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Trinity College
HARTFORD CONNECTICUT

TRINITY COLLEGE
HARTFORD, CT

BULLETIN



Catalogue Issue 1988-89

TRINITY COLLEGE BULLETIN

Catalogue Issue 1988–1989

SEPTEMBER 1988

Catalogue Number 304

One Hundred Sixty-Sixth Year of the College
Hartford, Connecticut

College Calendar

1988

August 5	Friday	Deadline for payment of Fall Term fees
August 28	Sunday	Freshmen arrive
August 31	Wednesday	First registration day
Sept. 1	Thursday	Fall Term of 166th Academic Year begins for all students
Sept. 5	Monday	Labor Day (undergraduate classes held as usual)
Sept. 7	Wednesday	Matriculation; Final registration day; last day to change courses or exercise Pass/Fail option (no undergraduate classes)
Sept. 12	Monday	Rosh Hashanah (classes held as usual)
Sept. 21	Wednesday	Yom Kippur (classes held as usual)
Sept. 30– Oct. 1	Fri.–Sat.	Parents' Weekend
Oct. 17–21	Mon.–Fri.	Open Period (no undergraduate or graduate classes)
Oct. 25	Tuesday	Mid-Term
Nov. 4–5	Fri.–Sat.	Homecoming Weekend
Nov. 9	Wednesday	Pre-Registration for Spring Term
Nov. 23	Wednesday	Thanksgiving vacation begins after last class
Nov. 28	Monday	Classes resume
Dec. 12	Monday	Follow Wednesday schedule for undergraduate classes; last day of undergraduate classes; last day to drop Fall Term courses; last day to change to a letter grade a course being taken Pass/Fail
Dec. 13–14	Tues.–Wed.	Reading days
Dec. 15–22	Thurs.– Thurs.	Final Examinations (No examinations on Dec. 17)
Dec. 23	Friday	Residence Halls close
Dec. 28	Wednesday	Deadline for payment of Spring Term fees

1989

Jan. 17	Tuesday	Residence Halls open
Jan. 18	Wednesday	First registration day
Jan. 19	Thursday	Spring Term classes begin for all students
Jan. 25	Wednesday	Final registration day; last day to change courses or exercise Pass/Fail option
Feb. 8	Wednesday	Ash Wednesday (classes held as usual)
Feb. 20–24	Mon.–Fri.	Open Period (no undergraduate or graduate classes)
March 13	Monday	Mid-Term
March 24	Friday	Good Friday (classes held as usual); Spring vacation begins after last class
April 10	Monday	Classes resume
April 20	Thursday	Passover (classes held as usual)
April 26	Wednesday	Pre-Registration for Fall Term
May 11	Thursday	Follow Wednesday schedule for undergraduate classes; last day of undergraduate classes; last day to drop Spring Term courses; last day to change to a letter grade a course being taken Pass/Fail
May 12	Friday	Honors Day
May 12–14	Fri.–Sun.	Reading days
May 15–16	Mon.–Tues.	General Examinations for Seniors
May 17–24	Wed.–Wed.	Final Examinations
May 28	Sunday	Commencement Exercises for the 166th Academic Year
May 29	Wednesday	Residence Halls close
June 15–18	Thurs.–Sun.	Reunion

TRINITY COLLEGE

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Trinity College does not discriminate on the basis of age, race, color, religion, sex, sexual orientation, handicap or national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs.

History of the College

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

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

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

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

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

Undergraduate life was arduous during the College's early history: students arose for prayers at 6 a.m. (5:30 during the summer semester), and classes began at 6:30. Because most students entered the College at age fifteen or sixteen, the faculty attempted strictly to regulate their behavior. Students were forbid-

den to gamble, to drink intoxicating beverages, to throw objects from the windows of College buildings, to engage in any sort of merrymaking without faculty permission, and so forth. One regulation prohibited students from keeping a sword in their rooms—a reflection, perhaps, of the fact that the pre-Civil War student body included many “chivalrous” young men from the Southern states. Of course, the regulations were not always scrupulously observed, and the historian of Trinity, Professor Emeritus Glenn Weaver, has found several instances of riotous student behavior. On one occasion in the late 1820s, the students barricaded themselves within the College, forcing President Brownell to batter down the door with a fence post. A favorite end-of-semester practice was to conduct a ritual burning of the textbook used in some required course which students had found especially onerous. (The course in “Conic Sections” was often singled out for this treatment.)

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

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

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

dergraduates comes from non-Episcopalian traditions. Nonetheless, the College still values its Episcopal heritage, and such individual parishes as Trinity Church, New York City and Christ Church, Hartford continue to provide valuable support.

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

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

Rapid growth has continued since World War II. The student body has now attained a plateau of seventeen hundred fifty and there are one hundred forty one faculty. An architecturally eclectic collection of buildings has gone up; among the more noteworthy are the Hallden Engineering Laboratory, the Library, Downes Memorial Clock Tower, Mather Campus Center, the McCook Math-Physics Center, the Austin Arts Center, the Albert C. Jacobs Life Sciences Center, the George M. Ferris Athletic Center and several new dormitories.

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

In 1968 Trinity made a commitment to the admission, with financial aid when needed, of a substantially larger number of black and other minority students. Less than a year later, the Trustees voted to admit women as undergraduates for the first time in the College's history. For the first five years of co-education, male enrollment was held at a minimum of one thousand. But in January, 1974, the Trustees abolished this guideline, so that henceforth sex would not be a criterion of admission any more than race, religion or national origin are. In September 1984, Trinity passed a milestone when it enrolled the first freshman class in its history in which women outnumbered men. Coinci-

dent with these developments, the College has acted to increase the number of women and minority group members on the faculty and in the administration.

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

In the curricular area a number of important steps were taken. The Faculty voted, for example, to approve a new interdisciplinary major in Theatre and Dance and a major in Computer Science. It also established a Program in Women's Studies to ensure that scholarship by and about women is diffused throughout the curriculum. The program of student internships, begun in the late 1960s, was greatly expanded. The latter program took advantage of Trinity's urban location by placing students in state and local government offices, business and financial institutions, social agencies, museums, and the like. Through internships undergraduates integrate practical field work with academic study under the supervision of a faculty member, thereby testing theoretical and conceptual perspectives at the same time they were exploring possible career interests.

The College's "open" curriculum, adopted in 1969, was the subject of growing debate as the 1980s advanced. In 1983, 1984 and again in 1985, faculty committees put forward detailed plans for curricular innovation, including the establishment of non-major requirements. Though they differed in important particulars, these plans shared a concern for writing and quantitative skills, breadth of study, and the integration of knowledge across departmental boundaries. Early in 1986 the Faculty gave final approval to a package of curricular reforms that take effect with the class entering in the fall of 1988. These include requirements in writing and mathematical proficiency and a requirement that every student complete a six-course interdisciplinary minor in addition to a major. In the spring of 1987, the Faculty voted to supplement these measures with a modest distribution requirement designed to ensure suitable breadth in every student's program of study.

Underlying these changes is Trinity's steadfast commitment to liberal education. The College believes that by maintaining a rigorous curriculum grounded in the liberal arts and sciences it can most effectively help its students discover their strengths, develop their individual potential, and prepare themselves for lives that are both personally satisfying and valuable to others. With this mission clearly in view, the institution moved confidently toward a new century.

The Purpose of a Trinity Education

"A Trinity education is designed to give students that kind of understanding of human experience which will equip them for life in a free society. In order to do this, it must help students to discover those particular modes of learning which will increase their awareness of themselves and of their environment; it must enable them to extend their knowledge within a chosen discipline; and it must encourage them to use the knowledge which they gain to deal responsibly with the problems of a rapidly changing world. The curriculum embodies these aspects of a liberal education.

"Students should be self-motivated in their intellectual life, and these motives ought to operate ultimately on a subject matter that has an enduring importance. This sets for the curriculum a dual task. That part of the curriculum which covers the first three or four semesters addresses itself primarily to the exigencies of the student condition. It provides a framework within which students can receive individual attention, discover their principal interests, and have repeatedly demonstrated to them that what they are doing in the College is worth the effort. The other part of the curriculum focuses on a more strictly defined body of knowledge, structured and organized so that faculty and students alike are forced to make judgments about the most important ways to pursue their academic careers. While there can be no neat compartmentalization of these two aspects, and no abrupt transition from one to the other, there will in fact be a shift in emphasis which coincides roughly with the choice of a major. Throughout the whole curriculum, attention will be given to the objective of preparing students for the continuing education which a rewarding and constructive life will require of them."

*A statement from the
Trinity College Faculty*

The Curriculum

Trinity College's undergraduate curriculum provides a framework within which to explore the many aspects of a liberal education. It sets a basic direction for students through general-education requirements, while offering each individual great flexibility to experiment, to deepen old interests and develop new ones, and to acquire specialized training in a major field.

Central to Trinity's curricular philosophy is a conviction that students should be given responsibility for the shape and content of their individual academic programs, as this is one of the best ways to persuade them to become intelligently self-motivated in respect to matters that have great personal, social and intellectual significance. After a period of study and debate spanning several years, the faculty has introduced a new general-education curriculum that takes effect with freshmen entering in September, 1988. Its central features are a distribution requirement and a requirement in the integration of knowledge. Students satisfy the former by taking one course in each of five categories (Arts, Humanities, Natural Sciences, Numerical & Symbolic Reasoning, and Social Sciences), thereby attaining the breadth which is a hallmark of liberal education. Numerous courses are available in each category, thus affording students ample freedom of choice.

To fulfill the integration of knowledge requirement, students enroll in a six-course interdisciplinary minor in which they explore, critically and systematically, the different assumptions and methods of three or more academic fields and learn how the insights of these fields can be brought together to illuminate themes and issues of fundamental importance. Members of the faculty have created a large and varied array of interdisciplinary minors from which students select. While some of the minors integrate closely allied disciplines (e.g., history, literature and philosophy or economics, political science and sociology), others combine more disparate realms of knowledge (e.g., the humanities and the natural sciences). At a time when the boundaries of liberal education are being redefined and expanded to accommodate innovative modes of thought and to encompass nontraditional subject matter, it is particularly noteworthy that a number of the minors concentrate on newer fields of inquiry and previously neglected topics, among them cognitive science, women's studies, the Afro-American experience, and the cultures of Asia, Latin America and the Middle East.

Given the flexible nature of Trinity's curriculum and the wealth of academic options it makes available to undergraduates, judicious faculty advising is an essential component of the educational process. Such advising is most apt to occur when the student and the adviser can develop a close working relationship. Thus freshmen and sophomores ordinarily have as their advisers the faculty members who teach them in Freshman Seminars (see below) during their

first semester at the College. By working on a topic of mutual intellectual interest for an entire semester, the student and the faculty member stand the best chance of developing the close acquaintance with and firm respect for one another that are crucial to successful advising. (Students who choose not to take a Freshman Seminar have as their adviser the Freshman Seminar Coordinator or another appropriate member of the faculty. Special advising arrangements are made for freshmen in the Guided Studies Program and the Interdisciplinary Science Program.)

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

The Freshman Seminar Program

The students who enter Trinity College are intelligent and eager to learn, but they are often uncertain about where and how to begin. They know few students, almost no faculty, and very little about the academic resources of the College. The Freshman Seminar Program was established to ensure that first-term freshmen have at least one small seminar course which will provide both an intellectual challenge and the guidance necessary to meet that challenge. Each seminar emphasizes training in three essential skills: writing, discussion, and critical analysis.

In their first semester at Trinity, students are encouraged, but are not required, to enroll in a freshman seminar as one of their four courses of study. The seminars are limited to ten to fifteen students. Because of their small size, most seminars operate on a discussion basis and give students an opportunity for oral as well as written expression.

There is a wide range of topics among the approximately thirty seminars offered each year. Seminar instructors represent most academic departments at Trinity; and topics are usually selected to relate particular academic disciplines to questions of general interest. A list of seminar descriptions is sent to all freshmen in the spring before they come to Trinity.

The seminar instructor is also faculty adviser to each member of the group. Students, therefore, have ample chance to discuss their academic plans with the instructor; and the instructor can offer advice on the basis of detailed knowledge of the students.

See *Freshman Seminars*, p. 80 and *Advising*, p. 29.

Special Curricular Opportunities

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

A. GUIDED STUDIES PROGRAM: EUROPEAN CIVILIZATION

The Guided Studies Program is a non-major, interdisciplinary curriculum which the faculty authorized for implementation commencing with the freshman class that entered in 1979. The program is intended for strongly motivated students who wish to examine the evolution of Western civilization through an integrated study of European history, literature and thought from classical antiquity to the present. It concentrates on the primary issues and modes of interpretation that have shaped Western culture while introducing students to basic patterns of political, social and economic development. Courses in the humanities form the core of the program, but materials from the social and natural sciences are also included in order to extend the range of the student's understanding.

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

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

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

plan of study. Students may use Guided Studies to satisfy the integration of knowledge requirement.

The program can accommodate only a limited number of students: approximately 25 in each entering class. Applicants for admission to Trinity who are interested in the program should write the Admissions Office for further details.

B. INTERDISCIPLINARY SCIENCE PROGRAM

The Interdisciplinary Science Program (ISP) is a non-major curriculum designed by faculty members in the departments of Biology, Chemistry/Biochemistry, Engineering & Computer Science, Mathematics, and Physics. Inaugurated in the fall of 1987, the ISP is intended for a selected group of freshmen who are judged to have exceptional scientific and mathematical aptitude and to be strongly motivated for academic achievement, and who wish to explore interdisciplinary connections within the sciences and issues related to the application of science and technology in modern society. The goal of the program is to provide participants both a broader understanding of the nature of scientific activity and the opportunity to test their interest in science through research opportunities.

Students enrolled in ISP participate in special courses distributed across six semesters. The freshman courses are designed to introduce students to the process of experiment design through an interdisciplinary laboratory course followed by the opportunity to apply this to a specific research project under the direction of a faculty member in one of the participating departments. Students are encouraged to experience scientific endeavor as a group activity and to interact across disciplinary lines through regular reports to the entire ISP class.

During the remainder of the program, the ISP attempts to draw connections between scientific activity and the application of the products of this activity in society. Students are also required to explore the history or philosophy of science and to deepen their understanding of the mathematical tools used in the sciences. A special seminar in the fifth semester deals with historical and modern controversies in science in terms of the scientific ideas under debate, the personal and social forces which help to shape the controversies, and the process through which the controversies are resolved. Finally, in the sixth semester, the students again meet to discuss their individual research results in an interdisciplinary forum.

While the ISP is intended primarily for students who plan to major in the sciences, engineering, and mathematics, it is designed to be compatible with every major at the College. The six-semester sequence can be adjusted to allow study abroad. Completion of the ISP satisfies the integration of knowledge requirement for an interdisciplinary minor.

The program can accommodate only a limited number of students: approximately 24 in each entering class. Applicants for admission to Trinity who are interested in the program should write the Admissions Office for further details.

C. THE INTENSIVE STUDY PROGRAM

The Intensive Study Program encourages students to pursue a particular topic or related topics in depth for a semester. Unhindered by other academic obli-

gations, students in the program can undertake full-time study in a field of interest to them.

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

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

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

D. TRINITY COLLEGE/ROME CAMPUS

The fall and spring semester programs offered at the Trinity College/Rome Campus in Rome, Italy, are designed as part of the undergraduate program offered at Trinity College in Hartford. They are conceived as a way of offering special educational opportunities for students who want to broaden their cultural horizons and to learn through immediate exposure to a different and stimulating environment. Rome is a natural center for such a learning experience because of its wide range of objects of interest in art, music, literature, history, religion and archaeology in addition to its many contemporary cultural attractions.

The Trinity College/Rome Campus curriculum is especially suited for students of the humanities but students of the sciences may, by early planning of course sequences, arrange for a term in Rome. Courses are taught in English except for those in Italian language and literature. All students are expected to enroll for an Italian language course.

Included and integrated into the program is an excursion of about three days to Florence and trips in and near Rome (Tivoli, Ostia Antica, Cerveteri, Tarquinia), as well as overnight trips to Perugia and Assisi; Naples; Pompeii and Capri. Various cultural and recreational activities are also arranged which in past sessions have included grape harvesting in the vineyards of the Chianti district of Tuscany, encounters with Italian students at the University of Rome, musical and theatrical events, visits and interviews with such writers as Alberto Moravia, Enzo Siciliano, Luigi Malerba, Carlo Levi, Leo Wollemborg, Luigi Barzini, Jr., and other important figures in Roman life.

The Campus is situated on one of the original seven hills of Rome, the lovely Aventine, overlooking the Tiber on one side and the Circus Maximus on the other. It is close to most of the famous monuments of antiquity and convenient to transit facilities. The many opportunities for enjoyment of Roman life—cafes, little shops, the picturesque flea market, ancient basilicas, the Colosseum, Forum, and Palatine Hill—are all within walking distance of the school. Students are housed in dormitory style quarters of a renovated convent which is surrounded by parks and public gardens. Accommodations are either of single or double occupancy with private bath.

The cost of the program is no more than that of attending Trinity College

in Hartford. It covers tuition, room and board, some excursions and the required health insurance.

For additional information, contact Professor Michael R. Campo, Director, or Robbins Winslow, Coordinator.

E. TRINITY IN SPAIN

In 1981, Trinity College joined a consortium of six colleges (Brown, Smith, Wellesley, Oberlin, and The College of Wooster are the others) to establish a Program of Hispanic Studies in Córdoba, Spain (PRESHCO). Its aim of perfecting the students' knowledge of Spanish language and culture through the experience of living and studying in one of Spain's great cities has met with outstanding success. Córdoba was a foremost cultural center in the Middle Ages, and to this day has retained many relics of earlier Jewish and Muslim life. The picturesque and animated *Judería*, the old Jewish quarter, is the site of the University of Córdoba, where PRESHCO classes are held; closeby is the *Mezquita*, the oldest and largest mosque in the western world, a marvel of Muslim architecture. The University is small, allowing for opportunities to become acquainted and to mingle with the native students, an advantage not commonly found in other programs. Personal contact is even more readily accessible in the *colegio mayor*, or student residency, in which our students live alongside their Spanish peers. Here they eat and socialize together in what is considered to be one of the four finest student residencies in Spain, and on occasion the request to room with a native student materializes.

Classes are taught in Spanish by a staff of men and women who are professors of the University of Córdoba. The PRESHCO courses in art and architecture, archaeology, literature, and the social sciences reflect the past and present historical and cultural development of Spain. (Other regular university courses are also available to qualified students.) The program is open to any student who has studied Spanish through the intermediate college level, or its equivalent, as a minimum requirement. One may apply for either the Fall or Spring term, or for the whole year. There is no summer session.

The cost of the program is the same as attending Trinity College and is all-inclusive: round-trip air passage from New York, room and board (with maid and laundry service), books, and excursions to Madrid and the principal cities of Andalusia.

For additional information, contact Professor Arnold L. Kerson, Department of Modern Languages, who is the Coordinator of the program.

F. STUDENT-DESIGNED STUDY

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

1. INDEPENDENT STUDY

Any student or group of students, except freshmen, may, with the approval of a faculty member and the faculty member's department chairperson, undertake an Independent Study course. Ordinarily, the purpose of an Independent Study is to enable the student to explore in detail spe-

cialized subjects not covered in regular courses. A large number of Independent Studies are offered each academic year. Specific notification of the Independent Study (even if it is identified by a course number) must be presented to the Registrar on a form provided for this purpose. A student may enroll for one or two course credits each semester in this study mode. Such Independent Study may be included in the major program if so approved by the program director or department chairperson. Second-semester freshmen may petition the Curriculum Committee for permission to take Independent Study (except internships) for cause.

2. OPEN SEMESTER

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

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

In all instances, students undertaking the Open Semester Program should have clearly defined the educational objective to be achieved. Procedures for submitting an Open Semester proposal are published in the *Handbook*.

Recent Open Semester projects have included internships in residential treatment programs for the retarded and the emotionally disturbed, the U.S. Congress, the New York City Urban Fellowship Program, the Hartford Institute of Criminal and Social Justice, theatre administration, private secondary schools, the Hartford Architecture Conservancy, a school for the deaf, public television, and programs, here and abroad, to combat malnutrition and infant mortality. Other Open Semester projects have been carried out in political campaigns, personnel research, bilingual education, regional government, urban planning, wilderness education, local history, African literature and history, and psychophysiology.

3. STUDY INTERNSHIPS IN THE HARTFORD REGION

Internships are a form of independent study that involves a combination of supervised field-work activity and traditional academic inquiry under

the direction of a faculty sponsor. They may be undertaken by any matriculated undergraduate, with the exception of freshmen. There are two types of internships: exploratory internships, which are valued at one-half course credit, and integrated internships, which may be taken for one or, in exceptional circumstances, two course credits. Many internships are available in the Hartford region with private and public agencies, business and industry, educational and health institutions, and other community groups. The Internship Coordinator assists students in locating suitable internships or research opportunities related to their academic program. (See also Trinity College Legislative Internship Program under *Special Policies and Programs*.)

4. TEACHING ASSISTANTS IN THE FRESHMAN SEMINAR AND OTHER COURSES

Each Freshman Seminar instructor may enlist the services of an upperclassman as a teaching assistant for the seminar. The assistant may receive up to one course credit for such assistance. Interested students should consult one of the Freshman Seminar instructors.

Faculty members teaching certain other courses from time to time choose to use teaching assistants.

Guidelines for the selection of teaching assistants are published in the *Handbook*.

5. STUDENT-TAUGHT COURSES

Juniors and seniors with particular competence can add considerably to their own education and to the educational process within the College through devising and teaching a formal course. Students desiring to offer an experimental course must first secure the approval of a faculty supervisor. The student and faculty supervisor will then submit the course plan to the Faculty Curriculum Committee for its formal approval (according to the outline in the *Handbook*). Such courses are open to Trinity students and faculty. The teaching student and students in the course are evaluated on a Pass/Fail basis by the faculty supervisor and an outside examiner, respectively.

Past student-taught courses have included the Armenian People, Children's Literature in Social Context, the Criminal Justice System, the Experience of Deafness, Introduction to Theatre Technology, Introductory Fiction Workshop and the Canadian Experience, as well as physical education courses on archery and fencing.

6. INTERDISCIPLINARY MAJORS

A student wishing to construct an interdisciplinary major must, in consultation with faculty members from two of the departments included in the proposed major, and with the advice of the department chairmen of the disciplines involved in the program, prepare a program of study which would constitute the major. The course of study shall provide for depth and avoid superficiality. Any General Examination, independent study or

research involved in the program will be evaluated by faculty members from at least two of the appropriate disciplines.

The student, with faculty sponsors, must submit the special interdisciplinary program of study to the Faculty Curriculum Committee for its approval (according to the outline in the *Handbook*.) All procedures necessary to establish such a program should be completed prior to registration for the student's sixth semester.

Some recently approved majors are Psychobiology, East Asian Studies, Italian Studies, International Relations, French Studies, Evolution of Speech, History and Literature, Medieval and Renaissance Studies, and Judaic Studies.

7. THE ACADEMIC CALENDAR—OPEN PERIODS

Open Periods are scheduled during the term in both October and February. No classes are scheduled for the days of Open Period. It is intended that these periods be viewed and used by both faculty members and students as occasions to obtain relief from the pressures of schedule and routine, to catch up on and get ahead with academic work, and to work on projects requiring blocks of time not available during periods in which classes are meeting. Faculty members are expected to maintain their normal periods of time on campus, and students are expected not to view these periods as an opportunity for a general exodus from the College.

During the February Open Period the faculty of some departments may meet with majors and other interested students to review the departments' course offerings and discuss the departments' programs for the following year. This time will also provide opportunity for advisers to meet with majors and prospective majors to review and plan their individual programs of study.

G. INTERINSTITUTIONAL PROGRAMS

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

1. THE GREATER HARTFORD CONSORTIUM FOR HIGHER EDUCATION

In cooperation with Hartford College for Women, the Hartford Graduate Center, the Hartford Seminary, St. Joseph College, St. Thomas Semi-

nary, the University of Hartford and the School of the Hartford Ballet, Trinity offers its students the opportunity to register in these nearby institutions for liberal arts courses not offered at Trinity. There is no additional expense above Trinity's tuition to the student who takes a course (except for instrumental or voice lessons) in one of these institutions as part of a regular program. Applications should be made through the Registrar of Trinity College and the student's faculty adviser. An inter-campus bus provides transportation on a Monday through Friday schedule.

2. TWELVE-COLLEGE EXCHANGE PROGRAM

Trinity participates in student exchanges with a consortium of colleges and universities composed of Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Vassar, Wellesley, Wesleyan, Wheaton, and Williams. Applicants who are rising juniors and who wish to spend a full year at another college are given preference for the places that are made available in each institution. Each applicant should consult the department chairman in the field of his or her major to determine whether proposed courses may fulfill major requirements.

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

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

4. WESLEYAN UNIVERSITY

Arrangements similar to those within the Greater Hartford Consortium for Higher Education exist with Wesleyan University for Trinity students who wish to take no more than one course per term offered there but not at Trinity. Transfer credit will normally be given for courses in which the student has received grades of C- or better. Applications should be made through the Registrar.

5. THE UNIVERSITY OF EAST ANGLIA

A student exchange program for juniors has been arranged by the School of English and American Studies at the University of East Anglia in Norwich, England, and Trinity College. Several places are available each year for Trinity students, and those majoring in American studies, history, or English are given preference. The cost to participate in this program (including transportation) is equal to or less than the cost to attend Trinity for the same period. Consult the Director of Educational Services (Foreign Study).

6. THE WILLIAMS-MYSTIC PROGRAM IN MARITIME STUDIES

Students may apply to spend one term studying man's relationship to the sea in its many aspects at the residential program in Mystic, Connecticut, sponsored by Mystic Seaport and Williams College. Applications are available in the Office of Educational Services.

7. WASHINGTON SEMESTER PROGRAM OF
THE AMERICAN UNIVERSITY

Trinity participates in the American Politics, Economic Policy, Justice, Journalism, Foreign Policy, and Peace and Conflict Resolution Semester Programs and nominates students to enter these programs in the national capital each term. Study is pursued through a seminar, an individual research project, and an internship or one additional course at The American University. Information is available in the Office of Educational Services.

8. TRINITY/LA MAMA PERFORMING ARTS PROGRAM IN
NEW YORK CITY

The Theater and Dance Department offers students, both major and non-major, the opportunity to undertake intensive study in theater, dance, and performance art in New York City. The program, which takes place in the Fall Semester, includes high-level professional training, internships with major theater and dance companies, as well as exploratory seminars. Through these activities, students will be exposed to some of the most innovative and accomplished performing artists in New York (see course descriptions for T/D 401 and 403 for additional details).

The program is designed for juniors and seniors, but sophomores with special qualifications will also be considered. Students from other colleges may also apply. Further information is available through the chairperson of the Theater and Dance Department.

9. THE INSTITUTE OF EUROPEAN STUDIES

Trinity is affiliated with the Institute of European Studies which sponsors foreign study programs in England, Germany, Spain, France, Italy, Austria, Singapore and Japan. Students enroll in regular courses at the university with which some Institute Centers are associated, in courses organized by the Institute and taught by European faculty, or in a combination of these.

Trinity students in good standing who wish to apply to study at one of these centers should talk with the Director of Educational Services (Foreign Study). The cost for a full academic year in an Institute program (including transportation) is approximately the same as the cost to attend Trinity for the academic year. No student is precluded by Trinity's affiliation from applying to participate in other suitable study abroad programs.

10. FOREIGN AND DOMESTIC STUDY PROGRAMS SPONSORED BY OTHER INSTITUTIONS

A number of opportunities exist for Trinity students to study abroad, in the field or at centers in this country which are administered and staffed by other colleges and universities (see Procedure to Apply for an Academic Leave of Absence in the Trinity College *Handbook*).

The student proposing study under one of these options must consult his or her faculty adviser. The student planning to study abroad or elsewhere domestically should also discuss the proposed program with the Director of Educational Services (Foreign Study) in order to ascertain that it is approved for transfer credit at Trinity College. The student must then file the proper form with the Office of Educational Services in order to receive transfer credit for specific courses.

Programs abroad which have been approved for academic credit at Trinity College include (but are not limited to): occasional student status at various British and Irish universities, Sweet Briar in France, Denmark's International Study Program in Copenhagen, Hamilton, Marquette and Tufts University programs in Madrid, the American University in Cairo, the Experiment in International Living in several developing countries, Drew University in Brussels, the British and European Studies Group in London, Smith College and Columbia University in Paris, the Institute for American Universities in Avignon, Smith College and Syracuse University in Florence, the University of Wisconsin in India and Nepal, the Institute for the Study of Economics and Politics (INSTEP) in London, the Council on International Educational Exchange at the University of Leningrad and at various Chinese universities, the Wesleyan Semester in Paris, the American Friends of the Hebrew University in Jerusalem, the Chinese University of Hong Kong, the American University Program in Argentina, and the St. Lawrence University Semester in Kenya. Trinity College maintains informal relationships with a number of these programs.

