is shared beyond the classroom. *Prerequisites: Senior Education Studies major, EDUC 480.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Senior Education Studies major, EDUC 480	1 course

English

With major and minor concentrations in both Literature and Writing, English offers students the means both to connect with their world and to transcend it. Trained to think inventively and write expressively, English majors of both concentrations are prepared for work in various professional spheres, including graduate study in the field, education, communications, publishing, law and business. Some have established reputations as important scholars, journalists and authors. Literature classes enable students to study literature as an art form. Through courses covering a spectrum of historical, cultural, and ethnic perspectives, literature also invites students to explore their own lives and times as well as think beyond their own experience. Classes typically combine lecture and discussion, introducing students to representative works of English, American, and Anglophone writing and encouraging them to develop methods of critical interpretation. The study of writing directly engages students' imaginations and knowledge and helps them develop their potential as writers through courses in fiction, non-fiction, poetry, playwriting, screenwriting and journalism. Small workshop classes provide intensive experience in the crafting and revising of students own work and in the productive critique of others. Students wishing to count courses taken off-campus toward a major in English must have prior approval from their academic advisors and the department chair.

Requirements For A Major In Literature

TOTAL COURSES REQUIRED	Ten
CORE COURSES	One Reading & Literature course (ENG 141, 151, 171, 181, 191), ENG 251 and ENG 451.
OTHER REQUIRED COURSES	One course in literature before 1660; one course in literature between 1660 and 1900; one course in literature from 1900 to the present; one literature survey (ENG 263, ENG 264, ENG 265, ENG 266, ENG 281, ENG 282, ENG 283), and one course, at any level, in cultural competency (AFST 240, ENG 171, ENG 263, ENG 265, ENG 266, ENG 268, ENG 269, ENG 398, or a topics course at any level designated by the instructor). Students must satisfy the survey and cultural competency requirements with separate courses.
NUMBER 300 AND 400 LEVEL COURSES	Five (including ENG 451)
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement consists of the completion of ENG 451 with a grade of C or better.
ADDITIONAL INFORMATION	ENG 197 may be counted toward a major. Students may count one ENG 255 that is cross-listed as a Modern Language course toward the major. ENG 351 is recommended but not required.
RECENT CHANGES IN MAJOR	For students declaring the English (Literature) major after July 1, 2021, there is one important change to the major. Students must now satisfy the cultural competency requirement with one of the courses listed above, or with a topics course, at any level, designated by the instructor.
WRITING IN THE MAJOR	ENG 251, Writing in Literary Studies, fills the writing in the major requirement for English (Literature) majors. This course explores the purpose and craft of writing about literature, refining the ability to recognize and communicate pattern and meaning in texts and culture. The course fosters the writing and research skills necessary for advanced literary study, including the Senior Seminar in Literature, and for participation in larger conversations in the field. Through major writing

projects and peer workshops, students practice a variety of approaches to writing and research, while also expanding methods of writing for a variety of audiences.

Requirements For The Major In Writing

TOTAL COURSES REQUIRED

Ten plus one fine or performing arts

CORE COURSES

ENG 149, ENG 349, and ENG 412.

OTHER REQUIRED COURSES

One Reading & Literature course (ENG 141, 151, 171, 181, 191); one course at the 200-level; three courses in writing at the 300-level; one course in literature at the 300-level; and one cultural competency course at any level (AFST 240, ENG 171, 263, 265, 266, 268, 269, 398 or other topics course designated by the instructor). Note: students must take at least one English course with this designation, but it cannot be for a course that is being used to meet their university-wide PPD requirement.

NUMBER 300 AND 400 LEVEL COURSES

Six (including 3 writing courses, one literature course, ENG 349 and ENG 412)

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

The senior requirement consists of the completion of ENG 412 with a grade of C or better, as well as a thesis.

ADDITIONAL INFORMATION

Students must complete a course in the fine arts or performing arts (.25, .5 or 1.0 credit). One off-campus study course may be counted for the English (Writing) major.

RECENT CHANGES IN MAJOR

For students declaring the English (Writing) major after January, 2022, a cultural competency requirement must be satisfied with one of the courses listed above, or with a topics course designated by the instructor. English 232 (News Writing and Editing) no longer qualifies as one of the three required upper-level writing courses (but may count toward the 200-level course

WRITING IN THE MAJOR

requirement). A literature survey course is no longer required and has been replaced by any 200-level course.

The English Writing Major prepares students to write in multiple genres, including fiction, poetry, journalism, nonfiction, and dramatic writing, as well as analytical prose such as interpretive essays and essays on craft. In writing workshops, students assist and critique one another as they develop their own writing. In the senior year, majors create a senior thesis in a particular genre accompanied by an artist's statement that serves as an introduction to their work.

By the end of senior year students should:

- have ample experience in writing in at least three of the following genres: poetry, fiction, journalism, creative nonfiction, playwriting, or screenwriting
- begin to master a particular genre of creative writing or journalism
- be adept at critiquing peers' work to assist their fellow writers and improve their own revisions
- write clear, precise prose--both creative and analytical
- write convincingly about the art of creative writing--how it is made and why it endures.

In addition to developing their craft in specific writing genres, writing majors learn to write analytically about their discipline. Building on the writing done in first-year seminar and the sophomore W class, students take English 349: Form and Genre, a literature class taught by creative writers, in which they engage in modeling exercises and analyze narrative structure, story and poetic forms, and creative techniques employed by master writers. In this class, students write papers that break down and synthesize their craft, examining

how stories and poems are made, and how various effects are created. After their initial exposure to poetry, fiction, and dramatic writing and/or nonfiction in English 149, Introduction to Creative Writing, students take three 300-level genre courses in the writing workshop model. Majors also take one of five Reading Literature courses and three additional literature courses (or two literature and one hybrid literature/writing course or journalism course), where they write interpretative, scholarly papers about the texts they read and/or work on craft. Finally, in senior year, as part of their capstone seminar, students compose an artist's statement (a thoughtful summary of their ideas about writing in general and their own writing in particular) and a project of significant length in the genre of their choice. Students will fulfill the writing in the major requirement when they successively complete senior seminar.

Requirements For The Minor In English Writing

TOTAL COURSES REQUIRED	Five
CORE COURSES	<ul style="list-style-type: none"> • One Literature course (at any level) • ENG 149 • ENG 349
OTHER REQUIRED COURSES	<p>Two 300-level writing workshops (from): ENG 232, ENG 301, ENG 302, ENG 311, ENG 312, ENG 321, ENG 322, ENG 331, ENG 332, ENG 341, ENG 342, ENG 343</p> <p>With permission of the department and associate chair, a course in a related department could count towards one of the minor requirements.</p>
NUMBER 300 AND 400 LEVEL COURSES	Three

Requirements For The Minor In Literature

TOTAL COURSES REQUIRED	Five literature
CORE COURSES	One course that stresses writers before 1830. One course that stresses writers after 1830.
OTHER REQUIRED COURSES	ENG 197 may be counted toward a minor. (<i>April 2010</i>)
NUMBER 300 AND 400 LEVEL COURSES	Two

Courses In English

ENG 183

OFF-CAMPUS EXTENDED STUDIES COURSE

Winter or May Term off-campus course.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		variable

ENG 215

LANGUAGE, POWER & WRITING:GLOBAL ENGLISHES (FORMERLY ENG 315)

Does your writing need clarity, polish and style? This course offers intensive practice in writing across a variety of genres on the subject of Global Englishes. Develop the power of your own writing as you examine the historical, literary, and ideological aspects of the English language. Emphasis is placed on themes such as colonization, globalization, education, and identity. Priority will be given to sophomore multilingual students, including international students and students for whom English was not the primary language spoken at home. International students must have completed or tested out of ENG 115. All students encouraged to apply. Course counts for W credit.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

COURSES IN WRITING

ENG 001

CO-CURRICULAR ACTIVITIES

A. The DePauw--Writers; B. The DePauw--Editors; C. *Midwestern Review*; D. *Mirage* , E. *Eye on the World* and F. *the cauldron*. Practical experience in writing for *The DePauw* (A&B), *Midwestern Review* (C), *Mirage* (D) , *Eye on the World* (E), and *the cauldron* (F). The DePauw writers (A) receive one-quarter activity credit per semester, and editors (B) receive one-half activity credit per semester. *Midwestern Review*, *Mirage* , *Eye on the World* and *the cauldron* staff members (C, D, E and F) receive one-quarter activity credit (Group 6) per semester. No academic credit is awarded toward the 31 courses required for graduation. *Prerequisite: signature of The DePauw advisor required.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Signature of The DePauw advisor required	0 credit

ENG 110

ACADEMIC ENGLISH SEMINAR I

This course strengthens the English language fluency of multilingual students (including international students, resident immigrants, and students whose language in the home was not English), developing their ability to write, speak, and read proficiently in a college-level academic environment. *May not be counted toward a major in English. See Writing Program for details.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

ENG 115

ACADEMIC ENGLISH SEMINAR II

This course provides intermediate-level instruction in academic English for multilingual students (including international students, resident immigrants, and students whose language in the home was not English). It focuses on academic writing proficiency and critical thinking in preparation for the more advanced skills required in other college-level writing courses. *English 115 may not be counted toward a major in English. See Writing Program for details.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

ENG 120

COLLEGE WRITING I

This course reviews good writing strategies to prepare students for the level of reading, writing and critical thinking done in College Writing II. By means of short essay assignments, students build fluency and confidence in writing. *May not be counted toward a major in English. See Writing Program for details.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

ENG 130

COLLEGE WRITING II

This course introduces students to the fundamentals of reading and writing at the college level. Assignments focus on a variety of essay forms, including personal narrative and analytical argument, helping students to develop skills in critical thinking, interpretation, argumentation, and research documentation. Through the study of the writing process, students learn to generate essays for a variety of writing tasks across the curriculum. *May not be counted toward a major in English. See Writing Program for details.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

ENG 141

READING WORLD LITERATURE (FORMERLY ENG 250)

This course explores literature in translation across national and geographic boundaries. It focuses on fiction, drama, and poetry as a way of gaining a critical understanding of perspectives, voices, and aesthetics of people and places outside of the U.S. In engaging the reader's literary sensibilities, the course aims to develop students' self-reflection on cultural difference and their own globally-situated identities and responsibilities. Cross-listed with WLIT 105.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

Arts and Humanities-*or*-Global
Learning

1 course

ENG 149

INTRODUCTION TO CREATIVE WRITING

An introduction to writing and reading fiction and poetry in a workshop setting using the work of contemporary poets and writers as models. May include some creative non-fiction and/or dramatic writing.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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ENG 151

READING AND LITERATURE: POETRY, FICTION AND DRAMA

This course explores literature as means of transforming language into art, looking closely at ways that writers explore the relationship between form, content and meaning. It focuses particularly on three primary literary genres, though it may also include a secondary emphasis on others, such as essay and film. The course might also consider adaptation and the way genres evolve over time. *Students who have credit for ENG 151, Literature and Interpretation, may not take ENG 151, Reading Literature: Poetry, Fiction and Drama, for credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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ENG 167

INTRODUCTION TO FILM

Designed to develop students' ability to understand and appreciate film as art and to acquaint them with a representative group of significant works and the characteristics of film as a type of literature.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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ENG 171

READING LITERATURE: INTERCULTURAL PERSPECTIVES

This course explores literature as a means of understanding difference across boundaries of race, nation, class, gender, or religion. It will feature literary works that foreground a variety of intercultural perspectives, including literature in translation and literature that thematizes difference.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Privilege,
Power And Diversity

1 course

ENG 181

READING LITERATURE: ETHICS AND SOCIETY

This course explores literature as a form of social engagement, with the potential to influence our thinking about aesthetic, ethical, or political questions. It considers imaginative writing as a motive force in history through studies of specific works intervening in specific contexts or, more generally, through an analysis of the strategies that writers use to articulate, clarify, and sometimes resolve social or ethical problems.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

ENG 191

READING LITERATURE: SCIENCE, NATURE, AND TECHNOLOGY

This course explores literature as a response to scientific and technological change. It considers the ways that new scientific discoveries inspire new visions in literature and the ways, in turn, that imaginative writing inspires new approaches in science. It features literary works that contextualize past scientific and technological advances, interpret and critique changes happening in the present, and imagine the changes that might occur in the future.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

ENG 197

FIRST-YEAR SEMINAR

An exploration of a literary theme with an emphasis on class discussion and participation, independent projects, historical and cultural awareness and writing. Recent courses have included Poetry of Song, Reading Las Vegas, War and Sex in Arthurian Legend, and Milestones: Four African-American Artists. *Enrollment limited to first-year students. May be counted toward a major or minor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ENG 232

NEWS WRITING AND EDITING

An introduction to the art and craft of writing for newspapers, including story structure, research techniques, interviewing, note taking, ethics, libel and AP Style. Students will hone their writing and reporting skills by covering campus events, writing stories on deadline and following national and local media coverage.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ENG 245

TOPICS IN LITERATURE/CREATIVE WRITING

A hybrid literature/creative writing topics course that both refines students' general analytical, interpretive, and academic writing skills and gives them experience in crafting their own short creative works in the genre. Sections may include Narrative Nation (digital forms of creative nonfiction and journalism), Songwriting, or Writing for Performance.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

ENG 251

WRITING IN LITERARY STUDIES

This course explores the purpose and craft of writing about literature, refining the ability to recognize and communicate pattern and meaning in texts and culture. The course fosters the writing and research skills necessary for advanced literary study, including the Senior Seminar in Literature, and for participation in larger conversations in the field. Through major writing projects and peer workshops, students will practice a variety of approaches to writing and research, while also expanding methods of writing for a variety of audiences. Required for Literature majors. Not open for credit to students who have completed ENG 350.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities	None	1 course
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ENG 252

CHILDREN'S LITERATURE

An examination of children's literature, attending to its history, canon and audience - both children and adults - and to selected topics, such as storytelling and censorship. Establishing criteria for several genres, students read widely to judge poetry, realistic fiction, picture books, fantasy, etc. and to compile bibliographies. *May be counted toward a major in English. Offered second semester.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		1 course
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ENG 255

TOPICS IN LITERARY STUDIES

While refining students' general analytical and interpretive skills, this course offers intensive examination of specific issues in literature and culture, often those at the center of current critical interest. Recent sections have focused on The Gangster Film, Memoir and Sexuality, Quest for the Grail, and Native American Literature. *Students may only count one ENG 255 that is a cross-listed Modern Language course toward the major or minor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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ENG 261

MODERN CONTINENTAL LITERATURE

European writing from about 1885, stressing new directions in fiction and poetry from Zola to contemporary writers.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-or-Global Learning		1 course
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ENG 263

AFRICAN-AMERICAN LITERATURE

A study of African-American writing, including biographies, essays and polemics as well as drama, fiction and poetry.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities- <i>or</i> -Privilege, Power And Diversity		1 course
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ENG 264

WOMEN AND LITERATURE: TOPICS

Introduces students to the work of women writers and the importance of gender as a category of literary analysis. Issues covered may include: images of women in literature by women and men; impediments women writers have faced; women's writing in historical/social context; feminist literature; intersections of race, class and gender. *May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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ENG 265

ASIAN PACIFIC AMERICAN VOICES

Since Asian American and Pacific Islander writing is typically presented from the perspective of race, our topics will focus on cultural identity, immigration experience, displacement, gender identities, and language. The goal of this class is not to suggest a cohesive tradition of Asian American communities, but rather to explore the different histories and origins of Asian American writers and how their backgrounds inform their work.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities- <i>or</i> -Privilege, Power And Diversity		1 course
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ENG 266

NATIVE AMERICAN LITERATURE

This course surveys a range of American Indian oral and written literatures within the context of Euro-American colonization, conflict, and assimilation. We will assess the problems facing early native writers working within an alien culture and examine the ways the more recent writers of

the Native American Renaissance have redefined Indian identity as a compromise between traditional Native culture and contemporary American society. Reading may include creation myths and trickster stories, Native autobiographical writing, fiction, and poetry.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Privilege, Power And Diversity		1 course

ENG 267

VISUAL AND DIGITAL NARRATIVES (FORMERLY ENG 161)

This course explores the way changes in media have influenced literature, focusing on narrative forms that combine verbal, visual, and digital representation, including film, television, interactive fiction, and social media. It will consider the possibilities that new technologies of representation have brought to the art of storytelling and could also explore critical questions of new media literacy, such as production, dissemination, and reception.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ENG 268

LATINX LITERATURE

This course surveys fiction, poetry, drama, essays, autobiography, and film by Latinx people in the United States with attention to the distinctions and similarities that have shaped the experiences and the cultural imagination among different communities, including Mexican Americans or Chicanos/as, Puerto Ricans or Nuyoricans, Cuban Americans, Dominicans, and other groups. Themes might include colonization and decolonization, exile and diaspora, bilingual aesthetics and orality, border narratives, immigration and citizenship, social justice, mestiza and Afro-Latinidad identity, and Latina feminisms and queer identities. Major writers might include Elizabeth Acevedo, Julia Alvarez, Gloria Anzaldua, Ana Castillo, Lorna Dee Cervantes, Denise Chavez, Sandra Cisneros, Junot Diaz, Martin Espada, Maria Irene Fornes, Aracelia Girmay, Juan Felipe Herrera, Quiara Alegria Hudes, Jose Marti, Lin-Manuel Miranda, Alberto Rios, and Jose Rivera.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Privilege, Power And Diversity		1 course

ENG 269

LGBTQ+ LITERATURE

This course introduces the work of LGBTQ+ writers (lesbian, gay, bisexual, transgender, queer, and other non-normative sexual identities) with attention to the major concepts and political issues that shape LGBTQ+ identities and cultural productions. Issues covered may include: LGBTQ+ writing in historical and social contexts; obstacles faced by LGBTQ+ writers; intersections of race, class, and nation; the relationship between aesthetic forms and queer subjectivity. Writers may include James Baldwin, Elizabeth Bishop, Jericho Brown, Emily Dickinson, Alexander Chee, Tony Kushner, Audre Lorde, Carmen Maria Machado, Adrienne Rich, William Shakespeare, Gertrude Stein, Ocean Vuong, Oscar Wilde, Jeannette Winterson, and Virginia Woolf.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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ENG 281

BRITISH WRITERS I

This course surveys works of representative British authors from Anglo-Saxon times through the Augustan period. It is designed for students wishing to acquaint themselves with this broad area of British letters.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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ENG 282

BRITISH WRITERS II

A continuation of the survey begun in ENG 281, this course begins with representative writers of the Romantic period and ends with contemporary British literature. *ENG 281 is not a prerequisite for this course.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities	ENG 281 is not a prerequisite for this course.	1 course
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ENG 283

AMERICAN WRITERS

A study of representative American authors from the exploration of the New World to the present with attention to the literature of ethnic cultures.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ENG 301

CREATIVE WRITING II: FICTION WORKSHOP

A workshop focused on the writing of short fiction using modern and contemporary short stories as models and inspiration. *Prerequisite: ENG 149.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ENG 149	1 course

ENG 302

CREATIVE WRITING II: FICTION TOPICS

Topics in fiction writing with particular concentration on specific forms or other aspects of the genre using readings as models and inspiration. This might include the novella or the short-short story or techniques such as magical realism, meta-fiction, minimalism, etc., depending on the instructor. *Prerequisite: ENG 149.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ENG 149	1 course

ENG 311

CREATIVE WRITING II: POETRY WORKSHOP

A workshop that gives students the opportunity to sharpen their skills as poets and exposes them to a wide range of contemporary poetry. *Prerequisite: ENG 149.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ENG 149	1 course

ENG 312

CREATIVE WRITING II: POETRY TOPICS

The course provides a particular focus on poetic forms or sub-genres of poetry. These might include dramatic monologue and extended poetic projects such as sequences in a particular form or voice. Effort is made to broaden students reading knowledge of poetry. *Prerequisite: ENG 149.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ENG 149	1 course

ENG 321

CREATIVE WRITING II: NONFICTION WORKSHOP

This course will focus on the art and craft of nonfiction with special attention to giving nonfiction the immediacy and liveliness of fiction. Forms explored may include profiles, travel writing, personal essays, reviews, memoir, nature writing or literary nonfiction. *Prerequisite: ENG 149.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ENG 149	1 course

ENG 322

CREATIVE WRITING II: NONFICTION TOPICS

This course will explore a specific genre of nonfiction in depth. Class will operate as an advanced writing workshop that uses master works as models and inspiration. Offerings might include profiles, travel writing, personal essays, reviews, memoir, nature writing or literary nonfiction. *Prerequisite: ENG 149.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ENG 149	1 course

ENG 331

CREATIVE WRITING II: ADVANCED REPORTING WORKSHOP

An upper-level reporting class for students who have taken News Writing and Editing or have written for a student publication. Students will analyze and discuss long-form, investigative journalism and write a series of in-depth news features. The course will address how to incorporate literary techniques in news writing.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ENG 332

CREATIVE WRITING II: ADVANCED REPORTING TOPICS

An upper-level reporting class for students who have taken News Writing and Editing or have written for a student publication. Students will study specific forms of journalistic writing. Offerings might include feature writing, profiles, investigative journalism, magazine feature writing, or reviews and criticism. *Prerequisite: ENG 232 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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ENG 232 or permission of instructor 1 course

ENG 341

CREATIVE WRITING II: PLAYWRITING WORKSHOP

An introduction to the process of playwriting. The course will explore dramatic action for the stage--working with character, setting, dialogue, tone and style--through writing workshop, discussion and selected readings. Students will write monologues, scenes, a ten-minute play and a one-act play. *Prerequisite: ENG 149.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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ENG 149 1 course

ENG 342

CREATIVE WRITING II: SCREENWRITING WORKSHOP

An introduction to the fundamentals of screenwriting, in theory and in practice. Students will explore story, character, dialogue and structure as relates to writing for film; learn the screenplay format; and participate in writing workshop and discussion. *Prerequisite: ENG 149.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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ENG 149 1 course

ENG 343

CREATIVE WRITING II: DRAMATIC WRITING TOPICS

An upper level writing course that focuses on specific elements or forms within a genre of dramatic writing. Offerings might include The One Act Play, The Dramatic Monologue, The Short Film Script, Advanced Screenwriting or Advanced Playwriting. *Prerequisite: ENG 149.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ENG 149	1 course

ENG 349

FORM AND GENRE

This forms course, required for the Writing major, asks students to read extensively in two genres in order to deepen their understanding of the craft of creative writing. Class discussion will focus on analysis of classic and contemporary texts and an examination of the decisions writers make in their particular genres (and forms within those genres) to create certain results. For the Writing major, ENG 349 should be taken prior to ENG 412, Senior Seminar; it may be taken concurrently with Creative Writing Workshops (ENG 301-343). (Please note: this course does not count for the upper-level literature course requirement for the Writing or Literature major.)

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ENG 351

PRINCIPLES OF LITERARY STUDIES

This course is designed to give majors in English and related fields a grasp of the most important theories, terms and traditions that shape contemporary literary studies. Recommended for both literature and writing majors, and especially for anyone considering graduate study in English.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

ENG 359

OLD ENGLISH LANGUAGE AND LITERATURE

This course introduces students to the literature composed in Anglo-Saxon England between roughly 700 CE - 1066 CE. We will learn the basics of Old English pronunciation, grammar, and vocabulary so that we can begin translating texts right away, and we will also consider the act of translation as both a creative and intellectual process. We will cover the literary devices and

themes that characterize Anglo-Saxon literature, and survey a range of representative genres, including poetry, letters, and historical accounts. Readings will be in both Old English and in translation, and may include the Anglo-Saxon Chronicle, *Beowulf*, *The Wanderer*, *The Wife's Lament*, and *The Dream of the Rood*.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

ENG 360

CHAUCER AND HIS WORLD

Realism and romance in selected major poems of Chaucer and his contemporaries studied in their medieval context.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

ENG 361

SHAKESPEARE

A study of representative plays drawn from the histories, comedies, tragedies and late romances. Wide-ranging themes will include questions about gender relations and identity, both personal and national, and the conventions of Elizabethan performance.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ENG 363

RENAISSANCE OR EARLY MODERN BRITISH LITERATURE

A study of major developments in prose and poetry in English literature between 1500 and 1660, an age of exploration both literal and figurative. In both canonical works (by Sidney, Spenser, Donne, Jonson, Herbert and Milton) and recently rediscovered poems by Lady Mary Wroth, Aemilia Lanyer and Katherine Philips, we will analyze the intersection of influences--Classical and Biblical, native and Continental, medieval and modern.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

ENG 364

MILTON

A revolutionary who wrote against censorship and in defense of divorce, whose poetry made a mark on future generations of writers, Milton redefined heroism in his epic, *Paradise Lost*. We will study his major poems and selected prose, analyzing his transformation of every genre he touched: sonnet, pastoral elegy, masque, epic and tragedy.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

ENG 365

RESTORATION AND EIGHTEENTH CENTURY

An in-depth survey of literary genres (including poetry, satire, the periodical essay, the gothic, and the novel) from 1660-1800 and their relationship to nationalism, gender, empire, and the cultural and political practices of the English Enlightenment.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

ENG 366

THE ROMANTIC PERIOD

Focuses on English poetry from approximately 1790-1830, along with related works of fiction, criticism and philosophy. Writers often studied include Blake, Wollstonecraft, Wordsworth, Coleridge, Byron, Percy Shelley, Mary Shelley and Keats.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

ENG 367

THE VICTORIAN PERIOD

Focuses on writers who worked in the last 70 years of the 19th century. Writers often studied include Dickens, Carlyle, George Eliot, Tennyson, Robert Browning and Elizabeth Barrett Browning.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ENG 368

MODERN BRITISH LITERATURE

British novelists, poets and dramatists of the first half of the 20th century, including Conrad, Joyce, Yeats, Lawrence and Woolf.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ENG 369

CONTEMPORARY BRITISH LITERATURE

British and postcolonial writers from the mid-20th century to the present. Writers may include Rushdie, Gordimer, Larkin, Amis and Heaney.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ENG 371

AMERICAN LITERATURE: REVOLUTION AND RENAISSANCE

A study of literature from the American Revolution through "the American Renaissance," when the writing of American authors first achieved an international reputation. Writers might include Jefferson, Franklin, Cooper, Poe, Emerson, Hawthorne, Douglass, Stowe, Melville, Jacobs, Whitman and Dickinson.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ENG 372

AMERICAN LITERATURE: THE AGE OF REALISM

A study of the literary culture between the Civil War and World War I, including considerations of realism, regionalism and naturalism as well as works of nonfiction. Writers might include Twain, James, Jewett, Crane, DuBois, Chesnutt, Dreiser, Wharton and Cather.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

ENG 373

AMERICAN LITERATURE: MODERN

A study of literature written in the first half of the 20th century and the main philosophical, social and aesthetic issues that shaped it. Writers might include Faulkner, Hemingway, Eliot, Williams, Dos Passos, Moore, Hurston, Hughes, and Wright.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

ENG 374

AMERICAN LITERATURE: POST-WAR TO POST-MODERN

A study of literature since the end of World War II, including that of minority writers, and the main philosophical, social and aesthetic issues that shaped it. Writers might include Warren, Nabokov, Bishop, Roth, Morrison, Rich, Pynchon, Erdrich, Kingston and Cisneros.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

ENG 390

WOMEN AND LITERATURE: ADVANCED TOPICS

Designed for English majors and/or students with some background in Women's Studies. Topics will provide opportunities for in-depth analysis of women writers and gender literary analysis. Issues covered may include: images of women in literature; women's writing in historical/social

context; feminist literature theory and literary criticism; intersections of race, class and gender; formation of the literary canon. *May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Privilege, Power And Diversity

1 course

ENG 391

AUTHORS: ADVANCED TOPICS

In-depth study of one or more writers. Examples include Joyce, Morrison, Samuel Johnson, and Henry James.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ENG 392

GENRE: ADVANCED TOPICS

Study of works drawn from a specific literary genre or subgenre. Examples include Confessional Poetry, The Early Novel and Revenge Tragedy.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ENG 393

LITERATURE AND CULTURE: ADVANCED TOPICS

A study of the relations between literature and culture, with a specific thematic focus. Examples include Literature and Law, American Gothic, and Drugs, Literature and Culture.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ENG 395

LITERATURE AND THEORY: ADVANCED TOPICS

Study of a specific topic within contemporary literary theory. Examples include The Rise and Fall of Deconstruction, Theories of the Avant Garde, and Film Theory.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

ENG 396

WORLD LITERATURE: ADVANCED TOPICS

Study of works in world literature emphasizing a global context. Examples include The Bildungsroman, Representations of the Artist, The Global Avant-Garde, The Great Novel, and Global Science Fiction.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

ENG 397

IRISH LITERATURE: ADVANCED TOPICS

An intensive exploration of Irish culture and authors from a literary perspective. Topics might include medieval Irish literature, James Joyce, modern Irish drama, Irish mythology, the Gaelic revival, Irish poets, the "troubles" and postcolonialism, and Irish film.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

ENG 398

ADVANCED TOPICS: BLACK WRITERS

This course offers the intensive exploration of a particular period, author, or genre in African American and/or global Black literature. Examples might include The Harlem Renaissance, Toni Morrison, South African Literature, Black Autobiography.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

ENG 401

INDEPENDENT WRITING

Independent writing under tutorial supervision designed for seniors wishing to develop or complete one of the longer forms. *Prerequisites: senior classification, the successful completion of three courses in writing above the freshman level, and permission of instructor and chair of the department. Prior to registration, the student must present to the chairman of the department a written statement of the project countersigned by the instructor who will serve as tutor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Senior classification, the successful completion of three courses in writing above the freshman level, and permission of instructor and chair of the department.

1 course

ENG 412

SEMINAR IN WRITING

This is an advanced creative writing workshop in which students design their own independent projects under the guidance of the instructor. Seminars generally explore a specific genre in depth. *Prerequisite: senior classification and the successful completion of three courses in writing above the 100 level, two at the 300 level.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Senior classification and the successful completion of three courses in writing above the 100 level, two at the 300 level.

1 course

ENG 451

SEMINAR IN LITERATURE

Concentrated study of a topic in literary studies. *Prerequisite: two 300- or 400-level courses in literature. Required of majors in English with emphasis on literature. May be repeated once for credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Two 300- or 400-level courses in literature.
Required of majors in English with
emphasis on literature. 1 course

ENG 460

READINGS IN LITERATURE

Directed studies, with individual conferences or seminars, centered on a specific project arranged with the instructor and including the writing of papers. *Prerequisite: senior classification and permission of instructor and chairman of department. Students seeking permission to take the course must present previous to registration to the department chair a written statement of the project countersigned by the instructor who will direct it.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Senior classification and permission of
instructor and chairman of department. 1/2-1
course

Ethics In Society

Ethical decision-making is a fundamental feature of the human condition, pervading our civic lives as well as every kind of professional practice. DePauw's Ethics in Society minor is designed to enable students in any major to delve deeply into the ethical issues arising in the world and in their own field of study or career pathway. It signifies a practical, interdisciplinary understanding of both facts and values relevant to the student's focus area.

Core courses in the minor address the norms and values that may be at stake in any domain. Focus courses add a depth of knowledge about a topic, problem, or field of particular interest or concern to the student. The experiential capstone is designed to help students synthesize the development of their moral reasoning and contribute to a community of ethical understanding and practice.

Students have considerable freedom in proposing the focus for their Ethics in Society minor - whether an already defined track such as business ethics, sustainability, racial justice, biomedical ethics, etc., or something more unique or original. Proposals for the focus area definition and qualifying coursework are reviewed and evaluated by the Program Steering Committee each semester.

Requirements For A Minor In Ethics In Society

TOTAL COURSES REQUIRED	Five
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CORE COURSES	Students choose three core courses from the following: ENG 181, PHIL 209 (ethics topics only), PHIL 220, PHIL 230, PHIL 232, PHIL 233, PHIL 234, PHIL 242, PHIL 309 (ethics topics only), PHIL 340.
OTHER REQUIRED COURSES	Two approved courses in a focus area. Additional requirement: Students complete a capstone project consisting of a learning portfolio and public presentation.
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In Ethics In Society

ETS 250

ETHICS IN ACTION

This course is for students participating in the Hillman Internship Program at The Prindle Institute. It provides interns with a background in ethical theory, and some training and skills to promote ethical awareness on campus and in the community. Students learn how to facilitate discussions about ethics, how to write about ethics for non-specialists, and how to organize educational events centering on ethical issues. The capstone project gives students the chance to do independent research on an applied ethics topic.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/4 course

ETS 291

PRINDLE SELECTED TOPICS IN ETHICS

Prindle reading courses are designed to give students an opportunity to take a focused mini-course on a subject or issue that speaks to issues of ethical concern. The offerings are multi-disciplinary and topics will vary significantly depending on the professor and their disciplinary home.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/4 course

Film And Media Arts

Film, television, and other moving-image media are ubiquitous in contemporary society, combining image and text to create powerful mediums which reflect us, define us, persuade us, market us, and tell our stories. The Film and Media Arts major empowers graduates with rich analytical, screenwriting, and production skills who can work with storytelling technologies in an increasingly multidisciplinary arts and media culture. This dynamic program immerses students in film, television, video, and digital media production, supported by courses in film, television, and new media theory, history, representation, and interpretation, in an interdisciplinary, collaborative, and inclusive learning environment. Students can also study film and media abroad, are privy to exciting internship opportunities, and work with professors and alumni already succeeding in the field.

Graduates create festival award-winning, critically acclaimed content as directors, writers, and producers, enter graduate study in film and media, teach at various levels, succeed in a business world that is immersed in and communicated through media, hold leadership roles in arts nonprofits, and thrive in media organizations in myriad capacities. Through their creative vision, cultural awareness, and work ethic, our graduates help change the world.

DePauw offers both a major and a minor in Film and Media Arts. Complemented by the graduation requirements defined by the University to fully engage students in the liberal arts model, the major requires nine (9.25) courses. These courses lead students through creative and scholarly explorations that end in a 2-semester senior capstone project which enables them to focus on a project of larger scope, such as a short film, a feature-length screenplay or teleplay, or a scholarly thesis in film and/or other media. The minor requires four (4) total courses in Film and Media Arts. Specific requirements for the major and minor are listed below.

Requirements For A Major Film And Media Arts (Fall 2023)

TOTAL COURSES REQUIRED	Nine and one-quarter
CORE COURSES	FLME 100, FLME 195, FLME 429 (.25 credits), FLME 430
OTHER REQUIRED COURSES	<ul style="list-style-type: none"> • One course in Film, Television, and New Media Cultures and Representation • One course in Film and Media History or Theory • One course in Production and/or Writing for the Screen

	<ul style="list-style-type: none"> • Two program elective courses in Production, Writing for the Screen, or Critical Studies • One Interdisciplinary Arts Elective/cognate course
NUMBER 300 AND 400 LEVEL COURSES	3.25 (including the 1.25 credit Senior Capstone Experience)
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	Successful completion of FLME 429 (Senior Capstone Project Prep) and 430 (Senior Capstone Project Seminar).
RECENT CHANGES IN MAJOR	A new curriculum was created in spring of 2022, and the program/major name changed from Film Studies to Film and Media Arts.

Requirements For A Minor in Film And Media Arts (Fall 2023)

TOTAL COURSES REQUIRED	Four
CORE COURSES	FLME 100
OTHER REQUIRED COURSES	One course from each of the following areas: <ul style="list-style-type: none"> • Any 100 or 200-level Production course • Any 200-level Critical Studies course (not Production or Writing for the Screen) • Any 300-level course (can be Production, Writing for the Screen, or Critical Studies)
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In Film And Media Arts

FLME 100

INTRO TO FILM AND MEDIA ARTS (FORMERLY FILM 100)

An introduction to the critical study of moving image media that focuses on textual analysis. The course emphasizes the development of cinema as an art form and cultural force and its relation to subsequent audiovisual media, such as television, video, or web series.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

FLME 184

ON-CAMPUS EXTENDED STUDIES COURSE

An on-campus course offered during the Winter or May term. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Variable

FLME 195

INTRO TO DIGITAL FILM PRODUCTION (FORMERLY FILM 230)

This course provides an introduction to camerawork, sound recording, lighting and editing in digital filmmaking, with short units on short film screenwriting and working with actors. *Prior experience in film production not required.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

FLME 197

FIRST-YEAR SEMINAR

A seminar focused on a theme related to Film and/or other Media. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

FLME 205

DIGITAL FILM/MEDIA WRITING AND PRODUCTION TOPICS

Offers production and writing for the screen topics in film, television, or new media, designed to accommodate students with varying levels of experience. Students will learn techniques fundamental to a specific storytelling medium and explore their own artistic aesthetic in the

context of other such expressions (models), while developing the ability to effectively comment on the work of their peers. Skills will be taught from the ground up to allow students across disciplines to engage, so no previous experience is required. *May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

FLME 215

PODCASTING: CRAFT AND CULTURE

This course introduces students to the elements of podcasting from two intertwined perspectives: craft and culture. On the craft side, students learn how to develop, create, and distribute a podcast from scratch. On the culture side, students are introduced to critical and theoretical approaches to podcasting as a cultural form.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

FLME 221

RACE AND ETHNICITY IN FILM, TELEVISION, AND NEW MEDIA TOPICS

Introduces students to the study of race and ethnicity within film, television, and/or new media. Through textual analysis, class discussion, and writing assignments, students will critically engage with film and/or other media through the lens of representation. Courses might focus on the representation of racial and ethnic difference, racism within film and media industries, or both. *May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Privilege, Power And Diversity		1 course

FLME 225

TELEVISION PRODUCTION & TELEVISUAL LITERACY

An introduction to the basic concepts and processes of television production. Emphasis is placed on the creation and analysis of ideas communicated through the medium of television, including aesthetic, ethical and technical influences on message construction. Students learn studio and field production: basic scripting, lighting, audio, camera/picturization, editing, directing, etc. Televisual literacy is developed, and assignments apply the critical skills needed to interpret and analyze visual imagery and television programming. *(Cross-listed with COMM 236)*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

FLME 231

NATIONAL AND TRANSNATIONAL CINEMA TOPICS

Introduces students to the study of filmmaking traditions (and counter-traditions) within a national, geographic, cultural, or linguistic context through textual analysis, class discussion, and writing assignments. Some topics center on a national cinema tradition situated within a particular cultural, political, and/or historical context. Others examine the ways in which cinema transcends national boundaries and/or explore narrative and/or aesthetic strategies that reference more than one community, national, or cultural tradition. *May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global
Learning

1 course

FLME 235

MAKING THE VIDEO DIARY (PRODUCTION)

This course guides students to create a unique form of digital storytelling through documenting their everyday lives, as they respond and speak to their surroundings as well as social and personal issues through image and sound. In this course, students explore new ways to communicate with the world and investigate their own themes and interests as artists and creators. The semester will end with an exhibition that showcases student work. *No previous experience in production is required.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

FLME 241

FILM, TELEVISION, AND NEW MEDIA TOPICS (FORMERLY FILM 241)

Introduces students to the critical study of film, television, and/or new media through the lens of a specific concept, issue in film or media cultures and traditions, or scholarly trend. Topics might focus on a single medium or take a comparative approach. *May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

FLME 245

EXPERIMENTAL ANIMATION (PRODUCTION)

An introductory production course that explores the magical possibilities of animation through various processes, encouraging students to broaden their artistic perspectives and visualize their stories. Students will experiment with diverse mediums such as claymation, collage/cut paper, direct drawing, and stop motion to expand their creative practice, and will be able to apply their animation work to various forms of media arts and film. *No previous experience in production is required.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

FLME 250

GLOBAL CINEMA

This introductory film course is a survey of contemporary films from across the globe. Students will be exposed to a diverse array of culturally distinct and unique aesthetic expressions and will be encouraged to engage perspective(s) apart from their own while discussing topics including, but not limited to, race, gender, ethnicity, religion, class, and sexual orientation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global
Learning

1 course

FLME 260

AFRICAN AMERICAN CINEMA

Reading African American cinema as a pivotal archive in African American cultural production, this course explores the diverse black aesthetic traditions that African American film has and continues to develop, explore, and shape. Specifically, the course will track how films produced, written, and/or directed by African Americans are situated in larger debates about the politics of race and representation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Privilege,
Power And Diversity

1 course

FLME 271

GENDER AND SEXUALITY IN FILM, TELEVISION, AND NEW MEDIA TOPICS

Introduces students to the study of gender and sexuality within film, television, and/or new media. Topics could include courses that engage queer theory, feminist theory, and/or masculinities studies in their application to film, television, and/or new media. *May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Privilege,
Power And Diversity

1 course

FLME 280

DOCUMENTARY FILM (FORMERLY FILM 280)

This course seeks to broaden students' perspective of various societies and social issues through exploring documentary film history and cultures, and to investigate what's involved in the process of rendering 'the world out there' through image and sound. Students will examine diverse international documentary films which illustrate different styles and aesthetics while discussing gender, race, environment, and ethical issues.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

FLME 301

HISTORY OF FILM, TELEVISION, AND MEDIA TOPICS (FORMERLY FILM 220)

Introduces students to key moments and movements in film and/or media history. Topics could focus on one medium or multiple media. *May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

FLME 310

FILM AND MEDIA THEORY

Provides students who already have an introductory background in the critical study of film and media studies with the most salient classic and contemporary theories in the field. *Prerequisite: FLME 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	FLME 100	1 course

FLME 311

WRITING FOR THE SCREEN TOPICS

A topics course that explores particular forms and genres in writing for the screen. Topics may include television writing, web series writing, writing across genres, adaptation, or writing the short film script. Students will analyze genre-specific models, learn genre-specific terminology, formatting, structure, and practices, and produce their own original scripts through a scaffolded workshop process. *Prerequisite: FLME 195 or ENG 149 or permission of instructor. May be repeated for credit with a different topic. (Cross-listed with ENG 343 and COMM 319.)*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	FLME 195 or ENG 149 or permission of instructor	1 course

FLME 321

ADVANCED TOPICS IN FILM, TELEVISION, AND NEW MEDIA

Offers students the opportunity to delve deeply into a specific area within the critical study of film, television, and/or new media, and to develop research skills necessary for original scholarly inquiry. Topics may range across different critical, theoretical, and historical concerns. *May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

FLME 322

SCREENWRITING

An introduction to the fundamentals of screenwriting, in theory and in practice. Students will explore story, character, dialogue, and structure as relates to writing for film; learn the screenplay format; and participate in writing workshop and discussion. *Prerequisite: FLME 195 or ENG 149 or permission of instructor. (Cross-listed with ENG 342)*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	FLME 195 or ENG 149 or permission of instructor	1 course
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FLME 331

ADVANCED DIGITAL FILM PRODUCTION TOPICS (FORMERLY FILM 331)

An advanced topics course that engages students in specific aspects or modes of digital film production. Courses may focus on honing such skills as digital film editing, cinematography, or directing for the camera or in creating content within a particular storytelling medium. *Prerequisite: FLME 195 or permission of instructor. May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	FLME 195 or permission of instructor	1 course
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FLME 340

MEDIA INDUSTRIES

This course examines the operations and logics of contemporary media industries, primarily in a U.S. context but understanding that media industries are increasingly intertwined on a global scale. The course will pay particular attention to the historical structure and regulations of media industries, and their impacts on creative work.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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FLME 355

CREATING THE SHORT FILM (PRODUCTION)

An intensive production course in which students work with various short filmmaking modes which can include narrative, documentary, experimental, and/or animation. Students learn the overall filmmaking process from pre-production to post-production, including scriptwriting, sound design, cinematography, and editing. The main goal of the course is to learn cooperation and deliver individuals' unique perspectives and ideas on the screen through image and sound. Students will participate in short team projects with specific topics and make their own final film based on their interests in themes and formats. *Prerequisite: FLME 195 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	FLME 195 or permission of instructor	1 course

FLME 365

DOCUMENTARY FILMMAKING (PRODUCTION)

A production course to explore various techniques and styles in documentary filmmaking. This course aims to help students practice ethical approaches to filmmaking and understand themselves, their community, and the world more deeply. Students will practice working with non-professional actors and develop the aesthetics of visual storytelling in the documentary filmmaking process. Collaboration is encouraged, and every student will participate in at least two short documentary projects. *Prerequisite: FLME 195 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	FLME 195 or permission of instructor	1 course

FLME 375

FEMINIST FILM PRACTICES (PRODUCTION)

In this production course students and professor collectively explore possible definitions, methods, approaches, production models, interventions, histories, and potential futures of feminist filmmaking. Experimentation, formal innovation, DIY activism, and collaboration will be encouraged. Ultimately, this class is an invitation for students to consider new conditions of possibility for making the culture they want to live in, and to discover and develop their unique voice through a fresh process of creation. *Prerequisite: FLME 195 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	FLME 195 or permission of instructor	1 course

FLME 420

INDEPENDENT STUDY IN FILM AND MEDIA ARTS

Independent project under tutorial supervision designed for juniors and seniors wishing to work in depth on a particular aspect of film and/or other media.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/4-1/2-1
course

FLME 429

SENIOR CAPSTONE PROJECT PREP (FORMERLY FILM 429)

The two-semester Senior Capstone Experience is the culmination of the Film and Media Arts major in which students create a final project of significant length and complexity, spanning fall and spring semester of their senior year. Whether the final project is a scholarly thesis paper of significant length and scope or a creative/production-oriented venture (such as a feature-length screenplay, short film, or other moving-image media project), the capstone project requires extensive planning, organization, and dedication, along with the ability to meet deadlines and work closely with a faculty advisor/instructor. To this end, the Film and Media Arts Senior Project Prep (FLME 429) is a .25-credit fall prelude to the Film and Media arts Senior Seminar (FLME 430), in which students submit project proposals for approval, and then complete additional preparatory work, including research, outlining, and/or preliminary pre-production. This provides a solid base from which to begin the second, full (1) credit semester seminar.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/4 course

FLME 430

SENIOR CAPSTONE PROJECT SEMINAR (FORMERLY FILM 430)

This course is the culmination of FLME 429. In this seminar-style course, students are immersed in the progressive filmmaking phases of pre-production/production/post-production (if making a short film or other moving-image media project), or intensive writing and revision (if creating a feature-length screenplay, teleplay or scholarly paper). At the year's end, students present their work to an audience. *Prerequisite: FLME 429.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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FLME 429

1 course

Film Studies (through 2025, see Film and Media Arts for new majors)

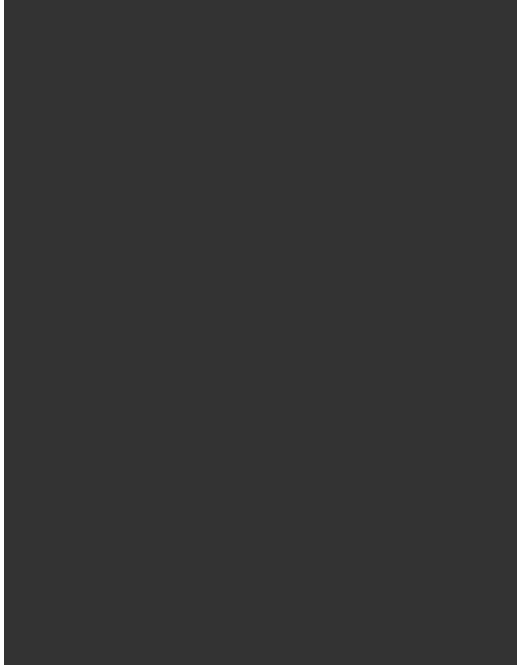
Film and video are ubiquitous in contemporary society, combining image and text to create a powerful medium which increasingly reflects us, defines us, persuades us, markets us, and tells our stories. Students all over the country--and world--are majoring in Film Studies: to teach, to

succeed in the business world, to enter graduate study, to work with non-profit arts or charitable organizations, to work in media of all types, or to create their own films.

DePauw offers both a major and a minor in Film Studies. The major requires nine (9) courses in film, which complement the other graduation requirements defined by the university, to fully engage students in the liberal arts model. The minor requires five (5) total courses in film. Specific requirements for the major and minor are listed below and aim to expose students to a variety of approaches to film study-- from history to theory and criticism, cultural to genre exploration, production to the final capstone senior project (for majors only) which enables students to focus on a scholarly or creative project of larger scope.

Requirements For A Major Film Studies

TOTAL COURSES REQUIRED	Nine and one-quarter
CORE COURSES	FILM 100 (ENG 167), FILM 200 (COMM 237), FILM 429, FILM 430
OTHER REQUIRED COURSES	One additional course in each of the following areas: <ul style="list-style-type: none"> • Film theory, criticism, and history courses • Production or screenwriting courses • Topics courses in film cultures and traditions
NUMBER 300 AND 400 LEVEL COURSES	4 (including the Senior Project)
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	Successful completion of FILM 430.
RECENT CHANGES IN MAJOR	FILM 429 (.25 credit) was added to the list of core courses and the number of courses required for the major was increased to 9.25, effective Fall 2014.
WRITING IN THE MAJOR	As an interdisciplinary program, Film Studies recognizes that writing skills are applicable across multiple disciplines and methodologies, and most require an understanding of specific vocabulary and terminology as well as the ability to summarize, synthesize, and analyze both primary and secondary sources. Students are expected to write in a style consistent with published scholarly and artistic work



in the discipline, and will practice writing in several stylistic modes, which could include research papers, reviews of scholarly literature, statements of research methodology, prospectus and proposals, text analysis, and writing for the screen. The writing in the major course requirement for Film Studies can be satisfied either through FILM 300 (Film Theory & Criticism) or other 300-400-level courses approved by the program director, with a grade of C (2.0) or above. These courses promote improvement in students' writing through a variety of methods including peer reviews, sequenced assignments, and multiple drafts and/or writing conferences. Majors are also required to submit a substantial written project of original research or creative expression as part of their senior capstone experience, to fulfill the remainder of the writing in the major requirement.

Requirements For A Minor Film Studies

TOTAL COURSES REQUIRED	5
CORE COURSES	One course from either FILM 100 (ENG 167) or FILM 200 (COMM 237)
OTHER REQUIRED COURSES	One class from each of the following areas: <ul style="list-style-type: none"> • Film theory, criticism, and history courses • Production or screenwriting courses • Topics courses in film cultures and traditions
NUMBER 300 AND 400 LEVEL COURSES	1

Courses In Film Studies

FILM 100

INTRODUCTION TO FILM

(cross-listed with ENG 167) Designed to develop students' ability to understand and appreciate film as art and to acquaint them with a representative group of significant works and the characteristics of film as a type of literature.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities 1 course

FILM 184

ON-CAMPUS EXTENDED STUDIES COURSE

An on-campus course offered during the Winter or May term. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Variable

FILM 197

FIRST-YEAR SEMINAR

A seminar focused on a theme related to Film Studies. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

FILM 200

FILM AND CULTURE

(cross-listed with COMM 237) This course is a critical examination of motion pictures as a medium of communication. In addition to looking at the films as texts to be 'read,' this course considers the institutional contexts in which films are produced, as well as the various reception contexts in which audiences see films. As a course in communication, we begin from the perspective that motion pictures are an important and meaningful part of the way we produce and re-produce our culture. Importantly, the course is not only concerned with how film texts communicate, but also how we communicate about films, as both fans and critics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities 1 course

FILM 211

DOCUMENTARY FILM

(cross-listed with ARTH 250 or COMM 291) This discussion-based course is structured thematically around such topics as representations of the family, subjectivity and selfhood, crime and justice, sexuality, trauma, and war propaganda. We view a wide variety of documentary styles: poetic, ethnographic, direct cinema, government sponsored, social advocacy, rockumentary, mockumentary, pseudo-documentary, and different hybrid forms. These styles and themes are used as springboards to explore larger questions: What is the source of our fascination with the real? How can documentary evoke discourses of truth, realism and authenticity when the boundaries between fiction and non-fiction have become ever more fluid; when digital technology makes possible the absence of any camera or original referent from the 'real' world; and when documentarians make use of strategies such as staging, re-enactments, discontinuous editing, or various poetic devices? What are the conventions of documentary film practice, that provide the necessary impression is the ethical responsibility of a filmmaker to his/her subjects who are, after all, not actors, but people going about the business of their lives? To understand better the complex nature of representation, we also take into account how context, expectations, institutional supports, viewing communities, cultural frameworks, and historical and social forces (and their interaction) all contribute to the making of meaning in visual images.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

FILM 220

TOPICS IN FILM HISTORY

Introduces students to pivotal eras in cinema history (both U.S. and international) as well as questions of historiography. Courses will engage with historical approaches to film industries, film texts, and/or film audiences. Topics may include courses such as: U.S. Film History 1897-1950; Hollywood Since 1950. May be repeated for credit.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

FILM 230

INTRODUCTION TO DIGITAL FILM PRODUCTION

This course provides an introduction to camerawork, sound recording, lighting and editing in digital filmmaking, with short units on short film screenwriting and working with actors. Prior experience in film production not required. Prerequisite: FILM 100, FILM 200, FILM 241, or permission of instructor.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

FILM 100, FILM 200, FILM 220, OR
FILM 241.

1 course

FILM 241

TOPICS IN FILM CULTURES AND TRADITIONS

(may be cross-listed with ENG 255 or M L 164) This course offers intensive examination of specific issues in film cultures and traditions, often those at the center of current critical interest. Topics for this course are conceived broadly to encompass studies of national cinemas, specific directors, filmmaking practices, and specific genres. May be repeated for credit with a different topic.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

FILM 250

GLOBAL CINEMA

This introductory film course is a survey of contemporary films from across the globe. Students will be exposed to a diverse array of culturally distinct and unique aesthetic expressions and will be encouraged to engage perspective(s) apart from their own while discussing topics including, but not limited to, race, gender, ethnicity, religion, class, and sexual orientation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global
Learning

1 course

FILM 260

AFRICAN AMERICAN CINEMA

Reading African American cinema as a pivotal archive in African American cultural production, this course explores the diverse black aesthetic traditions that African American film has and continues to develop, explore, and shape. Specifically, the course will track how films produced, written, and/or directed by African Americans are situated in larger debates about the politics of race and representation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Privilege,
Power And Diversity

1 course

FILM 310

FILM THEORY

(may be cross-listed with ENG 395) Provides students who already have a background in introductory film studies with a sense of the most important theoretical issues in cinema. Topics may include the following: early film theory; film and (anti-) narrative; auteur theory; genre theory; semiotics; psychoanalysis; ideology and politics; feminist film theory; theories of documentary; postmodernism; post-colonialism and "third cinema"; new media and the digital era. Prerequisites: FILM 100 (ENG 167) or FILM 200 (COMM 237).

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

FILM 311

TOPICS IN GENDER, SEXUALITY AND CINEMA

(may be cross-listed with ENG 390 or COMM 401) Introduces students to the importance of gender as a category of film scholarship. Issues covered may include: women in film, masculinity and film, feminist filmmaking and film scholarship, women filmmakers. May be repeated for credit with a different topic.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

FILM 321

ADVANCED TOPICS IN CINEMA

A course on an advanced topic in film studies.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1

FILM 331

ADVANCED TOPICS IN DIGITAL FILM PRODUCTION

Advanced topics courses in the area of digital film production. Courses may include Intermediate Digital Filmmaking, Directing for the Camera, or Film Development as well as COMM 319, Writing for the Stage, Screen and TV, and ENG 342, Screenwriting Workshop. Some courses will require a prerequisite; prerequisite for Intermediate Digital Filmmaking: FILM 100, FILM 200, FILM 220, OR FILM 241 AND FILM 231 or its equivalent.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Depends on topic.	1 course

FILM 420

INDEPENDENT STUDY IN FILM

Independent project under tutorial supervision designed for juniors and seniors wishing to work in depth on a particular aspect of film study.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/2 - 1 course

FILM 429

FILM STUDIES SENIOR PROJECT PREPARATION

The Film Studies Senior Capstone Experience is the culmination of the Film Studies major, designed to provide students with a challenging final project of significant length and complexity, spanning fall and spring semester of senior year at DePauw. Whether the final project is a scholarly thesis paper of significant length and scope or a creative/production-oriented venture (such as a feature-length screenplay, short narrative film or documentary), the capstone project requires extensive planning, on-going organization, persistence and dedication, along with the ability to meet deadlines and work closely with a faculty advisor. To this end, the Film Studies Senior Project Prep (FILM 429) is a .25-credit prelude to the Film Studies Senior Project (FILM 430). In consultation with the Director of Film Studies and a faculty project advisor from the program, students prepare and submit proposals and supporting documents to the FS faculty committee. Once proposals are approved, students complete additional preparatory work, including research, extensive outlining, and/or preliminary pre-production, which is submitted to their advisor for evaluation. These phases of the project provide a solid base from which to begin the second, full (1) credit semester, and the more intensive writing/production phases of their capstone projects.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/4 course

FILM 430**FILM STUDIES SENIOR PROJECT**

This course is the culmination of the Film Studies Senior Capstone Experience, building on the work completed in FILM 429. Working closely with their FS faculty project advisor, students immerse themselves in intensive writing and revision, and/or the progressive filmmaking phases of pre-production/production/post-production. Three deadlines must be met over the course of the semester: the first installment; completed first draft or edit; and the final draft or edit. (A failing grade on any project development phase results in course failure; and students must earn a C- or above in the course to graduate.) At the year's end, students present their work to a faculty and student audience. *Prerequisite: FILM 429*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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FILM 429

1 course

Geology And Environmental Geoscience

Geoscientists study the Earth, including the materials that compose the planet, the processes that continuously change the planet, and the evolution of the earth and life through time. Because these studies involve investigations of relationships between the lithosphere, atmosphere, hydrosphere, and biosphere, the Geosciences are inherently interdisciplinary by nature and include aspects of chemistry, biology, and physics. Geoscientists also are addressing increasingly challenging problems that confront a growing human population as we begin the twenty-first century: dwindling water, mineral, and energy resources; earthquake prediction and natural hazard identification; human impacts on the environment at regional and global scales; and safe disposal of toxic and radioactive waste materials. The goal of the Department of Geosciences is to expose students to the complex interplay of Earth systems through active, hands-on learning. Therefore, a DePauw education in the Geosciences goes far beyond the traditional classroom. Students work in modern laboratories with extensive mineral, rock, fossil, and map collections. They use computers to model complex systems and simulate geological processes. They receive training on emerging technological tools such as GPS (global positioning systems) and GIS (geographic information systems). They participate on field trips that take them to some of the best geological exposures in the world. Many students spend a summer working closely with faculty on important research problems using state-of-the-art instrumentation. These student-faculty collaborations commonly result in student presentations at national meetings and co-authored publications in refereed journals.

Requirements For A Major In Earth Science

TOTAL COURSES REQUIRED	9.0 GEOS + 2.25 CHEM/PHYS
CORE COURSES	GEOS 110, GEOS 280, GEOS 310, GEOS 350, GEOS 450
OTHER REQUIRED COURSES	<ul style="list-style-type: none"> • CHEM 130 & CHEM 170 (1.25 total credit) • PHYS 103 or PHYS 104 (1.0 total credit) • At least 4 course credits from the following courses (at least one of the four must be at the 300 or higher level): GEOS 105, GEOS 107, GEOS 117, GEOS 125, GEOS 190, GEOS 205, GEOS 210, GEOS 220, GEOS 230, GEOS 315, GEOS 320, GEOS 330, GEOS 370, GEOS 380, GEOS 470*, GEOS 480*, GEOS 490*, UNIV 170. *only a total of 1 course credit counts towards major
NUMBER 300 AND 400 LEVEL COURSES	Four
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	<p>The senior requirement consists of GEOS 450. The Department of Geosciences Senior Seminar provides students with the opportunity to integrate skills and expertise learned in previous coursework at DePauw as well as to prepare for opportunities after graduating from DePauw. Students first create resumes/LinkedIn profiles and then research and prepare mock applications to graduate schools and potential employers. They also explore areas of the geosciences by critically reading and analyzing the primary literature, making an oral presentation summarizing the selected manuscripts, and then leading class discussions to investigate the topic(s) in more depth.</p>
ADDITIONAL INFORMATION	<p>Recommended courses from which to choose:</p> <ul style="list-style-type: none"> • MATH 151 & MATH 152 • PHYS 120 & PHYS 130 • CSC 121 & 122

WRITING IN THE MAJOR

- POLS courses (e.g., POLS 110, 170, 382)
- ANTH 253
- Additional GEOS, CHEM, and/or BIO courses
- Winter Term/Summer internship in a geoscience-related field
- Off-campus study in an approved geoscience program
- Summer geology field camp

Writing is an important skill for professional geoscientists. Whether publishing the results of research in a peer-reviewed journal, communicating the findings of a consulting project to a client in a technical report, or explaining our science to the general public, geoscientists must be able to communicate their ideas with writing that is clear, concise, and accurate. Furthermore, students are able to better refine and develop their thoughts and ideas as they strive to convey their message to others in writing. To facilitate the development of these skills, all students majoring in Earth Science, Environmental Geoscience, or Geology will satisfy their Writing in the Major requirement through writing assignments in advanced 300-level courses that have a WD (Writing in the Discipline) designation. In these courses, students will develop their writing-in-the-discipline skills within the context of multiple sub-disciplines in the geosciences (a minimum of at least three 300-level courses). Students not only will have the opportunity to prepare original papers/reports for different audiences using various lab report formats (e.g., EPA-style reports, etc.), but they also may have assignments where they provide feedback for other class participants and/or iteratively revise their own work. Students will be evaluated based on their ability to 1) effectively communicate their ideas using appropriate geologic terms and concepts, 2) adapt their writing style for different audiences and for specified report formats, and 3) appropriately incorporate references and citations into their papers.

Requirements For A Major In Environmental Geoscience

TOTAL COURSES REQUIRED	10.0 GEOS + 4 in other departments
CORE COURSES	GEOS 110, GEOS 280, GEOS 310, GEOS 350, GEOS 450
OTHER REQUIRED COURSES	<ul style="list-style-type: none"> • GEOS 125 & GEOS 230 • At least 3 course credits from the following courses (at least two must be at the 300 level or higher): GEOS 117, GEOS 190, GEOS 205, GEOS 220, GEOS 315, GEOS 330, GEOS 370, GEOS 380, GEOS 470*, GEOS 480*, GEOS 490* (*only 1 course credit counts towards major) • At least four course credits from the following*: ANTH 253+, BIO 102, BIO 342+, BIO 345+, CHEM 120, CHEM 130, ECON 245+, PHIL 232, POLS 265, UNIV 170 *Students should consult with the department chair regarding other courses that might fulfill this requirement. +These courses have prerequisites.
NUMBER 300 AND 400 LEVEL COURSES	Five
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement consists of GEOS 450. The Department of Geosciences Senior Seminar provides students with the opportunity to integrate skills and expertise learned in previous coursework at DePauw as well as to prepare for opportunities after graduating from DePauw. Students first create resumes/LinkedIn profiles and then research and prepare mock applications to graduate schools and potential employers. They also explore areas of the geosciences by critically reading and analyzing the primary literature, making an oral presentation summarizing the selected manuscripts, and then leading class discussions to investigate the topic(s) in more depth .
ADDITIONAL INFORMATION	Recommended courses from which to choose:

WRITING IN THE MAJOR

- MATH 151 & MATH 152
- PHYS 120 & PHYS 130
- CSC 121 & CSC 122
- POLS courses (e.g., POLS 110, 170, 382)
- ANTH 253
- Additional GEOS, CHEM, and/or BIO courses
- Winter Term/Summer internship in a geoscience-related field
- Off-campus study in an approved geoscience program
- Summer geology field camp

Writing is an important skill for professional geoscientists. Whether publishing the results of research in a peer-reviewed journal, communicating the findings of a consulting project to a client in a technical report, or explaining our science to the general public, geoscientists must be able to communicate their ideas with writing that is clear, concise, and accurate. Furthermore, students are able to better refine and develop their thoughts and ideas as they strive to convey their message to others in writing. To facilitate the development of these skills, all students majoring in Earth Science, Environmental Geoscience, or Geology will satisfy their Writing in the Major requirement through writing assignments in advanced 300-level courses that have a WD (Writing in the Discipline) designation. In these courses, students will develop their writing-in-the-discipline skills within the context of multiple sub-disciplines in the geosciences (a minimum of at least three 300-level courses). Students not only will have the opportunity to prepare original papers/reports for different audiences using various lab report formats (e.g., EPA-style reports, etc.), but they also may have assignments where they provide feedback for other class participants and/or iteratively revise their own work. Students will be evaluated based on their ability to 1) effectively communicate their ideas using appropriate geologic terms and concepts, 2) adapt their writing style for different audiences and for

specified report formats, and 3) appropriately incorporate references and citations into their papers.

Requirements For A Major In Geology

TOTAL COURSES REQUIRED	10.0 GEOS + 1.25 CHEM
CORE COURSES	GEOS 110, GEOS 280, GEOS 310, GEOS 350, GEOS 450
OTHER REQUIRED COURSES	<ul style="list-style-type: none"> • GEOS 210 & GEOS 320 • CHEM 130 & 170 (1.25 credit) • At least 3 course credits from the following courses (at least 2 must be at the 200 or higher level AND at least 1 of the 2 must be at the 300 or higher level): GEOS 105, GEOS 107, GEOS 205, GEOS 220, GEOS 230, GEOS 315, GEOS 330, GEOS 370, GEOS 380, GEOS 470*, GEOS 480*, GEOS 490* *only 1 course credit counts towards major
NUMBER 300 AND 400 LEVEL COURSES	Five
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement consists of GEOS 450. The Department of Geosciences Senior Seminar provides students with the opportunity to integrate skills and expertise learned in previous coursework at DePauw as well as to prepare for opportunities after graduating from DePauw. Students first create resumes/LinkedIn profiles and then research and prepare mock applications to graduate schools and potential employers. They also explore areas of the geosciences by critically reading and analyzing the primary literature, making an oral presentation summarizing the selected manuscripts, and then leading class discussions to investigate the topic(s) in more depth.
ADDITIONAL INFORMATION	Recommended courses from which to choose:

WRITING IN THE MAJOR

- MATH 151 & MATH 152
- PHYS 120 & PHYS 130
- CSC 121 & CSC 122
- POLS courses (e.g., POLS 110, 170, 382)
- ANTH 253
- Additional GEOS, CHEM, and/or BIO courses
- Winter Term/Summer internship in a geoscience-related field
- Off-campus study in an approved geoscience program
- Summer geology field camp

Writing is an important skill for professional geoscientists. Whether publishing the results of research in a peer-reviewed journal, communicating the findings of a consulting project to a client in a technical report, or explaining our science to the general public, geoscientists must be able to communicate their ideas with writing that is clear, concise, and accurate. Furthermore, students are able to better refine and develop their thoughts and ideas as they strive to convey their message to others in writing. To facilitate the development of these skills, all students majoring in Earth Science, Environmental Geoscience, or Geology will satisfy their Writing in the Major requirement through writing assignments in advanced 300-level courses that have a WD (Writing in the Discipline) designation. In these courses, students will develop their writing-in-the-discipline skills within the context of multiple sub-disciplines in the geosciences (a minimum of at least three 300-level courses). Students not only will have the opportunity to prepare original papers/reports for different audiences using various lab report formats (e.g., EPA-style reports, etc.), but they also may have assignments where they provide feedback for other class participants and/or iteratively revise their own work. Students will be evaluated based on their ability to 1) effectively communicate their ideas using appropriate

geologic terms and concepts, 2) adapt their writing style for different audiences and for specified report formats, and 3) appropriately incorporate references and citations into their papers.

Requirements For A Minor In Earth Science

TOTAL COURSES REQUIRED	Five
CORE COURSES	GEOS 110
OTHER REQUIRED COURSES	<ul style="list-style-type: none"> • At least three additional GEOS course credits, including at least one at the 300 level or above. • At least one course credit from the following: CHEM 130, PHYS 103, PHYS 104.
NUMBER 300 AND 400 LEVEL COURSES	One

Requirements For A Minor In Environmental Geoscience

TOTAL COURSES REQUIRED	Seven
CORE COURSES	GEOS 110, GEOS 125, GEOS 230
OTHER REQUIRED COURSES	<ul style="list-style-type: none"> • One GEOS course credit at the 300 level or above • At least three course credits from the following*: ANTH 253+, BIO 102, BIO 342+, BIO 345 +, CHEM 120, CHEM 130, ECON 245+, PHIL 232, POLS 265, UNIV 170. *Check with department chair about other courses that might count. +Course has prerequisite.

NUMBER 300 AND 400 LEVEL COURSES

One

Requirements For A Minor In Geology**TOTAL COURSES REQUIRED**

Five

CORE COURSES

GEOS 110

OTHER REQUIRED COURSES

At least four additional GEOS course credits, including at least one at the 300 level or above.

NUMBER 300 AND 400 LEVEL COURSES

One

Courses In Geology And Environmental Geoscience

GEOS 105

EARTHQUAKES AND VOLCANOES

An investigation of the theory of plate tectonics and how it explains the distribution of earthquake and volcanic activity throughout the world. Destructive historical earthquakes and volcanic eruptions are examined with consideration of the impact of these disasters on human populations. Advances in the prediction of earthquake and volcanic activity also are evaluated. *May include lab some semesters.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

Science and Mathematics

1 course

GEOS 107

GEOLOGY OF AMERICA'S NATIONAL PARKS

Study of the geologic history of America via the National Park System. The course focuses on origin and evolution of landforms in various national parks and the geologic processes that created and sculpted them. Park features serve as a point of departure for interdisciplinary discussions on society's impact on the lithosphere, hydrosphere, atmosphere and biosphere. *May include lab some semesters.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

Science and Mathematics

1 course

GEOS 110

EARTH AND THE ENVIRONMENT

Includes laboratory. An introduction to the materials that make up the earth and the interplay between constructive and destructive processes that shape the earth, including plate tectonics. Laboratories include mineral and rock identification, field trips, and topographic map interpretation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics		1 course

GEOS 117

WEATHER, CLIMATE AND CLIMATE CHANGE

An introduction to the Earth's atmosphere through the study of weather, climate and climate change. Topics covered include atmospheric composition, structure and function, weather phenomena and climate, and natural and human-induced climate change. Global societal responses to rapid climate change are also discussed.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics		1 course

GEOS 125

INTRODUCTION TO ENVIRONMENTAL SCIENCE

An introduction to the study of environmental science. Topics include matter, energy, ecosystems, human populations, natural resources, and the impact of human activity on the natural environment. Special attention is given to current environmental problems including air and water pollution, acid rain, stratospheric ozone depletion, climate change, deforestation, and species extinctions.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics		1 course

GEOS 183

OFF-CAMPUS EXTENDED STUDIES COURSE

Winter or May Term off-campus study project with a geosciences theme.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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variable

GEOS 190

ENERGY, ENVIRONMENT, & CLIMATE

An introduction to energy resources and the environmental impacts of their use, particularly in relation to climate change. The course not only examines the importance of nonrenewable fossil fuels in modern industrialized societies, but also explores the potential economic costs and societal impacts of transitioning to renewable and sustainable sources of energy. In addition, given that climate change is the most significant global impact of our energy use, participants will consider human and natural climate-change agents, the evidence for climate change, and projections for climate change in the future.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics

1 course

GEOS 197

FIRST-YEAR SEMINAR

G. Geography. S. Geology. A seminar focused on a theme related to the study of geology or geography. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

GEOS 205

INTRODUCTION TO GIS

Includes laboratory. An introduction to Geographic Information Systems (GIS) and their applications. Emphasis on cartographic concepts, strengths and limitations of different GIS data formats, spatial statistics, and spatial analysis. Students use a variety of specialized GIS tools to solve spatial problems and map spatial phenomena. *Prerequisite: GEOS 110.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics

GEOS 110

1 course

GEOS 210

HISTORICAL GEOLOGY

Includes laboratory. An introduction to earth history and the methods that geologists use to interpret the rock record and the fossil record. The origin and evolution of the earth and life through time are examined with emphasis on the interrelationships of earth history, evolution and plate tectonics. *Prerequisite: GEOS 110.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	GEOS 110	1 course

GEOS 220

GEOLOGIC FIELD EXPERIENCES

Includes laboratory. A. West Virginia B. Utah C. Nevada D. California E. Other. An introduction to field geology through intensive study of a geologic province. Students collect and interpret geologic data, construct geologic maps and cross sections, and read published professional papers in order to interpret the tectonic, stratigraphic and geologic history of a province. Topics include the Valley and Ridge Province in West Virginia, the Colorado Plateau Province in Utah, and the Basin and Range Province in Nevada. A week-long field trip to the geologic province is required during spring break. A course fee covers field trip expenses. *May be repeated for credit with different topics. Prerequisite: GEOS 110.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	GEOS 110	1 course

GEOS 230

ENVIRONMENTAL GEOLOGY (FORMERLY GEOS 109)

An intermediate examination of the processes that influence the physical and chemical nature of the Earth's surface with special attention given to the influence of human actions on the lithosphere, hydrosphere, and atmosphere. Students learn how the risks from natural hazards are assessed and minimized; understand the consequences of natural resource extraction; and consider the sources, transportation, fate, and remediation of waste and pollution in the environment. Real-world examples emphasize the importance of these topics for solving environmental problems. *Prerequisite: GEOS 110 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	GEOS 110 or permission of instructor	1 course

GEOS 280

MINERALOGY

Includes laboratory. A qualitative and quantitative study of the physical, chemical and optical properties of minerals. The physical properties of minerals are studied through the identification of hand samples and geometric analysis of crystal models. Mineral chemistry is studied using literature sources and laboratory work. The optical properties of minerals are examined using the petrographic microscope. *Prerequisite: GEOS 110.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	GEOS 110	1 course

GEOS 290

TOPICS

An exploration of selected topics in the geosciences. May be repeated for credit with different topics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		Variable

GEOS 300

WRITING IN THE GEOSCIENCES

In this course, students will further develop their writing skills by reading and discussing texts about writing in the geosciences, writing original papers for different audiences, providing feedback for other purposes in the class, and editing and revising their own work. Students will be evaluated based on their ability to 1) effectively communicate their ideas using appropriate geologic terms and concepts, 2) adapt their writing style for different audiences, and 3) appropriately incorporate references and citations into their papers.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/2 course

GEOS 310

SEDIMENTOLOGY AND STRATIGRAPHY

Includes laboratory. Detailed study of the formation, transportation, and deposition of sediments, and criteria for inferring the geologic history of sedimentary rocks. The application of facies models in recognizing and interpreting ancient depositional systems is emphasized. *Prerequisite: GEOS 110.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	GEOS 110	1 course
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GEOS 315

MAP INTERPRETATION

Includes laboratory. Analysis and interpretation of topographic maps, geologic maps, and geologic cross sections. Course focuses on the relationship of map patterns to tectonic, geomorphic, hydrogeologic and climatic processes that shape and influence landform development. Involves some work with Google Earth and Adobe Illustrator software packages. *Prerequisite: GEOS 110.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics	GEOS 110	1 course
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GEOS 320

PETROLOGY

Includes laboratory. Genesis, classification and identification of igneous, metamorphic and sedimentary rocks. These rock groups are studied through the use of hand samples, rock and mineral chemistry, computers and petrographic analysis. Laboratory exercises include field trips to examine and interpret outcrops in Indiana and adjacent states. *Prerequisite: GEOS 280.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	GEOS 280	1 course
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GEOS 330

GEOCHEMISTRY

Includes laboratory. An introduction to thermodynamics and kinetics applied to geological problems, with special emphasis on aqueous geochemistry. Students learn field collection techniques, sample analysis, and methods of presenting geochemical data. *Prerequisites: GEOS 110, CHEM 130, and CHEM 170; or permission of the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	GEOS 110, CHEM 130, and CHEM 170; or permission of the instructor	1 course
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GEOS 350

STRUCTURAL GEOLOGY AND TECTONICS

Includes laboratory. Recognition, description and origin of structural features that form the architectural framework of the upper crust. Geometric (shape), kinematic (motion) and dynamic (mechanical) development of structural features is emphasized. Fieldwork and applied laboratory work with computers facilitate analyses of structures over a wide range in scale. *Prerequisite: GEOS 110.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	GEOS 110	1 course

GEOS 370

APPLIED HYDROGEOLOGY

Includes laboratory. An investigation of the occurrence and movement of water within the hydrologic cycle. Special attention is given to water quality and water supply concerns. Lab and field work develop skills to apply course concepts to real world problems. *Prerequisite: GEOS 110. MATH 135 proficiency recommended.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	GEOS 110. MATH 135 proficiency recommended	1 course

GEOS 380

ENVIRONMENTAL GEOPHYSICS

Includes laboratory. Application of geophysical techniques to solving problems in geology, with emphasis on their applicability in environmental and exploration investigations. Course provides basic theory, field methods and interpretation techniques for seismic refraction/reflection, magnetic, gravitational, and electrical methods of geophysical prospecting. Outdoor work required. *Prerequisites: GEOS 110 or permission of instructor. MATH 135 proficiency and PHYS 120 recommended.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	GEOS 110 or permission of instructor. MATH 135 proficiency and PHYS 120 recommended.	1 course

GEOS 390

TOPICS

An exploration of selected topics in the geosciences. Prerequisite: Sophomore standing. May be repeated for credit with different topics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		Variable

GEOS 395

TOPICS IN GEOGRAPHY

An examination of a topic in Geography. *May be repeated for credit with different topics. Prerequisite: Permission of chair of the department.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of chair of the department	1/2-1 course

GEOS 450

SENIOR SEMINAR

Students read, present and discuss research papers in the geosciences. *Prerequisite: A departmental major and senior standing.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	A departmental major and senior standing	1 course

GEOS 470

READINGS IN GEOLOGY

Topical investigation using primary geological literature sources, including written analyses and oral presentations. *Prerequisite: Permission of chair of the department.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of chair of the department	1/4-1/2 course

GEOS 480

PROBLEMS IN GEOLOGY

Advanced problems in geology, including written analyses and/or oral presentations. *Prerequisite: Permission of chair of the department.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of chair of the department	1/4-1/2 course

GEOS 490

RESEARCH THESIS

Original research in geology, including a written thesis and an oral defense. *Prerequisite: Permission of chair of the department.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of chair of the department	1/4-1/2-1 course

German Studies**Requirements For A Major In German**

TOTAL COURSES REQUIRED	Eight (exclusive of GRMN 111 and 112)
CORE COURSES	GRMN 211, GRMN 212, GRMN 304, GRMN 307, GRMN 415 and additional courses in German to complete the major
OTHER REQUIRED COURSES	
NUMBER 300 AND 400 LEVEL COURSES	Six
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement consists of the completion of the senior seminar with a grade of C or better.
ADDITIONAL INFORMATION	A student may elect a German major with a minor in International Business, which must include GRMN 309.