11. PROGRAMS IN CLASSICAL STUDIES

The Intercollegiate Center for Classical Studies at Rome

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

The American School of Classical Studies in Athens

Qualified undergraduates and graduates of Trinity may be admitted to the Summer Session of the American School of Classical Studies in Athens. Trinity graduates may take graduate work during the regular academic year. The Greek authors are studied under visiting professors from participating American colleges and universities. Archaeological trips and

participation by qualified students in archaeological excavations are some of the opportunities offered.

Further information may be obtained from the Chairman of the Department of Classics at Trinity. Applications for admission to these programs may be made upon his recommendation. Students should complete the Application for Credit for Foreign Study at Trinity prior to enrollment.

12. THE DEPARTMENT OF ENGINEERING AND COMPUTER SCIENCE

The Department of Engineering has been prominent in the Trinity curriculum since the turn of the century. It provides students the opportunity to pursue their interests in a highly technological discipline within a liberal arts environment. Our students are expected to develop a sound fundamental background in mathematics, physics and engineering concepts, be engaged in independent and interdisciplinary research projects and broaden their interests to include considerable activity within the humanities. Consequently, the Engineering Department at Trinity College is dedicated to the education of the "humanist engineer."

Trinity College offers its students the opportunity to major in the field of engineering and computer science and to take graduate level engineering and computer science courses at the Hartford Graduate Center. The Hartford Graduate Center offers selected courses and programs in Engineering and Computer Science in affiliation with the Graduate School of Rensselaer Polytechnic Institute. Consequently, the engineering and computer science program at Trinity College offers opportunities for both diversity and depth in various fields of specialization.

The specific degree programs that are available are:

1. *The General Engineering major* which enables students to gain a solid fundamental background in mathematics, physics, chemistry and core electrical and mechanical engineering courses. This program is designed for individuals interested in careers in engineering and management in our industrialized society.
2. *The Computer Coordinate major* which permits students to combine formal study of computing (e.g., programming, data structures and computer design) and mathematics with courses in a traditional major department (e.g., biology, economics, etc.), thereby developing a knowledge of computer techniques and experience in a specific academic discipline.
3. *The Computer Science major* which allows students to study the theoretical basis for the processing of information using digital computers. This program is grounded in discrete mathematics, formal logic, the study of existing algorithms, the principles of software engineering, and the study of computer hardware. It emphasizes the fundamental concepts underlying both computer design and application.
4. *The Five Year Graduate Program* in engineering between Trinity College and the Hartford Graduate Center, in affiliation with Rensselaer Polytechnic Institute, is designed to provide students an opportunity to obtain

a Master's degree in electrical engineering, mechanical engineering or computer science *during a five year period spent at Trinity College.*

The requirements of this program are:

- a. All students must complete appropriate prerequisite courses outlined in the Courses of Instruction. These courses will normally be completed by the end of the student's third year, although specific circumstances may require postponement of at most two courses beyond this time.
- b. During the spring semester of their third or fourth year, potential 5 year students must apply for and be admitted to The Hartford Graduate Center Master's degree program in Electrical, Mechanical Engineering or Computer Science offered in affiliation with Rensselaer Polytechnic Institute.
- c. Upon acceptance to this program students must obtain approval of and adhere to a coherent *Plan of Study*, coordinated by an assigned faculty advisor, that includes the following:
Senior year—12 credit hours of study in the appropriate curriculum at The Hartford Graduate Center (2 courses/semester)
Fifth year—12 credit hours of study in the appropriate curriculum at The Hartford Graduate Center (2 courses/semester)
 —6 credit hour Master's project
- d. The student will, upon successful completion of the five year program, have earned as a minimum: 36 course credits satisfying the Trinity College degree requirements and 30 credit hours of course work in fulfillment of the Rensselaer Polytechnic Institute Master's degree requirements. Consequently, upon completion of these requirements the student will receive a Bachelor of Science degree in engineering or computer science from Trinity College and a Master's of Science degree in electrical, mechanical engineering or computer science from Rensselaer Polytechnic Institute.

13. LAW COURSES OPEN TO TRINITY STUDENTS

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

The eligible courses are not those in "black letter law" (e.g. torts or contracts) which normally comprise the first- and second-year program at law school. Rather, they combine law with traditional liberal arts materials, often drawing on philosophy, history, political theory, the social sciences, etc. Many of the courses are policy oriented. Trinity students should find that they have a comparative advantage in the liberal arts or policy aspects of these courses, and a comparative, but not fatal, disadvantage in those aspects more strictly concerned with law. Instructors at the Law School will be aware of Trinity students' undergraduate status and may have somewhat different expectations of them than of law students.

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

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

H. SPECIAL POLICIES AND PROGRAMS

1. TRINITY COLLEGE LEGISLATIVE INTERNSHIP PROGRAM

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

2. AREA STUDIES PROGRAM

Societies and cultures in different parts of the world are analyzed, compared and contrasted through the interdisciplinary approach of the Area Studies Program. This program is intended to serve the need of students who wish to prepare themselves to live in a global context as an extension of the long-established aim of colleges to prepare students to exercise their political freedom within the narrower context of a single country and a single culture. This interdisciplinary program will provide opportunities for the construction of a variety of majors within the general intercultural structure. The program offers major concentrations in Asian Studies, Latin American Studies, Russian and Soviet Studies and Third World Studies, among other specialties. See Area Studies Program under *Courses of Instruction*.

3. URBAN AND ENVIRONMENTAL STUDIES PROGRAMS

The programs in Urban and Environmental Studies are broadly based, multidisciplinary programs, established to provide students with an un-

derstanding of urban and/or environmental processes and problems. Students focus on either the social or natural science disciplines with suitable interplay between these broad divisions so that a problem or process is comprehensible as a whole. An internship may form part of a student's major. Students engaged in these programs will not be graduated as specialists (e.g., city planners or meteorologists) but, rather, will be liberally educated in these subject areas. In the fall of 1989, this program will be superseded by a new Public Policy Studies Program. It will include emphasis on both urban and environmental issues, as well as other broad areas of public policy concern. See Urban and Environmental Studies Program under *Courses of Instruction*.

4. AMERICAN STUDIES

The American Studies major is a complex undertaking which requires the student to explore and analyze the American experience from a variety of intra- and inter-disciplinary vantage points. Generally, the student's work will center on American history, literature, political science, economics and/or sociology. However, the student is also expected to seek out and to pursue other pertinent fields of study in the humanities and social sciences. Emphasis is given to the integration of the various disciplines and to an analysis of both changes and continuities in the American experience over time. See American Studies Program under *Courses of Instruction*.

5. ACTUARIAL SCIENCE

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

6. COLLEGE COURSES

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

7. SENIOR COLLOQUIA

With the aid of a Liberal Arts Enrichment grant from The Pew Charitable Trusts, the College has established an experimental program of Senior Colloquia designed to culminate students' non-major studies, just

as a seminar, research project or thesis culminates their work in the major. Each Colloquium will have an interdisciplinary focus, and the emphasis will be on reading and discussion about topics of broad significance to liberally educated men and women. A more detailed description of the program, as well as a list of Colloquia offered this academic year, may be found in the *Courses of Instruction* section of this catalogue.

8. ACCELERATED STUDY

Students may elect to accelerate their undergraduate program. Through a combination of term-time and summer study, undergraduates may plan a program of studies which will allow them to earn either the Bachelor's degree in three years or (in some fields) the Bachelor's and Master's degrees in four years. A student may also accelerate through the Individualized Degree Program, p. 28.

9. GRADUATE COURSES

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

10. AUDITING COURSES

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

The Individualized Degree Program

Most of Trinity's curricular innovations in recent years assume that education is a life-long process, that the most effective learning is self-education with appropriate guidance, and that education should pay greater recognition to the variety of individual student abilities and styles. The Individualized Degree Program (IDP) is a further extension of our curriculum based on those assumptions. The program is an unusual approach to liberal arts education and is designed for the highly motivated adult student who has sufficient confidence and independence to profit from self-paced learning.

The IDP introduces a high degree of flexibility and individuality into Trinity's curriculum, and therefore differs from the traditional approach in a number of ways. For instance, students may pursue their studies either in conventional college courses or through independent "study units," or by a combination of the two methods. A study unit consists of a statement of objectives, a reading list, commentary and guidance, and a series of questions or paper topics for evaluation by a member of the Trinity faculty.

A second unusual aspect of the IDP is that the program may be completed in varying numbers of years. Each student determines his or her own pace and may take up to ten years to complete the requirements, taking into account such factors as the amount of transfer credit, if any, and other competing obligations.

Third, Trinity rejects the assumption that the term "college students" must be restricted to those in the 17 to 21 age bracket. Because of its flexibility, the IDP has particular appeal to men and women with other personal and career responsibilities or interests. Candidates may apply for admission at any time of the year, and applications are reviewed for evidence of academic potential and qualities of independence, self-discipline, and motivation. Tuition costs for IDP students are lower than those charged traditional students, and payments are made over a pre-determined period of time up to eight years.

IDP students have access to all of Trinity's academic resources, administrative services, and extracurricular activities. Guidance in the program is provided through an IDP Coordinating Committee composed of sixteen Trinity faculty members. Each IDP student will have one of the sixteen as a primary adviser; other faculty members will offer assistance as needed. Regular meetings between the student and the various advisers is a central feature of the program.

Further information about the Individualized Degree Program may be obtained by writing or calling the Office of Special Academic Programs.

Advising

A. ACADEMIC ADVISING FOR EDUCATION AT TRINITY

Effective advising involves a maximum of contact between student and teacher. Since the Freshman Seminars provide this kind of relationship, they offer the natural basis for academic advising with regard to non-major programs of study. Accordingly, freshmen who choose to enroll in a Freshman Seminar are assigned their Freshman Seminar Instructor as an adviser and will remain under the guidance of this adviser until they select a major (usually in the spring of the sophomore year). At that time they will be assigned a departmental adviser.

Each academic department of the College maintains its own system for advising students who have elected to major in that department. This information is available from Freshman Seminar instructors, department chairmen (for their respective departments) and interdisciplinary program directors.

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

B. AUXILIARY ADVISING PROGRAM

The Auxiliary Advising Program provides academic and personal support as needed for freshmen and transfer students. The objective of the program is to maximize the academic performance and facilitate the social adjustment of students during their transitional year at Trinity.

Members of the Dean of Students Office, other administrators and faculty members act as auxiliary advisers. The auxiliary adviser meets regularly with the assigned student to discuss academic progress, personal concerns and use of College resources. The adviser also consults with the regular academic adviser and other faculty members to coordinate efforts in maintaining a support system for the student. Tutors are provided whenever the need arises.

C. ADVISING FOR GRADUATE PROFESSIONAL EDUCATION

While Trinity College does not offer major programs of study which are specifically designed to prepare students for professional study on the graduate level, the College recognizes that many of its students are considering such

study. Therefore, advisers are selected to advise students interested in the areas listed below. Interested students are invited to consult the director of Career Counseling and other members of the appropriate committee at any time. Consultation early in a student's career at Trinity is urged.

1. PREPARATION FOR HEALTH CAREERS

Trinity students interested in this type of career are not required to take a specific academic major but are encouraged to choose whichever major interests them. For acceptance by a medical or dental school, however, it is necessary that a student complete, with excellent performance, a number of specific courses: one year of mathematics (which includes at least one semester of calculus), one year of English, one year of physics, two years of biology, and two years of chemistry through organic. High academic achievement as well as letters of recommendation, personal interviews at the medical schools, and performance on the appropriate standardized test constitute important components of a student's application. The Medical College Admissions Test, which is usually taken in the spring of the junior year, is a nationally administered test which must be taken by all medical school applicants. Similar examinations are also required of those applying to schools of dentistry, podiatry, osteopathy, optometry, etc. In order to be properly prepared for these examinations students should plan to complete the course requirements by the end of the junior year. *To accomplish this end it is strongly advised that chemistry and mathematics be taken during the freshman year; either the introductory course in biology or physics should also be taken, depending upon prospective choice of major.*

The Advisory Committee for the Health Professions counsels students interested in all the health professions. *Students should consult with the members of the committee prior to the beginning of classes in their freshman year to discuss the academic program they have selected.* It is not the policy of the Committee to determine arbitrarily which students may or may not proceed with pre-professional education. Neither can the Committee guarantee admission to the professional schools. The Committee members are Richard Crawford, Professor of Biology, chair; Ralph Moyer, Professor of Chemistry; Priscilla Kehoe, Assistant Professor of Psychology; and Rozanne Burt, Director of Career Counseling.

2. PREPARATION FOR LAW SCHOOL

Students enter law school either directly from Trinity or within a few years after graduation. While no specific undergraduate course work is required, the competition is keen and the quality of academic work submitted by the student must be high. Students are urged to include in their program of study at Trinity such courses as English, American history, logic, mathematics, political science, sociology and economics. Advisers on legal careers are Cheryl Smith, Director of Institutional Affairs; Rozanne Burt, Director of Career Counseling; Marcia Craig, Assistant Director of Career Counseling.

3. PREPARATION FOR GRADUATE BUSINESS SCHOOL

Graduate programs in business administration attract a large number of Trinity alumni, either directly after graduation or a few years thereafter. Although any undergraduate major is acceptable for management school admissions, it is recommended that students have taken mathematics through calculus and at least a year of economics. Advisers for graduate study in business and management are Ward Curran, George M. Ferris Professor in Corporate Finance and Investments; Gerald Gunderson, Shelby Cullom Davis Professor of American Business and Enterprise; and Rozanne Burt, Director of Career Counseling.

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

Graduates of Trinity College have entered programs of graduate study in Architecture, Planning, Urban Design, Landscape Architecture and related design areas and are practicing professionals in these fields. Sometimes they have had to do further work on the undergraduate level before proceeding to graduate programs. Since graduate programs vary from school to school, the student interested in any of these areas is advised to consult an adviser early in his or her college career to determine requirements. In general, a broad liberal arts curriculum is suggested including courses in studio art, art history, science, mathematics and engineering.

Students considering a career in these areas are encouraged to consult an adviser early in their college career. Advisers are Mardges Bacon, Associate Professor of Fine Arts; David Woodard, Lecturer in Engineering; and Rozanne Burt, Director of Career Counseling.

Requirements for the Bachelor's Degree

The Bachelor of Arts is the degree normally conferred by the College on an undergraduate completing the requirements for a Bachelor's degree. However, a student who is graduated after completing a major or program of concentration in Biology, Biochemistry, Chemistry, Engineering, Mathematics, Physics and Astronomy, Psychology, or in an interdisciplinary science major such as Physical Sciences, may elect to be awarded the Bachelor of Science degree. Such a choice must be made known to the Registrar of the College not later than the beginning of a student's last semester of enrollment.

Trinity, in cooperation with the Hartford Graduate Center, offers a combined five-year engineering program which enables students to earn the Bachelor's degree from Trinity and the Master of Science in Engineering degree from either the Rensselaer Polytechnic Institute or the Hartford Graduate Center.

It is possible to qualify for the Bachelor's degree in three calendar years through the Individualized Degree Program (see p. 28), or by utilizing Advanced Placement credit and summer study. Similarly, it is possible to qualify in some subjects to receive both the Bachelor's degree and the Master's degree at the conclusion of four years of study.

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

A candidate for a second Bachelor's degree (i.e., one who already holds a Bachelor's degree from Trinity or another accredited institution of higher learning) should make inquiry to the Registrar about the special requirements pertaining thereto.

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

A candidate for the Bachelor's degree in the regular program who matriculated at the College as a freshman prior to September, 1988, or who matriculates as a transfer student prior to September 1989, must:

1. Receive 36 course credits.
2. Complete the requirements for a major. (A student who is completing more than one major must complete all the requirements for each major; however, if any course is required by more than one major, then that course may be used to fulfill the requirements of each major.)
3. Attain a cumulative grade point average of at least C-.
4. Receive at least sixteen course credits through registration in courses taught or supervised by Trinity faculty.

5. Pass a General Examination if it is required in the major. (Second semester seniors not taking General Examinations may be required to take final examinations in their courses.)

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

General Examinations will be graded with one of the following terms: "Distinction," "High Pass," "Pass," or "Fail."

Students may apply up to one course credit in Physical Education toward the degree. No more than four course credits in applied music may be counted toward the degree.

A candidate for the Bachelor's degree in the Individualized Degree Program who enters the Program prior to September, 1989, must:

1. Complete the equivalent of 36 course credits. Of these, 18 must be earned in non-major areas.
2. Complete the requirements for a major. This may be done through courses, study units, or major projects as determined by each department with the approval of the IDP Coordinating Committee.
3. Complete an IDP project.

NOTE: Students may not receive credit for a course more than once, the only exceptions being a few courses that invite repeated enrollment (e.g., Music 103, 104. Concert Choir).

NEW GENERAL-EDUCATION REQUIREMENTS

Beginning with the Class of 1992, matriculating in September, 1988, candidates for the baccalaureate degree are required to satisfy four general-education requirements, in addition to the requirements specified above. These new requirements also apply to transfer students and IDP students entering the College in September, 1989, or subsequently. The general-education requirements are:

1. *Writing Proficiency*—Writing is an activity not only of communication but of creating, testing and refining understanding. It is required in virtually all courses at Trinity, and students are expected to write prose that is correct, clear, convincing and appropriate to its audience and purpose. Therefore, the College's Writing Center evaluates the writing proficiency of all entering students on the basis of standardized test scores and their performance on a writing sample administered by the Center and evaluated by a committee of faculty members. Students whose writing is judged to be below the level of proficiency necessary for successful college work will be required to enroll in English 100. *Basic Writing* and/or English 101. *Writing*. Furthermore, if at a later time a student's writing fails to meet the standards that faculty members maintain in their

courses, the student will be referred to the Writing Center for assistance. A student receiving a midterm grade of U-TWC (unsatisfactory work owing in part to poor writing) is required to work with a Writing Center tutor. A student receiving two U-TWC's in a semester will be enrolled immediately in the Center's Writing Skills Program, a course of study in writing tailored to the student's individual needs. No student may graduate from Trinity who has begun but not completed the Writing Skills Program.

2. *Mathematical Proficiency*—In contemporary society, the ability to understand and apply mathematical concepts is assuming increasing importance. All well-informed citizens should have facility in mathematical skills such as understanding quantitative relationships, interpreting graphs, analyzing data, and drawing valid conclusions from information presented. Numerous occupations expect of their practitioners a certain level of mathematical proficiency. At Trinity College, many introductory courses (especially in the natural and social sciences) assume basic quantitative skills.

For all these reasons, Trinity has established a requirement that every student must demonstrate a level of mathematical proficiency equivalent to what can reasonably be expected of someone who has taken two years of high school algebra and a year of geometry. Entering students will take a Proficiency Examination to determine whether, in the course of their high school preparation, they have acquired the necessary mathematical skills. This examination is administered by the Department of Mathematics and the Mathematics Center in conjunction with the Mathematics Placement Examination. The Proficiency Examination will consist of five subtests:

- I. Numerical Relations
- II. Proportions and Per Cents
- III. Data Analysis, Statistics and Probability
- IV. Mathematical Reasoning
- V. Applications of Algebra, Functions and Geometry.

The Mathematics Center will advise students who do not pass the Proficiency Examination as to how they can attain the prescribed level of proficiency. Depending on an individual student's needs, this can be accomplished by successfully completing one or more appropriate courses, or by studying independently, using modules designed by the Center, then re-taking the relevant subtests. A student must be certified as proficient by the Mathematics Center in order to be admitted to the junior year.

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

Arts
Humanities
Natural Sciences
Numerical and Symbolic Reasoning
Social Sciences

To allow students maximum freedom of choice, the General Education Council has designated a large number of courses that may be used to satisfy each category of this requirement. Some of the designated courses may also be part of the student's major and/or interdisciplinary minor (see below); such courses may be double-counted in fulfillment of both the distribution requirement and the requirements of the major and/or minor. Advanced Placement credit may not be used to satisfy this requirement. (See pp. 56–62 for a list of courses in each distribution category.)

4. *Integration of Knowledge: The Interdisciplinary Minor*—The faculty of the College believes that an essential part of liberal education in the late-20th Century is learning to relate different disciplines and bodies of knowledge to one another. By examining how the insights and methods of diverse disciplines can be used to elucidate complex subjects and issues, students will be better prepared for life and work in a complex society that increasingly values interdisciplinary thinking. Thus, all undergraduates are required to complete a six-course *interdisciplinary minor* in which they and their instructors give explicit attention to the integration of knowledge across disciplinary boundaries.* Members of the faculty have created a large and varied group of minors from which students may choose, and additional minors are currently being planned. Each minor consists of courses from at least three academic fields, with no more than three courses drawn from any one field. The courses are integrated by a number of means specified by the participating faculty (e.g., seminars, colloquia, special papers and exams).** In some cases, students will select a minor that overlaps with their major field; however, no more than two courses in the minor may be double-counted toward the requirements of the major.

An alternative way for students to satisfy the Integration of Knowledge requirement is through satisfactory completion of the Guided Studies Program: European Civilization or the Interdisciplinary Science Program. For IDP students, the required project serves to fulfill this requirement. Students in classes earlier than the Class of 1992 may *elect* to take a minor, if there is room in the component courses and all such courses will be offered prior to their graduation.

A list of interdisciplinary minors, including the course requirements of each, appears on pp. 64–79 of this *Bulletin*; the general faculty and student guidelines governing the program of minors are published in the *Trinity College Handbook*.

Ordinarily, students select their minor no earlier than the second semester of the freshman year. Some minors have enrollment limits. While the College expects that all students' preferences can be accommodated, it cannot guarantee that every student will gain admission to his or her first choice.

*Students who complete *both* an interdisciplinary major and a disciplinary major will be exempted from this requirement.

**In exceptional cases, a student may petition the General Education Council for permission to design his or her own interdisciplinary minor.

CONCENTRATION IN MAJOR FIELDS AND INTERDISCIPLINARY PROGRAMS

Every candidate for the Bachelor's degree shall complete a major. A student's choice of major shall be made, at the latest, prior to preregistration for the first semester of the student's junior year, and may be made earlier.

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

No more than twelve courses in a single department will be required by a department or interdisciplinary major. Normally, the total courses required for a major, including cognates, will not exceed eighteen. A student should not take more than fourteen courses in a single department.

Majors presently established at Trinity College include:

Art History	History	Political Science
Biochemistry	Mathematics	Psychology
Biology	Modern Languages	Religion
Chemistry	(French, German,	Sociology
Classics	Italian, Russian,	Studio Arts
Computer Science	or Spanish)	Theater Arts &
Economics	Music	Dance
Engineering	Philosophy	
English	Physics	

Interdisciplinary majors include:

American Studies
Area Studies
Comparative Literature
Physical Sciences
Urban & Environmental Studies

Trinity also offers two coordinate majors: Computer Coordinate and Educational Studies Coordinate.

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

MATRICULATION

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

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

ENROLLMENT IN COURSES

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

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

GRADES

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

Grade Point Average is computed by converting each student's letter grades to their numerical equivalents; i.e., A+ = 12, A = 11, A- = 10, etc. Fractional course credits are weighted accordingly in this conversion.

A Pass/Fail Option is available to all matriculated students. Each such student may designate one course each semester to a maximum of four courses in his or her college career, not required by his or her major, as "Pass/Fail" courses. Full credit will be given for a course which has been graded "Pass"; no credit will be given for a course graded "Fail," and "Fail" will have the same effects upon academic standing as the regular grade of F. Students who have been placed on Academic Probation may not take a course Pass/Fail during the next semester of enrollment after the Probation is incurred.

The student may also exercise the Pass/Fail Option for courses in Physical Education and for certain exploratory Internships. The Pass/Fail Option is the mandatory grading system in Student-Taught Courses and Open Semesters. Pass/Fail courses mentioned in *this* paragraph do not count toward the four-course maximum of the previous paragraph.

FACULTY HONORS LIST

To be eligible for the Faculty Honors List in any semester, a student must: a) achieve a semester grade point average of at least 10.0 with no individual letter grade below B-; b) complete a minimum of four course credits and receive letter grades for at least four course credits in courses taught or supervised by Trinity College faculty; c) have no incompletes for the semester under consideration. The List will be determined at the end of every semester and a notation will be entered by the Registrar on the permanent record card of each recognized student.

An IDP student shall be eligible for the List if, at the end of a given academic year, the student has satisfied the above requirements. No course which has been counted toward a previous Honors List may be counted a second time.

ACADEMIC DISCIPLINE

The faculty has established criteria for the maintenance of good academic standing. These criteria are published in the Trinity College *Handbook*.

At the end of each semester the records of all students are reviewed. Those students whose work does not meet the criteria for good standing are placed on Academic Probation and may be required to withdraw from the College.

AGE OF MAJORITY

The age of majority under Connecticut law is 18, except with respect to the provision and sale of alcohol, and students that age and older have the rights and responsibilities of all other adults. The College will normally communicate directly with students in matters pertaining to grades, academic credit, academic and disciplinary status and College bills. However, at the written request of the student, bills and information on academic and disciplinary matters will be provided to parents and guardians. Under Federal law, the parent or legal guardian of a dependent student, as defined for income tax purposes, has a right to information about his or her child without the College's having to seek the student's consent. Thus, upon the written request of a parent or legal guardian of a dependent student together with documentation that the student is a dependent for Federal income tax purposes, the College will honor this right to the extent that it is required by law.

IRREGULAR CANDIDATES FOR THE DEGREE

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

To be awarded a degree, an Irregular Candidate must complete all degree requirements (see *Requirements for the Bachelor's Degree*). The Committee may require that such a student take preparatory or remedial work and may reduce the course load below the normal load of students in the class. The status of each Irregular Candidate will be reviewed by the Committee and, on request, reported to the faculty at the end of each semester. If it appears that a student is unlikely to profit from further work at Trinity, he or she, like regular students, may be required to withdraw or helped to transfer.

HONORS AT GRADUATION

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

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

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

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

Honors are awarded in General Scholarship on the basis of cumulative grade average alone to the top 3 percent of the graduating class or to those with an average of A- or better, whichever number of students is smaller. Letter grades in a minimum of eighteen course credits taught or supervised by Trinity College faculty are required for eligibility for Honors in General Scholarship. Students with an Incomplete on their records are automatically excluded from consideration.

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

HONOR SOCIETIES

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

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

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

lastically both in German and in other courses, and must give evidence of continuing interest in the German language and German culture.

Sigma Delta Pi, the national honor society in Spanish, was established in 1919. The Trinity College Chapter was chartered on April 27, 1977. Its purpose is to honor those who attain excellence in the study of the language, literature and culture of the Hispanic peoples. To qualify for membership students must have distinguished themselves both in Spanish courses and in their other courses, and they must have participated in activities connected with the study of Spanish.

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

Admission To The College

In competitive admissions processes such as ours academic standing and test scores, as well as letters of reference that speak to an applicant's intellectual and artistic promise, are and will remain very important. We wish to emphasize, however, that personal character and those human qualities that determine the productive use of talent are also important elements in our decisions. We hope that teachers, counselors, and applicants will assist us in identifying these essential characteristics.

The statement that follows resulted from a discussion among secondary school advisors and college admissions directors in the summer of 1982. It reflects accurately our concern for personal character as we reach our decisions.

PERSONAL QUALITIES AND CHARACTER

Students applying to college do not always realize the significance of strong personal qualities and character in college admissions. Colleges are interested in more than prospective students' achievements or skills. They have a genuine concern for attracting candidates who will contribute to the emotional and ethical climate of their undergraduate communities.

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

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

Applicants for admission may obtain the necessary application forms by writing to the Office of Admissions, Trinity College, Hartford, Connecticut 06106. Each applicant for admission will be advised of the procedure to be followed. *Freshman students are enrolled only in September.* The closing date for filing the "Personal Application for Admission" form is *January 15.*

GENERAL ADMISSION POLICY

Trinity College does not make the religious tenets, the sex, the race, or the national origin of any person a condition for admission. Enrollment in the freshman class is limited to approximately 475 men and women. Since the College desires to maintain a community of students with diverse backgrounds and interests, and because the number of applicants greatly exceeds the number of places available, admission is the result of a highly selective process. Applicants are judged on (1) their academic performance and potential, (2) their qualities of character and personality, and (3) their accomplishments within their schools and communities. Particular attention is given to the personal qualities and to intellectual motivation.

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

Sons and daughters of alumni who meet all the admission requirements are given preference over other applicants of similar qualifications.

Men and women of older age who terminated their formal education after secondary school graduation or who withdrew in good standing from college study are welcome candidates.

SECONDARY SCHOOL REQUIREMENTS

Normally, Trinity requires a diploma from and certification by an accredited secondary school for the following subjects: English (4 years), foreign language (2 years), algebra (2 years), plane geometry (1 year), history (1 year), laboratory science (1 year).

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

Students desiring to apply whose academic programs do not include study in the subject areas or for the number of years listed above should write for advice from the Dean of Admissions and Financial Aid.

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

EARLY DECISION

Students with especially strong academic, extracurricular, and personal records who agree to attend Trinity if offered admission may choose to apply under either Option 1 or Option 2 of the Early Decision Program:

Option 1: All application materials (except the mid-year secondary school report and the December version of the Achievement Test in English Composi-

tion) must be received no later than December 1. Candidates will be notified of admission decisions by the end of December.

Option 2: All application materials must be received no later than February 15. (The Personal Application form must be filed by January 15.) Candidates will be notified of admission decisions by the end of February.

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

EARLY ADMISSION

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

CEEB OR ACT EXAMINATION REQUIREMENTS

Applicants for admission to Trinity are required to take the Scholastic Aptitude Test and the Achievement Test in English Composition of the College Entrance Examination Board or the test of the American College Testing Program. The Office of Admissions urges *most strongly* that candidates take the Achievement Test in English Composition on the December, 1988 test date. The SAT or ACT may be taken on any test date but by no later than January, 1989. It is the applicant's responsibility to have test scores sent to the Admissions Office. Any deviation from these test requirements must be approved by the Dean of Admissions and Financial Aid.

More detailed information about fees, dates, and registration forms for these examinations should be obtained by writing to: (1) College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540, or if the candidate resides in a state west of Kansas, to P.O. Box 1025, Berkeley, California 94701; (2) The American College Testing Program, Box 168, Iowa City, Iowa 52240.

Foreign students and students for whom English is not the first language applying for admission may substitute the CEEB Test of English as a Foreign Language (TOEFL). Information concerning the TOEFL may be obtained from the College Entrance Examination Board.

CAMPUS VISITS

Applicants for admission to the College are strongly encouraged to visit the campus at any time. Although a personal interview with a member of the admissions staff is not required, this kind of meeting is a good opportunity for a mutual exchange of information. There are times during the year when individual appointments are not scheduled because the admissions staff is visiting high schools in other parts of the country or involved in evaluation sessions. The large number of visitors makes it highly advisable for applicants to make campus appointments *well in advance*. Appointments may be made by calling the Admissions Office at (203) 297-2180 or by writing to the Office of Admissions, Trinity College, Hartford, Connecticut 06106.

INDIVIDUAL APPOINTMENTS

June through August: 9:00, 9:30, 10:00, 10:30, 11:00 and 11:30 a.m.; 2:00, 2:30 and 3:00 p.m. Monday through Thursday; 9:00, 9:30, 10:00, 10:30, 11:00 and 11:30 a.m. Fridays. *September through mid-January:* 9:00, 9:30, 10:00, 10:30, 11:00 and 11:30 a.m.; 2:00, 2:30 and 3:00 p.m. Monday through Friday.

These appointments are generally reserved for students who have completed the junior year of secondary school.

GROUP INFORMATION SESSIONS

May: Weekdays 10:30 a.m. and 2:30 p.m.

June through August: Monday through Thursday, 10:00 a.m. and 2:00 p.m. Fridays, 10:00 a.m. only.

October through January: Mondays and Fridays 10:30 a.m.

TOURS

Tours of the campus are conducted on a regular basis during the months when individual appointments and Group Information Sessions are held. Student guides serve as an excellent resource for showing guests the physical environs of Trinity and for providing personal perspectives on student life. Visitors desiring a campus visit during vacations and open periods should be aware that formal classes are suspended during these times.

Visitors coming to the campus for individual appointments, group sessions or tours should go to the Office of Admissions, located in Downes Memorial.

During the year the admissions officers visit many schools throughout the United States in order to meet and to talk with prospective applicants about Trinity and its programs.

ADVANCED PLACEMENT FOR FRESHMEN

Trinity's academic departments will consider applications from entering freshmen for advanced placement.

1. *Advanced Placement Program of the College Entrance Examination Board*—Students who take the CEEB Advanced Placement examinations may apply to the following departments to receive qualitative credit according to the restrictions noted below:

- | | |
|------------------|---|
| Biology | — One and one-quarter course-credits for scores of 5 or 4. |
| Chemistry | — Two and one-half course-credits (Chem. 111L, 112L) for a score of 5. |
| Classics | — One course-credit for each of the AP Latin Tests in which a score of 5, 4, or 3 is received. |
| Computer Science | — One and one-quarter course-credits (Engr. 115L) for scores of 5 or 4. |
| English | — One course-credit for 5 or 4 on either the AP test in Language and Composition or Composition and Literature. |

Fine Arts

History of Art — *Two* course-credits (Fine Arts AH 101, 102) for scores of 5 or 4.

History — *Two* course-credits for scores of 5 or 4 on either the European AP Test or American AP Test. AP credit in History counts toward general degree requirements *only*, and not toward a major in History. History majors with credit for European AP will still be required to take History 101 and may take History 102 for credit. Students with credit for American AP may take History 201 and/or History 202 for credit.

Mathematics — *Two* course-credits (Mathematics 131, 132) for scores of 4 or 5 on the AP-BC Calculus test.
One course-credit (Mathematics 131) for a score of 5 on the AP-AB Calculus test.

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

— Students should note that the qualifying examination is given during Freshman Orientation in the fall.

Modern
Languages

— *Two* course-credits for scores of 5 or 4. AP credit in Modern Languages counts toward general degree requirements *only*, and not toward a major under either Plan A or Plan B.

Music

— *Two* course-credits (Music 111, 112) for scores of 5 or 4. AP credit in Music History counts toward general degree requirements *only*, and not toward a major in music.

Physics

— *Two* course-credits (Physics 121, 122) and admission to Physics 221 for scores of 5, 4, or 3 on the AP-C Physics Test.

— *Two* course-credits (Physics 101, 102) for scores of 5, 4, or 3 on the AP-B Physics Test. A student who achieves a score of 5 or 4 on the AP-B Physics Test may be admitted to Physics 221 if his or her general background in physics and mathematics is found to be satisfactory after review by the department.

Political Science — One course-credit for each of the AP Political Science Tests in which a score of 5 or 4 is received: one credit in American Government and Politics (102); one credit in Comparative Government and Politics (103).

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

2. *United Kingdom "A" Level General Certificate Examinations*—Two course credits will be given in each topic for which a student receives a grade of "C" or better. However, credit will be contingent upon each applicant gaining the written consent of the department at Trinity which teaches the topic in which the applicant has gained a grade of "A," "B" or "C." Normally, a student who has gained credit in a particular topic should not enroll for courses at Trinity which will repeat the work which he or she has already covered in the General Certificate Examination. Consult the Director of Educational Services.

3. *International Baccalaureate Higher Level Examinations*—Course credits, not to exceed two per topic, may be given for scores of 7, 6 or 5 which an entering student has received in the IBH Examinations. Credit will be contingent upon the Director of Educational Services' receipt of official results of examinations and the written consent of the appropriate academic department at Trinity. Normally, a student who has been granted credit in a particular area may not enroll for courses at Trinity which will repeat his or her work in the subject.

4. *Credit by Examination*—Any department is allowed to give quantitative or qualitative credit, or both, to an entering freshman on the basis of its own special examination.

FOREIGN STUDENTS

The policy of Trinity College is to welcome qualified foreign students. However, scholarship resources and other financial aids for foreign students for the academic year 1988-1989 are expected to be minimal. Such students are integrated into the academic and social life of the College and are expected to complete their degrees on the same basis as other students. Realizing, however, that differences in preparation may exist between foreign students and students educated in the United States, the College is willing to make certain adjustments (see section, *Academic Standards and Regulations*, Irregular Candidates). Such students may sometimes find that more than the customary four years is necessary to complete their degree and, therefore, should be cautious about their temporal and financial budgets.

Trinity College has been approved for attendance of non-immigrant students under the Immigration and Nationality laws by the Immigration and Naturalization Service at Hartford (April 30, 1954) with the file number A10 037 658.

ADMISSION TO ADVANCED STANDING BY TRANSFER

Students whose academic records are of good to excellent quality at junior colleges and community colleges or other accredited colleges who wish to transfer

should write to the Director of Transfer Admissions for information about the procedure. Candidates for admission by transfer should be prepared to provide catalogues describing the content of college courses already completed and presently being studied.

A small number of transfer students will be admitted to commence study in the second semester. Also a small number will be offered admission to start their study in September.

For mid-year admission consideration, candidates are required to *complete* their applications by December 1. Mid-year admission candidates whose applications are properly completed by this deadline will receive a decision no later than January 15.

Students desiring to commence their studies at Trinity in September must *complete* the application process by March 1. However, since the Office of Admissions will begin to review transfer applications in early February, it is urged that the application process be initiated early and completed promptly. Normally, all September admission candidates who have properly completed their applications will receive a decision by early June.

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

Because of its limited nature, college-sponsored financial assistance usually is not available to transfer students. However, the Director of Financial Aid is willing to counsel the student about this matter.

A candidate for the Bachelor's degree admitted by transfer to the regular program must receive at least 16 course-credits through courses taught or supervised by Trinity faculty members. As a general rule, transfer credit will be given for courses comparable to those offered in the Trinity curriculum in which the applicant has received grades of C- or better. However, the number of course credits awarded to a transfer student for work completed at another institution prior to enrollment in Trinity College shall not exceed that which the student could reasonably have earned during a comparable period of residency at Trinity; i.e., an average of nine course credits per year. In all cases the Director of Educational Services reserves the right to award or withhold credit. Grades in courses taken before matriculation at Trinity are neither entered into the student's Trinity record nor included in the student's grade-point average.

College Expenses

Through the generosity of its friends, the College has an endowment sufficient to give students an education which costs considerably more than the actual tuition charged.

Bills for tuition, fees, room and board are rendered and are payable before the opening of each semester on the dates shown in the College calendar. Supplementary bills for extra courses and fees not included in the original billing will be rendered when applicable and are payable within two weeks of the billing.

All checks should be made payable to "Trinity College." Any individual who fails to pay all bills may not attend classes, register, utilize campus facilities, be provided transcript service, receive grade reports, or be granted a degree. Any collection costs incurred by the College will be passed on to the individual responsible for the bill.

Parents or guardians may also pay term bills through alternate payment plans made available to them through prepayment and loan programs offered by several outside services. Use of these plans is optional and is suggested solely as a convenience. Information about these plans is sent to the parents of students each spring and is also available from the College.

Communications regarding College expenses should be addressed to the Student Accounts Administrator.

SCHEDULE OF COLLEGE FEES—1988-89

	<i>Fall Term</i>	<i>Spring Term</i>	<i>Total</i>
Tuition	\$6,190.00	\$6,190.00	\$12,380.00
General Fee	230.00	230.00	460.00
Room	1,180.00	1,180.00	2,360.00
Board (7 Day)	800.00	800.00	1,600.00
Student Activities Fee	80.00	80.00	160.00
General Deposit	<u>200.00</u>	<u> </u>	<u>200.00</u>
	\$8,680.00	\$8,480.00	\$17,160.00
Books and Personal Expenses (minimum estimate)			<u>1,000</u>
			<u>\$18,160.00</u>

- a) Tuition increases, subject to annual review, are expected as long as educational costs continue to rise. For the 1988-89 academic year the adopted increase was \$1,085. Regular tuition will be charged up to and including 5½ course credits per term. The fee for a sixth course credit is \$1,375.

- b) The General Fee of \$460 partially finances the operation of the Student Center, a student accident and sickness insurance, vocational tests, laboratory fees, and admission to athletic events.
- c) Students who wish to reserve accommodations for the full academic year are each required to present a \$150 deposit (\$75 of the deposit is credited toward the resident's fall term rental, while the balance is held for crediting toward spring term rental). Students who wish to reserve accommodations for only one semester are required to present a \$100 deposit to be credited toward that semester's rental.
- d) The \$800 per semester charge is for a 7 day-19 meal contract. Students may decide to take a 7 day-any 14 meal plan for \$770 per semester, or a 5 day-any 10 meal plan for \$715 instead.
- e) The Student Activities Fee of \$160 is enacted by the Student Budget Committee to finance student organizations, publications, the radio station, and admission to Austin Arts Center events.
- f) A General Deposit of \$200 is added to the bill of incoming freshmen, transfer and exchange students. This deposit may be used at the discretion of the College for miscellaneous charges and fines. Upperclassmen are billed the difference between the \$200 and what is left in their General Deposit from the previous year. Any balance remaining after the completion of the senior year or upon withdrawal from the College is automatically refunded. General Deposits with a balance due must be paid in full before grades or a transcript can be released.

OTHER FINANCIAL INFORMATION

- a) Auditors—\$195 per course.
- b) Campus Parking Fee—\$30 per year.
- c) Returned Check Fee—\$20 per check.
- d) Late Payment Fees—The late payment fee for non-payment of academic charges on the two term bills due August 5, 1988 and December 28, 1988 is \$30. An additional \$30 is charged if payment is not received within two weeks of the above dates. Subsequent late fees will be imposed thereafter to a maximum of \$120 per semester.

TRINITY COLLEGE REFUND POLICY

Tuition and Fees Refunds

Refunds will be made upon *written request* to the Student Accounts Office. Students who officially withdraw after tuition and fees are paid, but before classes begin, will be given a full refund of all charges, except for one hundred dollars (\$100.00) which will be withheld to cover administrative costs in all refund cases. If the official withdrawal occurs after classes begin, tuition and fees are charged as follows:

1 day through 2 weeks	20%
Third week	40%

Fourth week	60%
Fifth week	80%
After fifth week	100%

Refunds will be credited first against financial aid awarded by the College, if any.

The date of withdrawal is established when the Registrar receives written notice from the student. Freshmen and transfer students withdrawing prior to the start of classes should submit such notice to the Director of Admissions.

Board Contract Refunds

Board fees will be refunded on a pro rata basis subject to approval of and official notification from the Food Service Director.

Room Deposits and Charges

Rental charges and deposit forfeitures are based upon the date of receipt of written notification of withdrawal from a Residential Contract; therefore, residents must correspond with the Office of Residential Services as soon as the decision is made to withdraw from a Contract.

When withdrawal from a Contract occurs prior to the eighth week of the term, rental is prorated and, if a deposit must be forfeited, the entire deposit (the semester's deposit and any deposit held for crediting toward a second semester's rental) is forfeited. During or after the eighth week, individuals are required to pay rental for the full semester and, if a deposit must be forfeited, any deposit held for crediting toward a second semester's rental will be lost by the resident.

Forfeiture of a deposit is required unless withdrawal from a Contract is a result of withdrawal from the College or participation in an approved program which requires off-campus residence; however, in any situation, *forfeiture of an entire deposit is automatic* if written notification of withdrawal from a Contract is not received by the Office of Residential Services by August 1st for the Fall Term and by December 1st for the Spring Term.

If a resident fails to occupy a residence within the first week of classes in the term contracted for, it may be assumed that the resident has withdrawn and that a legitimate vacancy exists.

Payment of Refunds

Refunds will be made within 40 days of withdrawal and will be prorated among sources of outside payment.

Financial Aid

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

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

GENERAL INFORMATION

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

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

1. *Loans* from College funds set aside for this purpose, or from the Perkins (NDSL), or from the Guaranteed Student Loan Program.
2. *Bursary employment* in College jobs, in the College Work-Study Program or in part-time off-campus jobs.
3. *Direct grants* from College scholarship funds and various state and federal programs, including Pell Grants.

Each award of financial assistance is made for a single academic year only.

However, the student who receives assistance from the College at the time of admission can be assured that continued aid will be forthcoming throughout the undergraduate years so long as the student merits such assistance and has need of it. Each year the College is able to help a few new upperclass applicants for assistance, but funds for this purpose are limited and no guarantee of continued support can be made to the recipient in this category. All awards are made through the Office of Financial Aid.

TERMS OF AWARD

All financial aid is awarded on the basis of the following factors:

1. *Financial need*—Demonstrated financial need, as determined by the needs-analysis procedures developed by the College Scholarship Service of Princeton, New Jersey, is the primary requisite for financial assistance. Trinity requires each applicant for assistance to file the CSS form known as the Financial Aid Form (FAF) and the institutional Uniform Aid Supplement.
2. *Intellectual promise*—The recipient shall have sufficient aptitude and a record of satisfactory achievement which indicate that he or she can be expected to meet the academic requirements of Trinity College.
3. *Character*—The recipient shall have an outstanding character, as demonstrated by an ability to assume responsibility, a strong sense of personal integrity, and a spirit of unselfishness.
4. *Leadership*—The recipient shall show evidence of leadership by participation in the life at the school attended and community, and by an ability to bring out the best in other people.

METHOD OF APPLICATION

In order to be given consideration for financial assistance, a candidate for the freshman class must complete a centrally processed needs analysis form. Exact instructions and forms will be provided with the Personal Application for Admission.

TERMS FOR RENEWAL OF AWARDS

Renewal of financial aid is based upon the following factors:

1. *Financial need*—Continued need for assistance must be demonstrated by the student and his or her family.
2. *Academic competency*—Each applicant who receives Trinity controlled financial assistance upon entering as a freshman normally receives eight full semesters of such assistance. Additional assistance beyond eight semesters is made at the College's discretion. In addition, each applicant is

obliged to maintain minimal academic grades as described in the Trinity College *Handbook*.

METHOD OF APPLICATION FOR RENEWAL

Each recipient of financial aid who wishes to apply for a continuation of assistance must do so by April 15 of each year. All necessary renewal forms may be obtained from the Office of Financial Aid in February. Notification of renewal will be made by July 1. The following items must be submitted:

1. Undergraduate Application for Financial Aid.
2. Financial Aid Form—An analysis of information contained on this form will enable the Office of Financial Aid to make adjustments in each renewal award in response to changing family circumstances.
3. A photocopy of the parents' latest federal income tax return.

SOURCES OF SUPPLEMENTARY ASSISTANCE

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

Applicants who seek aid from the College are also advised to investigate opportunities in their communities. Rotary, Kiwanis and other service organizations may have scholarship programs; so, too, may the candidates' secondary schools. Various states and local banks offer low-rate loan programs, and several states support scholarship programs. Numerous company and corporation scholarship plans as well are open for application.

In addition, low-cost educational loans are available to student borrowers through the state and federally sponsored Guaranteed Student Loan and Parents' Loan programs. Students interested in this opportunity should inquire at one or more of their local banks, or may contact United Student Aid Funds, Inc., or their state Higher Education Assistance Agency.

STUDENT EMPLOYMENT

The Office of Financial Aid provides referral services for those students who are offered employment as part of their financial aid packages and is often able to assist other students, as well, in securing campus employment. Ordinarily, student jobs do not consume more than 10 or 12 hours of the student's week and will not interfere with the student's academic schedule.

There are also numerous opportunities for off-campus employment in the Greater Hartford area. The Office of Career Counseling maintains a listing of available off-campus job opportunities.

VETERANS

Students admitted to Trinity who intend to study under Public Law 89-358 should, upon admission to Trinity, communicate with their local Veterans' Administration Office, requesting an application for a program of education under this law.

Courses of Instruction

KEY TO COURSE NUMBERS, COURSE CREDITS

Odd-numbered courses are offered in the Fall Term (September–December); even-numbered courses are offered in the Spring Term (January–May). A course offered outside its normal sequence is modified by the notation (1) or (2) immediately following the three-digit course number. A (1) following the course number indicates that the course is offered in the Fall Term; a (2) indicates that it is offered in the Spring Term.

Courses are identified by numbers ranging from 100 to 699. As a general rule, freshman level courses are numbered 100 to 199, sophomore level 200 to 299, junior level 300 to 399, and senior level courses 400 to 499. Graduate courses are numbered 500 to 699.

Independent Study courses, in addition to the courses listed in this bulletin, are available by special arrangement. Permission is required of the instructor and the department chairman. Freshmen are ineligible to enroll in Independent Studies. However, second-semester freshmen may petition the Curriculum Committee for permission to take Independent Study (except Internships) for cause.

Most courses (exceptions include beginning language courses, physical education and a few other courses) meet throughout the semester, and earn 1 or 1¼ course credits. A lecture course meets 3 hours a week for a semester and earns 1 course credit (the equivalent of 3 semester hours); a laboratory course meets 3 hours a week for lecture plus 3 hours a week for laboratory, and earns 1¼ course credits (the equivalent of 4 semester hours). Courses which meet for irregular lengths of time or which earn either more or less than 1 course credit, are so designated in the course description. Physical education courses meet for one-half semester and earn one-quarter course credit.

Courses which meet throughout the year and require completion of the entire course in order to earn credit for any part of the course, are hyphenated, e.g., History 403-404. Course numbers joined by a hyphen also designate certain courses which combine the work of two full semester courses within one semester, e.g., Mathematics 121-122.

Symbols

- (1) course offered in the Fall Term (out of sequence)
- (2) course offered in the Spring Term (out of sequence)
- [] course not offered in the current academic year; will be offered within the five following semesters
- L Laboratory course
- TBA instructor to be announced

Distribution Courses

Listed below are the courses that may be used to satisfy each of the five parts of the distribution requirement: Arts, Humanities, Natural Sciences, Numerical & Symbolic Reasoning, and Social Sciences. (For descriptions of the courses, see the appropriate departmental listings in the section on Courses of Instruction.) Students are urged to take courses in two or three of the distribution categories during the freshman year.

ARTS

ENGLISH:

110. Literary Writing

FINE ARTS:

Studio Arts

111, 112. Drawing I

113. Design I

114. Color

215. Sculpture I

Art History

101. Introduction to History of Art in the West I

102. Introduction to History of Art in the West II

103. Introduction to Asian Art

105. Introduction to Film: Film as a Visual Art

221. Medieval Art and Architecture

232. Gothic and Renaissance Art in Northern Europe

234. Early Renaissance Art in Italy

236. High Renaissance Art in Italy

241. Seventeenth Century Art I: The South

242. Seventeenth Century Art II: The North

252. Eighteenth Century Art and Architecture

261. Nineteenth Century Painting and Sculpture

265. Modern Architecture and Its Sources I: Nineteenth Century

271. American Art

272. American Architecture

276. Special Topics in American Art

282. Twentieth Century Painting and Sculpture

283. Contemporary Art

284. History of World Cinema

292. History of Photography

MUSIC:

101. Theory I

103, 104. Concert Choir

106. Orchestra

109. Chamber Music

113. Traditional Musics of the World

117. Music in Black America

121. Introduction to History of Musical Style

- 124. European Musical Theater in the Early Twentieth Century
- 151. Women in Western Music
- 162. Music in France 1880-1930
- 172. The Contemporary Musical Theater
- 174. Jazz 1900 to the Present
- 182. American Music: An Historical Survey
- 207. Conducting and Orchestration
- 211. The History of Western Music I
- 212. The History of Western Music II

RELIGION:

- 253. Indian and Islamic Painting

THEATER & DANCE:

- 101. History of Theater and Drama
- 102. Introduction to Theater Arts
- 105. Introduction to Dance: A Cultural Perspective
- 106. Introduction to Dance: Elements of Movement
- 202. Elementary Production Techniques
- 205. Acting
- 207. Improvisation
- 209. Intermediate Techniques in Theater and Dance
- 211. Western Theatrical Dance Tradition
- 241. Topics in Theater and Dance
- 302. Anatomy of Movement

HUMANITIES

ANTHROPOLOGY:

- 350. The Concept of Progress

CLASSICS:

Greek

- 202. Homer
- 302. Aeschylus and Aristophanes
- 311. Thucydides
- 313. Tragedy
- 315. Plato
- 317. Choral and Solo Lyric
- 319. Herodotus and Thucydides
- 321. Euripides
- 322. Hesiod
- 342. Plutarch

Latin

- 221. The Blending of Greek and Roman
- 222. Roman "National" Literature
- 301. Roman Drama: Plautus, Terence, and Seneca
- 302. Satire: Horace, Persius, Juvenal
- 312. Cicero
- 321. Vergil
- 322. Roman Epistolography
- 331. Roman Historians: Tacitus
- 341. Catullus and the Elegiac Poets
- 342. Ovid
- 351. Horace
- 352. The Roman Novel

Classical Civilization

- 202. Classical Humanities: The Age of Augustus
- 203. Mythology

- 204. Classical Humanities: Greek Civilization
- 205. Greek Tragedy
- 206. Ancient Epic
- 208. Men, Women and Society in Ancient Greece and Rome
- 212. Classical Humanities: The Age of Pericles
- 219. Classical Tradition
- 220. Archaeology of Greece and Rome
- 302. Seminar: Roman-Celtic Britain

COLLEGE COURSES:

- 241. History of Science and Technology I
- 242. History of Science and Technology II

EDUCATIONAL STUDIES:

- 201. Philosophy of Education
- 202. History of American Education
- 210. Educational Ideals
- 220. History of American Higher Education

ENGLISH:

- 205. American Literature, 1800-1900
- 207. American Literature, 1900-1950
- 210. Survey of English Literature to 1700
- 211. Survey of English Literature from 1700 to Present
- 213. Afro-American Literary Tradition
- 215. The English Language
- 260. Critical Reading
- 265. Introduction to Film Studies
- 289. Critical Theory
- 290. Critical Theory: Introduction to Literature and Psychology
- 293. Introduction to Literary Criticism
- 295. Introduction to Literary Study
- 296. Critical Theory: Narrative and Thematic Patterns

GUIDED STUDIES:

- 121. The Biblical Tradition
- 211. Philosophical Themes in Western Culture
- 219. The Classical Tradition
- 223. Major Religious Thinkers of the West I
- 242. Historical Patterns of European Development I
- 243. Historical Patterns of European Development II
- 252. Literary Patterns in European Development
- 253. Literary Patterns in European Development II

HISTORY:

- 101, 102. Introduction to the History of Europe
- 201. The United States from the Colonial Period through the Civil War
- 202. The United States from Reconstruction to the Present
- 203. The Ancient Near East and Greece
- 204. Hellenistic and Roman History
- 209. Afro-American Experience
- 211. American Culture and Society Since the Gilded Age
- 241. History of China, Shang to Ming
- 242. The History of China, Ch'ing to 1971
- 307. Russia to 1881
- 308. The Rise of Modern Russia

MODERN LANGUAGES:

French

- 242. Introduction to Critical Methods
- 245. Literature of the 17th and 18th Centuries

- 246. Literature of the 19th Century
- 301. World War II in Film and European Literature
- 305. Modern Culture and Civilization
- 306. Stylistics
- 320. French Cinema
- 360. Twentieth Century French Women Writers
- 393. Studies in Surrealism

German

- 231. Modern German Literature in Translation
- 214. Topics in German Culture and Civilization
- 244. German Literature
- 291. Weimar Republic

Italian

- 232. Italy: From Franciscanism to Fascism and beyond
- 244. Introduction to Literature
- 290. Italian Cinema: Fiction and Film
- 328. Renaissance Italy
- 387. Dante, the Classics and Anglo-American Literature

Linguistics

- 101. Elementary Linguistics

Modern Languages

- 231A. The Literature of Alienation, Russia, 1825–1861
- 231B. Humanism and Literature in the Renaissance
- 236. Language, Meaning and Ideology

Russian

- 201. The Russian Short Story
- 222. Readings in Russian Literature
- 228. Introduction to Russian Culture and Civilization from Medieval Times to the Present
- 251. The Great Tradition of the Russian Novel
- 252. Soviet Russian Literature
- 255. The Russian Drama
- 257. Dostoevsky
- 258. Tolstoy

Spanish

- 232. Latin American Literature in Translation
- 264. Modern Latin American Culture
- 265. The Making of Modern Spain
- 305. Introduction to Principles of Textual Analysis

PHILOSOPHY:

- 101. Philosophical Themes in Western Culture
- 102. Political Philosophy in Western Culture
- 201. Problems of Philosophy
- 203. Ethics
- 207. Philosophy and the Rise of Science
- 209. Persons and Sexes
- 211. Jewish Philosophy
- 212. Distributive Justice
- 216. Philosophy of Law
- 217. Philosophy in Literature
- 221. Ethics and International Community
- 222. Existentialism
- 230. Theories of Human Nature

POLITICAL SCIENCE:

- 105. Introduction to Political Thought: Machiavelli to Marx
- 113. Introduction to Law
- 207. East Asian Civilization: China and Japan (to 1800)
- 210. East Asian Civilization: China and Japan (1800 to present)
- 222. Modern Political Theory
- 227. Democracy and Socialism

RELIGION:

- 109. The Jewish Tradition
- 184. Myth, Rite and Sacrament
- 151. Religions of Asia
- 175. The Religious Quest
- 181. Islam
- 192. Roman Catholicism
- 205. Classical Judaism: I
- 206. Classical Judaism: II
- 207. Jewish Philosophy
- 211. Introduction to the Bible I
- 212. Introduction to the Bible II
- 214. The Jews in America
- 218. Judaism in the Twentieth Century
- 220. Jesus: Interpreted and Transformed
- 221. Biblical Origins of Western Culture
- 222. Biblical Foundations in Western Culture
- 223. Major Religious Thinkers of the West I
- 224. Major Religious Thinkers of the West II
- 228. History of Roman Catholic Christianity 1648-1960
- 245. Human Sexuality and the Religious Traditions of the West
- 255. Women in Hindu Literature
- 256. Buddhist Thought
- 257. Religions of Japan
- 261. American Catholics
- 285. Religions of Africa
- 286. African Religions in the New World
- 296. Women in the Catholic Tradition

WOMEN'S STUDIES:

- 101. Introduction to Women's Studies

NATURAL SCIENCES

BIOLOGY:

- 108. Environmental Biology
- 110. Animal Adaptation and Environment
- 115. Food and Science
- 151L. Introduction to Cells
- 152L. Introduction to Organisms and Populations
- 215L. Botany

CHEMISTRY:

- 100. Chemistry for Non-Scientists: Atoms, Molecules and Society
- 111L. General Chemistry I
- 150. Science in Art

PHYSICS:

- 101L. Principles of Physics I
- 102L. Principles of Physics II
- 103. Stars and Galaxies
- 104. Environmental Physics
- 108. Energy and Society

- 111. Frontiers of Physics
- 121L. General Physics I
- 122L. General Physics II

PSYCHOLOGY:

- 261L. General Psychobiology
- 265. Psychopharmacology
- 266. Psychobiology of Sports and Exercise

NUMERICAL & SYMBOLIC REASONING

ENGINEERING AND COMPUTER SCIENCE:

- 105. A Friendly Introduction to Computing
- 115L. Introduction to Computing
- 221. Introduction to Digital Circuits and Systems

MATHEMATICS:

- 100. Algebra and Analytic Geometry
- 106. Introduction to College Mathematics
- 107. Elements of Statistics (Same as Economics 107)
- 108. Analytic Geometry and Pre-calculus Mathematics
- 110. Calculus
- 114. Judgment and Decision Making
- 119. Discrete Mathematics
- k120. Elementary Finite and Linear Mathematics
- 131. Calculus I

PHILOSOPHY:

- 205. Symbolic Logic

POLITICAL SCIENCE:

- 241L. Political Data Analysis

PSYCHOLOGY:

- 221. Data Evaluation and Methods

SOCIOLOGY:

- 201. Research Methods in the Social Sciences

SOCIAL SCIENCES

ANTHROPOLOGY:

- 201. Cultural Anthropology
- 203. World Ethnography
- 210. Peoples of Europe
- 220. Cities in Anthropological Perspective
- 307. Anthropological Perspectives on Women and Gender

ECONOMICS:

- 101. Basic Economic Principles

EDUCATIONAL STUDIES:

- 203. Schooling in America
- 230. Psychological Explanations of the Act of Teaching
- 331. The Education of the Working Class

POLITICAL SCIENCE:

- 101. International Politics I
- 102. American National Government
- 103. Introduction to Comparative Politics
- 208. Western European Politics

- 218. Urban Politics
- 224. Public Policy Analysis: Theory and Practice
- 225. The American Presidency

PSYCHOLOGY:

- 101. General Psychology
- 226. Social Psychology
- 230. Psychological Explanations of the Act of Teaching
- 235. Personality
- 236. Adolescent Psychology
- 270. Clinical Psychology

RELIGION:

- 281. Anthropology of Religion
- 288. Magic, Possession and Spiritual Healing
- 289. Religion in the Third World
- 290. Spiritual Movements in Contemporary America

SOCIOLOGY:

- 101. Principles of Sociology
- 103. Society—A Conflict Perspective
- 204. Social Problems in American Society
- 207. The Family and Society
- 214. Race and Ethnicity
- 225. Sociology of Health and Illness
- 231. Popular Culture
- 251. The Individual and Society
- 271. Social Movements

URBAN & ENVIRONMENTAL STUDIES:

- 302. Law and Environmental Policy

Interdisciplinary Minors

Described below are the seventeen interdisciplinary minors that have been approved by the General Education Council, the faculty committee which oversees the non-major requirements. Additional minors are currently being developed; they include African Studies, Afro-American Studies, Law and Society, Middle Eastern Studies, Modern European Studies, the Nature of the Universe, and Technology and Culture.