WRITING IN THE MAJOR

In order to satisfy the Writing in the Major requirement for German, students must complete one 400-level course in German (German 411, 412, 447, or 448) in addition to the senior seminar (German 415). In these 400-level courses, students will have a variety of writing assignments and opportunities to revise and reflect on their writing. Upon completion of the major, students should be able to write clearly in German for a wide range of audiences and in varied contexts, from informal correspondence through professional and academic discourse.

Requirements For A Major In German Studies

TOTAL COURSES REQUIRED

Eight

CORE COURSES

- GRMN 115, 116, 117, or 118
- GRMN 211, 212
- A course in German history: HIST 244, HIST 245
- One 300-level German course: GRMN 307 or 314 and a Bridge Course, GRMN 306. The bridge course is an independent study seminar, with treatment of texts in German, in which students learn deeply about a German aspect of one of their other courses.)
- GRMN 448 (Senior Thesis)

OTHER REQUIRED COURSES

One cognate course taught in English, or an additional German course, or an additional bridge course

- ART 225, ART 275, ENG 261, GRMN 115, GRMN 116, GRMN 117, GRMN 118, HIST 244, HIST 245, HIST 342, MUS 265, MUS 266, PHIL 220

Topics courses with German content with the approval of the program.

- (e.g. ARTH 290, ENG 255, MUS 390)

NUMBER 300 AND 400 LEVEL COURSES	Three
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	GRMN 448 (Senior Thesis)
ADDITIONAL INFORMATION	Semester-long internships in Germany and/or courses taken during study abroad in Germany may count up to 2 credits toward the requirement for the major.
WRITING IN THE MAJOR	Students may satisfy the Writing in the Major requirement for German Studies either with GRMN 306 or GRMN 448.

Requirements For A Minor In German

TOTAL COURSES REQUIRED	Five
CORE COURSES	None
OTHER REQUIRED COURSES	The minor requires a minimum of five German courses, starting at the 200-level. Only one of these courses may be taken off-campus.
NUMBER 300 AND 400 LEVEL COURSES	Three

Requirements For A Minor In German Studies

TOTAL COURSES REQUIRED	Five
CORE COURSES	<ul style="list-style-type: none"> • GRMN 115, 116, 117, or 118 • Two semesters of German language above the 100-level
OTHER REQUIRED COURSES	<ul style="list-style-type: none"> • Two cognate or German courses or a combination (one at the 300-level) • ART 225, ART 275, ENG 261, GRMN 115, GRMN 116, GRMN 117, GRMN

NUMBER 300 AND 400 LEVEL COURSES

118, HIST 244, HIST 245, HIST 342, MUS 265, MUS 266, PHIL 220

- Topics courses with German content with the approval of the program.
- Semester-long internships in Germany and/or courses taken during study abroad in Germany may count up to 1 credit toward the requirement for the minor.

Courses In German Studies

GRMN 111

ELEMENTARY GERMAN I

An introductory program with a variety of learning approaches. Presentation and reinforcement of grammar, pronunciation and idiom through simple reading, guided writing and functional spoken German. An introduction to the German cultural tradition. *GRMN 111 is open only to those without German language background or to those with two years or less of high school German.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

1 course

GRMN 112

ELEMENTARY GERMAN II

A continuation of GRMN 111.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

GRMN 111 or qualifying score on the placement test

1 course

GRMN 113

INTENSIVE ELEMENTARY GERMAN

Intensive study of the German language with emphasis on the development of speaking, listening, reading, and writing skills. Emphasis on German-speaking countries and

communication in authentic contexts. This course is designed for those students with no or little background in German who seek more immediate entry into higher levels.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language		1 course

GRMN 115

SCIENCE AND TECHNOLOGY IN THE MODERN WORLD

The German-speaking world, known today for its ecological awareness, was also the origin of much of the modern science and technology which dominates the structure and thinking of our contemporary lifeworld: from public health to heroin, from automobiles to sustainability, from the theory of relativity to the 'science' of race and sexuality. In this class, we will discuss various topics in the history of selected disciplines of natural science in modern times against the backdrop of their social and cultural contexts along with the moral issues they raise. Students will learn to see and evaluate the rise of natural science and technology as part of wider cultural developments of modernity. *Course offered in English.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Global Learning		1 course

GRMN 116

MODERN EUROPEAN CULTURE FROM A GLOBAL GERMAN PERSPECTIVE

"All that is solid melts into air"...Thus, Karl Marx describes the massive technological, political, social, artistic, and spiritual transformations which have shaken the modern world and which show no signs of abating. This course critically examines how modern European contributions in literature, philosophy, and the arts (with a German focus) have engaged these changes, from the perspective of 21st century global culture and its discontents. By examining modern Europe's unprecedented emphasis on individual fulfillment both in spiritual awareness and social change as well as seeing the triumphs of cultural achievement against the horrors of colonialism, students will explore models of interpreting a world of constant change, of seeking orientation in times of rapidly changing values, and negotiating a multilingual, multicultural universe. Topic units will vary by semester and may include: the "Project of Enlightenment" and European Imperialism, Romanticism and the "Oriental Renaissance," Contemporary Religion and Spirituality in Transcultural Context. *Course offered in English.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Global Learning		1 course

GRMN 117

SOCIETIES PAST AND FUTURE: MARXISM, FASCISM, AND IN-BETWEEN IN GERMAN CULTURE

Not long ago, it seemed that the world's future was destined to be a version of US-American culture, what some called "the end of history." Today we need to look farther afield to understand the decline of democracy and liberalism; the history of German politics and culture gives us important insights to the attractions and pitfalls of social movements in the post-American century and questions of transnationalism. In this course we will look back (via history, literature, film, and philosophy) at German-cultural ways of thinking communal living. We will examine societies which had multiple different forms of government and social organization in a single century (Empire, Republic, Fascism, Communism, Social Market Democracy, European Union) and ask questions such as: What are the attractions of totalitarianism? How are national and post-national identities formed? How do imaginative visions of the future comment upon and shape the way modern societies are organized and transform themselves? *Course offered in English.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Global Learning		1 course

GRMN 118

GERMANY TODAY

This course will introduce you to contemporary German culture and society. What does it mean to be a German? Is there such a thing as German culture? By closely examining a variety of texts and other media (film, music, contemporary art) we will try to understand what it means to live in today's Germany. How do Germans and recent immigrants perceive daily life in Germany? What are the societal issues Germans are confronted with (migration, gender roles, power structures, family life, environmental pollution, etc)? Are these issues specific to Germans and Germany or are these global issues that impact people around the world? How does life in Germany compare to life in the USA? By closely examining contemporary German culture and society, we will also gain new insights into our own culture and society. You will be introduced to a wide variety of topics, some of which you will study in more detail in upper-level courses. *Course offered in English.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Global Learning		1 course

GRMN 195

TOPICS IN GERMAN STUDIES

This course focuses on a specific theme or issue of German-speaking countries and cultures. Students will be introduced to one or more fundamental approaches to German Studies. *The*

course is taught in English and open to all students. No prerequisites. May be repeated for credit with different topic.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning	None	1 course

GRMN 197

FIRST-YEAR SEMINAR

A seminar focused on a theme related to German Studies. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

GRMN 211

INTERMEDIATE GERMAN I

General preparation in German for personal, academic and professional use. Exercise in speaking the language and in writing brief original compositions. Reading from modern literary and cultural sources; selected topics about contemporary German life and the German tradition. *Prerequisite: GRMN 112 or qualifying score on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	GRMN 112 or qualifying score on the placement test	1 course

GRMN 212

INTERMEDIATE GERMAN II

A continuation of GRMN 211. *Prerequisite: GRMN 211 or qualifying score on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	GRMN 211 or qualifying score on the placement test	1 course

GRMN 295

TOPICS IN GERMAN STUDIES

Courses in specific topics, such as culture, literary movements or genres, linguistics or film. *Taught in English. May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

GRMN 304

ADVANCED GERMAN

This course is designed to prepare students for advanced work in German language, literature and culture. Students will read a variety of texts. Active practice in spoken and written German. *GER 212 or qualifying score on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Global Learning- <i>or</i> -Language	GER 212 or qualifying score on the placement test	1 course

GRMN 306

GERMAN STUDIES THROUGH THE DISCIPLINES

An investigation that situates knowledge from other disciplines within a German cultural and linguistic context. Close analysis of a case study or case studies of places where other disciplines touch German Studies, in their origins, development, or application. Depending on enrollment, can meet either individually or seminar-style as a group, but in any case with a significant independent and interdisciplinary research component. Examples include the notion of sustainability (in its original and/or present German context), the economics of the German social market economy, Weimar Republic Film, Kantian philosophy, Neuroscience research in Germany, etc. German texts will be included consonant with the German ability of each student. *Prerequisite: GRMN 212 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	GRMN 212 or permission of instructor	1 course

GRMN 307

INTRODUCTION TO GERMAN LITERATURE AND CULTURE

Experience in the study of literature and German literary history through texts from the 18th century to the present. Students will gain an overview of the historical development of the German tradition. *Prerequisite: GRMN 212 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning- <i>or</i> -Language	GRMN 212 or permission of instructor	1 course
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GRMN 314

GERMAN CULTURAL STUDIES

Emphasis on aspects of popular, artistic, intellectual, religious and social tradition from selected periods. *Prerequisite: GRMN 212 or permission of instructor. May be repeated for credit with different topics..*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning- <i>or</i> -Language	GRMN 212 or permission of instructor	1 course
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GRMN 412

TOPICS: GERMAN

Critical investigation of a subject, usually from one of the following areas: genre or motif study, comparative arts, recent writers and criticism, social background to literature, cultural studies, linguistics, contemporary theory. *Prerequisite: Any 300-level German course or permission of instructor. May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language	Any 300-level German course or permission of instructor	1/2-1 course
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GRMN 415

SENIOR SEMINAR

A detailed study of an author or a principal movement of German literature and/or culture.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		1 course
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GRMN 447

ADVANCED READINGS AND PROJECTS IN GERMAN I

Open to advanced students in German with permission of chair. May be repeated for credit.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Open to advanced students in German with permission of chair 1/2-1 course

GRMN 448

ADVANCED READINGS AND PROJECTS IN GERMAN II

A continuation of GRMN 447. *Prerequisite: Open to advanced students with permission of chair.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Open to advanced students in German with permission of chair 1/2-1 course

Global French Studies

Requirements For A Major In Global French Studies

TOTAL COURSES REQUIRED	Nine
CORE COURSES	Two courses in French at the 200-level Students may take no more than two courses at the 200-level in which the language of instruction is French.
OTHER REQUIRED COURSES	Two courses in English or another language at the 200-level or above by approval of the Director of Global French Studies OR two additional courses in French at the 300-level.
NUMBER 300 AND 400 LEVEL COURSES	Four or more, depending on the student's entry to language courses. At least three 300-level courses in French, and FREN 420.
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	FREN 420 is the capstone course in the Global French Studies major. Students will engage in close study of a topic in French literature or culture and will complete a substantial research-based project in French on a related subject. They will present their work in English at a public panel.

ADDITIONAL INFORMATION

Students may include 100-level courses in the Global French Studies Curriculum from their point of entry at placement.

Students may receive up to two credits towards the major based on placement. These credits will be awarded retroactively to students who test into the second-semester intermediate level or higher and who complete their first course with a grade of C or better.

Off-campus courses

- Students majoring in Global French Studies may receive up to two credits for courses in French taken off-campus with approval by the director of Global French Studies.

Heritage Speakers

- Heritage speakers of French may not enroll in courses below the 300-level.

WRITING IN THE MAJOR

One WIM-based 300-level course. In the 300-level WIM course, students will develop skills in research and writing as they prepare for their capstone project in FREN 420 (the Global French Studies senior seminar).

Requirements For A Minor In Global French Studies

TOTAL COURSES REQUIRED

Five

CORE COURSES

Two 200-level French courses
One 300-level French course

Students may take no more than two courses at the 200-level in which the language of instruction is French

OTHER REQUIRED COURSES

Student minoring in Global French Studies must take at least one 300-level course in French.

Students may include one course in English or another language at the 200- level or above by approval of the Director of Global French Studies

NUMBER 300 AND 400 LEVEL COURSES	<p>Students may include 100-level courses in the Global French Studies Curriculum from their point of entry at placement.</p> <p>Students may receive up to two credits towards the minor based on placement. These credits will be awarded retroactively to students who test into the second-semester intermediate level or higher and who complete their first course with a grade of C or better.</p> <p><i>Off-campus courses</i></p> <ul style="list-style-type: none"> • Students minoring in Global French Studies may receive one credit for courses in French taken off-campus with approval by the director of Global French Studies.
	At least one 300-level course in French.

Courses In Global French Studies

FREN 101

ELEMENTARY FRENCH I

Introduction to the French language with emphasis on development of proficiency in speaking, listening, reading and writing. The essentials of French grammar. Emphasis on communication and Francophone cultures. *FREN 101 is open only to beginners in French or those with two years or less of high school French.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language		1 course

FREN 102

ELEMENTARY FRENCH II

A continuation of FREN 101. *Prerequisite: FREN 101.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	FREN 101	1 course

FREN 110

REVIEW OF ELEMENTARY FRENCH

Practice in speaking, listening, reading and writing. Review of French grammar and study of Francophone cultures. For those students who have prior experience in French. *Open to students who are placed into this level by test results or departmental direction. Not open to those who have credit for FREN 101 or 102.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language		1 course

FREN 197

FIRST-YEAR SEMINAR

A seminar focused on a theme related to Global French Studies. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

FREN 201

OUTSIDERS AND INSIDERS: IMMIGRATION IN POST-COLONIAL FRANCE

Who gets to be "French"? Who belongs and who doesn't? Do 'differences' matter? This course will address these questions and more through French young-adult fiction and film that explore the migratory experience as well as distinct perspectives on sociocultural integration in today's France. This course will also serve as an introduction to literary and film analysis in French.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Global Learning- <i>or</i> -Language		1 course

FREN 202

SEX, GENDER, AND IDENTITY IN CONTEMPORARY FRANCE

This course introduces students to non-normative expressions of gender, sexuality, and identity in contemporary France. Throughout the course, students explore (graphic) novels, films, shorts, as well as cultural and political content and campaigns with these three themes in mind. The course begins by interrogating the notion of identity through critical markers like gender, sexuality, race, class, ableism, and religion. Using these tools students scrutinize expressions of masculinity and homophobia in francophone high schools and the banlieue; critically analyze the representation of sexuality and gender in media; and are introduced to the concerns of French trans-identified citizens.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning-*or*-Language

1 course

FREN 203

RECENT FICTION IN FRENCH

Through close study of novels and short stories by contemporary writers, students will gain familiarity with, and appreciation of, recent fiction published in France and across the francophone world, and they will develop skills for discussing and writing about literature in French.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning-*or*-Language

1 course

FREN 204

SCREENING BORDERS IN CONTEMPORARY FRENCH AND FRANCOPHONE MEDIA

This interdisciplinary course examines the complex concept of "borders" as a critical space of inquiry through a wide range of contemporary media resources including, but not limited to, films, documentaries, blogs, podcasts, radio, television, music, and print media. This course will also serve as an introduction to media text analysis in French.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning-*or*-Language

1 course

FREN 205

A LA UNE: FRANCE TODAY

Students will learn about issues and problems of high interest in contemporary France as they work with sources in the French press (including radio, television, and online newspapers) to explore current events and ideas from such fields as politics, business and the economy, energy and the environment, women's rights, religion, ethics, education, health, family, arts, entertainment, and sports. This course is designed to enrich vocabulary, strengthen students' grasp of the structures of the French language, and build oral and written proficiency.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning-*or*-Language

1 course

FREN 206

TOPICS: FRENCH

An examination of a specific theme or issue in French and francophone literature and culture. *May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning-*or*-Language

1 course

FREN 207

GFS TOPICS TAUGHT IN ENGLISH

An examination of a specific theme or issue in French and francophone literature and culture taught in English. *No prerequisites. May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

FREN 303

QUEER FRANCOPHONE IDENTITIES

In this interdisciplinary course, students will be introduced to key themes and critical frameworks in the interrelated fields of LGBT and Queer studies within a francophone and anglophone context. Through graphic novels, topical magazines, journals, and media, as well as personal, fictional, and historical accounts of LGBTQI+ francophone expression, students will learn to interrogate conceptions of gender, sex, the body, and sexuality; will explore the politics of sexuality and sexual identity; will survey diverse expressions of sexuality, activism, and community; and will consider the reception/application of Queer studies in France. Particular attention will be paid to the ways in which sexual identities intersect with and shape other categories of identity, including gender, race, religion, class, culture and nationality.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning-*or*-Language

1 course

FREN 304

LIBERTE, EGALITE, ET AUTRE(S): NON-NORMATIVE IDENTITIES AND THE QUEER FRENCH REPUBLIC

This course explores how non-normative French communities are evolving the sacrosanct notions of French citizenship, universalism, and republicanism in contemporary France. Students will explore works focused on members of the LGBTQI+, Muslim, immigrant, *banlieue*, and feminist communities through readings, cultural realia, film, documentaries, conferences, and critical articles. We will question what it means to be a citizen in contemporary France; how the rise of communitarian practices is viewed by and is changing the French Republic; what form a "Queer" French Republic might take.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Global Learning- <i>or</i> -Language		1 course

FREN 306

ADVANCED TOPICS: FRENCH

An examination of a specific theme or issue in French and francophone literature and culture, at the advanced level. *May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Global Learning- <i>or</i> -Language		1 course

FREN 307

GFS TOPICS TAUGHT IN ENGLISH

An examination of a specific theme or issue in French and francophone literature and culture taught in English. *No prerequisites. May be repeated for credit with a different topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

FREN 315

EUX ET NOUS: FRANCOPHONE PERIPHERAL VOICES

A critical appreciation of the construction of individual and/or collective identities in Francophone literatures and cultures. Students examine the complex dynamics between "national identity" and cultural diversity through a variety of contemporary texts, each of which engages with questions of, among others, race, privilege, space(s), displacement of colonial ideology, representation, and freedom of religion

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning-*or*-Language

1 course

FREN 319

PLURAL HISTORIES

An unconventional and interdisciplinary look at French history that critically engages notions of dominance and power, and involves disciplines such as literature, philosophy, gender and media studies and film.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning-*or*-Language

1 course

FREN 327

LITERARY VOICES

Students will read, discuss, and write about a variety of literary works past and present, in multiple genres (including poetry, prose, and drama) and from multiple perspectives within France and throughout the French-speaking world. Students will consider how writers engage in aesthetic, intellectual, social, and political issues; they will assess the enduring value of writers and texts; and they may even do some creative writing of their own in French.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning-*or*-Language

1 course

FREN 420

GLOBAL FRENCH STUDIES SENIOR SEMINAR

FREN 420 is the capstone course in the Global French Studies major. Students will engage in close study of a topic in French literature or culture and will complete a writing project in French on a related subject. They will present their work in English at a public panel.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

1 course

Global Health

Requirements For A Major in Global Health

TOTAL COURSES REQUIRED	Ten and one-half
CORE COURSES	GLH 101, GLH 301, GLH 401. One of: Math 141, BIO 375, BIO 275, PSY 214.
OTHER REQUIRED COURSES	<p>Additional courses that may be chosen for the major include: ANTH 151, ANTH 255, ANTH 257, ANTH 355, ANTH 370, ANTH 390 (when a global health topic), BIO 102, BIO 250, BIO 382, CHEM 240, CHEM 343, CHEM 342 (when global health topic), HIST 285, ECON 465, PHIL 230, PHIL 232, PHIL 234, PHIL 360, POLS 170, POLS 235, POLS 253, POLS 352, POLS 360, POLS 382, POLS 384, PSY 100, PSY 214, PSY 252, PSY 260, PSY 343, SOC 100, SOC 210, SOC 242, SOC 329, SOC 342. Refer to the Global Health website for the most up-to-date course options.</p> <p>Majors develop a learning contract, required by week six of the second semester, sophomore year (or at least one month after major declaration), structured around two thematic tracks (Examples of tracks--such as Biosocial Determinants of Health, Environment and Human Health, Ethics and Global Health, Population & Family Health, and Biostatistics --are available on the GLH Program website). The terms of the contract specify the substantive nature of the chosen tracks, including relevant courses. The courses in each track must be from at least two distinct disciplines. Each track must consist of at least three courses, one of which is at the 300-400 level. No more than five courses can be credited to a single track.</p> <p>Students planning to pursue a career or graduate work in Global Health are encouraged to become proficient in a second language</p>
NUMBER 300 AND 400 LEVEL COURSES	Four and one-half, including senior seminar and practicum

**SENIOR REQUIREMENT AND
CAPSTONE EXPERIENCE**

GLH 401, Senior Seminar.

ADDITIONAL INFORMATION

Attendance at global health seminars in junior and senior years.

WRITING IN THE MAJOR

The Practicum Experience in Global Health (GLH 301) is the required writing intensive course for the global health major. Global public health writing is unique. In no other field do authors often deal with a complex range of factors that include age, gender, education, economics, race, sex, culture, medicine, genetics, individual behavior, family, community, and social justice. Furthermore, one of the conditions necessary for improving public health is clear communication among a wide array of stakeholders, including researchers, practitioners, health providers, administrators, policy-makers, journalists, educators, and communities. Clear and effective communication is a key component of public health practice. The course therefore emphasizes writing skills gained in participatory experiences, the preparation of assessments of the experiences, comparative analytic as well as technical writing in the field of global health. Students achieve these objectives through multiple and varied writing assignments throughout the semester that employ global health techniques and draw upon skills and literature to produce an additional final poster for presentation. The course fosters the writing and research skills necessary for advance study in global health, including the Senior Seminar and for participation in larger conversations in the field. Through writing projects and a final poster presentation, students practice a variety of approaches to writing and research, while also expanding methods of writing for a variety of audiences.

Courses In Global Health

GLH 101

INTRODUCTION TO GLOBAL HEALTH

Global health is an interdisciplinary field that places a priority on improving health and achieving equity in health for all people using both population-based prevention and individual-level care. This course will introduce students to an interdisciplinary understanding of complex health issues. Topics will be discussed from a range of disciplinary perspectives while

considering historical, social, environmental, cultural, political, and economic factors that shape physical, mental, and social health. Rather than a focus on one location, population, or period of time, this course will examine the different perspectives and approaches that impact health and health disparities that can be used to improve health both locally and globally.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Global Learning		1 course

GLH 242

TOPICS IN GLOBAL HEALTH

Selected topics in global health are offered. May be repeated for credit (with a different topic). *Prerequisite: varies with topic. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Varies with topic	1/2-1 course

GLH 301

PRACTICUM EXPERIENCE IN GLOBAL HEALTH

GLH 301 is a half-credit course centered on a practicum project that includes one (1) applied clinical or community-based experience. Options that qualify include, but are not limited to, original research, an internship, or another kind of experiential learning (January and May projects and certain off-campus study projects may qualify, subject to committee review). A practicum is a unique opportunity for undergraduate students to integrate and apply skills and knowledge gained through coursework with experience gained in a professional public health work environment. Global health work environments include not-for-profit organizations, hospitals, local health departments, and for-profit firms among others. This practicum expectation mirrors expectations set by the Council on Education for Public Health. A typical practicum experience in the Global Health major requires students to work a range of 80 - 120 hours under the supervision of an experienced site supervisor and the course instructor. Each practicum has at least one tangible deliverable to be determined by the student and instructor.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/2 course

GLH 342

TOPICS IN GLOBAL HEALTH

Selected topics in global health are offered. May be repeated for credit (with a different topic). *Prerequisite: varies with topic. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Varies with topic	1 course

GLH 395

INDEPENDENT STUDY

Directed independent study. Participation by arrangement with a faculty member. *May be repeated; however, only one credit total may be counted toward the global health major. Consult with faculty member to determine credit. Permission of instructor required.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of instructor	1/4-1/2-1 course

GLH 401

SENIOR SEMINAR IN GLOBAL HEALTH

GLH 401 focuses on contemporary issues in global health using theoretical and methodological skills acquired and discussed in prior foundational courses in the major. The topic will vary based on the expertise of the instructor, but must remain accessible to students with a variety of backgrounds given the interdisciplinary nature of the major. Students will discuss common readings and research and produce a senior project such as a thesis, creative work, or research contribution that fulfills the capstone experience in the Global Health major. Topics for GLH401 will be approved by the GLH steering committee.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

Global Language Studies**Requirements For A Major In Romance Languages**

TOTAL COURSES REQUIRED	Eleven
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CORE COURSES

Students must meet the requirements for a major in Global French Studies, Hispanic Studies, or Italian Cultural Studies and take at least three courses at the 300-level or above in another Romance language (French, Italian or Spanish) or two courses at the 300-level or above in another Romance language plus one course at the 200-level or above in English through either Hispanic Studies, Global French Studies, or Italian Cultural Studies.

OTHER REQUIRED COURSES

NUMBER 300 AND 400 LEVEL COURSES

Eight

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

The senior requirement consists of the completion of either GFS 420, HISP 456, or ITAL 375, 376, 377, 470, 471, or 472 (depending on the primary language studied) with a grade of C or better.

WRITING IN THE MAJOR

In order to satisfy the Writing in the Major requirement for Romance Languages when the primary language studied is Spanish, students should complete HISP 430: Advanced Composition in addition to the senior seminar (HISP 456). In order to satisfy this requirement for Romance Languages when the primary language studied is French, students should complete a 300-level GFS course designated as a writing in the major course in addition to the senior seminar (GFS 420). In order to satisfy this requirement for Romance Languages when the primary language studied is Italian, students should complete one of the following: ITAL 375, 376, 377, 470, 471, or 472. In all these courses, students will have a variety of writing assignments and opportunities to revise and reflect on their writing. Upon completion of the major, students should be able to write in Spanish, French, or Italian clearly and elegantly for a wide range of audiences and in varied contexts, from informal correspondence through professional and academic discourse.

Hispanic Studies

Requirements For A Major In Hispanic Studies

TOTAL COURSES REQUIRED

Ten

CORE COURSES

- HISP 330, HISP 332 **or** HISP 333 (see below), HISP 335, HISP 430, HISP 456
- Students who test into HISP 232 or higher will receive 1-2 retroactive credits according to placement
- Hispanic Studies majors may receive up to three off-campus study credits.

OTHER REQUIRED COURSES

- Students may include 100-200 level courses in the Hispanic Studies Curriculum from their point of entry at placement.
- Students may apply advanced courses in the HISP curriculum to the major requirement
- Possible interdisciplinary courses (electives conducted in English or another language; up to two may count toward major): ANTH 251, ANTH 273, ANTH 279, ANTH 366, HIST 115, HIST 116, HIST 206, HIST 207, HIST 382, HIST 385, LACS 100, LACS 290, LACS 390, ML 164B, ML 197, ML 264, ML 290, ML 295, ML 395, ML 492, WLIT 205, WLIT 215, WLIT 315, or any course which engages with Latinx, Latin American, or Spanish-speaking issues, and meets with the approval of the Hispanic Studies program director and the instructor of said course.

NUMBER 300 AND 400 LEVEL COURSES

Students must at least complete the core curriculum at the 300 and 400 levels (see above)

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

- In their senior year, students typically take HISP 430 and HISP 456 to fulfill the requirement. These courses involve a

ADDITIONAL INFORMATION

portfolio (HISP 430) and a formal seminar paper (HISP 456) as capstone experiences.

- Students who have completed all other major requirements may petition the Hispanic Studies Coordinator to complete the major prior to their senior year.

Off-campus courses:

- *Hispanic Studies majors may receive up to three offcampus study credits, to be approved by the Hispanic Studies Coordinator*
- *Students must seek approval to complete core or capstone components off-campus.*

Heritage speakers

- *Students who place into the 300 level and identify as Heritage Speakers, i.e. having grown up with Spanish in the home, may begin the core sequence at HISP 332 (or HISP 333)*
- *Heritage Speakers who test into the 300 will receive 2 retroactive credits.*

WRITING IN THE MAJOR

In order to satisfy the Writing in the Major requirement for Spanish, students must complete HISP 430: Advanced Composition in addition to the senior seminar (HISP 456). In both HISP 430 and HISP 456, students will have a variety of writing assignments and opportunities to revise and reflect on their writing, including a portfolio in HISP 430 and a formal paper in HISP 456. Upon completion of the major students should be able to write in Spanish clearly and effectively for a wide range of audiences and in varied contexts, from informal correspondence through professional and academic discourse.

Requirements For A Minor In Hispanic Studies

TOTAL COURSES REQUIRED

Five

CORE COURSES

None

OTHER REQUIRED COURSES

- Students who test into HISP 232 or higher will receive 1-2 retroactive credits according to placement.
- Hispanic Studies minors may receive up to one off-campus study credit toward the minor.

NUMBER 300 AND 400 LEVEL COURSES

At least one course at the 300 level or higher.

Courses In Hispanic Studies

HISP 131

INTRODUCTION TO THE SPANISH-SPEAKING WORLD I

Introduction to the Spanish language with emphasis on the development of speaking, listening, reading and writing skills. Emphasis on Spanish-speaking cultures and communication in authentic contexts. *HISP 131 is open only to beginners in Spanish or those with two years or less of high school Spanish.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language		1 course

HISP 132

INTRODUCTION TO THE SPANISH-SPEAKING WORLD II

Continued introduction to the Spanish language with emphasis on the development of speaking, listening, reading and writing skills. Emphasis on Spanish-speaking cultures and communication in authentic contexts.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language		1 course

HISP 140

THE SPANISH-SPEAKING WORLD: INTENSIVE LEVEL

Intensive study of the Spanish language with emphasis on the development of speaking, listening, reading and writing skills. Emphasis on Spanish-speaking cultures and communication in authentic contexts. This course is designed for those students who seek more immediate entry into higher levels.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

1 course

HISP 231**TOPICS OF THE SPANISH-SPEAKING WORLD I**

Further development of reading, writing, speaking, and listening skills through focused topics of the Spanish-speaking world, such as identity and memory, borders and immigration, social movements and revolution, and multilingualism. *Prerequisite: HISP 132 or HISP 140 or qualifying score on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

HISP 132 or HISP 140 or qualifying score on the placement test

1 course

HISP 232**TOPICS OF THE SPANISH-SPEAKING WORLD II**

A continuation of HISP 231.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

1 course

HISP 295**SPECIAL TOPICS**

(may be cross-listed with LACS 290) Course on social, political, and cultural topics of the Spanish-speaking world. May be co-taught, on a special topic, and/or taught in English. No prerequisites. May also count as a cognate class toward the Hispanic Studies Major and toward the minors in Latin American and Caribbean Studies and/or World Literature. If offered, Hispanic Studies majors may engage optional Spanish language content for additional .5 credit toward the major. This may involve collaborating with other institutions via virtual conversation or online discussion, reading Spanish texts, and completing Spanish language writing exercises. *May be repeated for credit with a different topic. May count towards language proficiency requirement of Hispanic Studies Major. Prerequisite HISP 232 or equivalent.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HISP 330

ORALITY IN THE SPANISH-SPEAKING WORLD

Emphasis on oral registers and speaking practice, including debates, tertulias, charlas, and the language of popular movements. *Prerequisite: HISP 232 or qualifying grade on the Spanish placement test. Students with recent foreign residence in a Spanish-speaking country must consult with the director of the program before registering for HISP 330.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Global Learning- <i>or</i> -Language	HISP 232 or qualifying grade on the Spanish placement test	1 course

HISP 332

LITERACY IN THE SPANISH-SPEAKING WORLD

Advanced reading and writing strategies, including grammar review and composition, for entry into the advanced curriculum. Students read from a variety of representative texts of multiple registers from the Spanish-speaking world. Open to students from all language learning backgrounds.

NOTE: Students may not earn major/ minor credit for both HISP 332 and HISP 333. *Prerequisite: HISP 232 or qualifying grade on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	HISP 232 or qualifying grade on the placement test	1 course

HISP 333

SPANISH AS A HERITAGE LANGUAGE

Designed for students who grew up using Spanish with their families and/or communities, but who received the majority of K-12 education in English. Emphasis on advanced reading and writing strategies and differentiation between written and oral registers of Spanish through discussion of key issues affecting the Latinx community and civic engagement. A focus on Spanish as a national language in the U.S. and the deconstruction of myths based on power and privilege associated with being Latino in the U.S. Topics vary by semester, but may include immigration, identity construction, bilingualism, literature, or popular culture.

NOTE: Students may not earn major/ minor credit for both HISP 332 and HISP 333. *Prerequisite: HISP 232 or qualifying grade on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	HISP 232 or qualifying grade on the placement test	1 course

HISP 335

INTRODUCTION TO HISPANIC LITERATURE

Significant authors and texts from throughout the Spanish-speaking world. *Prerequisite: HISP 332 or HISP 333.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	HISP 332 or HISP 333	1 course

HISP 338

LATIN AMERICAN CIVILIZATION

A study of the history, geography, art, intellectual currents and social developments of Latin America. *Prerequisite: HISP 330, HISP 332, or HISP 333, or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning	HISP 330, HISP 332, or HISP 333, or permission of instructor	1 course

HISP 339

SPANISH CIVILIZATION

A study of the history, geography, art, intellectual currents and social developments of Spain. *Prerequisite: HISP 330, HISP 332, or HISP 333 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	HISP 330, HISP 332, or HISP 333 or permission of instructor	1 course

HISP 340

BUSINESS SPANISH

This course focuses on economics and business practices in the Spanish-speaking world. Its goals are to familiarize students with the basic institutions (banking, stock market), with how corporations are organized and how they function (administrative structure, secretarial, marketing, sales, etc.), and with certain socio-cultural aspects of the workplace (executive behavior, management-labor relations, gender issues). Required work includes readings, tests, essays, and oral presentations. *Prerequisite: HISP 330, HISP 332, HISP 333 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

HISP 330, HISP 332, HISP 333 or
permission of instructor

1 course

HISP 390

ADVANCED TOPICS IN THE SPANISH-SPEAKING WORLD

Study of topics, such as literary periods, genres, movements or themes, areas of civilization, linguistics or oral interpretation. *Prerequisite: HISP 332 or HISP 333 or permission of instructor. May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

HISP 332 or HISP 333 or permission
of instructor

1/2-1 course

HISP 395

ADVANCED TOPICS IN HISPANIC STUDIES

Courses on specific topics, such as culture, literary movements or genres, linguistics or film. May address multiple areas, such as a course on European literature or culture. **Taught in English.** *May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

1 course

HISP 430

ADVANCED COMPOSITION IN SPANISH

An opportunity to write prose in different styles and registers of Spanish with emphasis on articles, essays, and short stories. Students learn relevant research methods and presentation formats, and produce a final portfolio. Representative readings for analysis and discussion. *Prerequisite: HISP 332 or HISP 333.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

HISP 332 or HISP 333

1 course

HISP 442

LITERATURE OF SPAIN

Selections from important authors of Spain. *Prerequisite: HISP 335 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities	HISP 335 or permission of instructor	1 course
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HISP 444

SPANISH AMERICAN LITERATURE

Selections from important authors of Spanish America. *Prerequisite: HISP 335 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities	HISP 335 or permission of instructor	1 course
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HISP 456

HISPANIC SEMINAR

A detailed study of an author, genre, theme, or principal movement of Hispanic literature or civilization. Students will produce long-form research projects as a capstone to the major. *Open only to senior Spanish majors.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language		1 course
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HISP 491

ADVANCED READINGS AND PROJECTS IN SPANISH I

Open to advanced students in Spanish with permission of chair. May be repeated for credit.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language		1/2-1 course
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HISP 492

ADVANCED READINGS AND PROJECTS IN SPANISH II

Open to advanced students in Spanish with permission of chair. May be repeated for credit.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language		1/2-1 course

History

History, a discipline that belongs to both the humanities and the social sciences, is the study of change over time. By exploring the complexities of peoples and societies in the past, the present becomes more comprehensible. As a core discipline of the liberal arts, history encourages students to think critically, to argue logically and to examine the values of their society and those of other societies. By developing research, analytical, writing, oral communication and problem solving skills, the undergraduate major in History is valuable preparation for a broad range of occupations, for graduate and professional schools and for the responsibilities of informed citizenship. Recent history majors have pursued careers in education, law, government service, journalism, public history, social agencies, business and finance. The History department brings historians and history makers to campus, encourages off-campus study and travel, shows films and documentaries, sponsors field trips to historical sites and assists students in finding history-related internships. The History department offers introductory and advanced work in the following geographic fields: Africa, East Asia, Europe, Latin America and the United States. Students wishing to count courses taken off-campus toward a major or minor in history should note that approval is not automatic and that they must obtain prior approval from their academic advisors and the department chair.

Requirements For A Major In History

TOTAL COURSES REQUIRED	Ten--Nine in History and one in cognate field
CORE COURSES	<ul style="list-style-type: none"> • Either HIST 100 or HIST 197 • HIST 295 • Either HIST 490 or HIST 495 and HIST 496. • The core courses in the major, as well as all required 300-level courses (with limited approved exceptions) must be taken on campus,
OTHER REQUIRED COURSES	<ul style="list-style-type: none"> • Of the remaining six courses, five must be at the 200-level or above, at least three of which must be at the 300-level.

NUMBER 300 AND 400 LEVEL COURSES

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

- Students must select a concentration in one of the following four thematic areas: Empires, Nations, Migrations & Politics; Gender & Sexuality; Ideas, Health, the Body, & Science; Race, Religion, & Identity. To fulfill a concentration, students must take four courses--3 of which must be History courses, and 1 course must be from a different discipline, department, or program that addresses the concentration from their perspective. At least one course in the concentration must be at the 300-level. Courses in concentration should not be confined to a single global region or country.
- At least one course must be taken in three of the following seven geographic fields: Africa, East Asia, Europe, Latin America, Middle East, the Pacific Islands, and the United States.
- The content of at least one course must primarily cover a period of history prior to 1800.

Four

The History Department offers two routes to the senior capstone experience: a) Senior Seminar (History 490); b) Senior Thesis (History 495-496). Both experiences require students to employ and refine the research, writing and communication skills they have developed over the previous three years at DePauw by producing a piece of original historical research. These writing-intensive projects require sophisticated approaches to sources, analysis, and presentation, as well as imagination and discipline in the selection and refinement of research topics.

Senior Seminar (History 490) is a one-semester class devoted to the design and implementation of historical research in a subfield and historical methodology of each seminar member's choosing. The seminar instructor assumes primary responsibility for guiding

the seminar participants, though students are encouraged over the course of the semester to consult other department faculty whose regional, thematic, and chronological specializations correspond to the selected topic. The end result is an original piece of historical research typically totaling between 30 and 40 pages of writing. (For a list of some recent Senior Seminar papers, [click here](#); for a sample History 490 syllabus, [click here](#)). In addition to producing a paper, students must contribute actively to the development of their peers' projects through brain-storming, editing, and commentary; each student will make a research presentation to the seminar and invited guests toward the end of the semester.

Senior Thesis (History 495-496) requires two-semesters of intensive research and writing on a topic approved by a member of the department who serves as the student's principal thesis supervisor. During the first semester, the student will undertake reading, research, and drafting. Thesis students may participate in either a section of HIST 490 or a seminar group limited to students enrolled in HIST 495; during the second semester the student will complete the written thesis; give a public presentation based on the research; and defend the thesis before a committee of history department faculty. Students seeking a rigorous challenge of developing a historical project of greater scope and requiring greater independence than Senior Seminar may wish to consider this option. To be eligible for the Senior Thesis a history major must have a GPA in the major of at least 3.3 and permission of the department. Theses typically total between 60 and 80 pages, organized in chapters. (For a selection of Senior Thesis titles in recent years, [click here](#)). Students contemplating graduate study in history are encouraged to consider this option.

WRITING IN THE MAJOR

The History major fosters a community of writers working together to produce cogent analysis of the past. We embrace writing as a mode of thinking and develop each writer's personal sense of historical voice as she learns to frame historical questions enticing to the reader. Among the core competencies that writing in the major promotes are: the advancement of substantive, nuanced arguments; the ability to position oneself within the existing scholarly literature, the adaptation of

relevant theoretical frameworks; and the construction of powerful narratives based on primary documents. The senior seminar paper demonstrates mastery of these elements of the craft and thus is the capstone of the major's development as a writer. In order to produce successful and gratifying outcomes, the department takes a developmental approach as majors learn three types of writing: 1) historiographical analysis; 2) discussion and assessment of theoretical frameworks; 3) analytical narrative based on primary sources.

Our 100-level and 200-level classes provide a solid base in historiographical writing through response papers, book reviews, exams, as well as bibliographic essays. These courses also introduce students to the basics of writing from and about primary sources, learning to account for not only the content of historical documents, but also the contexts in which the documents were produced and the biases the documents express. Our required course for majors HIST 295, History Today: Debates and Practices introduces students in a formal way to writing about theory. This course features assignments such as analyzing the work of a particular historian with an eye toward how that historian defines and engages methodological and theoretical developments in the field. A final paper in History 295 asks students to anticipate the kind of methodologies that they would like to deploy in their advanced work and what theoretical frameworks will guide their selection of further courses and research topics.

Each 300-level class features a major research paper either emphasizing historiography or analytical narrative from primary sources, as a major writing component. Students draft these papers of approximately 12-15 pages in stages through a process that involves both peer-editing and regular professorial consultation. In order to ensure that every student has experience in each of these areas, course descriptions and syllabi will indicate clearly whether the course will emphasize one or the other kind of paper, with the expectation that every student have one of each experience, ideally before senior year.

Requirements For A Minor In History

TOTAL COURSES REQUIRED	Five
CORE COURSES	One course at the 100-level, one at the 200-level and one at the 300-level; HIST 295.
OTHER REQUIRED COURSES	At least two geographic areas, one of which must be Africa, Asia, Latin America, the Middle East, or the Pacific Islands.
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In History

HIST 100

HISTORICAL ENCOUNTERS

An introduction to historical analysis and argumentation. While individual sections will focus on different topics and time periods, in all sections students will investigate a range of sources, methods and historical approaches to the past. Hist 100 may be repeated for credit with different topics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

HIST 156

ADVANCED PLACEMENT IN HISTORY

Advanced placement credit for entering first-year students. A. United States History; B. European History; C. World History.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 183

OFF-CAMPUS EXTENDED STUDIES COURSE

May or Winter Term off-campus study project on a historical theme.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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variable

HIST 184
ES ON-CAMPUS COURSE
 Extended Studies History course.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

HIST 197
FIRST-YEAR SEMINAR
 The first-year seminars focus on different historical topics, but all introduce students to the interdisciplinary nature of historical inquiry and include emphasis on discussion, writing and reading a variety of primary sources. Recent seminar topics include: Americans and War, Myth, Memory and History, Declarations of Independence, Rise and Fall of the Nuclear Family and (De)Constructing Race in the U.S. *HIST 197 is open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 200
TOPICS (FORMERLY HIST 290)
 A study of a special topic with an emphasis on discussion and participation. Descriptions of HIST 200 courses offered in a given semester are available on the History department Website or in the History department office prior to registration for that semester. *May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 205

FROM COLONY TO NATION: THE LEGACY OF COLONIALISM IN LATIN AMERICA, 1700-C.1930

By surveying the late colonial period to the early twentieth-century, this class focuses on the troubled transition from colony to nation in Latin America. As students will learn, the transition from European colonialism to modern republics did not translate to the emergence of democratic societies that advanced the rights of all citizens. Indeed, slavery and patriarchal and racial hierarchies--holdovers from Spanish and Portuguese colonial rule--endured and remained deeply entrenched. Additionally, Latin America's colonial legacy complicated its transition to stable, unified nations, practicing liberal, democratic values. Ending with the neocolonial age of late nineteenth and early twentieth centuries, students will see how exploitive and unequal colonial relationships between Europe, the US, and Latin America were reestablished and ensconced. Throughout, this class emphasizes the experiences and agency of marginalized groups--women, native peoples, Afro-Latin Americans, and the poor--tracking changes and continuities in their realities during a time of upheaval and great change. By taking this class, students will see the impacts of Western colonialism and how it endured, leaving indelible marks on Latin America's present.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities- <i>or</i> -Global Learning		1 course
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HIST 206
HISTORY OF MEXICO

A social history of Mexico from pre-Hispanic times to the present. Emphasizing processes of resistance, rebellion and accommodation, this course examines the social and cultural dynamics of the major Mesoamerican societies (Aztecs and Maya), the colonial period and the process of nation formation. Attention will be given to gender and ethnic issues.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science		1 course
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HIST 207
LATIN AMERICAN ENVIRONMENTAL HISTORY

The diversity of people, geography and ecology in Latin America combine to make it one of the most diverse environments on the planet. Complementing this diversity is a rich history of human interactions with the environment. Knowing this history informs us about indigenous economic and cultural practices that offer alternative ways of thinking about how people relate to their environment. The history of conquest and colonization illustrate the dramatic, if not catastrophic, impact of European environmental practices, which helps us to further understand

how modernity attempted to control nature, as well as the consequences of this effort. Learning the history also shows the troubled relationship between capitalism and the planet's resources, and how the troubles were important in shaping Latin America's social, political, economic and cultural landscapes. The history is important for our thinking about the contemporary and future challenges we face, especially in the areas of climate change, resource extraction, food sovereignty, disease and energy.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1 course

HIST 215

CLOSE ENCOUNTERS WITH EMPIRES: THE BEGINNINGS OF LATIN AMERICA

Empires, both indigenous and European, played key roles in shaping the early history of Latin America, a period defined by powerful and innovative native empires, European conquest and expansion, the formation of racial and patriarchal hierarchies, the slave trade, massive historical change, and surprising cultural continuities. From the Aztecs and the Incas to the Spanish and the Portuguese, early empires--as we will learn--made lasting marks on the societies, cultures, and peoples of this important region. These empires, however, would not have made such enduring impacts without the people that constituted them, those who by force, coercion, or voluntary action both constructed and became entangled in empire's web. Thus, this class pays close attention to the everyday people who experienced close encounters with colonial, imperial, and expansionary states during this early period, namely native peoples, the poor, Afro-Latin Americans, mixed-race individuals known as castas, and women. By focusing on marginalized groups' experiences under various empires and their essential roles in negotiating, resisting, constructing, and transforming their respective societies, this class demonstrates the profound ways people "from below" shaped the course of history and, by extension, our present reality.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global Learning

1 course

HIST 216

POWER TO THE PEOPLE: THE STRUGGLE FOR DEMOCRACY AND RIGHTS IN TWENTIETH AND TWENTY-FIRST CENTURY LATIN AMERICA

This class surveys the ongoing struggle for rights, equality, and democracy by everyday people--women, native people, Afro-Latin Americans, the poor, and the queer community--in twentieth and twenty-first century Latin America. Characterized by the rise of unions, working class involvement in politics, attempts at land reforms, and the advancement of women's suffrage, the first half of the twentieth-century saw an expansion in people's rights and political participation,

thereby making Latin American nations more democratic and inclusive than ever before. However, as students will learn, the struggle for equal rights and stable democracies for all citizens did not proceed in a linear, unobstructed fashion in the region. Rather, progress was fitful at best and, at worst, often times took significant steps back. Threats, both domestic and international, posed significant challenges to the democratization of Latin America; US and CIA interventions during the Cold War, for example, led to dictators across the region who impoverished their own countries; terrorized their populations; ended democratic rule; and limited the rights of women, the queer community, and people of color. Thus, this class challenges the "myth of progress," highlighting that democracy, civil rights, and greater equality are not guarantees in our modern world. That being said, this course demonstrates that everyday people persistently negotiated and pushed back against structures of oppression, leading to indigenous rebellions, social revolutions, and feminist and gay liberation movements. Indeed, Latin Americans "from below" shaped and continue to shape Latin America. The class will end by considering the current state of democracy and women's, queer, and indigenous rights, as well as other major issues facing the regions' nations in the twenty-first century.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

HIST 221

FRANCE FROM CHARLEMAGNE TO NAPOLEON

The history of France from the Merovingians of Gaul to the Napoleonic era with an emphasis on intellectual, cultural and social movements of this early period. Major topics: Charlemagne and the Carolingian Empire; the Hundred Years' War; rise of absolutism; the Wars of Religion; the Fronde; the Age of Louis XIV; the Enlightenment; the French Revolution.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

HIST 222

THE CRUSADES

This course will examine the 10th- to 14th-century movement of Western European Christians to the lands of the eastern Mediterranean. Why did they go? What were the expected outcomes of this movement? Was it successful, and how should success be determined? How did the crusades change both European and Middle Eastern culture? These questions and more will be the focus of this course.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global Learning

1 course

HIST 223

THE VIKINGS

This course will examine Scandinavian and early medieval European society before, during, and after the Viking raids of the eighth through eleventh centuries in order to assess the impact of those raids on the development of European civilization. We will work to come to an understanding of this period through the close analysis of a variety of sources, including law codes, epic poems, artwork, and archaeological excavations.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global Learning

1 course

HIST 225

EUROPEAN WOMEN'S HISTORY

An examination of the cultural and intellectual roles of women in Early Modern Western Europe. In addition to surveying the women's traditional place in European society, this course also considers the work of exceptional women who argued against that role. Topics include the debate on the nature of women, women in power, witchcraft, women and science, women in revolutions and the education of women.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

HIST 226

PEOPLE AND POLITICS IN MODERN EUROPE (FORMERLY HIST 112)

This course represents an investigation of Modern European history roughly from the French Revolution to the present (c. 1789-1990s). The course will examine Revolutions, nation building, political changes, social structures, and ideas and consider how average men and women in Europe and beyond transformed and experienced the world in which they lived.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global Learning

1 course

HIST 232

19TH AND 20TH CENTURY BRITAIN

This course surveys Britain in the 19th and 20th centuries, a period that both affirmed and questioned the "greatness" of Great Britain in political, economic and social terms. Central course themes include the transformation of Britain's economic standing, from the "workshop of the world" to perceptions of "declinism". The contrasting political fortunes of the Conservative, Liberal and Labour parties are highlighted; from "Tory paternalism" to Thatcherite Revolution, from socialist trade unionism to "Blairism". Class, immigration and Anglo-Irish affairs are explored as well as the effects of war and peace, depression and prosperity upon British society. The course also includes a consideration of the growth of the British Empire and its comparatively rapid dissolution in the post-war era.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

HIST 233

BRITISH EMPIRE

At its apogee, the British Empire incorporated nearly one-quarter of the world's landmass and population. This course examines the British imperial "world system" from the granting of the East India Company charter through imperial liquidation, with a particular emphasis on events during the nineteenth and twentieth centuries. The course's geographic range includes considerations of British imperialism in South Asia, Asia, the Pacific, Africa and the Americas. The class analyzes important historiographical debates, the differences between formal and informal imperialism, competing visions of Empire, indigenous responses, and the cultures of imperialism.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

HIST 244

GERMANY FROM UNIFICATION TO UNIFICATION, 1870-1989

Germany has played a central and disruptive role in the recent history of Europe. The domestic and foreign conflicts that have dominated the country's history with such far-reaching consequences will provide the focus of the course. The course covers the political, social and cultural developments that shaped the course of German history from the creation of a unified Germany in 1871 to the reunification of Germany in 1990. It examines the Imperial period, World War I, the Weimar Republic, the Nazi experience, the division of postwar Germany and its reunification in our own times.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

HIST 245

THE HOLOCAUST

The Holocaust was one of the defining experiences of the 20th century and the memory of its horrors continues to haunt our imaginations. In this course we will examine the background, development, and the historical and moral impact of the Holocaust in Europe. We will use historical documents and historical scholarship, but also literature, autobiography, films, etc.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

HIST 253

THE CREATION OF EAST ASIA: TRANSFORMATIONS AND TRADITIONS

This is a survey of the history of East Asia, c. 1300 BCE to 900 CE, focusing on China with additional consideration of Japan and Inner Asia. The course starts with the beginning of the region's written past in the 2nd millennium BCE and concludes with a consideration of the emergence of a multipolar region after the collapse of the Tang empire in China in the 10th century. Some of the topics explored: the creation of a continental empire; the spread and indigenization of religious traditions; the world of aristocrats and the peasant society they ruled; the values of this aristocratic milieu, especially in so far as they have shaped many of the cultural touchstones of East Asia today.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

HIST 254

THE EMERGENCE OF EAST ASIA: SCHOLARS, WARRIORS, AND EMPIRES

This is a survey of the history of East Asia, c. 900 CE to 1800 CE, focusing on China and Japan, with some consideration of Korea and Vietnam. The course begins with the emergence in the 10th century of a multipolar region following the collapse of the Tang empire in China, and ends c. 1800 with the global repercussions of the industrial revolutions. The period is characterized by transformations in state and society broadly associated with Neo-Confucianism, commercialization, and steppe-based imperial formations. Topics explored in the course include: formation of elite status groups (scholar-officials, samurai), women & gender, empires, trade, environment.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

HIST 255

EAST ASIA IN THE MODERN WORLD

This is a survey of the history of East Asia, c. 1800 to the present. The course begins with the mature states and societies of China, Japan, Korea, and Vietnam at the end of the eighteenth century and finishes with a consideration of the post-Cold War era. We cover the dissolution of early modern states, encounters with global industrialization and imperialism, the rise of nation-states, social and cultural modernity, postwar/Cold War revolution and developmentalism, and late 20th century globalization. Some topics explored in the course: feminism, colonialism, imperialism, modernity, ideologies, war, cities.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

HIST 258

DIVERSITY, SOCIETY AND CULTURE IN AFRICAN HISTORY

The study of Africa's pre-colonial past has produced a particularly wide variety of views and interpretations. Some writers have asserted, for example, that Africans possessed little political organization in the past, while others celebrate ancient African kingdoms. This course introduces students to the diverse histories of Africa, from the development of early African communities to the late 19th century. The course will offer a broad survey of the history of Africa, including its diverse cultures, belief systems, political complexities, statecraft, and the fluid nature of African

societies. We will examine pre-colonial texts, ideas, cultures, institutions, geography, communities, arts, technologies, and commercial systems to explain the major dynamics of economic, social, and political change in Africa. The purpose of this course is to help students make their own judgments about competing claims and conflicting interpretations of the African past. We will acquaint ourselves with the various methodologies and sources that historians of pre-colonial Africa use in their craft, including archaeology, linguistics, oral traditions, historical anthropology, environmental history, and documentary evidence. As we will see, one of the most exciting aspects of African historical study is that it draws upon kinds of evidence which historians in other parts of the world rarely use, and so gives us an unusual perspective on the human past.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

HIST 259

LEGACIES OF EMPIRE AND DECOLONIZATION OF AFRICA

This course introduces students to the history of the African continent from the 1880s (the eve of colonial rule) to the late twentieth century. The central themes the course considers include European scramble for Africa and the African responses; Colonial rule, economic policies, and colonial health policies; the development of African nationalism; colonial legacies and the struggle to achieve justice, freedom, economic opportunities, and democracy; and the challenges of postcolonial Africa. The first section of the course focuses on the European conquest of Africa and the effects of colonial rule on African politics, economies, cultures, and communities. The second section looks at the rise of African nationalism and the methods liberation movements used to fight colonial rule. The third section examines the challenges of postcolonial Africa - economic, social, and political challenges. The course will provide students with a historical framework for analyzing and assessing the legacies of colonialism to help them critically think about the postcolonial challenges African countries face today.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

HIST 260

POLITICS AND SOCIETY IN AFRICA

This course introduces students to the major African issues, debates, and historical patterns of social diversity, Africa's role in the globalizing world, and economic and political developments in Africa in the late 20th and early 21st centuries. The course explores a sequence of significant themes in contemporary Africa, including terrorism; dictatorships, and contested elections in

Africa; Africa's position in the global economy; women and the youth's political and economic participation; climate change; health care transformations; the state of the entertainment industry in Africa; social media and everyday life in Africa; Gender and Sexuality; the state of the media in Africa: and the efforts by different ethnic, religious, LGBTQIA+, political, and racial groups to achieve equality, recognition, and constitutional protections. We will examine African governments' and citizens' responses to global issues impacting local economies, governance, cultures, social movements, natural resources management, and civil and political rights. The course will provide students with a historical framework for analyzing and assessing Africa's civil society, cultures, development, economies, and politics to help them critically think about the news and other information they encounter in their everyday life about Africa and Africans.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities- <i>or</i> -Global Learning		1 course
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HIST 261

THE FORMATION AND EVOLUTION OF ISLAMIC EMPIRES IN THE MIDDLE EAST (FORMERLY HIST 121)

The course examines the history of the establishment of the new religion of Islam (610 CE) and the subsequent formation of new Islamic world empires. The course places the rise of Islam within the context of late Antique Christian, Jewish and Zoroastrian societies. It also examines how Islamic empires built upon the foundations of the earlier Graeco-Roman and Persian empires of the Mediterranean and Iran, and how they responded to the changing dynamics of the 7th through 11th centuries. The course pays close attention to the establishment and evolution of religious traditions, the emergence of new forms of Arabic (and Persian) literature, and the founding of new traditions of medicine and science. The course highlights the multi-confessional, multi-ethnic and multi-lingual nature of these empires, which were shaped significantly by the migrations of populations both within and from outside the boundaries of these empires.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities- <i>or</i> -Global Learning		1 course
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HIST 262

FROM EMPIRES TO NATION-STATES: THE MAKING OF THE MODERN MIDDLE EAST (FORMERLY HIST 122)

By tracing the history of Middle Eastern societies from the 16th to the early 21st century, this course focuses on the transition from world empires centered in this region, to colonialism and

then to modern, independent nation-states. This transition was neither smooth nor unique to this region, and so the course engages, in a comparative framework, with how these societies confronted and responded to industrialization, colonialism and nationalism. The course will examine closely the religious, socio-cultural and ideological dimensions of these large-scale transformations. The course will help students also recognize the underbelly of modernization and of US involvement in the region since the second half of the 20th century.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science- <i>or</i> -Global Learning		1 course
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HIST 263

NORTH AMERICAN COLONIES & NATIONS, 1491-1808

This course surveys key themes and events in North American history from the eve of the Columbian exchange to the early decades of the United States. We will interrogate major social, imperial, and constitutional developments, with a particular emphasis on the experiences and perspectives of Native Americans, of African Americans, and of women. We also trace the development of a string of Anglo-American colonies which, in the late eighteenth century coalesced to form an extensive, unstable independent republic. Conflict, contestation, and community-formation are at the core of our inquiry.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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HIST 264

NINETEENTH-CENTURY UNITED STATES

The United States between 1815 and 1900: development of a market economy and industrial society; political parties and presidential leadership; westward expansion; reform movements; slavery and emancipation; sectional crisis and Civil War; ethnic and class conflicts; and roles of women, African Americans and Native Americans.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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HIST 265

TWENTIETH-CENTURY UNITED STATES

An overview of the history of the United States during the long 20th century, including domestic politics, foreign policy, and social power. Not only will we think about the big ideas, events, and themes in U.S. history, we will learn how to ask meaningful historical questions and develop the skills to answer them, especially primary-source analysis. Central questions we will ask are: What have Americans considered to be the role of the government? What have Americans considered to be the role of the United States in the world? How has the meaning and practice of democracy changed? How has power operated through categories of race, gender, and class? What stories about the nation's past and identity have Americans created to serve contemporary purposes?

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

HIST 275

AFRICAN AMERICAN HISTORY

A survey of the black experience in the United States focusing on ways African Americans reacted individually and collectively to their condition and how they have contributed to the development of the United States.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 277

US WOMEN'S HISTORY: 1700-1900

The impact of settlement, colonization, revolution and independence, industrialization, urbanization, slavery, the Civil War, westward expansion, education and immigration on women. Readings will be drawn from journals, diary excerpts, short stories, novels and letters and from scholarly essays and monographs by historians and other social scientists. Class, race and ethnic differences will be examined throughout the semester.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

HIST 278

WOMEN IN THE UNITED STATES, 1890-PRESENT

This course is a chronological survey of U.S. women's history over the long 20th century, focusing on women in politics and women as citizens. We approach modern U.S. history using gender as a lens of analysis, keeping in mind that women have never been a monolithic or unified group. Accordingly, we pay attention to nuances along lines such as race, class, region, political ideology, religion, and sexuality. Topics include the long and diverse suffrage movement, electoral politics, and social movements. In addition to learning what happened in the past, we consider how historians have conceived of the field of women's history, paying attention to how scholars use sources, periodize the past, and theorize women's experiences. Students have the opportunity not only to study history but to do history through archival research and primary-source analysis.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1 course
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HIST 281

HISTORY OF THE BLACK ATLANTIC

An exploration of the historical foundations and the development of Black life in Africa and its later diffusion in the Black Diaspora. Its purview will range from pre-colonial dynamics to the more contemporary manifestations of global Black history in North America, Europe, the Caribbean, Central America, Latin America and Melanesia. Topics include: African cultures before European contact, the slave trade and its impact on Africa and the Atlantic economy, the middle passage, internal migration in Africa and case studies of the creation of Diasporic communities and cultures.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science- <i>or</i> -Privilege, Power And Diversity		1 course
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HIST 283

PLAGUE IN THE ISLAMIC WORLD

This course examines the history of the encounter with plague of people living in the Islamic world from 610 CE to 1600 CE. Using primary and secondary sources, we will study how these societies understood the plague (scientifically and theologically), what was the impact of plague on these societies (demographically, socially and economically), and how these societies responded to repeated bouts of plague (medically, religiously, socially, institutionally and politically), and any changes therein. The course will also engage with recent research in genomics to understand the evolution and transmission of the plague bacillus. In doing so, we will discuss how the new genomic science can help improve our understanding of the history of

the plague pandemics, and how studying the history of past pandemics can help our understanding of modern pandemics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

HIST 285

HISTORY OF SCIENCE I

This course surveys the history of the human endeavor to understand the natural world around them. It particularly problematizes the notion that the rise of modern science, as practiced in Western societies, was inevitable or pre-ordained. Instead, with the help of primary and secondary sources, the course examines the various trajectories of science from the Greek, to the Islamic to the Western medieval context.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

HIST 295

HISTORY TODAY: DEBATES AND PRACTICES

An introduction to history as a discipline, including why historians interpret the past in different and often contested ways; problems of historical method, including use of evidence, objectivity, causation, periodization and categories of historical analysis (such as, nation-state, gender, race and class); and current approaches and methodologies in the history profession.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

HIST 300

TOPICS

A study of a special topic at an advanced level. This and all 300-level courses are small discussion classes. Descriptions of HIST 300 courses offered in a given semester are available on the History department Website or in the History department office prior to registration for that semester. *May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2-1
course

HIST 332

EUROPEAN UNION

The seminar surveys European integration in its historic context and emphasizes the project for European unity since the Second World War. Topics for consideration include historic conceptualizations of East and West and the 'Idea of Europe', integration as a response to the World Wars experience and its evolution in a divided Cold War Europe. Theoretical assessments of integration and the comparative significance of both international and domestic factors are discussed as well as controversies over supra-nationalism, 'European identity' and the expansion of membership.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 336

THE WITCHCRAZE IN EARLY MODERN EUROPE

Why did Europe suddenly erupt in a fury of witch trials in the sixteenth century? Why did these trials just as suddenly die out in the eighteenth? What was the role of religion in the pursuit of witches? Was misogyny at the heart of the witchcraze? These questions and more will be addressed in this course as we try to understand the nature of the European witchcraze. Through a close and careful analysis of primary documents, we will try to develop our own conclusions on this troubling episode of European history. *Counts toward Womens Studies major.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 337

THE AGE OF LOUIS XIV

A study of life in France during the reign of the Sun King. A deeper understanding of 17th-century French life is attempted through a study of French history, politics, society, literature, philosophy and art.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 338

THE ENLIGHTENMENT: EUROPE AND THE OTHER

This 18th-century European intellectual movement is approached through the works of the major thinkers of the period. Writers such as Voltaire, Montesquieu, Diderot, Rousseau, and de Sade are examined.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 339

IMPERIAL EUROPE

This course will look at Western Europe at its height of power and influence and in the decades leading up to and including WWI (c.1870-1918). The class will approach Imperial Europe through a series of thematic clusters, such as empire, imperialism and militarism, nations and nationalism, gender and generation, culture, technology, politics and political organization, intellectual developments, mortality, sexuality, etc.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 342

EUROPE OF DICTATORS

An examination of the social, economic, political and ideological conditions and processes that led to the establishment of single-party dictatorships in Italy, Germany and the Soviet Union.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 344

PARADISE REVISITED

The notion of the Pacific Islands as 'paradise' is a historic and pervasive fixture of stage, screen and tourist brochures. But when and how did the European construction of 'paradise' and the representations that followed from it come about? More importantly, how have indigenous peoples of the Pacific Islands represented or "re-presented" Oceania in light of that legacy? HIST 344 analyzes depictions of the Pacific Islands including Aotearoa (New Zealand) from a historical perspective with a chronological emphasis on the late 18th century to the present. During the semester students will engage and evaluate historiographical and epistemological debates which have shaped the study of Oceania as well as primary and secondary sources drawn from history, literature, anthropology, art and film.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

HIST 355

AFRICAN NATIONALISM, 1890-1985

A survey of African resistance to European imperialism with emphasis on the national peculiarities of the European penetration, the experience of Settler and non-Settler Africa, the personnel and methodology of proto-nationalist and nationalist resistance, and the general outcome of these efforts.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning

1 course

HIST 356

AFRICAN SLAVERY

A review of the processes of incorporation into slavery; slaves in production and exchange; the resistance history of slavery; the gender implications of the slave state; slaves and social mobility, interdependence and the manipulations of class; and the dynamics of manumission and abolition.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 358

GENDER AND SEXUALITY IN THE MIDDLE EAST

This course seeks to explore the evolution of gendered and sexual identities in the Middle East from the rise of Islam to the present. We shall explore ways in which people in the Middle East have shaped and redefined gender and sexual identities from the earliest days of Islam to the present. Although the primary focus of the course will be the Muslim populations in the Middle East, the course will also examine conceptions of gender and sexuality amongst non-Muslim populations in the Middle East, before and after the rise of Islam.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 359

PARTITION AND MEMORY

This course examines the history of partition, its representations, memories and legacy in Israel-Palestine and Pakistan-India in a broadly comparative manner. The course not only engages with the events leading up to partition, but how partition and partition memories and narratives continue to inform the construction of national identities, and how the conflicts within those narratives continue to fuel current clashes in these regions. Using an interdisciplinary approach, the course grapples with the differing memories of key events to flesh out their ethical and political implications. The course also engages with films on and about partition and memory. It assesses the limits and capabilities of this genre for refining cultural memories, coping with memories of violence, as well as challenging the status quo of collective memories and national histories.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1

HIST 362

VOICES OF A REVOLUTIONARY AGE

This course investigates the American Revolution in the context of upheavals in the broader Atlantic World between 1763 and 1815. We organize our inquiry into the emergence of the United States around the themes of liberty, loyalty, and legacy. We investigate the choices and experiences of people of African, European, and North American descent, the high-born and the humble, during a tumultuous half-century. Peoples, nations, and empires contested and transformed the concept of liberty. In the process, men and women of this revolutionary age reimagined their loyalties with long lasting legacies for the borders, boundaries, and identities that have shaped the modern world.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 363

LAW, CONSTITUTION, & SOCIETY

Law, Constitution, & Society in U.S. History Guns, abortion, sex, speech, race, school prayer. Americans often turn their public policy debates into constitutional ones--hoping that imperfect men dead for two centuries will be able to resolve questions that defy consensus today. Clashing in the present, people on all sides of issues implicitly make claims about history. This course takes an intensive look at the early history of the U.S. Constitution, clearing the historical air and muddying contemporary waters. We will attend to events leading up to the constitutional convention, the compromises made in Philadelphia, intense debates over ratification, the creation of the Bill of Rights, and the post-Civil War amendments that, in addressing the legacy of slavery, redirected the nation's constitutional trajectory. We will also consider select constitutional developments and controversies in the 19th, 20th, and 21st centuries. *No prerequisites.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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None

1 course

HIST 364

CIVIL WAR AND RECONSTRUCTION

From the 1850s to the 1870s, monumental struggles over slavery, race, political authority, economy, the Constitution, and the very dimensions of the United States roiled North America. A bloody sectional war and the emancipation of millions of African Americans catalyzed profound change. A highly contested process to restructure the nation on a continental scale ensued. To comprehend these revolutionary times, we weave together the stories of the freedom seekers and enslavers, soldiers and civilians, the battlefield and the home front. The inspiring potential and tragic limits of what Lincoln called a 'new birth of freedom' drive our inquiry.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 368

UNITED STATES IN THE SEVENTIES (WAS U.S. IN THE SIXTIES)

Far more than just an interstitial period between the liberal sixties and the conservative 1980s, the 1970s were important and transformative years for American politics and culture. The post-

WWII affluent era had ended, but what would be next? This course explores historical scholarship on the turbulent and contradictory decade, which nurtured both expanded social movements demanding rights on the one hand and, on the other, a powerful conservative backlash to liberalism as well as identity politics. We look at a range of sources to focus especially on the cultural and political realms, focusing on cynicism in politics, race, class, and gender to assess what the seventies mean for American history.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 373

CHICAGO AND NEW YORK

An investigation of the life and times of two of America's greatest metropolises, from their founding until approximately 1980. The course emphasizes the following themes: popular culture, poverty, politics, race, ethnicity and social reform. Historical narratives, literature and social criticism will be used as a springboard for discussing the variety of ways in which ordinary people constructed lives on a human scale and sometimes thrived in fast-changing urban environments.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 374

RACE AND IDENTITY IN THE US

This course explores how ideas about race and ethnicity in the United States have changed over time and have been rooted in particular historical contexts, focusing on the relationship between racial and national identity. How have race and ethnicity shaped ideas of national belonging and citizenship rights? How have racial/ethnic appeals been used for political purposes? How have racial ideas been used to craft certain narratives of national history, and what counternarratives have challenged them? Focusing on the 19th and 20th centuries, we will interrogate racial ideologies that have created social hierarchies as well as strategies to resist marginalization.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Privilege,
Power And Diversity

1 course

HIST 375

WOMEN'S SOCIAL AND POLITICAL MOVEMENTS

The varieties of female activism in the United States in the 19th and 20th centuries. Among the topics covered are benevolence, abolitionism, women's rights, the movement for reproductive freedom, the social settlement movement, temperance, suffragism and anti-suffragism, labor organizing, civil rights, women's liberation and radical feminism.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 382

US/LATIN AMERICAN RELATIONS

An examination of the political and economic contours of the relationship between the United States and Latin America. This course surveys the historical period from the late 1700s to the present. Special focus is on reading and using primary documents.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 385

LATIN AMERICAN REVOLUTIONS

This discussion course examines the revolutionary movements which swept Latin America after World War Two. These include: Guatemala in 1940-1954, Bolivia 1952, Cuba 1959, Chile 1970, Nicaragua 1979 and Chiapas 1994. Our analysis will cover a range of social, political, economic, and cultural frameworks for understanding these revolutions, why they happened, did they succeed, or why they failed. Analysis will focus on theories of revolution, why they happen, what their process is, and the thorny issue of how to evaluate their success or failure. We will learn about peasant and urban working class movements, as well as issues of consciousness as it pertains to the formation of counter-hegemonic movements. Guerilla warfare, the 'foco' strategy, and organizing tactics will be examined. We will develop an understanding of the role of US foreign policy in each revolution. the course will have a gender component by exploring how the role of women changed over time in the revolutionary movements. We develop an understanding of how and why the pre-1994 Chiapas revolutions were 'modern' responses to social, political, economic and cultural problems and how the Zapatista rebellion can be understood as the first postmodern revolution. Students will learn about why the autonomous movement is a more powerful tool of revolution than the 'traditional' revolutionary movements of the 1960s, 1970s and 1980s. The course will hae approximately 7 monographs. Reading will be at the pace of a book every two weeks (150 pages a week+/-). Students will write multiple thesis drive essays responding to the reading. There will also be a term paper.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 399

INTERNSHIP IN PUBLIC HISTORY

Exploration of current practices in public history through readings and hands-on experiences at a historical museum, school or historical site. *History 334 is recommended for HIST 399 but not a formal requirement.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/4-1/2
course

HIST 490

SEMINAR

The practice of history as a discipline through research, interpretation and writing a major paper. Students are expected to take the seminar in their major area of concentration. Descriptions of seminar topics offered in a given semester will be made available prior to registration.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HIST 491

READING COURSE

A study of either a geographical area (East Asia, Russia, France, etc.), a period (Europe since 1789, early America, etc.) or a movement, division of history or institution (socialism, military history, feudalism, etc.). Reading and/or research. *Prerequisite: permission of instructor. May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Permission of instructor

1/4-1/2-1
course

HIST 495

SENIOR THESIS

Intensive research on a topic approved by the instructor and resulting in a thesis prepared under the instructor's supervision. During the first semester, the student will undertake reading and research and may participate in either a section of HIST 490 or a seminar group limited to students enrolled in HIST 495; during the second semester the student will complete the thesis and defend it before a committee of history department faculty. *Prerequisite: a major in history with a GPA in the major of at least 3.3 and permission of the department.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	A major in history with a GPA in the major of at least 3.3 and permission of the department	1 course

HIST 496

SENIOR THESIS

Intensive research on a topic approved by the instructor and resulting in a thesis prepared under the instructor's supervision. During the first semester, the student will undertake reading and research and may participate in either a section of HIST 490 or a seminar group limited to students enrolled in HIST 495; during the second semester the student will complete the thesis and defend it before a committee of history department faculty. *Prerequisite: a major in history with a GPA in the major of at least 3.3 and permission of the department.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	A major in history with a GPA in the major of at least 3.3 and permission of the department	1 course

Honors Programs

Enrollment in courses in these programs is limited to those students who are invited to register for the class. For information on the nature and objectives of these programs, see Section V or visit the program homepages.