Students take six courses in their minor. By faculty regulation, these must include courses in three different *fields* of knowledge, with no more than three drawn from any one field. Ordinarily, the course offerings of an academic department constitute a single field; thus, all Biology Department courses are in the field of biology, all Economics Department courses are in the field of economics, etc. In a few cases, however, a department encompasses more than one field. The Theater and Dance Department, for instance, offers courses in the separate fields of dance and theater; the Fine Arts Department includes the fields of art history and studio arts; the Engineering and Computer Science (ECS) Department gives courses in the fields of computing and engineering; and each of the several languages and literatures offered by the Department of Modern Languages and Literatures constitutes a field.

Courses in the minor may be double counted toward the distribution requirement when they are on the approved list of distribution courses. No more than two courses in the minor may also be counted toward the requirements of the student's major. (For the complete set of faculty and student guidelines governing the program of interdisciplinary minors, the reader is referred to the *Handbook*.)

To declare a minor, the student contacts the faculty Coordinator. Students are advised to make the declaration in a timely fashion, but ordinarily no earlier than the second semester of the freshman year. Some minors specify a time after which the minor may not be undertaken. It is essential that students, in consultation with their faculty advisers, carefully plan their programs of study to ensure that all major and non-major requirements are satisfied within the usual eight semesters of enrollment.

The descriptions of the minors that follow include only the numbers and titles of the component courses; for complete course descriptions, see the Courses of Instruction section of the *Bulletin*. To assist students with their academic planning, courses in a minor that are offered less often than annually are marked with an asterisk (*); and when a component course has a prerequisite, that is identified in parentheses. Some courses require the permission of the instructor, as indicated by the notation "PI" in the *Schedule of Classes*.

ASIAN STUDIES

Coordinator: Professor Michael E. Lestz (History)

The Asian Studies minor is designed to acquaint students with the peoples and civilizations of Asia through an interdisciplinary program consisting of six courses in the Fine Arts, History, Literature, Political Science, and Religion.

The courses for the minor essentially consist of the five core courses for the Asian Studies major plus, as the sixth course, any Asian Studies elective. In fulfilling the requirements for the minor, students are strongly encouraged, but not required, to include at least one term of language study in either Chinese, Japanese or Arabic.

Course requirements:

1. **Political Science 207. East Asian Civilization: China and Japan to 1800, or History 241. History of China, Shang to Ming**
2. **Political Science 210. East Asian Civilization: China and Japan, 1800 to the Present, or History 242. History of China, Qing to the Present**
3. *** Art History 103. Introduction to Asian Art**
4. **Religion 151. Religions of Asia**
5. **One course in Asian literature in translation (see course listings of the Modern Languages Department and the Area Studies Program)**
6. **One Asian Studies elective (for available electives, see Asian Studies section of the Area Studies Program's course listings)**

Students are also required to complete a synthesizing exercise designed to draw together central topical or thematic concerns addressed in the courses in the minor. The nature of the exercise will be defined by a committee of Asian Studies faculty at the time the student declares the minor. The exercise must be completed during the semester in which the student takes the sixth course in the minor or, at the latest, in the semester immediately following.

Normally, the synthesizing exercise will consist of a plan for scholarly inquiry to be pursued in each of the minor courses, and students will be encouraged to explore issues related to the plan in papers and other work assigned in the context of those courses. Intended to focus the student's studies in the minor, the plan will lead to an ultimate effort of interdisciplinary synthesis. Given the importance of the plan as a means of integrating the components of the minor, students are strongly advised to declare the minor *before* undertaking courses in it.

Students majoring in Asian Studies are ineligible for this minor.

CLASSICAL ANTIQUITY

Coordinator: Professor A. D. Macro (Classics)

The purpose of the minor is to allow the student to acquire a general knowledge of the achievement of ancient Greece and Rome, which traditionally has constituted, along with the Judeo-Christian tradition, the chief ingredient of western civilization. Despite the advance of technology, shifts in educational and societal priorities, and an increasing awareness of other civilizations in the twentieth century, Homer and Plato, Cicero and Caesar, remain living figures, and the classical tradition still pervades our poetry and prose, our philosophy and law, our ideas of history, our conceptions of education, and our art and architecture. The student electing this minor will have the opportunity to become acquainted with the classical achievement in each of these areas and to shape that knowledge into an integrated view of Antiquity.

Course Requirements:

1. **Three core requirements:**

Art History 101. Introduction to the History of Art in the West I, or *Classical Civilization 220. Archaeology of Greece and Rome (same as Art History 212)
***Classical Civilization 202. Age of Augustus, or *212. Age of Pericles**
History 203. Ancient Near East and Greece, or 204. Hellenistic and Roman History

2. Three electives chosen from the following list, with no more than three of the total of six courses drawn from any single field

- *Classical Civilization 203. Mythology
 - *Classical Civilization 205. Greek Tragedy
 - *Classical Civilization 206. Ancient Epic
 - *Classical Civilization 208. Men, Women & Society in Ancient Greece & Rome
 - *Classical Civilization 220. Archaeology of Greece & Rome (same as Art History 212)
 - History 203. Ancient Near East & Greece
 - History 204. Hellenistic & Roman History
 - History Seminars in the field of ancient history
 - Philosophy 301. History of Philosophy (I): Presocratics to Aristotle
 - Philosophy 302. History of Philosophy (II): Medieval Philosophy
 - *Philosophy 320. Major Figures in Philosophy (when Plato or Aristotle is the topic)
 - *Philosophy 407. Metaphysics: Plato & Aristotle
- Courses in Latin and Greek languages at the upper level (i.e., 200- level and beyond) may be taken as electives for the minor with the approval of the minor's Coordinator.

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

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

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

Students majoring in Classics are ineligible for this minor.

THE CLASSICAL TRADITION

Coordinator: Professor James R. Bradley (Classics)

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

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

Course requirements:

1. Classical Civilization 219. The Classical Tradition
2. Five additional courses. No more than one of these may be drawn from the Ancient group; and no more than two may be taken in any one of the three sub-categories of the Modern group—i.e., a) Literature and History, b) Philosophy, and c) The Arts.

Note: Students are urged, when possible, to take Classical Civilization 219 and their elective in the Ancient group (if any) before taking courses in the Modern group.

Group I: Ancient

- Art History 101. Introduction to the History of Art in West I
- History 203. Ancient Near East & Greece
- History 204. Hellenistic & Roman History

- *Classical Civilization 202. Age of Augustus
- *Classical Civilization 203. Mythology
- *Classical Civilization 205. Greek Tragedy
- *Classical Civilization 206. Ancient Epic
- *Classical Civilization 208. Men, Women & Society in Ancient Greece & Rome
- *Classical Civilization 212. Age of Pericles
- *Classical Civilization 220. Archaeology of Greece & Rome (same as Art History 212)

Group II: Modern

Literature & History

- *English 289. Critical Theory; the Idea of a Literary Period
- *English 293. Literary Criticism: Aristotle to Modern Times
- *English 362. Eighteenth-Century Satire
- *English 364. Restoration & Augustan Age
- *French 245. Literature of the 17th & 18th Centuries (prereq: French 221)
- *French 357. Literature of the Middle Ages & Renaissance (prereq: French 245 or 246)
- *German 302. German Literature (prereq: 5 semesters of college German)
- *Italian 328. Renaissance Italy
- *Italian 301. Italian Classics I: Poetry (prereq: Italian 244)
- *Italian 387. Dante, the Classics & Anglo-American Literature
- *Spanish 325. Readings in Spanish Classics: Theater (prereq: Spanish 221)
- *Spanish 326. Readings in Spanish Classics: Poetry (prereq: Spanish 221)
- *Spanish 327. Readings in Spanish Classics: Prose (prereq: Spanish 221)
- History 101. Introduction to the History of Europe
- History 300. Historiography
- History 301. History of the Middle Ages
- *History 304. Renaissance & Reformation Europe

Philosophy

- Philosophy 230. Theories of Human Nature
- Philosophy 301. History of Philosophy (I): Presocratics to Aristotle
- Philosophy 302. History of Philosophy (II): Medieval Philosophy
- Philosophy 320. Major Figures in Philosophy (when on a suitable topic approved by the Coordinator)
- *Philosophy 407. Metaphysics: Plato & Aristotle
- *History 390. Philosophy of History

The Arts

- *Art History 222. Medieval Art & Architecture
- *Art History 234. Early Renaissance Art in Italy
- *Art History 236. High Renaissance Art in Italy
- Music 211. The History of Western Music I (prereq: Music 101 or permission)
- Music 212. The History of Western Music II (prereq: Music 211 or 101 and 102)
- *Music 323. Style in the Classical Period (prereq: Music 102 or equivalent preparation)

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

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

To satisfy the final requirements of the minor (as opposed to requirements in the courses comprising the minor), students must take and pass a three-hour, written qualifying examination, in which they answer three essay questions out of four. The questions will be drawn from a list of exemplary topics made available to candidates at least one month prior to the examination. Examinations will be given at the beginning of the Fall and Spring terms (i.e., in September & January) and will be graded Distinction, High Pass, Pass and Fail. The grade of the examination will constitute the grade for the minor as a whole and will be so entered by the Registrar on the student's transcript.

The faculty organizers of the Classical Tradition minor anticipate that new courses will be introduced in both the Ancient and Modern groups as the minor is further developed.

COGNITIVE SCIENCE

Coordinator: Professor Dan E. Lloyd (Philosophy)

Cognitive science is developing new approaches, both analytic and empirical, to some of the traditional problems of philosophy and psychology. Recent developments in a number of disciplines have catalyzed work in this area: psycholinguistics, computer science, neuroscience, and psychobiology are prominent examples.

Philosophy and cognitive psychology have especially profited from a significant overlap in interests and a mutual reinforcing through different approaches to common problems. Among the topics of special interest are: the nature of mental representation, the nature of declarative and procedural knowledge, the structure and role of language in human cognition, the traditional problem of the relation of mind and body or mind and machine, human consciousness, and the foundations of artificial intelligence.

The goal of the cognitive science minor is to give exposure to both the substantive areas and the principal methods of cognitive science. Students will be expected to complete a set of courses to cover the philosophical foundations of cognitive science, cognitive psychology, linguistics and psycholinguistics, artificial intelligence, and neuroscience. The principal methods include experimentation, computation, and conceptual analysis.

Course Requirements:

1. ***Philosophy 220. Introduction to Cognitive Science, or Psychology 356L. Cognitive Science (prereq: Psychology 255, 256 or 293 or an Engineering & Computer Science course in computing)**
2. **Engineering & Computer Science 115L. Introduction to Computing and Psychology 255L. Cognitive Psychology (prereq: Psychology 101), or Engineering & Computer Science 352. Artificial Intelligence (prereq: Engineering & Computer Science 115 or permission) and Psychology 261L. General Psychobiology**
3. **Psychology 391. Psychology of Language (prereq: Psychology 255L)**
4. **One course in Philosophy selected from:**
 - *Philosophy of Psychology (218)**
 - *Theory of Knowledge (224)**
 - *Computers and Philosophy (226)**
 - *Philosophy of Language (330A)**
 - *Minds and Brains (330B)**
 - *Minds and Bodies (407)**
5. ***Philosophy 330. Seminar in Special Topics in Cognitive Science**

The following should be noted with respect to the choices available in the first two of the above requirements:

1. Psychology 356L is intended for students who have taken such prerequisite courses as Cognitive Psychology (Psychology 255L), Learning and Memory (Psychology 256L), or Perception (Psychology 293L). The introductory course (Philosophy 220), intended for students who have only a minimal background in any of the constituent disciplines, serves as a prerequisite for Cognitive Psychology (Psychology 255L) and General Psychobiology (Psychology 261L). Normally students will take Introductory Psychology (Psychology 101) as a prerequisite for Cognitive Psychology (Psychology 255L).

2. Each of these two pathways will introduce topics in computer science, cognitive psychology, and neuroscience. These alternatives provide the student with a choice between two aspects of cognitive science. The first path emphasizes empirical research in cognition; the second path places greater emphasis on neuroscience.

In order to complete the minor by graduation, students in odd-numbered graduating classes must commence the minor no later than their sophomore year.

COMPUTER TECHNOLOGY AND MODERN SOCIETY

Coordinator: Professor Ralph Morelli (Engineering & Computer Science)

The primary goal of the Computer Technology and Modern Society minor is to equip students with the knowledge and skills necessary to make informed judgments on issues relating to computer use and technology. The minor comprises three main components: 1) "hands on" experience in the use of the computer as a tool, 2) knowledge of the functional organization of the computer, including some knowledge of computer programming, and 3) awareness of important social and philosophical issues raised by computer usage. The minor will promote three modes of interacting with the computer: as a confident user, a critical consumer and a savvy citizen.

Course Requirements:

1. *Programming requirement* (choose 1 course):
Engineering & Computer Science 105. A Friendly Introduction to Computing
Engineering & Computer Science 115L. Introduction to Computing
2. *Mathematics requirement:*
Mathematics 119. Discrete Mathematics
3. *Philosophy requirement* (choose 1 course):
Philosophy 205. Symbolic Logic
***Philosophy 226. Computers and Philosophy**
4. *History requirement:*
***Engineering & Computer Science 205. The History of Computing: A Technological Perspective** (prereq: Engineering & Computer Science 105 or 115L)
5. *Elective* (choose one course from the following list):
Psychology 352. Artificial Intelligence (prereq: Engineering & Computer Science 115L or permission)
***Philosophy 226. Computers and Philosophy**
***Philosophy 330B. Topical Studies: Minds and Brains**
***Philosophy 408. Advanced Logic**
Psychology 255L. Cognitive Psychology (prereq: Psychology 101)
***Psychology 356L. Cognitive Science** (prereq: Psychology 255, 256 or 293 or an Engineering & Computer Science course)
***Psychology 391. Psychology of Language** (prereq: Psychology 255L)
Mathematics 219. Theory of Computation (prereq: Mathematics 119 and permission)
6. *Seminar:*
***Engineering & Computer Science 306. Issues in Computing** (prereq: Engineering & Computer Science 205)

The choices provided under the programming and philosophy requirements are intended to permit students to design a course sequence that suits their particular interests. For example, a student wishing to emphasize a more technical approach may take Engineering & Computer Science 115L (Introduction to Computing), Philosophy 205 (Logic) and an elective such as Psychology 352 (Artificial Intelligence). A student desiring a more philosophical approach may take Engineering & Computer Science 105 (A Friendly Introduction to Computing), Philosophy 226 (Computers and Philosophy) and an elective such as Philosophy 330B (Minds and Brains) or one of the Psychology offerings.

To be guaranteed the availability of the required courses, students are advised to commence the minor no later than their fourth semester. Computer Science and Computer Coordinate majors are ineligible for this minor.

EIGHTEENTH-CENTURY STUDIES

Coordinator: Professor Richard T. Lee (Philosophy)

In the minor in Eighteenth-Century Studies, students will learn the principal philosophical, literary, and artistic ideas of eighteenth-century Europe and America in order to explore the ways in which different aspects of the culture shaped one another during an historical period crucial to the development of our own nation. In addition to the six courses comprising the minor, students must complete during the fall term of their senior year either a take-home qualifying examination

on topics announced at the start of the year or a 25-page essay on a subject approved by the Coordinator.

Course Requirements:

1. Students must take one course in each of the three core course groups listed below; i.e., Philosophy, Literature, and the Arts.

Core courses in Philosophy

Philosophy 303. History of Philosophy III

Philosophy 304. History of Philosophy IV

Philosophy 320. Major Figures (when on a suitable topic approved by the Coordinator)

Core courses in Literature

***English 361. The Enlightenment**

***English 363. William Blake**

English 364. The Restoration and Augustan Literature

English 365. Eighteenth-Century Novel

French 245. Literature of the 17th and 18th Centuries (prereq: French 221)

French independent study on 18th-Century Literature (Professor S. Lee)

***German 214. Topics in German Culture and Literature (when on a suitable topic approved by the Coordinator)**

Core courses in the Arts

***Art History 252. Eighteenth-Century Art and Architecture**

***Art History 351. Seminar in Eighteenth-Century Art**

Music 164. Mozart and the Music of the Eighteenth Century

Music 211. History of Western Music I (prereq: Music 101 or permission)

Music 323. Style in the Classical Period (prereq: Music 102 or equivalent preparation)

2. Three electives, which may be chosen from the core courses and/or from the following list, with the proviso that no more than three of the student's six courses in the minor may be in any one field.

Electives

History 102. Introduction to the History of Europe

History 201. United States from the Colonial Period Through the Civil War

***History 213. Enlightenment and Revolution in the 18th Century**

History 311. Colonial America

History 312. Formative Years of American History

***History 321. Revolutionary Europe, 1740-1870**

***History 325. Selected Themes in American History (when on a suitable topic approved by the Coordinator)**

Political Science 105. Introduction to Political Philosophy

College Course 241. History of Science and Technology I

Appropriate departmental seminars approved by the Coordinator

FORMAL ORGANIZATIONS

Coordinator: Professor Gerald A. Gunderson (Economics)

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

Course Requirements:

1. **Sociology 361. Formal Organizations (prereq: prior Sociology course)**

2. **Economics 214. Business and Entrepreneurial History (prereq: Economics 101) or History 402. Issues in American Business Management**

3. Two courses from the following list:

Economics 204. Labor Relations (prereq: Economics 101)
Economics 207. Alternative Economic Systems (prereq: Economics 101)
Economics 306. Public Finance: Economics of the Public Sector (prereq: Economics 101)
Economics 308. Industrial Organization and Public Policy (prereq: Economics 101)
Sociology 325. Sociology of Law (prereq: prior Sociology course)
Political Science 218. Urban Politics (Political Science 102 recommended)
Economics 331. The Theory of Bureaucracy (prereq: Economics 101, 301, 302)

4. One credit primarily based on experience. This can include the Management Apprentice Program, or an internship supervised by a faculty member who has had a course approved in the minor.
5. One additional course is required from categories 2 and 3, above, or a second credit earned in a closely structured and supervised internship program, such as the Management Apprentice Program.

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

The integrating experience consists of writing a paper at the completion of one of the courses that employs the methods of that course and contrasts them with the methods of another course in the minor. These papers are presented at an annual meeting of all students in the minor.

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

HUMAN MOVEMENT STUDIES

Coordinator: Professor Roy B. Davis III (Engineering & Computer Science)

Very broad in scope (across five different departments, spanning four of the five required distribution areas), the interdisciplinary minor in Human Movement Studies nonetheless enjoys the advantage of a constant referent for students: their own bodies and experiences. Topics such as embodiment, risk, stress, health, and the bi-directionality of mind and body connections are brought forward at different times by the component courses' natural integration of content.

Course Requirements:

1. Five core courses, which may be taken in any sequence:

***College Course 214. Movement at Risk**
***Theater/Dance 302. Anatomy of Movement**
***Engineering & Computer Science 145. Biomechanics of Human Movement**
***Philosophy 213. Philosophy of Sport**
***Psychology 266. Psychobiology of Sports and Exercise**

Note: In the case of logistical problems, a student may petition the Human Movement Studies Committee to be excused from a course that is not offered at an appropriate time, provided that an approved substitute can be arranged.

2. One course from the following list:

Philosophy 407. Seminar in Philosophical Problems (when on a suitable topic approved by the Coordinator)
Psychology 293L. Perception (prereq: Psychology 101)
Theater/Dance 106. Introduction to Dance

Theater/Dance 207. Improvisation

Theater/Dance 221. Composition

Theater/Dance 209, 309. Techniques and Applications of Theater and Dance, sections A, B, C and D, and section O in those semesters when its subject is Effort/Shape (Laban Movement Analysis). (These courses are one-half credit each, and thus two must be taken.)

Certain Freshman Seminars and College Courses approved by the Coordinator

Certain Consortium Courses approved by the Coordinator

Students may petition the Human Movement Studies Committee, through the Coordinator, for permission to substitute a course of their own choosing for those on the above list.

Human Movement Studies Spring Symposium

Each spring the minor will hold a symposium on the topic of Human Movement. Attendance is required of students at all levels of participation in the minor, and at one such symposium each student must present a project, approved and accepted in advance by one of the participating faculty members. Such projects may be a performance, a development of an earlier paper, the results of a study project, a report on an internship, or a science poster, to name a few of the wide range of possibilities.

The presentation of an individual project in the symposium will not be approved until the student has completed at least four of the core courses.

The five core courses are tightly integrated with regard to both content and pedagogical goals. There is no required or implied sequence. Students will benefit in different ways with each of the possible sequences.

The five required courses are each given only once every four semesters. Therefore, whenever a student begins this minor, it would be advisable for him or her to continue in the sequence in which the core courses are offered, for if the student were to miss one of them, he or she would have to wait two years for it to come up again. That probably will not be possible for most students.

LATIN AMERICAN STUDIES

Coordinator: Professor Miguel Ramirez (Economics)

The Latin American Studies minor is designed to provide students with a greater understanding and appreciation of Latin American culture and society, focusing especially on the leading issues and problems facing the region. In order to meet these objectives, the minor emphasizes those literary/cultural aspects, historical/political trends, and economic conditions which have uniquely shaped the national character and evolution of individual countries as well as the region as a whole.

Course Requirements:

1. Three core courses

Economics 231. Latin American Economic Development (prereq: Economics 101)

History 314. Modern Latin America

Spanish 232. Latin American Literature in Translation

2. Three electives from the following list, chosen so that no more than three of the total of six courses are in any one field.

Economics 316. International Finance (prereq: Economics 101)

Economics 317. Economics of the Third World (prereq: Economics 101)

***History 313. Latin America: 1898 to the Present**

History 325. History of Brazil

History 402. Rebellion and Revolution in Latin America

Spanish 264. Modern Latin American Culture (prereq: Spanish 221)

***Spanish 311. Colonial Experience and National Identity (prereq: Spanish 221)**

***Spanish 316. Studies in Modern and Contemporary Spanish American Novel (prereq: Spanish 221)**

- *Spanish 341. The Spanish American Short Story (prereq: Spanish 221)
- Spanish 344. Spanish American Poetry from Modernism to the Present (prereq: Spanish 221)
- Spanish 405. Special Topics in Hispanic Literature (prereq: 300-level course in Hispanic Literature)
- Political Science 317. Government and Politics of Latin America
- Area Studies 362. Peoples and Cultures of the Caribbean
- PRESHCO 1408. The Colonization of Mexico

At the completion of the core sequence, students will be required to take a written qualifying examination which will test their understanding of basic concepts and issues covered in these courses. Passage of this examination is required in order to obtain credit for the minor in Latin American Studies. Knowledge of Spanish is not a prerequisite for successful completion of the examination or minor.

Students will not be permitted to begin this minor after the fall semester of their junior year. Students majoring in Latin American Studies are ineligible for this minor.

MARINE STUDIES

Coordinator: Professor Robert H. Brewer (Biology)

The unifying theme for this minor is the sea, and the multifaceted relationship to it enjoyed by humans in the past, the present and the (projected) future. The diverse influences of the sea on humankind find expression in history, literature, political science, economics, and the natural sciences. Courses in these disciplines, with the sea as common focus, provide a coherent and interdisciplinary perspective to the marine environment. This minor differs from other minors, for it depends upon courses offered in a one-semester, off-campus program: the Williams-Mystic Program in American Maritime Studies.

The Marine Studies minor consists of six courses: four required core courses offered in the Williams-Mystic Program which have the sea as a common focus, and two elective, and related, courses offered at Trinity.

Course Requirements:

The courses that satisfy the minor in Marine Studies are listed below. Those offered at Trinity are divided by general academic area into two groups. Two courses from this list must be successfully completed prior to enrollment in the Mystic Program: two courses from Group A, or two courses from Group B, or one course from each group. The four required core courses offered in the Williams-Mystic Program are listed as Group C; the Marine Policy Seminar is an integrative exercise for this minor.

Group A. Courses in the Sciences

- Physics 101L—Principles of Physics I
- Physics 104—Environmental Physics
- Chemistry 111L—General Chemistry I
- Biology 108—Environmental Biology
- Biology 152L—Biology of Organisms and Populations
- Biology 222L—Invertebrate Zoology (prereq: Biology 152L and 215L)
- *Biology 333L—Ecology (prereq: Biology 152L)
- *Biology 336L—Marine and Freshwater Botany (prereq: Biology 152L and 215L)

Group B. Courses in the Humanities and Social Sciences

- English 205—American Literature, 1800–1900
- History 311—Colonial America
- *History 386—Planetary History
- Urban & Environmental Studies 302—Law and Environmental Policy
- *Political Science 313(2)—International Law
- Economics 216—World Economy (prereq: Economics 101)
- Economics 311—Environmental Economics (prereq: Economics 101 and 301)
- Economics 321—American Economic History (prereq: Economics 101)
- Sociology 325—Sociology of Law (prereq: previous Sociology course)

*Group C. Required Core Courses (Williams-Mystic Program)***Literature of the Sea****American Maritime History****Marine Ecology (science majors) or Oceanography (nonscience majors)****Marine Policy Seminar**

Note: The Oceanography course satisfies the science distribution requirement for non-science majors.

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

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

	<i>Application due:</i>	<i>Notification:</i>
Early decision	mid-February	late February
Regular decision	mid-April	late April

The application under both decision plans is for either the following fall semester or spring semester—there is only one application period each academic year for either semester in the Mystic Program.

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

MEDIEVAL & RENAISSANCE STUDIES

Coordinator: Professor Andrea Bianchini (Modern Languages & Literatures)

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

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

Students may concentrate primarily on the Middle Ages, the Renaissance, or both.

Course Requirements:

1. **Medieval and Renaissance Studies 300**—This interdisciplinary course, which is sometimes team-taught, preferably should be taken after the student has completed at least two other courses in the minor. It is open, by permission of the instructor, to students not enrolled in the minor.
2. Five courses chosen from the following list, including at least one in each of the three categories.