Courses In Honors Programs

HONR 222

MEDIA FELLOWS PRACTICUM EXPERIENCE II

Project-based practicum experience for Media Fellows sophomores. Students work in groups with university and community organizations on media-related projects such as: marketing, public relations, video production, audio production, podcasting, etc.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/4 course

HONR 422

ENVIRONMENTAL FELLOWS SENIOR SEMINAR

An interdisciplinary capstone course for Environmental Fellows. Students draw on field experience, leadership projects, and coursework in the program, across the curriculum and in their majors as they analyze environmental issues from multiple disciplinary perspectives. Students are expected to demonstrate their understanding of environmental complexity by discussion of, for example, ethics, science, art, culture, economics and policy.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COURSES IN HONOR SCHOLAR PROGRAM

HONR 101

HONOR SCHOLAR FIRST-YEAR SEMINAR

An introductory exploration of some of the dominant themes of our intellectual heritage through the examination of texts selected from several disciplines.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HONR 102

HONOR SCHOLAR FIRST-YEAR SEMINAR

A continuation of HONR 101.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COURSES IN ENVIRONMENTAL FELLOWS

HONR 122

RETHINKING THE ENVIRONMENT

What constitutes an 'environmental' problem? Which environmental problems are most urgent? Urgent for whom, and who decides? Environmental issues, it turns out, are always about more than the natural world. In order to understand environmental problems, we also need to understand human societies and the diverse ways that people cause, are affected by, and seek to solve these problems. Using case studies, students will learn to recognize the complex ways that environmental issues such as pollution, climate change, and biodiversity loss intersect with social justice issues such as poverty, racism, and gender inequality. This course aims to develop students' cultural competence, information literacy, and critical thinking skills in preparation for more advanced environmental coursework across a range of academic disciplines. Open only to students in the Environmental Fellows Program or by instructor permission. May not be taken pass/fail.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COURSES IN MEDIA FELLOWS PROGRAM

HONR 171

MEDIA FELLOWS COLLOQUIUM I

An introduction to interdisciplinary issues raised by an analysis of media's role in politics, entertainment, journalism, the arts, advertising and public relations. Study of media and attendant legal and ethical issues. Analysis of media's societal role in shaping cultural values and in the dissemination of information. *Open only to students in the Media Fellows Program. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HONR 172

MEDIA FELLOWS COLLOQUIUM II

A continuation of HONR 171.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COURSES IN MANAGEMENT FELLOWS PROGRAM

HONR 185

BUSINESS AND THE LIBERAL ARTS

This course is for first-year Management Fellows. Objectives include: enhancing student appreciation for the contribution of a liberal arts education to the development of business leaders, developing a more complete understanding of business and entrepreneurship from an economic and philosophical perspective, advancing critical thinking and communication skills through intellectual engagement, preparing the foundation of life-long networking and community engagement, developing a working knowledge of Microsoft Excel, and developing a deeper insight into the businesses associated with the Management Fellows program. Pedagogies employed include workshops, presentations, seminar-style discussions of various readings (Adam Smith, John Locke, Mao Yushi, J.S. Mill, and others), and networking with alumni.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/2 course

COURSES IN SCIENCE RESEARCH FELLOWS PROGRAM

HONR 193

SCIENCE RESEARCH FELLOWS: UNDERSTANDING SCIENCE

Examines the facets of science, including science as a body of knowledge, as a process, and as a human endeavor.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/2 course

HONR 194

RESEARCH METHODS

An introduction to important techniques in scientific research, including experimental design, statistical reasoning and data analysis, with an emphasis on designing an independent research study.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/2 course

COURSES IN MEDIA FELLOWS PROGRAM

HONR 221

MEDIA FELLOWS PRACTICUM EXPERIENCE I

Project-based practicum experience for Media Fellows sophomores. Students work in groups with university and community organizations on media-related projects such as: marketing, public relations, video production, audio production, podcasting, etc.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/4 course

COURSES IN SCIENCE RESEARCH FELLOWS PROGRAM

HONR 291

SCIENCE RESEARCH FELLOWS EXPERIENCE I

An interdisciplinary introduction to independent research. *Open only to students in the Science Research Fellows Program.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/2 course

HONR 292

SCIENCE RESEARCH FELLOWS EXPERIENCE II

Mid-semester, independent research linked to the SRF summer research experience. Offering is project dependent.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

Variable

COURSES IN HONOR SCHOLAR PROGRAM

HONR 300

HONOR SCHOLAR AREA SEMINAR

A study of the historical and philosophical foundations of: A. the humanities; B. the sciences; and C. the social sciences. Each section of the seminar concentrates on an appropriate theme. Two sections are ordinarily taken during the sophomore year and one section during the junior year. *May not be taken Pass/Fail.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**1 course each
semester

COURSES IN MANAGEMENT FELLOWS PROGRAM

HONR 310

MANAGEMENT READINGS--BUSINESS WRITING

This course applies rhetorical principles to business and organizational communications. Students learn to analyze audience levels and needs and use media--letters, memos, reports and electronic forms--appropriate to the importance of the communication and standards of individual businesses. The reading portion of the class requires the students to research thoroughly an industry through newspapers, periodicals, financial reports and World Wide Web resources. The course culminates in a final, consultant-style report in which students provide a plan to position their internship business or organization as the market leader of its industry. *This correspondence course is open only to Management Fellows during their internship semesters. May not be taken Pass/Fail.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

HONR 320

SUPERVISED INTERNSHIP

One-semester, supervised field experience in conjunction with the Management Fellows Program. Internships are full-time (35-40 hours per week). *Open only to students in the Management Fellows Program. Interns earn three course credits upon successful completion of the internship and its associated readings course.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

2 courses

COURSES IN MEDIA FELLOWS PROGRAM

HONR 320

SUPERVISED INTERNSHIP

One-semester, supervised field experience in conjunction with the Media Fellows Program. Internships are full-time (35-40 hours per week). *Open only to students in the Media Fellows Program. Interns earn three course credits upon successful completion of the internship and its associated readings course.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

2 courses

COURSES IN SCIENCE RESEARCH FELLOWS PROGRAM

HONR 320

SUPERVISED INTERNSHIP

One-semester, supervised field experience in conjunction with the Science Research Fellows Program. Internships are full-time (35-40 hours per week). *Open only to students in the Science Research Fellows Program. Interns earn three course credits upon successful completion of the internship and its associated readings course.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

2 courses

COURSES IN MEDIA FELLOWS PROGRAM

HONR 370

MEDIA READINGS

Media readings is a course that may be taken by Media Fellows during their internship semester. Readings are in media issues, including biographies of principals in the history of media, classical and contemporary writings about the roles of media, and examinations of media ethics. *May not be taken pass/fail.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

COURSES IN SCIENCE RESEARCH FELLOWS PROGRAM

HONR 390

SCIENCE RESEARCH READINGS

This course may be taken by Science Research Fellows during their internship semester. Students read selected articles. These are obtained through a detailed literature search and may be related to the internship project or to some other area of scientific interest. The information extracted from the readings (and possibly actual research data) are summarized in the form of a written document. The paper is evaluated by a member of the science faculty in the appropriate scientific area. The grade earned on the paper constitutes the course grade.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2-1
course

COURSES IN MANAGEMENT FELLOWS PROGRAM

HONR 400

MANAGEMENT FELLOWS SENIOR SEMINAR

The capstone course for Management Fellows. Students draw on coursework in the program, across the curriculum, and in their majors and utilize their internship experiences to further develop their decision-making skills as they study and discuss business literature and case studies. Students demonstrate their ability to identify, analyze, and address organizational problems by completing a substantial individual or group report.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COURSES IN HONOR SCHOLAR PROGRAM

HONR 401

HONOR SCHOLAR SENIOR TUTORIAL

The preparation of the Honor Scholar Senior Thesis under the direction of a faculty member of the student's choice. The thesis ordinarily is on a topic in the student's major subject. HONR 401 may be taken as an overload with no fee, with the approval of the Honor Scholar Director and in consultation with the senior's Honor Scholar thesis advisor. *May not be taken Pass/Fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

HONR 402

HONOR SCHOLAR SENIOR TUTORIAL

The preparation of the Honor Scholar Senior Thesis under the direction of a faculty member of the student's choice. The thesis ordinarily is on a topic in the student's major subject. HONR 402 may be taken as an overload with no fee, with the approval of the Honor Scholar Director and in consultation with the senior's Honor Scholar thesis advisor. *May not be taken Pass/Fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COURSES IN MEDIA FELLOWS PROGRAM

HONR 421

MEDIA FELLOWS PRACTICUM EXPERIENCE III

Project-based practicum experience for Media Fellows seniors. Students work as project leaders for projects with university and community organizations such as: marketing, public relations, video production, audio production, podcasting, etc. These seniors will oversee Media Fellows sophomore students taking HONR 221.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/4 course

HONR 470

MEDIA FELLOWS SENIOR SEMINAR I

A capstone course for students in the Media Fellows Program. Students discuss contemporary media issues and prepare and present senior projects that arise from their readings in media, their practical experiences with campus media, and their observations on internship experiences. *May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COURSES IN SCIENCE RESEARCH FELLOWS PROGRAM

HONR 491

SCIENCE RESEARCH FELLOWS SENIOR SEMINAR

Capstone course for Science Research Fellows Program. Students read and discuss articles about things that impact science. Among the topics covered are ethics, government prioritization and funding, technology and education. Students are expected to bring their own internship experiences into the weekly discussions.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

Italian Cultural Studies

Requirements For A Major In Italian Cultural Studies

TOTAL COURSES REQUIRED

Eight

CORE COURSES

ITAL 171, ITAL 172, ITAL 271, ITAL 272 and additional courses in Italian to complete the major. Note that after the 100 level, courses are not necessarily sequential. Taking an upper level course without taking the 200 level courses needs permission of Program Director.

OTHER REQUIRED COURSES

Up to four, at least 3 at the 300 level or above: ITAL 371, ITAL 372, ITAL 375, ITAL 376, ITAL 471, ITAL 472, ITAL 470. Courses taught in English with emphasis on Italian culture may also apply. Only one at the 100 or 200 level. The list includes ARTH 131, ARTH 132, ML 164, ML 295, ML 183, CLST 154, CLST 256, CLST 264, CLST 310, EDUC 420, ENG 261, HIST 111, HIST 112, HIST 342, MUS 191, MUS 390. Internships in Italy and/or courses taken during study abroad in Italy may count up to 2 credits toward the requirement for the major.

NUMBER 300 AND 400 LEVEL COURSES

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

The senior requirement and capstone experience may have an interdisciplinary approach on a topic of interest to the students, including Global Health, Political Science, Sociology, Anthropology, International Relations, Economics, History, Art History, Music, Museum Studies etc. Alternative capstone experiences may include a service learning project directed to the dissemination of Italian Culture, or an innovative project of the student's design, with approval of the Program Director, as long as these projects include a component of scholarship and reflection.

ADDITIONAL INFORMATION

A student may elect an Italian major with a concentration in International Business. Heritage speakers of Italian majoring in the language must complete a minimum of four courses at the 300 level or higher, including ITAL 375, ITAL 471, ITAL

WRITING IN THE MAJOR

472. When heritage speakers successfully complete their first three classes at the 300-level or higher, with a grade of C or better in each, they receive two retroactive credits for ITAL 271 and ITAL 272 toward completion of the eight-course major.

Students may satisfy the Writing in the Major requirement for Italian Cultural Studies either with ITAL 375, ITAL 376, ITAL 470, ITAL 471, ITAL 472 or by taking a senior seminar in English in the area of their specialization, where a member of the steering committee will serve as co-advisor. This will open the opportunity for the students to develop their research skills within a community of learners, giving them the chance to discuss and present their work in the context of a seminar. Any course outside of the Italian program may be eligible, according to the student's project and with the approval of the Program Director.

Requirements For A Minor In Italian Cultural Studies

TOTAL COURSES REQUIRED

Five

CORE COURSES

Four courses taught in the target language at any level. Taking an upper level course without taking the 200 level courses requires permission of Program Director.

OTHER REQUIRED COURSES

The minor requires one additional course from the following: ITAL 371, ITAL 372, ITAL 375, ITAL 376, ITAL 471, ITAL 472, ITAL 470 ARTH 131, ARTH 132, ML 164, ML 295, ML 183, CLST 154, CLST 256, CLST 264, CLST 310, EDUC 420, ENG 261, HIST 111, HIST 112, HIST 342, MUS 191, MUS 390. Internships in Italy and/or courses taken during study abroad in Italy may count up to 1 credit toward the requirement for the minor. Only one course may be taken off-campus.

NUMBER 300 AND 400 LEVEL COURSES

Courses In Italian Cultural Studies

ITAL 171

ELEMENTARY ITALIAN I

First year Italian. First semester. Offered only in the fall semester. Designed for students with no previous knowledge of Italian, this course is based on interaction and promotes the development of speaking, listening-comprehension, reading and writing skills. The method fosters cultural awareness and understanding of Italian traditions in the greater context of contemporary culture. Italian 171 & 172 are usually taken in sequence. *No pre-requisites.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language		1 course

ITAL 172

ELEMENTARY ITALIAN II

First year Italian. Second semester. This course expands on the acquisition of the Italian language within the cultural context. It further promotes the acquisition of listening, reading, speaking and writing skills, encouraging students to engage with authentic pedagogical material. Like first semester Italian, in this course all students actively participate in class and further pursue proficiency. At the end of the second semester, students are able to express themselves correctly in Italian on a variety of topics and to compare Italian traditions to their own. *Prerequisite: ITAL 171, placement test, or approval of the Program Director.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	ITAL 171, placement test, or approval of the Program Director	1 course

ITAL 197

FIRST-YEAR SEMINAR

A seminar focused on a theme related to Italian Cultural Studies *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

ITAL 271

INTERMEDIATE ITALIAN I

Second year Italian. First semester. The course focuses especially on developing proficiency in writing, reading and oral expression, and all work is contextualized in contemporary culture. The course is designed to widen knowledge of vocabulary, perfect structural use of the language, and prepare students who want to work or live in Italy for a semester or a longer time. Lessons will

present a variety of authentic materials such as newspaper articles, listening-comprehension clips, and films to facilitate immersion in Italian culture and society. In this course students gain intercultural competence and grow to be global citizens by learning to be aware of cultural difference, developing skills to listen and observe, opening up to learning from other cultures, adopting new ways to learn, and adapting to new cultural environments. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	ITAL 171 & 172, or placement test, or approval of the Program Director	1 course

ITAL 272

INTERMEDIATE ITALIAN II

Second year Italian. Second semester. Continuation of ITAL 271. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally ITAL 271 & 272 are taken in sequence, but 271 is not necessarily a prerequisite of ITAL 272.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	ITAL 171 & 172, or placement test, or approval of the Program Director	1 course

ITAL 285

TOPICS IN ITALIAN LITERATURE OR CULTURE

This is the equivalent of ML 295 Topics course. Courses in specific topics, such as culture, literary movements or genres, linguistics or film. Taught in English. May be repeated for credit with a different topic. May count towards Italian Cultural Studies minor or major, and World Literature minor.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

ITAL 371

ADVANCED ITALIAN I

This course focuses on the study of contemporary Italian society and culture. Students explore a variety of themes in current events that are significant to today's world, and that present the complexity and diversity of contemporary Italy. The methodological approach is student-centered and favors interaction, while also promoting the development of critical thinking and

growth toward linguistic autonomy and fluency. This course connects students' interest in Italian language and culture to their personal life-experience and stimulates intercultural exchange of ideas. Students learn to interpret and relate, to engage with ambiguity, while learning to respect and to value diversity in ways of thinking, understanding the impact of historical and social contexts. The method fosters skills to analyze, interpret, and evaluate. The course stimulates intellectual curiosity, tolerance of cultural difference, appropriate behavior in intercultural situations, and sensitivity toward other worldviews. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Global Learning- <i>or</i> -Language	Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director.	1 course

ITAL 372

ADVANCED ITALIAN II

Continuation of Italian 371. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory. ITAL 371 is not a pre-requisite of ITAL 372.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Global Learning- <i>or</i> -Language	Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director	1 course

ITAL 375

TOPICS IN ITALIAN LITERATURE AND CULTURE

This course provides an introduction to Italian Literature to students who already have an advanced knowledge of Italian. The curriculum invites students to a full immersion in Italian culture through the literary text, which is a passage to the discussion of ideas, values and experiences connected to specific historical periods. The encounter with some of the most celebrated Italian writers will open up to reflections on Italian culture and to comparisons with other cultural backgrounds. In this course, students will learn how to read between the lines, to question the power of the word, and to investigate the complexity of the human experience. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory. May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning- <i>or</i> -Language	Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director	1 course
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ITAL 376

ITALIAN THROUGH FILM

Italian 376 is an advanced level course that offers an in-depth look at Italian history and culture through the medium of film. This course on Italian Cinema presents a range of opportunities to discuss historical, literary, cinematic, sociological and cultural issues. While focusing on the Italian language and working on developing conversational fluency, students are encouraged to analyze the complexity of Italian society, investigating the Italian cultural heritage within both a national and international framework. Through films, students continue to work on refining writing skills, increasing vocabulary and perfecting listening-comprehension skills. As in a seminar, students will be asked to present on a variety of topics, lead discussion, debate, re-create dialogues, analyze scenes and interpret specific moments in the movies. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 300-level course, but the sequence is not strict or mandatory.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning- <i>or</i> -Language	ITAL 171 & 172, or placement test, or approval of the Program Director	1 course
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ITAL 377

ITALY IN THE NEWS

This course is based on reading current events in an Italian newspaper day by day, as articles and essays are published. The newspaper will provide an updated reflection of Italian society. We will explore a variety of aspects of Italian culture, including economics, immigration, Black Italy, the justice system, organized crime, immigration, the question of the South, everyday Italian society, the European context, health care, experimentation in education and the school system.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities- <i>or</i> -Global Learning		1 course
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ITAL 385

ADVANCED TOPICS IN ITALIAN LIT., HISTORY AND CULTURE

Courses on specific topics, such as culture, literary movements or genres, linguistics, sociology, history, music history, art history and film. May address multiple areas, such as a course on European literature, culture, or History. *Taught in English.* May be repeated for credit with different topics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Global Learning		1 course

ITAL 470

READINGS AND PROJECTS IN ITALIAN

This course is an independent studies course for advanced students of Italian who wish to pursue an independently designed program of research or inquiry in Italian. *Open to advanced students in Italian with permission of chair. May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language		1/4-1/2-1 course

ITAL 471

ITALIAN CULTURAL STUDIES I

This course has a thematic approach, offering a portrait of Italy through a discussion of work, food, literature, art, theater, history, geography, the economy, and famous intellectual figures of Italy. The course instigates intellectual curiosity, and invites the students to analyze particular aspects of the language and different textual genres, focusing on a variety of language registers, idiomatic expressions, and cultural variations. Students also focus on developing communicative skills of argumentation and negotiation. The course is designed to provide options for interdisciplinary work. It introduces students to different aspects of contemporary Italy. Students will look at the changes happening in contemporary Italian society and culture. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 400-level course, but the sequence is not strict or mandatory.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	ITAL 171 & 172, or placement test, or approval of the Program Director	1 course

ITAL 472

ITALIAN CULTURAL STUDIES II

This course is a continuation of ITAL 471. *Prerequisites: ITAL 171 & 172, or placement test, or approval of the Program Director. Normally students enroll in 200-level courses before enrolling in a 400-level course, but the sequence is not strict or mandatory. ITAL 471 is not a pre-requisite of ITAL 472.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	ITAL 171 & 172, or placement test, or approval of the Program Director	1 course

Japanese Studies**Requirements For A Major In Japanese Studies**

TOTAL COURSES REQUIRED	Ten
CORE COURSES	<p>Four Courses in Japanese language</p> <p>One course covering Japanese culture: ARTH 133, ARTH 135, ARTH 234, ASIA 197, ASIA 281, ASIA 282</p> <p>ASIA 480</p>
OTHER REQUIRED COURSES	<p>A minimum of four courses from among the following (at least two of the four courses should be solely on a Japanese topic). ARTH 232, ARTH 233, ARTH 236, ARTH 331, ARTH 332, ARTH 333, ARTH 334, ASIA 290 (when a Japanese topic), ECON 330, HIST 252, HIST 254, HIST 255, JAPN 351, JAPN 352, JAPN 451, REL 130, REL 258, REL 259, an Extended Studies course about Japan</p> <p>A number of other courses may be applied toward the Japanese Studies program. See the Schedule of Classes each semester for a complete listing.</p>
NUMBER 300 AND 400 LEVEL COURSES	Three including ASIA 480 (where Japan is substantial in the content)

**SENIOR REQUIREMENT AND
CAPSTONE EXPERIENCE**

All Japanese Studies Majors must complete the Asian Studies Senior Seminar (ASIA 480), which includes a substantial essay, with a grade of "C" or above. All students are expected to give a public presentation of their work.

ADDITIONAL INFORMATION

A maximum of 3 courses per term (and 5 in total) may be counted toward the major from semester-long study abroad programs.

All Japanese Studies Majors are strongly encouraged to experience Japan through a semester or year-long study abroad program, an approved summer language program, an Extended Studies course in Japan, or an internship in Japan.

A maximum of 6 language courses can count toward the Japanese Studies major.

WRITING IN THE MAJOR

Majors in Japanese Studies complete the writing in the major requirement by preparing a portfolio of their writing from courses taken in Japanese Studies. The portfolio should include the following items: 1) an analysis of a cultural product, perception or practice, 2) a thesis or research paper, 3) an essay written in Japanese, 4) an essay reflecting on the intellectual trajectory in Japanese Studies. Students complete items 1 and 2 in their normal courses, and 3 in JAPN 252 or an advanced Japanese language course. The only additional writing for the portfolio is item 4. Students should consult with their advisor or the director for details about the portfolio.

Requirements For a Minor in Japanese

TOTAL COURSES REQUIRED

Five

CORE COURSES

None

OTHER REQUIRED COURSES

The minor requires a minimum of five courses in Japanese language at the 200-level or above. Only one

NUMBER 300 AND 400 LEVEL COURSES

of the courses toward the minor may be taken off-campus.

Two-Three

Courses In Japanese Studies

JAPN 151

ELEMENTARY JAPANESE I

Introduction to the Japanese language with emphasis on development of proficiency in speaking, listening, reading, and writing. JAPN 151 is open only to beginners in Japanese or those with two years or less of high school Japanese.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language		1 course

JAPN 152

ELEMENTARY JAPANESE II

A continuation of the study of JAPN 151. Open to students who have successfully completed Japanese I or who are placed into this level by test results. *Prerequisite: JAPN 151 or qualifying score on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	JAPN 151 or qualifying score on the placement test	1 course

JAPN 197

FIRST-YEAR SEMINAR

A seminar focused on a theme related to Japanese Studies. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

JAPN 251

INTERMEDIATE JAPANESE I

Further study of Japanese language and practice in speaking, listening, reading and writing. *Prerequisite: JAPN 152 or qualifying score on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	JAPN 152 or qualifying score on the placement test	1 course

JAPN 252

INTERMEDIATE JAPANESE II

A continuation of JAPN 251. *Prerequisite: JAPN 251 or qualifying score on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	JAPN 251 or qualifying score on the placement test	1 course

JAPN 351

ADVANCED JAPANESE I

Readings and discussion of advanced Japanese materials. Exercise in speaking the language and in writing compositions. *Prerequisite: JAPN 252 or qualifying score on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language		1 course

JAPN 352

ADVANCED JAPANESE II

Further study of the Japanese language. *Prerequisite: JAPN 252 or qualifying score on the placement test.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Language	JAPN 252 or qualifying score on the placement test	1 course

JAPN 451

ADVANCED READINGS AND PROJECTS IN JAPANESE

Open to advanced students in Japanese. May be repeated for credit.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Language

1/2-1
course

Kinesiology

The Kinesiology major provides a breadth and depth of knowledge of human movement in the context of a strong liberal arts education. Courses address how the human body functions from a physiological, biochemical, mechanical, and psychological view using exercise and physical activity as the model for study. Students gain hands-on experience through multiple rich laboratory experiences. Each student completes a research project as a culminating experience for their degree that exposes the student to all aspects of the research process. Kinesiology majors graduate to become researchers at universities, government agencies and private organizations (such as Nike and the Gatorade Sport Science Institute); strength and conditioning coaches; exercise technologists in healthcare settings; leaders of corporate wellness programs; personal trainers; fitness instructors; and corporate sports leaders. After graduation, students can pursue graduate school in a Kinesiology-related topic, or seek advanced professional degrees in physical therapy, occupational therapy, nursing, medicine, and the like.

Requirements For A Major In Kinesiology

TOTAL COURSES REQUIRED	Ten KINS plus statistics
CORE COURSES	KINS 100, KINS 255, KINS 256, KINS 309, KINS 353, KINS 450 (0.5 credit), KINS 451 (0.5 credit)
OTHER REQUIRED COURSES	<ul style="list-style-type: none"> • Four courses from KINS 230, KINS 260, KINS 350, KINS 354, KINS 410, KINS 420 • PSY 214 or MATH 141 or MATH 247 (Statistics course)
NUMBER 300 AND 400 LEVEL COURSES	Six
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement consists of the completion of KINS 450, Senior Seminar, in the fall semester of the senior year followed by KINS 451, Senior Thesis, in

WRITING IN THE MAJOR

the spring semester. Each senior designs and proposes a research study during KINS 450. During KINS 451 the research is carried out through data collection and analysis. Results are presented in a formal setting. A faculty member mentors students throughout the process.

Writing in a scientific discipline is an integral part of disseminating knowledge. Gaining new knowledge through the scientific process is meaningless unless the knowledge is passed on to a wider audience. All writing in the sciences requires the presentation of data or ideas with precision, clarity, and objectivity so the reader can evaluate the research based on the facts presented. At all levels students will be exposed to courses that develop their ability to write in this manner.

In the Kinesiology courses leading up to the senior thesis, majors will write lab reports, reviews and summaries of original research, and at least one proposal to an institutional review board (IRB) for research involving human subjects. For their senior thesis, majors will again write an IRB proposal for their data collection and a review of current literature prior to writing their thesis in the form of a peer-reviewed journal article. Students must earn a C on their thesis to complete the writing in the major requirement.

Requirements For A Minor In Kinesiology

TOTAL COURSES REQUIRED

Five

CORE COURSES

KINS 100, KINS 230, KINS 254, KINS 309, KINS 353

OTHER REQUIRED COURSES

NUMBER 300 AND 400 LEVEL COURSES

Two

Courses In Kinesiology

KINS 410

MUSCLE PHYSIOLOGY

This course provides an in depth examination of skeletal muscle from the molecular to system level function. Skeletal muscle physiology, production of movement, adaptation to increased and decreased use of skeletal muscle, and the physiological response to insults on system integrity are explored. *Prerequisites: KINS 353 or permission of the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	KINS 353 or permission of the instructor.	1 course

KINS 420

ENVIRONMENTAL PHYSIOLOGY

This course explores the physiological responses and adaptations that humans make resulting from exposure to environmental stressors. Exposure to high environmental temperature, low environmental temperature, hypobaria, hyperbaria, reduced gravitational effects, and air pollution will be considered. *Prerequisites: KINS 353 or permission of the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	KINS 353 or permission of the instructor.	1 course

KINS 100

INTRODUCTION TO KINESIOLOGY

Includes laboratory. Designed to introduce students to the discipline of kinesiology including the major subdisciplines and approaches to studying movement. Laboratory activities are designed to allow for measurement of phenomenon discussed in class, to introduce common laboratory procedures and techniques, and to learn how to collect and analyze data to answer questions of interest in kinesiology.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics		1 course

KINS 183

OFF-CAMPUS EXTENDED STUDIES COURSE

An off-campus Extended Studies experience in Kinesiology.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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VAR

KINS 184

ON-CAMPUS EXTENDED STUDIES COURSE

On-Campus Extended Studies course related to Kinesiology.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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variable

KINS 197

FIRST-YEAR SEMINAR IN KINESIOLOGY

A seminar focused on a theme related to the study of kinesiology. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

KINS 230

SCIENTIFIC PRINCIPLES OF CONDITIONING

Study of physiological and biomechanical mechanisms underlying both neuromuscular and cardiorespiratory conditioning; acute and chronic adaptations of cardiovascular, respiratory, metabolic and neuromuscular systems to exercise stress; and methods of enhancing performance via structured aerobic, anaerobic and resistance training. Also presents techniques associated with anaerobic, aerobic and resistance training, and evaluation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

KINS 255

HUMAN ANATOMY AND PHYSIOLOGY I

An integrated study of the normal function and structure of organs and organ systems in the human organism with some exploration of comparative/ pathophysiology to reinforce concepts

of normal physiological function. Topics include examining the fundamental principles of homeostasis, biochemistry, cell biology, and energy metabolism, followed by histology, integumentary, skeletal, muscular, and nervous systems. Includes laboratory. *Prerequisite: one course in biology or KINS 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	Prerequisite: one course in biology or KINS 100.	1 course

KINS 256

HUMAN ANATOMY AND PHYSIOLOGY II

An integrated study of the normal function and structure of organs and organ systems in the human organism with some exploration of comparative/ pathophysiology to reinforce concepts of normal physiological function. Topics include examining the cardiovascular, endocrine, lymphatic, respiratory, urinary, digestive and reproductive systems. Includes laboratory. *Prerequisite: KINS 255 or instructor permission.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	Prerequisite: KINS 255 or instructor permission.	1 course

KINS 260

SPORT AND EXERCISE PSYCHOLOGY

An examination of the psychological factors which influence human performance in adults, children and the elderly and the role of gender and race on these psychological factors. In addition, the course involves investigation of the role of psychology in health and exercise. Topics covered include personality, motivation, arousal, anxiety control, psychological skill training in sports, models of behavior change, psychology of injury and other topics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

KINS 290

TOPICS IN SPORTS SCIENCE AND SPORTS MEDICINE

Assorted topics related to physical education and sport; i.e., American sport, Olympic sport, sport psychology and sports marketing. *Course may be repeated with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2-1
course

KINS 309

BIOMECHANICS

(Formerly KINS 409) The science of human motion based on anatomical, mechanical and physiological principles. Laboratory experiences.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

KINS 350

MOTOR CONTROL

This course is an overview of the neural mechanisms underlying the control of human movement. Current theories of human motor control are used as a backdrop for the importance that different portions of the nervous system play in creating movement. *Prerequisite: KINS 254. Not open to students with credit in KINS 250..*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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KINS 254

1 course

KINS 353

PHYSIOLOGY OF EXERCISE

Includes laboratory. Study of physiological factors which influence human performance and the responses of body systems to physical activity. Laboratory emphasizes observation of concepts using the scientific method and developing quantitative skills in data interpretation. *Prerequisite: KINS 254 or BIO 335.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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KINS 254 or BIO 335

1 course

KINS 354

NUTRITION FOR HEALTH

Examination of energy metabolism, including metabolism of carbohydrates, fats, proteins, and the role of vitamins and minerals in energy metabolism. The laboratory introduces techniques of measurement in energy metabolism.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

KINS 450

SENIOR SEMINAR

A. Sports Medicine B. Sports Science. This course provides students an opportunity to directly study an area of selected interest within the discipline while examining contemporary issues relevant to the field. This course provides students numerous opportunities for oral participation through various assignments and activities centered around article reviews, discussions, group debates, and presentations of common issues prevalent in the discipline today. Students will also complete and present a senior paper/thesis on a selected topic. *Prerequisite for KINS 450: PSY 214, MATH 141 or MATH 247.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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PSY 214, MATH 141 or MATH 247. 1/2 course

KINS 451

SENIOR THESIS

This course is the continuation of KINS 450 Senior Seminar. Each student is required to complete an individual research project under faculty supervision and to submit a thesis. Prerequisite: KINS 450 and permission of research sponsor. This course is required of Sports Medicine and Exercise and Sport Science majors in the senior year. May not be taken pass/fail.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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KINS 450 and permission of research sponsor 1/2 course

KINS 491

PROJECTS IN KINESIOLOGY

Independent projects under the direction of a kinesiology faculty member. A detailed written project proposal must be approved by the supervising faculty member and the chair of

Kinesiology. *Prerequisite: Permission of department. May be repeated up to 2 course credits. Not open for pass/fail credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of department	1/2-1 course

KINS 492

PROJECTS IN KINESIOLOGY

A continuation of KINS 491.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/2-1 course

Latin American And Caribbean Studies

The minor in Latin American and Caribbean Studies requires a minimum of five courses, including a fourth-semester proficiency in Spanish or French (see Language Block)*, and a minimum of four additional courses selected from those listed under the Culture Block. The four Culture block courses must be taken from three different departments and at least one of these must be at the 300- or 400- level. Because of curricular overlap, no student will be allowed to minor in Spanish or French *and* Latin American and Caribbean Studies. Students may major in either Spanish or French and minor in Latin American and Caribbean Studies, provided that no more than three courses are used for both.

*Heritage speakers of Spanish who have placed beyond HISP 232 on the placement exam, or heritage speakers of French who have placed beyond GFS 202 and who wish to continue their study of the language, must complete HISP 332 or a 300-level language French course, and select from the courses taught in Spanish or French in the Culture Block.

Requirements For A Minor In Latin American And Caribbean Studies

TOTAL COURSES REQUIRED	Five
CORE COURSES	LANGUAGE BLOCK: HISP 232 or GFS 202 (or placement beyond this level on the language proficiency exam)
OTHER REQUIRED COURSES	CULTURE BLOCK: Four courses chosen from ANTH 273, ANTH 279, ANTH 290 (if LACS topic),

<p>NUMBER 300 AND 400 LEVEL COURSES</p>	<p>ANTH 352, ANTH 354, ANTH 356, ANTH 390, ECON 250, GFS 315 (topics course, in French), GFS 420, HISP 335 (in Spanish), HISP 338 (in Spanish), HISP 390 (in Spanish; if LACS topic), HISP 444 (in Spanish), HIST 115, HIST 116, HIST 197 (if LACS topic), HIST 206, HIST 290 (if LACS topic), HIST 300, HIST 381, HIST 382, POLS 150, POLS 352, REL 267, REL 269, REL 290 (if LACS topic), REL 370 (if LACS topic), UNIV 290 (if LACS topic) Note: Courses not listed may be approved for credit towards the minor in Latin American and Caribbean Studies by the Steering Committee.</p>
<p>One to two</p>	

Courses In Latin American And Caribbean Studies

LACS 100

INTRODUCTION TO LATIN AMERICAN AND CARIBBEAN STUDIES

This introductory course to Latin American and Caribbean cultures serves as the gateway to an interdisciplinary exploration of the regions of Latin America and the Caribbean.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning		1 course
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LACS 290

TOPICS IN LATIN AMERICAN AND CARIBBEAN STUDIES

This course is an exploration of selected aspects of one of the societies and/or cultures in Latin America and the Caribbean, or a comparative treatment of aspects of these cultures. Specific case studies will include ethnographic research and/or readings of primary sources relating to Latin America and the Caribbean. Topics may include religion, migration, identity, gender, literature and art, and society. *May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		1 course
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LACS 390

ADVANCED TOPICS IN LATIN AMERICAN AND CARIBBEAN STUDIES

This course is designed to be an interdisciplinary examination of a significant theme, genre or period in Latin American and Caribbean literature and art, or an exploration of significant issues and/or periods in Latin American and Caribbean cultural and intellectual history. This course is different from LACS 290 in that its purpose is to explore the deeper questions raised by such issues as identity, ethnicity, gender, performance, and class. *May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

Mathematical Sciences

The study of mathematics encourages the development of skills in analytical thinking and problem solving that have wide applicability. Students who graduate with a major in the department have continued their educations in fields as disparate as mathematics, computer science, physics, operations research, law, business, music, religion, dentistry and medicine; others have accepted employment in a wide variety of occupations. The department has a long tradition of successfully preparing students for the actuarial profession.

MATHEMATICS

A major and minor is offered in Mathematics. The basic sequence of courses for Mathematics majors is MATH 151, 152, 223, 251 and 270. Advanced placement and credit can be granted for satisfactory performance on national or departmental examinations.

ACTUARIAL SCIENCE

Actuarial science is a well-established business major that involves the application of mathematics, statistics, finance, insurance, and data science to manage risk in insurance, finance, and other industries. Individuals who work in this field are known as actuaries. They are responsible for analyzing data, developing models, and designing solutions to help individuals and organizations manage risk. Our actuarial curriculum is designed to prepare students for the series of professional examinations needed to be practicing actuaries in insurance companies and consulting firms. It also provides students with a solid foundation in quantitative and critical thinking skills, data analysis skills, and strong communication and business skills necessary to pursue a career in related fields, such as risk management, business analytics, quantitative finance, investment, data science, etc.

DATA SCIENCE

Numerous inquiries today are advanced through finding the story behind the data; frequently, Data Science builds the road from the what to the why. Through an interdisciplinary approach using Statistics, Mathematics, and Computer Science, this program delivers principles, methodology, and guidelines for conducting data analysis by providing tools, values, and

insights. Data Science helps prepare students for success in an increasingly data-driven world, enhances analytical and problem-solving skills, and strengthens communication skills.

Requirements For A Major In Actuarial Science

TOTAL COURSES REQUIRED	Ten
CORE COURSES	<ul style="list-style-type: none"> • MATH 151 • MATH 152 • ECON 100 • MATH 331/BUS 331 • MATH 332/BUS 332 (0.5 credit) • MATH 441 • MATH 442 (0.5 credit)
OTHER REQUIRED COURSES	<p>Two (one from each list):</p> <ul style="list-style-type: none"> • One mathematics course at the 200 level (MATH 223, MATH 247 or MATH 270) • One course in economics, finance or business at the 200 level (ECON 294, ECON 295, FIN 220 or BUS 240) <p>One from the following courses (listed by area of specialization)</p> <ul style="list-style-type: none"> • Data Analytics: MATH 261, MATH 348, BUS 210 BUS 310 FIN 355 or CSC 370 • Finance: MATH 336/BUS 336, FIN/ECON 293 • Statistics: MATH 341, ECON 385, ECON 450, FIN/ECON 451
NUMBER 300 AND 400 LEVEL COURSES	Five
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement consists of MATH 494 or MATH 495.

ADDITIONAL INFORMATION

MATH 332/BUS 332 and MATH 442 are one-half credit courses and will be offered in the same semester as MATH 331/BUS 331 and MATH 441 respectively.

A student may not major in both Actuarial Science and in Mathematics. A student may not major in Actuarial Science and minor in Mathematics.

WRITING IN THE MAJOR

Actuarial Science majors develop their writing expertise by taking the classes Math 223, or Foundations of Advanced Mathematics, and Math 270, Linear Algebra or Math 336, An introduction to Financial Engineering. In lower level courses, significant emphasis will be placed on what it means to express mathematical thoughts and concepts through writing. In Math 336, emphasis will be placed on writing the project process and analyze the financial data by applying the theorems and techniques learned in class. Students are expected to explain the core mathematical tools and fundamental concepts of financial engineering in their papers. Discussion of writing in Actuarial Science takes place throughout the Actuarial Science curriculum, but receives special emphasis in these courses, where students have many opportunities to revise their writing after receiving feedback from the instructor and to integrate mathematical and financial symbols and prose writing, in the form of a cogent argument. The writing in the major requirement in Actuarial Science culminates in the math senior seminar, where students produce an expository paper of approximately twenty pages.

Requirements For A Major In Actuarial Science (Declared Prior To July 1, 2023)

TOTAL COURSES REQUIRED

Ten

CORE COURSES

MATH 151, MATH 152, ECON 100

OTHER REQUIRED COURSES

- One mathematics course at the 200 level (MATH 223, MATH 247, MATH 251 or MATH 270)
- MATH 331 & MATH 332

NUMBER 300 AND 400 LEVEL COURSES

- MATH 441 & MATH 442
- Either ECON 294 or ECON 295
- One elective from the following courses: MATH 336, MATH 341, MATH 348, ECON 385, ECON 393 or ECON 450

Five

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

The senior requirement consists of MATH 494 or MATH 495.

ADDITIONAL INFORMATION

MATH 332 and MATH 442 are one-half credit courses and will be offered in the same semester as MATH 331 and MATH 441 respectively.

A student may not major in both Actuarial Science and in Mathematics. A student may not major in Actuarial Science and minor in Mathematics.

RECENT CHANGES IN MAJOR

Add three 300-level courses in the elective course list and one course in the Senior requirement and Capstone Experience.

WRITING IN THE MAJOR

Actuarial Science majors develop their writing expertise by taking the classes Math 223, or Foundations of Advanced Mathematics, and Math 270, Linear Algebra or Math 336, An introduction to Financial Engineering. In lower level courses, significant emphasis will be placed on what it means to express mathematical thoughts and concepts through writing. In Math 336, emphasis will be placed on writing the project process and analyze the financial data by applying the theorems and techniques learned in class. Students are expected to explain the core mathematical tools and fundamental concepts of financial engineering in their papers. Discussion of writing in Actuarial Science takes place throughout the Actuarial Science curriculum, but receives special emphasis in these courses, where students have many opportunities to revise their writing after receiving feedback from the instructor and to integrate mathematical and financial symbols and prose writing, in the form of a cogent argument.

The writing in the major requirement in Actuarial Science culminates in the math senior seminar, where students produce an expository paper of approximately twenty pages.

Requirements For A Major In Mathematics

TOTAL COURSES REQUIRED	Ten
CORE COURSES	MATH 151, MATH 152, MATH 223, MATH 251, MATH 270, MATH 495
OTHER REQUIRED COURSES	Students planning graduate work in mathematics should include MATH 361 and MATH 371. Students concentrating in actuarial mathematics should include MATH 331 and MATH 441. MATH 341 or MATH 348 is also highly recommended.
NUMBER 300 AND 400 LEVEL COURSES	Four (not including MATH 495)
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	MATH 495
WRITING IN THE MAJOR	Mathematics majors develop their writing expertise by taking the classes Math 223, Foundations of Advanced Mathematics, and Math 270, Linear Algebra. In these courses, significant emphasis will be placed on what it means to express mathematical thoughts and concepts through writing. Discussion of writing in Mathematics takes place throughout the mathematics curriculum, but receives special emphasis in these courses, where students have many opportunities to revise their writing after receiving feedback from the instructor and to integrate mathematical symbols and prose writing, in the form of a cogent argument. The writing in the major requirement in Mathematics culminates in the senior seminar, where students produce an expository paper of approximately twenty pages.

Requirements For A Minor In Applied Statistics

TOTAL COURSES REQUIRED	5
CORE COURSES	MATH 141, MATH 151, MATH 341. (ECON 350, BIO 275, PSY 214 may be substituted for MATH 141)
OTHER REQUIRED COURSES	Two courses from: MATH 247, MATH 261, MATH 340, MATH 348, MATH 441, MATH 423, ECON 450.
NUMBER 300 AND 400 LEVEL COURSES	2

Requirements For A Minor In Data Science

TOTAL COURSES REQUIRED	5
CORE COURSES	MATH 141 or PSY 214 or ECON 350 or BIO 375, MATH 261 or CSC 370, MATH 341 or ECON 385 or ECON 450, CSC 121,CSC 122.
OTHER REQUIRED COURSES	
NUMBER 300 AND 400 LEVEL COURSES	

Requirements For A Minor In Mathematics

TOTAL COURSES REQUIRED	Five
CORE COURSES	MATH 151, MATH 152, MATH 223, MATH 270
OTHER REQUIRED COURSES	
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In Mathematical Sciences

MATH 123

COMPUTATIONAL DISCRETE MATHEMATICS

An introduction to the concepts of discrete mathematics with an emphasis on problem solving and computation. Topics are selected from Boolean algebra, combinatorics, functions, graph theory, matrix algebra, number theory, probability, relations and set theory. This course may have a laboratory component.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics		1 course

MATH 135

CALCULUS WITH REVIEW I

Extensive review of topics from algebra, trigonometry, analytic geometry, graphing and theory of equations. A study of functions, limits, continuity and differentiability of algebraic and transcendental functions with applications. *Not open to students with credit in MATH 151 or any higher level calculus course.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Not open to students with credit in MATH 151 or any higher level calculus course	1 course

MATH 136

CALCULUS WITH REVIEW II

A continuation of MATH 135. Topics include further study of differentiation, integration of algebraic and transcendental functions with applications, and techniques of integration. Completion of this course is equivalent to completing MATH 151 and is adequate preparation for any course requiring MATH 151. *Prerequisite: MATH 135.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	MATH 135	1 course

MATH 141

STATS FOR PROFESSIONALS

This course introduces students to elementary probability and data analysis via visual presentation of data, descriptive statistics and statistical inference. Emphasis will be placed on applications with examples drawn from a wide range of disciplines in both physical and behavioral sciences and humanities. Topics of statistical inference include: confidence intervals, hypothesis testing, regression, correlation, contingency tables, goodness of fit and ANOVA. The course will also develop familiarity with the most commonly encountered tables for probability

distributions: binomial, normal, chi-squared, student-t and F. *Students who have completed or are concurrently enrolled in ECON 350 will only receive one-half credit for MATH 141.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics		1 course

MATH 143

MATHEMATICAL MODELING

This interdisciplinary course will be an engaging and lively look into modeling of phenomena (like voting theory, game theory, traveling salesman problem, population growth/decay etc.) in natural and social sciences. This course will emphasize relationships between the world in which we live and mathematics and is aimed to develop one's mathematical and problem-solving skills in the process. Topics covered will include Modeling Change, Modeling Process and Proportionality, Model Fitting, Probabilistic Modeling, Modeling with Decision Theory, Optimization of Discrete Models, Game Theory and Modeling Using Graph Theory. It will be beneficial for the student to have knowledge in Algebra and Trigonometry for this course.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics		1 course

MATH 145

CALCULUS FOR LIFE SCIENCES

The proposed two-semester interdisciplinary course lies at the interface of mathematics and biology and it addresses the needs of life sciences freshmen/sophomore students. Differential equations, which are built on calculus, represent one of two powerful tools - the other being applied statistics - for modeling and analysis in quantitative life sciences. The proposed courses will combine mathematical training with extensive modeling of biological and natural phenomena by assuming a style that will maintain rigor without being overly formal. Mathematical topics to be covered in MATH 145 (Calculus for Life Sciences) include functions, basic principles of modeling, limits, continuity, exponential and logarithmic functions, trigonometric functions, rates of change, differentiation, optimization, integration and in MATH 146 (Mathematical Modeling for Life Sciences) includes modeling using differential and difference equations, basic computational methods, functions of several variables, partial derivatives, higher-order approximations.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics		1 course

MATH 146

MATHEMATICAL MODELING FOR LIFE SCIENCES

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics		1 course

MATH 151

CALCULUS I

A study of functions, limits, continuity, differentiation and integration of algebraic and transcendental functions with elementary applications.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics		1 course

MATH 152

CALCULUS II

Techniques of integration, parametric equations, infinite series and an introduction to the calculus of several variables. *Prerequisite: MATH 136 or MATH 151.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	MATH 136 or MATH 151	1 course

MATH 197

FIRST-YEAR SEMINAR

The basic approach in this course will be to present mathematics in a more humanistic manner and thereby provide an environment where students can discover, on their own, the quantitative ideas and mathematical techniques used in decision-making in a diversity of disciplines. Students work with problems obtained from industry and elsewhere.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

MATH 223

FOUNDATIONS OF ADVANCED MATHEMATICS

An introduction to concepts and methods that are fundamental to the study of advanced mathematics. Emphasis is placed on the comprehension and the creation of mathematical prose, proofs, and theorems. Topics are selected from Boolean algebra, combinatorics, functions, graph theory, matrix algebra, number theory, probability, relations, and set theory. *Prerequisite: MATH 123 or MATH 136 or MATH 151.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	MATH 123 or MATH 136 or MATH 151	1 course

MATH 247

MATHEMATICAL STATISTICS

This course introduces students to the theory behind standard statistical procedures. The course presumes a working knowledge of single-variable calculus on the part of the student. Students are expected to derive and apply theoretical results as well as carry out standard statistical procedures. Topics covered will include moment-generating functions, Gamma distributions, Chi-squared distributions, t-distributions, and F-distributions, sampling distributions and the Central Limit Theorem, point estimation, confidence intervals, and hypothesis testing. *Prerequisite: MATH 136 or MATH 151.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	MATH 136 or MATH 151	1 course

MATH 251

CALCULUS III

An introduction to the calculus of several variables. Topics include vectors and solid analytic geometry, multidimensional differentiation and integration, and a selection of applications. *Prerequisite: MATH 152.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	MATH 152	1 course

MATH 261

INTRODUCTION TO DATA SCIENCE

This course provides an introduction to the field of data science from data to knowledge and gives students' hands-on experience with tools and methods. This course focuses on using computational, statistical, and mathematical tools for data acquisition, exploration, manipulation,

visualization, analysis, modeling, and classification, as well as the communication of results. *Prerequisite: MATH 141 (or equivalent) or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 141 (or equivalent) or permission of instructor	1 course

MATH 270

LINEAR ALGEBRA

Vector spaces, linear transformations, matrices, determinants, eigenvalues and eigenvectors and applications. *Prerequisite: MATH 152 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 152 or permission of instructor	1 course

MATH 321

TOPICS IN GEOMETRY

Selections from advanced plane, differential, non-Euclidean or projective geometry. *Prerequisite: either MATH 223 or MATH 270.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Either MATH 223 or MATH 270	1 course

MATH 323

ALGORITHMIC GRAPH THEORY

Algorithmic Graph Theory is that branch of Mathematics that deals with mathematical structures that are used to model pairwise relations between objects from a certain collection, together with algorithms used to manipulate these models. Algorithmic Graph Theory is used to model many types of relations and process dynamics in physical, biological and social systems. This course helps students develop the mathematical underpinnings of the theory of graphs and algorithms, a branch of discrete mathematics. This course provides an excellent background to an exciting area of mathematics that has applications in fields like computer science, economics, and engineering. *Prerequisites: CSC 233, foundations of computation or MATH 270, linear algebra or MATH 223, foundations of advanced mathematics. It will be beneficial for the student to be fluent in a programming language for this course.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	CSC 233, Foundations of Computation or MATH 270, Linear Algebra or MATH 223, Foundations of Advanced Mathematics.	1 course

MATH 331

MATHEMATICS OF COMPOUND INTEREST

A mathematical treatment of measurements of interest and discount, present values, equations of value, annuities, amortization and sinking funds and bonds. Also, an introduction to life annuities and the mathematics of life insurance. *Prerequisite: MATH 152 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 152	1 course

MATH 332

SEMINAR IN FINANCIAL MATHEMATICS

This is a problem-solving seminar. The problems discussed in the seminar provide students with a better understanding of the actuarial field by exposing students to the professional application of actuarial science and by providing resources for students taking actuarial exams. Techniques and strategies for solving difficult problems are also introduced in the seminar. The seminar also includes an introduction of financial instruments, the determinants of interest rates, an alternative way to approximate the effect of change in interest rates, and interest rate swaps. This course is of great assistance for students who are preparing for the actuarial exam Financial Math. *Prerequisite: MATH 331 which may be taken concurrently.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 331 which may be taken concurrently.	1/2 course

MATH 336

AN INTRODUCTION TO FINANCIAL ENGINEERING

The course builds on mathematical models of bond and stock prices and focuses on the mathematical modeling of financial derivatives. It covers several major areas of financial derivative pricing modeling, namely: Efficient market and No-Arbitrage Principle; basics of fixed-income instrument and risk-free asset; Risk-neutral Probability and Risk-Neutral Pricing; Black-Scholes' arbitrage pricing of options and other derivative securities; Numerical Methods like a Binomial Tree for derivative pricing; the Greeks and Hedging using derivatives. Assuming

only a basic knowledge of probability and calculus, it covers the material in a mathematically rigorous and complete way at a level accessible to second or third year undergraduate students. This course is suitable not only for students of mathematics, but also students of business management, finance and economics, and anyone with an interest in finance who needs to understand the underlying theory. *Prerequisites: MATH 136 or MATH 151, ECON 100, and either MATH 141 or ECON 350.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Math 136 or MATH 151, Econ 100, and either MATH 141 or ECON 350	1 course

MATH 340

TOPICS IN STATISTICS

Topics in statistics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/4-1/2-1 course

MATH 341

STATISTICAL MODEL ANALYSIS

This course is designed to provide students with a solid overview of basic and advanced topics in regression analysis. This course mainly covers the simple and multiple linear regression models--method of least squares, model and assumptions; testing hypotheses; estimation of parameters and associated standard errors; correlations between parameter estimates; standard error of predicted response values; inverse prediction; regression through the origin; matrix approach; extra sum of squares principle as used in model building; partial F-tests and sequential F-tests. More advanced topics in regression analysis, such as selecting the 'best' regression equation, classical approaches: all possible regressions; backward elimination; forward selection; stepwise regression; indicator (dummy) variables in regression also introduces in this course. Additionally, nonlinear (binary) logistic regression model with qualitative independent variables discusses in this course. A statistical computing package, such as R, is used throughout the course. *Prerequisite: MATH 141 or ECON 350 or PSY 214 or BIO 275*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	MATH 141 or ECON 350 or PSY 214 or BIO 275	1 course

MATH 348

INTRODUCTION TO STATISTICAL COMPUTING

This course is designed to provide students with an introduction to statistical computing using RStudio. This course will have two components. In the first part of the course, students will learn data manipulations, data structures, matrix manipulation, database operation, and functions. In the second part of the course, students will learn statistical computing topics including simulation studies and Monte Carlo methods, numerical optimization, Bootstrap resampling methods, and visualization. Students will be introduced to some packages and technologies that are useful for statistical computing. Through producing numerical summaries and creating customized graphs, students will be able to discuss the results obtained from their analyses and to generate dynamic and reproducible documents. *Prerequisites: Math 141 (or ECON 350/BIO 375/PSY 214) and Math 151 (or MATH 135-136).*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	Math 141 (or ECON 350/BIO 375/PSY 214) and Math 151 (or MATH 135-136)	1 course

MATH 361

ANALYSIS

A study of the theory of limits, continuity, differentiation, integration, sequences and series. *Prerequisite: MATH 152 and either MATH 223 or MATH 270.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 152 and either MATH 223 or MATH 270	1 course

MATH 363

DIFFERENTIAL EQUATIONS

Equations of the first degree, linear differential equations, systems of equations with matrix methods and applications. Selected topics from power series solutions, numerical methods, boundary-value problems and non-linear equations. *Prerequisites: MATH 152 and MATH 270.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 152 and MATH 270	1 course

MATH 367

INTRODUCTION TO NUMERICAL ANALYSIS

Analysis of algorithms frequently used in mathematics, engineering and the physical sciences. Topics include sources of errors in digital computers, fixed point iteration, interpolation and

polynomial approximation, numerical differentiation and integration, direct and iterative methods for solving linear systems, and iterative methods for nonlinear systems. Numerical experiments will be conducted using FORTRAN, C, or another appropriate high-level language. *Prerequisites: MATH 270 and CSC 121 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 270 and CSC 121 or permission of instructor	1 course

MATH 371

ALGEBRAIC STRUCTURES

The structure of groups, group homomorphisms and selected topics from other algebraic structures, such as rings, fields and modules. *Prerequisite: MATH 270.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 270	1 course

MATH 382

NUMBER THEORY

Divisibility and factorization of integers, linear and quadratic congruences. Selected topics from diophantine equations, the distribution of primes, number-theoretic functions, the representation of integers and continued fractions. *Prerequisite: MATH 270 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 270 or permission of instructor	1 course

MATH 390

ADVANCED TOPICS IN MATHEMATICS

A. Actuarial Mathematics; B. Algebra; C. Analysis; D. Foundations of Mathematics; E. Geometry; F. Applied Mathematics; G. Special Topics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/2 - 1

MATH 422

OPERATIONS RESEARCH

Topics selected from linear and dynamic programming, network analysis, game theory and queueing theory are applied to problems in production, transportation, resource allocation, scheduling and competition. *Prerequisite: MATH 270.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 270	1 course

MATH 423

ADVANCED TOPICS IN OPERATIONS RESEARCH

Advanced topics in linear programming, integer programming, nonlinear programming, game theory, Markov chains, and dynamic programming. *Prerequisite: MATH 422*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Math 422	1 course

MATH 441

PROBABILITY

Probability, sample spaces and events, discrete and continuous random variables, density and their distributions, including the binomial, Poisson and normal. *Prerequisite: MATH 152 and MATH 223.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MATH 152 and MATH 223	1 course

MATH 442

PROBABILITY PROBLEMS SEMINAR

The seminar will include the topics of multivariate distributions, order statistics, the law of large numbers, basic insurance policies, frequency of loss, frequency distribution, severity, severity distribution, characteristics of an insurable risk, measurement of risk, economics risk, expected value of loss, loss distribution, premium payment, claim payment distribution, limits on policy benefit (deductible, maximum, benefit limits) and role of actuaries. After studying, students will be able to demonstrate a solid foundation in probability by their ability to solve a variety of basic and advanced actuarial practical problems. *Prerequisite: MATH 441 which may be taken concurrently.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MATH 441 which may be taken concurrently	1/2 course credit
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MATH 490

MATHEMATICS TOPICS

A. Actuarial Mathematics; B. Algebra; C. Analysis; D. Foundations of Mathematics; E. Geometry; F. Probability and Statistics; G. Applied Mathematics; H. Special Topics. *Prerequisite: permission of instructor. May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	Permission of instructor	1/2-1 course
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MATH 494

ACTUARIAL SCIENCE CASE STUDIES

This course is primarily based on lectures and group discussions. Students participating in this senior capstone course are exposed to case studies in Actuarial Science and Financial Mathematics. Students will work in groups to complete various projects such as mortality and lapse studies in insurance and use public data in the Society of Actuaries, Casualty Actuarial Society, and other resources to model and price financial derivatives. Students will apply techniques from previous courses to real-world data using data analytic methods and tools to complete research. *The prerequisites of this course are two core actuarial science courses (Math 331 Theory of Compound Interest or Math 336/Econ 390 Introduction to Financial Engineering, and Math 441 Probability) plus one upper-level statistics course offered in the Math Department (Math 341 Statistics Model Analysis, Math 348 Introduction to Statistical Computing) or Econ department (Econ 385 Regression and Simulation for Economics and Management, Econ 450 Econometrics).*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MATH 331 or MATH 336/ECON 390 and MATH 441 plus MATH 341, MATH 348, ECON 385 or ECON 450	1 course
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MATH 495

SEMINAR: MATHEMATICS

Advanced topics considered individually or in small groups. *Open only to senior Mathematics majors or by permission of the Department of Mathematics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

Music (CLA)

Students in the Asbury College of Liberal Arts may earn a Music major for the Bachelor of Arts degree through the School of Music. The Music (CLA) major is not available to School of Music students, including those in the dual degree program. Students in the College of Liberal Arts who are majoring in disciplines other than music may complete a minor in either applied music or instrumental jazz studies. The completion of a successful audition is required before a student can be certified as a minor. School of Music students may complete the minor in instrumental jazz studies.

Requirements For A Major In Music (CLA)

TOTAL COURSES REQUIRED	Ten + one course in fine arts
CORE COURSES	MUS 111, MUS 112, MUS 121, MUS 240, MUS 265 or MUS 266, MUS 450.
OTHER REQUIRED COURSES	Additional upper-level music history elective (usually MUS 390). Four semesters participation in major ensemble. One course credit in another fine art (theatre or art). 3.75 course credits in music electives.
NUMBER 300 AND 400 LEVEL COURSES	Two
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	Students pursuing the B.A. with a major in Music fulfill the capstone requirement by satisfactorily completing MUS 450, Senior Seminar. Students discuss a common set of readings designed to help synthesize their diverse experiences in music and complete a major research project on an approved topic, which consists of a written thesis and oral presentation.
ADDITIONAL INFORMATION	21 course credits in the liberal arts (outside music) are required. Any student wishing to pursue a B.A. in Music who has not previously auditioned for acceptance into the School of Music or for a music performance award must successfully complete an an audition to declare the major.

RECENT CHANGES IN MAJOR

This major has been redesigned to coincide with the changes to the School of Music degree curriculum effective Fall 2015.

WRITING IN THE MAJOR

Students pursuing the B.A. with a major in Music fulfill the Writing in the Major requirement in their core music courses (e.g., music theory and musicology sequences). Students write essays of varying lengths and in different situations, such as out-of-class assignments and in-class exams. Written work often includes composer biographies, descriptive writing about musical repertoire (i.e., descriptions of form, melody, harmony, and rhythm), program notes, annotated bibliographies, introductory essays with a bibliography, and research papers.

Requirements For A Minor In Jazz Studies

TOTAL COURSES REQUIRED

6.75 - 7.0

CORE COURSES

MUS 100, MUS 231, MUS 384, and MUS 386. Two course credits in applied music in the primary instrument. Four semesters of participation in Jazz Ensemble. Two semesters of participation in Jazz Combos.

OTHER REQUIRED COURSES

One elective course credit in jazz studies at the 300-400 level. One-quarter course credit in applied music in jazz piano (if piano is not the primary instrument). Two semesters of recital attendance.

NUMBER 300 AND 400 LEVEL COURSES

Three

Requirements For A Minor In Music

TOTAL COURSES REQUIRED

6.25

CORE COURSES

MUS 111, MUS 112, MUS 121, and MUS 265 or MUS 266.

OTHER REQUIRED COURSES

One elective course at the 300-400 level. Four semesters of recital attendance. Three elective courses chosen

NUMBER 300 AND 400 LEVEL COURSES	from MUS 124, 213, 214, 223, 224, 240, 265, 266, 290, 390, 395, applied lessons (requires audition), or large ensemble courses.
	.75

Requirements For A Minor In Music Creation And Technology (Non-Music Majors) (Fall 2023)

TOTAL COURSES REQUIRED	Five
CORE COURSES	<ul style="list-style-type: none"> • MUS 100: Thinking, Listening, and Creating with Music (1 credit) • MUS 110: Introduction to Music Technology (.5 credit) • MUS 280: Topics in Music Technology (.5 credit) • MUS CMP: Applied Lessons in Composition, including bi-monthly ARR studio class (1 total credit)
OTHER REQUIRED COURSES	2 electives, from the following (ARTS 165, ARTS 272, ARTH281, COMM 211, ENG 149, ENG 311, ENG 312, ENG 245, ENG 342, ENG 343, FLME 230, MUS 130 (with permission of instructor), MUS 335, MUS 445, Performance classes/lessons (voice, piano, guitar or MUS APP if eligible), Ensembles. Any of the above MUS electives for which the student meets prerequisites. Any core theory/musicianship course(s) (placement by exam)
NUMBER 300 AND 400 LEVEL COURSES	One

Requirements For A Minor In Musical Theatre (Cla Theatre Majors)

TOTAL COURSES REQUIRED	5-5.25
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CORE COURSES	MUS 175, MUS 179, MUS 180, and a 300-level topics course in Musical Theatre History and Literature.
OTHER REQUIRED COURSES	MUS 100 or MUS 121, MUS 901 or MUS PNO, MUS 905 or MUS VOC, Music Elective courses.
NUMBER 300 AND 400 LEVEL COURSES	One

Requirements For A Minor In Musical Theatre (Other CLA Majors)

TOTAL COURSES REQUIRED	5.5 - 5.75
CORE COURSES	MUS 175, MUS 179, MUS 180, and a 300-level topics course in Musical Theatre History and Literature.
OTHER REQUIRED COURSES	COMM 111 or COMM 211, COMM 117, MUS 100 or MUS 121, MUS 901 or MUS PNO, MUS 905 or MUS VOC.
NUMBER 300 AND 400 LEVEL COURSES	One

COURSES IN MUSIC (OTHER)

MUS 001

CONCERT ATTENDANCE

Music majors are required to attend recitals and concerts programmed by the School of Music every semester in residence.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		0 course

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 100

THINKING, LISTENING, CREATING WITH MUSIC

A basic course that enables the non-music major to understand the manner in which the elements of music are constructed and combined in order to form a coherent musical expression. *Not open to students in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

COURSES IN MUSIC HISTORY & LITERATURE

MUS 102

EXPLORING MUSIC IN HISTORY AND CULTURE

This course is open to all CLA students who wish to develop a deeper love and understanding of music. The course introduces concepts and terms of music studies and teaches the skills to listen more deeply and to write and speak fluently about music. The course explores some of the historical and cultural factors that have influenced musical creation and performance and the roles that music has played in social life past and present. No previous musical experience or ability to read music notation is necessary for this course. *Not open to School of Music students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 104

INTRODUCTION TO MUSIC THEORY FOR NON-MAJORS

An introduction to the basic structures, terminology, and analysis methods for tonal music including scales, harmony, form, and simple composition.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

Evidence of ability to read music as documented by high school participation for two years in band or orchestra or four years in choir or qualifying score on a music notation placement test. Not open to students in the School of Music.