Major Institutions, Events and Peoples:

History 101. Introduction to the History of Europe

History 207. England to 1714

History 301. History of the Middle Ages

History 302. Europe in the Age of the Crusades

***History 304. Renaissance and Reformation Europe**

History 401, 402. Seminars (one or two each year on Medieval or Renaissance topics)

Ideas, Thinking and Beliefs:

- *Modern Languages 231E. Teaching and Learning in the Renaissance
- Modern Languages 232E. Christian Humanism in the Renaissance: Ambition and Reality
- Philosophy 102. Political Philosophy in Western Culture
- Philosophy 302. History of Philosophy: Augustine to Descartes
- Religion 181. Islam
- *Religion 206. Classical Judaism II
- *Religion 207. Jewish Philosophy (same as Philosophy 211)
- *Religion 208. Jewish Mysticism (same as Philosophy 208)
- Religion 223. Major Religious Thinkers of the West I

Forms of Artistic Expression

- Art History 101. Introduction to the History of Art in the West I
- *Art History 221. Medieval Art and Architecture
- *Art History 232. Gothic and Renaissance Art in Northern Europe
- *Art History 234. Early Renaissance Art in Italy
- *Art History 236. High Renaissance Art in Italy
- *English 210. Survey of English Literature to 1800
- English 345. Chaucer
- English 351, 352. Shakespeare
- *English 354. Seventeenth-Century Poetry
- French 357. Literature of the Middle Ages and Renaissance (prereq: French 245 or 246)
- *Italian 301. Italian Classics I: Poetry (prereq: Italian 244 or equivalent)
- *Italian 302. Italian Classics II: Theater (prereq: Italian 244 or equivalent)
- *Italian 303. Italian Classics III: Prose (prereq: Italian 244 or equivalent)
- *Italian 328. Renaissance Italy
- *Italian 387. Dante
- Latin: One course credit towards the minor for the introductory level; other courses with permission of Coordinator of the minor
- *Modern Languages 231B. Humanism and Literature in the Renaissance
- Music 211. The History of Western Music I (prereq: Music 101 or permission)
- *Spanish 325. Readings in Spanish Classics: Theater (prereq: Spanish 221 or equivalent)
- *Spanish 326. Readings in Spanish Classics: Poetry (prereq: Spanish 221 or equivalent)
- *Spanish 327. Readings in Spanish Classics: Prose (prereq: Spanish 221 or equivalent)
- *Spanish 328. Cervantes (prereq: Spanish 221 or equivalent)

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

Integration of Courses: Students will choose one of their six courses in which to write a 15–20 page interdisciplinary paper linking that course with the subject matter of another course in the minor. The two courses need not be taken in the same semester. Satisfactory completion of this linking exercise is required for the minor.

When declaring this minor, students shall present to the Coordinator a list of the courses they will take to satisfy the requirements, together with a brief written rationale for their choices. The list and rationale should be prepared in consultation with one or more of the faculty members participating in the minor.

PERFORMING ARTS

Coordinator: Professor Gerald Moshell (Music)

While theater, dance, and music are artistic and intellectual activities with many autonomous features—features which lend to each of the three fields its special aesthetic contours—there are, nevertheless, issues and attitudes and visions that the three disciplines share. Nowhere is this commonage more apparent than in the realm of performance, for performance—the act of demon-

strating artistic skill before an audience whom the skill entertains, edifies, and perhaps even provokes—is the method by which the three disciplines best display the accumulated body of work that their creators (playwrights, choreographers, and composers) have bequeathed and that scholars and critics, given sufficient time, will have analyzed and evaluated.

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

Course Requirements:

1. One course from List A
2. One course from each of the fields (Theater, Dance, and Music) in List B
3. The Performance Seminar, required of all students enrolled in the Minor
4. A sixth course-credit, chosen either from Lists A and B or from List C (students therefore have the option whether or not to include offerings from List C).

No more than three of the six credits in the minor may be in any one of its component fields; i.e., Dance, Music, and Theater.

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

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

List C recognizes participation in departmental productions other than those covered by the performance activity in List B. These productions grant one-quarter credit each; therefore, four productions are needed to constitute a full course-credit. These four productions may be chosen from within one discipline or within two.

The culminating exercise for the Performing Arts Minor is the Performance Seminar, which will synthesize conceptions of performance accrued through previous course-work by investigating performance from both a theoretical and practical perspective. Scheduled for weekly meetings of three hours, the course will be offered to Performing Arts minors in the Fall semester of their senior years.

List A

- *Theater/Dance 241B. Asian Dance/Drama (prereq: Theater/Dance 101 or 105)
- *Music 172. The Contemporary Musical Theater
- Theater/Dance 403. The Cutting Edge/LaMama
- *Theater/Dance 320. Dance and Music (prereq: Theater/Dance 221)
- *Theater/Dance 342. Directing and Choreographing (prereq: Theater/Dance 219 or 221)
- *Music 124. European Musical Theater in the Early 20th Century
- Music 174. Jazz, 1900 to the Present
- *Music 113. Traditional Musics of the World
- *Theater/Dance 241A. Writing for Theater and Dance
- *Theater/Dance 241C. Women in Performance (prereq: an introductory course in Theater/Dance)

List B

THEATER

- Theater/Dance 102. Introduction to Theater Arts
- Theater/Dance 205. Acting (prereq: Theater/Dance 102)
- †Theater/Dance 209. Intermediate Techniques
- *Theater/Dance 219. Directing (prereq: Theater/Dance 101 or 102)
- *Theater/Dance 319. Advanced Directing (prereq: Theater/Dance 219)
- Theater/Dance 401. Performance Workshop/LaMama
- Theater/Dance 306. Advanced Acting (prereq: Theater/Dance 205)

*Theater/Dance 309. Advanced Techniques (prereq: Theater/Dance 209, same section)

*Theater/Dance 407. Special Studies in Process and Performance

DANCE

Theater/Dance 106. Elements of Movement

Theater/Dance 207. Improvisation (prereq: Theater/Dance 105 or 106)

†Theater/Dance 209. Intermediate Techniques

*Theater/Dance 221. Composition (prereq: Theater/Dance 207)

†Theater/Dance 309. Advanced Techniques (prereq: Theater/Dance 209, same section)

Theater/Dance 311. Repertory and Performance

Theater/Dance 312. Repertory and Performance

*Theater/Dance 322. Composition II (prereq: Theater/Dance 221)

*Theater/Dance 409. Special Studies in Process and Performance

MUSIC

Music 101. Theory I

†Music 103, 104. Concert Choir

†Music 106. Orchestra

†Music 107, 108. Lessons

†Music 109. Chamber Music

†Music 112. Jazz Improvisation

*Music 200. Composition (prereq: Music 101)

*Music 207. Conducting and Orchestration

Music 408. Senior Recital

List C

Theater/Dance 109B. Production Participation

Music 119. Production Participation

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

Students majoring in Music or Theater & Dance are not eligible for this minor.

RUSSIAN STUDIES

Coordinator: Professor Carol J. Any (Modern Languages & Literatures)

This interdisciplinary minor is offered for students who have a special interest in studying Russian society, particularly its historical development and its literature. The courses provide an opportunity to gain insight into the special modes of analysis of social phenomena employed in several fields of study, including history, literature and a social science.

Students must complete an approved research project which involves the investigation of some topic of interest and requires the integration of two of the modes of analysis employed in course work. Each student is expected to make an oral presentation of his or her paper to other participants in the program.

Course Requirements:

1. History 307. Russia to 1881, and
History 308. The Rise of Modern Russia
2. Two courses chosen from the following electives:

Russian 251. The Great Tradition of the Russian Novel

Russian 252. Soviet Literature

Russian 257. Dostoevsky

Russian 258. Tolstoy

3. One course chosen from the following electives:

Economics 324. The Soviet Economy (prereq: Economics 101)
Political Science 319. The Soviet Union in Theory and Practice
Sociology 315. Contemporary Soviet Society

4. Independent Study—Research Project

It is recommended that students take History 307 and 308 as early as possible, and preferably prior to taking the other course requirements. Students should commence the minor no later than their sophomore year, i.e., third semester.

Students majoring in Russian and Soviet Studies are ineligible for this minor.

SOVIET STUDIES

Coordinator: Professor Robert A. Battis (Economics)

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

Students must complete an approved research project that involves the investigation of some special topic of interest and requires the integration of at least two modes of analysis employed in course work. Each student is expected to make an oral presentation of his or her paper to other participants in the program.

Course Requirements:

History 308. The Rise of Modern Russia
Political Science 319. The Soviet Union in Theory and Practice
Sociology 315. Contemporary Soviet Society
Economics 324. The Soviet Economy (prereq: Economics 101)
Russian 252. Soviet Literature
Independent Study—Research Project

A student may substitute History 307, Russia to 1881 or a Russian literature course, Russian 251, 257, or 258, for one of the five courses listed above, but not for the Research Project.

Students undertaking this interdisciplinary minor are advised to take History 308 and Economics 101, Basic Principles of Economics, as early as possible, preferably in their freshman year. Students should commence the minor no later than their sophomore year, i.e., third semester.

Students majoring in Russian and Soviet Studies are ineligible for this minor.

STUDIES IN PROGRESSIVE AMERICAN SOCIAL MOVEMENTS

Coordinators: Professor Cheryl Greenberg (History), J. Fred Pfeil (English)

This minor integrates the academic study of progressive social movements in America with concrete activity within some of them on the part of the student. It seeks to explore the political, economic, cultural, ethical, and religious factors that have given rise to progressive social movements and to understand the relationship between academic study and practical political activity. The minor utilizes coursework from a variety of academic disciplines, an internship involving organizing experience, and a Coordinate Seminar.

Course Requirements:

1. Three courses selected from the core group, no more than two of which may be in the same field
2. A fourth course selected from either the core group or the list of supplementary courses
3. A two-semester, two-credit internship with a social organization (approved by a member of the SPASM faculty) based in or working on behalf of a dispossessed, disenfranchised,

oppressed or imperiled community. The academic component of the internship will be a Coordinate Seminar taken in the fall term of the internship. Students must have completed at least three courses in the minor before enrolling for the internship. The first Coordinate Seminar will be offered in the Fall Term, 1990.

Note: In satisfying requirements 1 and 2, students must take courses in at least three different fields.

Core Courses:

Economics 211. Poverty in America (prereq: Economics 101)
Educational Studies 211. Radical Ideas in Education
***English 328. Overlords and Undertones: Domination and Discourse**
***History 318. Reform Movements in Twentieth Century America**
***History 402. Civil Rights in America**
History 578. Labor and the Left in the United States, 1865-1955 (open to juniors and seniors only)
***Philosophy 212. Social Justice**
Religion 262. Religion in American Society
Sociology 351. Political Sociology (prereq: prior Sociology course)

Supplementary Courses:

Economics 206. Political Economy (prereq: Economics 101)
Educational Studies 331. The Education of the Working Class
History 209. The Afro-American Experience
History 402. Race and Ethnicity in Twentieth Century America
Philosophy 330. Problems in the Foundations of Public Policy
Political Science 216. American Political Thought
Religion 338. Christian Ethics in Economic and Foreign Policy
Sociology 214. Race and Ethnicity
Women's Studies 301. Feminist Theory

THIRD WORLD STUDIES

Coordinator: Professor Charles W. Lindsey (Economics and Area Studies)

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

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

Course Requirements:

***History 386. Planetary History**
Economics 216. World Economy (prereq: Economics 101)
Area Studies 301. Seminar in Third World Studies
Anthropology 350. The Concept of Progress
***English 398. Post-Colonial Fiction**
An elective chosen in consultation with the faculty participating in the minor.

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

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

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

Students majoring in Third World Studies are ineligible for this minor.

WOMEN'S STUDIES

Coordinator: Professor Joan D. Hedrick, Director of the Women's Studies Program

Women's Studies takes gender as its critical term of inquiry, exploring it as a social construct and analyzing its impact on traditional disciplines. The program draws on the liberal arts and sciences to examine a wide range of topics relating to gender, including the varied experiences of women in different historical periods and cultures, the impact of sex-role socialization, the contributions of women to culture in all its forms, and the relation between public and private life. Recognizing that gender cuts across most fields of knowledge and that race and class are crucial aspects of women's experiences, the program has both an interdisciplinary and a cross-cultural focus.

The three required courses, Introduction to Women's Studies, Feminist Theory, and the Senior Seminar, are all interdisciplinary and form a coordinated sequence. The Senior Seminar in particular offers students an opportunity to integrate the work of both required and collateral courses in an interdisciplinary and cross-cultural perspective. To this end, each student will write a research paper.

Course Requirements:

1. Two core courses (recommended in sequence):

Women's Studies 101. Introduction to Women's Studies

Women's Studies 301. Feminist Theory. Ordinarily taken in the sophomore or junior year.

2. Three collateral courses, at least one of which must be taken in each of the two following areas:

—the arts and humanities

—the social sciences and the natural sciences

Students planning a minor in Women's Studies will, in consultation with the Director of Women's Studies, select from the designated "collateral courses" three courses which form a coherent Women's Studies concentration. As a rule, the selection will be made in the sophomore year. For the complete list of collateral courses, see Catalogue entry for Women's Studies Program.

3. The required senior seminar: **Women's Studies 401.**

Freshman Seminars

Normally, entering freshmen choose a Seminar as one of their courses during their first term at Trinity. The Freshman Seminar Instructors also serve as the faculty advisers for their seminar students (see *Advising*).

The Freshman Seminars for 1988-89 are:

1. **Frames of Mind**—This seminar, which takes its title from Howard Gardner's book (Basic Books, 1983), will focus on the ways scientists have defined and measured the concept of "intelligence." The search for a meaningful and comprehensive definition of human thinking has a long and occasionally tainted history in the annals of science.

In the seminar, we will explore not only specific issues of the definition and measurement of "intelligence" but also the relation of science to culture. Viewed from this broader perspective, research on intelligence symbolizes the continuing struggle of scientists to maintain objectivity within the bounds of their social and cultural milieu.

Students will be expected to participate actively in class discussion, write several short analytic papers and give oral presentations on specific topics.—Anselmi

2. **Work and Leisure in White Collar America**—This seminar deals with the customary ways in which white collar workers and their families cope with problems of work and leisure, and in particular the tension between (in Thorstein Veblen's words) the "instinct of workmanship" and "conspicuous consumption." "White collar America" refers to the social world of people who must work for a living and do so with moderate success at non-manual labor. It stands in contrast to the worlds of agriculture and craftsmanship, the industrial working class, the unemployed, and (again in Veblen's words) the leisure class.

The seminar will explore white collar culture with the aid of documents (such as advertisements), fiction, social commentary and criticism, sociological studies, and some firsthand observation. We will begin with material from near the turn of this century and move toward the present.—Brewer

3. **Understanding Technology**—We live in a technological society, one in which technology has simultaneously improved our lives and created significant problems. The rapid acceleration of technological innovation during the past 30 years has created a significant "knowledge gap" between the creators of these technological devices and the users or consumers of these products. Since any creation, tool, or device must be understood in order for it to be properly utilized, it has become important that the art of technology be understood not only by engineers but by humanists as well. This Seminar has the following objectives:

- 1) to develop an understanding of some of the basic concepts underlying certain areas of technological activity, e.g. the operation of the heat engine, the telegraph, the telephone, television, and the composition of different chemicals and materials, etc.
- 2) to provide an opportunity for students to examine and discuss the social impact of technology, e.g. the British and American industrial revolution, the energy alternatives available to our society, the creation and reduction of pollution, the possibilities of creating bionic humans, genetic engineering, etc.
- 3) to permit students to explore the myths associated with one of the most renowned American inventors—Thomas Alva Edison, in an effort to better understand the driving force within modern technological innovators.

Since the range of topics is quite extensive, we will utilize a seminar format with a faculty coordinator serving as the course organizer and discussion leader. Faculty members from physics, chemistry, engineering, and the history of science will actively participate in this course by presenting specific lectures on various topics of interest.—Bronzino

4. **The American Civil War**—A recent study commissioned by the National Endowment for the Humanities discovered that more than two-thirds of the nation's seventeen-year-olds could not identify the decade in which the American Civil War occurred. Perhaps this should be unsurprising in a nation in which the pace of life and the pattern of technological innovation have customarily weakened what President Lincoln called "the mystic chords of memory" that join one generation to another and create an enduring national identity. This seminar is in part an effort to respond to the challenge posed by the erosion of historical memory among the nation's young. By examining the institution of Afro-American slavery, the character of Lincoln, the secession crisis, the battle for Fort Sumter, the Emancipation Proclamation, selected military campaigns, and the political turmoil in the North bred by the war and Lincoln's racial policy—by examining

these things and more, our seminar will hope to make the Civil War era nearly as vivid as the televised events of our own time. Assigned readings will include books or selected essays on plantation slavery, military history, the Confederacy, the "Copperhead" opposition to Lincoln, the Emancipation Proclamation, the election of 1864, and the final phase of the war. No subject is more important—or more compelling—than Lincoln himself. For this reason, the centerpiece of the course will be Stephen Oates's biography of Lincoln, *With Malice Toward None*.—Chatfield

5. **Unlearning Intolerance: The Oppressor Within**—The seminar will examine forms of interpersonal intolerance relating to other world views, gender, sexual preference, racial ethnicity, religion, appearance, and age. Readings, guest speakers, and films will address issues of racism, sexism, homophobia, moral development, socialization processes, and cross-cultural psychology. Students will investigate the historical origins and psychological workings of these social phenomena, writing papers and presenting oral reports on personal observations as well as their own studies of various forms of intolerance in our society and at Trinity College. Participatory in nature, the seminar's overriding goal will be to gain both an objective and a subjective understanding of how intolerance and oppression operate in our culture and within ourselves.—Churichardson

6. **Religion and Human Life: An Intercultural Perspective**—An investigation of many of the basic themes pertinent to human existence as they manifest themselves in the beliefs of different religions of the world: African, Caribbean, Amerindian religions, Hinduism, Buddhism, Zen, and Christianity.

The study of religion reveals that "no religion falls from heaven," but is a phenomenon which derives in a large part from some of the experiences of humans in the fabric of different cultures around the world. Hence, in different parts of the world, religion reveals a fascinating panorama of forms. In the West, a Christian community celebrates the resurrection of its Lord; in traditional areas, African or Amerindian communities celebrate life by revering the sun, the sustainer of life; in Asia, a person practices yoga in an unmoving contemplation for hours to discover a nameless divine spirit entity which is his or her own self.

In what way are these experiences similar to or different from each other? What is the nature of religious experiences? How do they reflect the cultural experiences among humans? In this seminar the study of these religions is thematic, special emphasis being given to some basic aspects of human existence: life and death, hope and despair, good and evil, friendship and isolation, social activism and mystic retreat. There will be class discussion on these themes, as well as readings from playwrights, novelists, and sacred texts belonging to different religious traditions of the world.—Desmangles

7. **American Novels of the Past Five Years**—This seminar focuses on novels about American life during the past five years, in order to examine the problems of and reasons for writing fiction about contemporary experience. We will discuss not only the content and style of works by, among others, Carolyn Chute, Jane Anne Phillips, Jaye McInerney, and Brett Easton Ellis, but also the influence of the reading audience on the kinds of work written during the half-decade. Some of the questions we will consider are: What do we learn from these works that we did not already know just by living in contemporary American society? Do these works validate or challenge our attitudes, assumptions, and tastes? What are the political and social implications of works that turn contemporary life into art? Members of the seminar will share actively in class discussion, will write frequent analytical papers, a longer final paper, and one short creative piece.—Fisher

8. **On Cooperation**—"Economic man," satirized in Tom Wolfe's "Me Decade," referred to as a "bartering savage" by one historian and a "rational fool" by another, remains the main character in modern economic reasoning. For "economic man," cooperation, unless selfishly motivated, is an anomaly. This seminar will focus on what seems like a paradox—cooperative behavior among assumedly selfish people. We will study cooperative behavior using literature from economics, psychology, political science and game theory. We will also consider deliberately conceived forms of cooperative institutions such as the kibbutz and labor-managed firms. On a more personal level we will consider the issue of cooperation and conformity by looking at examples of pathological cooperation.—Gold

9. **The Life and Early Works of Sigmund Freud**—This seminar will focus on Freud's early works, their historical setting, and their implications for the study of myth, literature, and the psychology of human relationships. Our goals will include examining Freud's biography and its bearing on his concepts of the unconscious, hysteria, childhood sexuality, dream-formation, gender differences, the dynamics of the family, and social psychology. Members of the seminar will write short papers weekly and complete a term project.—Hunter

10. **Novels, Plays, Musicals and Films: The Many Lives of a Story**—By studying translations, adaptations, film versions, opera and musical treatments of the same original story, this course

will investigate how different people see the same texts at different times. By choosing universal themes, such as the education of an inexperienced youth, like *Candide*, or the Greek legend of Orpheus or *Antigone*, or the theme of Don Juan or the "femme fatale" such as *Carmen*, we will see how important books survive and are reborn in various historical and social contexts. We will also examine how the formal aspects of an interpretation change and redefine the original work. Students will take turns leading class discussion and will be expected to write several short papers.—Katz

11. **Spanish America as Seen by Her Writers**—Keeping in mind the current events of Latin America, particularly those concerned with Central America, Argentina, Mexico, and Chile, this seminar is predicated on the conviction that the educated citizen needs and wants to know more about our southern Latin neighbors. A selection of modern works in translation will be studied mainly for their ideological content; that is, they will be chosen on the basis of their special insights into the various aspects and problems of Spanish American history, culture, politics, and thought. Some of the authors included are Octavio Paz, Carlos Fuentes, Gabriel Garcia Marquez, and Pablo Neruda. In addition there will be a select number of background texts. The course reading material will be supplemented with relevant videotapes. The seminar will consist of formal oral presentations, informal discussion, and periodic writing assignments and examinations.—Kerson
12. **The Crime of Galileo**—The condemnation of Galileo was of immense importance for science, religion, and politics. But the details of the condemnation remain somewhat mysterious—in fact, the Church reopened the case several years ago and has not yet reached a decision about it. Was science really at stake, i.e. was the Church forbidding certain scientific doctrines, or was the entire affair one of "pure politics" within the Church, with Galileo a victim? In this course we shall consider both of these questions, looking at the Copernican revolution and Galileo's role in its development, then at the relation between science and the Church, and finally the institution of the Church in politics. We shall also consider the judgments of history on this event, from immediate responses to the most recent considerations.—Lang
13. **Warring States: The United States and Vietnam**—Probably no set of events in the post-war history of the United States has so shaken the fabric of American political life and values as the war in Vietnam. The war tested American foreign and military policy aims in Asia and became the object of a soul-searching national controversy that engaged the energies of millions of Americans and tried the collective conscience of the nation. For the Vietnamese people, the war was a harsh experience that evoked sacrifice and suffering in the name of revolution and independence. Vietnam's struggle with the United States represented in symbolic and practical terms an attempt to resolve questions of national identity and sovereignty that were the legacy of foreign domination and an ambiguous encounter with European culture and society. This course will examine the Vietnam war largely through novels and memoirs written by its participants. Films and guest lectures will supplement the core readings to be assigned. Each week a short paper, related to the themes to be covered in class, will be prepared by all seminar participants.—Lestz
14. **Discovering in the World of Knowledge**—How do you find out something when there is no one to tell you the answer or give you a grade? How are discoveries made in the absence of a person acting as a final authority? The seminar will address these questions by 1) examining what happens when class members solve a variety of problems for themselves, 2) looking at some important results in mathematics (no special background required—every student will understand them) and 3) studying examples of several accomplished scientists.
By the end of the course, students will have learned a bit about philosophy, psychology, mathematics, physics, and biology; and they should have an idea of why people can be drawn into and excited by research. Throughout the course students will also be applying what they are learning about problem solving to library research, paper writing, and studying (in all of their subjects). There will be five short papers and one longer one.—Mace
15. **Politics and Oral Communications**—This seminar has three basic objectives: first, to provide members of the seminar with a variety of first-hand experiences and insights into practical politics; second, to improve each student's skills in oral communications, including vocabulary building; three, to develop leadership capability. There will be opportunities for members of the seminar to work in local campaigns, participate in voter registration drives, and perform a variety of other partisan activities. The academic component will include a review of Robert's Rules of Procedures. In addition to formal texts, we will use texts, novels, and speeches of elected officials as a basis for oral communication. Students will give formal speeches, debate selected issues, lead group discussions, and learn to provide constructive criticism. Students will conduct monthly elections for class officers. Included as part of the seminar will be formal instruction on the use of the library and briefings on special academic programs, such as the Legislative Internship Program. There will be two social functions, one planned by the instructor, and the other planned by the students.—McKee

- 16. Men and Women in European Society, 1890-1940**—We will explore the development of cultural and political attitudes in this formative period of society in western Europe, which extends from the close of the nineteenth century through the Great War and the depression, until the outbreak of the Second World War. The course will focus upon the problems of generational and class conflict; the emergence of urban metropolitan cultures; sexual attitudes; and family and social relationships. The reading is drawn from literature and history. Students will write a short reaction paper each week and there will be two examinations. A film program accompanies the course.—Pennybacker
- 17. Looking at Performance**—As audience members, we often have strong reactions to the performance we see: we like it, we don't like it, we're perplexed, sometimes disturbed. To understand why we react to performance as we do and at the same time to attempt to broaden the scope of our reactions is to engage more fully and concretely in the performance experience. This course will encourage students to become responsive and thoughtful viewers of theater and dance through an exploration of the various elements of performance making, discussion of the ideas and issues which inform contemporary performance, and some experiential work in movement analysis to increase awareness of the body as the primary means of expression for both actor and dancers. Students will articulate their responses to performances of theater and dance in the form of class discussions and writing assignments. As the course progresses, student writing will take the form of criticisms, and the role of the critic as it relates to the experience of performance will be examined: how does the critic affect what we see?—Power
- 18. Slavery in Ancient Greece and Rome**—Only a handful of societies in human history have depended on the labor of slaves. By far the most successful, lasting about 900 years, was the Greco-Roman world. This seminar will explore slavery in antiquity. We will consider its origins, ancient attitudes toward slaves and their duties, the impact of slavery on the economy and society of the ancient world, and, to the extent possible, the views of the slaves themselves about their condition, which were expressed most eloquently in a series of revolts that shook the Mediterranean between about 150 and 50 B.C. To help us in our endeavor, we will also look at the slave society of the antebellum American South, which has left far richer records on the experiences of slaves than has antiquity.
- The objectives of this seminar are not confined to exploring the world of ancient slavery, as alien as it may be. We will also try to develop students' sensitivity to historical source material: how to read a document from an alien society, how to recognize and compensate for bias, how to press material to yield secrets its writers did not realize they included or intend to betray. The attitude and method of criticism that result should help students to "see behind" the surface of all sorts of material (not just texts on ancient slavery), and approach subsequent academic work, and the world in general, with a more critical eye.
- Six papers will be required. Five will be brief (3-5 page) reaction papers to topics discussed in class. The sixth paper will be a 10-12 page research paper on a topic selected in consultation with the instructor.—Reger
- 19. Crowds and Power**—This seminar will begin with Elias Canetti's *Crowds and Power*, which students might wish to read during the summer. In the course of the semester, we will illustrate, discuss, and assess Canetti's descriptions of crowds—their nature, their functions, their forms of power. We will also examine situations in which collective responses are significant, such as the relationship of actor to audience in various kinds of drama. Students will write weekly papers, in which they will be asked to summarize and assess the implications of points of view reflected by Canetti and the other writers/forms of drama, etc. which we will consider. Students will do individual reports on other theoretical attitudes toward crowds or on specific situations in which crowds have played a central role.—Riggio
- 20. Women of Science**—Science and technology play a central role in contemporary society. The lives of each and every man and woman are affected by it. Yet the scientific world remains a predominantly male world, with the participation of women quite limited. In this course we will study this imbalance from three points of view: biological, social, and historical.
- The biological arguments center around the question of women's inherent ability to do scientific work. More precisely, does something in the very nature of women prohibit them from producing great science? If so, then their limited participation is to be expected. Secondly, we shall examine the social structure of science here in the United States, as well as in other technological societies such as Japan and the Soviet Union. What is it really like to be a scientist? Are the expectations the same for men and women? Does the scientific community welcome women into its ranks? Finally, we shall review the history of women in science, recovering some of the achievements of the women scientists that have been neglected by mainstream historians of science. We shall study several of these women, contrasting their lives with those of the major male scientists of the same time period.

The course involves weekly readings and classroom discussion, several short papers and a more substantial final paper. No formal examinations will be given.—Russo

21. **Violence**—The seminar will explore different forms of collective and individual acts of violence. Readings on terrorism, riots, murder, rape, genocide, police brutality and child abuse will be discussed to consider the relationship between victims, perpetrators and observers. Examining the social, psychological and moral causes and consequences of violence, we will attempt to explain its function and persistence in modern societies. Short papers will be assigned at least every two weeks.—Sacks
22. **Teaching the Under Side of American History**—There are times in our past when the actions of government have been sharply inconsistent with standards set forth in the Bill of Rights. Perhaps more than anything else, the surveillance of constitutionally protected activities of citizens by secret political police is repugnant to our system of free expression. The focus of this seminar is on activities of police agencies, most notably the Federal Bureau of Investigation, that intrude on the civil liberties of citizens. We will examine the role of the Bureau in the "Red Scare" following World War I, during the "McCarthy Period" after World War II, and, most closely, the FBI's surveillance and disruption of traditional radicals, the "New Left" and the civil rights and Black Power movements of the 1960s. The seminar will attempt to ascertain how violations of civil liberties such as these are taught in schools, how that instruction is rationalized by those responsible for it, and how curriculum proposals for more complete and accurate treatments of these subjects, prepared by the class, are received. The shape of this investigation will be determined by the seminar as it progresses, but could include surveys of school texts, course syllabi, and professional journals and interviews with students, teachers, parents, and educational policy-makers.—Schultz
23. **Hemingway's Art of the Short Story**—Ernest Hemingway came to Paris in 1921 with a few rather poor and derivative short stories. A year later all his manuscripts were stolen in a Paris train station—luckily for him. In the next three years he wrote and published the stories of *In Our Time* (1925) and in the next two years those of *Men Without Women* (1927). In less than a decade he became one of the most admired and influential writers in the history of the short story.
How he did it is the question for this seminar. There is no one final answer to that question, but through the study of the various manuscript versions of those stories, his letters and memoirs of the period, and his biography, we can see something of how he learned his craft.—Smith
24. **The Legal History of Race Relations**—This course provides a historical overview and analysis of the inter-relationship between the American legal system and American race relations. Students will read Supreme Court civil rights cases in the areas of education and public accommodations, in addition to background material providing information on the historical and political climates in which the decisions were rendered. The emphasis of the course will be the legal analysis and classroom discussion of actual Supreme Court cases. Many of the classes will be conducted by using the Socratic method. At the end of the course, students will have a working knowledge of the major constitutional and legislative provisions protecting equal rights in education and public accommodations.
There will be three to four small writing assignments during the term; a midterm; and a final written project.—Stevens
25. **Modernism in the Twentieth Century**—It has been said of modernism, the sensibility of crisis and rebellion characteristic of early 20th century art, literature, and philosophy, that it marks "the greatest of all divisions in the history of Western man, greater than that which divides Antiquity from the Dark Ages or the Dark Ages from the Middle Ages." We will look at the background to the modernist movements of the 20th century, and then consider some major works by modernist writers, artists, architects, and philosophers. Attention will be given to the nature of the modernist and avant-garde consciousness, the sources of the modernist spirit of opposition, and the aftermath of the modernist movements.—Tress
26. **People, Penguins, and Plastic Trees**—For most of our history, we human beings have treated the Earth and its non-human occupants as mere resources to be used for human ends. In recent years though, the notion that plants, animals, and ecosystems are to be valued only for their usefulness to human beings has been increasingly subjected to severe criticism. One of the most important results of this has been the new discipline of environmental ethics. Combining the insights of ecology, ethology, economics, and environmental science with those of ethical theory and philosophy, environmental ethicists have labored to engender a more respectful attitude toward the planet and non-human beings with which we share it. This seminar will involve students in these efforts and the controversies they have generated. Topics to be covered include animal rights, preservation of species, preservation of wilderness areas, and the moral status of ecosystems. Members of the seminar will be required to contribute to and participate in the seminar consistently through discussion, brief oral reports, and short written papers.—Wade

27. **Communism and Fascism: An Exploration in Comparative History**—This seminar will study the origins and development of the two great mass political movements of the twentieth century: Communism and Fascism, as they arose in Russia and Germany. Historical, literary and cinemagraphic sources will be used to explore the larger implications of these movements for our understanding of the nature of modern man and his society.—West
28. **The Greco-Roman Mind**—An investigation of the spirit, genius, and temperament of the Greeks and Romans as evidenced in their literature. The nature of the heroic, tragic, comic, philosophic, historic, and satiric will be studied in the authors from Homer to Vergil, from the eighth century B.C. to the first century A.D. All works will be read in English. In addition to reading the authors, certain secondary sources will be studied to help illuminate the seminar topic. Short biweekly papers, as well as group discussion, will be required.—Williams
29. **From Slave Songs to Freedom Songs: Afro-American Music in American Society**—This seminar will focus on the social phenomena that have shaped the development of music in Afro-America from the antebellum period through the 1960s. We will concentrate on four genres: music of the plantation South; blues, through the 1930s; jazz, from Dixieland through the 1940s; and the "social consciousness" music that stemmed from the 1960s protest movements.
- The seminar format will include: 1) lectures by the instructor; 2) class discussion of the assigned readings, most of which focus on the extra-musical aspects of the music studied; 3) student presentations of individually assigned readings; and 4) in-class films. Students will be assigned a short paper every two weeks and a 10-page term paper.—Woldu
30. **The Renaissance: To What Extent A "Rebirth"?**—Renaissance man created his own myth of cultural perfection; he considered his civilization a rebirth, a renaissance of classical civilization, where scholarship, a deep knowledge of both classical and modern languages, and moral perfection were basic features. Political reality and everyday life for most people, however, revealed a somewhat different picture. We shall read a variety of mostly literary texts illustrating both the myth and the reality of the Renaissance. We shall analyze and interpret our sources critically, and consequently may often conclude that texts cannot always be accepted at their face value. Among the topics to be discussed will be: the debate of arms versus letters, the colonization of the Americas, the place of women in society. Requirements are: a careful reading of the text material assigned for each class, active participation and several short papers.—van der Poel
31. **Religion and Movements for Social Change: Case Studies in Recent North American History**—This seminar will explore the role of religion—including religious ideas and institutions, religious values and ideals, and religiously motivated persons—in initiating, guiding, and supporting movements for social change in the United States in the recent past. We will briefly review the role of religion in some earlier efforts at social change, such as the antislavery, Social Gospel, and temperance movements, and we will survey some contemporary efforts as well (e.g. the pro-life, nuclear freeze, and economic justice movements). Our primary focus will be the examination, analysis, and comparison of three important movements: the Catholic Worker movement of the late 1930s and 1940s, the civil rights movement of the 1960s, and the Moral Majority movement of the late 1970s and early 1980s. Students will write several short papers, and will be responsible for an in-class presentation of independent research.—Silva

American Studies Program

ASSOCIATE PROFESSOR LEACH, *Director*;

PROFESSORS SICHERMAN, KENAN PROFESSOR OF AMERICAN INSTITUTIONS AND VALUES, AND SLOAN; ASSOCIATE PROFESSORS BACON^{†††}, AND HEDRICK;

ASSISTANT PROFESSOR CHATFIELD

The American Studies major gives students the opportunity to apply the methods and learning of several disciplines to the study of the culture and society of the United States. It draws upon the resources of many departments and programs at Trinity. To learn a variety of disciplinary perspectives on the United States, students take courses with American subject-matter content offered by several departments. To integrate their knowledge of American culture and society, students participate in American Studies seminars and tutorials. Ordinarily their work will center on American history, literature, or fine arts; however, students may design a program that enables them to concentrate in other fields of study, such as economics, political science, sociology, religion, or educational studies.

^{†††}Leave of Absence, Academic Year

THE AMERICAN STUDIES MAJOR

I. *Requirements of students in the major:*

- A. Completion of American Studies 301-302 and American Studies 401, each with a minimum grade of C.
- B. Either completion of American Studies 403-404 with a minimum grade of C; or completion of American Studies 402 with a minimum grade of C and achievement of a passing grade in a comprehensive examination.
- C. Satisfactory completion of a minimum of nine courses dealing with American culture and society offered by other departments and programs, in addition to the required American Studies courses (A and B). Students in the major are strongly urged to prepare themselves for the required courses by taking American Studies 201 and other broad courses in American history, literature, and art history (such as American Studies 261, 271, 272, 304, 325; History 201 and 202; English 205 and 206) in their freshman and sophomore years.
- D. To insure adequate depth of inquiry, and to give focus to their programs of study, students must take at least three American Studies-related courses above the introductory level in one department.
- E. To insure adequate breadth in their programs of study, students must take American Studies-related courses in at least three departments.

The following are some of the courses with American subject-matter content regularly offered by other departments and programs that may be taken to satisfy the requirements (see C above) of the American Studies major. This is a sample listing only. Its purpose is to suggest the diversity of courses from which majors may construct their individual programs. (Not all of these courses are offered this year—check course listings under each department and program.)

FALL TERM

Art History 271. American Art
 Economics 321. American Economic History
 Educational Studies 202 (1). History of American Education
 English 205. Survey of American Literature
 English 402(1). Robert Frost
 English 409. William Faulkner
 History 103. The City in American History
 History 201. The United States from the Colonial Period through the Civil War
 History 209. Black Americans before 1865
 History 312(1). Colonial America
 History 325. Selected Themes in American History: The American Sense of Mission
 History 345. United States-East Asian Relations, 1791-1982
 Political Science 225. The American Presidency
 Political Science 307. Constitutional Law: The Federal System and the Separation of Powers
 Sociology 311. Authority and Power in American Society

SPRING TERM

Art History 272. American Architecture
 Economics 213(2). Business and Entrepreneurial History
 Educational Studies 203(2). Schooling in America
 English 311(2). Contemporary American Poetry
 History 202. The United States from Reconstruction to the Present
 History 210. Black Americans from 1865
 History 315(2). American Women in Comparative Perspective
 History 355(2). America in the Age of Uneasy Nationalism, 1815-1860
 Political Science 216. American Political Thought
 Political Science 315(2). American Foreign Policy
 Political Science 316. Constitutional Law: Civil Liberties and Civil Rights
 Religion 214. The Jews in America
 Religion 262. Religion in American Society
 Religion 290. Spiritual Movements in Contemporary America

II. *Recommendation for students in the major:*

In order to develop comparative perspectives on the American experience and to avoid parochialism, students majoring in American Studies should supplement their programs with courses relating to other nations and cultures. For example, a student with a special interest in 19th-century American literature and history might take courses in the literature and history of 19th-century England or Russia.

III. *Honors in American Studies will be awarded to students who meet all the following requirements:*

- A. Attain a minimum college grade average of B.
- B. Attain a minimum grade average of B+ in all courses for major credit.
- C. Attain a minimum average of A- in all American Studies courses.
- D. Either complete American Studies 403-404 with a minimum grade of A- or complete American Studies 402 with a minimum grade of A- and achieve a mark of Distinction in the comprehensive examination.

IV. *Senior Exercise:*

American Studies majors are required to complete one of two alternative Senior Exercises:

- A. A two-credit Senior Thesis, ordinarily a research paper at least 75 pages in length.
- B. A one-credit Senior project *plus* the Comprehensive Examination. The project is ordinarily a research paper of at least 40 pages, and is written during the second semester. The Comprehensive Examination is a three-hour written exercise given at the end of the second semester.

FALL TERM

[117. Music in Black America]—A survey of the music of black Americans from the antebellum period to the 1960s, the emphasis being on the cultural functions of the music composed. Major genres include slave songs, blues, jazz, and the soul music of the 1960s. Readings from the works of black American novelists, essayists, and poets complement discussions of the music itself. (Same as Music 117 and Area Studies 117.)

182(1). American Music: An Historical Survey—This course gives a panoramic view of American music from the Colonial period to the present and explores the duality between the "cultivated" and "popular" (or vernacular) traditions. Genres to be studied include Anglo-American folk music, music of the American Indian, church music, 19th-century theater music, and recent works of the classical tradition. No previous training in music is required. (Same as Music 182 and Area Studies 182.)—Amos

205. American Literature, 1800-1900—A survey of American poetry and prose from the end of the colonial period to the turn of the twentieth century, emphasizing the development of a distinctively American literature. Authors to be studied include Clemens, Dickinson, Hawthorne, James, Jefferson, Melville, Walker, and Whitman, among others. (Same as English 205.)—Smith

209. Afro-American Experience—The experiences of Afro-Americans from the seventeenth century to the present with particular emphasis on life in slavery and in the twentieth-century urban North. (Students who received credit for History 209 or 210 in previous years are not eligible for this course.) (Same as History 209 and Area Studies 207.)—Greenberg

215. Drink and Disorder in America—Drinking as an institution has reflected the varieties of cultures, interest groups, and ideologies that have swept America. We will examine the tumultuous history of this institution from the origins of the Republic to the present in order to understand what the "wets" and the "drys" can tell us about the nature of community in America. Special attention to the ways in which gender, race, class, and ethnicity shape perceptions of drinking, leisure, and social control. (Same as History 215 and Women's Studies 215.)—Hedrick

216(1). American Political Thought—A study of the development of American political thought: the colonial period; the Revolution; Jeffersonian democracy; Jacksonian democracy; the defense of slave society; social Darwinism; the Populist and Progressive reform movements; current theories of conservatism, liberalism, and the Left. (Same as Political Science 216.)—Fulco

219. U. S. Since 1945—This course examines America since World War II. We will explore both political events and cultural and social trends, including the cold war, rock 'n roll, civil

rights, feminism, Vietnam, consumerism and advertising, the new right and the new left, the counterculture, religious and ethnic revivals, poverty, and the "me" generation. (Same as History 218 and Area Studies 220.)—Greenberg

225. The American Presidency—An explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the Courts. The nature of presidential leadership and personality is also explored. (Same as Political Science 225.)—(Not Given Fall 1989)—Fulco

[231. Popular Culture]—An interdisciplinary approach to the study of comics, music, film, television and popular literature as they reflect persistent as well as changing values in American society. Recent developments in the theory of mass culture. (Same as Sociology 231 and Area Studies 231.)

235. The Other Side of the Mirror: Edith Wharton, Kate Chopin and Sarah Orne Jewett—Edith Wharton, Kate Chopin and Sarah Orne Jewett were three of the most powerful and perceptive women writers in late 19th- and 20th-century America in their treatment of women's cultural roles and female sexuality in their novels and short stories. This course will look at the fiction of these three women writers and their very "modern" ideas about women and male-female relationships. Wharton's, Chopin's and Jewett's work represents an important part of American literature from this period in that it gives us a strong sense not only of "woman's place" in society then but also of the dissatisfaction and rebelliousness that women like Wharton, Chopin and Jewett were feeling about the cultural restrictions placed on them on account of their sex. (Same as Women's Studies 235.)—Banks-Spooner

239. 20th Century American Theater and Drama—A detailed study of the American mainstream theater and drama as well as the avant-garde. The works of O'Neill, Miller, Williams, Albee, and Shepard will be considered along with the productions of the Living Theater, Schechner, Chaikin, Wilson, Forman, Akalitis, and Breuer. Prerequisite: Theater 101. (Same as Theater 239.)—Feinsod

261. American Catholics—This historically-oriented course will explore the struggle of Catholics in the United States to integrate being "Roman" with being "American." It will survey the experience of an immigrant, authoritarian church in a country founded on belief in the excellence of Protestantism and dedicated to liberal and democratic ideals. Having arrived in the mainstream with the election of John F. Kennedy, that church now faces a new set of challenges, which will be the final consideration of the course. (Same as Religion 261.)—Byrne

[265. Revivals and Radicals: Religion and American Society from the 1950s to the Present]—(Same as Religion 265.)

271. American Art—An introduction to the visual and decorative arts in America from the 18th century to the Armory Show in 1913. Developments will focus on European backgrounds and uniquely American contributions. (Same as Art History 271.)—Kornhauser

301-302. Seminar for Junior Majors—An examination of selected topics in American Studies, required of all majors. Normally to be taken in the junior year, this course will serve as the introduction to the major program. The seminar will consider the conceptual and methodological bases of the interdisciplinary study of America. It will also introduce students to a variety of themes in American culture through readings and other materials drawn from those disciplines which consider the American experience. Weekly papers required. (2 course credits)—Leach, Silva

303. Comparative Studies in American Literature: Nineteenth Century—In this course we will study pairs of 19th-century American books; one work in each pair will be well-known; the other non-traditional. Reading the books together will help us explore the strengths and weaknesses of each, their conventions, assumptions, objectives, and audiences; the differences that arise from gender and race. (Same as English 303 and Women's Studies 303.)—Lauter

307. Constitutional Law: The Federal System and Separation of Powers—An analysis and evaluation of leading decisions of the United States Supreme Court dealing with the granting of authority to national institutions. Although the major part of the course will deal with landmark cases bearing on the Federal System and Separation of Powers, attention will also be devoted to contemporary constitutional issues upon which students are expected to take normative positions. (Same as Political Science 307.)—McKee

[315. American Foreign Policy]—An examination of the principles of American foreign relations since the beginning of the 20th century, with particular emphasis on the post-World War II period. The course will also include a survey of the major factors that enter into the formation of American foreign policy. (Same as Political Science 315.)

317. American Culture 1815–1914—A topical study in intellectual and cultural history, concerning issues of the American experience as perceived by major spokesmen, both American and foreign, of the 19th and early 20th centuries. (Same as History 317.)—Sloan

319. Women in America—An examination of women's varied experiences in the public and private spheres, from their own perspective as well as that of the dominant society. The experience of women of different classes and races will be compared, as will the relationship between images of women and the changing realities of their lives. Emphasis on the 19th and 20th centuries. (Same as History 315.)—Sicherman

321. American Economic History—A survey of the growth of the American economy from Columbian times to the present. Special attention will be given to the issues of economic growth, industrial development, antebellum South, transportation and commerce, the rise of cities, and the impact of major wars on the economy. Economics 101. (Same as Economics 321.)—Gunderson

[349. The American Dream]—An exploration of different versions of the "American Dream" through examination of autobiographies, journals, and such. The course will focus on the American myths and concepts of freedom, alienation, and success. The effects of the autobiographic form will also be considered. Among the writers to be examined will be various Puritans and pioneers. Ida B. Wells, Richard Wright, Anya Yezierska, Leslie Silko, Mary McCarthy, Annie Dillard, Robert Pirsig, and Richard Rodriguez.

[380(1). Nineteenth Century Women Novelists]—The nineteenth century novel was primarily in the hands of women, many of whom combined a professional career with domestic life. In works by Harriet Beecher Stowe, Rebecca Harding Davis, Charlotte Brontë, George Eliot, and some lesser known works, including Linda Brent's *Incidents in the Life of a Slave Girl*, we will explore: 1) the strengths and weaknesses of their art, including its political implications; 2) the concepts of "woman's sphere" and "woman's culture"; and 3) the relationship between gender and genre. This course satisfies the requirement of a course emphasizing literature after 1800. (Same as English 380(1).)

401. Colloquium for Senior Majors—This course is given in the fall term and is required of all senior majors. The colloquium will provide students with the opportunity to apply diverse methodological approaches and kinds of evidence to the study of a single large theme or problem in American culture of the 20th century.—Sicherman

403-404. Senior Thesis Tutorial—A year-long course offered on an optional basis to senior majors working under the supervision of one or more faculty members in American-Studies related fields. (2 course credits.)—Mason and other participating faculty

407. Subcultures in American History—This seminar explores the relationship in America between selected subcultures (groups with at least a partially distinct and autonomous culture) and "mainstream" society using the perspective of gender. In particular, the course focuses on the different ways men and women of these groups view American values and interact with American society. Subcultures include: Puritans, Native Americans, blacks, immigrants and the working class, with an emphasis on the 19th and the early 20th centuries. (Same as History 401B, History 557, Women's Studies 457.)—Greenberg

SPRING TERM

[172. Contemporary Musical Theater]—An appreciation of the corpus of recent Broadway musicals that, beginning with Stephen Sondheim's "Company" (1970), brought new aesthetic and intellectual vigor to an art form grown stale on the outmoded formulas of Rodgers & Hammerstein and Lerner & Lowe. "Musical comedy" no longer constitutes an appropriate term for those works born of contemporary consciousness and realism, works influenced by some of the most advanced streams of 20th-century artistic thought. Works to be studied include "Hair," "Pippin,"

"The Wiz," "A Chorus Line," "Cats," and many others. No previous training in music is required. (Same as Music 172.)

[201(2). American Culture and Society Since the Gilded Age]—An exploration of main themes in American culture since 1870, emphasizing close examination of such primary sources as novels and autobiographies. (Same as History 211(2).)

204. Introduction to American Literature—A survey of literature, written and oral, produced in what is now the United States from the earliest times to around the Civil War. We will examine relationships among cultural and intellectual developments and the politics, economics, and societies of North America. Authors to be read include some who are well-known—like Emerson, Melville, and Dickinson—and some who are less familiar—like Cabeza de Vaca, John Rollin Ridge, and Harriet Jacobs. (Same as English 204.)—Lauter

[207(2). American Literature, 1900–1950]—A general survey of American literature from the first half of this century—fiction, poetry, and drama. We will try to discover how each author expresses a characteristic "Americanness" as a response to the national condition in the 20th century, and how that version of our national character is shaped by the particular genre an author chooses to employ. (Same as English 207.)

[214. Jews in America]—A social and religious history of American Judaism from pre-revolutionary to contemporary times. After examining the era of immigration and "Americanization," the course will focus on the ethnic, religious, and social structures of American Judaism: The Community Center, the Synagogue, and the Federation. (Same as Religion 214.)

218. Business and Entrepreneurial History—The evolution of business structures and practices, primarily in the American experience. Changes in such aspects of management, finance, marketing, and information are considered. Special attention is given to the role of entrepreneurs and conditions which may have influenced their creative efforts. Both an analytical approach and case studies are employed. Prerequisite: Economics 101. (Same as Economics 214.)—Gunderson

262. Religion in American Society—The historical role of religion in shaping American life and thought, with special attention to the influence of religious ideologies on social values and social reform. (Same as Religion 262.)—Kirkpatrick

271(2). American Art—An introduction to painting, sculpture, and photography from the 18th Century to the present. Developments will focus on European backgrounds and uniquely American contributions.—TBA

[272. American Architecture]—An introduction to the American building and environmental tradition from the 17th century to the Depression. (Same as Art History 272.)

[290. Spiritual Movements in Contemporary America]—An anthropological approach to culture change including the rise, the development and future prospects of spiritual movements in contemporary American culture. Emphasis is given to the teaching of these movements and their contributions to American religious thought. Topics include Garveyism, the Nation of Islam in the West, the Peace Mission Movement, Hare Krishna, and Pentecostalism among others. (Same as Religion 298.)

305(2). Feminist Theory—An exploration of the main currents in American feminism, with occasional excursions into European thought. The course readings assume (rather than demonstrate) woman's historical subordination to man and put forward various explanations and strategies for change. Readings in J. S. Mill, C. P. Gilman, Emma Goldman, Simone de Beauvoir, Dorothy Dinnerstein, Adrienne Rich, Mary Daly and others. (Same as Women's Studies 301(2).)—Hedrick

[306. Four Major Afro-American Artists]—A study of the work of Robert Hayden, Alice Walker, Richard Wright, and Toni Morrison. We will give special attention to the characteristics of the literary tradition to which these writers contribute. This course satisfies the requirement of a course emphasizing literature after 1800. (Same as English 306.)

316. Constitutional Law: Civil Liberties and Civil Rights—An analysis and evaluation of decisions of Courts (and related materials) dealing principally with freedom of expression and equal protection of the laws. (Same as Political Science 316.)—Neaverson

318. Reform Movements in Contemporary America (Same as History 318.)—Greenberg

320. The Family in American History—A history of the changing ideals and realities of American family life, emphasizing the 19th and 20th centuries. Topics will include courtship, marriage, child rearing, sibling relationships, demographic and economic trends, and such alternatives to family life as utopian communities. (Same as History 316 and Women's Studies 316.)—Sicherman

[324. American Politics and Culture]—(Same as History 324.)

[325(2). American Society and Politics, 1740–1789]—An examination of the political, cultural and intellectual history of America from the Great Awakening through the ratification of the Constitution. Topics will include the religious revivals of the early 1740s, the social and political structure of 18th-Century America, the coming of the Revolution, the War of Independence, the Confederation Period, and the framing of the Constitution. (Same as History 325A.)

[325(2). Selected Themes in American History: Feminist Thought in America]—An exploration of the main currents in American feminism, with occasional excursions into European thought. The course readings assume (rather than demonstrate) woman's historical subordination to man, and put forward various explanations and strategies for change. Readings in C. P. Gilman, Emma Goldman, Simone de Beauvoir, Dorothy Dinnerstein, Adrienne Rich, Mary Daly, and others. (Same as History 325(2) Sec. A.)

[325(2). Business Enterprise in the American Culture]—An examination of American business practices and values from the Colonial Period to the present, with emphasis on entrepreneurial efforts, business-government relations, the role of the American worker, changes in managerial attitudes and practices, and the impact of technological innovation. (Same as History 325(2).)

328. Overlords and Undertones—A course in the dynamics of oppression and resistance, especially as they appear in language and narrative. We will be looking at various texts—novels, films, poetry, plays—to see both the ways dominant groups and discourses repress difference, and the ways repressed groups and coded or subterranean discourses keep themselves and their languages alive. Readings drawn largely from gay, black, and women's literature; films from Hollywood to Havana, with an early stop at the Trobriands, to meditate on the islanders' peculiar way of playing cricket. (Same as English 328.)—Pfeil

370. Hawthorne, Stowe, and Twain—We will place the major works of Hawthorne, Stowe, and Twain in cultural and biographical contexts. Topics to be considered include slavery, religion, gender roles, and the role of the artist. The three authors' careers, critical reputations, and differing uses of romance, picaresque, and realistic forms will be compared. (Same as English 370 and Women's Studies 370.)—Hedrick

[382. Twentieth-Century Women Novelists]—Ellen Moers has written that Virginia Woolf's *A Room of One's Own* marks the close of the "epic age" of women's literature and the beginning of a new sensibility. No longer devoted to the great "causes" of the nineteenth-century, women artists wrote with a conviction of their professional identities and experimented with a variety of voices and literary forms. We will sample the richness of the twentieth-century novel in England, America, and South Africa, including works by Edith Wharton, Virginia Woolf, Agnes Smedley, Willa Cather, Olive Shreiner, Nadine Gordimer, Doris Lessing, Toni Morrison, Alice Walker, and Carolyn Chute. (Same as English 382.)

[384. Contemporary Southern Literature]—A close reading of works by eight to ten living writers black and white, male and female, poets and prose writers and perhaps a dramatist—born and raised in the South. They will include Ernest Gaines, Eudora Welty, Walker Percy, Ishmael Reed, Alice Walker, James Dickey, and Peter Taylor. (Same as English 384.)

396. Henry James—A study of the fiction of Henry James, primarily but not exclusively of the novels. The course will consider both the formal and structural elements of James' fiction and its social and economic roots, working on the premise that these aspects of James' work are deeply interconnected. On the formal side, our principal focus will be on genre and on narration, especially the problem of the relation of the narrator to the story, the characters, and the text itself. In terms of the social and economic aspects of James' fiction, the course will concern itself especially with questions of class, money, and the position of women in James' world. Beyond and above these issues, the course will provide students the opportunity to experience the work of one of the greatest fiction writers in our language. (Same as English 396.)—Cohn

402. Senior Project—A one-credit course required of all majors not writing a senior thesis. In this course students will undertake projects on American Studies topics of their own choosing. The projects will be supervised by a faculty member in an American Studies-related field. The projects will often be an outgrowth of work done in American Studies 401.—Mason and other participating faculty

403-404. Senior Thesis Tutorial

[405(2). Hurston, Wright, Walker]—A study of the major works of Zora Neale Hurston, Richard Wright and Alice Walker in their historical, biographical, and aesthetic contexts. (Same as English 403.)

[406. Hawthorne and James]—A consideration of two preeminent nineteenth-century novelists. We will read from both the fiction and the criticism written by these two authors. Students interested in this course should have some familiarity with nineteenth-century American literature. (Same as English 406.)

Anthropology

ASSOCIATE PROFESSOR NADEL

With the assistance of a Liberal Arts Enrichment grant from The Pew Memorial Trust, Trinity is conducting a four-year experiment in cultural anthropology. Cultural anthropology explores what it means to be human in both "exotic" and familiar settings. Through the comparative and cross-cultural approach, anthropology seeks to explain how people use material and symbolic resources to solve the problems of living in the world and with each other. As the interpretive study of society, anthropology interweaves together the sciences, social sciences and humanities, engaging continuously in dialogues with other disciplines.

In addition to the anthropology courses listed below, a number of anthropologically-oriented courses may also be found among the offerings of the Area Studies Program. No major in anthropology is offered at this time.