1 course

MUS 105

INTRODUCTION TO MUSIC THEORY AND MUSICIANSHIP

Introduction to Music Theory and Musicianship builds foundational skills for collegiate music study. Students discover broadly applicable musical concepts in the domains of pitch relationships, rhythm, timbre, and form, and build fluency with those concepts through skill-

building activities, composition, improvisation, performance, transcription, aural identification, music analysis, music technology applications, and writing. Students will also discuss and reflect on current areas of discourse in music studies. This course is required for first-year School of Music students unless their placement exam indicates they should enter the Theory/Musicianship sequence with Theory I and Musicianship I.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

COURSES IN MUSIC (OTHER)

MUS 110

INTRODUCTION TO MUSIC TECHNOLOGY

The goal of this course is to provide students with a solid practical knowledge of music technology and its applications to music composition, performance and production. Through lecture, discussion, hands-on experience and projects, students develop basic proficiency in tools and methods used to create, perform and share music in the digital domain.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

Liberal Arts students may register with the consent of instructor

1/2 course

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 111

THEORY I

The first of four core courses in music theory. Students will study the over-arching theory of tonality and structural phenomena, starting the habits of students to think analytically about music. Lead sheet labels, Roman Numerals, and functional bass theory will be introduced.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

MUS 112

THEORY II

The second of four core courses in music theory. Students will continue studying the overarching theory of tonality and structural phenomena. Roman Numeral and functional bass analysis will be explained in greater detail, along with structural phenomena that form the building blocks of form.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 111 or consent of theory/musicianship coordinator	1/2 course
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COURSES IN MUSIC EDUCATION & DICTION

MUS 115

TECHNOLOGY IN MUSIC EDUCATION

The goal of this course is to provide music education students with a solid practical knowledge of music technologies, in the context of music pedagogy. Through lecture, discussion, hands-on experience and projects, students will explore the tools and methods used for digital music composition, performance and production, through the lens of music instruction.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		1/2 course
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COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 121

MUSICIANSHIP I

The first of four core courses that develop aural and performance skills. Sight singing (movable Do solfege), melodic and harmonic dictation, improvisation, and keyboard skills are covered.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		3/4 course
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MUS 122

MUSICIANSHIP II

The second of four core courses that develop aural and performance skills. Sight singing (movable Do solfege), melodic and harmonic dictation, improvisation, and keyboard skills are covered.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 121 or consent of theory/musicianship coordinator	3/4 course

COURSES IN 21ST CENTURY MUSIC

MUS 130

MUSICKING (WAS UNDERSTANDING MUSIC)

The idea of musicking conceives of music as a process rather than an object. It encompasses all activity involved in and surrounding music, including but not limited to performing, improvising, composing, listening, responding, dancing, teaching, engaging with music theory and history, and attending and producing musical events. MUS 130, a team-taught class, explores selected dimensions of musicking from multiple perspectives. Students rotate through modules that offer a foundational framework of the following skills: artistic creation, the exercise of individual and collaborative creativity in developing an artistic voice; critical thinking, the intellectual skills of curiosity, rational thought, analysis, and problem solving; and, everyday advocacy, the habits of mind for making meaningful connections between our audiences and our art and effectively advocating for what we value.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		¾ course

COURSES IN MUSIC EDUCATION & DICTION

MUS 150

INTRODUCTION TO MUSIC EDUCATION

Introduces the student to the music teaching profession. Emphasis is placed upon teacher-student relationships, role of the music teacher in schools and the individual examination and refinement of personal attitudes and skills needed to become an effective music teacher. Field experiences are required for all students. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/4 course

MUS 170

FOUNDATIONS OF MUSIC EDUCATION

A study of major points of view in contemporary American education and those knowledge bases that influence educational decisions. Survey of the historical, sociological, philosophical and psychological factors and functions of music in general education as they relate to principles and practices in education today. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

COURSES IN DANCE

MUS 171

BEGINNING BALLET I

Designed for the student who has had no previous dance training. Basic concepts and terminology will be considered as will aspects of history and appreciation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/2 course

MUS 172

BEGINNING BALLET II

A continuation of MUS 171.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

MUS 171 or consent of instructor

1/2 course

MUS 173

INTERMEDIATE BALLET I

A continuation of MUS 172.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

MUS 172 or consent of instructor

MUS 174

INTERMEDIATE BALLET II

A continuation of MUS 173.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

MUS 173 or consent of instructor

½ course

MUS 175

BEGINNING JAZZ DANCE I

Designed for the student who has had no previous dance training. Basic jazz technique and terminology will be addressed. Students will gain body control and awareness through class performance.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

½ course

MUS 176

BEGINNING JAZZ DANCE II

Continuation of MUS 175

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

MUS 175 or consent of instructor

½ course

MUS 177

INTERMEDIATE JAZZ DANCE I

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

MUS 176 or consent of instructor

½ course

MUS 178

INTERMEDIATE JAZZ DANCE II

A continuation of MUS 177.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	MUS 177 or consent of instructor	½ course

MUS 179

BALLROOM DANCING

An introduction to the history and practice of ballroom dancing.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		½ course

MUS 180

BEGINNING TAP

This course is the study of tap dance technique from the basic rhythms and time steps to creating and performing tap routines. Emphasis on individual and group performance.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		½ course

COURSES IN MUSIC (OTHER)

MUS 183

OFF-CAMPUS EXTENDED STUDIES COURSE

An off-campus course offered during the Winter or May term that includes on-campus preparation. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

Variable

MUS 184

ON-CAMPUS EXTENDED STUDIES COURSE

An on-campus course offered during the Winter or May term. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

Variable

COURSES IN MUSIC EDUCATION & DICTION

MUS 190

FOUNDATIONS OF MUSIC EDUCATION

A study of major points of view in contemporary American education and those knowledge bases that influence educational decisions. Survey of the historical, sociological, philosophical and psychological factors and functions of music in general education as they relate to principles and practices in education today. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

3/4 course

MUS 191

ITALIAN DICTION FOR SINGERS

A theoretical and practical consideration of pronunciation principles for singers of the Italian repertoire. *Applicable to voice majors and their degrees in the School of Music.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/2 course

MUS 192

GERMAN DICTION FOR SINGERS

A theoretical and practical consideration of pronunciation principles for singers of the German repertoire. *Applicable to voice majors and their degrees in the School of Music. Prerequisites: MUS 191 and MUS 194.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 191 and MUS 194	1/2 course

MUS 193

FRENCH DICTION FOR SINGERS

A theoretical and practical consideration of pronunciation principles for singers of the French repertoire. *Applicable to voice majors and their degrees in the School of Music. Prerequisites: MUS 191 and MUS 194.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 191 and MUS 194	1/2 course

MUS 194

ENGLISH DICTION FOR SINGERS

A theoretical and practical consideration of pronunciation principles for singers of the English repertoire. *Applicable to voice majors and their degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/2 course

COURSES IN MUSIC (OTHER)

MUS 197

FIRST-YEAR SEMINAR

A seminar focused on a theme in the study of music. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 211

THEORY III

The third of four core courses in music theory. Students will be introduced to specific forms, voice-leading, harmonic language, and rhythmic language in Common-Practice, jazz, contemporary classical, pop/rock, and musical theater styles.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 112 or consent of theory/musicianship coordinator	¾ course
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MUS 212

THEORY IV

The fourth of four core courses in music theory. Students will explore more advanced topics in form, harmonic language, orchestration, and rhythmic language in Common-Practice, contemporary classical, jazz, popular, and Indonesian Gamelan styles.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 211 or consent of theory/musicianship coordinator	¾ course
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MUS 221

MUSICIANSHIP III

The third of four core courses that develop aural and performance skills. Sight singing (movable Do solfege), melodic and harmonic dictation, improvisation, and keyboard skills are covered.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 122 or consent of theory/musicianship coordinator	½ course
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MUS 222

MUSICIANSHIP IV

The fourth of four courses that develop aural and performance skills. Sight singing (movable Do solfege), melodic and harmonic dictation, improvisation, and keyboard skills are covered.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 221 or consent of theory/musicianship coordinator	½ course
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COURSES IN MUSIC HISTORY & LITERATURE

MUS 231

JAZZ HISTORY

A consideration of jazz history from its beginnings to the present day. Students will develop an awareness of important periods, major performers and composers, trends, influences, stylistic features, terminology, and related materials. *This course is appropriate for liberal arts students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1/2 course
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MUS 233

MILES AND 'TRANE

This course examines the life and works of Miles Davis and John Coltrane, two of the most influential musicians in the world. For more than 45 years, from 1945 when he first made his mark on the jazz scene until his death in 1991, Miles Davis has been in the front rank of American music. His music has defined jazz for three different generations of listeners. John Coltrane was a key figure in jazz history, a pioneer in world music, and an intensely emotional force. The immense force of Coltrane's music has inspired poetry, sculpture and modern dance. *This course is appropriate for liberal arts students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1/2 course
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MUS 236

SURVEY OF WIND LITERATURE

An introduction to the vast array of literature available to the band and wind ensemble from a historical perspective. Students develop both aural and score knowledge of the variety of styles of wind music (from the Middle Ages through the 20th century) and an understanding of the development of wind composition.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

COURSES IN 21ST CENTURY MUSIC

MUS 240

STATE OF THE ART

State of the Art gives students a thorough overview of the challenges and opportunities facing professional musicians and music organizations in the current marketplace. Starting with an exploration of high-profile contemporary situations, the course then examines the economics of professional classical music, using NEA arts participation data and various articles and online resources as texts. As the course moves to an exploration of successful arts organizations, small ensembles, and individual performers, students develop case studies of successful current musical enterprises.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Course not open to first-year students.

1 course

COURSES IN MUSIC EDUCATION & DICTION

MUS 251

PERCUSSION TECHNIQUES

Study and practice of the standard range of percussion instruments. Students are taught using method books designed for elementary, middle and secondary schools, and they learn to employ appropriate pedagogical techniques for group instruction in school settings. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

MUS 252

STRING TECHNIQUES

Study and practice of each of the following string instruments: violin, viola, cello and bass. Students are taught using method books designed for elementary, middle and secondary schools, and they learn to employ appropriate pedagogical techniques for group instruction in school settings. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

½ course

MUS 253

BRASS TECHNIQUES

Study and practice of each of the following brass instruments: trumpet, French horn, trombone, and euphonium/tuba. Students are taught using method books designed for elementary, middle and secondary schools, and they learn to employ appropriate pedagogical techniques for group instruction in school settings. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

½ course

MUS 254

WOODWIND TECHNIQUES

Study and practice of each of the following woodwind instruments: flute, clarinet and saxophone. Students are taught using method books designed for elementary, middle and secondary schools, and they learn to employ appropriate pedagogical techniques for group instruction in school settings. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

½ course

MUS 255

INSTRUMENTAL/CHORAL MUSIC EDUCATION LAB

This course provides an environment in which future music educators learn to rehearse and arrange for middle school and high school instrumental and choral ensembles. Students enroll in the course three spring semesters and gradually assume teaching responsibilities. By the conclusion of their third semester, students will: apply their pedagogical knowledge in the sequencing of lesson/rehearsal materials, select appropriate methods and literature for school ensembles, employ appropriate rehearsal techniques, refine their personal communicative teaching skills, hone their performance skills on secondary instruments, and assess student progress. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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¼ course (first- and second-year students); ½ course (third-year students)

MUS 262

MUSIC IN EARLY CHILDHOOD

Detailed consideration of the music programs in nursery schools, preschools, and kindergarten; topics include the nature of early musical responses, learning objectives, experience levels within the programs, methods of teaching, and materials. Observation of music teaching and participation in music teaching are included in the coursework.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 150 and MUS 170 or consent of instructor

½ course

MUS 263

MUSIC FOR STUDENTS WITH DIVERSE NEEDS

Introduction to student diversity with an emphasis on providing music instruction to P-12 students with diverse needs. In this music teacher education course, pre-service music teachers will develop skills in planning developmentally and culturally appropriate music lessons and in structuring experiences to facilitate participation and learning by all students. Course content includes overviews of student diversity, special education, and multicultural education; examination of the challenges that issues of diversity pose to the learning process; study of legislation, procedures, and current practice; application of appropriate instructional and assessment strategies; and, provision of reasonable accommodations. Students will develop the knowledge, skills, and dispositions essential for teaching music to a wide variety of learners. Field experience is required.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 150 and MUS 170 or consent of instructor

¾ course

COURSES IN MUSIC HISTORY & LITERATURE

MUS 265

HISTORY OF WESTERN MUSIC I

European art music from the ancient Greeks to the end of the Classical Era (ca. 1800). The course places the stylistic development of important genres and forms of Western art music into a spectrum of musical, social and economic contexts. The analysis of historically important works will consider how music has been experienced by composers, performers, patrons and audiences.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities	MUS 111, 121, or consent of instructor	1 course
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MUS 266

HISTORY OF WESTERN MUSIC II

This course provides a historical survey of music in Europe and the United States from 1800 to the present day, exploring some of the many genres and styles circulating during these transformative centuries. Considering each work and composer as a case study indicative of broader trends, the course delves into the historical contexts, philosophical and literary underpinnings, and social dynamics of this music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities	MUS 111, 121, or consent of instructor	1 course
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COURSES IN MUSIC ENSEMBLE

MUS 271

UNIVERSITY SYMPHONY ORCHESTRA

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		¼ course
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MUS 272

LARGE INSTRUMENTAL ENSEMBLE

All School of Music instrumental students and College of Liberal Arts musicians with a Music Performance Award register for Large Instrumental Ensemble. Instrumental ensemble directors for Jazz Ensemble, University Band, and University Orchestra assign students into a rotation of large ensemble performance opportunities providing different repertoire and pedagogy. Students rotate through the different ensembles each semester. To receive .25 credit, students spend a total

of 63 hours across 14 weeks participating in the different ensemble configurations. Auditions are held in August for the fall semester and December or early February for second semester.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		¼ course

MUS 273
UNIVERSITY BAND

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		¼ course

MUS 275
UNIVERSITY CHORUS

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		¼ course

MUS 276
VOX ANIMAE

This treble (SSAA) chamber group is open to any student at DePauw regardless of major, but requires an audition to participate. In rigorous rehearsals, students learn repertoire of every level and of different eras, genres, and cultures, which facilitates the development of skills necessary in becoming an advanced choral singer and musician. A semester typically includes several joint performances with other choirs and ensembles of the School of Music. This group also serves as a musical ambassador of the university for special occasions on and off campus.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		¼ course

MUS 277
CHAMBER SINGERS

This mixed (SATB) chamber group is open to any student at DePauw regardless of major, but requires an audition to participate. In rigorous rehearsals, students learn repertoire of every level

and of different eras, genres, and cultures, which facilitates the development of skills necessary in becoming an advanced choral singer and musician. A semester typically includes several joint performances with other choirs and ensembles of the School of Music. This group also serves as a musical ambassador of the university for special occasions on and off campus.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		¼ course

MUS 278
JAZZ ENSEMBLE

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		¼ course

COURSES IN MUSIC (OTHER)

MUS 280
TOPICS IN MUSIC TECHNOLOGY

Students will further develop proficiency in music technologies and their applications to music composition, performance and production, by exploring a range of topical subjects that may include: computer-based recording, engineering and production strategies for live and recorded sound; live-sound support, recording and production; contemporary electroacoustic music composition; acoustics and sound design; contemporary digital songwriting, production and distribution; cultural contexts of popular music; music for film. *Prerequisites: MUS110 or consent of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 110 or consent of instructor	1/2 course

COURSES IN MUSIC ENSEMBLE

MUS 282
MUSIC FOR THE STAGE

This course is designed to give students the skills required to sing effectively on stage through the study of a variety of vocal repertoire for the stage, including, but not limited to, opera and musical theatre.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

¼ course

MUS 283

PERFORMING OPERA

This course is a performance-based course that offers practical experience in the preparation and performance of appropriate selections from the operatic repertoire. It is designed to provide a basic understanding of role preparation with a focus on stagecraft and musical preparation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

¼ course

MUS 284

PERFORMING MUSICAL THEATRE

This course is a performance-based course that offers practical experience in the preparation and performance of appropriate selections from the musical theatre repertoire. It is designed to provide a basic understanding of role preparation with a focus on stagecraft and musical preparation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

¼ course

MUS 288

ASBURY STRING QUARTET

Based on an audition, selected students will be assigned to a specific named chamber ensemble. Students will rehearse as a group independently and under the tutelage of a chamber music coach. Ensembles will perform on and off campus representing the School of Music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

¼ course

COURSES IN MUSIC (OTHER)

MUS 290

TOPICS

Investigation of special topics in music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		½-1 course

MUS 299

INTERNSHIP IN MUSIC BUSINESS

An experiential course for those students who are completing an internship with an agency or organization not usually included in University programs. A detailed written project proposal must be approved by the supervising faculty member and the Dean of the School of Music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Consent of the Dean of the School of Music.	½-1 course

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 313

ADVANCED KEYBOARD SKILLS

This class involves the development of harmonization and transposition skills. Realization of figured bass and open score reading are included as well.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 212 and MUS 222 or consent of instructor	1/2 course

MUS 320

COMPOSITION

The general goals of this course are: to nurture the student's compositional creativity and craft; to refine the student's ability to express compositional ideas through notation and other media; to broaden the student's exposure to contemporary music and compositional techniques; to improve the student's aural skills, focusing in particular on the perception of events and processes at work in contemporary music; to develop the student's ability to write effectively for individual

instruments and voices, and groups of instruments and voices; to improve the student's ability to write and speak articulately about her or his music; and to deepen the student's understanding of herself or himself as an artist. *May be taken up to four times for credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 211 and MUS 221 or consent of instructor	1/2 course

MUS 323

ORCHESTRATION

Modern band and orchestral instrumentation. Arrangements for string, woodwind, brass and percussion combinations and orchestrations of composition by classical, romantic and modern composers.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 211 and MUS 221 or consent of instructor	1/2 course

COURSES IN 21ST CENTURY MUSIC

MUS 335

CAREER DEVELOPMENT

Career Development introduces skills, knowledge and mindsets that help musical artists develop their own career path in the current music marketplace. Through case studies of diverse musicians and their unique careers, students gain an understanding of artistic, institutional, and social issues that professional musicians consider as they navigate the field. Using these case studies as models, students refine their understanding of their own personal strengths, aspirations, and artistic mission, and develop a portfolio of materials that communicate their story/brand to audiences using various digital media. Students also learn about practical elements of self-managing a music career, such as contracts, household budgeting, and tax preparation for musicians.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/2 course

COURSES IN MUSIC HISTORY & LITERATURE

MUS 336

SOLO VOCAL LITERATURE I

A consideration of the development of Italian and German art song from its origins to the present.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 265 and MUS 266 or consent of instructor	½ course

MUS 337

SOLO VOCAL LITERATURE II

A consideration of the development of French Melodie and British and American art song from its origins to the present.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 265 and MUS 266 or consent of instructor	½ course

COURSES IN 21ST CENTURY MUSIC

MUS 340

MUSIC ENTREPRENEURSHIP

A project-based introduction to the attitudes, skills and habits needed for musicians entering the marketplace to create their own opportunities rather than (or in addition to) seeking employment from existing musical organizations. Topics include entrepreneurial mindset; authentic motivation; portfolio/project-based career models; importance of marketplace distinction; networking and relationship building; developing a personal (or group) following; promotional writing (biographies, press releases, etc.); traditional and electronic marketing, including social media and video; funding models; and basics of personal finance.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Open to first-year students and sophomores by permission only. Open to CLA students by permission only.	1/2 course

COURSES IN MUSIC HISTORY & LITERATURE

MUS 343

SYMPHONIC LITERATURE

An investigation of the significant symphonic literature of the 17th, 18th, 19th, 20th and 21st centuries.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 212, MUS 222, MUS 265 and MUS 266 or consent of instructor	½ course

MUS 345

ORGAN DESIGN AND REPERTOIRE

An investigation of the organ as an instrument, its history and development, its mechanical and tonal design and its repertoire through the various stylistic periods. Practical work in registration is included.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 265 and MUS 266 or consent of instructor	½ course

MUS 346

THE ORGAN IN THE CHURCH SERVICE

Techniques of service playing in both liturgical and non-liturgical services, anthem accompanying, improvisation in the church service and repertoire for church use.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 265 and MUS 266 or consent of instructor	½ course

MUS 347

KEYBOARD LITERATURE I

A consideration of keyboard literature from its origins to the present.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 265 and MUS 266 or consent of instructor	½ course
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MUS 348

KEYBOARD LITERATURE II

A consideration of keyboard literature from its origins to the present.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 265 and MUS 266 or consent of instructor	½ course
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COURSES IN MUSIC EDUCATION & DICTION

MUS 351

ELEMENTARY GENERAL MUSIC: METHODS, MATERIALS AND CURRICULA

Methods and materials suitable for teaching music in the elementary school. General survey of elementary music curricula. Includes critical analysis of texts and literature relevant to the elementary music program. Incorporates theories of learning; curriculum development, organization and evaluation; and, teaching strategies, techniques, and best practices. Observation of music teaching and participation in music teaching are included in the coursework. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		3/4 course
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MUS 352

SECONDARY VOCAL MUSIC: METHODS, MATERIALS AND CURRICULA

Methods and materials appropriate for teaching vocal music at the middle and high school levels. General survey of middle and high school curricula and study of philosophical bases of curriculum design. Includes an analysis of texts, literature and representative materials outlining related responsibilities of the vocal music teacher. Provides detailed consideration of organization, development, maintenance and evaluation of comprehensive choral programs in secondary schools. Observation of music teaching and participation in music teaching are included in the coursework. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA

PREREQUISITES

CREDITS

3/4 course

MUS 354

ELEMENTARY AND SECONDARY INSTRUMENTAL MUSIC: METHODS, MATERIALS AND CURRICULA

Methods of teaching instrumental music in the elementary and secondary schools, including an analysis of texts and literature for concert band, jazz band, orchestra and small ensembles, and representative material outlining related responsibilities of the instrumental music teacher. Observation of music teaching and participation in music teaching are included in the coursework. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA

PREREQUISITES

CREDITS

3/4 course

MUS 355

SECONDARY GENERAL MUSIC: METHODS, MATERIALS AND CURRICULA

Introduction to teaching general music in the secondary schools. Examination of the objectives, organization and operation of a secondary general music program. Study of teaching materials, curricula, instructional methods and assessment practices appropriate for adolescent learners. Observation of and participation in music teaching are included in the coursework.

DISTRIBUTION AREA

PREREQUISITES

CREDITS

1/2 course

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 360

CONDUCTING I

Baton technique, simple and complex rhythms, specific problems from symphonic literature, score reading and practical experience in conducting.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 211 and MUS 221 or consent of instructor ½ course

MUS 362
CONDUCTING II

A. Instrumental: Advanced baton techniques and specific problems related to instrumental conducting with practical experiences in conducting. B. Choral: Advanced conducting techniques related specifically to choral music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 360 or consent of instructor ½ course

COURSES IN 21ST CENTURY MUSIC

MUS 380
21CM TOPICS

Investigations of specialized, current approaches to music creation, presentation, and dissemination. These courses complement other courses offered in the 21CM curriculum.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Variable

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 384
JAZZ THEORY

This course will focus on understanding jazz structures by analyzing the various elements of harmony, chord and scale functions as they relate to the jazz forms and songs that have developed throughout its history and are being employed today.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 211 and MUS 221 or consent of instructor	1/2 course
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MUS 386

JAZZ IMPROVISATION

This course is a fundamental study of jazz improvisation. Students will develop a primary awareness of techniques, style, rhythm, nomenclature, ear training and improvisational exercises. Students will examine standard and basic tune vehicles including blues, modality, II V I progressions and the ballad.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 211 and MUS 221 or consent of instructor	1/2 course
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COURSES IN MUSIC HISTORY & LITERATURE

MUS 390

MUSIC HISTORY TOPICS

In-depth investigations of specialized topics in music history (encompassing art, popular, and folk musics) explored through musicological and interdisciplinary lenses. These courses usually put an emphasis on writing and/or speaking skills. Recent offerings have included studies of genres (Broadway musicals; sacred music of the 18th century), composers (Mozart), and eras (the Vietnam War).

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 265 and MUS 266 or consent of instructor	1 course
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MUS 395

TOPICS

Investigation of specialized topics in areas such as music history, literature, theory, musical cultures and performance issues. Recent offerings have included History of Broadway Musicals, Jazz Styles and Analysis, and Psychology of Music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 265 and MUS 266 or consent of instructor ½-1 course

COURSES IN MUSIC EDUCATION & DICTION

MUS 397

PIANO TEACHING METHODS AND MATERIALS

A study of elementary and advanced piano playing procedures, including technique, interpretation and methods for both class and individual instruction.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 211 and 221 or consent of instructor 1/2 course each semester

MUS 398

PIANO TEACHING METHODS AND MATERIALS

A continuation of MUS 397.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 397 or consent of instructor 1/2 course

MUS 399

PEDAGOGY

Brass, harp, organ, percussion, string, vocal and woodwind. A study of the methods, materials and techniques relevant to the teaching of beginning, intermediate and advanced students in individual lessons and class contexts.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 211 and 221 or consent of instructor 1/2 course

COURSES IN MUSIC (OTHER)

MUS 432

INDEPENDENT STUDY PROJECTS

Independent investigations under the direction of a music faculty member. A research paper or performance subject to review by three members of the music faculty is required. A detailed written project proposal must be approved by the supervising faculty member and the Dean of the School of Music. *The course may be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/4-1/2-1 course

COURSES IN 21ST CENTURY MUSIC

MUS 440

PRACTICUM

A workshop-format course in which students, individually or in small groups, conceive, develop, and execute a project or projects involving 21CM skill areas such as creative programming and presentation, alternative venues, marketing and promotion, audience development, and community engagement. As the capstone course of the core 21CM curriculum, Practicum asks students to think broadly about the professional music field through a variety of critical lenses, and to synthesize 21CM concepts and skills through action and reflection. *May be repeated for credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 340 and MUS 240 or consent of the instructor	½ course

MUS 445

MAKING MUSIC IN COMMUNITIES

Through experiential learning, students learn how to work collaboratively, within and across organizations, to develop and produce musical projects. Over the course of the semester, students will build small-group collaborative organizations and develop, fund, and produce a musical project that meaningfully engages a community (broadly defined) outside the School of Music. Alongside their projects, students will deepen their understanding of inter-related equity, labor, policy, and advocacy matters in the arts through discussion and written responses, culminating in a final assignment in which students reflectively and creatively articulate their vision for the field of music and their role in relation to it.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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½ course

COURSES IN MUSIC (OTHER)

MUS 450

SENIOR SEMINAR

The Senior Seminar in Music is the capstone experience for students earning the BMA degree or the BA degree with a music major. Capstone projects involve researching and writing a substantial original thesis paper on a topic of the student's choosing and formally presenting that research.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 265 and MUS 266 or consent of instructor

1 course

COURSES IN MUSIC EDUCATION & DICTION

MUS 451

STUDENT TEACHING IN MUSIC

A 14-week, full-time teaching experience in an approved music department of a school district. Student teachers are under the supervision of a cooperating teacher and at least one university supervisor. This course is required for state licensure, is typically offered spring semester, and may not be taken pass/fail. Students must concurrently enroll in MUS 452, Senior Seminar for Music Educators.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Admission to Student Teaching and a cumulative GPA of 2.8 or higher. Applications are submitted one full year in advance of the student teaching semester.

Two courses

MUS 452

SENIOR SEMINAR FOR MUSIC EDUCATORS

Professional examination of principles of classroom management, legal rights and responsibilities, certification, accountability, and current issues in education. Practical problems faced in the profession will be addressed. An emphasis is placed upon the examination and refinement of personal attitudes, dispositions, and teaching skills. Students will participate in a final exhibition that involves a formal presentation of their personal growth and competence as well as the unit of study that was developed and delivered and an analysis of the corresponding student assessment data. This course is typically offered spring semester and may not be taken pass/fail. Students must concurrently enroll in MUS 451, Student Teaching in Music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Admission to Student Teaching.	1 course

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 480

ADVANCED JAZZ IMPROVISATION

A continuation of the materials and skill developments begun in MUS 380. The emphasis is on the practical application of jazz theory.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 386 or consent of instructor.	½ course

MUS 482

JAZZ ARRANGING

Study and practice of arranging techniques for jazz ensembles.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 384 and 386 or consent of instructor.	½ course

COURSES IN APPLIED MUSIC

MUS 900

BEGINNING CLASS PIANO (CLA)

Open only to students with very limited or no prior experience in the study of piano.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1/4 course

MUS 901

CLASS PIANO I

Open only to students with very limited or no prior experience in the study of piano.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1/4 course

MUS 902

CLASS PIANO II

A continuation of MUS 901.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	MUS 901 or the equivalent or consent of instructor	1/4 course

MUS 903

CLASS PIANO III

A continuation of MUS 901-902.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	MUS 902 or the equivalent or consent of instructor	1/4 course

MUS 904

CLASS PIANO IV

A continuation of MUS 903.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

MUS 903 or the equivalent or consent of instructor

1/4 course

MUS 905

BEGINNING CLASS VOICE

This course teaches vocal fundamentals in a group format through the study of the physiology and acoustics of the human singing voice. Classical and non-classical styles are studied.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/4 course

MUS 907

BEGINNING FOLK GUITAR I

Open only to students with very limited or no prior experience in the study of guitar.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/4 course

MUS 908

BEGINNING FOLK GUITAR II

A continuation of MUS 907.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

MUS 907 or the equivalent or consent of instructor

1/4 course

MUS APP

INDIVIDUAL APPLIED LESSONS

First-year and sophomore music students earn one-half course credit, and juniors and seniors earn one course credit, for weekly 60-minute lessons on their primary instrument. Music majors do not pay fees for private lessons on their primary instrument or required applied piano classes.

Additional fees are charged for individual applied lessons on a secondary instrument (.25 credit for weekly 30-minute lessons or .5 credit for weekly 60-minute lessons) and other applied music classes that are not required for the students' degree. Students pay additional fees for piano accompanists. Permission of the instructor is required for liberal arts students to enroll in applied lessons. All CLA students who have not studied applied voice previously at DPU must contact the Voice Area Coordinator to schedule and complete an audition before registering for applied voice lessons. Degree-seeking students may not take applied music courses on an audit basis.

Individual applied lessons are offered in the following areas: BAS String Bass; BASJ Jazz Bass; BSN Bassoon; CLO Cello; CLR Clarinet; EUP Euphonium; FLT Flute; GUI Folk Guitar; GUIJ Jazz Guitar; HCD Harpsichord; HRN Horn; HRP Harp; JPNJ Jazz Piano; OBO Oboe; ORG Organ; PNO Piano; PRC Percussion; SAX Saxophone; TBA Tuba; TBN Trombone; TPT Trumpet; VLA Viola; VLN Violin; VOC Voice.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Consent of instructor	1/4-1/2-1 Course

COURSES IN MUSIC ENSEMBLE

MUS 181

SYMPHONIC BAND

The Symphonic Band provides playing experiences for College of Liberal Arts majors, and School of Music majors who want to improve their technique and skills on secondary woodwind, brass, and percussion instruments. The mission of the Symphonic Band is to create maximum enjoyment with limited performance demands for students who wish to continue to perform in a large ensemble as part of their collegiate educational experience. Auditions are not required for participation. However, they are held for optional chair placements and part assignments.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		.25

COURSES IN APPLIED MUSIC

MUS 381

ELECTIVE RECITAL (30-MINUTE)

This course is taken in conjunction with a student's applied lessons during the semester in which a 30-minute elective recital will be presented in a public setting. Students will work with their applied professor to prepare a 30-minute recital consisting of the repertoire required by the

instrumental/vocal area. Students will also be responsible for creating a recital program and working to develop and engage an audience for the public event.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		.25

COURSES IN MUSIC (OTHER)

MUS 385

JUNIOR RECITAL

This is the first of two courses required to complete the music performance degree (Bachelor of Music). This course is taken in conjunction with a student's applied lessons during the semester in which the junior recital will be presented in a public setting. Students will work with their applied professor to prepare a 30-minute recital consisting of repertoire required by the instrumental/vocal area. Students will also be responsible for creating a recital program and working to develop and engage an audience for the public event.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/4 course

COURSES IN APPLIED MUSIC

MUS 481

ELECTIVE RECITAL (60-MINUTE)

This course is taken in conjunction with a student's applied lessons during the semester in which a 60-minute elective recital will be presented in a public setting. Students will work with their applied professor to prepare a 60-minute recital consisting of the repertoire required by the instrumental/vocal area. Students will also be responsible for creating a recital program and working to develop and engage an audience for the public event.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		.25

COURSES IN MUSIC ENSEMBLE

MUS 485

SENIOR RECITAL

This is the second of two courses required to complete the music performance degree (Bachelor of Music). This course is taken in conjunction with a student’s applied lessons during the semester in which the senior recital will be presented in a public setting. Students will work with their applied professor to prepare a 60-minute recital consisting of the repertoire required by the instrumental/vocal area. Students will also be responsible for creating a recital program and developing and engaging an audience for the event.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		¼ course

COURSES IN APPLIED MUSIC

MUS JAZZ

APPLIED JAZZ

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		Variable

School Of Music

The following courses are offered through the School of Music. Many, including the ensembles, dance courses and music lessons, are available to students in the Asbury College of Liberal Arts (additional fees may apply).

For descriptions and advising worksheets for the degrees offered through the school of music, go to: <http://www.depauw.edu/academics/catalog/majors-and-minors/school-of-music/>.

Requirements For A Minor In Music Creation And Technology (Music Majors) (Fall 2023)

TOTAL COURSES REQUIRED	Five
CORE COURSES	<ul style="list-style-type: none"> • Composition (either MUS 380 or MUS 320) - two semesters (1 credit)

OTHER REQUIRED COURSES	<ul style="list-style-type: none"> MUS 280: Topics in Music Technology (.5 credit) MUS CMP: Applied Lessons in Composition, including bi-monthly ARR studio class (2 total credits)
NUMBER 300 AND 400 LEVEL COURSES	<p>Electives - at least 1.5 credits of courses from following (ARTS 165, ARTS 272, ARTH281, COMM 211, ENG 149, ENG 311, ENG 312, ENG 245, ENG 342, ENG 343, FLME 195, MUS 323, MUS 360, interdisciplinary music: concepts and workshops, Jazz Theory, Jazz Arranging, Choral Arranging, Jazz Improvisation, Concert Programming, MUS 432: Independent Study in a Music Creation or Music Technology topic, or Other creation/tech/new music focused electives added in the future)</p>
NUMBER 300 AND 400 LEVEL COURSES	Two

COURSES IN MUSIC (OTHER)

MUS 001

CONCERT ATTENDANCE

Music majors are required to attend recitals and concerts programmed by the School of Music every semester in residence.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		0 course

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 100

THINKING, LISTENING, CREATING WITH MUSIC

A basic course that enables the non-music major to understand the manner in which the elements of music are constructed and combined in order to form a coherent musical expression. *Not open to students in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

COURSES IN MUSIC HISTORY & LITERATURE

MUS 102

EXPLORING MUSIC IN HISTORY AND CULTURE

This course is open to all CLA students who wish to develop a deeper love and understanding of music. The course introduces concepts and terms of music studies and teaches the skills to listen more deeply and to write and speak fluently about music. The course explores some of the historical and cultural factors that have influenced musical creation and performance and the roles that music has played in social life past and present. No previous musical experience or ability to read music notation is necessary for this course. *Not open to School of Music students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 104

INTRODUCTION TO MUSIC THEORY FOR NON-MAJORS

An introduction to the basic structures, terminology, and analysis methods for tonal music including scales, harmony, form, and simple composition.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Evidence of ability to read music as documented by high school participation for two years in band or orchestra or four years in choir or qualifying score on a music notation placement test. Not open to students in the School of Music.	1 course

MUS 105

INTRODUCTION TO MUSIC THEORY AND MUSICIANSHIP

Introduction to Music Theory and Musicianship builds foundational skills for collegiate music study. Students discover broadly applicable musical concepts in the domains of pitch relationships, rhythm, timbre, and form, and build fluency with those concepts through skill-building activities, composition, improvisation, performance, transcription, aural identification, music analysis, music technology applications, and writing. Students will also discuss and reflect on current areas of discourse in music studies. This course is required for first-year School of Music students unless their placement exam indicates they should enter the Theory/Musicianship sequence with Theory I and Musicianship I.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

COURSES IN MUSIC (OTHER)

MUS 110

INTRODUCTION TO MUSIC TECHNOLOGY

The goal of this course is to provide students with a solid practical knowledge of music technology and its applications to music composition, performance and production. Through lecture, discussion, hands-on experience and projects, students develop basic proficiency in tools and methods used to create, perform and share music in the digital domain.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

Liberal Arts students may register with the consent of instructor

1/2 course

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 111

THEORY I

The first of four core courses in music theory. Students will study the over-arching theory of tonality and structural phenomena, starting the habits of students to think analytically about music. Lead sheet labels, Roman Numerals, and functional bass theory will be introduced.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

MUS 112

THEORY II

The second of four core courses in music theory. Students will continue studying the over-arching theory of tonality and structural phenomena. Roman Numeral and functional bass analysis will be explained in greater detail, along with structural phenomena that form the building blocks of form.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 111 or consent of theory/musicianship coordinator 1/2 course

COURSES IN MUSIC EDUCATION & DICTION

MUS 115

TECHNOLOGY IN MUSIC EDUCATION

The goal of this course is to provide music education students with a solid practical knowledge of music technologies, in the context of music pedagogy. Through lecture, discussion, hands-on experience and projects, students will explore the tools and methods used for digital music composition, performance and production, through the lens of music instruction.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 121

MUSICIANSHIP I

The first of four core courses that develop aural and performance skills. Sight singing (movable Do solfege), melodic and harmonic dictation, improvisation, and keyboard skills are covered.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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3/4 course

MUS 122

MUSICIANSHIP II

The second of four core courses that develop aural and performance skills. Sight singing (movable Do solfege), melodic and harmonic dictation, improvisation, and keyboard skills are covered.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 121 or consent of theory/musicianship coordinator 3/4 course

COURSES IN 21ST CENTURY MUSIC

MUS 130

MUSICKING (WAS UNDERSTANDING MUSIC)

The idea of musicking conceives of music as a process rather than an object. It encompasses all activity involved in and surrounding music, including but not limited to performing, improvising, composing, listening, responding, dancing, teaching, engaging with music theory and history, and attending and producing musical events. MUS 130, a team-taught class, explores selected dimensions of musicking from multiple perspectives. Students rotate through modules that offer a foundational framework of the following skills: artistic creation, the exercise of individual and collaborative creativity in developing an artistic voice; critical thinking, the intellectual skills of curiosity, rational thought, analysis, and problem solving; and, everyday advocacy, the habits of mind for making meaningful connections between our audiences and our art and effectively advocating for what we value.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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3/4 course

COURSES IN MUSIC EDUCATION & DICTION

MUS 150

INTRODUCTION TO MUSIC EDUCATION

Introduces the student to the music teaching profession. Emphasis is placed upon teacher-student relationships, role of the music teacher in schools and the individual examination and refinement of personal attitudes and skills needed to become an effective music teacher. Field experiences are required for all students. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/4 course

MUS 170

FOUNDATIONS OF MUSIC EDUCATION

A study of major points of view in contemporary American education and those knowledge bases that influence educational decisions. Survey of the historical, sociological, philosophical and psychological factors and functions of music in general education as they relate to principles and practices in education today. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

COURSES IN DANCE

MUS 171

BEGINNING BALLET I

Designed for the student who has had no previous dance training. Basic concepts and terminology will be considered as will aspects of history and appreciation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1/2 course

MUS 172

BEGINNING BALLET II

A continuation of MUS 171.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	MUS 171 or consent of instructor	1/2 course

MUS 173

INTERMEDIATE BALLET I

A continuation of MUS 172.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	MUS 172 or consent of instructor	

MUS 174

INTERMEDIATE BALLET II

A continuation of MUS 173.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	MUS 173 or consent of instructor	1/2 course

MUS 175

BEGINNING JAZZ DANCE I

Designed for the student who has had no previous dance training. Basic jazz technique and terminology will be addressed. Students will gain body control and awareness through class performance.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1/2 course

MUS 176

BEGINNING JAZZ DANCE II

Continuation of MUS 175

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	MUS 175 or consent of instructor	1/2 course

MUS 177

INTERMEDIATE JAZZ DANCE I

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	MUS 176 or consent of instructor	1/2 course

MUS 178

INTERMEDIATE JAZZ DANCE II

A continuation of MUS 177.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	MUS 177 or consent of instructor	1/2 course

MUS 179

BALLROOM DANCING

An introduction to the history and practice of ballroom dancing.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/2 course

MUS 180

BEGINNING TAP

This course is the study of tap dance technique from the basic rhythms and time steps to creating and performing tap routines. Emphasis on individual and group performance.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/2 course

COURSES IN MUSIC (OTHER)

MUS 183

OFF-CAMPUS EXTENDED STUDIES COURSE

An off-campus course offered during the Winter or May term that includes on-campus preparation. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Variable

MUS 184

ON-CAMPUS EXTENDED STUDIES COURSE

An on-campus course offered during the Winter or May term. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Variable

COURSES IN MUSIC EDUCATION & DICTION

MUS 190

FOUNDATIONS OF MUSIC EDUCATION

A study of major points of view in contemporary American education and those knowledge bases that influence educational decisions. Survey of the historical, sociological, philosophical and psychological factors and functions of music in general education as they relate to principles and practices in education today. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		3/4 course

MUS 191

ITALIAN DICTION FOR SINGERS

A theoretical and practical consideration of pronunciation principles for singers of the Italian repertoire. *Applicable to voice majors and their degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/2 course

MUS 192

GERMAN DICTION FOR SINGERS

A theoretical and practical consideration of pronunciation principles for singers of the German repertoire. *Applicable to voice majors and their degrees in the School of Music. Prerequisites: MUS 191 and MUS 194.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 191 and MUS 194	1/2 course

MUS 193

FRENCH DICTION FOR SINGERS

A theoretical and practical consideration of pronunciation principles for singers of the French repertoire. *Applicable to voice majors and their degrees in the School of Music. Prerequisites: MUS 191 and MUS 194.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 191 and MUS 194	1/2 course

MUS 194

ENGLISH DICTION FOR SINGERS

A theoretical and practical consideration of pronunciation principles for singers of the English repertoire. *Applicable to voice majors and their degrees in the School of Music.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/2 course

COURSES IN MUSIC (OTHER)

MUS 197

FIRST-YEAR SEMINAR

A seminar focused on a theme in the study of music. *Open only to first-year students.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 211

THEORY III

The third of four core courses in music theory. Students will be introduced to specific forms, voice-leading, harmonic language, and rhythmic language in Common-Practice, jazz, contemporary classical, pop/rock, and musical theater styles.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

MUS 112 or consent of
theory/musicianship coordinator

3/4 course

MUS 212

THEORY IV

The fourth of four core courses in music theory. Students will explore more advanced topics in form, harmonic language, orchestration, and rhythmic language in Common-Practice, contemporary classical, jazz, popular, and Indonesian Gamelan styles.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

MUS 211 or consent of
theory/musicianship coordinator

3/4 course

MUS 221

MUSICIANSHIP III

The third of four core courses that develop aural and performance skills. Sight singing (movable Do solfege), melodic and harmonic dictation, improvisation, and keyboard skills are covered.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 122 or consent of theory/musicianship coordinator	1/2 course

MUS 222

MUSICIANSHIP IV

The fourth of four courses that develop aural and performance skills. Sight singing (movable Do solfege), melodic and harmonic dictation, improvisation, and keyboard skills are covered.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 221 or consent of theory/musicianship coordinator	1/2 course

COURSES IN MUSIC HISTORY & LITERATURE

MUS 231

JAZZ HISTORY

A consideration of jazz history from its beginnings to the present day. Students will develop an awareness of important periods, major performers and composers, trends, influences, stylistic features, terminology, and related materials. *This course is appropriate for liberal arts students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1/2 course

MUS 233

MILES AND 'TRANE

This course examines the life and works of Miles Davis and John Coltrane, two of the most influential musicians in the world. For more than 45 years, from 1945 when he first made his mark on the jazz scene until his death in 1991, Miles Davis has been in the front rank of American music. His music has defined jazz for three different generations of listeners. John

Coltrane was a key figure in jazz history, a pioneer in world music, and an intensely emotional force. The immense force of Coltrane's music has inspired poetry, sculpture and modern dance. *This course is appropriate for liberal arts students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1/2 course

MUS 236

SURVEY OF WIND LITERATURE

An introduction to the vast array of literature available to the band and wind ensemble from a historical perspective. Students develop both aural and score knowledge of the variety of styles of wind music (from the Middle Ages through the 20th century) and an understanding of the development of wind composition.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/2 course

COURSES IN 21ST CENTURY MUSIC

MUS 240

STATE OF THE ART

State of the Art gives students a thorough overview of the challenges and opportunities facing professional musicians and music organizations in the current marketplace. Starting with an exploration of high-profile contemporary situations, the course then examines the economics of professional classical music, using NEA arts participation data and various articles and online resources as texts. As the course moves to an exploration of successful arts organizations, small ensembles, and individual performers, students develop case studies of successful current musical enterprises.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Course not open to first-year students.	1 course

COURSES IN MUSIC EDUCATION & DICTION

MUS 251

PERCUSSION TECHNIQUES

Study and practice of the standard range of percussion instruments. Students are taught using method books designed for elementary, middle and secondary schools, and they learn to employ

appropriate pedagogical techniques for group instruction in school settings. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

MUS 252

STRING TECHNIQUES

Study and practice of each of the following string instruments: violin, viola, cello and bass. Students are taught using method books designed for elementary, middle and secondary schools, and they learn to employ appropriate pedagogical techniques for group instruction in school settings. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

MUS 253

BRASS TECHNIQUES

Study and practice of each of the following brass instruments: trumpet, French horn, trombone, and euphonium/tuba. Students are taught using method books designed for elementary, middle and secondary schools, and they learn to employ appropriate pedagogical techniques for group instruction in school settings. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

MUS 254

WOODWIND TECHNIQUES

Study and practice of each of the following woodwind instruments: flute, clarinet and saxophone. Students are taught using method books designed for elementary, middle and secondary schools, and they learn to employ appropriate pedagogical techniques for group instruction in school settings. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

MUS 255

INSTRUMENTAL/CHORAL MUSIC EDUCATION LAB

This course provides an environment in which future music educators learn to rehearse and arrange for middle school and high school instrumental and choral ensembles. Students enroll in the course three spring semesters and gradually assume teaching responsibilities. By the conclusion of their third semester, students will: apply their pedagogical knowledge in the sequencing of lesson/rehearsal materials, select appropriate methods and literature for school ensembles, employ appropriate rehearsal techniques, refine their personal communicative teaching skills, hone their performance skills on secondary instruments, and assess student progress. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/4 course (first- and second-year students); 1/2 course (third-year students)

MUS 262

MUSIC IN EARLY CHILDHOOD

Detailed consideration of the music programs in nursery schools, preschools, and kindergarten; topics include the nature of early musical responses, learning objectives, experience levels within the programs, methods of teaching, and materials. Observation of music teaching and participation in music teaching are included in the coursework.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

MUS 150 and MUS 170 or consent of instructor

1/2 course

MUS 263

MUSIC FOR STUDENTS WITH DIVERSE NEEDS

Introduction to student diversity with an emphasis on providing music instruction to P-12 students with diverse needs. In this music teacher education course, pre-service music teachers will develop skills in planning developmentally and culturally appropriate music lessons and in structuring experiences to facilitate participation and learning by all students. Course content includes overviews of student diversity, special education, and multicultural education; examination of the challenges that issues of diversity pose to the learning process; study of legislation, procedures, and current practice; application of appropriate instructional and assessment strategies; and, provision of reasonable accommodations. Students will develop the knowledge, skills, and dispositions essential for teaching music to a wide variety of learners. Field experience is required.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 150 and MUS 170 or consent of instructor

3/4 course

COURSES IN MUSIC HISTORY & LITERATURE

MUS 265

HISTORY OF WESTERN MUSIC I

European art music from the ancient Greeks to the end of the Classical Era (ca. 1800). The course places the stylistic development of important genres and forms of Western art music into a spectrum of musical, social and economic contexts. The analysis of historically important works will consider how music has been experienced by composers, performers, patrons and audiences.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

MUS 111, 121, or consent of instructor

1 course

MUS 266

HISTORY OF WESTERN MUSIC II

This course provides a historical survey of music in Europe and the United States from 1800 to the present day, exploring some of the many genres and styles circulating during these transformative centuries. Considering each work and composer as a case study indicative of broader trends, the course delves into the historical contexts, philosophical and literary underpinnings, and social dynamics of this music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

MUS 111, 121, or consent of instructor

1 course

COURSES IN MUSIC ENSEMBLE

MUS 271

UNIVERSITY SYMPHONY ORCHESTRA

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/4 course

MUS 272

LARGE INSTRUMENTAL ENSEMBLE

All School of Music instrumental students and College of Liberal Arts musicians with a Music Performance Award register for Large Instrumental Ensemble. Instrumental ensemble directors for Jazz Ensemble, University Band, and University Orchestra assign students into a rotation of large ensemble performance opportunities providing different repertoire and pedagogy. Students rotate through the different ensembles each semester. To receive .25 credit, students spend a total of 63 hours across 14 weeks participating in the different ensemble configurations. Auditions are held in August for the fall semester and December or early February for second semester.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1/4 course

MUS 273

UNIVERSITY BAND

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1/4 course

MUS 275

UNIVERSITY CHORUS

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1/4 course

MUS 276

VOX ANIMAE

This treble (SSAA) chamber group is open to any student at DePauw regardless of major, but requires an audition to participate. In rigorous rehearsals, students learn repertoire of every level and of different eras, genres, and cultures, which facilitates the development of skills necessary in becoming an advanced choral singer and musician. A semester typically includes several joint performances with other choirs and ensembles of the School of Music. This group also serves as a musical ambassador of the university for special occasions on and off campus.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/4 course

MUS 277

CHAMBER SINGERS

This mixed (SATB) chamber group is open to any student at DePauw regardless of major, but requires an audition to participate. In rigorous rehearsals, students learn repertoire of every level and of different eras, genres, and cultures, which facilitates the development of skills necessary in becoming an advanced choral singer and musician. A semester typically includes several joint performances with other choirs and ensembles of the School of Music. This group also serves as a musical ambassador of the university for special occasions on and off campus.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/4 course

MUS 278

JAZZ ENSEMBLE

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/4 course

COURSES IN MUSIC (OTHER)

MUS 280

TOPICS IN MUSIC TECHNOLOGY

Students will further develop proficiency in music technologies and their applications to music composition, performance and production, by exploring a range of topical subjects that may include: computer-based recording, engineering and production strategies for live and recorded sound; live-sound support, recording and production; contemporary electroacoustic music composition; acoustics and sound design; contemporary digital songwriting, production and distribution; cultural contexts of popular music; music for film. *Prerequisites: MUS110 or consent of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 110 or consent of instructor

1/2 course

COURSES IN MUSIC ENSEMBLE

MUS 282

MUSIC FOR THE STAGE

This course is designed to give students the skills required to sing effectively on stage through the study of a variety of vocal repertoire for the stage, including, but not limited to, opera and musical theatre.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/4 course

MUS 283

PERFORMING OPERA

This course is a performance-based course that offers practical experience in the preparation and performance of appropriate selections from the operatic repertoire. It is designed to provide a basic understanding of role preparation with a focus on stagecraft and musical preparation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/4 course

MUS 284

PERFORMING MUSICAL THEATRE

This course is a performance-based course that offers practical experience in the preparation and performance of appropriate selections from the musical theatre repertoire. It is designed to provide a basic understanding of role preparation with a focus on stagecraft and musical preparation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/4 course

MUS 288

ASBURY STRING QUARTET

Based on an audition, selected students will be assigned to a specific named chamber ensemble. Students will rehearse as a group independently and under the tutelage of a chamber music coach. Ensembles will perform on and off campus representing the School of Music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1/4 course
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COURSES IN MUSIC (OTHER)

MUS 290

TOPICS

Investigation of special topics in music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities		1/2-1 course
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MUS 299

INTERNSHIP IN MUSIC BUSINESS

An experiential course for those students who are completing an internship with an agency or organization not usually included in University programs. A detailed written project proposal must be approved by the supervising faculty member and the Dean of the School of Music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	Consent of the Dean of the School of Music.	1/2-1 course
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COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 313

ADVANCED KEYBOARD SKILLS

This class involves the development of harmonization and transposition skills. Realization of figured bass and open score reading are included as well.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 212 and MUS 222 or consent of instructor	1/2 course
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MUS 320

COMPOSITION

The general goals of this course are: to nurture the student's compositional creativity and craft; to refine the student's ability to express compositional ideas through notation and other media; to broaden the student's exposure to contemporary music and compositional techniques; to improve the student's aural skills, focusing in particular on the perception of events and processes at work in contemporary music; to develop the student's ability to write effectively for individual instruments and voices, and groups of instruments and voices; to improve the student's ability to write and speak articulately about her or his music; and to deepen the student's understanding of herself or himself as an artist. *May be taken up to four times for credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 211 and MUS 221 or consent of instructor	1/2 course

MUS 323

ORCHESTRATION

Modern band and orchestral instrumentation. Arrangements for string, woodwind, brass and percussion combinations and orchestrations of composition by classical, romantic and modern composers.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 211 and MUS 221 or consent of instructor	1/2 course

COURSES IN 21ST CENTURY MUSIC

MUS 335

CAREER DEVELOPMENT

Career Development introduces skills, knowledge and mindsets that help musical artists develop their own career path in the current music marketplace. Through case studies of diverse musicians and their unique careers, students gain an understanding of artistic, institutional, and social issues that professional musicians consider as they navigate the field. Using these case studies as models, students refine their understanding of their own personal strengths, aspirations, and artistic mission, and develop a portfolio of materials that communicate their story/brand to audiences using various digital media. Students also learn about practical elements of self-managing a music career, such as contracts, household budgeting, and tax preparation for musicians.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

COURSES IN MUSIC HISTORY & LITERATURE

MUS 336

SOLO VOCAL LITERATURE I

A consideration of the development of Italian and German art song from its origins to the present.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 265 and MUS 266 or consent of instructor

1/2 course

MUS 337

SOLO VOCAL LITERATURE II

A consideration of the development of French Melodie and British and American art song from its origins to the present.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 265 and MUS 266 or consent of instructor

1/2 course

COURSES IN 21ST CENTURY MUSIC

MUS 340

MUSIC ENTREPRENEURSHIP

A project-based introduction to the attitudes, skills and habits needed for musicians entering the marketplace to create their own opportunities rather than (or in addition to) seeking employment from existing musical organizations. Topics include entrepreneurial mindset; authentic motivation; portfolio/project-based career models; importance of marketplace distinction; networking and relationship building; developing a personal (or group) following; promotional writing (biographies, press releases, etc.); traditional and electronic marketing, including social media and video; funding models; and basics of personal finance.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Open to first-year students and sophomores by permission only. Open to CLA students by permission only. 1/2 course

COURSES IN MUSIC HISTORY & LITERATURE

MUS 343

SYMPHONIC LITERATURE

An investigation of the significant symphonic literature of the 17th, 18th, 19th, 20th and 21st centuries.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 212, MUS 222, MUS 265 and MUS 266 or consent of instructor 1/2 course

MUS 345

ORGAN DESIGN AND REPERTOIRE

An investigation of the organ as an instrument, its history and development, its mechanical and tonal design and its repertoire through the various stylistic periods. Practical work in registration is included.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 265 and MUS 266 or consent of instructor 1/2 course

MUS 346

THE ORGAN IN THE CHURCH SERVICE

Techniques of service playing in both liturgical and non-liturgical services, anthem accompanying, improvisation in the church service and repertoire for church use.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 265 and MUS 266 or consent of instructor 1/2 course

MUS 347

KEYBOARD LITERATURE I

A consideration of keyboard literature from its origins to the present.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 265 and MUS 266 or consent of instructor	1/2 course

MUS 348

KEYBOARD LITERATURE II

A consideration of keyboard literature from its origins to the present.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 265 and MUS 266 or consent of instructor	1/2 course

COURSES IN MUSIC EDUCATION & DICTION

MUS 351

ELEMENTARY GENERAL MUSIC: METHODS, MATERIALS AND CURRICULA

Methods and materials suitable for teaching music in the elementary school. General survey of elementary music curricula. Includes critical analysis of texts and literature relevant to the elementary music program. Incorporates theories of learning; curriculum development, organization and evaluation; and, teaching strategies, techniques, and best practices. Observation of music teaching and participation in music teaching are included in the coursework. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		3/4 course

MUS 352

SECONDARY VOCAL MUSIC: METHODS, MATERIALS AND CURRICULA

Methods and materials appropriate for teaching vocal music at the middle and high school levels. General survey of middle and high school curricula and study of philosophical bases of curriculum design. Includes an analysis of texts, literature and representative materials outlining

related responsibilities of the vocal music teacher. Provides detailed consideration of organization, development, maintenance and evaluation of comprehensive choral programs in secondary schools. Observation of music teaching and participation in music teaching are included in the coursework. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA

PREREQUISITES

CREDITS

3/4 course

MUS 354

ELEMENTARY AND SECONDARY INSTRUMENTAL MUSIC: METHODS, MATERIALS AND CURRICULA

Methods of teaching instrumental music in the elementary and secondary schools, including an analysis of texts and literature for concert band, jazz band, orchestra and small ensembles, and representative material outlining related responsibilities of the instrumental music teacher. Observation of music teaching and participation in music teaching are included in the coursework. *Applicable only to degrees in the School of Music.*

DISTRIBUTION AREA

PREREQUISITES

CREDITS

3/4 course

MUS 355

SECONDARY GENERAL MUSIC: METHODS, MATERIALS AND CURRICULA

Introduction to teaching general music in the secondary schools. Examination of the objectives, organization and operation of a secondary general music program. Study of teaching materials, curricula, instructional methods and assessment practices appropriate for adolescent learners. Observation of and participation in music teaching are included in the coursework.

DISTRIBUTION AREA

PREREQUISITES

CREDITS

1/2 course

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 360

CONDUCTING I

Baton technique, simple and complex rhythms, specific problems from symphonic literature, score reading and practical experience in conducting.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 211 and MUS 221 or consent of instructor 1/2 course

MUS 362

CONDUCTING II

A. Instrumental: Advanced baton techniques and specific problems related to instrumental conducting with practical experiences in conducting. B. Choral: Advanced conducting techniques related specifically to choral music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 360 or consent of instructor 1/2 course

COURSES IN 21ST CENTURY MUSIC

MUS 380

21CM TOPICS

Investigations of specialized, current approaches to music creation, presentation, and dissemination. These courses complement other courses offered in the 21CM curriculum.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Variable

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 384

JAZZ THEORY

This course will focus on understanding jazz structures by analyzing the various elements of harmony, chord and scale functions as they relate to the jazz forms and songs that have developed throughout its history and are being employed today.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 211 and MUS 221 or consent of instructor 1/2 course

MUS 386

JAZZ IMPROVISATION

This course is a fundamental study of jazz improvisation. Students will develop a primary awareness of techniques, style, rhythm, nomenclature, ear training and improvisational exercises. Students will examine standard and basic tune vehicles including blues, modality, II V I progressions and the ballad.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 211 and MUS 221 or consent of instructor	1/2 course
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COURSES IN MUSIC HISTORY & LITERATURE

MUS 390

MUSIC HISTORY TOPICS

In-depth investigations of specialized topics in music history (encompassing art, popular, and folk musics) explored through musicological and interdisciplinary lenses. These courses usually put an emphasis on writing and/or speaking skills. Recent offerings have included studies of genres (Broadway musicals; sacred music of the 18th century), composers (Mozart), and eras (the Vietnam War).

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 265 and MUS 266 or consent of instructor	1 course
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MUS 395

TOPICS

Investigation of specialized topics in areas such as music history, literature, theory, musical cultures and performance issues. Recent offerings have included History of Broadway Musical, Jazz Styles and Analysis, and Psychology of Music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 265 and MUS 266 or consent of instructor	1/2-1 course
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COURSES IN MUSIC EDUCATION & DICTION

MUS 397

PIANO TEACHING METHODS AND MATERIALS

A study of elementary and advanced piano playing procedures, including technique, interpretation and methods for both class and individual instruction.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 211 and 221 or consent of instructor	1/2 course each semester

MUS 398

PIANO TEACHING METHODS AND MATERIALS

A continuation of MUS 397.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 397 or consent of instructor	1/2 course

MUS 399

PEDAGOGY

Brass, harp, organ, percussion, string, vocal and woodwind. A study of the methods, materials and techniques relevant to the teaching of beginning, intermediate and advanced students in individual lessons and class contexts.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	MUS 211 and 221 or consent of instructor	1/2 course

COURSES IN MUSIC (OTHER)

MUS 432

INDEPENDENT STUDY PROJECTS

Independent investigations under the direction of a music faculty member. A research paper or performance subject to review by three members of the music faculty is required. A detailed written project proposal must be approved by the supervising faculty member and the Dean of the School of Music. *The course may be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/4-1/2-1
course

COURSES IN 21ST CENTURY MUSIC

MUS 440

PRACTICUM

A workshop-format course in which students, individually or in small groups, conceive, develop, and execute a project or projects involving 21CM skill areas such as creative programming and presentation, alternative venues, marketing and promotion, audience development, and community engagement. As the capstone course of the core 21CM curriculum, Practicum asks students to think broadly about the professional music field through a variety of critical lenses, and to synthesize 21CM concepts and skills through action and reflection. *May be repeated for credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 340 and MUS 240 or consent of
the instructor

1/2 course

MUS 445

MAKING MUSIC IN COMMUNITIES

Through experiential learning, students learn how to work collaboratively, within and across organizations, to develop and produce musical projects. Over the course of the semester, students will build small-group collaborative organizations and develop, fund, and produce a musical project that meaningfully engages a community (broadly defined) outside the School of Music. Alongside their projects, students will deepen their understanding of inter-related equity, labor, policy, and advocacy matters in the arts through discussion and written responses, culminating in a final assignment in which students reflectively and creatively articulate their vision for the field of music and their role in relation to it.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2 course

COURSES IN MUSIC (OTHER)

MUS 450

SENIOR SEMINAR

The Senior Seminar in Music is the capstone experience for students earning the BMA degree or the BA degree with a music major. Capstone projects involve researching and writing a substantial original thesis paper on a topic of the student's choosing and formally presenting that research.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	MUS 265 and MUS 266 or consent of instructor	1 course
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COURSES IN MUSIC EDUCATION & DICTION

MUS 451

STUDENT TEACHING IN MUSIC

A 14-week, full-time teaching experience in an approved music department of a school district. Student teachers are under the supervision of a cooperating teacher and at least one university supervisor. This course is required for state licensure, is typically offered spring semester, and may not be taken pass/fail. Students must concurrently enroll in MUS 452, Senior Seminar for Music Educators.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	Admission to Student Teaching and a cumulative GPA of 2.8 or higher. Applications are submitted one full year in advance of the student teaching semester.	Two courses
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MUS 452

SENIOR SEMINAR FOR MUSIC EDUCATORS

Professional examination of principles of classroom management, legal rights and responsibilities, certification, accountability, and current issues in education. Practical problems faced in the profession will be addressed. An emphasis is placed upon the examination and refinement of personal attitudes, dispositions, and teaching skills. Students will participate in a final exhibition that involves a formal presentation of their personal growth and competence as well as the unit of study that was developed and delivered and an analysis of the corresponding student assessment data. This course is typically offered spring semester and may not be taken pass/fail. Students must concurrently enroll in MUS 451, Student Teaching in Music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Admission to Student Teaching. 1 course

COURSES IN MUSIC THEORY & MUSICIANSHIP

MUS 480

ADVANCED JAZZ IMPROVISATION

A continuation of the materials and skill developments begun in MUS 380. The emphasis is on the practical application of jazz theory.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 386 or consent of instructor. 1/2 course

MUS 482

JAZZ ARRANGING

Study and practice of arranging techniques for jazz ensembles.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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MUS 384 and 386 or consent of instructor. 1/2 course

COURSES IN APPLIED MUSIC

MUS 900

BEGINNING CLASS PIANO (CLA)

Open only to students with very limited or no prior experience in the study of piano.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities 1/4 course

MUS 901

CLASS PIANO I

Open only to students with very limited or no prior experience in the study of piano.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/4 course

MUS 902

CLASS PIANO II

A continuation of MUS 901.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

MUS 901 or the equivalent or consent of instructor

1/4 course

MUS 903

CLASS PIANO III

A continuation of MUS 901-902.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

MUS 902 or the equivalent or consent of instructor

1/4 course

MUS 904

CLASS PIANO IV

A continuation of MUS 903.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

MUS 903 or the equivalent or consent of instructor

1/4 course

MUS 905

BEGINNING CLASS VOICE

This course teaches vocal fundamentals in a group format through the study of the physiology and acoustics of the human singing voice. Classical and non-classical styles are studied.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/4 course

MUS 907

BEGINNING FOLK GUITAR I

Open only to students with very limited or no prior experience in the study of guitar.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1/4 course

MUS 908

BEGINNING FOLK GUITAR II

A continuation of MUS 907.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

MUS 907 or the equivalent or consent of instructor

1/4 course

MUS APP

INDIVIDUAL APPLIED LESSONS

First-year and sophomore music students earn one-half course credit, and juniors and seniors earn one course credit, for weekly 60-minute lessons on their primary instrument. Music majors do not pay fees for private lessons on their primary instrument or required applied piano classes. Additional fees are charged for individual applied lessons on a secondary instrument (.25 credit for weekly 30-minute lessons or .5 credit for weekly 60-minute lessons) and other applied music classes that are not required for the students' degree. Students pay additional fees for piano accompanists. Permission of the instructor is required for liberal arts students to enroll in applied lessons. All CLA students who have not studied applied voice previously at DPU must contact the Voice Area Coordinator to schedule and complete an audition before registering for applied voice lessons. Degree-seeking students may not take applied music courses on an audit basis.

Individual applied lessons are offered in the following areas: BAS String Bass; BASJ Jazz Bass; BSN Bassoon; CLO Cello; CLR Clarinet; EUP Euphonium; FLT Flute; GUI Folk Guitar; GUIJ Jazz Guitar; HCD Harpsichord; HRN Horn; HRP Harp; JPNJ Jazz Piano; OBO Oboe; ORG

Organ; PNO Piano; PRC Percussion; SAX Saxophone; TBA Tuba; TBN Trombone; TPT Trumpet; VLA Viola; VLN Violin; VOC Voice.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	Consent of instructor	1/4-1/2-1 Course

Off Campus Study

DePauw offers extensive opportunities for students to study in various locations worldwide. See Section V, International and Off-Campus Programs, for more information.

Peace And Conflict Studies

Peace and Conflict Studies is a program that brings together a number of academic disciplines that focus on conflict as one of their organizing concepts. Because of its ubiquity and significance in human life, the study of the process and resolution of conflict is increasingly claiming a central place in the study of development in general and peaceful change in particular.

Requirements For A Major In Peace And Conflict Studies

TOTAL COURSES REQUIRED	11
CORE COURSES	CFT or PACS 100, CFT or PACS 295, CFT or PACS 430. CFT or PACS 100 must be completed by the fourth semester of study or at the latest the semester following the declaration of major. Students majoring in Peace and Conflict Studies are required to participate in workshops that are designed to help them integrate conflict theory and knowledge of practice.
OTHER REQUIRED COURSES	Additional courses that may be chosen for the major are: ANTH 151, ANTH 253, ANTH 255, ANTH 256, ANTH 290*, ANTH 390*, COMM 223, COMM 224, COMM 227, COMM 327, COMM 401*, ECON 250, ECON 262, ECON 290*, ECON 320, ECON 390*, EDUC 300, EDUC 320, EDUC 362, EDUC 425*, HIST 105*, HIST 109, HIST 110, HIST 206, HIST 256, HIST 257, HIST 263, HIST 264, HIST 265, HIST 275, HIST 290*, HIST 300*, HIS 351, HIST 355, HIST 358, HIST 364, HIST 367, HIST 368,

HIST 385, HIST 490*, HONR 101*, PHIL 230, PHIL 233, PHIL 234, PHIL 342, POLS 130, POLS 150, POLS 170, POLS 235, POLS 324, POLS 335, POLS 352, POLS 360, POLS 370, POLS 374, POLS 382, POLS 384, POLS 390*, POLS 450*, PSY 246*, PSY 346*, PSY 352, REL 132, REL 252, REL 263, REL 269, REL 290*, REL 340*, REL 370*, SOC 197S*, SOC 210, SOC 222, SOC 225, SOC 237, SOC 249, SOC 301*, SOC 303, SOC 320, SOC 323, SOC 334, SOC 337, SOC 410*, WS 140, WS 270, WS 340, WS 370*.

(*if approved topic)

This list of courses that satisfy PACS requirements for credit toward the major is not exhaustive. Other courses may be awarded PACS credit in the context of a given theme. Additional required courses will be determined in consultation with the student's Peace and Conflict Studies advisor.

NUMBER 300 AND 400 LEVEL COURSES

5

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

All seniors must take PACS 430. Content of the senior seminar in Peace and Conflict Studies will invariably reflect the area of expertise of the instructor. Topics, therefore, range widely and may include: topical concentrations (e.g., globalization, war and peace), geographical foci (e.g., Latin America, Middle East / North Africa), and conflict typology (i.e., value conflicts, issue conflicts, interest conflicts). The senior seminar may emphasize conflict analysis (i.e., origins, processes and dynamics), conflict intervention (e.g., conflict transformation, post conflict peacebuilding), or the implications of analysis for third party practice. A research project is always a significant dimension of the capstone experience.

ADDITIONAL INFORMATION

Majors will develop a learning contract, required by week six of the second semester, sophomore year (or at least one month after major declaration), structured around two thematic tracks (e.g., Identity Based Conflict, International Diplomacy and Conflict, Organizational Conflict, Peace/War, etc.). The terms of the contract specify the substantive nature of the

RECENT CHANGES IN MAJOR

chosen tracks, including relevant courses. Majors must take at least four courses at the 300-400 level; two in each track. Each track must consist of at least three courses, but no more than five courses can be credited to a single track.

The Conflict Studies major was renamed Peace and Conflict Studies (PACS) effective July 1, 2016.

WRITING IN THE MAJOR

Writing is critically important to Peace and Conflict Studies. Whether the enterprise is mapping a conflict or post-conflict environment, planning an intervention, or assessing the merits of a program of conflict transformation, the author must be able to think through highly complex problems and present often difficult to understand conflict dynamics to audiences of varying levels of expertise. Indeed the target audience for conflict analysis is often a non-specialist one. For these reasons it is becoming increasingly standard to expect those writing in the (inter)discipline to write in a clear, jargon-free manner that is accessible to academics as well to as peace activists and conflict resolution practitioners.

PACS students develop field-appropriate writing in two major ways: through a 'framing project', which begins in PACS 295 and culminates in the Senior Seminar, and through an iterative writing assignment in PACS 295.

PACS 295 challenges students to build on the basic theoretical and practical knowledge gained in earlier course work and to engage both elements at a deeper and more critical level of analysis and understanding. The major, in-depth case study research assignment incorporates three separate papers, each of which build on the other, ending in a major paper composed of all three components.

In the framing project majors articulate their place in relation to the field of Peace and Conflict Studies. All Peace and Conflict Studies majors face a challenge: how to explain to parents, friends, potential employers, and graduate schools exactly what they studied and what they now know because they chose this area of

study. Although most people are now familiar with the terms nonviolence, mediation, and arbitration, many are not familiar with the theories and analytic tools of the field, nor the skills and capacities associated with it. The framing paper therefore focuses on two questions: What is Peace and Conflict Studies? What analytical skills and practical abilities have been gained from this study?

Writing and re-writing those answers will both help students know what they know and articulate it to various audiences. Early PACS 295 class students will be asked to write a short paper reflecting on these concepts. Late in the Senior Seminar they will be asked to do so again, reflecting on how their understanding has developed over time.

REQUIREMENTS FOR A MINOR IN PEACE AND CONFLICT STUDIES

TOTAL COURSES REQUIRED	5
CORE COURSES	PACS 100 (CFT 100)
OTHER REQUIRED COURSES	Also required are two 200-level courses and two 300-level courses, to be selected in consultation with the coordinator of peace and conflict studies, from two academic disciplines.
NUMBER 300 AND 400 LEVEL COURSES	2

COURSES IN PEACE AND CONFLICT STUDIES

PACS 100

INTRODUCTION TO PEACE AND CONFLICT STUDIES

This course surveys the process of conflict, including conflict management, from a multidisciplinary perspective. As such, it deals with the causes, dynamics, types, levels, management functions and outcomes of conflict. The implementation of the course involves, in part, case-study simulations and occasional guest lecturers from various disciplines on campus. *This course is a prerequisite for upper-level courses in conflict studies and required for the conflict studies major and minor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science-*or*-Privilege,
Power And Diversity

None

1 course

PACS 197

FIRST-YEAR SEMINAR

A seminar focused on writing, advising, the first-year experience, and specific topics within Peace Studies and Conflict Resolution. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

PACS 290

TOPICS IN PEACE AND CONFLICT STUDIES

An examination of selected topics dealing with conflict or peace studies. Courses, while interdisciplinary in nature, will generally be taught from a peace and conflict studies perspective.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1/4-1/2-1.0
course

PACS 295

APPLIED CONFLICT ANALYSIS AND RESOLUTION

This course is the PACS major's applied course, and is also a W course. It serves as a bridge between the introductory course in the Peace and Conflict Studies Program (PACS 100) and the Program's senior capstone experience (PACS 430) for majors, but all students are welcome. The course includes a full mediation training and students leave with applied analytic skills, research skills, a variety of practical conflict engagement and transformation skills, and as trained mediators. The class also includes practice doing substantive research and conflict analysis, in preparation for upper-level research, and applying conflict resolution and transformation processes to conflicts and social problems. Much of the writing models real-life formats such as summary reports and project proposals. The overall focus is on practical, real-world skills including understanding and responding to conflict, and communicating and sharing those skills and insights, both in written and presentation forms.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1 course

PACS 390

TOPICS IN PEACE AND CONFLICT STUDIES

An examination of selected topics dealing with conflict or peace studies. Courses, while interdisciplinary in nature, will generally be taught from a peace and conflict studies perspective.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1/4-1/2-1.0
course

PACS 430

SENIOR SEMINAR: THE STUDY AND ANALYSIS OF PEACE AND CONFLICT

This course fulfills the senior experience requirement for the Peace and Conflict Studies major. It is a capstone course in which students bring together their diverse course experiences into a meaningful summation of the study and analysis of conflict. The course involves a core of common readings on theories of conflict analysis, discussions and the writing and presentation of a senior research paper relevant to the seminar.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

Philosophy

The purpose of the major in Philosophy is three-fold: it encourages clear, logical, and independent thinking; it affords the chance to explore problems and ideas about self, society, knowledge, and value that have intrinsic interest and are germane to other disciplines; when taken in conjunction with appropriate courses in other disciplines, it prepares students for professional fields, such as law, medicine, business, journalism, and government.

Requirements For A Major In Philosophy

TOTAL COURSES REQUIRED	Nine
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CORE COURSES

- Any two from PHIL 212, PHIL 213 and PHIL 216
- PHIL 251
- PHIL 490

OTHER REQUIRED COURSES

One course from the following: Value Courses, from PHIL 230 to 242, PHIL 340, or a topics course (PHIL 209 or 309) in moral philosophy or in the philosophy of art and aesthetics.

NUMBER 300 AND 400 LEVEL COURSES

Four, including either PHIL 419 or 469

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

The senior requirement consists of the completion of PHIL 490, the capstone course for majors in philosophy. This course covers a broad range of advanced topics in philosophy; typically three or four topics are covered during the semester. This course places a particular emphasis on original thought; students are expected to frame philosophical problems for themselves and conduct independent research.

WRITING IN THE MAJOR

Clear thought is essential for doing philosophy well. Clear writing and clear thinking are inextricably linked; therefore, clear writing is essential for doing philosophy well. Central to good philosophical writing are the capacities to (1) express the views of others accurately and charitably, (2) develop one's own criticisms of others' views, (3) creatively develop one's own views, and (4) anticipate and respond to objections to one's own views. Accordingly, our courses are designed to inculcate these abilities in our students. In most upper-level philosophy courses, students are required to complete at least one substantial writing assignment that involves submitting an initial draft, receiving feedback on that draft, and submitting a final draft revised in light of that feedback.

To satisfy the writing in the major requirement for philosophy, a student must achieve a grade of C (not including C-) or higher on the final drafts of three appropriate writing assignments from 300- or higher-level philosophy courses, and submit those final papers to his or her major advisor. Not all three papers may

have been assigned by the same professor. Professors for upper-level philosophy courses will identify writing assignments that are suitable for this requirement.

Requirements For A Major In Philosophy Bridged To Another Discipline

TOTAL COURSES REQUIRED	Ten to Twelve
CORE COURSES	PHIL 470 or PHIL 491
OTHER REQUIRED COURSES	Five additional courses in philosophy (three at the 300 or above). Three to six courses in the other disciplines (two to three at the 200-level or above and one to two at the 300-level or above)
NUMBER 300 AND 400 LEVEL COURSES	Five
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	In the senior year, bridge majors complete either PHIL 470 or PHIL 491. In either case, bridge majors write a substantial paper that deals with material at the intersection of philosophy and the other disciplines.
ADDITIONAL INFORMATION	The department can provide students with samples of pre-approved bridge majors, including a bridge major in Philosophy, Politics, and Economics, and a bridge major in Philosophy, Law, and Public Policy. Students designing their own bridge major must submit a plan no later than fall break of the third year. This plan must include a description of the philosophical problem(s) at the intersection of philosophy and the other discipline(s) that the student wishes to explore, as well as courses that will constitute the bridge major. The plan should designate one course from the student's list of courses that will constitute the bridge major as the "bridge course." This plan is to be submitted to the major advisor and must be approved by the department and filed with the registrar's office. The department's decision about whether to approve the plan will be based on the coherence of the plan as well as the department's assessment of the student's ability to carry out the independent research required to complete the proposed plan.