FALL TERM

201. Cultural Anthropology—This course will examine a range of cultures in an attempt to establish the extent to which the "cultural factor" determines the character, direction, and world view of diverse societies. Some attention will be given to the major problems arising from the attempt to interpret cultures other than our own. (Same as Area Studies 201, Guided Studies 201 and Sociology 211.)—Desmangles

203. World Ethnography—This course introduces students to the enormous diversity of cultures in the world. Readings and films will present ways of life that range from hunting and gathering to nomadic pastoralism to industrial wage labor, in environments that range from tropical rain forests to the cities of Europe and North America. One objective of the course is to enable students to appreciate human creativity in a new way as they discover the many different social, economic, cultural and environmental challenges that people face.—Nadel

307. Anthropological Perspectives on Women and Gender—Using texts and films, this course will explore the nature of women's lives in both the contemporary United States and a number of radically different societies around the world, including, for example, the !Kung San people of the Kalahari and the Mundurucú of Amazonian Brazil. As they examine the place of women in these societies, students will also be introduced to theoretical perspectives that help explain both variations in women's status from society to society and "universal" aspects of their status.—Nadel

SPRING TERM

210. Peoples of Europe—This course introduces Europe as a culturally and ecologically diverse and unevenly developed region. Students will examine the dynamics of communities located in, for example, the Scottish Lowlands, London, southern Italy, Brittany, Spain, Yugoslavia and rural Greece. Topics for reading and discussion will include: ethnicity, class, gender, economic decline, emigration, and religious conflict.—Nadel

220. Cities in Anthropological Perspective—This course examines urbanization and the urban experience, both past and present, in cross-cultural perspective. Topics for reading and discussion include: theories of how cities first arose; cities as market and administrative centers; kinship and community in cities; the social consequences of urbanization; problems of urbanization and underdevelopment. Readings will be drawn from a variety of disciplines, including geography, archaeology and history, as well as from cultural anthropology.—Nadel

236. Language, Meaning and Ideology—What is the nature of the system of signification we call "language," and how is it related to the way we think and the way we know? This course will begin with a broad historical survey of some of the answers to these questions as they have emerged over two and a half millennia of reflections on language. We will then examine Saussure's work as a turning point in language theory, concluding with a consideration of the role of post-Saussurean linguistics as a pilot-science for other disciplines, and the pivotal place of semiotics in contemporary thought. (Same as Modern Languages 236, and English 236.)—Bianchini

260. Peasants and Social Change—This course takes a cross-cultural and comparative look at the dilemmas of peasant identity in both contemporary and historical settings. It focuses on the social problems which peasants face as they are incorporated into world markets and nation-states and must compete for natural resources with industry and "modern" agriculture. Through readings, lectures and discussions, students will study the processes by which tribespeople become peasants and by which peasants lose their rural livelihoods. The course concludes with an account of peasant resistance to these dilemmas. Ethnographic illustrations are drawn from East and South Asia, Africa, and Latin America.—Nadel

350. The Concept of Progress—This course treats the notion of progress critically, as a Western idea which has been used to reshape the world. The development of the concept of progress will be examined in historical and cultural context. Some theoretical issues include: what "progress" means; the relevance of the concept for current public policy debates over resource use; implications for modernization theory; cultural relativism; "progress" as justification for ethnocentrism and even genocide.—Nadel

Area Studies Program (formerly Intercultural Studies Program)

ASSOCIATE PROFESSOR DESMANGLES, *Director*; PARTICIPATING FACULTY:

PROFESSORS BATTIS, CONNOR, GASTMANN, MAHONEY, NEAVERTON, STEELE, VOHRA; ASSOCIATE PROFESSORS BIANCHINI, BUTOS, DWORIN, FINDLY, KASSOW, KERSON, S. LEE, LESTZ, C. LINDSEY, J. MILLER***, NADEL, REILLY, SACKS, SCHULTZ, WEST; ASSISTANT PROFESSORS ANY, HASTY, KIENER, WADE; VISITING ASSISTANT PROFESSOR MARCUS; VISITING INSTRUCTORS ANTAR, MA, WAGONER; LECTURER GRADEN

Area Studies is an interdisciplinary program that focuses on Africa, Asia, Eastern Europe, Latin America and the Caribbean, and the people who trace their heritage to these regions. More precisely, it acquaints students with the dynamics of these cultures and societies, their economic, social and political structures, as well as their forms of artistic expression. It also familiarizes students with the ways in which these societies interact with each other and the world, and the effects of such interactions. As an interdisciplinary program, Area Studies relies upon the methodologies and modes of inquiry used in numerous academic disciplines. It provides students with an awareness of cultural pluralism and diversity of human experience.

Majors in Area Studies may choose to pursue their academic work in two principal forms: *Area Concentrations*, the study of cultures in one area of the world named above; or *Third World Concentration*, a comparative study of cultures in different parts of the world. Although not a requirement, students pursuing this major are strongly encouraged to include in their programs of study a period of off-campus study, either in the United States or abroad, preferably in an area of the world directly linked to their research.

***On Leave, Academic Year

The Area Studies Program requires that students take, in a variety of academic disciplines, courses whose contents relate directly to students' fields of study. These disciplines include: Anthropology, Art, Comparative Literature and/or the literature of the culture or cultures which majors are studying, Economics, History, Philosophy, Political Science, Psychology, Religion and Sociology. Moreover, wherever applicable, students are also required to gain a working knowledge of the major language or languages spoken in the culture or cultures which they are studying. Majors are also expected to participate in the Program's Final Evaluation before graduating. This evaluation consists of a seminar paper, thesis, and/or a project and, where it is applicable, a comprehensive examination (written or oral) in which majors demonstrate competence in their fields of study.

Honors in the major may be awarded only if students maintain a B+ average in their courses in the major.

CORE COURSES

FALL TERM

201. Cultural Anthropology—The course will examine a range of cultures in an attempt to establish the extent to which the "cultural factor" determines the character, direction, and world view of diverse societies. Some attention will be given to the major problems arising from the attempt to interpret cultures other than our own. (Same as Sociology 211.)—Desmangles

217. World Ethnography (Same as Anthropology 203.)—Nadel

221. Ethics and International Community (Same as Philosophy 221.)—Wade

301. Seminar in Third World Studies—An examination of conceptual and theoretical issues in the multidisciplinary study of the Third World. An analysis of selected themes in the cultural, economic, and political analysis of Third World societies and the consequences of their interactions with each other and the now industrialized societies in various historical and contemporary settings. Prerequisite: 201 or permission of instructor.—Lindsey

309. Perspectives on Women and Gender—(Same as Anthropology 307.)—Nadel

491. Independent Study—Independent research on topics not currently offered by the Program. Applications for this course should be submitted to the instructor and approved by the Director prior to preregistration.—Staff

493. Senior Thesis—Intended primarily for Area Studies senior majors engaging in advanced research in a specific aspect of their area of concentration, resulting in a written thesis. Arranged by consultation with their program adviser and the Program Director.—Staff

SPRING TERM

350. The Concept of Progress (Same as Anthropology 350.)—Nadel

492. Independent Study—Independent research on topics not currently offered by the Program. Applications for the course should be submitted to the instructor and approved by the Director prior to preregistration.—Staff

494. Senior Thesis—Intended primarily for Area Studies senior majors engaging in advanced research in a specific aspect of their area of concentration, resulting in a written thesis. Arranged by consultation with their program adviser and the Program Director.—Staff

AFRICAN STUDIES CONCENTRATION

Coordinator: Professor H. McKim Steele

The Major: Area Studies 201, 301, five courses in African Studies, three Third World Studies courses, two additional courses, and the senior evaluation.

FALL TERM

182(1). American Music: An Historical Survey—This course gives a panoramic view of American music from the Colonial period to the present and explores the duality between the "cultivated" and "popular" (or vernacular) traditions. Genres to be studied include Anglo-American folk music, music of the American Indian, church music, 19th-century theater music, and recent works of the classical tradition. No previous training in music is required. (Same as Music 182 and American Studies 182.)—Amos

[215. Rhythm and Blues: An Approach to Afro-American Poetry]—(Same as English 213 and American Studies 213.)

220(1). U.S. Since 1945—This course examines America since World War II. We will explore both political events and cultural and social trends, including the cold war, rock 'n roll, civil rights, feminism, Vietnam, consumerism and advertising, the new right and the new left, the counterculture, religious and ethnic revivals, poverty, and the "me" generation. (Same as History 218 and American Studies 219.)—Greenberg

[285. Religions of Africa] (Same as Religion 285.)

327. History of Africa to 1800—Problems and methods of African history, traditional African society, the spread of Islam, and peripheral contact with classical and western culture. (Same as History 327.)—Steele

[333. Africa in the Nineteenth Century]—(Same as History 331.)

SPRING TERM

320(1). Politics of Sub-Saharan Africa—This course examines the political economy of sub-Saharan Africa at the national, regional and international level. Starting with pre-colonial and colonial history, this course will focus on the experience of African states in the period since independence, particularly on the problem of political independence and economic dependence. Prerequisite: Political Science 103. (Same as Political Science 320.)—Niemann

328. Africa 1914 to the Present—(Same as History 328.)—Steele

AFRO-AMERICAN STUDIES COURSES

Acting Coordinator: Professor Leslie Desmangles

Majors concentrating in Afro-American Studies are required, in consultation with their adviser, to develop a program which places primary emphasis on one of the following areas of study: 1) literature, old world; 2) literature, new world; 3) history, old world; 4) history, new world.

The Major: Area Studies 201, 301, five courses in Afro-American Studies, three Third World Studies courses, two additional courses, and senior evaluation.

FALL TERM

[117. Music in Black America] (Same as Music and American Studies 117.)

207. Afro-American Experience—Required of beginning majors concentrating in Afro-American Studies. (Same as History 209.)—Greenberg

212(1). 20th Century Afro-American Literature—A survey of Afro-American writing from the Harlem Renaissance of the 1920s through the late 1950s. Writers to be considered include Zora Neale Hurston, Richard Wright, William Attaway, Ann Petry, Robert Hayden, Gwendolyn Brooks, Ralph Ellison and others. (Same as English 212.)—TBA

[213. Afro-American Literary Tradition]—A survey of Afro-American literature from the colonial era to the early twentieth-century with an emphasis on the quest for language, voice and form on Afro-American writing. Readings in Frederick Douglass, Dunbar, DuBois, James Weldon Johnson, and Toomer, among others. (Same as English 213.)

457. Sub-Cultures in American History—This seminar explores the relationship in America between selected subcultures (groups with at least a partially distinct and autonomous culture) and "mainstream" society using the perspective of gender. In particular, the course focuses on the different ways men and women of these groups view American values and interact with American

society. Subcultures include: Puritans, Native Americans, blacks, immigrants, and the working class, with an emphasis on the 19th and the 20th centuries. (Same as History 401B, Women's Studies 457, History 557.)—Greenberg

SPRING TERM

[286. **African Religions in the New World**—(Same as Religion 286.)

312. Contemporary Afro-American Narratives—A study of developments in Afro-American prose narrative since the late 1960s, with particular emphasis on the emergence of Afro-American women writers. Readings in Malcolm X, Amiri Baraka, Ishmael Reed, Toni Morrison, Toni Cade Bambara, Charles Johnson, Gloria Naylor, Assata Shakur and others. This course satisfies the requirement of a course emphasizing literature after 1800. (Same as English 316.)—TBA

315(2). Reform Movements of 20th Century America—An examination of the major attempts to change American society, from Populism to the Women's Movement. The course explores why Populism, Progressivism, the New Deal, the student protests, the Civil Rights Movements, and the Women's Movements arose; and it examines the nature of participating groups, to what extent each achieved its goals, what brought each to an end, and how American society changed as a result. (Same as American Studies 318 and History 318.)—Greenberg

[398. **Post-Colonial Fiction**] (Same as English 398.)

402. Civil Rights in America—Blacks and their white allies have long struggled to win equal rights and equal opportunities in America. This seminar examines the course of that struggle in the twentieth century, focusing primarily on the period 1950–1968. We will consider questions of urbanization, employment, racism, politics, violence, non-violence, and black power. (Same as History 402E and History 558.)—Greenberg

ASIAN STUDIES CONCENTRATION

Coordinator: Professor Michael E. Lestz

The Asian Studies major permits students to examine the societies and cultures of Asia in the framework of a broadly interdisciplinary program. Ample flexibility exists within this major to accommodate the needs of students who intend to pursue specialized study of East Asia or South Asia.

Majors working primarily on East Asia must complete a minimum of three credits in college level Chinese or Japanese. All other majors are advised, when it is feasible, to include language work in their programs.

Asian Studies majors are also encouraged to build into their programs a semester or year of study abroad in a country or region related to their work in the major. In recent years, Trinity students have taken part in programs in Japan, the People's Republic of China, India, and Nepal, Thailand and Sri Lanka. Arrangements for such study can be made through the Office of the Director of Educational Services.

To qualify for honors in Asian Studies, a student must have a grade average of B+ or better in major courses and submit a thesis for evaluation to a committee consisting of the thesis tutor and one additional reader from among the faculty participating in the program. This committee will make the final decision for honors in the major.

Asian Studies

I. Core Courses

AS 208 or 241; 209 or 242; AS 151; AS 103 or
AS 231 (Asian Literature in Translation)
(4 course credits)

II. Language Work

If the focus in the major is East Asia, Chinese or Japanese to intermediate level.

If the focus is South Asia, language work is *strongly recommended* and Chinese or Japanese or Arabic may be appropriate. Students whose majors will not include language courses must confer with their advisers and the Coordinator of the Asian Studies to select appropriate courses as substitutes for the normal language component of the major. (3 course credits)

III. Cognate Courses

Six courses to be chosen from Fine Arts, Religion, Theater & Dance, Political Science, History, Anthropology, and Language & Literature courses related to the Concentration. Ap-

proved Directed Reading courses may also be counted within this category for major credit.
(6 course credits)

IV. Seminar or Tutorial
(1 course credit)

Fourteen Course credits, including cognate courses.

FALL TERM

101A. Elementary Arabic I—(Same as Arabic 101.)—Antar

101C. Intensive Elementary Chinese I—Designed to develop fundamental skill in both spoken and written Mandarin. About 300 characters will be learned. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take *both* 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. (Same as Chinese 101.)—Ma

101H. Elementary Modern Hebrew I—(Same as Hebrew 101.)—Kussell

101J. Intensive Elementary Japanese I—Designed to develop fundamental skill in both spoken and written modern Japanese. About 200 characters will be learned. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take *both* 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. (Same as Japanese 101.)—Wagoner

[103. Introduction to Asian Art]—(Same as Art History 103.)

105. Intro to Comparative Politics—(Same as Political Science 103.)—Niemann

151. Religions of Asia—(Same as Religion 151.)—Findly

181. Islam—(Same as American Studies 182, Music 182 and Religion 181.)—Kiener

201C. Intensive Intermediate Chinese I—This course emphasizes the continued development of skill in spoken and written Mandarin. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take *both* 201 and 202 in sequence. Four hours of classwork, plus one required drill hour. Prerequisite: Chinese 201 or equivalent. (Same as Chinese 201.)—Ma

[201H. Intermediate Modern Hebrew II]—(Same as Hebrew 201.) Prerequisite: Hebrew 102 or equivalent.

201J. Intensive Intermediate Japanese I—This course emphasizes the continued development of skill in spoken and written Japanese. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take *both* 201 and 202 in sequence. Four hours of classwork, plus one required drill hour. Prerequisite: Japanese 102 or equivalent. (Same as Japanese 201.)—Wagoner

[202A. Intermediate Arabic]—(Same as Arabic 205.)

[208(1). East Asian Civilization: China and Japan (to 1800)]—(Same as Political Science 207.)

229. History of the Middle East from 1900—A survey of the Middle Eastern region from the rise of European imperialism through the two World Wars to the present. Topics covered include the growth of nationalism and interstate rivalries, the development of the petroleum industries and the course of political and social changes as these affect Middle East society with particular attention to changes in social structures and the role of women. (Same as History 229.)—Steele

233. Aspects of Modern East Asian Literatures—Readings in Modern Chinese and Japanese literature, with particular reference to the emergence of contemporary issues. (All Readings in English.) (Same as Modern Languages 231F.)—TBA

241. China Shang to Ming—(Same as History 241.)—Lestz

[244(1). Topics in Theater and Dance: Asian Dance/Drama]—(Same as Theater and Dance 241.) Prerequisites: Theater 101 or Dance 105 and permission of instructor.

246(1). Peoples & Cultures of the Middle East—This course will provide an ethnographic survey of the different peoples living in the area encompassed by the Arab world, Iran, Turkey, Afghanistan, Israel, and Pakistan. Representative groups of Middle Eastern nomads, tribespeople, peasants, and urban-dwellers will be studied. The region's different ethnic and language groups, religious groups, and forms of social, economic, and political organization will be examined. Introductory discussions will focus on the geography and history of the Middle East culture area. The course will investigate some of the responses of Middle Easterners to the forces of change, the role of distinctly Middle Eastern world views in shaping interpersonal and inter-group relations, and the influence of religious ideologies upon contemporary conceptions of history and collective identity.—Marcus

[253. Indian and Islamic Painting]—(Same as Religion 253 and Art History 253.)

255. Women in Hindu Literature—An introduction to Hinduism through an examination of women in Indian literature. Special attention will be given to the religious roots of values and to the particular role of women in the transmission of culture. (Same as Religion 255.)—Findly

257. Religions of Japan—A survey of the religions of Japan, focusing on the interaction between the indigenous tradition of Shinto and the received traditions of Confucianism and Buddhism. Special attention will be given to the aesthetics of Zen. (Same as Religion 257.)—Findly

301C. Advanced Chinese I—Prerequisite: Chinese 202. (Same as Chinese 301.)—TBA

[323. Selected Topics in Institutional Studies: Asian Americans in Contemporary America]—(Same as Educational Studies 333.)

[330(1). Japan's Modernization and the Impact of the West]—(Same as History 330.)

[331. The Chinese Revolution: 1900–1950]—Prerequisite: Political Science 103 or Political Science 207/210 and permission of the instructor. (Same as Political Science 331.)

SPRING TERM

102A. Elementary Arabic II—(Same as Arabic 102.)—Antar

102C. Intensive Elementary Chinese II—Continuation of Chinese 101, with increased emphasis on conversational practice. An additional 300 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Prerequisite: Chinese 101 or equivalent. (Same as Chinese 102.)—Ma

102H. Elementary Modern Hebrew II—Prerequisite: Hebrew 101 or permission of instructor. (Same as Hebrew 102.)—Kussell

102J. Intensive Elementary Japanese II—Continuation of Japanese 101, with increased emphasis on conversational practice. An additional 120 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Prerequisite: Japanese 101 or equivalent. (Same as Japanese 102.)—Wagoner

[181. Islam]—(Same as Religion 181.)

[202A. Intermediate Arabic II] (Same as Arabic 202.)—Prerequisite: Arabic 202E.

202C. Intensive Intermediate Chinese II—Continuation of Chinese 201, with further emphasis on written and spoken development of the current idiom. Four hours of classwork, plus one required drill hour. Prerequisite: Chinese 201 or equivalent. (Same as Chinese 202.)—Ma

[202H. Intermediate Modern Hebrew II]—(Same as Hebrew 202.) Prerequisite: Hebrew 200(1) or equivalent.

202J. Intensive Intermediate Japanese II—Continuation of Japanese 201, with further emphasis on written and spoken development of the current idiom. Four hours of classwork, plus one required drill hour. Prerequisite: Japanese 101 or equivalent. (Same as Japanese 202.)—Wagoner

209(2). East Asian Civilization: China and Japan—(Same as Political Science 210.)—Vohra

232C. Chinese Literature in Translation—Readings from some of the masterworks of Chinese literature from its ancient origins through the 15th century, with a view to understanding the great traditions of classical Chinese thought. (Same as Modern Languages 232F.)—TBA

234C. Chinese Culture and Civilization—A survey of the main features of Chinese civilization from its origins to the present with emphasis on the historical, geographical, social and cultural forces that have forged modern China. (Same as Chinese 234.)—TBA

242. Ch'ing to 1971 (Same as History 242.)—Lestz

248. The Middle East Through Native & Western Eyes—This course will look at some of the ways in which outsiders and Middle Easterners see themselves and each other. The relationship of the Arab and largely Muslim "Orient" to the European/American and largely Christian West is highly problematic. Insiders and outsiders conceptualize the nature and meaning of history, of social existence, and of cultural/national identities in different ways. Such differences underlie intercultural misperceptions. To illustrate this problem, the course will examine such topics as how the French and British viewed the countries of North Africa from the 19th century through their respective periods of colonial rule, how North Africans saw themselves and interpreted the significance of their struggles against colonialism, how Americans perceive Middle East events today, and how Middle Easterners see the United States.—Marcus

252. Asian Mystic—An examination of the mystic in Asian religious traditions. Special attention will be given to mysticism and heresy, the psychological and theological sources of mystical experience, and the distinctive characteristics of mystical language. Readings from Indian, Tibetan, and Chinese sources. (Same as Religion 252.)—Findly

256. Buddhist Thought—(Same as Religion 256.)—Cabezon

302C. Advanced Chinese II—Prerequisite: Chinese 301 or equivalent. (Same as Chinese 302.)—TBA

330. The Western Impact on Modern Japan—(Same as History 330.)—Lestz

332. Government & Politics of Contemporary China—Prerequisite: Political Science 103 or Political Science 207/210 and permission of the instructor. (Same as Political Science 330.)—Vohra

335(2). Modern India—Prerequisite: Political Science 103 and permission of the instructor. (Same as Political Science 323.)—Vohra

[342. Politics of the Middle East]—(Same as Political Science 344.) Prerequisite: Political Science 103 or permission of instructor.

[344. Revolution in China: 1898-1975]—(Same as History 344.)

[346. Intellectual Foundations of Modern East Asia]—(Same as History 346.)

LATIN AMERICAN STUDIES CONCENTRATION

Coordinator: Professor Andrea Bianchini

The major in Latin American Studies is designed to meet the growing need for a comprehensive understanding of a complex and varied region which is of crucial importance for the United States. The major draws upon courses regularly taught in the Departments of Modern Languages, Political Science, History, Economics, and the Programs in Anthropology and other Area Studies Concentrations. Thus the major aims at a broadly based approach which is cultural, historical, economic and political.

Majors must complete a minimum of five credits in Spanish, two of which must be above the intermediate language level. Portuguese may be substituted for Spanish if taken at an approved institution. Students are encouraged to build into their program a semester or year of study in a Latin American country through arrangements made with the Office of Educational Services.

To qualify for honors in Latin American Studies, a student must have an average of A- or better in major courses and submit an honors-level paper in the required senior seminar. The paper will be read by the seminar professor and at least one other professor who regularly contributes courses to the major.

The Major: The major consists of fifteen courses, distributed as follows:

I. Spanish Language: five courses are required, with a maximum of three from Group A and at least two from Group B.

Group A:

- 201S. Intermediate Spanish (same as Spanish 211)
- 202S. Intermediate Readings in Spanish (same as Spanish 216)
- 203S. Advanced Spanish Grammar and Composition (same as Spanish 221)
- 204S. Spoken Spanish (same as Spanish 226)

Group B:

- 264. Modern Latin American Culture (same as Spanish 264)
- 311. Colonial Experience and National Identity (same as Spanish 311)
- 322. Modern and Contemporary Spanish American Novel (same as Spanish 316)
- 341. Spanish American Short Story (same as Spanish 341)
- 344. Latin American Poetry from Modernism to the Present (same as Spanish 344)

II. Other Required Courses:

- 331D. Latin American Economic Development (same as Economics 331D)
 - 201. Cultural Anthropology (same as Anthropology 201), or
 - 217. World Ethnography (same as Anthropology 203)
 - 317. Politics and Government in Latin America (same as Political Science 317)
- Two courses in Latin American history (currently offered are 314. Modern Latin America and 325. History of Brazil)
- Latin American Studies Senior Seminar

III. Electives: four courses chosen from the following:

- 362. Peoples and Cultures of the Caribbean
- 201. Cultural Anthropology or 217. World Ethnography (whichever is not taken to satisfy requirement II)
- 105. Introduction to Comparative Politics (same as Political Science 103)
- 338. Marxism and Nationalism (same as Political Science 328)
- 339. Backdrop to Global Politics (same as Political Science 333)
- Political Science 101. International Politics I
- Spanish courses beyond the two required in Group B
- 216. World Economy (same as Economics 216)
- 319. Economics of the Third World (same as Economics 317)
- 386. Planetary History (same as History 386)
- History 334. Comparative Revolutions of the Modern Era

FALL TERM

- 101. International Politics I**—(Same as Political Science 101.)—Gastmann
- 201. Cultural Anthropology**—(Same as Sociology 211.)—Desmangles
- 201S. Intermediate Spanish**—Prerequisite: Permission of the instructor, Spanish 102 or equivalent. (Same as Spanish 211A.)—Zapata
- 203S. Advanced Grammar & Composition**—Prerequisite: Spanish 216 or equivalent. (Same as Spanish 221.)—Kerson
- 217. World Ethnography**—(Same as Anthropology 203.)—Nadel
- 264(1). Modern Latin American Culture**—Prerequisite: Spanish 221 or equivalent. (Same as Spanish 264.)—Zapata
- [313. Latin America 1898 to the Present]**—(Same as History 313.)
- 317. Government & Politics of Latin America**—Prerequisite: Political Science 103. (Same as Political Science 317.)—Gastmann
- [319. Economics of the Third World]**—Prerequisites: Economics 101, one 200-level course or another Third World course. (Same as Economics 317.)
- 331. Latin American Economic Development**—Prerequisite: Economics 301, 302. (Same as Economics 331D.)—Butos

[341. **The Spanish American Short Story**—Prerequisite: Spanish 221. (Same as Spanish 341.)

343. **Latin American Poetry from Modernism to the Present**—Prerequisite: Spanish 221 or equivalent. (Same as Spanish 344.)—Bianchini

SPRING TERM

202S. **Intermediate Readings in Spanish**—Readings and discussion of contemporary Spanish prose, treating varied material with a view to increasing vocabulary and fluency while reinforcing structural knowledge of the language. Emphasis will be placed on readings of both a cultural and literary nature, and attention will be given to the development of oral fluency and reading competence. Prerequisite: Spanish 211 or equivalent. (Same as Spanish 216.)—Zapata

204S. **Spoken Spanish**—Prerequisite: Spanish 221 or equivalent. (Same as Spanish 226.)—Zapata

[216. **World Economy**—Prerequisite: Economics 101. (Same as Economics 216.)

314. **Latin America Independence Movements to the Present**—(Same as History 314.)—Graden

[322. **The Modern and Contemporary Spanish American Novel**—Prerequisite: Spanish 221. (Same as Spanish 316.)

325(2). **History of Brazil** (Same as History 325(2)B.)—Graden

343. **Latin American Poetry from Modernism to the Present**—Prerequisite: Spanish 221. (Same as Spanish 344.)

[348. **Comparative Revolutions of the Modern Era**—(Same as History 334.)

[362. **Peoples and Cultures of the Caribbean**—A review of the attempt to develop generalizations about the structure of Caribbean society. Theoretical materials will focus on the historical role of slavery, the nature of plural societies, race, class, ethnicity, and specific institutions such as the family, the schools, the church and the political structure.

[386. **Planetary History**—(Same as History 386.)

403(2). **Rebellion & Revolution in Latin America**—(Same as History 402C.)—Graden

RUSSIAN STUDIES CONCENTRATION

Coordinator: Professor Robert A. Battis

The major in Russian and Soviet Studies is designed to develop a broad background in Russian and Soviet history and an understanding and appreciation of Soviet political, economic, social and cultural institutions.

Majors must complete at a minimum five credits in college level Russian language courses or the equivalent. Beyond the basic preparation in language, the major consists of six required courses distributed among history, economics, political science, sociology and Russian literature, and four cognate courses in one of those fields. Each student will be required to write a senior thesis.

Majors in Russian and Soviet Studies are encouraged to undertake either a summer or semester program of study in the USSR. Arrangements for such study will be made through the Office of the Director of Educational Services.

To qualify for honors in Russian and Soviet Studies, a student must have a grade average of B+ or better in major courses and submit a thesis for evaluation to a committee consisting of the thesis tutor, and one additional reader from among faculty participating in the program. This committee will make the final decision for honors in the major.

Russian and Soviet Studies

I. *Russian Language*

- Russian III Intensive Introductory Russian
- Russian 204 Advanced Introductory Russian
- Russian 211 Intermediate Russian
- Russian 212 Intermediate Russian II
- (5 course credits)

II. History

- History 307 Russia to 1881
- History 308 The Rise of Modern Russia
(2 course credits)

III. Soviet Society

- Economics 324 The Soviet Economy
- Political Science 319 The Soviet Union in Theory and Practice
- Sociology 315 Contemporary Soviet Society
- Russian 252 Soviet Literature*
- (4 course credits)
- *Upon the advice of the advisor another Russian Literature course may be substituted for Russian 252.

IV. Senior Project

- Each senior must submit a senior thesis as the final project.
(1 course credit)

V. In order to ensure a degree of mastery in a single field or distinctive mode of inquiry, each student is required to undertake four cognate courses in either economics, history, political science, sociology or Russian literature. Cognate courses will be selected with the advice of the major faculty member participating in the Russian and Soviet Studies program. (4 course credits)

The following courses, most of them offered annually or in alternate years, deal wholly or in part with Russian and/or Soviet topics. See departmental listings for details.

- Economics 207. Alternative Economics System—Spring
- Economics 324. The Soviet Economy—Fall
- History 307. Russia to 1881—Fall
- History 308. The Rise of Modern Russia—Spring
- History 401/402. Seminar sections on Russia, Soviet Russia and the Cold War
- Pol. Science 319. The Soviet Union in Theory and Practice—Fall
- Pol. Science 328. Marxism and Nationalism—Spring
- Russian 111. Intensive Introductory Russian
- Russian 201. The Russian Short Story (in translation)
- Russian 204. Advanced Introductory Russian
- Russian 211. Intermediate Russian—Fall
- Russian 212. Intermediate Russian—Spring
- Russian 221. Advanced Russian—Fall
- Russian 222. Readings in Russian Literature—Spring
- Russian 251. The Great Tradition of the Russian Novel (in translation)—Fall
- Russian 252. Soviet Literature in Translation—Spring
- Russian 257. Dostoevsky (in translation)
- Russian 258. Tolstoy (in translation)
- Russian 301. Poetry: Pushkin and His Heirs—Fall
- Russian 302. Russian Prose Narrative—Spring
- Sociology 315. Contemporary Soviet Society—Spring

THIRD WORLD STUDIES

Coordinator: Professor Charles W. Lindsey

As a concentration in Area Studies, Third World Studies is an inquiry into common concerns, problems, and crisis in developing societies of Africa, Asia, and Latin America. Emphasis is given to their common experiences with regard to European expansion beginning in the sixteenth century, the consequences of which have resulted in major problems not only in their socio-economic and cultural organizations, but in their perception of Western societies. Majors are expected to gain sensitivity to these problems and to understand the nature and consequences of culture contact in the global context.