RECENT CHANGES IN MAJOR	<p>Please note that all students seeking a bridge major must secure agreement from a philosophy department faculty member to oversee PHIL 470 or 491 in the student's senior year.</p> <p>Number of courses changed from 10 to 10-12 and the courses outside of Philosophy may be from multiple disciplines. Effective Jan. 1, 2017.</p>
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Requirements For A Minor In Philosophy

TOTAL COURSES REQUIRED	Four
CORE COURSES	Courses must be at the 200-level or above
OTHER REQUIRED COURSES	
NUMBER 300 AND 400 LEVEL COURSES	One

COURSES IN PHILOSOPHY

PHIL 001

ETHICS DEBATE TEAM

Participation in Ethics Bowl or Bioethics Bowl competitions.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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0 Course
Credit

PHIL 101

INTRODUCTION TO PHILOSOPHY

Selected problems of philosophy and some alternative solutions. Readings from contemporary and historical philosophers. *Seniors admitted only by permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

PHIL 102

GOD, EVIL AND THE MEANING OF LIFE

Readings from philosophical, religious and literary authors on such questions as the meaning of God, arguments for the existence of God, the problem of evil, the meaning of human life, the relation of morality and religious belief. *Open to first-year students and sophomores; open to others only by permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

PHIL 184

ON-CAMPUS EXTENDED STUDIES COURSE

An on-campus course offered during the Winter or May term. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		Variable

PHIL 197

FIRST-YEAR SEMINAR

A seminar focused on a theme in the study of philosophy. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

PHIL 209

TOPICS

An introductory course to a systematic field of philosophy, history, philosophical movement, or set of philosophical problems. *May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

PHIL 212

HISTORY OF WESTERN PHILOSOPHY: ANCIENT

Major philosophers and philosophical schools of western philosophy. The course covers the Pre-Socratics through Stoicism and Skepticism. Offered only fall semester.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

PHIL 213

HISTORY OF PHILOSOPHY: MEDIEVAL

This course examines the main figures and debates in Medieval Philosophy, beginning with St. Augustine of Hippo and concluding with Machiavelli. Some topics covered: the refutation of skepticism, what is truth, the City of God versus the City of Man, Natural Law, Just War and what constitutes good government. Christian, Jewish, and Muslim philosophical theories are featured.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

PHIL 216

HISTORY OF WESTERN PHILOSOPHY: EARLY MODERN

Major philosophers and philosophical schools of western philosophy. The course covers Descartes through Kant. Emphasis on epistemology and metaphysics. Offered only spring semester.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

PHIL 220

EXISTENTIALISM

Introductory course in Existentialism. Major writers from both 19th and 20th centuries, including Kierkegaard, Nietzsche, Heidegger, Sartre and Camus. Issues to be discussed: the meaning of life, value of morality, absurdity of life, relation between being and nothingness.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities 1 course

PHIL 230

ETHICAL THEORY

Historical and contemporary answers to some of the main problems of ethics, including the standard of right and wrong, the criteria of goodness, the possibility of ethical knowledge and the place of reason in ethics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities 1 course

PHIL 232

ENVIRONMENTAL ETHICS

An examination of the extent of, limits to, and grounds for individual and collective moral obligations with respect to the 'more-than-human world.' Discusses anthropocentric, zoocentric, biocentric and ecocentric value theories; ecofeminist, deep ecology, and environmental justice perspectives; and/or such topics as biodiversity, climate change, sustainable agriculture, and/or ethics of consumption. This course may include a community engagement/service learning project and required field trips.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

PHIL 233

ETHICS AND BUSINESS

An examination of ethical questions relating to business activity. Topics include: economic justice, the moral responsibilities of corporations, rights and responsibilities of employers and employees, business and consumers, regulation of business.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

PHIL 234

BIOETHICS

Perplexing moral issues arising in contemporary biomedical practice, research and medical care. Readings from a variety of sources.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

PHIL 240

PHILOSOPHY OF ART

Traditional and recent theories of art, the work of art, criticism, theories of taste and aesthetic quality and special problems concerning the individual arts.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

PHIL 242

PHILOSOPHY OF SEX AND GENDER

An introduction to the principal views in the history of philosophy on the issues concerning the status of women, relationship between the sexes, sexual attitudes and orientations. First part of the class: the foundations of the Conservative View and reactions against them. Second part of the class: some problem areas, such as the desire for pleasure, homosexuality in society, pornography and whether there are unconscious libidinal mechanisms directing our lives.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1 course

PHIL 251

LOGIC

A systematic study of reasoning with emphasis on questions of meaning and validity. Includes sentential logic, elementary quantification, a survey of fallacies and selected topics in inductive logic.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics 1 course

PHIL 309

TOPICS

An advanced course in a topics area, such as, metaethics, contemporary European philosophy, or Social-Political Philosophy. *Prerequisite: one course in philosophy or permission of instructor. May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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One course in philosophy or permission of instructor 1 course

PHIL 340

CLASSICAL POLITICAL PHILOSOPHY

With an emphasis on classic texts from writers such as Plato, Aristotle, Aquinas, Hobbes, Locke, Mill and Marx, this course pursues fundamental questions in political philosophy. Why have government at all? What is the nature and extent of our obligation to obey government? What obligations does the government have toward us? What right do we have to disobey? Our first goal will be to understand our authors' answers to such questions, but our most important task will be the critical appraisal of their answers. *Prerequisite: one course in philosophy or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Prerequisite: one course in philosophy or permission of instructor 1 course

PHIL 342

PHILOSOPHY OF LAW

An inquiry into topics, such as, the nature of law, the relation of law to morality, the notion of responsibility in the law, punishment and the import for law of liberty of expression. Readings from classical and recent philosophers of law.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

PHIL 351

ADVANCED LOGIC

Techniques of proof in sentential logic, predicate calculus and predicate calculus with identity. Introduction of metalogical issues of consistency, completeness and Godel incompleteness. Topics in philosophical logic such as modal, tense and epistemic logics. *Prerequisite: PHIL 251 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PHIL 251 or permission of instructor.	1 course

PHIL 352

EPISTEMOLOGY

What is knowledge? Is it possible for humans to get it? If so, how? What is it for a belief to be justified? What is the relationship between knowledge and justification? In this course, we examine some of the main analyses of knowledge and some of the main criteria of justification and other related questions. Readings will include classic and contemporary sources. *Prerequisite: one course in philosophy or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	One course in philosophy or permission of instructor	1 course

PHIL 353

METAPHYSICS

A philosophical study of the nature of reality, considering such problems as the theory of causes, the status of universals, freedom, mind-body, space and time, individuation. The course will consider both historical and contemporary sources. *Prerequisite: one course in philosophy or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	One course in philosophy or permission of instructor	1 course

PHIL 360

PHILOSOPHY OF SCIENCE

The nature, aims and methods of the natural and social sciences. The nature of scientific description, explanation and prediction. The role of theories, models and deduction in science. *Prerequisite: one course in philosophy, or major in science or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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One course in philosophy, or major in science, or permission of instructor 1 course

PHIL 363

PHILOSOPHY OF RELIGION

An examination of philosophical issues related to religious belief. Typical topics include various puzzles relating to the divine attributes, arguments for and against God's existence and the contemporary debate between theism and naturalism. *Prerequisite: one course in philosophy or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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One course in philosophy or permission of instructor 1 course

PHIL 364

PHILOSOPHY OF DEATH

An examination of philosophical questions surrounding death. Topics include the rationality of fear of death, the possibility of the survival of death, the relation between mortality and the meaning of life and idea of a good death. *Prerequisite: one course in philosophy or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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One course in philosophy or permission of instructor 1 course

PHIL 419

MAJOR PHILOSOPHERS

One or two philosophers, usually chosen from Plato, Aristotle, Descartes, Locke, Berkeley, Hume, Leibniz, Spinoza, Kant, Hegel, Wittgenstein and Frege. *Prerequisite: two courses in philosophy or permission of instructor. May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Two courses in philosophy or permission of instructor 1 course

PHIL 469

PHILOSOPHICAL PROBLEMS

A study of one or more problems, such as universals, time, freedom, causation, happiness and necessary truth. Attention mainly to recent papers and books. *Prerequisite: two courses in philosophy or permission of instructor. May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Two courses in philosophy or permission of instructor	1 course

PHIL 470

INDEPENDENT STUDY IN PHILOSOPHY

Directed studies in a selected field or fields of philosophy. *May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/4-1/2-1 course

PHIL 490

SENIOR SEMINAR

This class is the capstone course for majors in philosophy. It covers a broad range of advanced topics in philosophy; typically three or four topics are covered during the semester. Topics may be treated historically or systematically. The students are responsible for presentations and discussions of the material. Several papers will be assigned. *May not be taken pass/fail. Open only to seniors.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

PHIL 491

SENIOR THESIS

This course provides an opportunity for outstanding philosophy majors to produce a substantial (normally 30+ pages in length) research paper on an important topic in philosophy. Students who are planning to do graduate work in philosophy are encouraged to take this course. Students must apply to the department for approval to undertake this project. Accepted students will be assigned a thesis advisor who will set the schedule for the completion of the paper. The course culminates with an oral defense of the completed paper. *Prerequisites: Major in Philosophy, senior status, and departmental approval. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Major in Philosophy, senior status, and departmental approval	1 course

Physics And Astronomy

Physics is the study of the fundamental nature of everything. Through experiment and theory physicists seek to explain the interactions of matter and energy in terms of a small number of basic laws. Physics deals with everything from the very large (e.g. the structure of the universe) to the very small (e.g. atoms, nuclei, quarks and even smaller structures). The devices we depend on in our technological society are based on fundamental principles of physics. Both experimental and theoretical physicists are people who enjoy understanding how things work. Studying physics develops excellent critical thinking and problem solving skills, which are applicable to many careers. Many of our physics graduates continue with graduate school in physics, astronomy or engineering. Others continue with professional training in medical school or law school. However, it is not necessary to pursue more education to have a rewarding career with physics. An undergraduate physics degree is a spring board to a broad spectrum of career options, including engineering, systems analyst, financial analyst, management, national security, medical research, education and journalism. Nationally, employment opportunities for physics graduates have been especially good in recent years. The department offers a major and a minor in Physics. Students planning to major in Physics should consult with a member of the department as early as possible in their college careers. Incoming students who plan to major in Physics should take PHYS 120-130 and MATH 135-136 or MATH 151 in the first year. Most pre-engineering students must take PHYS 120, 130, and 350. Students interested in pre-engineering should consult with a pre-engineering advisor as early as possible. The physics major is also appropriate for students who wish to attend graduate school in astronomy.

Requirements For A Major In Physics

TOTAL COURSES REQUIRED	Nine
CORE COURSES	PHYS 120, PHYS 130, PHYS 210, PHYS 220, PHYS 280 (1/2 course), PHYS 480 (1/2 course)
OTHER REQUIRED COURSES	<ul style="list-style-type: none"> Two of the following: PHYS 320, PHYS 340, PHYS 350, PHYS 360, PHYS 370, PHYS 380 Two of the following: PHYS 410, PHYS 420, PHYS 430, PHYS 440

NUMBER 300 AND 400 LEVEL COURSES

Three and one-half

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

All senior physics majors must complete PHYS 480, Senior Seminar. This course is designed to allow students to read, interpret, and discuss primary literature from current physics research. It follows a format similar to journal clubs that are found in many physics graduate school programs. The specific topics and content vary from year to year. Students utilize the knowledge base that they have developed during their previous coursework to understand the foundational principles of the contemporary research topic.

Majors who want to conduct their own independent research investigations may do so by enrolling in an independent study project under PHYS 390. These projects usually involve the student working with a department faculty member on a topic of mutual interest. The projects often produce research posters or papers that are shared with the larger community.

ADDITIONAL INFORMATION

MATH 151 (or MATH 135-136) and MATH 152 required

WRITING IN THE MAJOR

Students majoring in physics will hone their writing skills in the following courses: Phys 220, Principles of Physics III, Phys 280, Experimental Methods, Phys 370, Introduction to Atomic and Molecular Physics, and Phys 480, Senior Seminar. Since writing is a critical skill for all physics majors it is essential that students learn how to express their knowledge of the field through written works in the form of reports, and publications. This requires the ability to document their work in the laboratory, providing explicit details about their work that will allow others to understand the reasons chosen to conduct an investigation, what steps were carried out in the investigation, how it was done, results obtained, and conclusions that were drawn from those results. In addition, there will be many occasions where students will be required to explain the subtleties and

importance of physical phenomena and events to people who are not physicists.

Requirements For A Minor In Astronomy

TOTAL COURSES REQUIRED	Four
CORE COURSES	PHYS 104 or PHYS 320 and either PHYS 300 or PHYS 310.
OTHER REQUIRED COURSES	Two additional from: PHYS 103, PHYS 104, PHYS 203, PHYS 310, PHYS 320, PHYS 330, PHYS 300.
NUMBER 300 AND 400 LEVEL COURSES	One

Requirements For A Minor In Physics

TOTAL COURSES REQUIRED	Five
CORE COURSES	PHYS 120, PHYS 130, PHYS 210, PHYS 220.
OTHER REQUIRED COURSES	PHYS 310 may not count toward the minor. One of the following: PHYS 320, PHYS 340, PHYS 350, PHYS 360, PHYS 370, PHYS 380, PHYS 410, PHYS 420, PHYS 430, PHYS 440.
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In Physics And Astronomy

PHYS 103

MOONS AND PLANETS

Includes laboratory. An introductory course concentrating on the solar system. Topics to be covered include: observational astronomy; the history and development of astronomy; Kepler's laws of planetary motion; Newton's laws of motion and gravity; the Earth-moon system; the structure and composition of the planets with an emphasis on comparative planetology; asteroids, comets, the formation of the solar system, the sun and the exploration of space. Emphasis is placed on investigating the methods by which astronomers gain knowledge about the solar system. Evening laboratory periods will emphasize observation and will help students develop

quantitative skills in interpreting data. *PHYS 103 and PHYS 104 may be taken in either order. Prerequisite: high school algebra and trigonometry.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	High school algebra and trigonometry	1 course

PHYS 104

STARS AND GALAXIES

Includes laboratory. An introductory course concentrating on the astronomy of stars and stellar systems. Topics to be covered include: properties of stars; stellar evolution; white dwarfs, neutron stars and black holes; the interstellar medium; the Milky Way; galaxies; Hubble's Law; and cosmology. Emphasis is placed on investigating the methods by which astronomers gain knowledge about the universe. Evening laboratory periods will emphasize observation and will help students develop quantitative skills in interpreting data. *PHYS 103 and PHYS 104 may be taken in either order. Not open to students with credit in PHYS 320. Prerequisite: high school algebra and trigonometry.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	High school algebra and trigonometry	1 course

PHYS 110

PHYSICS AND SOCIETY

Includes laboratory. The fundamental concepts of classical and modern physics presented with particular attention to their application to questions of importance to members of technological society (such as energy and energy policy). Topics may include Newtonian mechanics, special and general relativity, quantum and nuclear physics and modern cosmology. *This course does not fulfill the prerequisites for advanced courses in physics, nor the requirements for medicine, engineering or secondary teaching. Prerequisite: high school algebra and trigonometry.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	High school algebra and trigonometry	1 course

PHYS 120

PRINCIPLES OF PHYSICS I

Includes laboratory. An introductory calculus-based course covering fundamental concepts of physics including: momentum, energy, conservation laws, particle interactions, Newton's laws, oscillations, orbits and planetary motion. Laboratory sessions will provide a hands-on opportunity to explore the concepts of physics. This course is designed for students majoring in

the sciences and mathematics and those in pre-professional programs in health sciences, medicine, engineering and teaching. *Prerequisite or co-requisite: MATH 136 or MATH 151.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	MATH 136 or MATH 151. May be taken in the same semester as PHYS 120.	1 course

PHYS 130

PRINCIPLES OF PHYSICS II

Includes laboratory. This course builds on PHYS 120 and covers fundamental concepts of physics including: electric and magnetic fields, circuits, Maxwell's equations, electromagnetic waves, waves, interference and diffraction. Laboratory sessions will provide a hands on opportunity to explore the concepts of physics. This course is designed for students majoring in the sciences and mathematics and those in pre-professional programs in health sciences, medicine, engineering and teaching. *Prerequisite: PHYS 120 and MATH 151 or MATH 136*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	PHYS 120 and MATH 151 or MATH 136	1 course

PHYS 156

ADVANCED PLACEMENT IN PHYSICS

Advanced placement credit for physics. A. Mechanics B. Electricity and Magnetism.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

PHYS 190

TOPICS

A. Astronomy. P. Physics. Selected topics in astronomy or physics. May be an independent study project. *Prerequisites: Depends on the topic.* May include a laboratory, depending on the topic. The course may be repeated for credit with different topics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	Depends on the topic	1 course

PHYS 203

COSMOLOGY

An examination of fundamental questions about the origin of the Universe, its evolution, and its ultimate fate. Topics include: what we learn about the universe by studying light, motion and gravity, galaxies and their distribution through space, atoms and nucleosynthesis, the fabric of space-time, the evidence for the Big Bang and the expansion of the Universe, and the current observational work being done to determine the fate of the Universe. This course emphasizes the process of science: how do astronomers and physicists use observation, data, and theory to put together a cohesive picture of the nature of our universe.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics		1 course

PHYS 210

EM WAVES, RELATIVITY & THERMAL

This course provides an introduction to fluids, thermal physics, electromagnetic waves and special relativity. It continues the coverage of fundamental physics begun in PHYS 120 and PHYS 130. Topics to be covered include the laws of thermodynamics, Maxwell's equations, and Einstein's theory of special relativity. Includes laboratory *Prerequisite: PHYS 130. Pre- or Co-requisite: MATH 152*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PHYS 130, Pre- or Co-requisite MATH 152	1 course

PHYS 220

PRINCIPLES OF PHYSICS III

This course provides an introduction to relativity, thermodynamics, statistical and quantum mechanics, and completes the survey of fundamental physics begun in PHYS 120 and 130. Topics to be covered include special relativity, wave packets, the Schrodinger equation, solutions to the Schrodinger equation for one dimensional potentials, the hydrogen atom, multi electron atoms, quantum statistics, and an introduction to the physics of molecules, solids, nuclei, and particles. *Prerequisite: PHYS 130, Pre- or Co-requisite MATH 152.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PHYS 130, Pre- or Co-requisite MATH 152	1 course

PHYS 231

STATICS

This is a core course in mechanical and civil engineering and related fields. The course will develop mathematical methods for analysis of force systems for rigid bodies, including equilibrium requirements, stresses in frames and trusses, forces in beams and cables, friction, centroids and moments of inertia. Students will present case studies of engineering disasters and the impact of these disasters on subsequent projects of a similar nature. *Prerequisite: PHYS 120 and MATH 151.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PHYS 120 and MATH 151	1/2 course

PHYS 240

ELECTRONICS

Includes laboratory. Experimental and theoretical treatment of direct current and alternating current circuits. Topics include: diode applications, transistors, operational amplifiers, feedback, analog-digital conversion, digital logic and microprocessors. *Prerequisite: One semester of a laboratory science course.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	One semester of a laboratory science course.	1 course

PHYS 250

OPTICS

Includes laboratory. Experimental investigation of geometrical and physical optics. Specific topics investigated include: image formation by lenses and mirrors, optical instruments, image processing, interference, diffraction, polarization, optical communication, lasers and holography. *Prerequisite: One semester of a laboratory science course.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	One semester of a laboratory science course.	1 course

PHYS 251

DYNAMICS (FORMERLY PHYS 351)

A theoretical treatment of the physical laws governing the motion of particles and rigid bodies, including studies of energy and momentum, kinematics, curvilinear motion and central forces. *Prerequisite: PHYS 120 and MATH 151.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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PHYS 120 and MATH 151

1/2 course

PHYS 270

MATHEMATICAL METHODS

Methods in applied mathematics for students in physical sciences and engineering. Topics include: partial differentiation, vector analysis, complex numbers, linear algebra, ordinary differential equations, multiple integrals, and Fourier series. *Prerequisite: PHYS 120 and MATH 152.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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PHYS 120 and MATH 152

1 course

PHYS 280

EXPERIMENTAL METHODS

Includes laboratory. An introduction to the techniques, methods and necessary skills used in experimental physics. Data will be collected by using a variety of instruments, including oscilloscopes, nuclear instrumentation, and other data sensors. The course will introduce a variety of statistical and data analysis techniques. Machine shop skills will be developed during the course. *Prerequisite: PHYS 120.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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PHYS 120

1/2 course

PHYS 290

TOPICS

A. Astronomy. P. Physics. Selected topics in astronomy or physics. May be an independent study project. *Prerequisite: depends on the topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics

Depends on the topic

1 course

PHYS 300

HISTORICAL ASTRONOMY

This course explores the development of mankind's understanding of the universe. We will follow the development of astronomical thinking from ancient cultures to the time of Newton. This course places emphasis on the tools, techniques and discoveries relevant to the development of astronomy. Topics include calendars, sundials (we'll spend some time making some of our own), astrolabes (we'll also make some of these), lunar and solar eclipses, the use of a quadrant and a horologium nocturnum, precession of the equinoxes and the Ptolemaic and Copernican planetary models. There is an accompanying evening lab for the course which will often involve observing the sky. The only prerequisite is high school algebra and trigonometry.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	High school algebra and trigonometry	1

PHYS 310

OBSERVATIONAL ASTRONOMY

Includes Laboratory. The overall goal of this course is to develop the skills needed to become knowledgeable life-long observers of the night sky. It includes the study and understanding of celestial coordinate systems, motions of the Sun and stars, seasons, phases of the moon, motion of the planets, systems of time keeping, and similar phenomena. The course teaches the skills necessary to observe objects our Solar system (the Moon, the planets, the Sun, comets, and asteroids), and well as objects outside of our solar system (stars, galactic nebulae and external galaxies) through observing with the naked eye, binoculars and telescopes. It includes the use of astronomical reference tools such as star charts and planetarium software. Digital recording of astronomical observations through astrophotography and CCD imaging will be covered.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

PHYS 320

ASTROPHYSICS I

In astrophysics the concepts of classical and modern physics are applied to the study of astronomy, providing a physical basis for understanding the components and structure of our universe. The focus of Astrophysics I is stars. Topics to be covered include: spectroscopy, stellar classification, stellar properties, binary stars, stellar structure, stellar evolution, and the end states of stars (white dwarfs, neutron stars, and black holes). *Prerequisite: PHYS 130, one of PHYS 210 or 220, MATH 152*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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PHYS 130, one of PHYS 210 or 220,
MATH 152

1 course

PHYS 330

ASTROPHYSICS II

In astrophysics the concepts of classical and modern physics are applied to the study of astronomy, providing a physical basis for understanding the components and structure of our universe. Topics covered in Astrophysics II include: the Milky Way, galaxies and galactic structure, active galactic nuclei, high energy phenomena, dark matter, and an introduction to cosmology. *Prerequisite: PHYS 130 and either PHYS 104 or 320 and either PHYS 210 or 220, and MATH 152.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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PHYS 130 and either PHYS 104 or 320
and either PHYS 210 or 220, and MATH
152.

1 course

PHYS 340

BIOPHYSICS

In biophysics we apply fundamental physics concepts, such as force and energy, along with statistical analysis, to describe and understand the form and function of living systems. In this class we will focus our attention on the physics of cells and subcellular molecules. Along with a review of forces, energy and entropy, we will explore topics such as molecular diffusion, osmotic pressure, micelles and membranes, enzyme kinetics, protein motors, and nerve impulses. *Pre-requisites: PHYS 130 and one of PHYS 210 or PHYS 220, MATH 152.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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PHYS 130, and one of PHYS 210 or 220,
MATH 152

1 course

PHYS 350

LASERS

Introduction to lasers, their operating principles, design and applications. *Prerequisite: PHYS 130 and MATH 152.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	PHYS 130 and MATH 152	1 course

PHYS 360

GRAVITATION AND COSMOLOGY

This is a course about gravity: its description as spacetime curvature, its effect on the motion of bodies, and its role in shaping the evolution of the universe. The first part of the course is devoted to a discussion of the main features of General Relativity, with an emphasis on the behavior of light and matter in the vicinity of black holes. Part two of the course constitutes an introduction to Big Bang cosmology. Topics covered include the physics of the early universe, the cosmic microwave background, the evidence for dark matter and dark energy, and inflation. *Prerequisites: PHYS 130, one of PHYS 210 or 220, MATH 152.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PHYS 130, one of PHYS 210 or 220, MATH 152	1 course

PHYS 370

ATOMIC AND MOLECULAR PHYSICS

Includes laboratory. A theoretical and experimental investigation in atomic, molecular and condensed matter physics. Topics to be covered may include: atomic models, magnetic dipole moments, multielectron atoms, x-ray excitations, optical excitations, atomic spectroscopy, quantum statistic, molecules, molecular bonding, molecular spectra, band theory of solids, conductors, semiconductors, superconductors, and collective phenomena. *Prerequisite: PHYS 220 and PHYS 280, MATH 152.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PHYS 220 and PHYS 280, MATH 152	1 course

PHYS 380

NUCLEAR AND PARTICLE PHYSICS

Includes laboratory. A theoretical and experimental investigation in nuclear and particle physics. Topics to be covered may include: nuclear phenomenology, nuclear models, radiation, nuclear reactions, experimental methods in nuclear physics, particle interactions and detection, properties of elementary particle, symmetries, the standard model, and theories beyond the standard model. *Prerequisite: PHYS 220 and PHYS 280, MATH 152*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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PHYS 220 and PHYS 280, MATH 152 1 course

PHYS 390

TOPICS

A. Astronomy. P. Physics. Selected topics in astronomy or physics. May be an independent study project. *Prerequisite: depends on the topic.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Depends on the topic. 1/4-1/2-1 course

PHYS 410

THERMAL PHYSICS

Treatment of the laws of thermodynamics and the concepts of temperature, pressure, entropy, chemical potential and free energy as related to the quantum statistical behavior of microscopic systems. Included are applications to kinetic theory of gases, heat engines, photons and phonons, systems in magnetic and electric fields, transport phenomena, and biological and engineering problems. *Prerequisite: PHYS 130, PHYS 210, MATH 152.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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PHYS 130, PHYS 210, MATH 152 1 course

PHYS 420

CLASSICAL MECHANICS

Basic definitions and principles of classical mechanics, conservation laws, systems of particles and motion of rigid bodies, oscillating phenomena and an introduction to generalized coordinates and the methods of Lagrange and Hamilton. *Prerequisite: PHYS 120, one of PHYS 210 or 220, MATH 152.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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PHYS 120, one of PHYS 210 or 220, MATH 152 1 course

PHYS 430

ELECTRICITY AND MAGNETISM

Theoretical investigation of electrostatics and magnetostatics, both in vacuum and in the presence of matter. Further topics include the Maxwell equations and electromagnetic waves. *Prerequisite: PHYS 130, PHYS 210, MATH 152.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PHYS 130, PHYS 210, MATH 152	1 course

PHYS 440

QUANTUM MECHANICS

Non-relativistic wave mechanical treatment of physical systems. Definition and interpretation of state functions; construction of wave packets; solutions of the Schrodinger equation for simple one-dimensional systems; the hydrogen atom; various approximation methods, including perturbation theory. *Prerequisite: PHYS 130, PHYS 220 and MATH 152.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PHYS 130, PHYS 220 and MATH 152	1 course

PHYS 480

SENIOR SEMINAR

Individual presentations and group discussions cover a wide range of topics. *Prerequisite: A senior physics major or permission of instructor. Required of all physics majors.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Senior major or permission of instructor	1/2 course

Political Science

Topics of interest to political scientists include how governments function and should function; differences and similarities among the approximately 200 national political systems in the world; relations between and among the nations of the world as well as the role of nongovernmental actors in these relations; and ways of better understanding such phenomena as authority, conflict, legitimacy, political parties, elections, interest groups, international organizations, coup d'etats, and executive, legislative and judicial decision-making. The department offers both a major and a minor in Political Science. In the political science department at DePauw, as in virtually every political science department in the United States, a disproportionate number of courses treat the American political system. But there are also courses on political systems in other countries and regions (Europe, the Middle East, China, India, and the Third World more generally), on relations among and between nations, and on issues and questions that transcend the politics of any particular place. Many Political Science students enhance their understanding of politics through

relevant off-campus experiences, including internships in various government offices, participation in election campaigns, Winter Term travel, and studying overseas or in Washington for a semester. Political Science majors and minors have gone on to successful careers in elected and appointed government positions, journalism, business, research, teaching, and law. Students wishing to count courses taken off campus toward a major or minor in political science must have prior approval from their academic advisor and the chair of the department. It is not recommended that courses substituting for POLS 110, 130, 150 or 170 be taken off-campus.

Requirements For A Major In Political Science

TOTAL COURSES REQUIRED	Nine
CORE COURSES	6 total. Must complete three of four subfield introductory courses (POLS 110, POLS 130, POLS 150, POLS 170), a course from any level in the other subfield, POLS 318 and POLS 450.
OTHER REQUIRED COURSES	
NUMBER 300 AND 400 LEVEL COURSES	Three (including POLS 450)
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement consists of the completion of POLS 450 with a grade of C or better.
ADDITIONAL INFORMATION	POLS 156 cannot be counted as credit for a political science major.
RECENT CHANGES IN MAJOR	POLS 318, Research Design and Writing in Political Science was added as a requirement for the major, effective Fall 2014.
WRITING IN THE MAJOR	POLS 318, Research Design and Writing in Political Science, required of all majors, fulfills the writing in the major requirement. The course provides an overview of some of the quantitative and qualitative research methods political scientists use to draw conclusions about the political world. It also teaches students the writing skills specific to political science. By the end of the course, it is expected that students would have learned how to find an interesting topic and pose a research question; how to obtain and analyze data (qualitative or quantitative); how to read

and think critically and use various methods of inquiry (theoretical, historical, comparative, behavioral, and post-behavioral); and how to formulate a thesis statement and write a scholarly literature review. Students are required to (1) write a series of short essays that engage with a variety of research tools and methods (argument, critique, textual analysis, content analysis, discourse analysis, participant-observation method, interviews, etc.); (2) engage in peer review exercise, and (3) write a literature review, a research proposal, and/or an analytical or argumentative paper. They receive feedback from the instructor on each assignment and are expected to revise drafts in response to comments received. To satisfy the major's requirement in political science, a student must earn the grade of C or above in the course.

Requirements For A Minor In Political Science

TOTAL COURSES REQUIRED	Five
CORE COURSES	Two from POLS 110, POLS 130, POLS 150, POLS 170
OTHER REQUIRED COURSES	
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In Political Science

POLS 110

AMERICAN NATIONAL GOVERNMENT

This course will serves as an introduction to the American political system. The three branches of the national government and the roles of political parties, elections, public opinion, interest groups, and other political actors will be addressed.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Privilege, Power And Diversity	May not be repeated for credit.	1 course

POLS 130

INTRODUCTION TO POLITICAL THEORY

This course offers an introduction to and exploration of selected topics in Political Theory. The word theory comes from the Greek root *theoria*, which translates loosely to vision. Theory, then, is a way of seeing or making sense of the world around us. At its best, political theory provides us with frameworks of understanding that illuminate the political world around us and allow us to grasp the dynamics that are at play in our institutions and practices. Theory provides powerful tools of critique that allow us to explore power and privilege in politics and envision a different path forward. Theory can be pragmatic and radical, narrowly realist in its thinking or sweepingly idealist in its imaginative scope. Theory does not always provide right or wrong answers about the best way to approach politics but rather trains us to reflect deeply about political life and ask better questions. Traditionally, Political Theory has been rooted in the Western tradition, in the canon of European thinkers, who have made tremendous contributions to how we think about freedom, leadership, citizenship, and sovereignty. Some of our most significant conceptual tools come to us from this tradition. Along with them, we inherit their myopia on questions of race, power, and privilege, and it is important to grapple deeply with their ideas but also to examine them with a critical eye and note their silences and make them speak to the problems of our time. This course begins with an introduction to these foundational concepts and then adds on to and broadens what it means to be canonical by including a range of critical perspectives. We will engage with profound thinkers on race and class, on anti-colonialism and radical resistance and conclude the semester by interrogating the thin line between democracy and totalitarianism. In this class, we will encounter texts by Machiavelli, Hobbes, Rousseau, and Marx, but also DuBois, Gandhi, Fanon, Arendt, and others, reading them in chronological order with an eye toward changes in concerns and concepts across time. We will explore the connections between theory and practice in our conversations and work to apply these complex concepts to contemporary issues in politics, society, and culture in our practice of *theoria*.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science		1 course

POLS 150

COMPARATIVE POLITICS AND GOVERNMENT

This course is designed to introduce students to Comparative Politics (the study of domestic politics around the world), one of the main subfields in political science. The course will address concepts and theories of comparative politics such as democratic and non-democratic institutions, modernization and development, political culture, systems analysis, and public policy. The course will apply these concepts and methods of comparative politics to understanding political phenomena and outcomes in different regions of the world, such as, Africa, Asia, South America and Europe. The political experience in each case will be studied in the context of its own cultural and historical settings. Such an approach will allow us to see the differences within a particular form of government. We shall inquire, for example, why Chinese communism is different from communism in the former Soviet Union; what factors are

responsible for both the endurance of and challenges posed to democratic institutions globally; and why do economic and social welfare institutions differ across capitalist economies.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Global Learning		1 course

POLS 156

ADVANCED PLACEMENT IN POLITICAL SCIENCE

Advanced placement credit for entering first-year students. A. U.S. Government. B. Comparative Politics. *POLS 156 cannot be counted as credit toward a POLS major.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

POLS 170

INTERNATIONAL POLITICS (FORMERLY POLS 270)

An analysis of continuity and change in world politics, focusing on the units of analysis; patterns of conflict and competition, cooperation and order, and constraint; the structure of the international system; the international agenda and emerging trends and issues such as globalization and terrorism; and the current state of world order and its future.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science		1 course

POLS 184

ON-CAMPUS ES COURSE

On-Campus Extended Studies course in Political Science.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		variable

POLS 197

FIRST-YEAR SEMINAR

A seminar on a theme related to political science. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

POLS 210

POLITICAL PARTIES (FORMERLY POLS 310)

Parties, public opinion, elections, and voting behavior in the context of the American political system.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1 course

POLS 220

AFRICAN AMERICAN POLITICS

This course focuses on how the continuing struggle for Black political empowerment has helped influence and shape the current African American political community. An interdisciplinary approach incorporating economics, history and sociology will be used to gain an overall understanding of the African American community and its critical influence upon the American political system.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1 course

POLS 226

STATE AND LOCAL GOVERNMENT

The theory and especially the practice of subnational government in the U.S. Topics include intergovernmental relations; government institutions; elections, parties, and interest groups; taxing, spending and economic development activities; and policy problems besetting state and local governments and metropolitan areas.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1 course

POLS 235

EQUALITY AND JUSTICE

This course will investigate multiple dimensions of equality and justice through a broad exploration of classical, modern, and contemporary political theory. Some of the questions raised by this course will include, does an abstract principle of equality necessarily lead to just outcomes? How do political societies negotiate between multiple and competing claims of justice? What role does power and privilege play in these debates? We will begin by reading some of the core thinkers in political theory, such as Locke and Rousseau, and critically analyze their ideas. We will then expand our scope by examining three key areas: feminism, gender, and sexuality; race, power, and privilege, and finally conclude by turning to an exploration of the possibility of achieving justice for historic political inequality. Doing so will allow us to not only broaden the conversation by including a multiplicity of voices, but it will also allow us to theorize what a politics of difference might actually entail. In each of these areas, we will cover a range of thinkers throughout history. In the women, gender, and sexuality section, we will read a wide array of thinkers such as Cady Stanton, Sojourner Truth, bell hooks, and Judith Butler, among others, to examine the struggle for women's rights from the suffragist movement, to black feminism, to the queering of politics. In the race, power, and privilege section, we will start with Martin Luther King and Malcolm X and their contrasting (but also complementary) views on the civil rights struggle, read the poetic work of James Baldwin, and then explore in depth Michelle Alexander's work on 'The New Jim Crow' that will allow us to think deeply about race in contemporary America. Finally, in the concluding section, we will take a step back and look broadly at a wide range of solutions for coming to terms with the presence of past trauma and histories of injustice, from truth commissions to communal trials to archives of memory.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Privilege, Power And Diversity		1 course

POLS 240

CONTEMPORARY POLITICAL IDEOLOGIES

The underlying theme of this course is the contemporary crisis of liberal democracy. We are witnessing the phenomenon of a gradual shift away from democracy to authoritarianism, democratic backsliding, in countries from Russia, Brazil, and Hungary, to Turkey, India, and the United States. Is democracy dying? Are we witnessing the end of the democratic century and the global ascendance of autocracy? Is American democracy in danger? What will democratic failure look like in the twenty-first century? And what will come after? Will the ethno-nationalist and far right parties in Europe and elsewhere continue to rise? Why is there extreme polarization in political discourse in mature democracies? Is the proliferation of conspiracy theory, which is anti-ideological, a threat to liberal democracy? Why does the Chinese autocratic model appeal to the peoples and leaders in the developing world? Is the notion of democratic decline around the

world an exaggeration or scholarly hyperventilation? The course will answer these and other questions by examining the forces that have contributed to the regression of liberal democracy. In particular, we will focus on the ideologies challenging liberal democracy: Globalism, 'Neo-Fascism,' Populism, Nationalism, and Asian authoritarianism (Xi's new type of one-party authoritarian system).

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science		1 course
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POLS 253

CHINA AND INDIA IN THE 21ST CENTURY

Why do the two Asian giants, India and China, with more than 38 percent of the population of the world, matter to the rest of the world at the beginning of the 21st century? What are China's superpower prospects? Will nuclear India attain great power status? What is the future of communism and the prospect of political freedom and democracy in China? Is Indian democracy stable? What are the sources of instability of Indian government? The dynamics of ethnic minorities in China? The future of secularism in India? The nuclear dynamics in Sino-Indian relations? These questions and many others will be explored in this course.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science- <i>or</i> -Global Learning		1 course
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POLS 254

GOVERNMENT AND POLITICS OF WESTERN EUROPE

Political systems of selected countries in Western Europe; their historical and cultural settings; parties and elections; decision-making; problems of foreign policy. Considerable attention to the European community, the movement toward economic and political integration and its impact on political systems of member countries. *May count towards European Studies minor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science		1 course
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POLS 265

INTRODUCTION TO ENVIRONMENTAL POLICY

This course examines the different actors, interests, and institutions that aim to govern or regulate the environment and its resources. Students will learn how environmental policy has

evolved over time to deal with changing needs and threats, ranging from domestic pollution issues to longer-term threats such as climate change and drought. Much of the course material will focus on environmental policy at the federal level in the US, though students will also look at more local and international efforts to address the global issue of climate change. Throughout the class, we will also examine the societal implications of environmental threats and policy in order to better understand how environmental outcomes and policies affect issues such as inequality, health, and global conflict.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science		1 course
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POLS 290

TOPICS IN POLITICAL SCIENCE

An examination of selected topics in political science.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science		1 course
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POLS 299

INTERNSHIP IN POLITICAL SCIENCE

Supervised participation in a special (and usually competitive) internship program outside the University.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		1/2-1 course
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POLS 315

THE LEGISLATIVE PROCESS

Focus on the U.S. Congress. Examines rules, procedures and structures of Congress, as well as sources and motivations of legislative behavior. Emphasis is on the development of an understanding of how Congress works and why Congress as an institution and individual members of Congress function as they do.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

POLS 316

THE PRESIDENCY

Seeks first to develop students' understanding of the powers and imperatives of the American presidency, as well as an understanding of the president's role in the American political order. Primary attention also given to examination of presidential success in office: what makes a good president, what citizens look for in a president, what strategies and/or behaviors are more or less likely to result in successful presidencies.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

POLS 318

RESEARCH DESIGN AND WRITING IN POLITICAL SCIENCE

The course provides an overview of some of the quantitative and qualitative research methods political scientists use to draw conclusions about the political world. It also teaches students the writing skills specific to political science. By the end of the course, it is expected that students would have learned how to find an interesting topic and pose a research question; how to obtain and analyze data (qualitative or quantitative); how to read and think critically and use various methods of inquiry--theoretical, historical, comparative, behavioral, and post-behavioral; and how to formulate a thesis statement and write a scholarly literature review. Students are required to (1) write a series of short essays that engage with a variety of research tools and methods (argument, critique, textual analysis, content analysis, discourse analysis, participant-observation method, interviews, etc.); (2) engage in peer review exercise, and (3) write a literature review, a research proposal, and/or an analytical or argumentative paper. They receive feedback from the instructor on each assignment and are expected to revise drafts in response to comments received. To satisfy the major's requirement in political science, a student must earn the grade of C or above in the course.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

POLS 323

THE POLITICS OF RACE

This course explores the centrality and significance of race in the modern American political system. The course covers, but is not limited to, the role of race in electoral politics, urban politics, the political and social attitudes of Americans and the debates about the scope and function of the federal government.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science- <i>or</i> -Privilege, Power And Diversity		1 course
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POLS 324

POLITICS OF CIVIL RIGHTS AND LIBERTIES

Analysis of civil rights and civil liberties policies in the United States and of the processes that produce those policies. Emphasis will be on policies relating to the practice of democracy (freedom of expression and associated freedoms), criminal justice, and "discrimination". Treatment of the policy process will include an examination of the roles of judicial, legislative and executive branches and the activities of interest groups.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

POLS 330

GOVERNMENTS AND POLITICS OF THE MIDDLE EAST

This course focuses on the Middle East in international politics as well as the internal politics of the region. Special attention is given to the rise of the state system, the dynamics of modernization, major political movements, ideologies, religions and social and economic change.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

POLS 335

MUSLIM POLITICAL THOUGHT

This course is an exploration of the resurgent tradition of Muslim political thought. It begins with an examination of the canonical thinkers Al-Farabi and Ibn Khaldun and then proceeds to

Hourani's account of the confrontation and engagement of Arab theorists with a largely European liberalism. Their readings, critiques, adaptations, challenges to, and expansions of liberalism remain powerful in the shaping of contemporary Muslim political thought. It then turns to an exploration of key texts of political Islam, including controversial works by Qutb and Maududi. It closes with an examination of Women and Islam through an exploration of contemporary debates surrounding the issue of veiling.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Global Learning		1 course
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POLS 341

AMERICAN POLITICAL THOUGHT

An introduction to American political thought that concentrates on important debates and controversies that have contributed to shaping American political life.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		1 course
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POLS 351

GOVERNMENT AND POLITICS OF RUSSIA AND THE CIS

Examines the origins and nature of Bolshevik movement and the 1917 revolution; the ideological and institutional sources of the Soviet state and party structures; Stalinism as totalitarian experiment; the erosion of the Soviet system; its economic decline and crisis; the reasons for the failure of the Gorbachev reform effort; the Moscow coup and implosion of the system; subsequent Russian political and economic reforms; selected events in some CIS republics. *May count towards European Studies minor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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		1 course
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POLS 352

POLITICS OF DEVELOPING NATIONS

An introduction to the similarities and unifying characteristics of heterogeneous developing nations. Emphasis on diversities to be found in different regions of the Third World. The focus is on issues and problems and not countries and regions, though case studies are used for illustrative purposes. The course covers theories and approaches to the study of the Third World; changes in the Third World (political, economic, governmental and regime); contemporary

issues (hunger and famine, multinationals, foreign debt and the New International Economic Order); and Third World ideologies and movements (nonalignment, developmental socialism, anti-Americanism and Islamic revivalism).

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

POLS 360

AFRICAN POLITICS

This course surveys issues in and approaches to the study of African politics. Special emphasis is placed on the African development crisis through an accounting of varying levels of success and failure across the continent. Specific concerns include: governance, civil and interstate war, international political economy and the development of the state system.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

POLS 365

POLITICAL PSYCHOLOGY

This course examines the psychology behind political attitudes, preferences, and outcomes. Concepts in psychology such as personality, group identity theory, or other cognitive heuristics can offer new ways to think about contemporary issues in political science. After all, many important political decisions such as vote choice or policy preferences are guided by social preferences or biases, rather than more objective or "rational" approaches to make choices. Throughout this course, we will understand how such internal preferences or biases can guide and influence political outcomes. For example, how do our partisan, ideological, or ethnic group identities affect the political information we select, or the policies we support? How might appeals to fear, resentment, or prejudices impact electoral outcomes? Or why do misinformation and conspiracy theories linger in the public's mind for so long?

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science		1 course

POLS 370

AMERICAN FOREIGN POLICY

The process of formulating and implementing American foreign policy. The development of American traditions regarding foreign policy, the main factors influencing American foreign policy since World War II and specific policies toward regions and countries of the world.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

POLS 382

GLOBAL ISSUES

An analytical survey of global issues: their essence, management and political implications. The course starts with a theoretical framework for the study of leading global issues, such as global security, population growth, global political economy, food, ethno-nationalism, terrorism, human rights, consumption of non-renewable resources and the integrity of the environment. Institutions, values and policies are emphasized in the context of growing interdependence among nations and related issues of integration and conflict.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

POLS 384

INTERNATIONAL LAW

Contemporary problems relating to law and legal institutions in the global community. The nature, sources, and application of international law; international instruments; membership in the international community; state and non-state actors; duties and responsibilities at the global level; war and peace.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

POLS 390

TOPICS IN GOVERNMENT AND POLITICS

An examination of selected topics related to political science.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1 course

POLS 450

SENIOR SEMINAR

This course, offered in multiple and independent sections, focuses on theory and analysis in the various fields of the discipline and in the discipline as a whole.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

POLS 499

INDEPENDENT STUDY

Intensive reading and research in American politics, political theory, comparative politics and/or international politics. *Permission of instructor and department required. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2-1
course

Psychology And Neuroscience

The department offers majors in Psychology and Neuroscience, and a minor in Psychology. Psychology is the scientific study of behavior and mental processes approached from physiological, cognitive, behavioral, social, and applied perspectives. Neuroscience is the scientific study of the nervous system, and integrates knowledge from the fields of biology, chemistry, the cognitive and social sciences, computer science, and allied disciplines. Students in both majors receive training in the scientific approach as it has been applied to the study of such topics as: the structure and function of the nervous system, perception, learning, motivation, memory, development, social influence, attitudes, organizational behavior, and mental disorders and treatments. Understanding how these topics have been investigated scientifically requires the development of critical thinking skills, quantitative reasoning skills, and speaking and writing abilities necessary to communicate research knowledge to others, as well as an appreciation for the ethical issues involved in research and practice. These skills are developed throughout the curriculum for the Psychology and Neuroscience majors; and demonstrated competence in the Statistics and Research Methods is essential for success in both areas of study. Our majors have

gone on to successful careers in research, counseling and teaching, medicine, business, journalism and law.

Requirements For A Major In Neuroscience

TOTAL COURSES REQUIRED	11.5
CORE COURSES	BIO 101, CHEM 120, CSC 121, PSY 100, PSY 214 or MATH 141
OTHER REQUIRED COURSES	<p>BIO 382; PSY 300 or PSY 301; NEUR 320; NEUR 341</p> <p>Two courses with at least one at the 300 or 400 level from: BIO 203, BIO 241, BIO 320, BIO 325, BIO 314, BIO 315, BIO 335, BIO 381, BIO 385, BIO 415, CHEM 240, CHEM 343, CSC 233, CSC 320, CSC 330, CSC 360, KINS 254, KINS 350, KINS 410, NEUR 348, NEUR 349, PHIL 234, PHIL 360, PHYS 270, PHYS 370, PHYS 380, PSY 232, PSY 256, PSY 280, PSY 281, PSY 330, PSY 331, PSY 348, PSY 349, PSY 350, PSY 380, PSY 381, SOC 315.</p> <p>For students planning to attend graduate or professional school, independent or student-faculty collaborative research is highly recommended for Neuroscience majors. Relevant experience can be gained through an on/off campus summer research placement or by conducting student-faculty collaborative research during the academic year.</p>
NUMBER 300 AND 400 LEVEL COURSES	5
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	<p>NEUR 480/481 Senior Capstone (1 cr. or 2 cr.)</p> <p>For the Senior Capstone, Neuroscience majors will complete a grant application that describes a novel program of research. The grant application will conform to NIH F31 Individual NRSA for PhD Students (http://grants.nih.gov/grants/forms_page_limits.htm#fell) and be completed in the fall or spring of the final year.</p>

**ADDITIONAL
INFORMATION**

Students wishing to conduct an empirical thesis should complete NEUR 480 in the Fall semester and NEUR 481 in the Spring semester. NEUR 481 will involve the collection of data for an experiment proposed in NEUR 480. The results of this research will be reported in a manuscript and in an oral presentation.

No more than two courses from off-campus programs can count toward the major. Neuroscience majors are encouraged to also take courses in physics and additional courses in computer science depending upon their career interests.

WRITING IN THE MAJOR

Writing in the Neuroscience major is distributed across the curriculum beginning with introductory core courses in biology, chemistry, computer science, and psychology, and continuing in upper level courses representing multiple disciplines. The interdisciplinary nature of Neuroscience means that students should learn to communicate their science to varying audiences. As an example, writing for an audience grounded in the biological tradition can be quite different from writing for an audience grounded in the psychological tradition. The requirement to complete 300 level coursework in Biology and Psychology will ensure that students are exposed to, and gain experience with, communicating to audiences in two of the principle disciplines related to Neuroscience. Within these courses, students will gain experience writing a variety of different kinds of documents (e.g., laboratory reports, reports the findings of an empirical study, integrative reviews of the literature). For instance, laboratory reports represent a key writing component of required 300 level coursework in Biology and Psychology. Additionally, an integrative review of the literature is a fundamental component of the grant application written for the Neuroscience Capstone. Given the deep public interests in Neuroscience, it is also important that majors learn to responsibly communicate the findings and implications of science to a lay audience. The development of this skill will begin in Neuroscience and Behavior (PSY 300/301), be reinforced in the Junior Neuroscience Seminar (NEUR 320), and represents a component of the



grant application written for the Neuroscience Capstone (NEUR 480/481). As an example, in the Junior Neuroscience Seminar, students may be asked to identify a recent empirical article related to their interests and prepare a press release describing the results of the study for a lay or general professional audience.

Requirements For A Major In Psychology

TOTAL COURSES REQUIRED	Ten
CORE COURSES	PSY 100, PSY 214, PSY 215
OTHER REQUIRED COURSES	<p>The content area core requires four courses:</p> <ul style="list-style-type: none"> • Two courses should be chosen from PSY 280, PSY 300 or PSY 301, PSY 330 or PSY 331, PSY 380 or PSY 381, PSY 350 • Two courses should be chosen from PSY 260 or PSY 261, PSY 290, PSY 232, PSY 360. <p>The laboratory component requires two psychology laboratory courses at the 200-level or above, in addition to PSY 215 (Research Methods).</p>
NUMBER 300 AND 400 LEVEL COURSES	Four
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	<p>Majors must satisfy their senior requirement by completing the thesis for either PSY 493 (one-semester thesis) or PSY 495 and PSY 496 (two-semester empirical research and thesis) with a C- or better. The major also requires successful completion of a departmental comprehensive examination. The exam is administered in sections to senior majors in PSY 493 and PSY 495. Performance on the exam is part of the grade in PSY 493 or PSY 495. To certify for graduation with a major in psychology, students must earn a 70 percent or better on all sections of the exam.</p>

The senior capstone experience in psychology has two basic components: breadth of knowledge and focused in-depth investigation. You will demonstrate breadth of knowledge by successfully completing a comprehensive exam, given in three parts that cover major areas of the field (e.g., cognitive, developmental, learning, personality, physiological, social). You will also have the opportunity to pursue an area of psychology in greater depth by completing a senior thesis. One thesis option allows you to perform an empirical investigation of a research problem (review background evidence, design and carry out a study, and write up the findings) over both semesters of your senior year. The other thesis option is a one-semester in-depth, integrative review of the scientific literature on a topic in psychology. All students will publicly present their work. Both options allow you to apply the skills and knowledge that you have acquired over your first three years, and pursue a topic in which you are most interested.

**ADDITIONAL
INFORMATION**

Psychology majors must complete a total of two courses in the natural sciences, computer science, and/or mathematics outside of psychology. MATH 135 does not meet this requirement.

**RECENT CHANGES IN
MAJOR**

The senior requirement was changed from completing the seminar with a C- or better to completing the seminar thesis with a C- or better. Effective Fall 2010.

WRITING IN THE MAJOR

Writing in the psychology major is accomplished in many ways, using multiple methods. As a science that engages in active communication with colleagues at the regional, national, and international level, in conference presentations and peer-reviewed publications, psychology requires critical reading of the literature and writing in the major, using discipline-specific (APA) style. In courses spanning the curriculum from Introductory Psychology to the upper 300-level courses, students write short opinion papers, critical reviews of popular media, reviews of research articles, and reports of empirical findings. Special focus on the mechanics of formal writing assignments as appropriate in our discipline is a critical part of a required core

course in the major, Research Methods (PSY 215). In addition, each student major is required to take two additional laboratory courses that provide significant experience writing laboratory reports and major project papers. In these courses and others (e.g., the senior capstone experience), development of writing skills includes a mix of one or more of the following: feedback on multiple drafts, conference meetings with faculty advisors, and collaborative writing with peers and peer review. Finally, the senior capstone experience (PSY 493/495) includes a thesis on a topic chosen by the student. One thesis option allows students to perform an empirical investigation of a research problem (review background evidence, design and carry out a study, and write up the findings) over both semesters of your senior year. The other thesis option is a one-semester in-depth, integrative review of the scientific literature on a topic in psychology. Both options of the APA thesis represent a culmination of skill-building for writing in the major that prepares students for graduate work in any area of psychology and other careers such as law, medicine, social service, and business. The thesis is certified by the department and deposited in the departmental archives. Thesis findings are sometimes presented at regional or national conferences, or even published in peer-reviewed journals.

Requirements For A Minor In Psychology

TOTAL COURSES REQUIRED	Five
CORE COURSES	PSY 100
OTHER REQUIRED COURSES	The department will consider PSY 214 or PSY 215 to be a 300-level course for the minor (if a student so chooses).
NUMBER 300 AND 400 LEVEL COURSES	Two

Courses In Psychology And Neuroscience

PSY 197

FIRST-YEAR SEMINAR IN PSYCHOLOGY

A seminar focused on a theme related to the study of psychology. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

PSY 214

STATISTICS FOR BEHAVIORAL SCIENCES

Application of descriptive and inferential statistics to the behavioral sciences. Includes measures of central tendency, variability and correlation, estimation and tests of significance, including chi square, t-test and analysis of variance. *Prerequisite: PSY 100. Required of Psychology majors as a prerequisite for PSY 215. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100. Required of Psychology majors as a prerequisite for PSY 215.	1 course

PSY 215

RESEARCH METHODS

A course in methods of research, experimental design and statistical applications. Lab includes collection of data on human and animal behavior for analysis and report writing. *Prerequisite: PSY 100 and PSY 214. Required of Psychology majors. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100 and PSY 214.	1 course

PSY 232

ABNORMAL PSYCHOLOGY

An introductory survey of maladaptive and disordered behaviors and thought processes in humans. The objectives of this course include developing an understanding of the definition of abnormality and the historical and social values that play a role in this definition. In addition, the contributions of clinical research on abnormal behavior are considered, as are different theoretical approaches that attempt to explain the onset of abnormal behavior. Finally, issues related to the assessment and diagnosis of abnormality and defining characteristics of each of the major diagnostic categories are covered. *Prerequisite: PSY 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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PSY 100 1 course

PSY 246

TOPICS IN PSYCHOLOGY

Prerequisite: PSY 100. May be repeated for credit with different topics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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PSY 100 1/2-1 course

PSY 252

DRUGS, BRAIN AND BEHAVIOR

This course is an introduction to the major psychoactive drugs and how they act on the brain to influence behavior. The course begins with basic principles of pharmacology, pharmacokinetics, neural transmission, tolerance, sensitization, and mechanisms of addiction. The course presents a survey of major drugs of abuse, their mechanism of action, and their behavioral effects, both acute and chronic. Drugs for the treatment of psychological disorders are also addressed. Issues of drugs, behavior, and society are emphasized throughout the course. *Prerequisite: PSY 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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PSY 100 1 course

PSY 254

CONSUMER PSYCHOLOGY

The concepts, findings, theory and methods of research in consumer behavior. Psychological data, consumer differentiation, market segmentation, environmental influences and consumer differences are covered. *Prerequisite: PSY 100. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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PSY 100 1 course

PSY 260

SOCIAL PSYCHOLOGY

An examination of the effects of the presence and influence of others on human behavior. Topics to be covered include conformity, persuasion, aggression, prejudice, interpersonal attraction and behavior within groups. *Prerequisite: PSY 100. Not open to students with credit in SOC 319 or PSY 261.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Privilege, Power And Diversity	PSY 100. Not open to students with credit in SOC 319 or PSY 261.	1 course

PSY 261

SOCIAL PSYCHOLOGY WITH LAB

An examination of the effects of the presence and influence of others on human behavior. Topics covered include conformity, persuasion, aggression, prejudice, interpersonal attraction and behavior within groups. Lab includes collection of data on human participants using a variety of empirical techniques, including observation, content analysis, field studies and lab experiments. *Prerequisite: PSY 100. Not open to students with credit in PSY 260 or SOC 319.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100. Not open to students with credit in PSY 260 or SOC 319.	1 course

PSY 280

COGNITIVE PSYCHOLOGY

This course will examine the psychological structures and processes involved in the acquisition, retention and use of knowledge. Both historical and current research will be reviewed to provide students with an appreciation for how science provides a basis for our continued refinement of understanding mental processes. Topics covered include pattern recognition, attention, memory, language, problem solving and decision-making. Applications of the research to everyday experience will be emphasized. *Prerequisite: PSY 100. Not open to students with credit in PSY 281.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100	1 course

PSY 281

COGNITIVE PSYCHOLOGY WITH LAB

This course examines the psychological structures and processes involved in the acquisition, retention and use of knowledge. Topics covered include pattern recognition, attention, memory,

language, problem solving and decision-making. Lab includes designing experiments and collecting data from human participants to help understand cognitive processes in these topic areas. *Prerequisite: PSY 100. Not open to students with credit in PSY 280.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100. Not open to students with credit in PSY 280.	1 course

PSY 290

DEVELOPMENTAL PSYCHOLOGY

This course centers on the scientific study of biosocial, cognitive, and psychosocial development across the lifespan. The fundamental issues in the field of development will be introduced and a person-context perspective will be emphasized throughout the course. Developmental principles that extend beyond specific domains or periods of psychological development will be underscored. Specific topics include the development of emotion, perception, gender, identity, cognition, language, psychopathology, and the brain. *Prerequisite: PSY 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100	1 course

PSY 300

NEUROSCIENCE AND BEHAVIOR

This course examines the interactions between physiology and behavior with an emphasis on the nervous and endocrine systems of both human and non-human animals. Fundamental concepts of neuroanatomy, neurophysiology, and psychopharmacology will provide the foundation for discussions of behavior. A wide variety of behaviors including: ingestive behaviors, sleep, sexual behavior, learning and memory, stress, drug abuse, and disordered behavior will be studied in relation to these physiological principles and systems. *Prerequisite: PSY 100. Not open to students with credit in PSY 301.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100. Not open to students with credit in PSY 301.	1 course

PSY 301

NEUROSCIENCE AND BEHAVIOR WITH LAB

This course examines the interactions between physiology and behavior with an emphasis on the nervous and endocrine systems of both human and non-human animals. Fundamental concepts of neuroanatomy, neurophysiology, and psychopharmacology will provide the foundation for

discussions of behavior. A wide variety of behaviors including: ingestive behaviors, sleep, sexual behavior, learning and memory, stress, drug abuse, and disordered behavior will be studied in relation to these physiological principles and systems. The laboratory component will provide research experience with common procedures, behavioral measures, and organisms. *Prerequisite: PSY 100. Not open to students with credit in PSY 300.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	PSY 100. Not open to students with credit in PSY 300.	1 course
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PSY 305

HISTORY OF PSYCHOLOGY

This course is a history of psychology in particular, but also of science more broadly. It is also a history of how psychology, other sciences and society have interacted. The course presents a view of the roots and origins of the modern science of psychology by examining past views on recurring issues and themes in historical context. The course begins with the ancient roots and early history of psychology and science in philosophy, medicine, mathematics and biology. It moves on to the more recent scientific and philosophical roots of psychology and then turns to early scientific psychology. The course concludes with recent approaches and schools of thought and how they developed into contemporary psychology. *Prerequisite: PSY 100 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	PSY 100 or permission of instructor.	1 course
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PSY 311

PSYCHOLOGY ASSESSMENT WITH LAB

This course reviews the principles of psychological assessment, including test development, psychometric principles, advanced statistics (e.g., factor analysis, multiple regression) and applications in clinical, industrial/organizational, and educational settings. A major portion of the course will be devoted towards development and validation of a test or measure that students will design themselves. This course provides excellent preparation for students interested in graduate school in psychology, education, and related fields. It is also useful for students interested in a career in Human Resources, where employee and customer surveys are constructed and measures are developed for assessing employee performance. *Prerequisite: PSY 100 and PSY 214.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	PSY 100 and PSY 214	1 course
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PSY 330

HUMAN PERCEPTION

This course presents a survey of past and current research and theory concerning human acquisition of information from the environment through the senses. Emphasis will be placed on the evolution of perceptual processes in response to environmental stimuli, as well as the practical experiences that arise due to our perceptual limitations. Topics include the anatomy and neuroanatomy of the sensory systems (vision, hearing, smell, taste, touch), perceptual illusions (color, motion, time, music, and speech), and the psychology of pain. *Prerequisite: PSY 100. Not open to students with credit in PSY 331.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100. Not open to students with credit in PSY 331.	1 course

PSY 331

HUMAN PERCEPTION WITH LAB

This course presents a survey of past and current research and theory concerning human acquisition of information from the environment through the senses. Emphasis will be placed on the evolution of perceptual processes in response to environmental stimuli, as well as the practical experiences that arise due to our perceptual limitations. Topics include the anatomy and neuroanatomy of the sensory systems (vision, hearing, smell, taste, touch), perceptual illusions (color, motion, time, music, and speech), and the psychology of pain. The laboratory component of the course will give students the opportunity to experience research in perception by designing studies, collecting and analyzing data (using the statistical package SPSS), and writing their results in APA style. *Prerequisite: PSY 100 and PSY 214. Not open to students with credit in PSY 330.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100 and PSY 214. Not open to students with credit in PSY 330.	1 course

PSY 343

HEALTH PSYCHOLOGY

(formerly PSY 253) Health psychology uses the biopsychosocial model to examine the interaction of physiological processes, thoughts, feelings and behaviors, and the social/cultural environment on health. Issues addressed include the effects of stress on health, health protective factors, patient-practitioner interactions, health behavior change, and coping with chronic illness. *Prerequisite: PSY 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	PSY 100	1 course
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PSY 344

HEALTH PSYCHOLOGY WITH LAB

Health psychology uses the biopsychosocial model to examine the interaction of health with physiological, psychological and behavioral processes and the social/cultural environment. Topics include the effects of stress on health, health protective factors, theories of health behavior change, coping, social support and chronic illness. The laboratory component of class allows students hands on experience designing and conducting health psychology research with single subject and group designs. Prerequisite: PSY 100.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	PSY 100	1 course
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PSY 346

TOPICS IN PSYCHOLOGY

Prerequisite: PSY 100. May be repeated for credit with different topics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	PSY 100	1/2-1 course
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PSY 350

EVOLUTIONARY PSYCHOLOGY

This course examines how evolution has shaped behavioral, cognitive, and emotional mechanisms in humans and other animals. The course begins with coverage of evolutionary theory and then examines the nature of evidence for evolved mechanisms, including how evidence from other species may inform us about human characteristics. The course also examines why evolutionary approaches and explanations of human behavior are so controversial and the implications of evolutionary explanations for society. The course is interdisciplinary and draws on ideas and information from psychology, biology, anthropology and other fields. *Prerequisite: PSY 100 or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	PSY 100 or permission of instructor.	1 course
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PSY 352

PSYCHOTHERAPY AND BEHAVIORAL CHANGE

A survey of the major approaches to effecting cognitive and behavioral changes in both adults and children, including psychoanalysis, behavior modification, cognitive and cognitive-behavioral therapies, humanistic and existential therapies and others. Special attention is given to the development of the therapeutic relationship and the ethical guidelines followed by psychologists. Ethical, legal and moral dilemmas in the practice of therapy are also considered. *Prerequisite: PSY 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100	1 course

PSY 353

INTELLIGENCE AND CREATIVITY

This course concentrates on the topics of intelligence and creativity within a discussion-based format. The history of intelligence testing, examples of intelligence tests, and current theories in this area will be discussed, analyzed, and evaluated. Creativity will be examined by considering both empirical literature and popular writings. The impact in everyday life of current perspectives in both areas will form a central part of the course. *Prerequisite: PSY 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100	1/2 course

PSY 360

PSYCHOLOGY OF PERSONALITY

A survey and evaluation of the major contemporary theories of personality. In addition, personality measurement and research on topics of current importance are covered. *Prerequisite: PSY 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100	1 course

PSY 361

PSYCHOLOGY OF PERSONALITY WITH LAB

A survey and evaluation of the major contemporary theories of personality. In addition, personality measurement and research on topics of current importance are covered. The

laboratory component of class allows students hands on experience designing and conducting personality psychology research. *Prerequisite: PSY 100.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100	1 course

PSY 364

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

This course examines the science of psychology applied to the workplace. The first half of the course examines the subfield of industrial psychology that focuses on the individual differences related to traditional business problems. Some of the topics in this field include job analysis, personnel selection, training, performance appraisal, and job performance. The second half of the course focuses on the organizational side of the field that emphasizes the psychological processes experienced by employees upon entering the workforce. Topics within this domain include motivation, leadership, stress, emotion, and job attitudes. *Prerequisite: PSY 100. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100	1 course

PSY 370

EMOTIONS ACROSS THE LIFESPAN

This course centers on the scientific study of emotion and its development, integrating research on biological, behavioral, cognitive, and cultural aspects of emotion systems. Developmental and evolutionary processes will be emphasized throughout the course. The methods used to study emotion, especially neuroscience methods, will also be stressed throughout the course. *Prerequisite: PSY 100. Not open to students with credit in PSY 371. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100. Not open to students with credit in PSY 371.	1 course

PSY 371

EMOTIONS ACROSS THE LIFESPAN WITH LAB

This course centers on the scientific study of emotion and its development, integrating research on biological, behavioral, cognitive, and cultural aspects of emotion systems. Developmental and evolutionary processes will be emphasized throughout the course. The methods used to study emotion, especially neuroscience methods, will also be stressed throughout the

course. *Prerequisite: PSY 100, PSY 214. Not open to students with credit in PSY 370. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100, PSY 214. Not open to students with credit in PSY 370.	1 course

PSY 375

DIRECTED RESEARCH

Opportunity to work with faculty members on research in psychology. Contact individual faculty members to learn of their current research interests. *Prerequisite: PSY 100. Directed research may be repeated to earn a total of one credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100	1/4-1/2-1 course

PSY 380

LEARNING AND COMPARATIVE COGNITION

This course examines the mechanisms that allow organisms (humans and other animals) to adapt to environments based on experience. The course opens with evolved adaptive mechanisms and then focuses on how organisms acquire and store new information, and how that information guides action within environmental constraint. The course places particular emphasis on links between the study of learning and other areas of psychology (physiological, developmental, social, cognitive and abnormal), neuroscience, and biology. *Prerequisite: PSY 100. Not open to students with credit in PSY 381.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100. Not open to students with credit in PSY 381.	1 course

PSY 381

LEARNING AND COMPARATIVE COGNITION WITH LAB

This course examines the mechanisms that allow organisms (humans and other animals) to adapt to environments based on experience. The course opens with evolved adaptive mechanisms and then focuses on how organisms acquire and store new information, and how that information guides action within environmental constraint. The course places particular emphasis on links between the study of learning and other areas of psychology (physiological, developmental, social, cognitive and abnormal), neuroscience, and biology. The laboratory component will

provide research experience with common procedures and organisms. Lab meets once a week for 2-3 hours. *Prerequisite: PSY 100. Not open to students with credit in PSY 380.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100. Not open to students with credit in PSY 380.	1 course

PSY 493

SENIOR THESIS

Individual work on selected topics with oral reports and a major literature survey and thesis. (Includes successful completion of a departmental examination; performance on the exam is part of the grade.) This course is designed for students who do not plan to take the PSY 495-496 Empirical Senior Thesis I & II sequence. *Prerequisite: PSY 100, PSY 214, PSY 215 and a major in Psychology. This course or the PSY 495-496 sequence is required of Psychology majors in the senior year. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100, PSY 214, PSY 215 and a major in Psychology	1 course

PSY 495

EMPIRICAL SENIOR THESIS I

Extensive literature survey, oral reports and written proposal of a research design. (Includes successful completion of a departmental examination; performance on the exam is a part of the grade.) *Prerequisite: PSY 100, minimum final course grades of B- in PSY 214 and PSY 215, at least a 3.0 overall cumulative GPA, and a major in Psychology. Registration for PSY 496 in the second semester is required to complete the sequence. PSY 495/PSY 496 or PSY 493 are required of Psychology majors in the senior year. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100, minimum final course grades of B- in PSY 214 and PSY 215, at least a 3.0 overall cumulative GPA, and a major in Psychology	1 course

PSY 496

EMPIRICAL SENIOR THESIS II

Each student is required to complete an individual research project (designed in PSY 495) under staff supervision and to submit a thesis. *Prerequisite: PSY 495 and permission of research*

sponsor. This course sequence (PSY 495 and PSY 496) or PSY 493 is required of Psychology majors in the senior year. May not be taken pass/fail.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 495 and permission of research sponsor	1 course

COURSES IN NEUROSCIENCE

NEUR 320

NEUROSCIENCE SEMINAR

A seminar course covering some aspect of neuroscience across different levels of analysis (e.g., cellular, system, psychological). In the course students will explore recent literature related to a focused area of neuroscience. *Prerequisite: PSY 100, BIO 101, PSY 300 or 301. May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100, BIO 101, PSY 300 or 301	1/2 course

NEUR 341

COGNITIVE AND SOCIAL NEUROSCIENCE WITH LABORATORY

A survey course with a weekly laboratory that explores the neurobiological foundations of cognition (e.g., memory, attention, decision making) and social interaction (e.g., empathy, stereotyping, self regulation). The course considers methodology in cognitive and social neuroscience, and examines the literature related to normative function, as well as, psychiatric and neurological disease. The laboratory includes designing experiments and collecting data from human participants using methodologies from neuroscience to understand cognitive and social processes. Students may complete laboratory reports and mini-reviews of the literature related to the course material. *Prerequisite: PSY 100, BIO 101, PSY 300 or 301.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100, BIO 101, PSY 300 or 301	1 course

NEUR 348

COMPUTATIONAL NEUROSCIENCE

This course will expose students to computational models of cognitive processes and compare these models to recent findings in neuroscience. The course will incorporate projects such as implementations and evaluations of simple neural networks (e.g. models of memory and perceptual learning), reinforcement learning models (e.g. models of learning), and Bayesian models (e.g. optimal cognitive processes). We will read and discuss primary and secondary

sources to understand how well these models fit the empirical results and whether the models offer plausible neural explanations at different scales. We will also read and discuss review articles that look at larger-scale interactions among brain regions as a means of explaining cognitive processes. *Prerequisite: PSY 100, CSC 121, PSY 300 or 301.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Prerequisite: PSY 100, CSC 121, PSY 300 or 301.	1 course

NEUR 349

NEUROPSYCHOLOGY

This course will examine the neuropsychological foundations of cognition, emotion, and social interaction within the Behavioral Neurology tradition. The primary focus will be on examining the effects of focal, degenerative, and developmental neurological damage through the reading of the primary, secondary, and popular literatures, class discussion, and presentations. Topics covered include agnosia, aphasia, amnesia, disorders of executive function and social cognition, and neurodegenerative and psychiatric disease. Prerequisite: PSY 100.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	PSY 100	1 course

NEUR 480

NEUROSCIENCE CAPSTONE I

Individual completion of a grant proposal including oral reports and literature review. Prerequisite: Major in Neuroscience and all core coursework in Neuroscience. May not be taken pass/fail.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Completion of all all core coursework in Neuroscience major.	1 course

NEUR 481

NEUROSCIENCE CAPSTONE II

Completion of a research project formulated in the grant proposal written for Neuroscience Capstone I. Prerequisite: Major in Neuroscience, all Core coursework in Neuroscience, Neuroscience Capstone I and permission of research sponsor. May not be taken pass/fail.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Major in Neuroscience, all Core coursework in Neuroscience, Neuroscience Capstone I and permission of research sponsor.	1 course

COURSES IN PSYCHOLOGY

PSY 100

INTRODUCTORY PSYCHOLOGY

This course is a thorough survey of the major areas and approaches in psychology. As a discipline, psychology examines how humans and other organisms develop, function and adapt, including such topics as: how the brain and nervous system function; how we sense and perceive information from our environment; how we learn, remember, think about and interact with the world and each other; how we change during development from birth to old age; why we are motivated to act as we do; the factors that make each of us distinct individuals; what causes psychological disorders; and how those disorders are treated. The course places particular emphasis on scientific methodologies within the discipline. *This course is a prerequisite for all other courses in the psychology department.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Science and Mathematics	None	1 course

Religious Studies

Religion has played, and continues to play, a central role in virtually all societies. It is intimately related to such key aspects of communities as the structure of political power, economic organization, class structures, conceptions of gender, marriage, work and war. In short, religion shapes both the institutional order and the thought and behavior of individuals who inhabit it. The study of religion, therefore, is basic to the liberal arts and helps prepare students for a variety of career paths, including journalism, law, business, education and work in philanthropic and religious institutions. The department offers a major and a minor in Religious Studies; it also offers a bridge major, which involves the combination of work in religion with courses in another or other fields. Key to the program are courses on the history, scriptures, thought, practices and institutions of both Western and Asian religious traditions. Attention is also given to the interaction between religion and society and to the comparative study of religions.

Requirements For A Major In Religious Studies

TOTAL COURSES REQUIRED	Nine
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CORE COURSES

REL 479

OTHER REQUIRED COURSES

- One course in Western religious traditions chosen from the following: REL 132, REL 141, REL 142, REL 241, REL 244, REL 250, REL 252.
- One course in Eastern religious traditions chosen from the following: REL 253, REL 257, REL 258, REL 259.

NUMBER 300 AND 400 LEVEL COURSES

Three (inclusive of REL 479)

SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE

The senior requirement consists of the completion of REL 479 with a grade of C or better. Students should consult with their major advisors about the senior seminar before the beginning of the senior year.

WRITING IN THE MAJOR

The writing in the major requirement for Religious Studies is filled through REL 479, Senior Seminar. This course is designed to cultivate discipline-specific writing skills within the major consistent with norms of professional competence in the field of Religious Studies. Through the analysis and critique of multiple drafts of written work in close and intensive consultation with the instructor/faculty mentor, students spend the entire semester developing "publishable" article-length theses. In class writing includes brainstorming assignments, autobiographical writing, free-writing exercises, long essay exam compositions and the construction of group work reports. Out-of-class writing assignments are sequenced to produce a final scholarly project worthy of the discipline, with care given to the use of appropriate documentation and sources. In addition to the composition and sharing of multiple drafts of each section of their research papers, students are required to submit and defend anywhere from 3-5 drafts of their final 25-30 page paper to the seminar instructor. Satisfactory completion of the senior seminar requires students to achieve a grade of C or higher.

Religious Studies courses at the beginning, intermediate and advanced levels build toward the

senior thesis. At the intermediate and advanced levels multiple 5-10 page papers may be required as well as longer and more complex essay exam questions. Final papers ranging from 10 to 20 pages and developed over multiple drafts in consultation with faculty members are not unusual. Total written work for the semester will typically include a variety of the following: exam questions, quizzes, in-class writing assignments, discussion prompts, short papers, long papers, message boards, e-mail correspondence, workgroup write-ups, outlining of reading chapters, book reviews, and summaries from oral presentations.

Requirements For A Major In Religious Studies Bridged To Another Discipline

TOTAL COURSES REQUIRED	Nine
CORE COURSES	REL 479
OTHER REQUIRED COURSES	Five additional courses (two at the 300-400 level) Two courses in the other discipline at the 200-level or above. One course in the other discipline at the 300-400 level.
NUMBER 300 AND 400 LEVEL COURSES	Four (inclusive of REL 479)
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	
ADDITIONAL INFORMATION	Students seeking a bridge major must submit a plan by the third year which includes a description of desired courses, a rationale for the bridge demonstrating unity and consistency, and one course designated as the "bridge course." This plan is to be submitted to the major advisor and is to be approved by the department.

Requirements For A Minor In Religious Studies

TOTAL COURSES REQUIRED	Five
CORE COURSES	One course in Western religious traditions to be chosen from the following: REL 130, REL 132, REL 141, REL 142, REL 241, REL 244, REL 250, REL 252 One course in Eastern religious traditions to be chosen from the following: REL 130, REL 130E, REL 253, REL 257, REL 258.
OTHER REQUIRED COURSES	REL 130 may be counted toward either the Western or Eastern religions requirement but cannot be counted toward both.
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In Religious Studies

REL 130

INTRODUCTION TO RELIGIONS

A cross-cultural survey course of major religious traditions, with emphasis upon the theoretical and methodological issues at stake in the discipline of Religious Studies. The course provides a balanced treatment of Asian and Western/Abrahamic traditions in order to explore the concept of 'religion' within a comparative humanistic context. Most important will be a close reading and discussion of primary texts in English translation. By the end of the course students will have developed a vocabulary for understanding religious phenomena cross-culturally and a sensibility for engaging with religious others in our globalizing world.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

REL 132

JUDAISM, CHRISTIANITY, ISLAM

A basic cross-cultural survey course of the major religious traditions of the West: Judaism, Christianity and Islam. Particular attention is paid to the thought, scriptures, practices and institutions of these traditions.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global Learning

1 course

REL 141

HEBREW BIBLE

This course surveys the diverse literature of Ancient Israel, read in English translation, that came to be recognized as sacred scripture by Judaism and Christianity (known alternatively as Tanakh or Old Testament). The texts are studied within the historical and cultural context of Ancient Israel with an interest in the history and methods of interpretation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

REL 142

NEW TESTAMENT

The literature and faith of the New Testament communities studied in the context of the early church and the Judaic and Greco-Roman world.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

REL 150

INTRODUCTION TO WORLD RELIGIOUS LITERATURE

This course introduces major Eastern and Western religious themes and ideas through a combination of sacred and secular literature. The approach is comparative in nature, emphasizing texts that place these traditions in new geographical, cultural, temporal, and philosophical contexts. *May be counted toward a major or minor in English literature upon approval of English department chair.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

REL 184

ON-CAMPUS EXTENDED STUDIES COURSE

On-Campus Extended Studies course in Religious Studies.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		Var

REL 190

TOPICS

Topics in Religious Studies.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

REL 197

FIRST-YEAR SEMINAR

A seminar focused on a theme in the study of religion. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

REL 241

BIBLICAL LITERATURE

An assessment of the Old and New Testament as anthologies of poetry and prose. Students will be invited to observe the varieties of literary genre, the artistic character of literary traditions and of individual books and the role of the author or editor in delivering a specific message to an audience, and the role of contemporary literary theory and interpretation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

REL 244

JUDAISM

An introduction to Jewish life, thought and practice. Description of basic Jewish beliefs, attitudes, values and practices.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

REL 245

JEWISH WRITERS

This class treats a range of modern and contemporary Jewish writers (European, American, and Israeli). Through writers such as Freud, Kafka, David Grossman, Dara Horn, Philip Roth, and Larry David, we will explore elements of Jewish identity, culture, history, theology and humor. Is there such a thing as a distinctly Jewish imagination? A distinctly Jewish aesthetic?

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

REL 250

CHRISTIANITY

A survey of major beliefs, practices and forms of the Christian religion. Special attention will be given to the Biblical foundations, theological formation and pivotal historical developments.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

REL 252

ISLAM

A survey of the major beliefs, rituals and institutions of Islam. Special emphasis will be given to recurring themes and issues that have shaped Muslim self-understanding throughout history.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global Learning

1 course

REL 253

RELIGIONS OF INDIA

This course provides an introduction to the many religious traditions which have found a home in India. In this comprehensive introduction we survey the history, thought, and practices of the major Indian religious traditions in order to come to a better understanding of the ways in which people in South Asia have found meaning and purpose in their lives through religion over several millennia. India (by which we mean not just the present-day nation-state of India but the cultural complex of South Asian civilization from Sri Lanka to Tibet and from Afghanistan to Myanmar from 2500 BCE to the present) gave birth to the three great religious traditions which now blanket Asia: Hinduism in modern-day India, Nepal, and Indonesia; Theravada Buddhism in Sri Lanka, Burma, Thailand, Malaysia, Cambodia and Laos; and Mahayana Buddhism in Tibet, China, Korea, Japan, and Vietnam. So, too, the religions of Jainism and Sikhism were born on Indian soil. And in the present day, the majority of the world's Muslims live in South Asia, thus making Islam a thoroughly 'Indian' religion by adoption. In this introductory class we concentrate on the practices and worldviews of Indian religions classical and modern.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global Learning

1 course

REL 257

HINDUISM

In this course students examine religious experience and expression in Hindu India in all of their diversity and regional variation with special emphasis on the contemporary persistence of traditional values and practices. Relevant historical background information is surveyed in order to help assess continuity and change in learned and vernacular Hindu religious practices with particular attention paid to the values that both influence and are displayed by them.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global Learning

1 course

REL 258

BUDDHISM

Examines the development of Buddhist thought, scriptures, practices and institutions in India and the religion's spread to China and Japan.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

REL 259

EAST ASIAN RELIGIONS

This course serves as an introduction to the religious beliefs and practices of East Asia. The course proceeds in chronological order, but it will also focus on broader themes of East Asian religions. Emphasis will be placed on the diversity and unity of religious expressions in China, Korea, and Japan, with readings drawn from a wide-range of texts: religious scriptures, philosophical texts, popular literature, and ethnographic studies. Special attention will be given to those forms of religion common to both the elite and popular culture: cosmology, afterlife, morality, and mythology. The course also raises more general questions concerning gender, class, political patronage, and differing concepts of religion.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1

REL 263

RELIGION IN AMERICAN CULTURE: FRIEND OR FOE?

The class examines both historical and contemporary examples of the relationship between religion and culture in the United States in light of such questions as: In what ways has religion in the United States reflected the values of the larger culture? In what ways has it rejected those values? What happens when religious traditions conflict with or seek to convert one another? In what ways, apart from institutional settings such as churches and synagogues, have Americans found religious grounding for their lives? How does religious affiliation affect adherents' views of racial relationships, family life or capitalism? What myths undergird American identities?

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

REL 267

CARIBBEAN RELIGIONS AND CULTURE

An exploration of the relationship between Caribbean religious traditions and culture in the development of Caribbean identity and nationhood. It focuses on how the major world religions were modified through the encounter between peoples of Amerindian, African, European and Asian descent. Further, it studies the impact of slavery, emigration, colonialism, and globalization on the emergence of indigenous Caribbean religious traditions (Vodun, Santeria, Rastafari).

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

REL 269

LIBERATION THEOLOGY

An examination of the interaction between Western religious traditions and the foremost liberation movements: Third-World, black, gay and women's liberation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

REL 275

RELIGION AND FILM

This course uses major theories of religion in order to investigate religious themes and symbols in a number of contemporary films. In this course we use the screening of a dozen or so religiously evocative films in order to open up a discursive space within which we can think critically about ourselves and the time we live in. In order to do this we look at the ways in which powerful religious themes have been dealt within film. At times the religious themes addressed in movies are overt and tradition-specific while at other times they are covert and universal. Throughout the course we interrogate filmic texts in order to understand the ways in which religious themes are dealt with through the cinematic medium. But we also allow the films to interrogate us! In this class we view the screening of the films as an opportunity for us to reflect upon the nature of religion as we try to come to a better understanding of its place within society and our own lives. The purpose of the course is twofold: first, students learn how to think critically about religion and its place as a social and cultural force in the contemporary world; second, they learn how to apply a critical attitude and critical tools to view films and other aspects of popular culture.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

REL 280

MALCOLM, MARTIN & CO.: A RELIGIOUS INTERPRETATION

This course explores the religious dimensions in the life, philosophy, and work of Malcolm X and Martin Luther King, Jr., two iconic figures whose complicated lives and articulate rhetoric were deeply shaped by religion, and their transformative role in the modern Civil Rights movement, the African American struggle for inclusion, law, and the construction of a democratic ethos in America and beyond. Drawing on primary and secondary sources, it emphasizes how the religious dynamic in Malcolm and Martin's heritage, personal development, consciousness, constructions of self, and society, impacted their significant and lasting contributions toward America's 'long civil rights movement,' and pursuit of its utopian promise. It also reflects on the ways in which their religious commitments and activism, framed between chaos and community, affected their environment, families, relations with other major figures in the global black struggle for emancipation--across the lines of gender, race, and sexuality. Ultimately, it reflects on their interrogations of contemporary society, the pathways of freedom they kept open, and the ways in which they are remembered.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Privilege,
Power And Diversity

1 course

REL 281

RELIGION, HEALING AND MEDICINE

This course deals with the fact that religious traditions all over the world understand illness and disease as symptoms of spiritual defects. Additionally, many of these religious groups focus to varying degrees on therapeutic means of dealing with illness. This course considers cross-cultural contexts that include traditions of Asia, South America and the West.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

REL 285

WISDOM AND PARABLES OF JESUS

This course studies the parables, as significant parts of the New Testament, within the framework of the biblical wisdom tradition, the prevailing consensus and contemporary approaches to parable interpretation including socio-historical criticism that interpret the parables in relationship to the context of Ancient Palestine. The course seeks to broaden students' understanding of the parables, and to identify the authority, interpretive possibilities, and legacy of the major parables in the formation of the Christian tradition.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

REL 290

TOPICS IN RELIGION

Topics such as religious phenomena, e.g., Millennialism, religious ethics and historical religious figures and movements. *May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

REL 297

RELIGION AND THE MEANING OF LIFE

The course explores the fundamental question whether life has meaning. The course poses the question and explores its relationship to religion as the human quest for meaning through reading and critical reflection on selected literature, and other related texts that illustrate the importance of meaning in the study of religion, and ways in which some of humankind's most important questions are grounded in religious sentiments. Texts include authors such as Karen Armstrong, Saint Augustine, Christina Baldwin, Viktor Frankl, Malcolm X, and Amy Tan.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

REL 320

GENESIS AND GENDER: JEWISH, CHRISTIAN AND MUSLIM READINGS

This course considers ways that interpretations of sacred texts influence religious perceptions of gender and social order. Christian readings of Genesis 1-3 are the main focus; yet attention is also given to understandings of Eve and Adam in Judaism and Islam. Interpretations of Genesis that historically and presently argue for the subordination of women to men forms a central

theme of the course. A counter theme emerges as we consider alternative readings that have traditionally used Genesis 1-3 to argue for gender equality. We will also reflect on the ways in which a hierarchical reading of the text has served to legitimate the domination of groups such as African-American slaves. Texts range from the Gnostic gospels, Philo, the Qur'an, *The Maelleus Maleficarum*, *Paradise Lost*, *The Bible Defense of Slavery*, *The Woman's Bible* and "The Coming of Lilith."

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

REL 340

TOPICS IN BIBLICAL STUDIES

A study of selected problems or current developments in relation to the Old and/or New Testaments. Topics may include history and myth in the Ancient Near East, the social world of the prophets, the Dead Sea Scrolls, the historical Jesus and hermeneutics. *May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

REL 342

JEWISH AND CHRISTIAN ORIGINS

This course focuses on the history, literature, and religious communities in the period that defines the background and the emergence of Christianity and Rabbinic Judaism (400BCE-400CE). We deal with a vast array of ancient primary sources ranging from late biblical literature, Apocrypha and Pseudepigrapha, Dead Sea Scrolls, New Testament and early Christian texts, and the literature of Rabbinic Judaism. These texts allow us to discuss the formations and developments of communities such as the Jerusalem Priesthood, the Dead Sea Scrolls Community, the Pharisees, and the various communities of Early Christianity, Rabbinic Judaism, and Jewish-Christianity.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

REL 350

MODERN CHRISTIAN THOUGHT: FROM LIBERALISM TO LIBERATION

Examines the ways in which Christian theology has responded to challenges presented by the modern world, particularly the Enlightenment. Considers the rise of 19th century liberalism, the

development of historical critical approaches to scripture, and the search for the historical Jesus; post-World War I disillusionment and the neo-orthodox critique of liberalism; European theological responses to National Socialism; and the formation of gender, ethnic, racial and economic critiques of traditional Christianity that seek to present Christianity as a religion of liberation.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

REL 352

MODERN ISLAM

Examines the developments, issues, events and ideas that have shaped modern Muslim thought and societies. Special attention will be given to the meaning of modernity/modernization, the way it was first encountered by Muslims, and its material and intellectual impact on Muslim societies.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

1 course

REL 354

WOMEN, GENDER, AND SEXUALITY IN ISLAM

This course examines women and gender in the Islamic tradition and Muslim societies. Through a variety of written and visual sources, it treats 1.) the history of women in Islam, 2.) the impact of the tradition on women's lives and gender categories, and 3.) the efforts of modern Muslims to challenge traditional gender definitions and create a useable past.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Global Learning

1 course

REL 357

MODERN HINDUISM

In this course we examine the rise of Hindu modernity from the colonial period to the present day. Our main objective is to come to an understanding of the embedded nature of modern Hinduism within the historical matrices of culture, society, politics, and economics in India.

Through the close reading of primary and secondary interpretive texts dealing with the transformation of religion in modern South Asia students learn how to apply the critical hermeneutical techniques specific to the discipline of the history of religions. At the same time they gain a better understanding of contemporary Hinduism as they learn about the challenges which Hindus have faced and negotiated in the modern period. By doing so students are able to understand more thoroughly the situation of religious belief and practice across the globe in the modern and post-modern periods.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Global Learning		1 course

REL 359

RELIGION IN MODERN JAPANESE SOCIETY

Examines religion within the context of Japanese society from the 17th to the 20th century. Attention given to the rise of Confucianism in the 17th century, the Shinto revival of the 18th century, Buddhism in early modern Japan, the appearance of the new religions, and the relationship of religion to modernization and nationalism. *Prerequisite: an introductory course in the department, East Asian history or permission of the instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities	An introductory course in the department, East Asian history or permission of the instructor	1 course

REL 360

BOB MARLEY, CARIBBEAN RELIGION AND CULTURE

This course is a close study and analysis of the religious core and communicative rationality in Bob Marley's life and music. It develops the intersections between Caribbean religion and culture based on Marley's affiliation to Rastafari.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities- <i>or</i> -Privilege, Power And Diversity		1 course

REL 370

ADVANCED TOPICS IN RELIGION

Usually a category of religious phenomena, such as religious experience, mysticism, the nature of deities; or the role and status of persons; healing in religious traditions; sectarian groups; major thinkers or movements; or themes and approaches in the study of religion. *May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Arts and Humanities		1 course

REL 375

PSYCHOANALYTIC APPROACHES TO THE STUDY OF RELIGION

The purpose of this course is to investigate the use to which psychoanalytic frameworks have been put in the understanding of religious phenomena over the past 100 years or so. Although out-of-fashion as a therapeutic model in the early 21st century, psychoanalysis nevertheless continues to exert an influence on the academic study of religion from scholars who have found psychoanalytic theoretical insights to be particularly helpful in the interpretation of religious experience and behavior. In this course students read key texts in the development of psychoanalytic thought and evaluate the extent to which they both help and hinder our understanding of religious human beings.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

REL 479

SEMINAR IN RELIGION

This class involves readings and discussion of theoretical issues concerning the study of religion, research methods and concentrated research on a topic in Religious Studies. It culminates in a major paper that will be presented to senior majors and department faculty. *Prerequisite: major in religious studies and senior status. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Major in religious studies and senior status	1/2-1 course

REL 491

INDEPENDENT STUDY IN RELIGION

Directed studies in a selected field or fields of religion. *May be repeated for credit with different topics.*

DISTRIBUTION AREA**PREREQUISITES****CREDITS**1/4-1
course

Sociology And Anthropology

Sociology & Anthropology foster a critical consciousness of how different cultures and social groups organize and make sense of their world. Majors explore the ways in which social interaction, social practices, culture and social structures promote solidarity, mark differences, legitimate power, create inequality, police deviance, maintain social order, promote resistance, and lead to movements for change. Majors discover the patterns, rules and logic that undergird criminal justice systems, gender and race relations, sexuality, family, work, law, medicine, religion, and the arts, as well as the cultural variability in these. Majors examine struggles for power and privilege and the ways in which humans have transformed their own societies and those of others. Sociology and Anthropology majors also learn how to question received knowledge; think critically and imaginatively; interpret, situate, and evaluate an argument; design and carry out research on human behavior, social groups, and societies; formulate, articulate, and support a position; write cogently, persuasively, and with sensitivity to ethical issues; develop an historical and comparative gaze in tackling contemporary problems; and act in a world that is complex, global, and multi-faceted. Sociology & Anthropology courses are interactive, combining lecture and discussion. Many majors enhance their understanding of other cultures and societies by studying abroad, e.g., in Australia, China, France, Italy, Mexico, Spain, and South Africa. Many also take courses in interdisciplinary campus programs such as Asian Studies, Black Studies, European Studies, Latin American & Caribbean Studies, Conflict Studies, and Women's Studies. Still others participate in off-campus internship programs, including in New York, Philadelphia, and London.

Requirements For A Major In Anthropology

TOTAL COURSES REQUIRED

Nine

CORE COURSES

ANTH 151, ANTH 153, ANTH 383, ANTH 450 (formerly ANTH 380), ANTH 452. The required courses in the major, including the required 300-level course, must be taken on campus.

OTHER REQUIRED COURSES

Of the remaining four courses, one must be at the 300-level.

NUMBER 300 AND 400 LEVEL COURSES

Four

**SENIOR REQUIREMENT AND
CAPSTONE EXPERIENCE**

The senior requirement consists of the completion of 1) ANTH 452 (Senior Seminar in Anthropology) with a grade of C- or higher AND 2) a senior thesis paper with a grade of C- or higher. The capstone experience for majors includes the completion of ANTH 452 (Senior Seminar in Anthropology) and a 25-35 page thesis based on original research. The first half of the seminar involves common readings on a broad theme of anthropological relevance; the second half of the seminar is devoted to students' individual projects and presentations of their work in class. Students are also required to present their final work during the annual Sociology and Anthropology Senior Symposium at the end of the spring semester.

**RECENT CHANGES IN
MAJOR**

□ Two courses in sociology may apply toward the anthropology major, but not toward the 300-level course, effective 7/1/2019.

WRITING IN THE MAJOR

Ethnographic Methods is the required writing intensive qualitative methods course for the Anthropology major. This course introduces students to the fundamentals of anthropological research; participant observation, formal and informal interviewing, the preparation of field notes, coding of data, and empirical analysis. Students employ these methods as they conduct their own original ethnographic projects. In addition, students read classical and contemporary ethnographic research as they explore the key methodological and ethical challenges practicing anthropologists face. Ultimately, this course helps students move through the sequential stages of research design, implementation, analysis, and reporting. They achieve these objectives through multiple and varied writing assignments.

Requirements For A Major In Sociology

TOTAL COURSES REQUIRED

Nine

CORE COURSES

SOC 100, SOC 303, SOC 401, SOC 410. The required courses in the major, including the required 300-level course, must be taken on campus.

OTHER REQUIRED COURSES	Of the remaining five courses, one must be at the 300-level.
NUMBER 300 AND 400 LEVEL COURSES	Four
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	<p>The senior requirement consists of the completion of 1) SOC 410 (Senior Seminar in Sociology) with a grade of C- or higher AND 2) a senior thesis paper with a grade of C- or higher. The capstone experience for majors includes the completion of SOC 410 (Senior Seminar in Sociology) and a 25-35 page thesis based on original research. The first half of the seminar involves common readings on a broad theme of sociological relevance; the second half of the seminar is devoted to students' individual projects and presentations of their work in class. Students are also required to present their final work during the annual Sociology and Anthropology Senior Symposium at the end of the spring semester.</p>
RECENT CHANGES IN MAJOR	<p>☐ Two courses in anthropology may apply toward the sociology major, but not toward the 300-level course, effective 7/1/2019.</p>
WRITING IN THE MAJOR	<p>SOC 401, Methods of Social Research, fills the writing in the major requirement for Sociology. This course is designed to introduce students to the scientific method as it applies to quantitative research in sociology. Students learn the strategies of research design, hypothesis formation, scaling and measurement, survey construction, and data processing, analysis, and interpretation. They conduct their own original research projects using techniques of quantitative analysis. Through these projects, students learn how to write the four different sections of a sociological-oriented scholarly journal article: literature review, methodology, analysis and discussion/conclusion.</p>

Requirements For A Minor In Anthropology

TOTAL COURSES REQUIRED	Five
CORE COURSES	ANTH 151 or ANTH 153

OTHER REQUIRED COURSES	
NUMBER 300 AND 400 LEVEL COURSES	One

Requirements For A Minor In Sociology

TOTAL COURSES REQUIRED	Five
CORE COURSES	SOC 100
OTHER REQUIRED COURSES	
NUMBER 300 AND 400 LEVEL COURSES	One

Courses In Anthropology

ANTH 151

HUMAN CULTURES

An introduction to the perspectives, methods and ideas of cultural anthropology. Analysis of human diversity and similarities among people throughout the world, both Western and non-Western, through cross-cultural comparison. Topics include: culture and society; ethnographic research; ethnocentrism vs. cultural relativism; how societies adapt to their environment; different forms of marriage and social relationships; male, female and other forms of gender; the social functions of religion; and processes of socio-cultural change. *May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science- <i>or</i> -Privilege, Power And Diversity		1 course
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ANTH 153

HUMAN ORIGINS

An introduction to physical anthropology and archaeology, showing how biology and culture enable humankind to survive in many different environments. Topics discussed include primate behavior, fossil humans, tools and society, and the relationships between biology and human behavior. *May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Science and Mathematics		1 course
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ANTH 156

ADVANCED PLACEMENT IN HUMAN GEOGRAPHY

Advanced placement credit for entering first-year students in Human Geography.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ANTH 183A

OFF-CAMPUS EXTENDED STUDIES COURSE

May or Winter Term off-campus study project with an anthropological theme.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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variable

ANTH 197

FIRST-YEAR SEMINAR

This course, designed especially for first-year students, explores an innovative or timely issue in anthropology. Anthropological perspectives and ways of knowing are used to study a particular topic in depth. Ethical and comparative dimensions to the issue will be examined. Topics might include: Culture and Morality, Women and Work, Culture and Medicine, Human Rights and Cultural Survival, and Culture and Violence. Seminars are small and emphasize writing and class discussion. *Prerequisite: first-year students only.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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First-year students only

1 course

ANTH 250

PRO-SEMINAR IN ANTHROPOLOGY AND SOCIOLOGY

This course approaches career exploration and professional development through the values, worldview, and skills framework of what anthropologists and sociologists do and how they do it. This course cultivates a space for sociology and anthropology majors to reflect on the significance of these disciplines' methodologies and then to link this reflection to stronger professional development goals. It offers students an opportunity to engage in personal reflection and assessment activities, to unpack the variety and value of the methods used by sociologists

and anthropologists, to work in small groups, to interact with University alumni, faculty and staff, to build connections with people in career fields of interest. Students will identify how their choice of anthropology or sociology as a major shapes and influences their interests, skills, talents, and values; and how to convey them effectively through professional identity documents such as a resume, LinkedIn profile, and application cover letter. *No prerequisites. Cross-listed with SOC 240. Course may be taken only once for credit, preferably before the senior seminar.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	None	1/4 course

ANTH 251

LATIN AMERICAN & CARIBBEAN CULTURES

This course introduces students to the diverse cultures and societies of Latin America and the Caribbean via a multi-disciplinary approach. Through historical, ethnographic, and literary study, we will explore relations of power, ideology, and resistance from the colonial conquest to the present, including economic dependency, development, political institutions, the military, social movements, religious expressions and ethnic and class relations.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Global Learning		1 course

ANTH 253

ENVIRONMENTAL ANTHROPOLOGY

A study of the relationships between humans and their environment, with special emphasis on how human lifestyles may be understood as responses to environmental challenges. *Prerequisite: ANTH 151 or 153 or sophomore standing.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	ANTH 151 or 153 or sophomore standing	1 course

ANTH 255

THE ANTHROPOLOGY OF GENDER

This class explores anthropological theories of gender differences and inequalities in cross-cultural contexts. The course examines the role of kinship, reproduction, politics and economic systems in the shifting determinations of gender in various contexts. It also questions the meanings of masculinity, transsexual/transgender issues and the roles of women in global contexts. In this course, the various ways that anthropology has theorized and understood

questions of gender are explored and made relevant to contemporary societies. *Prerequisite: ANTH 151, sophomore standing or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Privilege, Power And Diversity	ANTH 151, sophomore standing or permission of instructor.	1 course

ANTH 256

ANTHROPOLOGY OF FOOD

This course explores aspects of the cultural uses and symbolic meanings we attach to food and eating. Students explore such questions as: How do we use food? What is changing in our food consumption patterns? What is the relationship between food consumption and the environment? What are some of the politics and the ethics involved in food consumption? What is the significance of eating out, of "ethnic" restaurants? And how do we analyze the smell and taste of food cross-culturally? *Prerequisite ANTH 151, sophomore standing or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	Prerequisite ANTH 151, sophomore standing or permission of instructor.	1 course

ANTH 257

CULTURE, MEDICINE AND HEALTH

What is sickness? What is health? How do these ideas vary across cultures and history? This course investigates how and why people explain what it means to be "well" or "unwell" in society. It examines such topics as: Western biomedicine, the body and gender; access to health care in differing cultural and political contexts, ethics, death and dying, birth and the politics of reproduction, drugs and how we think we "treat" illness or choose not to.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science		1 course

ANTH 258

ARCHAEOLOGY

(formerly ANTH 354) Archaeology is much more than digging into the ancient past. It is also a form of detective work that allows us to understand ancient as well as modern societies by uncovering the clues of their material remains. In this course, we see how archaeologists show how and why civilizations rise and collapse. *Prerequisite: ANTH 151, ANTH 153 or sophomore standing.* Not open to students with credit for ANTH 354.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

ANTH 151, ANTH 153 or sophomore standing

1 course

ANTH 259

ANTHROPOLOGY OF DEATH

In this course we explore how various cultures think about the role of death in life. Using a variety of anthropological texts and methods (including ethnographic, archaeological and forensic perspectives), we examine the range of experiences that people have with the dead, what people do with and to their dead and the meanings that those experiences have for the living. This course examines the intersections between the social and physical bodies that human beings inhabit and takes a critical perspective on Western medical assumptions about death and dying.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1 course

ANTH 260

WARS AND MILITARISM

This seminar is on wars and militarism and how these effect and shape human lives. We discuss whether or not wars and the concomitant militarization of human societies are inevitable aspects of our existence. Do wars and militarism reflect primordial human biological and psychological instincts and are therefore inevitable features of human existence? Or can these be traced to certain social, political, and economic contingencies and processes? Can wars be conceptualized only in terms of armed conflicts between nation-states or do wars encompass much more than is usually accepted or understood? This course is intended to blur several boundaries: normative understandings of wars and peace; differences between legitimate and unjust wars; and wars waged by nation-states and by insurgent and terrorist groups. Through an interdisciplinary lens that brings together insights from anthropology, security-studies, cultural-studies, feminist theory, political-science and history, we will define, identify, and understand the different kinds of wars that are being fought in contemporary times. The focus of the course will be to highlight the lived experience of wars and militarism, the strategies of survival that people employ in sometimes extremely adverse situations; the underlying assumptions of wars and militarism that are reflected in social institutions seemingly little connected to them; and most importantly, the power differences that underpin and drive contemporary wars.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

1 course

ANTH 261

ARCHAEOLOGY OF THE BODY

This course examines archaeological and physical anthropological research on the human body. The course considers how such research is carried out, what it contributes to our understanding of ancient societies, and the ethical issues unique to the study of human remains. Topics discussed include mortuary ritual, the relationship between the living and the dead, prehistoric warfare, and skeletal markers of disease. *Prerequisites: ANTH 151, ANTH 153, sophomore standing, or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	ANTH 151, ANTH 153, sophomore standing, or permission of instructor.	1

ANTH 271

AFRICAN CULTURES

In this course, students examine the cultural, political, economic, psychological and social aspects of life in Africa. Through lectures, discussions, films and a variety of readings, students will explore a number of issues, including ancient Egypt, slavery, colonialism, religion, music, art, African cinema and Pan-Africanism. *Prerequisite: ANTH 151, sophomore standing or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	ANTH 151, sophomore standing or permission of instructor.	1 course

ANTH 290

ANTHROPOLOGICAL PERSPECTIVES

This course studies innovative, timely and often interdisciplinary topics that are not a formal part of the sociology and anthropology curriculum. Often these courses apply anthropological perspectives and insights to issues that we either take for granted or study in other disciplines. Topics may include Anthropology of Time and Space; Anthropology of the Body; Power and Violence; Men and Masculinity; Judaism and Bible; and other topics. *Prerequisite: ANTH 151, sophomore standing or permission of the instructor. The course may be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	ANTH 151, sophomore standing or permission of the instructor	1/2-1 course

ANTH 355

ANTHROPOLOGY OF DEVELOPMENT

Development is often considered synonymous with progress and economic growth. This course seeks to challenge the framework within which development policies and practices have been conceptualized since the 1940s. How do discourses and practices of development reflect struggles over power, history, and culture? Why has development often been understood as a "neocolonial" endeavor that seeks to maintain the global hegemony of the first world over the third world? How has the trajectory of development shifted in the past five decades to encompass divergent agendas, practices, and meanings? How have these "macro" agendas shaped the lives of millions of men and women living across the globe? Can development be understood as a monolithic category or is it experienced differently by men and women cross-culturally? This course will also highlight some of the most pressing concerns over the merits and limitations of globalization thereby engaging students with ongoing social, political and economic debates. Using anthropological insights, we will explore the connections between colonialism, development, capitalism, and globalization to analyze how "development" is embedded in social inequities, and whether or not a more equitable form of development can be envisioned.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ANTH 360

AFRICAN DIASPORA RELIGIONS

This course is designed to explore the history, functions, and communities, which encompass religions of the African Diaspora such as Santer'a, Vodou, and Candombl'. Lectures, discussions, films, and a range of ethnographic literature will introduce students to these religious systems. Among the topics and themes to be addressed in relation to religion are issues of identity, ethnicity, gender, performance, and class. Case studies in Brazil, Cuba, and among Latinos in the U.S. will illuminate the multivocality of the religious beliefs and practices found in the African Diaspora.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science-*or*-Global Learning

1 course

ANTH 366

PERFORMING LATIN AMERICAN CULTURE

This course focuses on the relationship between cultural performance and identity. Specific case studies include ethnographies on tango, rumba and Mexican corridos. Of particular interest are the interconnected roles of power and politics in the performance of culture--how the two are performed in an attempt at re-forming and sometimes de-forming and mis-informing each other. This course examines the formal aspects of performance, audience/performer relationships as well as social and contextual influences on cultural performance.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ANTH 370

PUBLIC HEALTH IN AFRICA

This is a seminar style course that examines the intersections between the interrelated perspectives in public health, international health, and global health from the 19th to the 21st centuries. Our attention will be on the relationship between Western and non-Western forms of scientific practice and health systems as they have emerged in the African continent and Diaspora . Specifically this course will examine the role of health and medicine in mediating the relationships between metropolis and colony, state and citizen, North and South, public welfare and private interest, research practices and human subjects, the commodification of health and the body, and human rights discourse throughout Africa and the Diaspora. The course will be divided chronologically into four parts, tracing imperial health formation formations in the late 19th century, the nascent internationalism of the interwar period, the construction of bureaucracies of development in the postwar and postcolonial era, and contemporary configurations of public and private interests in the new global health of the late 20th and early 21st centuries. In addition to garnering an understanding of the background and politics/policies of public health in Africa, students will become familiar with how to conduct a "hands-on" needs assessment of a particular cultural group in the continent. Students in this class will acquire knowledge of the history and practice of public health in Africa and the Diaspora through a wide range of readings from multidisciplinary and anthropological sources. Students will acquire the practical skills necessary to evaluate contemporary public health issues in an African context utilizing skills in Community Needs Assessment practice. Students will work collaboratively to produce a Needs Assessment document for a community that will be shared with those in the continent and who are actively working in public health. There are no pre-requisites at present for this course although some prior coursework in Anthropology, Global Health and/or Biology is encouraged.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science-*or*-Global Learning

1 course

ANTH 380

ANTHROPOLOGY OF REPRODUCTION IN THE AMERICAS

This course examines the social and cultural constructions of reproduction, and how power in everyday life shapes reproductive behavior and its cross cultural meanings. Utilizing a hemispheric and ethnographic approach to reproduction, this course engages with examples from throughout the Americas, including but not limited to Brazil, Cuba, Guatemala, Mexico, Peru, and the United States. The course is organized to address a reproductive spectrum including fertility, childbirth and parenting, as well as the roles and expectations for women and men in each of these stages of reproduction. Additional topics addressed are state intervention on fertility, technologies of reproduction, the cultural production of natural childbirth, the politics of fetal personhood, and the diverse reproductive health situations influenced by the intersectional nature of gender, race, ethnicity, nationality and class.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Privilege, Power And Diversity		1 course

ANTH 383

ANTHROPOLOGY HISTORY AND THEORY

A survey history of the central theoretical perspectives, questions and data of socio-cultural anthropology. Focusing on significant scholars and case studies, the course explores the development of different ways that anthropologists have formulated and understood fundamental questions concerning human society, culture, change and universals. *Prerequisite: Junior or Senior; Anthropology or Sociology-Anthropology major or permission from instructor. This course may not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Junior or Senior; Anthropology or Sociology-Anthropology major or permission from instructor	1 course

ANTH 390

TOPICS IN ANTHROPOLOGY

An exploration of selected topics in anthropology, culture and society (see Anthropology of the U.S. and topics listed under ANTH 290.) *Prerequisite: sophomore standing. May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Sophomore standing

1/2-1
course

ANTH 441

READINGS AND PROJECTS IN ANTHROPOLOGY

Prerequisite: permission of instructor.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Permission of instructor

1/2-1
course

ANTH 442

READINGS AND PROJECTS IN ANTHROPOLOGY

Prerequisite: permission of instructor.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Permission of instructor

1 course

ANTH 450

ETHNOGRAPHIC METHODS

(Formerly ANTH 380) A course designed to introduce students to anthropological methods of qualitative research. Readings and discussion in seminar-like format on participant observation, formal and informal interviewing, research design and interpretation of data will prepare students to carry out their own ethnographic projects. The course will also cover ethics in fieldwork and the current debate on the subjectivity of ethnographic inquiry.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

ANTH 452

SENIOR SEMINAR IN ANTHROPOLOGY

A seminar of senior Anthropology majors focused on contemporary theories and issues of culture, change, development, universals and diversity. The actual topic alters each year.

Students discuss a common core of readings while researching-writing a senior thesis. *Prerequisite: Senior Anthropology major, ANTH 151, ANTH 153, ANTH 383, ANTH 450. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Senior Anthropology major, ANTH 151, ANTH 153, ANTH 383, ANTH 450.	1 course

Courses In Sociology

SOC 100

CONTEMPORARY SOCIETY

An introduction to sociology: its questions, concepts and ways of analyzing social life. The focus is on how human societies organize themselves; how culture, socialization, norms, power relations, social institutions and group interaction affect the individual; and how, in turn, societies are transformed by human action. Of particular concern are problems facing contemporary societies. *Not open to seniors or for Pass-Fail credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Privilege, Power And Diversity		1 course

SOC 183S

OFF-CAMPUS EXTENDED STUDIES COURSE

May or Winter Term off-campus study project with a sociological theme.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		variable

SOC 201

SOCIOLOGICAL PERSPECTIVES

An exploration of a timely topic in sociology, sometimes interdisciplinary in nature, that is not offered in the formal sociology curriculum. Topics may include: Sociology of Education, Environmental Sociology, Sociology of Immigration, and other topics. The course may be repeated with different topics. *Prerequisite: SOC 100 or sophomore standing.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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SOC 100 or sophomore standing

1/2-1
course

SOC 210

GENDER AND SOCIETY

This course examines the role of gender systems in human societies. How do societies vary in the positions assigned to men and women? In the power and privileges accorded each sex? How do we acquire a gender identity? What are the consequences of sex-typing and sex-stratified societies? The role of religion, intellectual traditions, language, families and schools, economic organization, labor markets and the state is explored. The focus is on contemporary U.S. society and recent changes in gender relations. *Prerequisite: SOC 100 or sophomore standing.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science-*or*-Privilege,
Power And Diversity

SOC 100 or sophomore standing

1 course

SOC 212

SOCIOLOGY OF FAMILY

This course examines issues associated with family life, such as gender role socialization, sexuality, mate selection, the internal dynamics of relationships, domestic violence and marital dissolution. The course also considers the social implications of current trends in family life and the expanding definitions of family that include non-traditional relationships that have until recently lacked institutional legitimacy. *Prerequisite: SOC 100 or sophomore standing.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

SOC 100 or sophomore standing

1 course

SOC 215

CRIMINOLOGY

The course explores theoretical explanations for criminal behavior, empirical research on crime in diverse contexts and policy debates on crime control and punishment in the U.S. We place particular emphasis on the intersection of race, social class and gender as a conceptual lens through which to analyze street crime, white collar crime and intimate familial crime. *Prerequisite: SOC 100 or sophomore standing.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science-*or*-Privilege,
Power And Diversity

SOC 100 or sophomore standing

1 course

SOC 217

QUEER THEORY/QUEER LIVES

An interdisciplinary exploration of the social and historical development of lesbian, gay, bisexual and transgender (LGBT) categories, identities and communities; the emergence and development of Queer Theory and its ability to deconstruct, de-politicize and extend beyond "LGBT"; the effect of interlocking systems of domination and control on queer lives, including sexism, racism, ethnicity and social class; and LGBT/Queer experiences within social institutions including families, marriage, law and the media. *Prerequisite: SOC 100 or sophomore standing. May be crosslisted with WS 250, Queer Theory/Queer Lives.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science

SOC 100 or sophomore standing

1 course

SOC 220

SOCIOLOGY OF HIP HOP

This course is a socio-historical analysis of hip hop examining the conditions for the creation and continued existence of this genre of music. We approach it through theoretical frameworks such as Marxism and feminism, address questions such as how capitalism and the commodification of hip hop affect our society. In addition, how do artists conceptualize and present masculinity and femininity? Is it really okay to be a P.I.M.P., hustler, or player? Finally, what role does race and ethnicity have in hip hop music? Are white artists such as Eminem really appropriating the culture from minorities? Our intent is to discover how the socially constructed characteristics of race, class, and gender are addressed and conveyed in hip hop music.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science-*or*-Privilege,
Power And Diversity

1 course

SOC 222

SOCIAL DEVIANCE

This course is an examination of the changing definitions and explanations of deviance. Conceptions of deviance are looked at within historical, political and cultural contexts.

Implications for policies of social control are explored. *Prerequisites: SOC 100 or sophomore standing.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Privilege, Power And Diversity	SOC 100 or sophomore standing	1 course

SOC 225

SEXUALITY, CULTURE AND POWER

An exploration of the diverse ways in which human sexualities have been conceptualized, molded, policed and transformed in particular cultures, social contexts, moral climates and political terrains. Investigated are how the seemingly personal and natural world of sexual desire and behavior is shaped by larger societal institutions (e.g., law, medicine, religion) and by cultural ideas. Also examined is how social categories that have primacy in a culture,(e.g., gender, race, class and age) are expressed in sexual ideas, behavior and politics. *Prerequisites: SOC 100 or sophomore standing.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	SOC 100 or sophomore standing	1 course

SOC 237

RACIAL AND ETHNIC RELATIONS

This course explores the origins, changes and possible futures of racial and ethnic relations. It is concerned with both the development of sociological explanations of ethnic and racial conflict, competition and cooperation as well as with practical approaches to improving inter-group relations. The course surveys global and historical patterns of inter-group relations but focuses on late 20th-century and early 21st-century United States. *Prerequisite: SOC 100 or sophomore standing.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Privilege, Power And Diversity	SOC 100 or sophomore standing	1 course

SOC 240

PRO-SEMINAR IN ANTHROPOLOGY AND SOCIOLOGY

This course approaches career exploration and professional development through the values, worldview, and skills framework of what anthropologists and sociologists do and how they do it. This course cultivates a space for sociology and anthropology majors to reflect on the significance of these disciplines' methodologies and then to link this reflection to stronger

professional development goals. It offers students an opportunity to engage in personal reflection and assessment activities, to unpack the variety and value of the methods used by sociologists and anthropologists, to work in small groups, to interact with University alumni, faculty and staff, to build connections with people in career fields of interest. Students will identify how their choice of anthropology or sociology as a major shapes and influences their interests, skills, talents, and values; and how to convey them effectively through professional identity documents such as a resume, LinkedIn profile, and application cover letter. *No prerequisites. Cross-listed with ANTH 250. Course may be taken only once for credit, preferably before the senior seminar.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	None	1/4 course
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SOC 242

MEDICAL SOCIOLOGY

Are you healthy or ill? How do you know? Can your race, class and gender really affect your health? Is the health care system able to take care of our country's citizens? These and many, many more questions will be explored in Medical Sociology. The course is divided into four parts. In the first, we will explore how macro-level factors affect health. Next, we will address the cultural meanings and interpersonal experiences of illness. We will then shift to looking at health care providers followed by a brief evaluation of health care service and reform in the United States. *Prerequisite: SOC 100 or sophomore standing.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science	SOC 100 or sophomore standing	1 course
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SOC 301

TOPICS IN SOCIOLOGY

An exploration of timely, often policy-oriented and/or interdisciplinary issues in sociology. A specific topic will be addressed each time the course is offered. Topics might include Principles of Population, Social Inequalities, and other topics. May be repeated with different topics. *Prerequisite: one course in SOC or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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	Prerequisite: one course in SOC or permission of instructor.	1/2-1 course
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SOC 303

SOCIAL THEORY

This course involves the posing and answering of questions about the nature of the self and of social life. It investigates the fundamental issues of how social order is maintained and conversely, how social conflict and change occur. Central theoretical traditions in sociology--modernist and post modernist--are explored: their development, major ideas, research applications and implications for contemporary social life. *Prerequisite: SOC 100 and Sociology or Sociology-Anthropology major, or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	SOC 100 and Sociology or Sociology-Anthropology major, or permission of instructor	1 course

SOC 315

SOCIOLOGY OF MADNESS

An examination of the history and social construction of the concept of mental illness. Explores the social, political, economic, legal and personal implications of the medicalization of madness. *Prerequisite: SOC 100 or sophomore standing.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	SOC 100 or sophomore standing	1 course

SOC 322

BLACK ISSUES AND IDENTITY

This course considers how oppressive social realities inform the lives and the study of socially marginal and politically disempowered groups. While emphasis is placed on the experiences of people of African descent, the class covers issues of power, definition, bias, resistance, and resilience that are also prominent in the histories of other marginalized groups in the U.S. *Prerequisite: One course in Sociology or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	One course in Sociology or permission of instructor	1 course

SOC 329

SOCIAL INEQUALITIES

This course examines multiple systems of privilege and oppression, such as gender, race, ethnicity, social class, and sexuality. The course considers how these systems of inequality

intersect to influence people's experiences of social processes (e.g., discrimination, stereotyping, and violence) and various social institutions (e.g., family, paid labor, education, and media).

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Privilege, Power And Diversity		1 course

SOC 332

WOMEN, CULTURE AND IDENTITY

Drawing on work in sociology, psychology, and cultural and feminist studies, the course investigates how women from various ethnicities, socio-economic strata, and age groups make sense of gendered expectations, opportunities, and constraints. Particular emphasis is placed on the ways women encounter and resist circumstances they find limiting of their human potential. *Prerequisites: W S 140 or permission of instructor. Cross-listed with W S 332.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	W S 140 or permission of instructor	1 course

SOC 333

INTIMATE VIOLENCE

This course examines intimate violence from a historically grounded, cross-cultural and interdisciplinary perspective. We explore the meaning of intimate violence, its relationship to violence in general, its root causes, and its universal and parochial forms. In addition to exposure to various theories of violence, we consider the usefulness of these theories in explaining specific empirical cases of intimate violence (e.g., rape, child abuse, hate crimes, femicide and trafficking in women) with an eye toward understanding these micro-level phenomena in broader social, cultural, economic and political context. *Prerequisite: one course in sociology or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	One course in Sociology or permission of instructor	1 course

SOC 334

PRISON HISTORY AND CULTURE

This course focuses on sociological analyses of prisons in the United States from their inception to present day. Racism, poverty and masculinity provide a central analytic frame for understanding this unique and powerful form of social control. We consider the following

questions: Why do we incarcerate more people than any other country in the world? Why are poor, young, African-American men disproportionately represented in prison? Was convict leasing simply slavery in a different guise? Why is prison big business, and who benefits from it? Does prison create crime? What does prison do to those who live and work behind bars? What is the future of incarceration? *Prerequisites: one course in sociology or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Privilege, Power And Diversity	One course in Sociology or permission of instructor	1 course

SOC 340

SOCIOLOGY OF POPULAR CULTURE

This course examines what is commonly referred to as popular culture. Of course, popular culture can constitute any number of aspects including, art, soap operas, comic books, sports, music, the clothes we wear, movies we see, the media, and the foods we eat, among other things. We will begin the course defining and dissecting popular culture from a sociological perspective. We will explore whether popular culture is high brow or low brow and who has the power to classify it as such. Also, we will address whether popular culture is created by and for the people, or whether it is created by a dominant or elite group that imposes their will on the masses. Who are the producers and consumers of popular culture? Are they one in the same? Along the way we will examine how various disciplines or groups such as Cultural Studies or the Production of Cultural Studies view and explain popular culture. Finally, no sociology course is complete without exploring how various theorists and theories, such as Marxism, Feminism, or Gramsci's idea of hegemony illuminate our understanding of popular culture.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

SOC 342

WOMEN, HEALTH AND SOCIAL CONTROL

This course focuses on the intersection of health, illness and gender. It combines classic and contemporary feminist ideologies to explore how health and illness have been defined and experienced by different women across historical time and space. Considerable attention is paid to how conceptualization of women (and their bodies) as inferior has led to the medicalization and control of women's bodies. The course especially highlights the role of women's health movements in shaping how women's health is understood, embodied and contested. We start the course addressing theoretical frames for understanding gender and health, then assess contemporary women's health status. The course then loosely follows a life course approach in that we explore women's experiences with menstruation, sexuality, reproductive technologies, childbirth and menopause. *Prerequisite: One course in sociology or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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One course in sociology or permission of instructor. 1 course

SOC 344

GIRLS, WOMEN, DEVIANCE, AND SOCIAL CONTROL

There has been almost a 650% increase in the incarceration of women over the last 30 years in the United States. Not only are women's crimes often different than men's, women's histories and criminal trajectories are often not the same. However, much of the academic and popular discourse has focused on male deviance, crime and incarceration. Over the last few decades, feminist scholars have developed theoretical and empirical work (feminist criminology) on girls and women's participation in crime and deviance and the gendered social control of girls and women. In this course, we will explore this approach through topics such as women working in the international cocaine trade, "gun women", mothering in prison and sex worker activism to gain a better understanding of girls' and women's experiences.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science One course in SOC or permission of instructor. 1 course

SOC 401

METHODS OF SOCIAL RESEARCH

A seminar dealing with elements of the scientific method as they apply to research in sociology and other social sciences. Covers strategies of research design pertaining to several qualitative methods which allows researchers to understand social phenomena. This course also addresses ethical considerations while doing social scientific research. Students will gain experience by writing a research proposal. *Prerequisite: junior Sociology major or permission of instructor. This course may not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Junior Sociology major or permission of instructor. 1 course

SOC 410

SENIOR SEMINAR IN SOCIOLOGY

A seminar of senior Sociology or Sociology/Anthropology majors focused around a major substantive or methodological area of sociology. The course involves a core of common reading,

discussion and the writing and presenting of a senior thesis related to the general focus of the seminar. Topics might include: global struggles for human rights, cultural conflict in American society, social problems in global/historical perspective, and race & ethnicity. *Prerequisite: Senior Sociology major, SOC 100, SOC 303, & SOC 401*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Senior Sociology major, SOC 100, SOC 303, & SOC 401.	1 course

SOC 413

READINGS AND PROJECTS IN SOCIOLOGY

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of instructor	1 course

SOC 414

READINGS AND PROJECTS IN SOCIOLOGY

DISTRIBUTION AREA	PREREQUISITES	CREDITS
	Permission of instructor	1 course

University Studies

University Studies includes interdisciplinary and Competence Program courses that fall outside the major departments. A major is not offered in University Studies.

Courses In University Studies

UNIV 135

ACADEMIC EXCELLENCE SEMINAR

This course is designed to support students in their development as learners through readings, reflective writing, and class discussion. Topics covered include active reading, taking good notes, preparing for exams, and time management. Students will be encouraged to explore their strengths as scholars, to address their weaknesses and to become more engaged in the learning process.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/2 course

UNIV 140

DESIGNING YOUR LIFE

The course uses design thinking to address the 'wicked problem' of designing your life and career. This class offers a framework, tools, and most importantly a place and a community of peers and mentors where we'll work on these issues through assigned readings, reflections, and in-class exercises. The course employs a design thinking approach to help students from any major develop a constructive and effective approach to finding and designing their lives and vocations after DePauw.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/2 course

UNIV 150

THE DISCOVERY PROCESS IN SCIENCE AND MATHEMATICS

This course introduces students to multiple scientific disciplinary perspectives in the context of exciting discoveries in science and their impacts. The course has multiple modules taught by different faculty members from at least three different science and math departments. Each module examines a disciplinary approach to hypotheses, data collection, and interpretation so students can experience and understand the discovery process. Faculty members coordinate transitions between these modules as well as assessment across modules, and students compare and contrast the disciplinary approaches to gain a more sophisticated understanding of how science is conducted in different fields. The course also emphasizes the relevance of the discoveries to students' lives.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

Science and Mathematics

1 course

UNIV 170

SUSTAINABILITY SEMINAR

In this discussion-based course, students learn the interdisciplinary science behind environmental problems by reading current and classic papers from a variety of scientific journals. The specific topic or topics are chosen by the class during the first session and then are explored over the

course of the semester. Scientific writing and speaking skills are developed throughout the semester.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

UNIV 180

SCIENCE RESEARCH PROFESSIONAL DEVELOPMENT I

This course guides students in finding and contacting potential research mentors, learning how to search for and read primary sources, finding funding and internal and external research opportunities, writing research proposals, documenting effectively and managing their time on research projects, and other skills that students in all science and math disciplines can use to increase their opportunities for original research. Students will also receive feedback on written research proposals.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**1/4-1/2
course

UNIV 191

CAMPUS TOPICS

Campus Topics is a colloquium devoted to a major campus event. Participants meet approximately seven times through the semester to discuss materials related to the event and they complete a project, which may involve preparing the campus for the event, participating in it, or reflecting on its impact.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/4 course

UNIV 201

QUANTITATIVE REASONING IN CURRENT EVENTS

University Studies 201 will focus on the examination and analysis of several current events from quantitative and problem solving perspectives. Students will use a variety of mathematical skills including statistics, dimensional analysis, algebra, finance, probability and risk analysis to investigate and discuss topics ranging from environmental pollution to professional athletics.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

UNIV 220

FOUNDATIONS OF LIBRARIANSHIP

This class introduces you to the value and organization of libraries and librarianship. Topics include types of libraries and their functions in society, types of librarian roles, and issues facing the institutions and profession. Particular attention is paid to how marginalized communities are impacted in these spaces. This is a small discussion-based class. One class meeting per week focuses on readings and discussions, while the other is a conversation with DePauw alumni who are practicing librarians.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/2 course

UNIV 350

INDEPENDENT STUDY

Independent work in the liberal arts with attention to interdisciplinary perspectives.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**1/4-1/2-1
course

UNIV 380

SCIENCE RESEARCH PROFESSIONAL DEVELOPMENT II

This course guides students in finding job and graduate/professional program opportunities for after graduation, translating their research skills to resumes and CVs, writing personal statements, and interviewing. The course further develops skills in effective communication of research, including identifying audiences and choosing appropriate language, crafting narratives, designing appropriate visual displays, and writing compelling abstracts. The course includes sample presentation and writing activities to practice these skills.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/4-1/2
course

UNIV 390

TOPICS

An exploration of particular topics or issues within the liberal arts from a disciplinary or interdisciplinary perspective.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/4-1/2-1
course

COURSES IN UNIVERSITY STUDIES

UNIV 002

NEW STUDENT ORIENTATION

Non-credit orientation programs for new students, including first-year, transfer and exchange students.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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COURSES IN THE COMPETENCE PROGRAM

UNIV 101

INTRODUCTION TO QUANTITATIVE REASONING

This course is designed to develop students' ability to reason with quantities through solving problems in arithmetic, algebra, probability, statistics, logic and geometry. Students explore attitudes about and approaches to quantitative work, and learn effective study techniques. The course helps prepare students for the Q course requirement. *May not be counted toward a major in Mathematics. May not be taken Pass/Fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

COURSES IN EXTENDED STUDIES

UNIV 183

OFF-CAMPUS EXTENDED STUDIES COURSE

Faculty-led domestic and international study and service courses that provide students opportunities to explore and experience other cultures, learn in new environments, develop skills not readily acquired elsewhere, and deepen their understanding of the global community. Curricular offerings earn .5 course credit and count toward satisfying the Extended Studies requirement; co-curricular offerings do not carry academic credit but do count toward the Extended Studies requirement.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

variable

UNIV 184

ON-CAMPUS EXTENDED STUDIES COURSE

An on-campus course offered during the Winter or May term. May be offered for .5 course credits or as a co-curricular (0 credit). Counts toward satisfying the Extended Studies requirement.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

Variable

UNIV 185

INDEPENDENT PROJECT

D. Domestic Off-Campus, I. International Off-Campus, N. On-Campus. Student-designed individual or group projects. Students initiate a project by submitting a proposal endorsed by a faculty member who has expertise in the area of the research or creative work and who is available to provide guidance on the project. Proposals are reviewed by the Committee on Experiential Learning and may also require approval by the Institutional Review Board for projects that involve human subjects or the Institutional Animal Care and Use Committee for projects involving research on animals. (0 course credits. Counts toward satisfying the Extended Studies requirement.)

DISTRIBUTION AREA**PREREQUISITES****CREDITS**0 course
credits

UNIV 186

FACULTY-LED PROJECT

D. Domestic Off-Campus, I. International Off-Campus, N. On-Campus. Faculty-designed projects that involve students working as collaborators. Results are often presented at research poster sessions, academic conferences, performances or shows. (0 course credit. Counts toward satisfying the Extended Studies requirement)

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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0 course credits

UNIV 187

SHORT-TERM INTERNSHIP

D. Domestic Off-Campus, I. International Off-Campus, N. On-Campus. A full-time, short-term internship. In consultation with staff members at the Hubbard Center, students initiate contact with prospective hosts and develop materials for applying for and carrying out an internship, including resume, cover letter, and learning contract. (0 course credit. Counts toward satisfying the Extended Studies requirement)

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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0 course credits

COURSES IN UNIVERSITY STUDIES

UNIV 190

TOPICS

An introductory, interdisciplinary study of a specific problem or series of ideas in the liberal arts. *May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2-1 course

COURSES IN UNIVERSITY STUDIES

UNIV 197

FIRST-YEAR SEMINAR

This course explores an interdisciplinary or cross-disciplinary topic, with an emphasis on reading, class discussion and writing. Topics vary. *Open to first-year students only.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

UNIV 275

INTRODUCTION TO PUBLIC HEALTH

An examination of the principles and practice of public and global health. While the course introduces a range of health issues, assigned readings and student projects focus on a cluster of specific topics. These topics may include, among others: health-related ethical issues; the global burden of disease; acute and chronic diseases; epidemiology; social and cultural determinants of health; population-based health; health and the environment; sexually transmitted diseases; and the U.S. healthcare system.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

UNIV 290

TOPICS

An exploration of particular topics or issues within the liberal arts from a disciplinary or cross-disciplinary perspective. *May be repeated for credit with different topics.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1/2-1 course

COURSES IN UNIVERSITY STUDIES

UNIV 291

PRINDLE SELECTED TOPICS IN ETHICS

Prindle reading courses are designed to give students an opportunity to take a focused mini-course on a subject or issue that speaks to issues of ethical concern. The offerings are multi-disciplinary and topics will vary significantly depending on the professor and their disciplinary home.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/4 credit

COURSES IN UNIVERSITY STUDIES

UNIV 297

SUMMER INTERNSHIP

This non-credit summer internship is for students participating in an on-campus summer research internship or an individually arranged external internship that is connected to the student's academic program. An internship must involve a minimum of 200 hours at the internship site and must be clearly related to the student's academic program. Enrollment requires approval of a learning contract by a faculty sponsor in the student's academic program and the internship director. The academic component of the internship is detailed in the learning contract, and may include readings, on-site journals or reflections, and a final internship report. Internship categories: A. Health Science; B. Legal/Political; C. Museum/Public History; D. Music Business; E. Business; F. Computer Science/Technology; G. Science Research; H. Education; I. Pastoral; J. Mental Health; K. Mass Media; M. Coaching; N. Sports Science; P. Non-Profit; Q. Arts.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

0 credit

UNIV 298

INTERNSHIP READINGS

This one-credit reading course is designed for students with an approved independently designed internship. It must be taken concurrently with the two-credit Independently Designed Internship course (UNIV 299).

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1 course

UNIV 299

INDEPENDENTLY DESIGNED INTERNSHIP

This course is designed for students with an approved independently designed internship. Students who enroll for this course must also enroll for UNIV 298: Independent Study for Independently Designed Internships.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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2 courses

COURSES IN THE COMPETENCE PROGRAM

UNIV 300

PRACTICUM FOR ORAL COMMUNICATION CONSULTANTS

The study of advanced communication skills, especially those used in coaching, counseling and appraising communications, such as reports, class discussions, interviews, oral readings, etc. Role plays in class and directed practice with clients in the Speaking and Listening Center use principles studied. *Prerequisite: permission of instructor. May not be taken pass/fail.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Permission of instructor

1/2 course

UNIV 301

PRACTICUM FOR WRITING CONSULTANTS

Development of advanced composition skills through readings on composition theory and peer evaluation of writing. Experience in tutoring under direct supervision. *Prerequisite: permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Permission of instructor

1/2 course

UNIV 310

PRACTICUM FOR QUANTITATIVE REASONING CONSULTANTS

Development of tutoring and problem-solving skills through readings, solving problems and discussion. Experience in tutoring under direct supervision. *Prerequisite: permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Permission of instructor

1/2 course

COURSES IN UNIVERSITY STUDIES

UNIV 315

SUBJECT TUTOR TRAINING

UNIV 315 Subject Tutor Training provides training for students who serve as department tutors. Topics include: establishing a productive tutoring climate; helping without doing the client's work; conducting a tutoring session strategically; working with International Students and English Language Learners; and being aware of different styles of learning. Faculty members from the sponsoring department will augment instruction with appropriate curricular material. Each student will work with a faculty member from the sponsoring department and the instructor of the tutor training course to develop a learning contract that outlines the tutors responsibilities and learning goals. The contract must be approved by the chair of the sponsoring department.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/2 course

UNIV 316

INCLUSIVE EXCELLENCE PRACTICUM

This course provides students with the tools necessary to excel as a subject tutor. Students will develop an understanding of inclusion and its necessity in the instructional process as we seek to value and engage one another in a way that recognizes and celebrates our diversity. The assignments are selected to help reflect on crucial issues and apply understanding of the course content in real and tangible ways. The primary modes of instruction include class discussion and reflective writing. Students who have applied for and been accepted as a STEM Guide, department tutor, or other student assistant in instruction will meet every other week to learn and reflect on best practices in peer instruction. Topics addressed include: the peer tutoring model, effective tutoring strategies, working with groups, problem-solving, cultural competence (working with international students, first-generation students, and others), implicit bias, and effective communication.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/4 course

UNIV 320

TUTOR FELLOW

May be repeated for up to 0.5 credit. To be enrolled in this course, students must have successfully completed UNIV 300, 301 or 310 (the S, W and Q training courses) or 315 (approved in November). Students are expected to tutor for 3-5 hours per week. In order to take this class students must be sponsored and evaluated by a faculty member in the content area in which they will tutor. They will also set up learning contract with the faculty sponsor that might include such appropriate tasks as writing a paper/keeping a journal of their tutoring work or

research projects that they will submit to the faculty member sponsoring them. Students who repeat the course for credit must create a new learning contract each semester.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

.25 course

UNIV 325

FELLOWSHIP APPLICATION WRITING WORKSHOP

This workshop is open to students from all classes who would like to learn how to write personal statements, cover letters, proposals for travel and study abroad, and other essays typically required for nationally competitive scholarships and awards. Each week, students will write a short essays in answer to an application prompt (e.g., "Describe an experience or activity that strengthened your commitment to a particular major or career path"). Students will workshop essay drafts in class, revise these drafts, practice interview skills, and work one-on-one with consultants in the W and S Centers. The final product for the class will be a portfolio of well-revised application essays, including a strong personal statement and an equally strong study, travel, or research proposal.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**1/4-1/2
course

UNIV 391

TOPICS: IMPORTANT BOOKS

In this one-quarter credit seminar, students will discuss each week a different historically influential text. There will be two co-supervising faculty present, changing each week, to oversee and evaluate student discussion, but not to teach. Each week students' performance in discussion will be graded by the co-supervising faculty. Students who miss a class will write a paper as make-up work. The course may be repeated for credit under different topics.

DISTRIBUTION AREA**PREREQUISITES****CREDITS**

1/4 credit

UNIV 495

INDEPENDENT INTERDISCIPLINARY SENIOR PROJECT

The senior capstone experience for Independent Interdisciplinary majors who do not complete the capstone experience through one of the academic departments included in the major.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
		1 course

Women's, Gender And Sexuality Studies

In the past 30 years, Women's Studies has produced a compelling body of interdisciplinary and multicultural scholarship that has challenged traditional interpretations of history, experience, culture and even science. Women's Studies courses (offered in 16 academic departments) encourage students -female as well as male -to reconsider the diversity of women's experiences in the past and the changing roles of women and men today. Women's Studies at DePauw offers outstanding opportunities to develop critical thinking, interpretive and writing skills as well as the cultural knowledge necessary for a liberal education. Many of the nation's finest graduate schools offer advanced degrees in Women's Studies. Women's Studies majors find employment in the same broad range of fields as do graduates of other liberal arts disciplines. The Women's Studies major and minor offer students an opportunity to concentrate on an area of passionate interest while acquiring skills, and interrogating perspectives, from many different disciplines. Women's Studies majors complete an ambitious independent research project of their own design in the senior year. Students may choose to major in Women's Studies, or simply to take one or more courses in the field. Many students begin with Introduction to Women's Studies (WS 140), but one can begin almost anywhere: there is a range of courses cross-listed with traditional departments from which to choose. For minors, Feminist Theory (WS 340) serves as the capstone experience. Studying in an off-campus DePauw-sponsored or GLCA program, such as the Comparative Women's Studies Program in Europe, is encouraged for majors and minors. Appropriate courses from off-campus may be applied toward the minor or major upon approval by the director of Women's Studies.

Requirements For A Major In Women's, Gender, And Sexuality Studies

TOTAL COURSES REQUIRED	Ten
CORE COURSES	WGSS 140, WGSS 340, WGSS 350, WGSS 440.
OTHER REQUIRED COURSES	At least one of the following: <ul style="list-style-type: none"> • WGSS 250, Queer Theory, Queer Lives • WGSS 260, Women of Color in the U.S. • WGSS 262, Transnational Feminisms

	<p>The remaining courses, one of which must be at the 300-level, may be drawn from the following regularly offered courses and/or from affiliated electives approved by the Women's, Gender, and Sexuality Studies Steering Committee:</p> <ul style="list-style-type: none">• WGSS 342, Women, Health and Social Control• WGSS 362, Feminist Approaches to Environmentalism• WGSS 355, Women in Education• WGSS 332, Women, Culture and Identity
NUMBER 300 AND 400 LEVEL COURSES	Four
SENIOR REQUIREMENT AND CAPSTONE EXPERIENCE	The senior requirement consists of the completion of WGSS 440.
ADDITIONAL INFORMATION	Students must also take at least 16 courses outside the list of women's, gender and sexuality studies courses. No more than two courses of off-campus study may be counted toward the major. Studying in an off-campus DePauw-sponsored or GLCA program such as the Comparative Women's Studies Program in Europe is encouraged for majors and minors. Appropriate courses from off campus may be applied toward the major upon approval by the Director of Women's, Gender, and Sexuality Studies.
RECENT CHANGES IN MAJOR	The list of core courses and other courses was revised effective 7/1/2012.
WRITING IN THE MAJOR	The Women's, Gender, and Sexuality Studies program is committed to writing that engages an audience about complex issues regarding gender, race, class, and sexuality. Social change is inextricably linked to language and powerful writing and the program is designed to provide students with the skills to write persuasively. The fundamental skills of argumentation and data analysis are emphasized in all Women's, Gender, and Sexuality Studies classes, and are given special priority in the two courses designated for the

Writing in the Major requirement: WGSS 340, Feminist Theory, and WGSS 350, Feminist Inquiry.

In WGSS 340, students practice and develop writing skills geared towards argumentative papers based on theoretical concepts of feminism. The course investigates various types and styles of feminist reasoning and writing, while also looking at how feminist analyses can help approach and attack some of the urgent problems of today. In this course, students are asked to develop two research projects, in line with their own interests and commitments, and sustained by scaffolded writing assignments.

In WGSS 350, students engage in the methods, ethical practices and concerns, and social implications of conducting feminist research. The course provides an in-depth overview of both feminist methodology, including theories of what constitutes an ethics of feminist research, and appropriate methods to conduct inter/disciplinary research for outcomes in support of social justice. In this course, students conduct their own research project that is grounded in one of the feminist methodological frameworks discussed and that utilizes one or more of the tools of inquiry (or methods) outlined in the syllabus.

Together, these courses will provide students with the ability to write about both the philosophical principles of feminism and to exercise its methodology. Both skills are necessary to engage in the work of critique and social justice that feminism has shaped.

Requirements For A Minor In Women's, Gender, And Sexuality Studies

TOTAL COURSES REQUIRED

Five

CORE COURSES

WGSS 140, WGSS 340

OTHER REQUIRED COURSES

At least one of the following:

- WGSS 250, Queer Theory, Queer Lives

<p>NUMBER 300 AND 400 LEVEL COURSES</p>	<ul style="list-style-type: none"> • WGSS 260, Women of Color in the U.S. • WGSS, Transnational Feminisms <p>The remaining courses, one of which must be at the 300-level, can be drawn from the following regularly offered courses and/or from affiliated electives approved by the Women's, Gender, and Sexuality Studies steering committee.</p> <ul style="list-style-type: none"> • WGSS 342, Women, Health and Social Control • WGSS 362, Feminist Approaches to Environmentalism • WGSS 355, Women in Education • WGSS 332, Women, Culture and Identity
<p>Two</p>	

Courses In Women's, Gender And Sexuality Studies

WGSS 120

READING GROUP IN WGSS TOPICS

This course functions as a reading group centered on a specific theme of contemporary or historical relevance to the study of women, gender, and/or sexuality.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/4 course

WGSS 140

INTRODUCTION TO WGSS

This course introduces some key issues in contemporary women's, gender, and sexuality studies (WGSS) and provides a starting vocabulary and background in the field. Because WGSS is an interdisciplinary field, readings come from a number of different areas, including literature, history, philosophy, psychology and sociology.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science-*or*-Privilege,
Power And Diversity

1 course

WGSS 190

TOPICS IN WOMEN'S STUDIES

An interdisciplinary exploration of a particular theme, area, or period, with respect to issues of women and gender.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

WGSS 197

FIRST-YEAR SEMINAR

A seminar focused on a theme related to the study of women. *Open only to first-year students.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

WGSS 225

SEXUALITY, CULTURE AND POWER

An exploration of the diverse ways in which human sexualities have been conceptualized, molded, policed and transformed in particular cultures, social contexts, moral climates and political terrains. Investigated are how the seemingly personal and natural world of sexual desire and behavior is shaped by larger societal institutions (e.g., law, medicine, religion) and by cultural ideas. Also examined is how social categories that have primacy in a culture,(e.g., gender, race, class and age) are expressed in sexual ideas, behavior and politics. *Prerequisites: SOC 100 or sophomore standing.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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SOC 100 or sophomore standing

1 course

WGSS 250

QUEER THEORY, QUEER LIVES

An interdisciplinary exploration of the lives of gay, lesbian, bisexual, transgendered and intersexed people through historical, sexological, scientific and literary texts, media representations and autobiographies. We will examine scholarly and activist definitions of sexual identity, especially as these have intersected with race, class, gender, ethnicity and age, and discuss ways sexual desire often escapes, complicates or is mismatched with fixed gender roles and dominant cultural categories. We will also discuss the insight queer perspectives can bring to our understanding of masculinity and femininity, cultural constructions of the body, the social construction of heterosexuality, and the future of difference.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science- <i>or</i> -Privilege, Power And Diversity		1 course
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WGSS 260

WOMEN OF COLOR IN THE U.S.

The course draws on the disciplines of history, sociology, anthropology and literary study to offer an in-depth look at the experiences and concerns of women of color, with an emphasis on hearing women's voices. The course is divided approximately in thirds: accounts of the experiences of various ethnic groups (e.g., African-American, Native American, Asian); issues facing women of color in the U.S. today (e.g., culture, the body, family, work); and theory. The class involves frequent writing (formal and informal), including a research paper and in-class presentations.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science- <i>or</i> -Privilege, Power And Diversity		1 course
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WGSS 262

TRANSNATIONAL FEMINISMS

An interdisciplinary exploration gender and sexuality in a transnational context. We examine a variety of global processes, including colonialism and present-day capitalism and development studies; topics may also include military conflict, transnational ecofeminisms, and the use of art in developing solidarity across transnational feminist movements.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science-*or*-Global Learning 1 course

WGSS 270

(NEW) MEDIA & MARGINALIZED BODIES

This course examines representations of marginalized bodies in media. We begin with an analysis of mediated presentations of marginalized groups over time, including theories associated with their coverage and its relative impact and representations over time. Within this syllabus and throughout the course, we will use the term (re)presentation to indicate both the presentation of bodies and the representation of culture and bodies. It is important to note the difference between these two interrelated and interconnected terms. Through a critical socio-historical lens, we will interrogate patterns, differences, and new forms of (re)presentation in media and new media.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science 1 course

WGSS 279

REIMAGINING SEX EDUCATION

This course examines sex education, in its varying forms, from historical, philosophical, policy, and cultural perspectives. This includes an exploration of the ethical, epistemological, and political implications of sex education policy for the project of social justice education. It also aims to cultivate a deep understanding of gender, sexuality, and race in order to begin to reimagine what it means to be 'sexually educated'. We will begin with a careful consideration of formal, federal sex education policies in the US, including the historical and ideological contexts out of which these policies emerged, before considering the way the US's use of sex education aligns with its foreign interests. We will then explore alternative forms of sex education that already exist beyond schooling in order to ultimately engage in the imaginative work of rethinking what is possible for sex education in formal educational spaces.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities-*or*-Privilege, Power And Diversity 1 course

WGSS 280

GENDER AND CLIMATE JUSTICE

From the notion of 'carbon-heavy masculinities' (Alaimo 2016) to sexist and racist population control policies, gender is woven throughout the policies and ideologies that cause climate change. In this course, we will develop tools for analyzing climate crises through political, social, and economic lenses that take gender (and its intersections with race, class, nation, ability, species, and sexuality) seriously. We will center ecofeminist, environmental justice, decolonial and Indigenous scholars/activists as we think about how best to weather the changes. We will aim to be bold in thinking through not just reformist and technocratic solutions to mitigate the worst impacts of a rapidly changing climate, but will consider the revolutionary potential of doing things otherwise: what if justice means imagining new economic systems? Embracing more flexible and fluid gender and sexual identities? Making reparations for racial justice and bringing an end to the widening gap between the hyper-wealthy and the rest? Or decolonizing the nation by redressing land theft and confronting notions of private property and state authority altogether? As we work through the losses and immense potential of this moment, we will do so by building our learning community on the foundation of open, respectful communication, which helps us hone our writing and collaboration skills.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science- <i>or</i> -Privilege, Power And Diversity		1 course

WGSS 280

GENDER AND CLIMATE JUSTICE

From the notion of 'carbon-heavy masculinities' (Alaimo 2016) to sexist and racist population control policies, gender is woven throughout the policies and ideologies that cause climate change. In this course, we will develop tools for analyzing climate crises through political, social, and economic lenses that take gender (and its intersections with race, class, nation, ability, species, and sexuality) seriously. We will center ecofeminist, environmental justice, decolonial and Indigenous scholars/activists as we think about how best to weather the changes. We will aim to be bold in thinking through not just reformist and technocratic solutions to mitigate the worst impacts of a rapidly changing climate, but will consider the revolutionary potential of doing things otherwise: what if justice means imagining new economic systems? Embracing more flexible and fluid gender and sexual identities? Making reparations for racial justice and bringing an end to the widening gap between the hyper-wealthy and the rest? Or decolonizing the nation by redressing land theft and confronting notions of private property and state authority altogether? As we work through the losses and immense potential of this moment, we will do so by building our learning community on the foundation of open, respectful communication, which helps us hone our writing and collaboration skills.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science-*or*-Privilege,
Power And Diversity 1 course

WGSS 290

TOPICS IN WOMEN'S STUDIES

An interdisciplinary exploration of a particular theme, area or period, with respect to issues of women and gender.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

WGSS 332

WOMEN, CULTURE AND IDENTITY

Drawing on work in sociology, psychology, and cultural and feminist studies, the course investigates how women from various ethnicities, socio-economic strata, and age groups make sense of gendered expectations, opportunities, and constraints. Particular emphasis is placed on the ways women encounter and resist circumstances they find limiting of their human potential. *Prerequisites: WGSS 140 or permission of instructor. Cross-listed with SOC 332, Women, Culture and Identity.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Social Science WGSS 140 or permission of instructor 1 course

WGSS 340

FEMINIST THEORY

This course focuses on contemporary feminist thought. Throughout the semester, students emphasize the relationship between feminist theory and feminist practice and ways in which feminism changes our fundamental understanding of the world.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

WGSS 342

WOMEN, HEALTH AND SOCIAL CONTROL

In this course, we will focus on the intersection of health, illness, and gender. This course combines classic and contemporary feminist and sociological ideologies to explore how health and illness have been defined and experienced for different women across historical time and space. There is considerable attention to how conceptualization of women (and their bodies) as inferior has led to the medicalization and control of women's bodies. We will especially highlight the role of women's health movements in shaping how women's health is understood, embodied and contested. We start the course addressing theoretical frames for understanding gender and health. We then assess contemporary women's health status. The course then loosely follows a life course approach in that we explore women's experiences with menstruation, sexuality, reproductive technologies, childbirth, and menopause. *Prerequisites: one course in sociology or permission of instructor.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	One course in sociology or permission of instructor.	1 course

WGSS 350

FEMINIST INQUIRY

This course offers hands-on experience in the interdisciplinary field of Women's Studies. Students will survey research methods by reading excellent examples that show how various research methods have been applied; by reading about, and discussing, the practical details and the ethical issues involved in doing research; and by applying research methods themselves in class exercises and the undertaking of an individual project. *Prerequisite: WGSS 140.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	WGSS 140	1 course

WGSS 355

EDUCATING WOMEN

Women in Education is an interdisciplinary discussion of how girls and women have affected and been influenced by K-12 schooling and post-secondary education over the last 125 years. Drawing on the fields of education studies, sociology, women's studies, and history, we will examine areas such as the rise of co-education, the feminization of teaching, 'feminine' learning styles, and the impact of race, ethnicity, sexuality, and social class on women's aspirations, interactions, and experiences within learning institutions. *Prerequisite: WGSS 140 or permission of instructor. Cross-listed with EDUC 350.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science	WGSS 140 or permission of instructor	1 course

WGSS 360

WOMEN AND THE INTERNET

Although the Internet is a relatively new phenomenon, it influences our everyday interactions, perceptions of, and engagements with the world around us. We get our news, check our social media accounts, learn about others, and maintain relationships from the 'safety' of our tablets, computers, and phones. The effects of the Internet on perceptions of self, of others, and on society extend beyond the 'pleasure' we receive through digital engagement. This course examines the potential perils and promise the Internet, and associated fields of study, have on women's lives. To better understand the a/effects of the Internet, we begin with a direct challenge to the concept of the digital divide, or the belief in a clear, tangible divide between 'offline' and 'online' worlds. We center the experiences of women, beginning with STEM and IT education (k-12, post grad), then move to the professional sphere to ascertain the ways education, access, and discourse interact and structure experiences, which allows one to complicate the construction of the Internet and various digital 'spaces' (e.g. Tinder/Bumble, Uber/DriveHer) This focus situates and explains the potential for hostility and engenders a socio-political-historical examination of digitally and non-digitally mediated fields.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
Social Science		1 course

WGSS 362

FEMINIST APPROACHES TO ENVIRONMENTALISM

Are women really closer to nature? Are women more deeply impacted by environmental degradation than men? Why do women make up the majority of the world's environmental activists? We will debate these questions and more as we consider how ecological narratives and practices are constructed at the intersections of gendered, raced, classed, and sexual identities. This course explores the work of artists, activists, and scholars to show how women and men have been at the forefront of struggles to reclaim their homes, communities and lands from patriarchal and (neo)colonial oppression. Topics include: ecofeminism, environmental racism and the environmental justice movement, queer ecologies, food politics, ecological economies, and eco-spiritual traditions. By the end of the term, you will be able to map some of the key debates in these fields and determine your own beliefs about philosophies and best practices for social-environmental justice.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1 course

WGSS 370

TOPICS IN WOMEN'S STUDIES

An interdisciplinary exploration of a particular theme, area or period, with respect to issues of women and gender.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2-1
course

WGSS 380

CHICANA FEMINISMS

This class addresses Mexican-American women's political mobilizations and social theories from the colonial era to the present. While the course centers on the philosophies, art, and literature of Mexican-American women and self-identified Chicanas, students are encouraged to develop comparative perspectives on the intersections of Chicana feminisms with the decolonial work of women across Latin America and the Caribbean, and to make connections between Chicana feminisms and other streams of feminism across the U.S.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Privilege, Power And Diversity

1 credit

WGSS 390

INDEPENDENT STUDY

Independent Study.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2-1
course

WGSS 440

WOMEN'S STUDIES SENIOR THESIS

Required of all Women's Studies majors. Students design and carry out an original, interdisciplinary project or paper on a women's studies topic. The thesis is directed by the Women's Studies coordinator or other designated faculty member, and the candidate is interviewed by an interdisciplinary committee of three.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/2-1
course

WGSS 450

SENIOR THESIS WORKSHOP

Any student, regardless of major, who is writing a senior thesis or project with a focus on women and/or gender is invited to sign up for this writing workshop. Students will exchange drafts and share strategies for research and revision. *Pass/Fail*.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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1/4 course

World Literature

World Literature is an interdisciplinary program for students interested in studying literature and culture as these are produced and spread from one place to another. In pursuing the study of literature and culture in global contexts, our courses offer a variegated array of literary genres, historical periods, and translated texts from Europe, Asia, Africa, the Middle East, and Latin America. Our affiliated faculty members represent a broad range of approaches and areas of studies, including postcolonialism; comparative literature; classics; film studies; women, sexuality, and gender studies; modern languages; religious studies, and translation studies.

With a long, intricate history, the dissemination and propagation of literature and culture remain topical in today's global economy and multipolar world. In aspiring to study Western and Non-Western works through innovative constellations and beyond traditional disciplinary boundaries, our students stand to gain a much needed perspective on what it means to navigate and circulate in today's world for a broad spectrum of people, characters, objects, and ideas. Moreover, students are called upon to develop a critical understanding of their own world citizenship.

Our program is especially committed to exploring translation as a model activity at the core of the liberal arts. World literature's inherently global perspective (both in historical and geographical terms), the practice of close reading and flexible interpretations, and above all, a

focus on linguistic diversity and the art and politics of translation make World Literature a model interdisciplinary program in the humanities.

Students may minor in World Literature or create their own independent interdisciplinary major in World Literature. For more information on independent interdisciplinary majors and forms, go to <http://www.depauw.edu/academics/departments-programs/interdisciplinary/requirements/>

Requirements For A Minor In World Literature

TOTAL COURSES REQUIRED	Five
CORE COURSES	WLIT 105 (ENG 141)
OTHER REQUIRED COURSES	<p>Three courses from at least two different departments from:</p> <p>Courses in literature taught in English may include: ASIA 251, ASIA 281, ASIA 282, CLST 100, ENG 261, ENG 396, M L 194, M L 227, M L 260, M L 264, M L 326.</p> <p>The following seminars and topics courses may count when the topic is literature in translation: ASIA 197, ASIA 290, ASIA 390, ENG 197, ENG 255, ENG 390, ENG 391, ENG 392, ENG 460, M L 197, M L 295, M L 395, WLIT 215 (recommended), WLIT 315 (recommended).</p> <p>Courses in literature taught in another language may include: FREN 327, GER 307, LAT 224, LAT 341, SPAN 335, SPAN 442, SPAN 444. The following topics courses taught in another language may count when the topic is literature: CHIN 269, FREN 401, GER 411, GER 412, GRK 205, GRK 452, ITAL 375, LAT 223, LAT 332, RUS 324, SPAN 390.</p>
NUMBER 300 AND 400 LEVEL COURSES	One (WLIT 315 recommended)

Courses In World Literature

WLIT 105

INTRODUCTION TO WORLD LITERATURE (FORMERLY WLIT 205)

This course is an introduction to literature in translation from multiple traditions across national boundaries. Readings include fiction, drama, and poetry. The course aims to develop literary sensibilities conducive to students' self-reflection on cultural difference and their own globally-situated identities and responsibilities. Cross-listed with ENG 141.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities- <i>or</i> -Global Learning		1 course
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WLIT 215

TOPICS IN WORLD LITERATURE

This course offers close examination of global issues and features in literature, often those at the center of current critical interest. May be repeated for credit with different topics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities- <i>or</i> -Global Learning		1 course
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WLIT 315

ADVANCED TOPICS IN WORLD LITERATURE

This course offers advanced, intensive examination of specific issues in World Literature, often those at the center of current critical interest. Examples may include translation issues; cross-cultural fertilizations; competing conceptions of world literature; literature in a global economy. May be repeated for credit with different topics.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities- <i>or</i> -Global Learning		1 course
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WLIT 405

READINGS IN WORLD LITERATURE

Directed studies, with individual conferences, centered on a specific project arranged with the instructor. *Prerequisite: permission of instructor and program director. May be repeated for credit.*

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

Permission of instructor and program director

1 course

WLIT 405

READINGS IN WORLD LITERATURE

Directed studies, with individual conferences, centered on a specific project arranged with the instructor. *Prerequisite: permission of instructor and program director.* May be repeated for credit.

DISTRIBUTION AREA	PREREQUISITES	CREDITS
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Arts and Humanities

Permission of instructor and program director

1 course

The DePauw Experience

At DePauw, students have many opportunities to apply their classroom education in a variety of learning experiences, many of which are outside the University. DePauw's Extended Studies, international study, fellows and honors programs, internships and pre-professional preparation in the context of strong liberal arts curriculum lay the groundwork for initial opportunity and the development of fulfilling personal lives and careers.

EXTENDED STUDIES

All DePauw University students complete at least two Extended Studies experiences before graduation. Extended Studies courses and experiences, most of which occur in the Winter and May terms, provide an opportunity for intellectual exploration and enrichment that reflects DePauw's serious commitment to non-traditional, experiential learning.

Six main types of Extended Studies courses and experiences are available:

- on-campus courses
- off-campus courses and service projects, led by faculty members
- short-term internships
- independent study projects
- study at another school or organization
- research and creative projects with a faculty member

Extended Studies provides the opportunity for a rich variety of experiences. Students may study or work intensively on a specific problem or topic of personal interest and educational merit; explore a new subject; work collaboratively on a project with faculty members or professionals with similar interests; study a problem or topic from a cross-disciplinary perspective; experience a new culture; work and live with others and provide a valuable community service; learn and practice a new skill; participate in a valuable group experience in a work, performance or educational setting; explore a potential career or a field unrelated to career; or learn about oneself in relation to potential academic majors. Many Extended Studies experiences are offered for academic credit.

ON-CAMPUS COURSES

The on-campus Extended Studies program offers DePauw students a chance to focus on a single topic of interest that is well-suited for an intensive period of study. On-campus Extended Studies courses range in style and approach from the academic to the experiential, from the traditional to the innovative. The academic component of the on-campus Extended Studies strives to maintain high expectations for engagement, learning and accomplishment, while allowing for exploration of non-traditional areas of study.

SHORT-TERM OFF-CAMPUS COURSES AND SERVICE PROJECTS

Extended Studies off-campus courses and service projects, designed and led by members of the DePauw faculty, offer students the opportunity to expand their awareness of the global community in the context of an integrated and carefully designed learning experience. Students explore and study new cultures, perform valuable community service and develop new skills.

SHORT-TERM INTERNSHIPS

Short-term internships during the Winter and May terms offer students the chance for an intense, concentrated exploration of personal and career goals in a professional setting. DePauw students develop projects in virtually every professional field, including: business, education, health sciences, law, research, communications, media and the non-profit sector.

INDEPENDENT PROJECTS

Strongly motivated upper-class students are encouraged to set up independent projects that focus in depth on an area of special interest. Projects range from the traditionally academic to the highly experiential and may be carried out on-campus or off-campus. Students develop their projects in conjunction with a supervising member of the faculty.

STUDY AT ANOTHER INSTITUTION

Many other institutions and approved organizations also offer courses during the month of January or in early summer. Upper-class students can therefore take advantage of an even greater number of course offerings by enrolling in a program at another college with a winter or May term or participating in a group project sponsored by another organization.

RESEARCH AND CREATIVE PROJECTS

Students work with faculty members, often over the summer, on ongoing research and creative projects.

INTERNATIONAL AND OFF-CAMPUS STUDY PROGRAMS

One of the major goals of the University is to provide its students with an understanding and appreciation of the many different human cultures. With this in mind, DePauw offers off-campus study opportunities designed to broaden intellectual horizons and to enable the student to achieve a deeper sense of individual identity and cultural awareness.

By its very definition, a liberal arts education should be inseparable from direct contact with many people and diverse cultures. Through participation in an international program or an off-campus program in the United States, the student is able to enhance and strengthen academic goals and personal objectives. Off-campus study stimulates the growth of new thinking. Leaving the shelter of familiar circumstances encourages greater self-reliance and sophistication in

thought and action. With an understanding of other cultures, one becomes dramatically aware of the need to search for solutions to the problems confronting humankind.

Therefore, DePauw has endeavored to integrate off-campus experiences into the academic program students pursue on campus by encouraging them to spend one or two semesters in approved international or stateside off-campus study programs. Students may participate in these programs during the period extending from the second semester of their sophomore year through the first semester of their senior year.

Three features distinguish DePauw's approach to international and off-campus education.

1. A wide range of program options is available to students to meet their diverse academic and cultural interests. Where feasible, Off Campus Studies arranges for direct enrollment of DePauw students in foreign universities and educational institutions. In other cases, special programs are designed to achieve cultural immersion or to meet specialized academic needs. Foreign language study and immersion are available at all levels of language proficiency. Some off-campus programs include an internship component, which allows students to obtain practical experience in an area that interests them.
2. There is continual supervision and assessment of program content and organization by the staff of Hubbard Center for Student Engagement and the Committee on Experiential Learning.
3. All students interested in off-campus study are personally advised by the staff of the Hubbard Center for Student Engagement and appropriate faculty members. This advising is designed to match students' needs to program offerings on a case by-case basis.

Application Procedures

Selecting and applying for off-campus study is rather like selecting a college in a process of matching students' aptitude and interests with the academic strengths and cultural immersion aspects of a program. Students interested in studying off campus should start the process early and begin by exploring the Off-Campus Study website at <https://www.depauw.edu/academics/centers/hubbard/offcampus/>. Students receive assistance from the staff of the Hubbard Center for Student Engagement, returned off-campus study students and faculty members in their major and minor departments.

The off-campus study application procedure has two steps. Students first apply for approval to study off campus on a particular program by the off-campus study deadline, early in the spring semester. Applications are reviewed by the professional staff members of the Hubbard Center for Student Engagement. Once approval is granted, students then apply to the off-campus study program itself by the program's deadline. Nearly all students who are approved are also approved by their chosen programs, provided they meet the program's deadlines and prerequisites.

Requirements — A minimum cumulative GPA of 2.5 in the semester of application is required for participation in an off-campus program. Host programs set their own requirements, usually between 2.5 and 3.0. In addition, the student's aptitude for adaptation to a different cultural experience is considered. All students studying in a country where English is not the national language must take the national language or a local one if it is offered by the program. If DePauw teaches the language, the students should take at least one semester of the language immediately before going away. When this is not possible, those students' cases will be dealt with on an individual basis.

Participation in all off-campus programs depends on satisfactory completion of the prior semester's work and completion of DePauw's competence requirement within the mandated time frame. In addition, participants must be in good disciplinary standing. Other eligibility and prerequisite requirements may apply. Applicants are advised to contact the Hubbard Center for Student Engagement or see the Web page for detailed information on program requirements and participation conditions.

Off-Campus Study Fees — There is a uniform tuition charge, which is the same as on-campus tuition for all DePauw-approved off-campus study opportunities. Students receive financial aid towards meeting this tuition charge according to the normal rules for financial aid at DePauw. International degree-seeking students are normally eligible for financial aid to support only one semester of off-campus study; international degree-seeking students may apply for a special exception to this policy by petition to the Committee on Experiential Learning. The off-campus programs bill DePauw for tuition and academic fees. Students should continue to use the same method of tuition payment during off-campus study as for other semesters. The off-campus program bills the student directly for all other expenses, which usually include room, board and, in some cases, field trips, books and travel from the US to the program site. In addition to the uniform tuition charge, all students enrolling in off-campus study will be billed a supplemental off-campus study fee. The off-campus study fee is \$2,500.00 for a semester and \$3,000.00 for year-long study at one program or for an approved pair of programs. The fee is packaged for need-based financial aid loans, which are administered by the Financial Aid office. There are some additional funds available for need-based awards to support the additional costs of off-campus study, including the off-campus study fee and travel costs associated with the program destination. Students approved for off-campus study who are on need-based financial aid are eligible for these supplemental awards. The awards will be administered by the Financial Aid office in consultation with the administrative staff of the Hubbard Center for Student Engagement.

The student is responsible for any additional expenses not included in the host program bill. Students receiving scholarships should inform themselves about program costs on the off-campus study web page and then discuss their plans with the Financial Aid Office. Eligibility to receive federal and state grants and loans generally applies to off-campus study.

Course Credit — All coursework taken off-campus for credit must have the final approval of the Office of the Registrar and, whenever possible, be assigned to a DePauw academic department. The amount of credit granted in any one department normally does not exceed two courses per semester. The department shall determine those courses that meet the requirements for its major.

Care should be taken to ensure that students have 19 courses outside their major subject; students in dual-subject departments must have 19 courses outside the major subject and 16 courses outside the department.

A maximum of 10 courses may be earned in off-campus programs with no more than four and one-half courses taken in a semester. Summer school courses taken abroad, which are not part of the regular program, are not included in this limitation.

Final credit evaluation for study off-campus is made by the Office of the Registrar after the student has returned to campus. The recording of credit is based on the official academic transcript available from the off-campus program, the foreign school or the international study program. On all programs, grades are recorded on the DePauw transcript but not calculated in the GPA.

In those off-campus courses where grades are not available, the courses are recorded on a credit-only basis. In such cases, credit determination is made upon the recommendation of the appropriate academic department and the approval of the Office of the Registrar with no grades reported. Students receive grades of S (Satisfactory) or U (Unsatisfactory) for the internship component of off-campus programs.

OFF-CAMPUS STUDY PROGRAMS

DePauw offers a choice among a wide variety of strong academic programs on six continents. Programs are regularly reviewed, and some are added to the roster while others are dropped. Check the Website or contact the Hubbard Center for Student Engagement for a current and complete list of approved programs. A sample is given below of DePauw's consortial and exchange programs.

GLCA-Recognized Programs

Programs recognized by the Great Lakes Colleges Association (GLCA) combine the excitement of off-campus study and the strengths of a liberal arts college. GLCA's member institutions have cooperated in the area of off-campus study since 1962. GLCA-recognized programs get consultation and advice from committees that include faculty and administrators from several member campuses. Programs are regularly evaluated, earning the GLCA label by meeting high academic and administrative standards. Faculty members from GLCA campuses generally serve as on-site academic directors for these programs, giving students daily access to advice and support from a professor who knows the program and the local culture as well as U.S. higher education.

A member institution of GLCA, or an affiliated organization with special strengths in the program area, administers each program. The primary affiliated organizations are the Associate College of the Midwest (ACM) and the Council on International Educational Exchange (CIEE).

GLCA-recognized international programs include The Border Studies Program and the Japan Study Program, administered by Earlham College.

GLCA-recognized domestic programs include the following internship and research programs: The New York Arts Program, administered by Ohio Wesleyan University; the Newberry Library Program, administered by the ACM; the Oakridge Science Semester, administered by Denison University; and the Philadelphia Center, administered by Hope College.

DePauw University's Exchange Programs

DePauw has direct exchange relationships with four universities in Japan: Waseda University in Tokyo (The Japan Study Program), Nanzan University in Nagoya, Kansai Gaidai University in Osaka, and Aoyama Gakuin University in Tokyo. DePauw also has exchange relationships with Tsinghua University in Beijing, China; Ewha Womans University in Seoul, South Korea; and Koç University in Istanbul, Turkey.

DePauw Affiliated Programs

Students may also choose to participate in a wide range of programs offered by affiliated organizations and universities. A partial list of these organizations includes: Australearn, Arcadia University, Brethren Colleges Abroad, College Year in Athens, CIEE, Denmark's International Study Program, EPA internship programs, IES, The School for Field Studies, The School for International Training, University College Cork (Ireland), The University of Queensland (Australia) and the University of Westminster (England).

HONORS AND FELLOWS PROGRAMS

HONOR SCHOLAR PROGRAM

The Honor Scholar Program is designed for students who thrive on discovering and exploring connections between different fields, are insatiably curious, and are eager to engage difficult and unfamiliar topics. The program plays a pivotal role in DePauw's commitment to excellence in a liberal arts education. Honor Scholars come from all majors and go into all fields. The Honor Scholar Program represents modern liberal arts education at its best. Our program provides an intellectual home for students who seek an especially stimulating intellectual experience and want to share that experience with a close-knit community of students from all fields who share a passion for learning and exploration.

The Honor Scholars Program explores the connections between areas of human knowledge, lets students act on their curiosity about a wide range of topics, and calls on their intellectual courage as we examine difficult and important issues. The program will challenge students, and will ask that they challenge themselves. Being an Honor Scholar is demanding, but ultimately very rewarding. Honor Scholars develop expertise in their majors, minors, and concentrations, but are never satisfied with looking at the world through one kind of intellectual lens. They excel at thinking critically and creatively about individual topics, and integratively across topics.

The Honor Scholar Program offers a series of small, intellectually challenging, discussion-based courses in which students actively engage with each other and with professors to investigate important topics in, and connections between, the natural sciences, social sciences, and

humanities. First-year students take two interdisciplinary Honor Scholar First Year Seminars (HONR 101 and HONR 102). HONR 101 fulfills the university first-year seminar requirement for our students in the program. In their next three years, students take three upper-level seminars, one each in areas broadly constructed as Arts and Humanities (HONR 300A) and Social Science (HONR 300C). Each interdisciplinary course challenges students to read, discuss, and write about works of important and enduring significance as well as important recent developments, interacting closely with other Honor Scholars and with professors. All three of these courses also count as part of the broader university distribution requirements. The capstone experience for Honor Scholar seniors is a yearlong undergraduate thesis (HONR 401 and HONR 402), on which students work closely with a faculty advisor and a committee of professors. The culmination of the thesis is its oral defense, attended by the Honor Scholar and his or her committee.

Honor Scholar students are prepared and eager for leadership challenges. These challenges include intellectual explorations, social problems, artistic and creative endeavors, environmental concerns, scientific investigations, and issues in campus life. This habit of leadership extends beyond graduation, and characterizes our alumni throughout life.

For more detailed information, please visit the program's web pages at: <https://www.depauw.edu/academics/honorsfellows/honor-scholar-program/>.

ENVIRONMENTAL FELLOWS

The most pressing challenges of our times require an understanding of the ways the environment sustains and intersects with every facet of our lives – science, technology, human health, war and peace, politics and culture. The Environmental Fellows Program explicitly supports the interdisciplinary thinking required to understand the profound environmental changes underway in our world. It is an integrative honors program for outstanding students who exhibit intellectual curiosity, high academic achievement, and strong motivation to explore environmental issues from a range of disciplinary perspectives. Through specific coursework, experiential learning, and interactions with faculty, students and professionals from a wide range of disciplines, students completing this program will be prepared to become members of our next generation of environmental leaders, with the knowledge and intellectual tools required to lead wisely.

Environmental Fellows may major in any existing department or program, thereby developing the knowledge and expertise appropriate to a particular discipline or specialized field of study. This depth of understanding will be enriched through:

- Environmentally focused courses across the natural sciences, social sciences, arts and humanities;
- Experiential learning opportunities such as scientific research, internships, or off-campus study;
- An interdisciplinary capstone experience in which students will be called to integrate all the aspects of their environmental education.

When they graduate from DePauw and the program, Environmental Fellows will be well equipped to address complex, real-world problems using multi-disciplinary approaches. The program's combination of academic inquiry and hands-on experiences will prepare graduates to be strong and successful candidates for employment in environmental careers, graduate study in disciplinary areas, and graduate study in multi-disciplinary programs with an environmental focus. For further information, please visit the Environmental Fellows Program website at <https://www.depauw.edu/academics/honorsfellows/environmental-fellows-program/>.

MANAGEMENT FELLOWS PROGRAM

The Robert C. McDermond Center for Management & Entrepreneurship was established in 1980 to prepare liberal arts students for leadership roles in private and public sector management and to encourage the spirit of entrepreneurship. The Center houses the **Management Fellows Program**, an honors program for students interested in business, management and entrepreneurship. This four-year learning experience integrates the study of management with the liberal arts. Students complete courses in business ethics, quantitative analysis, economics and accounting. Fellows may major in any of the University's disciplines.

One of the highlights of the Management Fellows Program is the semester-long internship. Students have interned all over the world in the private, public and not-for-profit sectors. Past and current internship sites include: Eli Lilly and Company, Indianapolis, IN; Goldman, Sachs and Co., Chicago, IL; Partners in Housing Development Corp., Indianapolis, IN; Independent Purchasing Cooperative, Miami, FL; Cummins India Limited, Pune, India; ExactTarget, Indianapolis, IN; Russell Investment Group, Tacoma, WA; and First Internet Bank, Indianapolis, IN. These paid internships are typically completed in the junior year and often include a May, Winter or Summer term.

The Robert C. McDermond Center Lecture Series brings the business world to DePauw and relates practice to theory as an integral part of the program. This series features lectures by entrepreneurs, government officials, professors and industry leaders representing a wide range of private and public fields and career opportunities. Some past lecturers have been: Jan Risi '81, President and COO of Independent Purchasing Cooperative; Ronald Stiver '96, Commissioner for the Indiana Bureau of Motor Vehicles; Candace DeBarger '86, Vice President Consumer Products for MasterCard; Chris Stevens, Vice President Corporate Relations and Customer Development for Keurig Inc.; Kyle Smitley '07, Owner and Founder of barley & birch; Jeff Harmening '89, Senior Vice President; President of Big G Cereal Division, General Mills; David Becker '75, CEO and Chairman, First Internet Bank; Kathy Vrabeck '85, Partner, Heidrick & Struggles; Paul Solman, Business, Economics & Art Correspondent for The NewsHour on Public Television; Tim Solso '69, Chairman and CEO Retired, Cummins Inc.; and Paul Volcker, Former Chairman of the Board of Governors for the Federal Reserve System.

Through the Executive-in-Residence Program and the Robert C. McDermond Management Center Lecture Series, the center brings business leaders to campus for presentations, management training workshops and roundtable discussions. In addition, the center works with other campus groups to organize symposia, such as The Symposium for DePauw Entrepreneurs.

Course Requirements — All Management Fellows must complete course requirements in the major of their choice and the Management Fellows core curriculum. Students must take all courses required for the Management Fellows Program on campus for letter grades (not Pass/Fail).

In the internship semester, students take Management Fellows Reading/Business Writings (HONR 310) by correspondence for one course credit while also receiving two course credits for the internship (HONR 320).

To remain a Management Fellow in good standing, a student must meet all requirements listed in the current Management Fellows Handbook.

Only under extraordinary circumstances will courses be approved that are intended to take the place of ECON 100, 220, 280, 294, 295 or 393.

Admission — Admission to the program is highly selective and is based on superior academic ability, a high degree of intellectual curiosity, leadership potential and an interest in a management career. Most students apply to the Management Fellows Program during their high school senior year, although students may be admitted as a lateral entry in their first year at DePauw. A written application and personal interview are required. Satisfactory completion of the program is noted on the student's transcript. For additional information about the Management Fellows Program or on how to apply for the program, contact the director of the Management Fellows Program or visit the program website.

Management Fellows Core Curriculum

GROUP A Seven required course credits

ECON 100	Introduction to Economics
ECON 220 (formerly ECON 150)	Financial Accounting
ECON 350	Quantitative Analysis
PHIL 233	Ethics and Business*
HONR 310	Management Readings/Business Writing**
HONR 320	Internship***
HONR 400	Management Fellows Senior Seminar

GROUP B One of the following:

ECON 294	Intermediate Microeconomics
ECON 295	Intermediate Macroeconomics

GROUP C One of the following:

ECON 280	Managerial Accounting
ECON 393	Managerial Finance

* Acceptable substitute: PHIL 230—Ethical Theory

** Taken by correspondence during the internship semester with a DePauw faculty member.

***Counts as two course credits.

MEDIA FELLOWS PROGRAM

The Media Fellows Program is an honors program designed for the student who either wants to plan a career in media or gain knowledge about how the media works in order to be more effective in his or her chosen field. It was organized in 1992. The home of the Media Fellows Program is the Eugene S. Pulliam Center for Contemporary Media. It is a well-equipped facility dedicated in 1991. It combines under one roof all student media, including complete facilities for television, radio, newspaper, and literary magazine publication. The facility also boasts a photography studio and the Watson Forum, a 91-seat multi-media classroom/auditorium.

The Media Fellows Curriculum is a concentrated honors study designed to complement a major course of study at DePauw:

1. First year: Media Fellows First-Year Colloquium (HONR 171-172). This is a two-semester colloquium that introduces students to media in their different forms and lays the foundation for further study.
2. Second year: Each semester students attend 4-5 luncheon discussions with upperclassmen and faculty. Topics include internship preparation and experiences and current issues in media.
3. Third year: Semester-long professional internship in a media setting, such as a newspaper, radio or television station, entertainment program, advertising agency, public relations firm, or news bureau. This internship carries two credits. In addition, the student takes a readings course designed to continue the analytical study of the media while participating in the practical experience of the internship.
4. Fourth year: Capstone seminar second semester entailing an in-depth project coupled with readings and discussion of important media issues.

Prior to graduation, two courses—one in process and one in analysis of the media—must be taken. Students select the classes based on their interests and pursuits in consultation with the Media Fellows director. Only one of the classes can be in the student's major.

The student is also expected to complete four semesters of work in campus media. It can be done in television, radio, newspaper, literary magazine, or other activities that are approved by the director. In addition, the student is expected to attend four special lectures and seminars each semester.

In order to remain a Media Fellow in good standing, the student must achieve a 3.1 cumulative GPA at the end of three semesters and a 3.2 GPA at the time of graduation. In addition, the student must satisfactorily complete all required coursework as detailed above.

Admission — The Media Fellows Program is highly selective. Application to the program is made the senior year of high school and is contingent upon acceptance to the university. The Media Fellows admissions process includes a written essay, an interview with a Media Fellows faculty steering committee member and current student, proven academic ability and desire to learn more about the media. There is also very limited entry to the program for first-year students already enrolled at DePauw.

Contact the director of the Media Fellows Program, Eugene S. Pulliam Center for Contemporary Media, to obtain more information about the Media Fellows Program.

SCIENCE RESEARCH FELLOWS PROGRAM

The Science Research Fellows at DePauw University is an honors program that combines curricular and co-curricular experiences to train future scientific leaders. Undergraduate students work in close collaboration with faculty members from their first semester in the program to both learn and apply science research methods. This early exposure to research opens doors for students to conduct research off-campus in external science research internship programs and to delve more deeply into research on campus. Students become proficient at writing and speaking to science and non-science audiences about their work and scientific endeavors. They learn to articulate how science and scientists impact society and gain appreciation for the diversity of science. Rich research experiences combined with important complementary skills prepare them to be top candidates for post-graduate study and a wide variety of careers science.

Admission - For admission into the Science Research Fellows Program, students must exhibit high academic promise and have a firm commitment to study and to conduct research in a scientific field. Students must apply to the program separately from applying to DePauw University. The strongest candidates are invited to the campus for interviews with members of the Science Research Fellows Steering Committee before final selections are made. A lateral entry process is also available for first-year students already at DePauw to enter the program as sophomores.

A student in the Science Research Fellows program may major in any of the science departments (biology, chemistry and biochemistry, computer science, geosciences, mathematics, physics and astronomy, kinesiology, or psychology). Each year approximately 10-15 students from the entering class and about 5-10 lateral entry students are selected to participate in the program.

First-Year Experience - During students' first year in the program they participate in one research seminar and one experience involving collaborative research with a faculty member. These courses have an investigative focus and provide exposure to various science disciplines, helping to develop skills for future research experiences.

Research Internships — The university supports Science Research Fellows for one summer on campus, usually following their first year in the Science Research Fellows Program, working on a collaborative research project with a science faculty member. Students also participate in a semester- or summer-long research internship in a major scientific laboratory or research site in either the public or private sector during the sophomore or junior year. A number of students have completed their internships outside of the United States. Students are required to present their research in an on-campus poster session the fall after each of these experiences.

Capstone Experience - Science Research Fellows close their DePauw careers by taking a senior-level capstone seminar. The class provides the opportunity for students to share their research internship experiences with other SRF students and to read about and discuss how science relates to topics such as public policy and education. As part of that course, they explore science careers, work on clear articulation of past research and future goals, and write an original research proposal. Special projects for the course may include educational outreach or outreach to science alumni.

Speakers and Co-curricular Activities - The Science Research Fellows Program brings to campus speakers from a variety of scientific settings—academic, industrial and governmental—to provide enlightening views of how science is done and at the same time to raise the general scientific awareness of the DePauw community. The Program also provides workshops on topics such as scientific ethics, finding an internship, preparing and presenting a scientific poster and scientific careers.

INTERNSHIPS

DePauw defines itself as a place where the intellect is challenged by experience. DePauw has been nationally recognized among liberal arts colleges for its commitment to internships, as well as for its innovative internship programs. Internships provide experience in a professional setting. A full internship is typically completed during a semester or summer, a short-term internship during the Winter or May Extended Studies terms.

Internships are not simply as a way of gaining experience in "the real world." Rather, for many students they are a way of discovering greater purpose and focus in their classroom studies. Students return from their internships knowing how important it is to become good learners and how abstract discussions of values, aesthetics, ethics and knowledge come to matter outside the classroom.

DePauw students have the opportunity to earn experiential credit by participating in approved off-campus study programs with an internship component. Among these are the Philadelphia Center program and the New York Arts program. There are many other approved off-campus programs, both domestic and international, that offer internship opportunities.

The Fellows Programs at DePauw include an internship opportunity, typically during a student's junior year. The Management Fellows, Media Fellows, Environmental Fellows and Science Research Fellows internships are set up in conjunction with the Director of the respective program.

Short-term internships are a significant component of DePauw's Extended Studies. Following the procedures established by the Hubbard Center for Student Engagement, around 300 students arrange short-term internships during the Winter and May terms. These projects do not receive academic credit but count toward satisfying DePauw's Extended Studies requirement.

Students may apply a maximum of three course credits from internship experiences toward graduation.

CRITERIA FOR INTERNSHIPS

The U.S. Department of Labor, under the Fair Labor Standards Act, has established standards for what may be considered an internship. The National Association of Colleges and Employers (NACE) has developed the following criteria based on those standards:

To ensure that an experience—whether it is a traditional internship or one conducted remotely or virtually—is educational, and thus eligible to be considered a legitimate internship by the NACE definition, all the following criteria must be met:

1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

(from *Position Statement: U.S. Internships*, <http://naceweb.org/advocacy/position-statements/united-states-internships.aspx>)

INDEPENDENTLY-DESIGNED INTERNSHIPS (SEMESTER LONG)

DePauw's Independently-Designed Internship is a semester-long internship that provides opportunities for students who desire to have high-quality active learning experiences as part of their formal education but for whom other available options are not appropriate or possible.

This two-credit internship is considered to be essentially a full-time work experience (at least 30 hours per week). Applicants assume most of the responsibility for organizing their internships. They develop a thorough preliminary proposal, which is reviewed by their academic advisor and the Academic Affairs administrator of the program; then, after they receive preliminary approval they find a faculty sponsor willing to supervise the project and an off-campus internship host.

To ensure that students reflect upon and synthesize the work experience, an additional one-credit readings course associated with the internship experience and/or the student's major field of

study is required. This course will require an additional 10-12 hours a week of the student's time, and may include web-based interactions with interns at other sites.

This application process begins a year in advance with a preliminary application deadline of mid-March for Fall Semester internships and a preliminary application deadline of mid-April for Spring Semester internships. Students approved for this program will register for UNIV 299 (2 course credits), graded on a S/U basis, and for UNIV 298 (1 course credit). In some cases, students may arrange to have some of the internship or the study course count toward a department major.

SUMMER INTERNSHIPS

Some departments also sponsor internships during the summer. These are also regular course offerings identified by the course number 299. They must be supervised by a faculty member and must carry at least one-quarter course academic credit. **DePauw tuition is charged by the course credit.**

Determination of credit is based on whether the activity augments or extends, in significant theoretical or practical ways, an area of instruction. If academic credit is granted, grading will be either S (Satisfactory) or U (Unsatisfactory) unless otherwise stipulated. Determination of grades is based on whether the follow-up evaluation (e.g. paper, journal, etc.) of the project demonstrates that significant learning took place.

A non-credit summer internship (UNIV 297) is also available for students who wish to do a summer internship under the guidance of a faculty sponsor and have it appear on their transcript. The fee for the internship is \$300.

BONNER SCHOLARS PROGRAM

The Bonner Scholars Program is a four-year scholarship designed to provide access to education and opportunity to serve. Involved students work and learn in Greencastle and throughout Putnam County. Twenty new students are awarded the Bonner Scholarship each year with approximately 80 Bonner Scholars in the program.

Students selected for the Bonner Scholars Program must demonstrate financial need as well as commitment to service through participation in community service activities or services to their family (i.e. caring for younger siblings or other relatives).

Bonner Scholars are expected to maintain a good academic and social standing at DePauw and participate in educational and enrichment activities planned in conjunction with their direct service. First-year students also take a service-learning seminar during their first Winter Term on campus.

Students are involved in community service for an average of 10 hours per week during the school year. Bonner Scholars choose from a variety of service opportunities in the local community, partnering with schools, social service agencies, and government organizations.

During two summers, Bonner Scholars work in full-time internships with non-profit organizations. This opportunity allows students to further explore community issues. Students may select sites locally, nationally or internationally.

Bonner Scholars receive book and travel stipends at the start of each semester as well as monthly stipends throughout the academic year. Additional financial support is provided for summer service. Upon graduation, students are eligible for loan remission based on the successful completion of their service. DePauw's Bonner Scholars Program is one of 24 nationally and is endowed by The Corella and Bertram F. Bonner Foundation in Princeton, N.J.

INFORMATION TECHNOLOGY ASSOCIATES PROGRAM

The Information Technology Associates Program (ITAP) offers students the opportunity to learn and use the latest information technologies during all four years at DePauw. ITAP blends the traditional liberal arts education with cutting-edge experiential learning in an academic environment. From a variety of majors, students participating in the program are interested in learning more about emerging technologies. They bring unique perspectives to leadership roles within a community of learners developing keen critical thinking, problem solving, and communication skills.

First-year ITAP students spend an average of 8 to 10 hours a week learning about the latest technological advancements as paid interns. They begin the program with 4 six-week rotations, developing their professional skills and technology knowledge under the guidance of DePauw's award-winning faculty and staff.

After the first year, students participate in on-campus internships working closely with faculty, staff and IT professionals. Interns receive training, real-world experience, and close mentoring in areas of their choice.

DUAL PROFESSIONAL DEGREE PROGRAM IN ENGINEERING

DePauw offers a dual degree program in cooperation with other institutions in engineering. Typically, students spend three years at DePauw and then transfer to cooperating colleges and universities. Students receive their Bachelor of Arts degree from DePauw after completing the professional program or after satisfactorily completing the first year of the professional program if that program leads to a graduate degree.

GENERAL REQUIREMENTS FOR THE DUAL PROFESSIONAL DEGREE PROGRAM

During the first three years at DePauw, students select pre-professional courses and complete the requirements listed below. Because of the variation in admission requirements among the professional schools, students should study the entrance requirements of the professional school

they plan to attend and confer with their faculty advisors before selecting pre-professional courses.

Interested students should apply for these programs as early as possible and no later than the second semester of the sophomore year.

Candidates wishing to receive the Bachelor of Arts degree from DePauw University are expected to continue and complete the professional course of study immediately after leaving DePauw.

To obtain a Bachelor of Arts degree from DePauw University under the pre-professional program, students complete the following:

1. At least 23 courses applicable toward the B.A. degree. A minimum of 15 courses, including six of the last eight courses preceding entrance into the professional school, must be earned in residence at DePauw University. The minimum number of courses must include:
 - a. Major: for interdisciplinary majors (e.g., pre-engineering) 10-12 courses in at least two disciplines with at least four courses in each of two disciplines. For single-subject majors, a minimum of six courses with at least two at the 300-400 level.
 - b. At least 10 courses outside the subjects involved in the major.
 - c. Prescribed courses required by the professional school.
2. These additional graduation requirements must be met prior to leaving DePauw:
 - Cumulative GPA of 2.0
 - GPA in the major of 2.0
 - First-year seminar
 - Distribution requirements fulfilled
 - Two Extended Studies projects
 - Successful completion of W course (writing competency)
 - Successful completion of Q course (quantitative competency)
 - Successful completion of S course (speaking competency)

PRE-ENGINEERING

DePauw has formal agreements with two engineering schools—Columbia University and Washington University (St. Louis). These agreements enable students to earn both the B.A. from DePauw and the B.S. in engineering after a five-year course of study. Normally, this includes three years at DePauw and two years at the engineering school. However, due to the intensive character of engineering education, some students in some fields may require two and one-half to three years beyond the DePauw phase.

Other options, including the 4-2 program leading to either a bachelor's or a master's degree in engineering, are available. Prospects for transfer to other engineering schools with which DePauw does not have a formal agreement should be discussed with the pre-engineering advisor.

The pre-engineering student should plan four or four and one-half courses each semester, and never less than three and one-half. This course load allows for the fullest benefit of science electives and as insurance against schedule conflicts or need for a course withdrawal.

In addition to DePauw's requirements, students must satisfy the requirements of the chosen engineering school. All students must complete a course in differential equations, one year of physics, one course in computer science, one course in chemistry and a two-course concentration outside the sciences, mathematics and economics. Additional science course requirements vary with the chosen engineering field. The standard minimum GPA for transfer to one of the two engineering colleges is 3.25/4.0.

PRE-PROFESSIONAL PROGRAMS

- Health Professions
- Religious Service Professions
- Law

Generally, DePauw recommends students complete four years at DePauw to gain a background appropriate to undertaking professional study and obtaining admission to nationally recognized graduate universities.

HEALTH PROFESSIONS

Schools in the various health professions (including medical, dental and veterinary schools) are interested in students who have acquired a broad background in the arts, humanities and social sciences, as well as in the biological and physical sciences. Students may fulfill the prerequisites for most health professions programs while majoring in almost any academic area. Those majoring outside the natural sciences have as good an acceptance rate into programs as those majoring in the sciences. More important than the type of major is how well students do in academic programs they have chosen. Since competition for admission to health professions is keen, students should build an academic program that provides alternatives to the health professions.

Programs differ widely in their expectations of applicants. It is essential that students interested in the health professions plan their course work carefully, with the assistance of faculty and health science advisors, and that they check the specific requirements of the programs and schools in which they are interested. Such information can be obtained from health science advisors, the health professions website, the Hubbard Center for Student Engagement, and the Web sites of schools and professional organizations.

Besides providing evidence of intellectual ability and academic achievement, students must demonstrate that they have the character, interest and aptitude for a career in a health profession. Graduate programs in the health professions expect that students have some practical experience in the field. This may come from work or volunteer experience, observation of health professionals at work, or internships. Students are strongly urged to take advantage of the Winter Terms and summers, as well as their opportunities to do volunteer service during the academic year, to obtain such experience.

COURSE WORK FOR DOCTORAL HEALTH PROFESSIONS

Allopathic medicine (M.D.), optometry (O.D.), dentistry (D.D.S. or D.M.D), osteopathic medicine (D.O.), podiatric (D.P.M.), pharmacy (Pharm.D.) and veterinary medicine (D.V.M.)

Most programs in the doctoral health professions use a qualifying examination for applicants (MCAT, DAT, VMCAT, OAT, GRE, etc.). This examination is often taken during the spring semester of the junior year or in the summer prior to the senior year. By that time, students need to have completed (or be completing) the coursework necessary to prepare for the examination. For the Medical College Admissions Test (MCAT), we recommend the following minimum:

- Two semesters of introductory biology
- One upper-level biology course
- Two semesters of general chemistry
- Two semesters of organic chemistry
- One semester biochemistry
- One year of physics
- One semester of calculus
- Introductory psychology
- Introductory sociology

Additional coursework in the sciences may be desirable, but is not specifically required for the test. The test includes a verbal reasoning section, so coursework that develops reading and critical thinking ability is strongly advised.

Required coursework for application to programs varies not only by field, but by school. The courses listed above are part of the prerequisites for most doctoral degree programs in the health sciences. Most require that science courses have a lab and be appropriate for the major in that field. Many schools now accept a semester of biochemistry (CHEM 240) in place of second semester organic chemistry. Other courses commonly required or recommended include English and humanities courses, psychology, biochemistry, statistics and foreign language. Students should check the prerequisites for programs they are interested in early and often to make sure they are meeting entrance requirements.

ALLIED HEALTH PROFESSIONS

Students who begin their college study with premedical interests often find their talents and interests are better suited for an allied health profession rather than a degree in medicine. There are many possible careers including: physician assistant, medical technician, athletic trainer, nurse practitioner, public health professional, occupational therapist, physical therapist, paramedic, clinical psychologist, health-care administrator, health-care social worker, and wellness/ fitness educator. Most require students to have a four-year degree before matriculating; a few programs are open to students who wish to transfer in after two or three years at a liberal arts institution. Students interested in these fields should consult with a member of the Health Sciences Committee.

PHYSICAL THERAPY

Physical therapy is a dynamic health-care field with employment opportunities in a variety of settings. Professional (entry level) physical therapy education programs are offered at two levels: doctoral and master's. It is anticipated that the Doctor of Physical Therapy (DPT) degree will become the future entry degree for the physical therapy profession.

DePauw University recognizes the highly competitive process for admission into professional programs in physical therapy. Students are identified as "Pre-PT" for advising purposes. Pre-physical therapy students can choose a major in any academic department (Biology, Kinesiology and Psychology are common choices) and then additionally take the prerequisite courses that are required by the physical therapy program for which the student plans to apply. There can be differences in prerequisites among various physical therapy programs. It is essential to check the specific prerequisites of each program in which the student may have interest. Some common prerequisites requirements are: two semesters of chemistry with labs, two semesters of physics with labs, human anatomy, human (animal) physiology, one or two biology courses with labs, introductory psychology, and statistics. One or more of the following courses may also be required by an individual program: developmental psychology, abnormal psychology, sociology, exercise physiology, philosophy, English composition, speech, computers, anthropology, research methods, calculus, and medical terminology.

A strong academic record is essential for gaining admittance to a physical therapy program. GPA in the prerequisite coursework, as well as overall GPA, are two of the most heavily weighted admission criteria in the student selection process. Other common selection criteria include:

1. Diverse clinical experiences (observing, working, volunteering) to ensure a well developed appreciation of the physical therapy profession. The opportunity to work with physical therapists and other health care professionals is a valuable experience and an important inclusion in the application for physical therapy school. DePauw's Winter Term provides a mechanism for students to complete an internship in a physical therapy setting. In addition to Winter Term, students can also gain these experiences around their school schedule or during the summer.
2. Score on the Graduate Record Exam (a small number of schools might require a different aptitude assessment).
3. Involvement in school and community activities, personal qualities, motives and goals which are often evidenced from narrative statements, personal interview and letters of recommendation.

Pre-physical therapy students at DePauw are encouraged to take advantage of information and programs sponsored by the Health Sciences Advising Committee. The Committee disseminates information via meetings, e-mails, career fairs, speakers and the health sciences web page <https://www.depauw.edu/academics/academic-resources/advising/health-sciences-advising/>. The web page contains information not only on physical therapy but also prerequisites for professional programs in other health profession areas.

RELIGIOUS SERVICE PROFESSIONS

Appropriate preparation for professional religious service is as varied as the types of career paths that are available. DePauw offers individualized guidance and support for persons who are considering professional work as a minister, chaplain, priest, rabbi, cantor, church musician, religious educator or other form of religious service or faith-based community activism.

DePauw's religious service professions advisory group encourages each student to consider both curricular and extracurricular components of their preparation.

Graduate education is required or recommended for many forms of religious service. The requirements for admission to graduate programs vary widely. In most instances, the broad background acquired through a liberal arts education is good preparation for further study. Based on the requirements of a particular graduate program or proposed field of study, knowledgeable faculty members in the religious service professions advisory group are available to advise students of appropriate academic courses and opportunities.

Whether pursuing graduate education or not, extracurricular opportunities can be a useful way to prepare for and gain experience in religious service. The religious service professions advisors can suggest possibilities for on- and off-campus service, internships, mentoring relationships and other possibilities as a way to integrate intellectual and experiential learning. Additionally, religious service professions advisors can direct students to relevant short-term service programs, which can be a powerful means for students to explore their sense of vocation and prepare for future work or study after they graduate.

Students are encouraged to contact the religious service professions advisors as soon as possible in their academic career in order to take full advantage of the opportunities described above. A student does not have to be certain of his or her vocation goals in order to do so. The religious service professions advisory group values and supports wide-ranging vocational exploration and discernment.

LAW

As a prerequisite to admission, most law schools expect a student to have acquired a sound liberal arts education, without regard to any set of prescribed courses or any particular course of study (e.g. majors and minors). The quality of the student's undergraduate preparation, in other words, far outweighs its particular subject matter or choice of major. All law schools do require, however, the completion of the bachelor's degree for admission.

Successful legal study requires well developed speaking, writing and analytical skills. For the pre-law students, DePauw's W, S, and Q competency requirements address these expectations. In addition, such academic skills ought to develop from the student's work in any number of courses and in a wide range of disciplines as an integral part of the liberal arts experience.

Along with the GPA, the Law School Aptitude Test provides the most important statistical data for admissions consideration. The LSAT, taken at the end of the student's junior year or early in his or her senior year, seeks to measure the candidate's verbal abilities and logical and analytical skills. Extracurricular activities, leadership positions, internships of various kinds, summer employment, off-campus experiences and a demonstrated sense of purpose are additional

qualities valued by law admissions committees, but they should not be seen as substitutes for a good GPA or LSAT result. Refer to the Law School web site for additional information: www.lisac.org.

At DePauw, students thinking of law school, whatever their undergraduate major, are counseled on an individual basis by their faculty advisor or by the pre-law advisor.

Students are encouraged to research the schools that they are interested in so they are familiar with the specific requirements at the respective schools. This research enables potential candidates to take a more directed approach to the application process, making adjustments to their schedules when necessary.

ROTC PROGRAMS

AEROSPACE STUDIES (AIR FORCE ROTC)

Air Force ROTC is a college program that prepares young men and women to become leaders in the Air Force. You will grow as an individual both mentally and physically while developing lifelong friendships. You can acquire strong leadership skills that will benefit you as an Air Force Officer and in corporate America. And, it's an opportunity to pay for school through scholarships.

Plus, unlike many college students, you'll have a position waiting for you after graduation at one of the top high-tech organizations in the world — the U.S. Air Force.

DePauw University students interested in being commissioned as Air Force officers upon graduation can enroll in classes offered through the Air Force ROTC department at Indiana State University (Detachment 218). All courses are offered on the Indiana State University campus in Terre Haute, IN. Website: <http://www.indstate.edu/afrotc/>

All students at DePauw University are eligible for the Air Force ROTC classes. A maximum of four course credits in ROTC may be applied toward the minimum number of 31 courses required for graduation. Courses in the Air Force program may not be taken Pass/Fail. Full-time students enrolled in the first-year and sophomore courses do so without paying extra tuition, and textbooks are provided.

Students must go to a 4-week field training session between their sophomore and junior years before they can enter the last two years of the program.

Full and partial tuition scholarships are available through this program. Additionally, a tax-free monthly stipend is provided during the junior and senior years. For more information, please email (afrotc@indstate.edu) or call (812) 237-2657.

AIR FORCE RESERVE OFFICER TRAINING COURSES

AS 101-102. Heritage and Values – 1/2 course each semester

This is a survey course designed to introduce students to the Department of the Air Force (DAF) and provides an overview of the basic characteristics, missions, communications and organization of the Air and Space Forces.

AS 201-202. Team and Leadership Fundamentals – 1/2 course each semester

This course provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for field training and leadership positions in the detachment.

AS 301-302. Leading People and Effective Communication – 3/4 course each semester

This course utilizes student's field training experience to take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills, and why that is important as a leader. Students have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors.

AS 401-402. National Security Affairs and Preparation for Active Duty – 3/4 course each semester

This course is designed for college seniors and provides them the foundation to understand their role as military officers and how they are directly tied to our National Security Strategy. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level.

MILITARY SCIENCE (U.S. ARMY ROTC)

Director: LTC Matthew Miller, Army Reserve Officer Training Corps Program (ROTC).

Department Office: Rose-Hulman Institute of Technology

Website: <https://www.rose-hulman.edu/academics/academic-departments/ROTC-army/index.html>.

ROTC is a college elective program open to all full-time students at DePauw University through an agreement with the Wabash Battalion at Rose-Hulman Institute of Technology. It is not a degree program, although it complements any degree program. Upon completion of the course curriculum, students earn a commission as an officer in the Active, Guard or Reserve Component of the Army.

The ROTC program builds students' leadership expertise, communication skills and self-confidence. Leadership and management skills taught in ROTC are in high demand in the civilian market as well as the military. These leadership skills often complement other academic degree programs in order to make a student more marketable upon graduation. The program includes the Basic Course curriculum for freshmen and sophomores and the Advanced Course curriculum for juniors and seniors. On-campus Basic Courses focus on military leadership, basic military concepts, management techniques, and hands-on training in the laboratory sessions. There is no obligation to serve in the military to take the Basic Courses (first two years). The Advanced Course concentrates on small team tactical operations as well as advanced techniques of management, leadership training and command operations. The Advanced Courses are offered to cadets who have contracted to serve in the Army as an Officer after graduation and are generally closed to others.

Qualified students must satisfy certain administrative requirements for enrollment and retention in the Advanced Course. There are several ways to accelerate the program if a student has missed taking some or all of the Basic Courses:

1. ROTC offers the ~30 day Basic Camp (BC) for those motivated, qualified students who wish to commit to the program no later than the second semester of their sophomore year. BC is conducted during the summer between their sophomore and junior years. Students may compete for an Army ROTC Scholarship for the remaining two years of college at the Advanced Camp Course or for other scholarships as they are available. Students who qualify are selected to attend BC, make a contractual commitment and contract with Army ROTC. Upon completion of BC, students earn constructive ROTC credit for the Military Science I and II courses and are accelerated into the Advanced Course.

2. Qualified students may seek permission to compress the first-year and sophomore classes, allowing completion of the basic course in one year.

3. Another option for acceleration into the Advanced Course is the Alternate Entry Option (AEO). Students pursuing this option must be highly motivated and physically fit, possess a 3.0 grade point average, and be approved by the professor of military science. Contracted junior cadets attend the Advanced Camp, (formerly Leadership Development and Assessment Course or LDAC) at Fort Knox, Kentucky, during the summer prior to the senior year.

4. Another option to enter Army ROTC is by completing sister service ROTC, such as Air Force ROTC, and requesting a transfer to Army ROTC prior to the beginning of the senior year. Consideration is done on a case-by-case basis and requires approval of the Army ROTC Professor of Military Science.

Students who received ROTC training in high school and veterans should contact the ROTC Program office and university registrar concerning credit for part or all of the ROTC Basic Course. Graduate students who can commit to two full time years of graduate study should contact the Army ROTC Program office for more details.

Credit received as a result of successfully completing military science courses may count toward degree requirements as general open electives. Grades received for military science course completion are included in cumulative grade point ratios.

Allowances and Incentives. Military science textbooks and uniforms, when appropriate, are furnished to the students without charge. Students enrolled and contracted into the Basic and Advanced Courses receive a monthly stipend allowance during 2019-2020 school year of \$420 each month; Cadets in attendance at the BC and AC receive a ROTC-based salary while in training status.

Scholarships. The Department of the Army annually awards a limited number of four-, three- and two-year ROTC Scholarships to qualified student-athlete student leaders. Awarded on merit, the scholarship covers the cost of tuition, books, laboratory fees and related expenses, plus the monthly stipend, \$420 each month for up to ten months per year that the scholarship is in effect. Four-year scholarships are open to high school graduates prior to entering Army ROTC as first-year students. Any student enrolled at DePauw University may apply for an on-campus three- or two-year scholarship based on merit and leadership potential. Full details on the scholarship program may be obtained by writing the Enrollment Officer or Professor of Military Science,

Army ROTC Wabash Battalion CM31, Rose-Hulman Institute of Technology, 5500 Wabash Terre Haute, IN, 47809, or by calling 812-877-8978 or 219-242-5218.

UNITED STATES ARMY RESERVE OFFICER TRAINING COURSES
BASIC COURSES

ARMY 401. The Army Officer, 1 course

ARMY 401 Focuses on development of the Army Officer. It is an academically challenging course where you will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. You will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, you will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. Includes a lab per week overseeing Army (MSL) III lesson facilitation and supervised by ROTC Cadre.

ARMY 402. Company Grade Leadership, 1 course

ARMY 402 is an academically challenging course where you will develop knowledge, skills, and abilities required of junior officers pertaining to the Army in Unified Land Operations and Company Grade Officer roles and responsibilities. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and an Oral Practicum as the final exam. The Oral Practicum explores your knowledge of how you will be prepared for the 20 Army Warfighting Challenges (AWFC) covered throughout the ROTC Advanced Course. Successful completion of this course will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning. Includes a lab per week overseeing Army (MSL) III lesson facilitation and supervised by ROTC Cadre.

ARMY 498. Adaptive Contemporary Leadership I, 1 course

ARMY 498 This independent study course examines a specific aspect of contemporary leadership theory with military applications. Cadets develop, propose, conduct, and present research analysis, upon faculty approval, applying the cumulative knowledge and skills gained throughout the cadets' previous military science instruction. Department director's permission required to enroll. Co-requisites: MSL 302 and 302L; LDAC.

ACADEMIC POLICIES

ACADEMIC CALENDAR

DePauw University's academic calendar consists of two semesters, each with a 15-week primary term and an optional 3-week extended term. Semester I includes Fall Term and Winter Term; Semester II includes Spring Term and May Term. A limited number of courses and programs are also offered during the Summer Session. Degrees are awarded in May and December.

UNITS OF CREDIT AND COURSE LOAD

The unit of credit for standard classes is the course credit. One course credit is equivalent to four semester hour credits or six quarter hour credits. Some classes carry one-half or one-quarter credit.

Students in the Asbury College of Liberal Arts generally enroll in 4.0 course credits and students in the School of Music 4.5 course credits during the primary terms (Fall and Spring). To be considered full-time, students in either school must be enrolled in at least 3.0 course credits (equivalent of 12 semester hours) in a primary term.

CLA students may enroll in a maximum of 4.5 course credits per semester; SOM in 5.0. This maximum is the sum of enrolled credit from the primary and its associated extended term. Above this maximum additional tuition fees may apply.

The Fall and Spring academic terms are 14 weeks long, with an additional week for final examinations. A one-credit course meets at least 180 minutes a week, for a total of 42 hours of in-class instruction during the semester.

Courses offered during the Winter or May extended terms are 3 weeks long and may earn up to one-half course credit.

CLASSIFICATION OF STUDENTS

Students are classified under one of three groups: undergraduate, special or auditor.

Undergraduate students are candidates for degrees. Students who enter DePauw as first-time degree seeking students are expected to complete their degree work in eight semesters. The classification of students is determined by the number of semesters completed and earned credit units.

CLASSIFICATION	NUMBER OF SEMESTERS COMPLETED	CREDITS
First-Year	0 - 1	0 - 6.75
Sophomore	2 - 3	7 - 14.75

CLASSIFICATION	NUMBER OF SEMESTERS COMPLETED	CREDITS
Junior	4 - 5	15 - 22.75
Senior	6 and over	23 or more

When a student earns fewer than three course credits in a semester, the Office of the Registrar will review the student's academic record and determine the appropriate classification. Transfer students are assigned a class standing based on number of credits transferred and anticipated time to degree completion. Students may petition to have their class standing changed.

Special students are those not pursuing degree programs. Special students may take any subject for which they are eligible without regard to requirements for a degree. The **Alpha Program** enables selected juniors and seniors from Putnam County high schools to take courses for credit at a special fee of \$200 per course.

Auditors are registrants who attend classes as listeners and do not receive credit or grades for their work. In order to audit a course, the student **must first obtain the instructor's permission** to register for the course as an auditor. At that time, the instructor and student agree on the amount of participation required in order for the student to have the audit appear on the transcript. If the class is not completed to the instructor's satisfaction, the class will not be recorded for degree students. Special and audit students who do not complete the class will receive a W (withdraw) grade. Students may only register for audit courses during the open registration period and must use a special permission access code (SPAC) that they have obtained from the instructor. Certain classes are not open to audit, such as music ensembles and applied music.

COURSE NUMBERING SYSTEM

001-099	Non-credit courses and physical education activity classes--open to all students
100-199	Introductory courses at the first-year level
200-299	Courses at the sophomore level
300-399	Courses at the junior level
400	Teaching methods courses at the senior level (open to juniors by permission)
401-499	Courses at the senior level
500-599	Courses at the graduate level - not a part of the regular undergraduate curriculum

900-949 Group music lessons in the School of Music

GRADES

A, A- Achievement of exceptionally high merit

B+, B, B- Achievement at a level superior to the basic level

C+, C, C- Basic achievement

D+, D, D- Minimum achievement that warrants credit

F Failure: the achievement fails to meet course requirements. The student receives no credit.

I An incomplete grade (**I**) is to be used only when a student has not completed the requirements of the course for reasons beyond the student's control, such as illness or equipment failure in the case of laboratory classes. In addition, the class must have been essentially completed so that only an examination remains or a paper or project already well underway needs to be completed. An **I** may not be given for failure to submit work on time because of inadequate planning or to extend time to improve a grade. Problems involving transportation, family occasions and/or jobs, for example, are also not sufficient grounds for assigning a grade of **I**. The student must complete the work within the first two weeks (ten class days) of the following semester in which the student is enrolled at DePauw. Exceptions to the two week deadline may be granted by the Petitions Committee. When the student completes the work, a letter grade is recorded. If the **I** is not completed within the time limit and the student has not been approved for an extension, the grade becomes an **F**. Students who withdraw and return to campus more than a year (two semesters) following the incomplete may not complete the course. The grade will be converted to a **W** provided the student demonstrates that the original **I** grade was for appropriate reasons. Students may not graduate with an incomplete grade on their record.

W Withdrawal (**W**) indicates that the student withdrew from a course before the end of the term; no credit is given. A student may withdraw with a grade of **W** through the Friday of the eighth week of classes in a primary term (Fall or Spring) or through the first week of classes of an extended term (Winter or May). The Petitions Committee will approve withdrawals after these deadlines only under extraordinary circumstances. A student must also have permission of the Petitions Committee to withdraw when

doing so means changing to a part-time status or not completing a first-year seminar or competence course within the required time period. Once an academic integrity charge has been initiated against a student, he or she may not withdraw from the course in question unless the charge is dropped by the faculty member or the student is found to be not responsible through a hearing or an appeal. A hold is placed on the student's transcript until the charge has been settled.

L Deferred (**L**) indicates that the final grade is deferred because evaluation is dependent upon work being done the succeeding term or semester. Permission to give an **L** in a course must be secured in advance from the Office of the Registrar. The **L** should be changed to a final grade as soon as the subsequent coursework makes it possible to determine the grade. It may be changed to any grade from **A** to **F**.

P-D-F A Pass (**P**) grade indicates that the student has done **C-** work or better in accordance with grade standards of the class. Pass/Fail courses are not counted in computing the student's scholastic average. A grade of **D** indicates work is of below average quality, but credit is granted for the class. A Fail (**F**) grade indicates that the student has not successfully completed the work in the class. The student receives no credit for an **F**, but it does not enter into computing the cumulative grade point average. *See Pass/Fail* for additional policies regarding **P-D-F**.

S-D-U Satisfactory (**S**), **D** or unsatisfactory (**U**) grades are reported for Extended Studies internships, independent projects and non-credit courses.

A **#** is recorded when no grade has been reported.

X An **X** indicates that a course has been taken for audit. There is no credit or other grade designation for a class taken as an audit.

A student's cumulative GPA includes all grades recorded on the transcript, except for grades in courses:

- taken Pass/Fail or S-D-U
- not applicable toward the degree
- from approved off-campus programs
- music ensembles

Change of Grades. Grades reported to the Office of the Registrar may be changed by one of two procedures.

1. A grade of I, L or W may be changed as set forth in the preceding paragraphs.

2. A grade of A, B, C, D or F may be changed only upon the instructor's request and with the approval of the registrar. Approval to change a grade will be made for such reasons as: calculation error or material that was turned in on time but was not considered. Students are not to be given additional time to complete or re-do work after the semester has ended to improve their grade.

GRADE REPORTS

Students may access their midterm and final grades through e-services. Students are encouraged to share their grades with their families. Staff in academic affairs, the registrar's office, student life, and academic life may discuss academic progress with parents or guardians of dependent students.

Midterm Grades. Instructors submit midterm grades the Monday of the seventh week of the Fall or Spring primary term for all first-year students, students on satisfactory academic progress warning or probation, and upper class students who are making grades of C- or lower. Midterm grades are not permanent or final but serve as a basis for advising students of their progress.

Final Grade Reports. Students may access their final grades through e-services as soon as grade reports are processed, generally after 4:00 p.m. the day grades are due.

Grade Point Average. On the final grade report, the GPA for the term just completed and the cumulative GPA are calculated. Each A-F letter grade is assigned the following grade value:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

The term and cumulative GPA is calculated by multiplying the grade value for each course by the number of course credits for the course to give the **grade points** earned. Grade points are then summed and divided by the number of course credits attempted to give the GPA. The GPA is truncated, not rounded, to the second decimal place.

COMPETENCE CERTIFICATION

DePauw students learn and demonstrate writing (**W**), quantitative reasoning (**Q**) and oral competence (**S**) by successfully completing designated courses across the curriculum. Certification in each of the competence areas will be recorded upon completion of the designated courses. The following designations will show on the student's record after the course credit:

W Writing Competence

Q Quantitative Reasoning Competence

S Oral Communication Competence

ABSENCES/ATTENDANCE

DePauw is a residential college and students are expected to attend classes in-person. Regular attendance at class, laboratory and other appointments for which credit is given is expected of all students according to the guidelines established by individual faculty members. The university has no universal policy of “allowed cuts” or “free” absences from class sessions, although individual faculty members at their own discretion may make such policies in their respective courses. Faculty members may drop students from their classes or other appropriate action may be taken if absences are too frequent. Under certain circumstances all students enrolled in a course will be exempt from this in-person attendance requirement. For example, some courses are always offered remotely, such as internship courses and courses offered jointly with another college. The university may also make a temporary partial or complete shift to remote instruction, for example in response to inclement weather or community illness.

Other courses may be offered remotely (for some or all enrolled students) on a case-by-case basis with the approval of the VPAA and the faculty member teaching the course. Exceptions to the in-person attendance for individual students (as opposed to all students) are rare and occur only with the prior approval of the faculty member. Examples include accordance with ADA accommodations and/or appropriate communications from the CARE Team. In addition, in some classes, the curriculum and/or pedagogy, as determined by the instructor, may preclude this option entirely.

Absences for medical reasons: When an absence due to medical reasons will result in a student being unable to fulfill academic responsibilities--for example, papers and examinations--the student should notify the faculty member in advance. Each faculty member should let the students know how to give this notification. The faculty member and student should work out arrangements for possible extension or makeup work. In cases where students are hospitalized, the University physician will, with the student's permission, notify the Office of Student Affairs. It is the student's responsibility to contact the faculty member; in addition, the faculty member will be notified by Student Affairs personnel.

If a student misses two or more weeks of class for medical or other reasons beyond the student's control, the student's faculty members, in consultation with a member of the Academic Affairs staff, will decide whether the student may reasonably make up the missed work. As a general rule, students who miss two or more weeks of class may no longer be eligible to continue in the class. The final decision about whether a student may continue with a class rests with the faculty member subject to constraints set by other academic policies.

Absences for personal or psychological reasons: Occasionally Student Affairs staff will encounter students who must miss class for personal or emotional reasons. These cases include such events as death or illness of a family member or emergency psychological crisis. When possible, Student Affairs staff will ask the student to notify faculty members and indicate that faculty members may call Student Affairs staff for confirmation if such validation is deemed necessary. In some of these cases, the Student Affairs staff member has no real way to validate the student's statement. Maintaining such information over a period of time, however, could help determine possible patterns of dishonesty for an individual student. In some extreme emergencies, Student Affairs staff may notify faculty members directly.

Early departure or late return from breaks: Faculty members are expected to hold class on the days immediately before and after breaks. Students will not be excused from class attendance or from taking examinations at their announced time to accommodate travel schedules. It is the responsibility of students and their families to make travel arrangements accordingly.

Conflicts with other courses: Whenever possible out of class requirements should be specified in the syllabus and/or the schedule of classes and the faculty member should provide options, or an alternative time, for students who have another class obligation at the same time. If there is a conflict between two course-related activities, the faculty members should resolve it. The Dean of Students will be responsible for the resolution if an agreement is not reached.

ACADEMIC ADVISING

Students have primary responsibility for knowing graduation requirements and planning adequately to meet them. Faculty advisors work closely with students in planning their programs of study.

First-year students are advised by the faculty instructor of their first-year seminar (or by a faculty member closely associated with the seminar). Students normally work with their advisor through the first two years or until they choose a major, but they may change advisors at any time.

Students declare a major and choose a faculty advisor in the appropriate department by the sixth week of the second semester of the sophomore year.

Full-time faculty members are eligible to serve as advisors after they have been associated with the University for one year. Advisors confer with students individually each semester, provide academic advice consistent with the aims and obligations of a liberal arts education and help plan individual programs in keeping with each student's abilities, academic interests and aspirations.

ACADEMIC INTEGRITY

A university presupposes a basic integrity in its members as a foundation for the mutual trust necessary to its life as an academic community. For this reason, academic dishonesty in any of its forms is regarded as a serious offense against the University.

Forms of academic dishonesty and procedures for handling violations of academic integrity are set forth in the *Student Handbook*.

ADVANCED PLACEMENT

First-time degree seeking students may earn a maximum of eight courses through a combination of the following programs:

1. **Advanced Placement Program of the College Entrance Examination Board.**

Students who have passed the CEEB Advanced Placement (AP) examination with ratings of 5, 4 and sometimes 3 may enroll for those higher-level courses for which the department concerned determines them to be qualified. Any student who receives a score of 5 or 4 on an examination is granted one course credit toward graduation, except for studio art and economics. Students must take both microeconomics and macroeconomics in order to earn a full course credit in economics. In some cases, an additional course credit may be granted upon recommendation of the department concerned and the approval of the Office of the Registrar. Students with ratings of 3 may receive credit at the discretion of the department concerned. The full AP Policy is available at the Registrar's web site: Advanced Credit and Placement.

2. **College-level Courses Taken While a High School Student.**

If the student is attending classes on a college or university campus with students who have already matriculated and the course is taught by a regular college or university faculty member, DePauw will allow credit if the student receives a grade of **C** or higher and provided that subsequent testing at DePauw, when appropriate, indicates satisfactory learning.

Unassigned, elective credit will be awarded for courses taken in a high school dual enrollment or early college program. To receive such credit the courses must be at a level equivalent to DePauw courses and the student must earn at least a **B** in the course. To receive assigned credit (i.e., credit that is assigned to a particular department and counts toward a major or minor) the student must meet with the appropriate department chair or program director who will review the course content and the student's performance in it.

3. **Departmental Placement Examinations.**

Students may qualify for admission to higher-level courses on the basis of

departmental placement examinations given on campus during the orientation period. Departments have established examinations to evaluate the competence and preparation of new students in their respective fields and will assign them to courses on the basis of the examinations. In some cases credit for lower level courses will be awarded when the student completes the higher level course.

4. **International Baccalaureate.**

(IB) credit may be awarded for subjects taken at the higher level upon departmental review and recommendation. A student normally receives at least one course credit for each higher-level examination with a score of 5, 6 or 7, subject to departmental approval. Students may receive one course credit for higher-level examinations with a score of 4 following further departmental examination. Advanced credit or exemption from requirements is also available through regular University placement and testing.

5. **International Advanced Placement Programs**

Credit for British A-Levels, French Baccalaureate, German Abitur and other international advanced study program is awarded based on individual review. In general, students may earn up to two course credits (8 semester hours) for each A-Level subject passed with a grade of C or better.

ASSESSMENT

DePauw University is committed to excellence in its academic programs. To assess and improve its academic programs, the University obtains periodic measurements of student perceptions and intellectual growth. Participation in assessment activities is expected of all students. The information obtained through these assessment procedures is used solely to improve the quality of the educational experience at DePauw.

COMMENCEMENT

The University awards degrees at the end of each credit-bearing term (Fall, Winter, Spring, May). Commencement exercises are held only in May at the end of the Spring Term.

Students who are within two course credits of meeting all graduation requirements may participate in commencement exercises. The diploma will be awarded at the end of the term following successful completion of the required course work.

Students whose financial obligations are not settled before commencement are ineligible to receive their diplomas at commencement and may not be eligible to participate in commencement ceremonies.

DEAN'S LIST

Eligibility is based on the completion of at least three courses in a primary term (Fall or Spring) with a 3.5 semester GPA or better with no incomplete or failing grades. Once Incomplete grades are completed, eligibility is reevaluated.

EXAMINATIONS IN COURSES

Instructors schedule all but the final examination in their courses. No hour examinations may be given the last five class days of the Fall or Spring term except for laboratory portions of final exams. (Note: If Thursday is the last day of classes, this period includes the previous Friday.) Only assignments that substitute for a final exam should be given a due date during finals week and no assignment may be given a due date that is after the end of finals week. In addition, during the Fall and Spring terms, instructions for paper and project assignments due in the last five days of class should be provided at least 14 calendar days prior to the due date.

Final examinations during primary terms. An examination period is provided at the end of each primary term for instructors to give such examinations as they deem proper to cover the course work. Normally, a final examination should not exceed three hours. Final examinations are not to be given at any time other than that announced in the official schedule, although the laboratory portion of final examinations in science courses may be given in a regularly scheduled lab period in the last week of classes. The Vice President for Academic Affairs must approve any requests to move an exam time for a whole class. Instructors may allow individual students with unusual circumstances (such as a death or serious illness in the family, postseason athletic events, or having three exams in one day) to take an examination at another time; problems involving transportation, family occasions and/or jobs, for example, are not sufficient grounds for changing an examination. No student may be excused from taking the final examination in any course in which an examination is a requirement for credit in the course.

Multiple or Conflicting Exam Policy. No student may be required to take more than two in-class final exams on the same day or choose between exams offered at the same time. Any student with three final exams in one day is responsible for trying to reach a solution by talking with the professors involved at least two weeks before the beginning of the final exam period. If none of the professors involved voluntarily agrees to give the student his/her exam on another day, the professor whose exam is scheduled second in the day will offer an alternative date for the exam. The student should obtain a multiple exam form from the Office of the Registrar to provide written verification to the professors involved that three final exams are actually scheduled and being given on the same day. When a student is in two courses whose designated final examination periods conflict, the student is responsible for trying to reach a solution by talking with the professors involved at least two weeks before the beginning of the final exam period. If neither of the professors involved voluntarily agrees to give the student his/her exam on another day or time, the professor whose course carries the lesser credit will offer an alternative time for the exam. If both courses carry the same credit, then the professor of the course that meets latest in the week will offer an alternative time for the exam.

GRADUATION HONORS

Graduating seniors who have excellent academic records at DePauw University may earn the baccalaureate degree with honors, *summa cum laude*, *magna cum laude* and *cum laude*. To be eligible for graduation honors, students must complete at least 15 courses at DePauw University with the required scholastic average for the DePauw work. Approximately 20 percent of

graduates in the College of Liberal Arts (CLA) and in the School of Music earn Latin honors. The minimum grade average for the honors for each of the schools follow:

	COLLEGE OF LIBERAL ARTS	SCHOOL OF MUSIC
Summa Cum Laude	3.8	3.9
Magna Cum Laude	3.7	3.8
Cum Laude	3.5	3.7

PASS/FAIL

Students who have junior or senior classification may take one class each term on a Pass/Fail basis up to a maximum of three registrations. In addition, ENG 120 may be taken Pass/Fail, regardless of the student's classification.

The credit received applies toward the degree for which the student is working as elective credit only, and, with the exception of PE activity courses, does not fulfill any specific graduation requirement. Grades for a Pass/Fail enrollment are on a P-D-F scale, with P indicating performance at the C- level or above, D passing performance below the C- level, and F failure.

Students indicate the work to be done on a Pass/Fail basis at the time of registration. Courses may be designated as Pass/Fail or changed from Pass/Fail to a grade through the eighth week of classes of the primary terms or the first week of classes during the extended terms.

Pass/Fail courses may not be taken in a student's major or minor area, to satisfy distribution requirements or to earn competence certification. Students may not take courses over the required number of elective courses in the major or minor area Pass/Fail. Pass/Fail courses are not counted in computing the student's scholastic average.

PETITIONS

A student has the right to request approval from the Petitions Committee for any of the following that is not in accord with regular practice:

- to deviate from the normal student course load;
- to carry a normal course load when registering late;
- to make an adjustment in registration after the adjustment deadline;
- to modify graduation requirements;

- to deviate from other academic regulations.

Petition forms are available from the Office of the Registrar or on DePauw's Web site and should be submitted to the Office of the Registrar (Registraroffice@depauw.edu). The *Student Handbook* has additional information about petitions.

REGISTRATION INFORMATION

The Office of the Registrar produces a *Schedule of Classes* for each term that summarizes registration procedures and lists the courses offered, class meeting times, room assignments, and instructors. The final exam schedule is also available as a part of the Schedule of Classes. See my.depauw.edu/e/reg/soc-view.

Students who have not paid tuition and fees by the designated date may not be allowed to register for classes or may forfeit their class enrollment for the next semester. Students must receive permission from the Petitions Committee to begin classes after the first week of class and may be limited in their course loads. No student may enroll after the second week of classes. The act of registration indicates that the student intends to comply with the University regulations.

The University reserves the right to change a course and cancel any course for which enrollment is fewer than five students or for which satisfactory arrangements cannot be made. Most classes have enrollment limits to facilitate learning.

Adjustments in Registration. Students are responsible for the accuracy of their course registrations. They may check their class schedule at any time on Student e-Services. Students, in consultation with their advisors, make changes to their course schedule within the deadlines specified as follows:

- The add/drop period extends through the first six class days of the Fall and Spring primary terms. During this period, students may add or drop courses. The add/drop period for Winter and May term runs through the first day of classes.
- Adjustments involving withdrawal from a course after the add/drop period or changes in the grade or credit status (grade to pass/fail, pass/fail to grade) may be made until the end of the eighth week of classes for the Fall and Spring terms. For Winter and May terms this adjustment deadline is the end of the first week of classes.
- The deadline for adjustments in seven-week courses is the end of the fourth week of classes.

Adjustments after the above deadlines may be made only under extraordinary circumstances with permission of the Petitions Committee and a late adjustment fee may be assessed.

Prerequisites. Prerequisites follow course descriptions and are in italics. A prerequisite defines conditions under which a student may enroll in a course.

REPETITION OF A COURSE

Students may repeat one time a course in which the original grade is a D+ or lower provided:

- the advisor and department concerned approve the repeat;
- the repeated course is taken for a grade, if that is the way the original course was taken; and
- the course is repeated at DePauw.

In the case of repeated courses, only the second grade counts toward the cumulative GPA. The original grade and credit remain on the students' academic record, however. If credit was already earned in the course, no additional credit is given.

With the permission of the Petitions Committee, students may also repeat a grade of C- if it is needed to raise the major GPA to a 2.0. The above policies apply.

Transfer students who are required, on the basis of placement tests or official recommendation, to repeat courses for which they have credit elsewhere receive the credit and grade earned at DePauw. The original credit is rescinded. Courses voluntarily repeated carry the original credit and grade points.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY AND ACADEMIC STANDING

At the end of each term, student performance is reviewed for *satisfactory academic progress*. There are four academic progress statuses: satisfactory, warning, probation and suspension. The status determination takes into account quantitative measures (credit earned) and qualitative measures (grade point average).

To be in *satisfactory* standing, students must meet the qualitative and quantitative benchmarks for the semester completed--e.g., a student who has completed three semesters should have at least a 1.9 cumulative GPA, have earned at least 9 course credits and have passed 75% of the enrolled courses.

Students who fall below these benchmarks are placed on *warning*. If they fail to meet the next benchmark, they are *suspended*. They may appeal the suspension to the Academic Standing Committee. If successful, they are placed on *probation*, with a plan in place for returning to satisfactory academic progress.

Any full-time, degree-seeking students who fail to earn at least two course credits and a 1.0 GPA in a primary term (Fall or Spring) are suspended, no matter their prior standing. They may appeal to continue on probation.

Satisfactory Academic Progress is used to determine financial aid eligibility and academic standing. More information on the process and standards may be found in the Student Handbook and Financial Aid (<https://www.depauw.edu/offices/financialaid/policies/sap>).

SEMESTER COURSE LOAD

The number of course credits carried each term constitutes the student's course load, even if courses do not apply toward a degree or are Pass/Fail. The normal course load for a primary term is four course credits. The course load may vary from three to four and one-half courses for College of Liberal Arts students and three to five courses for School of Music. To be considered

a full-time, students must be enrolled in at least three course credits in the primary term (Fall and Spring).

Normally, first-year students should limit their registration to courses numbered 100-199 unless they have prerequisite preparation for advanced courses.

Students will be charged additional tuition for all courses over the maximum 4.5 course credits per semester for the College of Liberal Arts and 5.0 course credits for the School of Music, including dance courses, and Extended Studies courses. Please note that the maximum course load before overload charges applies to the whole semester, which includes the primary and associated extended term. Some courses, including music ensembles, some courses and experiences in the Honors and Fellows Programs, and University service courses do not count into the overload calculation.

Students who are determined to be behind in credit, as determined by the University's Satisfactory Academic Progress policy, may be eligible to take a credit-bearing Extended Studies course without incurring tuition overload fees. Eligibility for the Extended Studies Catch-Up program is determined on a case-by-case basis.

Students who wish to take more than 5.5 course credits in a semester must receive permission from the Petitions Committee. All students, except last semester seniors who need less than three course credits to graduate, must petition to enroll in fewer than three course credits or to withdraw from a class that reduces the course load to below three course credits in a primary term.

TRANSCRIPT OF CREDITS

Upon official request, the Office of the Registrar furnishes a transcript of credits that includes all the information on the student's record: credit, grades, degrees received and dates awarded. Transcripts also include any transferred credits accepted, but not grades.

Normally, transcripts should be sent directly to potential employers and graduate schools upon request of the student. The cost of transcripts may be obtained from the Office of the Registrar.

The University does not release transcripts or official statements of student records until all student accounts are paid.

TRANSFER CREDIT

General Policy

DePauw students who take part of their work at another institution with the intention of transferring the credit to DePauw should obtain advance approval. The Transfer Credit Approval Form is available in the Office of the Registrar. Final transfer credit evaluation will be made only after DePauw has received an official transcript of the coursework directly from the issuing school.

DePauw generally accepts course credits earned at accredited institutions as elective credit if the grades are C or above and the subject and level are appropriate for a DePauw liberal arts degree. However, the University does not accept credit awarded at another institution by national tests or departmental examinations. Other transfer credit policies are:

- Courses are evaluated on the basis of equivalent course offerings at DePauw. Department chairs determine those courses that meet major requirements. In general, transfer credit or credit earned through off-campus study may not be used to satisfy distribution area or competency requirements.
- DePauw records, without credit, physical education activity courses taken if an institution does not give credit for those courses.
- The University may accept courses taken Pass/Fail, if the grade P indicates that the student has done C work or better in accordance with the grade standards of the institution or if the student can prove through the institutional authorities that the course performance was a C grade or above. A grade of P in PE activity courses is accepted up to the equivalent of one course credit.
- With approval of the Registrar and the chair of the relevant department, students who transfer to DePauw may transfer courses and the equivalent credit toward distribution requirements in the areas of Arts and Humanities, Science and Mathematics, and Social Sciences. A maximum of four distribution requirement credits may be earned by transfer credit.
- Students transferring to DePauw from another school at which January or interim session courses are a part of the regular curriculum that is offered during the academic year may receive credit for the courses. DePauw students wishing to attend another school that gives credit for a January or May interim session may receive a maximum of .5 course credits if the course is also counting toward the Extended Studies requirement. Exceptions allowing for credit transfer may be arranged through the Office of the Registrar.
- DePauw accepts course credits from junior or community colleges when the quality and extent of the work prove to be the equivalent of DePauw work.
- When credit allowed for work taken at another institution is not justified by the quality of subsequent DePauw work, the credit may be rescinded.
- Students may not earn transfer credit from courses offered concurrently with their DePauw enrollments except by permission of the Petitions Committee.

Online And Distance Learning Transfer Credit

Online courses with a fixed beginning and end date which allow regular interaction with the class members are treated the same as other transferred classes. For correspondence or open-ended online courses, a maximum of one course credit may be earned. All policies governing transfer credit apply to courses taken online or by correspondence: they must be sponsored by an accredited institution and be accepted for credit by that institution toward its own bachelors degree; they must be on a liberal arts topic; and they must be pre-approved by the chair of the department into which the course transfers, the student's academic advisor, and the Office of the Registrar. Normally, the University does not award credit for language or laboratory science

courses taken online. Students may not earn transfer credit from online or correspondence courses offered concurrently with their DePauw enrollments except by permission of the Petitions Committee.

Transfer Credit Approval

DePauw students should complete the transfer credit approval form, available in the Office of the Registrar, prior to enrolling in any course of study intended for transfer credit. This includes summer school courses, summer study abroad programs, and online courses. This form requires the signatures of the department chair or program director in the academic area in which the course will count, the student's academic advisors, and the university registrar, who will approve the amount of credit to be awarded.

Credit For College Courses Taken In High School (Dual Enrollment, Early College)

If the student is attending classes on a college campus with students who have already matriculated at that college and the course is taught by a regular college faculty member, DePauw will treat this as regular college transfer credit (see above).

For courses taken in a high school dual enrollment or early college program, unassigned, elective credit may be awarded. To receive credit the courses must be at a level equivalent to DePauw courses and the student must earn at least a B in the courses. Unassigned credit is listed as University Studies (UNIV) credit and is applicable to the credit required for graduation but not to majors, minors, competence and distribution requirements. To receive assigned credit (i.e., credit that is assigned to a particular department and counts toward a major or minor) the student must meet with the appropriate department chair or program director within the first semester. He/she will review the course content and the student's performance and make the determination about awarding assigned, departmental credit. A maximum of eight course credits (32 semester hours) may be awarded through dual enrollment, early college, and advanced placement programs.

Credit For Training In Armed Forces

In the evaluation of credit for training and educational experiences in the armed services, the University considers the recommendations in the American Council on Education *Guide to the Evaluation of Educational Experiences in the Armed Services* and the appropriateness of the work toward a liberal arts degree.

One course credit may be granted for the completion of a specific military program in the Reserve Officers Candidate Schools. The University does not give credit for such a program in addition to credit for military service and/or ROTC.

WITHDRAWAL FROM THE UNIVERSITY

All students, except graduating seniors, who plan to leave the University or need to apply for medical withdrawal are requested to notify personnel in the Office of the Registrar or Student Affairs.

Any student who has received student loans must complete an online exit interview with the Student Loan Office prior to withdrawal.

IT accounts of students who withdraw from the University will be disabled immediately upon the effective date of withdrawal. The accounts will be removed after twelve months or after the completion of the next academic year, whichever is longer.

TUITION AND FEES PER SEMESTER (2023-24)

ACADEMIC CALENDAR

DePauw's academic year consists of two semesters, each comprising a 15-week primary term (Fall or Spring) and a 3-week extended term (Winter or May). Semester I includes Fall and Winter terms; Semester II Spring and May terms.

TUITION

Asbury College of Liberal Arts 2.5 through 4.5 courses a semester	\$28,015.00
School of Music 2.5 through 5.0 courses a semester	\$28,015.00
1.0 course credit for part-time and overload	\$7,004.00
.75 course credit	\$5,253.00
.5 course credit	\$3,502.00
.25 course credit	\$1,751.00

SEMESTER FEES

Enrollment deposit (one-time, non-refundable)	\$400.00
Comprehensive fee	\$480.00
Residence hall fee (for students living in DePauw housing)	\$40.00

ADDITIONAL FEES

Private instruction in Applied Music

Tuition in the School of Music includes private instruction in required applied music, in accordance with specifications listed in *Tuition for Private Instruction*. However, students enrolled in the College of Liberal Arts, except those who have declared a Bachelor of Arts music major, are charged an extra fee for private instruction:

One 30-minute lesson per week	\$550.00
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One 60-minute lesson per week	\$1,100.00
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Applied music tuition and dance course tuition are refunded, with charges deducted for lessons received, only if the student cancels the course with the approval of the Dean of the School of Music and adjusts his or her registration within the first six days of the term. There is no refund after the first six days of the term. Students in the College of Liberal Arts who have declared a music major are not charged for up to two course credits of applied music provided they are applicable toward the Bachelor of Arts degree. Students in the School of Music are charged only for applied music instruction over the applied music requirements for their degree (see below).

Group instruction in piano, voice or guitar

Per term	\$370.00
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Group instruction in dance

Per term	\$180.00
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Off-Campus Study

Per Semester	\$800.00
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Special departmental examinations

Per examination	\$260.00
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There is no refund of the fee for the departmental examination in case of failure to establish credit.

May and Winter Term Only

These fees apply to students not enrolled full-time in Semester I who take a course in Winter Term or to students not enrolled full-time in Semester II who take a May Term course.

Co-curricular course (0 credit)	\$550.00
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Curricular course (.5 credit)	\$3,502.00
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Auditing a Course

Full-time students may audit one course each term without charge. The fee for all others:

Per course	\$250.00
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There is no refund for auditors who withdraw after the adjustment period (first week of classes). International auditors enrolled in the equivalent of 2 1/2 to 4 1/2 courses pay \$2,935.00 per semester plus fees for applied music and dance.

COURSE LOAD

STANDARD TUITION CHARGES

For tuition and course load purposes, Winter Term is considered to be part of Semester I and May Term part of Semester II. Full time College of Liberal Arts students are eligible to take up to 4.5 credits per semester; School of Music students may take up to 5.0 credits. For example, a CLA student enrolled in 4.25 credits in Fall Term and .5 credits in Winter Term would have a course load of 4.75 credits for Semester 1 and would be subject to a .25 credit overload charge. An SOM student with the same enrollment would be within the 5.0 maximum for the School of Music and would not have an overload charge.

Students enrolled as full-time students in the Fall or Spring term pay the full tuition for the semester, whether or not they participate in the associated extended term.

CREDIT OVERLOAD EXEMPTIONS

Some courses have been exempted from the credit overload calculation. These include:

- Music ensembles (MUS 181; 271-289)
- Science Research Fellows research experiences and seminars (HONR 191, 192, 193, 194, 291, 292, 491)
- Media Fellows Practicum (HONR 221, 222, 421)
- Honor Scholar senior tutorial (HONR 401, 402)
- HONR 185, Business and the Liberal Arts
- Consultant and tutor training courses (UNIV 300, 301, 310, 315, 316, 320; BIO 295)
- ROTC courses (Aerospace Science (AS) and Military Science (ARMY))
- BIO 490, Research Problems (effective Spring 2023)
- CHEM 170, Stoichiometric Calculations
- CHEM 395, Independent Study
- CHEM 405, Thesis
- COMM 101, Theatre Practicum
- ETS 250, Ethics in Action
- ETS 291, Prindle Reading Course
- PHYS 390, Topics

- UNIV 135, Academic Excellence Seminar
- UNIV 180, Science Research Professional Development I
- UNIV 325, Fellowship Application Writing Workshop
- UNIV 380, Science Research Professional Development II

PAYMENT OF TUITION COVERS:

1. Enrollment in any course applicable toward a degree.
2. Enrollment in Winter Term for Semester I and May Term for Semester II.
3. For music majors, enrollment in the amount of private or class applied music instruction required for the individual degree program. (Students in the School of Music degree programs are required to complete a designated number of credits in applied music in their primary instrument and a secondary instrument or piano. Bachelor of Music Education (BME) students additionally take applied music in voice, folk guitar and bassoon/oboe. Each semester in residence, music degree students **must** take one course in their primary instrument and **may** take one course in their secondary instrument or piano to fulfill the requirements of their degree program. BME students may also take any of the three extra applied music courses in any semester. All these applied music credits required by the degree program are fully covered by tuition. Students who enroll in applied music courses **beyond** the requirement are charged additional fees. These fees are assessed each semester if students exceed their allotment for the semester or exceed the total credit required for primary, secondary and education applied music.)
4. Facilities provided by the physical education department, including individual locker service and some equipment used in activity classes.
5. Limited counseling services.
6. Use of science, computer and language laboratories; libraries; and Memorial Student Union Building.
7. University chapels, convocations, lectures and music programs.
8. Admission to most varsity athletic contests held in Greencastle.
9. A diploma upon completion of graduation requirements.

PAYMENT OF FEES COVERS:

1. Comprehensive Fee
2. Residence Hall Fee

PAYMENT OF TUITION AND FEES

Payment of tuition and fees is due no later than August 1 (Semester I) and February 1 (Semester II). A student's registration is not complete until all charges are paid. A payment plan is available for payment of tuition and fees.

ADDITIONAL FEE INFORMATION

Late Registration Fee. Students who do not complete their registration by payment or arrangement for payment of their tuition and fees by August 1 and January 31 may be charged a \$45 late registration fee.

Late Processing Fee. A fee of \$45.00 may be charged for course adjustments made after the deadline but granted by the Petitions Committee. A fee of \$45.00 may be charged if a student fails to complete Winter or May Term registration by the first day of the term or to complete adjustments approved by the Petitions Committee within the specific adjustment period.

Loss and Breakage. When University materials and equipment are issued to the student for class work, the student will be charged for loss or breakage. At the discretion of the department chair, payment for loss or breakage is charged to the student's account and is payable in the Cash Receipts Office.

Delinquent Account. Late fees and registration holds may be assessed for a delinquent student account. A delinquent student account is defined as exceeding \$25 and over 30 days past due.

Transcript of Credit. Transcripts may be ordered through the DePauw transcript portal for \$7 to \$10, depending on the mode of transmission. No transcripts or official statements of student records are sent until all accounts are paid in full.

Off-Campus Study Programs. A cancellation fee of \$100.00 is assessed any student who decides not to participate in an off-campus study program after May 1 for Semester I or full year off-campus programs and September 15 for Semester II programs. In addition, the student is liable for any cancellation fees charged by the host institution or non-cancelable program fees.

ROOM AND BOARD

Room and board payment is due on the same dates as tuition and fees payments. A payment plan is available for payment of room and board charges.

The cost of room and board in all University residence halls is \$7,425.00 per semester for 2023-24. Room contracts are for all of Semester I, including Winter Term, and for the Spring Term. May Term is not included in the room contract. Students enrolling for only Semester II and Winter Term will be assessed an additional pro-rated charge to cover the Winter Term housing. Once a student moves into a residence hall room, he or she is responsible for payment for that semester.

All students living in DePauw University owned housing must participate in a meal plan. There are three general plan offerings with two options per meal plan: Residence Hall Meal Plans, Rector Village Meal Plans, and University Owned Apartments and Houses (UOAH) Meal Plans. In addition, a Winter Term meal plan is required for students living in a DePauw residence hall during this term. See depauw.cafebonappetit.com for further information on DePauw meal plans.

Students requiring special diets for medical reasons should make arrangements through Student Disability Services.

Furniture and Room Damage. Damage to equipment and furnishings in University residences, over and above that caused by normal usage, will be charged to the student. Any charge for damage incurred during residence is payable on Transact Payments.

PAYMENT OPTIONS

Students/parents have two payment options to choose from:

OPTION 1: PAYMENT IN FULL PRIOR TO START OF THE SEMESTER

Payment is due by August 1 for Semester I and February 1 for Semester II. Pending loans or scholarships that will be applied to the account may be deducted before submitting payment.

OPTION 2: SEMESTER PAYMENT PLAN

The DePauw payment plan, referred to as 'My Payment Plan' (MPP for short), is set up online through Transact Payments. The payment plan allows students or third parties to pay for semester charges over four months for Semester I and four months for Semester II. Semester I payments are due on the first of each month, August through November. Semester II payments are due on the first of each month, February through May. A \$40 per semester fee is assessed to sign-up for the payment plan.

BASIC COSTS SUMMARY FOR 2023-24

The cost each semester per student is shown below. All policies are under continual review. The University reserves the right to change its charges.

Tuition, per semester (including Winter Term in Semester I or May Term in Semester II)	\$28,015.00
Room in residence halls and alternative housing (per semester)	\$3,825.00
Board (meal plan) (per semester)	\$3,600.00

Note: Due to Federal Regulations, expenses reflected in the Cost of Attendance from the Financial Aid Office may differ from actual charges on this page. Housing and meals are determined based on DePauw's four-year residency requirement. Also, the Financial Aid Office calculates the cost of food for the 2023-2024 academic year at \$7,700 which covers 21 meals per week (versus 18 swipes for the standard meal plan). In addition to direct costs, students should also plan on indirect costs estimated at \$950 for books, course materials, supplies and equipment as well as \$1,800 for personal and transportation expenses.

OTHER EXPENSES

Students can purchase textbooks and supplies at Eli's Bookstore or any other store of their choosing. In addition, each student has variable expenses for clothing, laundry, travel, recreation and incidentals to consider.

Each year, student organizations in the residence halls vote to assess each resident a Housing Programs fee to cover the cost of newspapers, magazines, books for hall libraries, parties and other incidentals. This additional fee will be included with the room and board charges on the tuition statement.

A fee is charged to replace student identification cards and a \$75 parking permit fee is required for students who have a motor vehicle on campus. Unpaid parking fines and late payment fees are assessed to the student's tuition account on a monthly basis. A fee is also charged for checks returned due to insufficient funds or stop payment orders.

Students participating in the graduation ceremony purchase their own caps and gowns.

EXTENDED STUDIES EXPENSES

Students are not charged extra for their chosen Extended Studies projects on campus, except for costs directly related to the project. However, all off-campus costs are the responsibility of the student participants. Off-campus Extended Studies courses will have additional expenses associated with travel. Students in credit-bearing off-campus study courses may be eligible for additional financial support to help with these expenses (see Financial Aid).

WITHDRAWAL AND REFUND POLICY

Tuition Refund. A student who withdraws during the Fall or Spring term will receive an adjustment to tuition charges on a per diem proration (number of days enrolled divided by the number of days in the term) through 60% of the term.

A student who is suspended from the University during the term for disciplinary actions is not entitled to any refund of tuition.

Residence Hall Room and Board Refund. Room charges not refunded except as part of a medical withdrawal (see above). Board charges will be refunded based on usage throughout the semester regardless of the reason for withdrawal.

Note of Explanation. Federal law specifies how to determine the amount of federal assistance to be retained by a student who withdraws during a semester. DePauw's refund policy treats all students the same regardless of whether they have federal funds as a part of their financial aid package. The law is very precise and complex. Students who withdraw from classes should consult with the Financial Aid or Cash Receipts Offices for full information about refund policies. Full information is also available upon request or at the Financial Aid website.

Appeals. Special exceptions to the above policies should be directed to: Associate Vice President for Finance and Administration, DePauw University, 313 S. Locust Street, P.O. Box 37, Greencastle, IN 46135-0037.

STUDENT FINANCIAL OBLIGATIONS

The Office of the Vice President for Finance and Administration, Student Loan Office, Student Life Office, Office of the Registrar, Cash Receipts Office, Financial Aid Office, fraternity and sorority living units, or DePauw University Public Safety may place holds on grades, transcripts

or official statements of student records or registration if a student leaves an unsatisfied account of \$25.00 or more (any amount due for graduating seniors), has been notified of the amount due and was allowed 10 days to pay the following:

1. **University Bills.** Any account due the University must be paid. This includes tuition, fees, room and board (including room and board for Greek organizations the University bills for), miscellaneous charges and emergency loans.
2. **Student Loans.** A borrower must participate in an exit interview in the Student Loan Office whenever that student ceases eligible enrollment at the University.
3. **Grants, Scholarships, Loans.** Students will be contacted by the Financial Aid Office about repayment obligations of current-year awards whenever a student ceases eligible enrollment at the University. This includes withdrawing from the University or reducing the course load to fewer than three course credits.

ADMISSION PHILOSOPHY

DePauw University, in affirmation of its commitment to excellence, endeavors to provide equal opportunity for all individuals in its admission procedures. Institutional decisions regarding admission are based upon an applicant's qualifications and/or performance without regard to preference for race, color, creed, religion, national origin, sexual orientation, disability, age, gender, gender identity or gender expression. Although reported on the application for admission for data purposes, race and ethnicity are not viewed nor regarded while making admission decisions.

DePauw is selective in admission, meaning that many more students apply than can be admitted. We seek to determine those applicants who are academically capable of success at the University and select those who demonstrate the motivation to be actively engaged and curious students.

There is no precise set of academic and personal credentials that will guarantee admission to DePauw University. In general, successful candidates demonstrate strong academic achievement, intellectual curiosity, the desire to learn from and with others in a collaborative residential setting, and a lively interest in taking advantage of the many campus opportunities for personal and social development which are the foundation of our liberal arts education. The greatest weight in the admission decision is given to evidence of superior academic accomplishment and a passion for learning.

The Admission Committee engages in a holistic review of applicants, considering each applicant individually and measuring each against important academic and personal standards in general and in relation to other applicants in a particular year. Specifically, the Admission Committee will evaluate each student's academic potential as reflected on the high school transcript (and college transcripts if applying for transfer admission). The transcript is particularly important because it illustrates the academic program's rigor, class rank, and the grades earned in each course. The Admission Committee expects students to take a challenging academic program that may include honors, dual enrollment, AP and/or IB courses if offered. Although the Committee does not expect students to excel in all academic areas, we expect students to challenge themselves and earn excellent grades. Successful candidates should take at least five academic courses per semester in each academic term and achieve at the A/B level.

Since DePauw engages in a holistic review of applicants, a test-optional policy allows us to consider students' strengths that may be demonstrated in areas other than ACT and/or SAT scores. Therefore, all first-year students enrolled in a public, private, or charter school may apply without their test scores. If a student decides to submit test scores for review, they will be reviewed as a component of the student's academic record.

Students whose language of instruction is something other than English must also demonstrate proof of English proficiency through an approved means such as the Test of English as a Foreign Language or the SAT or ACT.

Beyond the applicant's academic record, the Admission Committee is very interested in a prospective student's writing ability. Applicants are asked to submit a personal essay. This writing sample is reviewed with interest, and the Admission Committee will evaluate each applicant on their ability to communicate their thoughts in writing.

The Admission Committee is also very interested in school and community involvement, as it demonstrates the level of activity a student is likely to pursue at DePauw. Examples of the involvement we often see include school clubs and activities, athletics, music performance, community service, religious activities and/or part-time employment. There is no preference for one kind of activity over another. Rather, the Admission Committee looks for evidence that an applicant has significantly contributed in one or more areas. In other words, peripheral involvement in a number of activities is not particularly compelling. We seek students who have substantive roles in one or more activities that hold meaning for them.

As a residential university, building a safe and welcoming community is an essential component of the DePauw University experience. As such, the Admission Committee takes care in evaluating how a candidate's offer of admission can impact the greater DePauw community. Therefore, applicants are required to disclose their disciplinary history when applying to DePauw. The Admission Committee weighs the applicant's disciplinary history and the potential impact of their behavior on the campus community. Depending on the severity of a candidate's infractions, the Admission Committee may consult with the DePauw University Student Affairs Division or other appropriate campus partners in making the final admission decision.

Recommendations from the applicant's counselor and teachers are also reviewed carefully; their insights into a student's high school career and character are very helpful and provide additional context in which to evaluate a candidate.

Although most applications for admission are reviewed without regard to a student's demonstrated financial need, the admission committee will take into consideration the financial need of those students who present some academic risk or concern. Students who have less financial burden are more likely to be successful and graduate from DePauw. The Enrollment Management division at DePauw will do what it can, within budgetary constraints, to support admitted students who demonstrate financial need.

Admission interviews, although not required, are highly recommended for all applicants. Interviews are an important way that students can personalize the admission process, bringing to life the information they provide on an application. Admission interviews at DePauw are evaluative, meaning the interviewer is charged with understanding each applicant's academic and personal goals, and exploring with the applicant how or if those goals are well suited to the educational experience at DePauw. Students are asked to respond to questions about their academic preparation and record, school and community involvements and goals for the future. Information gained during these interviews becomes part of the candidate's application and will be reviewed by the Admission Committee.

Finally, the level of an applicant's interest is considered in the admission review. There are a multitude of ways an applicant can demonstrate their interest in DePauw beyond the application

for admission, including visiting campus, applying early, connecting with the DePauw Office of Admission, admission interviews, and engagement with alumni. An applicant's affinity and engagement provide insight into the student's desire to attend, enroll, and become a part of the DePauw community.

APPLYING FOR ADMISSION

Applicants to DePauw should demonstrate outstanding academic preparation. A high school diploma is not required for admission consideration but students should offer evidence of commensurate preparation. To ensure adequate academic preparation for success we recommend the following pattern of secondary school coursework:

- four years of English, emphasizing literature and composition
- three to four years of science (two or more laboratory sciences)
- four years of mathematics
- four years of social science
- a minimum of two (preferably four) years of the same foreign language

APPLICATION PROCESS

To complete the application process, all candidates should submit the following materials to be received in the Admission Office by the appropriate due date:

- Application for Admission (available at www.depauw.edu/apply)
- Essay
- Official SAT I and/or ACT scores
- Official high school transcript(s)
- Secondary School Report
- Application fee, if applicable
- Official college transcript(s), if applicable

Transfer applicants must also submit:

- Official college transcript(s) from each school attended
- College Official's Report

Students interested in pursuing a music degree must also complete a live audition before Music faculty. In the case of a student being unable to travel to campus for an audition, a video recording may be submitted.

APPLICATION FOR ADMISSION AND FINANCIAL AID* DUE DATES

Early Decision and Early Action 1,
for those applying for need-based
financial aid November 1

Early Decision and Early Action 2,
for those applying for need-based
financial aid December 15

Regular Decision, for those
applying for need-based financial
aid February 1

Transfers June 10 for Semester I; January 10 for Semester II

*All students applying for need-based financial aid must submit the CSS Profile before the required deadline. These students must also submit the FAFSA no later than February 1.

EARLY DECISION

Early Decision is an admission program designed to assist applicants who decide early in their senior year that DePauw is their first-choice college. It is expected that Early Decision candidates, if accepted, will attend DePauw and withdraw all applications pending elsewhere. The University takes this commitment seriously and expects that Early Decision applicants will do so as well. The non-refundable enrollment deposit that reserves a student's place in the class is due by January 15 for Early Decision I and February 15 for Early Decision II applicants.

EARLY ACTION

Early Action I candidates apply for admission by November 1 while Early Action II candidates apply for admission by December 15. Both Early Action I and II candidates have until May 1 to confirm their intention to enroll.

REGULAR DECISION

Regular Decision candidates apply for admission by February 1 and, if admitted, have until May 1 to pay the non-refundable enrollment deposit that reserves their place in the class.

ENROLLMENT DEPOSIT

The non-refundable enrollment deposit is due in the Admission Office no later than the date stipulated in the letter of admission. Enrollment deposits mailed after the due-date will be

accepted only if space remains in the class. The enrollment deposit is credited against the first semester charges.

TRANSFER STUDENTS

Transfer students are encouraged to apply to DePauw University if they have achieved B grades or better in their college-level work. All materials noted above should be received in the Admission Office by June 10 for Semester I admission, and January 10 for Semester II admission. The non-refundable enrollment deposit is due on the date stipulated in the letter of admission. *It is important to note that the University will not consider students for transfer admission who are not eligible to return to their previous institution for either academic or social reasons.*

Final transfer credit evaluation will be made after official transcripts and course descriptions, if requested, are received by the Office of the Registrar. Credits are accepted for transfer only if granted by an accredited institution and carrying grades of C or above. For more complete information, see *Section IV, Credit and Transfer Credit under Academic Policies of the University.*

If additional transcripts of college-level work are presented that were not made available to the Admission Committee, the University reserves the right to deny transfer credit or to withdraw the student from the University if pertinent information has been withheld.

APPLICANTS WITHOUT HIGH SCHOOL DIPLOMAS

Early Admission is possible for highly qualified high school juniors who wish to forgo their senior year and enroll at DePauw without earning a high school diploma. A student considering Early Admission must present an excellent high school academic record and have the unqualified support of the secondary school and their family. An interview on campus with an admission officer is often required to assess the emotional, social and intellectual maturity of the applicant. *Students enrolling without a high school diploma or GED must meet an Ability to Benefit test to qualify for federal and state financial aid funds.*

NON-DEGREE

Non-degree seeking students (special student status) other than international candidates apply for admission to the University through the Office of the Registrar.

INTERNATIONAL STUDENTS

International students are encouraged to apply for admission to DePauw University. All international students must take the SAT I or ACT to be considered for admission to DePauw, unless they reside in a country which does not offer the SAT or have been enrolled for at least four years in a school where the primary language of instruction is English. The Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required of all students. A minimum score of 563 paper-based, 223 computer-based, or 85 internet-based is required on the TOEFL, and a minimum score of 6.5 is required on the IELTS exam.

DePauw does offer limited merit-based scholarship to high-achieving international students but most students should plan to assume full financial responsibility for the costs of their education. These costs include tuition, room and board, fees, books, insurance, SEVIS fees, personal expenses and travel between their home and DePauw.

All international students are under the supervision of the Director of International Education and the International Student Advisor. DePauw University is authorized by the federal government to issue the I-20 and DS-2019 forms to international students who are admitted to the University and indicate their plans to enroll.

Students who are not U.S. citizens are admitted as:

- regular degree candidates, or
- exchange students

Regular degree-seeking international students work toward the Bachelor of Arts or Bachelor of Music degrees. Fees are the same as for U.S. degree candidates.

Exchange students are regularly enrolled degree candidates at their home universities who come to DePauw for one semester or one year as upper-class special students. They enroll for credit and transfer those credits back to their home institutions. The fee arrangements vary with each program, depending upon the exchange agreement. Regular exchange agreements exist with Waseda, Kansai Gaidai, Aoyama Gakuin and Nanzan universities in Japan; Tsinghua University in China; Koç University in Turkey; and Ewha Womans University in South Korea. All one-semester and one-year foreign-exchange students live in on-campus housing while studying at DePauw. A certificate of attendance at DePauw is provided.

READMISSION

Candidates who were previously enrolled at DePauw may apply for readmission through the Office of the Registrar. Readmission is evaluated on the basis of previous work done at DePauw, any subsequent course credits earned at another college or university, and other experiences since leaving DePauw. Medical and other information may be requested, and all previous financial obligations to the University must be paid in full before readmission will be considered. Deadline dates for readmission applications and accompanying documents are: July 1 for Semester I and December 1 for Semester II. Appropriate housing arrangements are made through the Student Life Office. Guidelines and application for readmission are available at <https://www.depauw.edu/academics/academic-resources/advising/registrar/applying-for-readmission/>.

DEPAUW FOUR-YEAR GUARANTEE

The University guarantees graduation within four years of matriculation at DePauw in standard four-year degree programs. The student has primary responsibility for knowing the graduation requirements and planning adequately to meet them. Should a student follow the course of study agreed upon with his/her academic advisor and not be able to graduate within eight consecutive

semesters, tuition will be waived for any subsequent course work necessary for graduation provided the student:

- declares a major by the middle of the sophomore year and persists in that major,
- completes a full-time course load with grades of C or higher for a total of 31 course credits over eight consecutive semesters and
- adheres to the distribution and competence requirements.

With appropriate planning, most students can participate in special honors programs, pursue off-campus study opportunities and/or earn a minor or even a second major within four years.

However, the guarantee applies only to the basic degree requirements for programs that require 31 courses. Certain specialized programs in the School of Music and dual degree programs are exempt. Although students planning to major in a biological or physical science do not need to declare their majors immediately, they must begin taking appropriate laboratory science courses upon matriculation.

PRESIDENTS OF DEPAUW UNIVERSITY

CYRUS NUTT (ACTING)	1837-1839
MATTHEW SIMPSON	1839-1848
WILLIAM C. LARRABEE (ACTING)	1848-1849
LUCIEN W. BERRY	1849-1854
DANIEL CURRY	1854-1857
CYRUS NUTT (ACTING)&	1857-1858
THOMAS BOWMAN	1858-1872
REUBEN ANDRUS	1872-1875
ALEXANDER MARTIN	1875-1889
JOHN P.D. JOHN	1889-1895
HILLARY ASBURY GOBIN (ACTING)	1895-1896
HILLARY ASBURY GOBIN	1896-1903
EDWIN HOLT HUGHES	1903-1909
FRANCIS JOHN MCCONNELL	1909-1912
GEORGE RICHMOND GROSE	1912-1924
HENRY BOYER LONGDEN (ACTING)	1924-1925
LEMUEL HERBERT MURLIN	1925-1928
G. BROMLEY OXNAM	1928-1936
CLYDE EVERETT WILDMAN	1936-1951
CLYDE EVERETT WILDMAN (EMERITUS)	1951-1955
RUSSELL J. HUMBERT	1951-1962
GLENN W. THOMPSON (ACTING)	1962-1963
WILLIAM EDWARD KERSTETTER	1963-1975
WILLIAM EDWARD KERSTETTER (CHANCELLOR)	1975-1978
THOMAS WYATT BINFORD (ACTING)	1975-1976
ROBERT HOLTON FARBER (ACTING)	1976-1977
RICHARD FRANKLIN ROSSER	1977-1986
RICHARD FRANKLIN ROSSER (CHANCELLOR)	1986
ROBERT G. BOTTOMS	1986-2008
BRIAN W. CASEY	2008-2016
D. MARK MCCOY	2016-2020
LORI S. WHITE	2020-PRESENT

BOARD OF TRUSTEES 2023-2024

Service to DePauw. Leadership for our future.

SUSAN M. ANSEL '82 CEO, Gables Residential, Dallas, TX

DAVID B. BECKER '75 CEO, First Internet Bank, Fishers, IN

ELIZABETH BEGGS '21 Investment Banking Analyst, Goldman, Sachs & Company, New York, NY

LISA HENDERSON BENNETT '93 Hamden, CT

JOSÉ ANTONIO BOWEN Senior Fellow, Association of American Colleges and Universities, Dallas, TX

JUSTIN P. CHRISTIAN '95 President/CEO, BCforward, Indianapolis, IN

KENNETH W. COUILLETTE '82 Chairman of the Midwest Region for the Investment Banking Division and Vice-Chairman of Global Financial Institutions, Goldman Sachs & Company, Chicago, IL

NEWTON F. CRENSHAW '85 President/CEO, Young Life, Colorado Springs, CO

WILLIAM K. DANIEL II '87 Executive Vice President. Retired, Danaher Corporation, Boca Grande, FL

MATTHEW S. DARNALL '85 Managing Director, Retired, Goldman, Sachs & Company, Chicago, IL

LUIS R. DAVILA '81 Vice President (retired), International Business—Reynolds American, Inc., President (retired)—Reynolds Asia-Pacific, Advance, NC

DENISE CASTILLO DELL ISOLA '96 Program Director, Early Childhood, Irving Harris Foundation, Chicago, IL

JUSTIN C. DYE '94 Founder and CEO, ripKurrent, Boca Raton, FL

JON FORTT '98 Anchor, CNBC, Montclair, NJ

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FACULTY SPRING 2023

Abbasi, Ghazah, Instructor of Sociology. 2002. B.Sc., LUMS University, 2008; M.A., University of Massachusetts Amherst, 2017.

Abed, Larry J., Part-time Instructor of Communication and Theatre. 2001. B.A., Michigan State University, 1996; M.A., Michigan State University, 2002.

Adams, Jennifer L., Professor of Communication and Theatre. 2004. B.A., Duquesne University, 1994; M.A., University of New Mexico, 1996; Ph.D., Purdue University, 2002.

Aguirre, Vincent M., Part-time Instructor of Computer Science. 2023. B.A., DePauw University, 2012; M.B.A., Quantic School of Business & Technology, 2022.

Akinwale, Philips O., Assistant Professor of Biology. 2018. B.S., Obafemi Awolowo University, 1999; M.S., Institute for Water Education, 2005; Ph.D., University of Alabama, 2013.

Alam, Farhana., Instructor of Mathematical Sciences. 2022. B.S., University of Dhaka, 1998; M.S., University of Dhaka, 2000; M.S., University of Windsor, 2005.

Alexander, Rebecca Anne, Associate Professor of Education Studies. 2012. B.A., Humboldt State University, 2002; M.A., University of California, Berkeley, 2005; Ph.D., University of California, Berkeley, 2012.

Ali, Farah., Assistant Professor of Hispanic Studies. 2020. B.A., University of Missouri-Columbia, 2006, M.A., University of Missouri-Columbia, 2010, Ph.D., University of Albany, 2019.

Alvarez, David Patrick, Associate Professor of English. 2006. B.A., University of California, Davis, 1991; M.A., University of California, Davis, 1994; M.A., Cornell University, 1996; Ph.D., Cornell University, 2002.

Alvis, Andra Lynn, Part-time Assistant Professor of Asian Studies. 2012. B.A., Amherst College, 1984; M.A., University of California, Berkeley, 1989; Ph.D., University of California, Berkeley, 1996.

Anderson, Jeremy Paul, Assistant Professor of Philosophy. 2006. B.A., Johnston College/University of Redlands, 1982; M.A., University of California, Irvine, 1993; Ph.D., University of California, Irvine, 2004.

Andersson, Anthony William, Part-time Assistant Professor of History. 2019. B.A., Ohio Wesleyan University, 2004; M.A., Case Western Reserve University, 2010; Ph.D., New York University, 2018.

Anthony, M. Susan, Professor of Communication and Theatre. 2000. B.S., Bowling Green State University, 1980; M.A., Bowling Green State University, 1980; B.A., Bowling Green State University, 1980; M.A., State University of New York (Binghamton), 1990; Ph.D., University of Maryland, 1997.

Archer, Avery, Assistant Professor of Physics and Astronomy. 2018. B.A., DePauw University, 2011; M.A., Washington University in Saint Louis, 2014; Ph.D., Washington University in Saint Louis, 2016.

Aures, Inge E., Marguerite Andrade Professor of Modern Languages; Professor of German Studies. 1999. B.A. (equivalent), University of Regensburg (Germany), 1983; M.A., University of Nebraska-Lincoln, 1986; Ph.D., Vanderbilt University, 1997.

Autman, Samuel A., Associate Professor of English. 2003. B.A., Missouri University, 1989; M.F.A., Columbia University, 2008.

Babington, James Patrick, Associate Professor of Kinesiology. 2005. B.A., Knox College, 1981; M.S., Indiana University, 1990; Ph.D., Indiana University, 1998.

Balasubramanian, Suman, Associate Professor of Mathematical Sciences. 2009. B.Sc., Lady Doak College, Madurai, India, 1996; M.Sc., American College, Madurai, India, 1998; M.S., Clemson University, 2001; Ph.D., Mississippi State University, 2009.

- Balensuela, C. Matthew**, James B. Stewart Professor of Music. 1991. B.Mus., Juilliard School, 1979; M.Mus. (Music History), Bowling Green State University, 1985; M.Mus. (Music Performance), Bowling Green State University, 1985; Ph.D., Indiana University, 1993.
- Ball, Thomas E.**, Professor of Kinesiology. 1999. B.S., University of Maine at Orono, 1975; M.S., University of Illinois at Urbana-Champaign, 1980; Ph.D., University of Illinois at Urbana-Champaign, 1985.
- Barreto, Humberto**, Professor of Economics and Management. 2008. B.A., New College (Sarasota, FL), 1981; Ph.D., University of North Carolina at Chapel Hill, 1985.
- Beckel, James A.**, Adjunct Professor of Music. 1986. B.Mus., Indiana University, 1971.
- Bedard, Lynn M.**, Professor of Biology. 2005. B.S., Centre College, 1994; Ph.D., University of Virginia, 2000.
- Beekley, Matthew David**, Associate Professor of Kinesiology. 2016. B.S., Kansas State University, 1989; M.S., University of Florida, 1995; Ph.D., Indiana University, 2000.
- Benedix, James H., Jr.**, Professor of Biology. 1993. B.A., University of Maine, 1985; M.S., Northern Arizona University, 1988; Ph.D., Kansas State University, 1991.
- Benegal, Salil D.**, Associate Professor of Political Science. 2016. B.S., Illinois Institute of Technology, 2008; M.A., University of Connecticut, 2010; Ph.D., University of Connecticut, 2016.
- Berque, David A.**, Vice President for Academic Affairs, Professor of Computer Science. 1992. B.A., Haverford College, 1985; M.S., Rensselaer Polytechnic Institute, 1987; Ph.D., Rensselaer Polytechnic Institute, 1991.
- Berry, John Gilbert**, Associate Professor of Art and Art History. 2010. B.F.A., Rhode Island School of Design, 2004; M.F.A., Indiana University, 2009.
- Biehle, Susanne Nicole**, Associate Professor of Global Health. 2012. B.A., Butler University, 2007; M.A., Kent State University, 2009; Ph.D., Kent State University, 2012.
- Bitner, Ted Ronald**, Assistant Professor of Psychology and Neuroscience. 2006. B.A., Taylor University, 1969; M.A., Ball State University, 1977; E.D., Ball State University, 1981.
- Bogaerts, Steven Alexander**, Associate Professor of Computer Science. 2013. B.S., Rose-Hulman Institute of Technology, 2000; M.S., Indiana University, 2002; Ph.D., Indiana University, 2007.
- Boyles, Michael**, Director of the Tenzer Technology Center with rank of Part-time Instructor of University Studies. 2018. B.S., Indiana University-Purdue University Indianapolis, 1998; M.S., Indiana University-Purdue University Indianapolis, 2001.
- Brickell, Meredith Knapp**, A. Reid Winsey Professor of Art and Art History. 2008. B.E.D., North Carolina State University, 1994; M.F.A., University of Nebraska-Lincoln, 2005.
- Brooks, Howard L.**, Professor of Physics and Astronomy. 1981. A.B., William Jewell College, 1977; M.S., University of Missouri (Rolla), 1979; Ph.D., University of Missouri (Rolla), 1981.
- Brooks Dawes, Naomi.**, Assistant Professor of Kinesiology. 2022. B.S., University of Glasgow, 2000; Ph.D., Ohio University, 2005.
- Brown, Eliza**, Associate Professor of Music. 2016. B.Mus., University of Michigan, 2007; D.M.A., Northwestern University, Bienen School of Music, 2015.
- Brown, Harry J.**, Jane Cooling Brady Professor of English. 2003. B.A., University of Scranton, 1994; M.A., Lehigh University, 1997; Ph.D., Lehigh University, 2003.
- Brown, Kenneth Lee**, Assistant Professor of Geology and Environmental Sciences. 2019. B.A., Indiana University Purdue University, 2005; M.S., Indiana University Purdue University, 2008; Ph.D., Miami University, 2015.
- Bruggemann, Julia C.**, Albert E. Crandall Professor of History. 1999. B.A., The College of William and Mary, 1991; M.A., Georgetown University, 1994; Ph.D., Georgetown University, 1999.
- Byers, Chad Michael**, Assistant Professor of Computer Science. 2004. B.S., DePauw University, 2008; M.S., Michigan State University, 2011; Ph.D., Michigan State University, 2015.

- Cameron, Richard James**, Associate Professor of Philosophy. 2005. B.A., St. Olaf College, 1987; M.A., University of Colorado, Boulder, 1997; Ph.D., University of Colorado, Boulder, 2000.
- Campelo, André**, Assistant Professor of Music. 2017. B.A., Universidade Federal do Maranhão, São Luís-MA, Brazil, 2006; B.M., Universidade Federal de Goiás, Goiânia-GO, Brazil, 2010; M.M., University of Kentucky, 2013; D.M.A., University of Kentucky, 2017.
- Castañeda, Angela N.**, Professor of Anthropology; Lester Martin Jones Professor of Sociology. 2003. B.A., DePauw University, 1998; M.A., Indiana University, 2002; Ph.D., Indiana University, 2004.
- Cazares, Alexandro**, Part-time Assistant Professor of Music. 2022. B.M.A., Butler University, 2016; M.A., The University of Iowa, 2019.
- Chang, Ya-Chien**, Part-time Instructor of Asian Studies. 2022. B.A., National University of Tainan, 2018; M.A., National Taiwan Normal University, 2021.
- Chen, Ying-Ju**, Part-time Instructor of Asian Studies. 2022. B.A., National Chengchi University, 2017; M.A., National Taiwan University, 2021.
- Charoenphon, Sutthirut**, Assistant Professor of Mathematical Sciences. 2020. B.Sc., Thammasat University, Thailand, 2006, M.Sc., Western Kentucky University, 2014, Ph.D., The University of Memphis, 2020.
- Chiba, Hiroko M.**, Tenzer Family University Professor in Instructional Technology; Professor of Asian Studies. 1994. B.A., Baiko Jo-Gakuin College (Japan), 1983; M.A., University of Illinois at Urbana-Champaign, 1986; Ph.D., University of Illinois at Urbana-Champaign, 1995.
- Chopra, Nipun**, Assistant Professor of Biology. 2019. B.A., DePauw University, 2006; M.S., Indiana State University, 2009; Ph.D., Indiana University, 2017.
- Cope, Tim David**, Ernest R. Smith Professor of Geology and Environmental Sciences. 2003. B.A., Sonoma State University, 1998; Ph.D., Stanford University, 2003.
- Cowan, Sarah Louise**, Assistant Professor of Art and Art History. 2019. B.A., University of California, Berkeley, 2011; M.A., University of California, Berkeley, 2015; Ph.D., University of California, Berkeley, 2019.
- Cox, Brooke E.**, Dean of Libraries with rank of Professor; 2002. B.A., DePauw University, 2000; M.L.S., Indiana University, 2004.
- Crary, Sharon M.**, Professor of Chemistry and Biochemistry. 2003. B.A., Williams College, 1993; Ph.D., Duke University, 1999.
- Cutler, David**, Interim Dean of the School of Music; Professor of Music. 2022. B.M., University of Miami, 1993; M.M., Eastman School of Music, 1996; D.M., Indiana University Jacobs School of Music, 2003.
- Da Silva, Artur**, Assistant Professor of Art. 2022. B.F.A., Guignard University of Art, 1999; M.F.A., California Institute of the Arts, 2016.
- Dechant, Dennis Lyle**, Instructor of Art. 2017. B.A., Washington University in St. Louis, 2001; M.A., University of Oregon, 2010.
- Dewey, Robert F., Jr.**, Professor of History. 2004. B.A., Colgate University, 1988; M.Phil., Oxford University, 1990; D.Phil., Oxford University, 2003.
- Dudle, Dana A.**, Professor of Biology. 1999. B.A., Carleton College, 1993; Ph.D., Indiana University, 1999.
- Dunn, Jeffrey Stewart**, Phyllis W. Nicholas Director of the Janet Prindle Institute for Ethics; Associate Professor of Philosophy. 2010. B.A., Washington State University, 2003; Ph.D., University of Massachusetts Amherst, 2010.
- Dye, Ronald L.**, Professor of English and Communication and Theatre; Coordinator of the Performing Arts Series. 1999. B.A., Marion College, 1980; M.F.A., Indiana University, 2002.
- Eppley, Hilary J.**, Associate Professor of Chemistry and Biochemistry. 1999. B.A., Franklin & Marshall College, 1991; Ph.D., Indiana University, 1996.

- Everett, Jennifer Jill**, Professor of Philosophy; Blair Anderson and Martha Caroline Rieth Chair in Applied Ethics. 2006. B.A., Portland State University, 1992; M.A., University of Colorado, Boulder, 1998; Ph.D., University of Colorado, Boulder, 2001.
- Fancy, Nahyan Abdul Ghaffar**, Professor of History. 2006. B.A., Knox College, 1997; M.A., University of Toronto, 1999; Ph.D., University of Notre Dame, 2006.
- Faran, Teagan**, Assistant Professor of Music. 2022. B.M., University of Michigan, 2018; M.M., Manhattan School of Music, 2022.
- Fennell, Monica**, Part-time Assistant Professor of Honor Scholar Program. 2022. M.A., Williams College, 1987; J.D., Georgetown University Law Center, 1993.
- Fiechter, Bethany C.**, Coordinator of Archives and Special Collections with rank of Assistant Professor. 2020. A.S., Vincennes University, 2005, B.A., Indiana University Purdue University, 2007, M.L.S., Indiana University, 2010.
- Finney, Melanie K.**, Professor of Communication and Theatre. 1994. B.S., Illinois State University, 1979; M.S., Illinois State University, 1989; Ph.D., University of Iowa, 1996.
- Fish, Elizabeth G.**, Part-time Instructor of Communication and Theatre. 2019. B.S., Indiana University, 2016, M.A., Ball State University, 2018.
- Flegal, Kayla Ann**, Access Services Librarian with rank of Assistant Professor. 2013. B.A., Taylor University, 2011; M.L.S., Indiana University School of Library and Information Science, 2013.
- Forcadell, Maria Soledad**, Assistant Professor of Hispanic Studies. 2007. B.A., Universidad Nacional de Rio Cuarto, Argentina, 1998; M.A., University of Notre Dame, 2000; Ph.D., Washington University in Saint Louis, 2009.
- Ford, Derek Robert**, Associate Professor of Education Studies. 2016. B.A., Goucher College, 2008; M.S., Syracuse University, 2012; Ph.D., Syracuse University, 2015.
- Foss, Pedar W.**, Professor of Classical Studies. 1999. B.A., Gustavus Adolphus College, 1988; M.A., University of Michigan, 1991; Ph.D., University of Michigan, 1994.
- Fouty, Steven Wayne**, Director of the McDermond Center for Management and Entrepreneurship with rank of Part-time Instructor of University Studies. 2018. B.S., Indiana University, 1985.
- Foy, Leonard C.**, Cassel Grubb University Professor of Music. 2002. B.Mus., Eastman School of Music, 1983; M.Mus., Eastman School of Music, 1985.
- Friedman, Seth Andrew**, Associate Professor of Communication and Theatre; John D. Hughes Professor in Communication and Theatre. 2010. B.S., University of Maryland at College Park, 1998; M.A., College of Staten Island, The City University of New York, 2004; Ph.D., Indiana University, 2009.
- Fujie, Nagi**, Part-time Instructor of Asian Studies. 2004. B.S., Frostburg State University, 1991; M.A., University of Pittsburgh, 1995; Ph.D., University of Pennsylvania, 2005.
- Fulford, Josh C.**, Part-time Instructor of Music. 2021. B.S., Ball State University, 2018; M.M., Indiana University, 2021.
- Fuller, Jason D.**, Professor of Religious Studies. 2004. B.S., Frostburg State University, 1991; M.A., University of Pittsburgh, 1995; Ph.D., University of Pennsylvania, 2005.
- Gaskins, Andre**, Adjunct Assistant Professor of Music. 2019. B.M., Butler University, 1997; M.M., Indiana University, 2000; D.M., Indiana University, 2012.
- Geis, Deborah R.**, Professor of English. 2002. B.A., Cornell University, 1982; M.A., University of Michigan, 1985; Ph.D., University of Michigan, 1988.
- Geleta, Kassahun**, Instructor of Economics and Management. 2022. B.A., Haramaya University, 2006; M.Sc., Mekelle University, 2012; M.A., Northern Illinois University, 2020; M.Sc., Northern Illinois University, 2021; Ph.D., Northern Illinois University, 2022.
- Gellman, David N.**, Professor of History. 1999. B.A., Amherst College, 1988; Ph.D., Northwestern University, 1997.

- Gilson, Caroline L.**, Associate Dean for Public Services and Science Librarian with rank of Professor. 2001. B.A., Presbyterian College, 1989; M.A., Wake Forest University, 1996; M.L.S., Indiana University, 1997.
- Glessner, Justin Matthew**, Associate Professor of Religious Studies. 2014. B.Sc., Western Washington University, 1999; M.Div., Regent College, 2007; Ph.D., University of British Columbia, 2014.
- Gloria, J. Eugene**, John Rabb Emison Professor of Creative and Performing Arts; Professor of English. 2000. B.A., San Francisco State University, 1982; M.A., Miami University of Ohio, 1990; M.F.A., University of Oregon, 1992.
- Goins, Leigh-Anne Kathryn**, Associate Professor of Women's, Gender and Sexuality Studies. 2015. B.A., Michigan State University, 2003; M.A., Michigan State University, 2007; M.A., Michigan State University, 2009; Ph.D., Michigan State University, 2015.
- Goldberg, Rachel Miriam**, Associate Professor of Peace and Conflict Studies. 2011. B.A., University of California at Santa Cruz, 1987; M.S., George Mason University, 1996; Ph.D., Syracuse University, 2005.
- Goma, Ophelia D.**, Norman Miller Johnson Professor of Economics and Management. 1997. B.A., University of Central Arkansas, 1992; M.A., University of Missouri (Columbia), 1996; Ph.D., University of Missouri (Columbia), 1997.
- Gomolka, Carl Joseph**, Associate Professor of Global French Studies. 2014. B.M. and B.A., University of Delaware, 2004; M.A., University of Delaware, 2008; Ph.D., University of Maryland, 2014.
- Good, Caroline L.**, Part-time Instructor of Communication and Theatre. 2004. B.A., Northern Illinois University, 1992.
- Good, Timothy A.**, Professor of Communication and Theatre. 2002. B.A., Butler University, 1988; M.A., Emerson College, 1992; Ph.D., University of Wisconsin (Madison), 1998.
- Goodlad, Alex**, Part-time Instructor of Mathematical Sciences. 2023. B.A., Bard College, 2016; M.A., Indiana University, 2021.
- Gourley, Bridget L.**, Dean of the Faculty; Professor of Chemistry and Biochemistry. 1988. B.S., University of Puget Sound, 1984; Ph.D., University of Utah, 1989.
- Grammel, Deborah Lynn**, Adjunct Assistant Professor of Music. 2001. B.A., Butler University, 1978; M.A., Butler University, 1979.
- Gropp, Jeffrey M.**, Joseph Percival 'Perk' Allen III University Professor of Economics and Management. 2000. B.A., University of Maryland Baltimore County, 1994; Ph.D., West Virginia University, 2000.
- Guinee, David A.**, Professor of Classical Studies. 1996. B.A., Carleton College, 1986; M.A., University of Michigan, 1989; Ph.D., University of Michigan, 1999.
- Gurnon, Daniel G.**, Associate Professor of Chemistry and Biochemistry. 2005. B.A., Washington and Lee University, 1998; Ph.D., Indiana University, 2004.
- Hale, Jacob Albert**, Associate Professor of Physics and Astronomy. 2011. B.S., Brigham Young University, 2004; Ph.D., Purdue University, 2011.
- Hall, Kelley J.**, Associate Dean for Student Academic Success and Advising; Part-time Professor of Sociology. 1999. B.A., Alma College, 1991; M.A., Memphis State University, 1993; Ph.D., University of Akron, 1998.
- Hansen, Jeffrey A.**, Professor of Chemistry and Biochemistry. 1994. B.A., DePauw University, 1986; Ph.D., Iowa State University, 1991.
- Harbert, Elissa Glyn**, Associate Professor of Music. 2015. B.M., Lawrence University, 2005; M.M., Wichita State University, 2007; Ph.D., Northwestern University, 2013.
- Harvey, David Thorp**, Professor of Chemistry and Biochemistry. 1986. A.B., Knox College, 1978; Ph.D., University of North Carolina (Chapel Hill), 1982.

Hebb, Tiffany Anderson, Coordinator of Instruction Services with rank of Professor; 2002. B.S., Mississippi State University, 1992; M.L.I.S., University of Southern Mississippi, 1995; M.S., Indiana University, 2000.

Heithaus, Joseph W., Professor of English. 1996. B.A., State University of New York (Albany), 1985; M.F.A., Indiana University, 1992; Ph.D., Indiana University, 1996.

Herr, Joshua C., Assistant Professor of History. 2020. B.A., Wheaton College, 2004, M.A., University of Illinois, Urbana-Champaign, 2007, Ph.D., University of California, Los Angeles, 2017.

Hertenstein, Matthew J., Associate Professor of Psychology and Neuroscience. 2002. B.A., Luther College, 1997; M.A., University of California (Berkeley), 2000; Ph.D., University of California (Berkeley), 2002.

Holmes, Christina Marie, Associate Professor of Women's, Gender, and Sexuality Studies. 2011. B.A., The College of New Jersey, 2002; M.St., Oxford University, Oxford, England, 2003; Ph.D., The Ohio State University, 2010.

Hoskins, Vicki, Assistant Professor of Communication and Theatre. 2022. B.A., University of California, 2007; M.A., University of Illinois, 2013; Ph.D., University of Pittsburgh, 2020.

Howard, Brian T., Associate Professor of Computer Science. 2002. B.S., Northwestern University, 1987; Ph.D., Stanford University, 1992.

Howlett, Caitlin, Assistant Professor of Education Studies. 2018. B.A., Nazareth College, 2008; M.A., University of Oregon, 2011; Ph.D., Indiana University, 2019.

Howley, Kevin, Professor of Communication and Theatre. 2002. B.A., Queens College, City University of New York, 1984; M.S., Brooklyn College, City University of New York, 1991; Ph.D., Indiana University, 1998.

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James, Leslie R., Walter E. Bundy Professor of Religious Studies. 1995. B.A., University of West Indies, 1981; M.A., Eden Theological Seminary, 1990; Ph.D., Saint Louis University, 1994.

Jetton, Caroline K., Professor of Music and Associate Dean of the School of Music. 1996. B.M.Ed., Murray State University, 1988; M.Mus., Memphis State University, 1992; Ed.D., University of Illinois at Urbana-Champaign, 1996.

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Johnson, Paul Michael, Associate Professor of Hispanic Studies. 2007. B.A., DePauw University, 2004; M.A., Middlebury College, 2006; Ph.D., University of California, Irvine, 2014.

Kannowski, Mark Allan, Professor of Mathematical Sciences. 1986. B.A., Coe College, 1980; M.S., University of Iowa, 1983; Ph.D., University of Iowa, 1986.

Keith, Rose Alleen, Assistant Professor of Biology. 2020. M.A., Mount Holyoke College, 2011; Ph.D., Duke University, 2017.

Kelleher, Hillary S., Part-time Assistant Professor of English; Part-time Posse Mentor. 2007. B.A., Tufts University, 1985; M.A., New York University, 1999; Ph.D., New York University, 2004.

Kenney, Jeffrey T., Professor of Religious Studies. 1999. B.A., University of California (Santa Barbara), 1982; M.A., University of California (Santa Barbara), 1987; Ph.D., University of California (Santa Barbara), 1991.

Kertzman, Mary P., Paul B. Kissinger Professor of Physics and Astronomy. 1988. B.S., University of Minnesota, 1980; Ph.D., University of Minnesota, 1987.

- Kim, Su Jung**, Associate Professor of Religious Studies. 2014. B.A., Sogang University, Seoul, Korea, 2003; M.A., Korea University, Seoul, Korea, 2007; Ph.D., Columbia University, 2014.
- Kinney, Kevin S.**, Professor of Biology. 1999. B.S., University of Miami, 1989; Ph.D., University of Rochester, 1995.
- Kiser, Candice Clayton**, Adjunct Assistant Professor of Music. 2019. B.M., East Carolina University, 1996; M.M., Indiana University, 1999.
- Klaus, Carrie F.**, Laurel H. Turk Professor of Global French Studies. 2000. B.A., DePauw University, 1993; M.A., University of Illinois at Urbana-Champaign, 1996; Ph.D., University of Illinois at Urbana-Champaign, 2000.
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- Komives, Alexander K.**, Professor of Physics and Astronomy. 2002. B.S., Indiana University, 1984; M.S., Indiana University, 1991; Ph.D., Indiana University, 1997.
- Kuecker, Glen D.**, Professor of Peace and Conflict Studies. 1997. B.A., St. Olaf College, 1984; Ph.D., Rutgers University, 1998.
- Kuo, Ming-Hui**, Adjunct Assistant Professor of Music. 2014. B.M., Eternal Life Christ College, 2000; M.M., Morehead State University, 2003; D.M.A., University of Kentucky, 2012.
- Kwag, Michael**, Professor of Economics and Management. 2022. B.S., University of Las Vegas, 1984; M.B.A., University of Texas, 1987; Ph.D., New York University, 1995.
- Lamb, McKenzie**, Professor of Mathematical Sciences. 2022. B.A., Beloit College, 2002; Ph.D., University of Arizona, 2009.
- Lemon, Gary Dale**, Professor of Economics and Management; J. Stanford Smith Chair in Economics and Management. 1976. B.A., University of Kansas, 1970; Ph.D., University of Kansas, 1982.
- Lewis, Cheira**, Professor of Global French Studies. 2007. B.A., University of London, Birkbeck College, UK, 2000; M.A., The Catholic University of America, 2003; Ph.D., Florida State University, 2007.
- Liebman, Adam D.**, Assistant Professor of Anthropology. 2020. B.A., University of Wyoming, 2006, M.A., University of Wyoming, 2009, Ph.D., University of California, Davis, 2018.
- Liu, Jinyu**, Professor of Classical Studies. 2004. B.A., Nanjing University, China, 1993; M.A., Nanjing University, China, 1996; M.Phil., Columbia University, 2001; Ph.D., Columbia University, 2004.
- Lyapkova, Maria**, Part-time Assistant Professor of Music. 2022. B.M., Schnittke Moscow State Institute of Music, 2004; M.M., Moscow State Tchaikovsky Conservatory, 2010; D.M.A., The University of Texas at Austin, 2018.
- Madison, Andrew**, Assistant Professor of Psychology. 2022. B.A., Oakland University, 2010; M.S., Central Michigan University, 2014; Ph.D., Central Michigan University, 2019.
- Magaya, Aldrin Tinashe**, Assistant Professor of History. 2019. B.A., University of Zimbabwe, 2007; M.A., University of Zimbabwe, 2010; Ph.D., University of Iowa, 2018.
- Malova, Irina**, Part-time Assistant Professor of English. 2022. B.A., Komsomolsk-on-Amur State Technical University, 2008; M.A., University of Tulsa, 2013; Ph.D., University of Miami, 2017.
- Manickam, Nachimuthu**, Professor of Mathematical Sciences. 1986. B.S., Panjab University (India), 1976; M.S., Panjab University (India), 1977; M.Phil., Panjab University (India), 1978; Ph.D., The Ohio State University, 1986.
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