The Major: 12 courses meeting the requirements outlined below and a Final Evaluation. There is considerable latitude in selecting courses for the major. For this reason, upon declaring, a student must design his or her program of study, including a short rationale, in consultation with

his or her advisor. The elective courses in the major (parts B and C below) should focus on one or more themes (e.g., women in development, the political economy of development, the arts and social change) in a comparative context. The program, and any subsequent changes in it, must be approved by the student's advisor in consultation with Third World Studies Concentration Faculty. The Coordinator of Third World Studies maintains a list of approved elective courses.

A. Required Courses

1. Theory
 - a. Area Studies 201. Cultural Anthropology, or
Area Studies 217. World Ethnography
 - b. Area Studies 301. Seminar in Third World Studies
2. Historical Development
 - a. Area Studies 216. World Economy (Economics 101 is a prerequisite)
 - b. Area Studies 386. Planetary History
3. Ethical Issues
 - a. Area Studies 221. Ethics and International Community
4. Thesis
 - a. Area Studies 493/494. Senior Thesis (either a one- or a two-semester thesis)

B. One course from each of the following subject areas (a list of approved courses for each area can be obtained from the Coordinator and advisors of Third World Studies majors).

1. Value and Belief Systems
2. Development Issues
3. Forms of Cultural Expression
4. History

Electives

One or two electives (depending on whether the student undertakes a one- or two-semester thesis)

FALL TERM

105. Introduction to Comparative Politics—(Same as Political Science 103.)—Niemann

216(1). World Economy—A survey of the growth and development of international economic activity and its relationship to national economic development. Emphasis is placed on the European expansion from the sixteenth century onward, the rapid growth of international trade and investment in the nineteenth and early twentieth centuries, and the increased integration of the world economy in the second half of the twentieth century. Particular attention is given to the impact of this process on Africa, Asia, and Latin America. Prerequisite: Economics 101. (Same as Economics 216.)—Lindsey

[231. Popular Culture]—(Same as Sociology 231.)

243. Education in Developing Countries—(Same as Educational Studies 243.)—Hahn

[281. Anthropology of Religion]—(Same as Religion 281.)

[289. Religion and the Third World]—(Same as Religion 289.)

301. Seminar in Third World Studies—An examination of conceptual and theoretical issues in the multidisciplinary study of the Third World. An analysis of selected themes in the cultural, economic, and political analysis of Third World societies and the consequences of their interactions with each other and the now industrialized societies in various historical and contemporary settings. Prerequisite: Area Studies 201 or 217.—Lindsey

318(1). Women and Social Change in Comparative Perspective—Recent scholarship on women in diverse societies is examined to investigate the relationship between large-scale social change and the position of women in the work force and the family. Studies are selected which use varying types of data and approaches. There is explicit analysis of the way in which the au-

thors' assumptions and perspectives shape the findings. Prerequisite: One prior Sociology course or permission of the instructor. (Same as Sociology 318 and Women's Studies 318.)—Sacks

[319. **Economics of the Third World**—Prerequisites: Economics 101, one 200-level course or another Third World course, and permission of instructor. (Same as Economics 317.)

[336(1). **Historical Sociology**—Prerequisite: Prior Sociology course or permission of instructor. (Same as Sociology 330(1).)

[337. **The Education of the Working Class**—(Same as Educational Studies 331.)

339. **Backdrop to Global Politics**—Prerequisite: Political Science 101. (Same as Political Science 333.)—Connor

[343. **Sociology of Literature**—(Same as Sociology 243.)

SPRING TERM

184. **Myth, Rite and Sacrament**—(Same as Religion 184.)—Desmangles

214. **Race and Ethnicity**—(Same as Sociology 214.)—Valocchi

[216. **World Economy**—Prerequisite: Economics 101. (Same as Economics 216.)

218. **Political Economy**—An introduction to Marxist political economy and an examination of selected economic issues. Topics include historical materialism, modes of production, the labor process, growth and crisis, imperialism, and the theory of the state. Selected writings of Institutionalists and Neo-Keynesians are also examined. Comparisons are made with neo-classical economic theory. Prerequisite: Economics 101. (Same as Economics 206.)—Lindsey

243. **Education in Global Perspective**—(Same as Educational Studies 243.)—TBA

260. **Peasants and Social Change**—This course takes a cross-cultural and comparative look at the dilemmas of peasant identity in both contemporary and historical settings. It focuses on the social problems which peasants face as they are incorporated into world markets and nation-states and must compete for natural resources with industry and "modern" agriculture. Through readings, lectures and discussions, students will study the processes by which tribespeople become peasants and by which peasants lose their rural livelihoods. The course concludes with an account of peasant resistance to these dilemmas. Ethnographic illustrations are drawn from East and South Asia, Africa, and Latin America. (Same as Anthropology 260.)—Nadel

[288. **Magic, Possession and Spiritual Healing**—(Same as Religion 288.)

289(2). **Religion in the Third World**—(Same as Religion 289.)—Desmangles

[290. **Spiritual Movements in Contemporary America**—(Same as Religion 290.)

319(2). **Economics of the Third World**—Prerequisite Economics 101, 1-200 level course or another course dealing with the Third World. (Same as Economics 317.)—Lindsey

323(2). **Alternative Economic Systems**—Prerequisite: Economics 101. (Same as Economics 207(2).)—Battis

[334. **Gandhi and Merton**—(Same as Religion 334.)

338. **Marxism and Nationalism**—Prerequisite: Political Science 105. (Same as Political Science 328.)—Connor

350. **The Concept of Progress**—(Same as Anthropology 350.)—Nadel

[386. **Planetary History**—(Same as History 386.)

Related Courses:

Economics 315. **International Trade and Investment**
 Political Science 103. **Introduction to Comparative Politics**
 Political Science 101. **International Politics I**
 [Political Science 202. **International Politics II**]
 Political Science 313. **International Law**
 [Sociology 344(1). **Population Studies**]
 [Sociology 272(1). **Social Movements**]

Biochemistry

The Biochemistry major is awarded by the Chemistry Department and consists of the following one-semester courses: Chemistry 211L, 212L, 309, 311L, 316; Physics 102L; Mathematics 115 or 132; Biology 308L, 317L, 318; and two courses selected from the following: Chemistry 312L, 313, 403, 406, 420, any Biology course at the 200-level or above that has an associated laboratory. Students are urged to consider electing Biology 221L and/or Biology 319L. Choice of electives should be made on the basis of the individual student's educational objectives and after consultation with the student's major adviser. A grade of at least C- must be obtained in Chemistry 212L, 316; Biology 317L, 318.

The Senior Exercise for the Biochemistry major shall be satisfied by one of the following options:

- a) completion of an independent study project approved by the student's major adviser;
- b) completion of an internship approved by the student's adviser and the Department Chairman;
- c) in addition to the requirements of the major, satisfactory completion (C- or better) of a course that integrates the principles and practice of Biochemistry; to be approved by the student's adviser and the Department Chairman.
- d) Chemistry 420

A recommended selection of courses for the first year that will allow maximum flexibility of choice in subsequent years is as follows:

<i>Fall Term</i>	<i>Spring Term</i>
Chemistry 111L	Chemistry 112L
Biology 151L	Biology 152L
Mathematics 100, 108 or 131	Mathematics 115 or 132

Modifications of this recommended sequence should be made only in consultation with a Chemistry Department staff member. Students interested in the health professions and contemplating a major in Biochemistry should consult a Chemistry Department staff member as soon as possible after arriving on campus.

For further information concerning progress towards the major please consult the description of the Chemistry major. All Biochemistry majors are subject to the regulations detailed here.

Biology

PROFESSORS GALBRAITH, *Chairman*, R. BREWER,
CHILD, CRAWFORD, SIMMONS, AND SCHNEIDER*,
ASSISTANT PROFESSOR BLACKBURN

Students who anticipate majoring in biology should discuss their plans with a faculty member of the Biology Department as early in their undergraduate career as possible to ensure the selection of an appropriate sequence of courses to satisfy their particular needs. If the biology major is to be used as preparation for one of the health-related professions, consult with a member of the Advisory Committee for the Health Professions.

BIOLOGY MAJOR—Requirements for a major in biology include a combination of cognate courses and courses within the Department of Biology. No course with a grade less than C- may be counted towards the major. The following cognate requirements must be met:

General Chemistry (with laboratory)—2 semesters
Organic Chemistry (with laboratory)—2 semesters
Calculus—1 semester

Although not required, a two-semester course in Introductory Physics is strongly recommended.

Departmental courses which must be taken are:

151L Introduction to Cells

*Sabbatical Leave, Academic Year

- 152L Introduction to Organisms and Populations
221 or 221L Genetics

Also required are six courses from Groups I, II and III; at least one of the courses must be from Group I, and at least one must be from Group III. (This Group III requirement will also satisfy the Senior Exercise requirement.) Of these six courses, at least four must have laboratories. (Note: only one credit for Research in Biology will count toward the total of these six courses.)

Group I

- 215L Botany
222L Invertebrate Zoology

Group II

- 308L General Microbiology
310L Developmental Biology
315L Vertebrate Zoology
317L Biochemistry I
318 Biochemistry II
319 or 319L Animal Physiology
333L Ecology
336L Marine and Freshwater
Botany

Group III

- 352L Endocrinology
355L Cell Biology
361 Recombinant DNA Technology
364 Molecular Genetics
368 Marine Biogeography
381 Evolution
419/420 Research in Biology (Library)
425/426 Research in Biology (Laboratory)

Requirements for Students of Classes 1988 and 1989

The above described requirements for a major in biology are new and began with the class of 1990. For the classes of 1988 and 1989, requirements for the major are the same as those described in the 1985-1986 catalogue, except that the Senior Exercise may be satisfied by successful completion of a course from Group III.

Advanced Placement—Students who have secured an advanced placement grade in Biology of 4 or 5 will be excused from either Biology 151L or 152L (after consultation with the Chairman) and they will be allowed 1¼ credits toward the major.

Teaching Assistants—Each year, by invitation, certain students will be given the opportunity to function as teaching assistants. Those accepting will work closely with a faculty member in the presentation of a listed departmental course. It is to be understood that the primary responsibilities of student assistants will be instructional. Students taking part in this program will receive ½ course credit by registering in Biology 451 or 452. (Not creditable to the major.)

Research in Biology—Majors in Biology are provided the opportunity to carry on research either through direct laboratory work or library research. Because of the nature of laboratory work, students should not entertain this type of independent study unless they are willing to devote at least two semesters to the program. Students enrolled in laboratory research must simultaneously enroll in the Research Seminar (Biology 403 or 404). Library work is to be done on the semester basis and will involve the preparation of a paper dealing with a legitimate problem in the field. All students doing research will be under the direction of individual staff members. Those who wish to pursue this work should present a written request to the Department Chairman no later than December 1 if the work is to be initiated in the Spring Term or no later than May 1 if the work is to be initiated in the Fall Term. Such requests should include a general description of the question to be pursued and an explanation of its import.

Nonmajors—All students who wish to participate in departmental courses are welcome to enroll in any of these courses as long as they satisfy the listed prerequisites.

Courses at other Institutions—Students who wish major credit for course work at other institutions should submit to the Department Chairman the name of the institution and the number, title and catalogue description of the course. This information must be submitted in writing before the work is initiated and formal permission must be granted before the course can be credited toward the major at Trinity.

Open Semester—Students who choose the open semester and wish major credit for it must present both oral and written proposals to the Department Chairman *before the work is begun*. If ap-

proved by the departmental staff, the student must submit clear proof that the approved goals were accomplished. Credit will be given or withheld according to the proofs of achievement.

Some students may wish to engage in serious biological study outside the College. If a student wishes credit toward the major for this study, the procedure for the open semester must be followed. Some examples of suitable programs attended by Trinity students in the past are listed below.

Duke University Marine Laboratory
Mystic Program in Maritime Studies
S.E.A. Semester

Honors in Biology—Students must apply for the honors program in biology. This application must be in written form and submitted to the Chairman of the Department. The deadline for this application is the fourth week of classes of the sixth semester. The faculty of biology will act upon each application. Students seeking honors must have completed five required departmental courses by the end of their fifth semester and their grade point average in these courses must be at least nine. In addition, they must demonstrate in their work a scholarly intent.

After acceptance into the honors program students must maintain a GPA of nine in their biology courses. In addition, they must perform research in biology (Biology 425, 426 or Biology 419, 420) for two semesters, including participation in Biology 403 and 404. The honors program for a student culminates in an Honors Thesis and an oral presentation. Upon completion of these requirements, the faculty of biology will vote to award honors to those candidates who are deemed qualified. Under exceptional circumstances, certain research students not enrolled in the honors program may be awarded honors for particularly distinguished work.

FALL TERM

115. Food and Science—The goal of this course is to provide knowledge of the tools, methods, and concepts by which science, industry, and commerce affect our commonly held beliefs and practices concerning food, hunger, health, and starvation. The course will draw from the disciplines of nutrition, physiology, food science, home economics, agriculture, and demographics. Among the topics will be the analysis of human foods, adequate and inadequate diets, junk foods and organic foods, dietary deficiency diseases, world food production and distribution, and famine. Other topics of current interest to a number of students may also be included. Not open to freshmen or to biology and biochemistry majors and not creditable to the biology major.—Child

151L. Introduction to Cells—An introduction to the study of the organization and function of cells, including consideration of prokaryotic and eukaryotic types, structure and function of sub-cellular units, membranes, metabolism, and genetics. Laboratory exercises will be coordinated with the lectures and will include observations on the biochemical properties of cell components, structure and behavior of cells, and patterns of inheritance. (1¼ course credits.)—Staff

215L. Botany—An introductory study of the structure and function, development, metabolism, reproduction, dispersal, ecology and evolution of plants. Plant/animal interactions and co-evolution will be considered. Laboratory exercises are designed to involve students with important concepts discussed in lecture. Prerequisites: Biology 151L and 152L (or 192L). (With special permission, may be taken without prerequisite course.) (1¼ course credits.) In the 1988–1989 year, this course will be offered in the spring semester only. For schedule see spring semester listings. The schedule given above will resume during the fall semester 1989–1990 year.—Schneider

221L. Genetics—A study of the basic principles of genetics including the transmission and organization of the genetic material in prokaryotes and eukaryotes, the molecular biology of nucleic acids and information transfer, mutation and mutagenesis, and gene regulation. Laboratory exercises will place emphasis upon methods of genetic analysis in *Drosophila*. Selected experiments in microbial genetics, biochemical genetics, and cytogenetics. Prerequisites: Biology 151L (or 192L) and permission of the instructor. (1¼ course credits.)—Galbraith (With permission of the instructor this course may be taken without laboratory by registering for Biology 221. 1 course credit.)—TBA

222(1)L. Invertebrate Zoology—An introductory study of the variety, morphology, functional attributes, development, ecology and evolution of the major groups of invertebrate animals. The laboratory includes demonstrations, dissections, and experimental observation which relate adaptations in structural patterns and physiological processes of organisms to their marine, freshwater, or terrestrial environments. Prerequisites: Biology 152L (or 192L) and permission of

the instructor. (With special permission, may be taken without prerequisite course.) (1¼ course credits.)—R. Brewer

315L. Vertebrate Zoology—A broad-based survey of the biological diversity and evolution of the vertebrates. Special emphasis will be placed on functional morphology, physiology, and ecology as related to phylogenetic history. The laboratory will introduce the student to vertebrate morphology through dissection of representative species including the dogfish shark, the mudpuppy, and the cat. Optional field trips will be included. Prerequisites: Biology 152L (or 192L) and permission of the instructor. (Credit will not be granted to students who have obtained credit for Biology 316L.) (1¼ course credits.)—Blackburn

317L. Biochemistry I—A study of the molecular description of living systems. Emphasis is upon current developments in both concepts and laboratory techniques. This course deals with proteins, enzymology, bioenergetics and molecular genetics. Laboratory exercises will explore the properties of amino acids, proteins, enzymes, radioactive isotopes and reconstituted systems of biosynthesis. Prerequisites: Biology 151L and 152L (or 192L), organic chemistry, and permission of the instructor. (1¼ course credits.)—Crawford

319L. Animal Physiology—An introduction to molecular, cellular, and systemic physiology. Emphasis will be upon the biochemical phenomena involving interaction of the different organ systems in maintaining homeostasis. Laboratory exercises are designed to demonstrate regulatory mechanisms of the different organ systems utilizing whole animals and some subcellular preparations. Prerequisites: Biology 151L and 152L (or 192L) and permission of the instructor. (1¼ course credits.)—Simmons (*With permission of the instructor this course may be taken without laboratory by registering in Biology 319. 1 course credit.*)

333L. Ecology—A study of the adaptations of organisms to their environment and of the interrelationships among organisms which determine the structure and attributes of natural populations and biological communities. Field trips and laboratory exercises use sampling methods and statistical techniques in the analysis of the response of organisms to their physical environment, of selected population phenomena, and of different natural communities. Several field trips are required during the term. Prerequisites: Biology 151L and 152L (or 192L) and permission of the instructor. Biology 222L and 215L (formerly 212) are recommended, but are not prerequisites. (1¼ course credits.) During the 1988–1989 year, this course will be offered in the spring semester only. For schedule see spring semester listings. The schedule given above will resume during the fall semester, 1990–1991 year.

355L. Cell Biology—The experimental evidence underlying contemporary cell theory, with emphasis on cell reproduction, the elementary units of cells, organization of the cytoplasm, and instrumental analysis. Laboratory exercises will provide practical experience with cell culture, sterile technique, phase contrast microscopy, polarization microscopy, electron microscopy, autoradiography, and experiments in cell biology. Open to juniors and seniors. Prerequisite: Biology 221L (formerly 321L) and Chemistry 212L or permission of the instructor. (1¼ course credits.)—Child

[361. Recombinant DNA Technology]—In 1972 the first recombinant DNA molecules were generated. Since that time a warehouse full of techniques and methodologies has been created and is being used for genetic engineering in industry, medicine, agriculture, and basic research. This course will survey the experimental methods and techniques used in recombinant molecular genetics. The results of the methods will be demonstrated in studies on the origin of antibodies, movable genes, genetic diseases, genetic engineering of plants, and new industrial products. Readings, discussion, oral presentations and term paper will be required. Prerequisites: Biology 221 and permission of the instructor.

This course will not be offered Fall Semester, 1988–1989. Next offering, fall semester, 1989–1990.

[381. Evolution]—A critical analysis of the evolutionary process from macromolecules to the genesis of major groups. Topics discussed are the origin and organization of genetic variation, the differentiation of populations, adaptation, ecological interactions and the mechanics of natural selection, speciation, and species diversity. Prerequisites: Biology 151L and 152L (or 192L) and 221 and either 215L or 222L and permission of the instructor.

This course will not be offered Fall Semester, 1988–1989. Next offering, fall semester, 1989–1990.

403. Research Seminars—Students engaged in laboratory research, as well as honors candidates conducting library research, will meet with the Biology faculty for oral presentations and critical

discussions of journal papers, research-plans, and research progress. Prerequisites: simultaneous enrollment in Biology 425 or 419 and permission of the staff. (½ course credit each semester.)—Staff

419. Research in Biology (Library)—Students will conduct library research projects under the direction of an individual staff member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. The course numbers 421 and 422 may be used to designate third and fourth semesters if necessary. Prerequisite: permission of the staff. (½ course credit per semester.) (See paragraph on Research in Biology in the description of the major.)—Staff

425. Research in Biology (Laboratory)—Students will conduct original laboratory research projects under the direction of an individual staff member. Students electing to pursue independent study of this type should plan on initiating the work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. Students in this course must simultaneously take the Research Seminar (Biology 403, Sec. G). The course numbers 427 and 428 may be used to designate third and fourth semesters if necessary. Prerequisite: permission of the staff. (½ course credit per semester.) (See paragraph on Research in Biology in the description of the major.)—Staff

451. Teaching Assistantship—Students who have been invited to function as teaching assistants will register for this course. (½ course credit.) (See paragraph on Teaching Assistants in the description of the major. Not creditable to the major.)—Staff

SPRING TERM

110. Animal Adaptation and Environment—This course will explore the diversity of adaptations by which animals survive and reproduce in a wide variety of environments. Principles of biology and evolution will be illustrated through adaptations for desert life, aquatic habitat, arboreality, parasitism, navigation, communication, and reproduction. Selected features of humans will be considered in terms of their function and evolution. Not open to biology and biochemistry majors and not creditable to a major in biology.—Blackburn

152L. Introduction to Organisms and Populations—An introductory study of the reproduction, development and physiology of plants and animals and their ecology, populations, and evolution. Laboratory exercises will be co-ordinated with the lectures and will include observation, dissection, and experimentation using modern biological techniques and instrumentation. Prerequisite: permission of the instructor. (1¼ course credits.)—Staff

215(2)L. Botany—An introductory study of the structure and function, development, metabolism, reproduction, dispersal, ecology and evolution of plants. Plant/animal interactions and co-evolution will be considered. Laboratory exercises are designed to involve students with important concepts discussed in lecture. Prerequisites: Biology 151L and 152L (or 192L). (With special permission, may be taken without prerequisite course.) (1¼ course credits.)—Schneider

222L. Invertebrate Zoology—An introductory study of the variety, morphology, functional attributes, development, ecology and evolution of the major groups of invertebrate animals. The laboratory includes demonstrations, dissections, and experimental observation which relate adaptations in structural patterns and physiological processes of organisms to their marine, freshwater, or terrestrial environments. Prerequisites: Biology 152L (or 192L) and permission of the instructor. (With special permission, may be taken without prerequisite course.) (1¼ course credits.) During the 1988–1989 year this course will be offered in the fall semester only. For schedule see spring semester listings. The schedule given above will resume during the spring semester, 1989–1990 year.—R. Brewer

308L. General Microbiology—A survey of the bacteria and other prokaryotic microorganisms, including cell structure and function, metabolism and nutrition, genetics, and ecological, industrial and medical importance. Laboratory exercises in sterile technique, cultivation, microscopic study, enumeration, cloning, species identification, mutation and gene transfer, and the microbiology of the nitrogen cycle, the soil, sewage treatment, food products, and food spoilage. Prerequisites: Biology 151L and 152L (or 192L), Chemistry 211L, and permission of the instructor. (1¼ course credits.)—Child

310L. Developmental Biology—A study of the developmental processes in animals with emphasis on vertebrates. Modern theories of development are emphasized. Laboratory exercises will include studies of the developmental anatomy of several animals with emphasis on the early embryology of the chick. In addition, experiments dealing with several aspects of animal morphogenesis will be pursued and selected techniques used in experimental studies of animal development will be introduced. Prerequisites: Biology 151L and 152L (or 192L) and permission of the instructor. (1/4 course credits.)—Galbraith

318. Biochemistry II—A study of the molecular description of living systems. In this continuation of Biology 317 attention is given to metabolism and its control. Prerequisites: Biology 317L and permission of the instructor.—TBA

333(2)L. Ecology—A study of the adaptations of organisms to their environment and of the interrelationships among organisms which determine the structure and attributes of natural populations and biological communities. Field trips and laboratory exercises use sampling methods and statistical techniques in the analysis of the response of organisms to their physical environment, of selected population phenomena, and of different natural communities. Several field trips are required during the term. Prerequisites: Biology 151L and 152L (or 192L) and permission of the instructor. Biology 222L and 215L (formerly 212) are recommended, but are not prerequisites. (1/4 course credits.)—Brewer

[336L. Marine and Freshwater Botany]—A study of the life histories and environmental strategies of aquatic algae, fungi, bryophytes, and vascular plants. The course will highlight the physiological problems and anatomical adaptations associated with life in various fluid environments. Fieldwork in a peat bog, Long Island Sound, and fresh-water environments supplement the regular laboratory exercises on morphology, culture studies and physiology. Prerequisites: Biology 215L (formerly 212L) and permission of the instructor. (With special permission, may be taken without the prerequisite course.) (1/4 course credits.)

This course will not be offered Spring Semester, 1988–1989. Next offering, spring semester, 1989–1990.

352L. General Endocrinology—A study of the endocrine glands of vertebrates. Major emphasis concerns the interaction of hormones in regulating metabolism, reproduction, development and differentiation. The laboratory will introduce students to modern techniques used in studying endocrine physiology. Included will be experiments involving measurement of protein and steroid hormones, metabolism of hormones, chromatographic techniques for separation of hormones, and preparation of antibodies to hormones. Prerequisites: Biology 318 or 319L and permission of the instructor. (1/4 course credits.)—Simmons

364. Molecular Genetics—An examination of the current molecular explanations of the structure, maintenance, control and expression of genes in both prokaryotic and eukaryotic organisms. Prerequisites: Biology 317L or 221 (formerly 321) and permission of the instructor.—Crawford

[368. Marine Biogeography]—An advanced level seminar on the historical and recent biological, physical and artificial factors controlling the distribution of marine organisms, particularly seaweeds. Class discussions focus on current biogeographical literature. An investigative search on the distribution of a marine alga is required. Prerequisites: previous or concurrent enrollment in Biology 336L and permission of the instructor. Biology 333L recommended. (With special permission, may be taken without the prerequisite course.) Enrollment limited to 8.

This course will not be offered Spring Semester, 1988–1989. Next offering, Spring Semester, 1990–1991.

404. Research Seminar—Students engaged in laboratory research, as well as honor candidates conducting library research, will meet with the Biology faculty for oral presentations and critical discussions of journal papers, research plans, and research progress. Prerequisites: simultaneous enrollment in Biology 426 or 420 and permission of the staff. (½ course credit each semester.)—Staff

420. Research in Biology (Library)—Students will conduct library research projects under the direction of an individual staff member. Students electing this type of independent study should plan on a full semester culminating with the completion of a final formal paper. The course numbers 421 and 422 may be used to designate third and fourth semesters if necessary. Prerequisite: permission of the staff. (½ course credit per semester.) (See paragraph on Research in Biology in the description of the major.)—Staff

426. Research in Biology (Laboratory)—Students will conduct original laboratory research projects under the direction of an individual staff member. Students electing to pursue indepen-

dent study of this type should plan on initiating work no later than the fall of the senior year, and should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. Students in this course must simultaneously take the Research Seminar (Biology 403, Sec. G). The course numbers 427 and 428 may be used to designate third and fourth semesters if necessary. Prerequisite: permission of the staff. ($\frac{1}{2}$ course credit per semester.) (See paragraph on Research in Biology in the description of the major.)—Staff

452. Teaching Assistantship—Students who have been invited to function as teaching assistants will register for this course. ($\frac{1}{2}$ course credit.) (See paragraph on Teaching Assistants in the description of the major. Not creditable to the major.)—Staff

Chemistry

PROFESSORS HENDERSON, *Chairman*; DE PHILLIPS AND MOYER;
ASSOCIATE PROFESSOR HEEREN; ASSISTANT PROFESSORS CHURCH, CRAINE
AND PRIGODICH

Because of the structure of the Chemistry curriculum, anyone interested in pursuing the study of Chemistry, whether for a major or otherwise, should contact a department staff member *as soon as possible*. The faculty member will aid in planning a schedule of courses that will permit the most direct and complete fulfillment of the intended goal.

The Chemistry major consists of the following one-semester courses: Chemistry 211L, 212L, 309, 310, 311L, 312L, 313, 314, 320; Physics 102L or 122L; Mathematics 115 or 132. A grade of at least C- must be obtained in Chemistry 212L, 310, 314 and 320. The Senior Exercise for the Chemistry major is Chemistry 320.

The major as outlined above is balanced and covers the principal divisions of Chemistry. The Chemistry Department, however, strongly urges those students who wish to prepare for graduate study in Chemistry to take, in addition to the above program, at least one 400-level Chemistry course. Since many graduate schools require that degree candidates demonstrate a reading knowledge of German, the Chemistry Department urges its majors to take appropriate courses in German to acquire such proficiency.

Students who meet the requirements outlined above, and who, in addition, earn credit for one 400-level Chemistry course (other than Chemistry 413, 414) may be certified to the American Chemical Society as satisfying its criteria for undergraduate professional education in Chemistry.

Those students undertaking off-campus programs of study who wish to have a course or courses counted toward partial fulfillment of the requirements for the Chemistry major must present in writing a complete description of such courses for *prior* approval by the Department. If approved, credit will be granted only after a satisfactory demonstration of completed work has been presented to the Department Chairman. This must include a certified transcript from the institution.

A recommended selection of courses for the first year that will allow maximum flexibility of choice in subsequent years is as follows:

<i>Fall Term</i>	<i>Spring Term</i>
Chemistry 111L	Chemistry 112L
Physics 101L or 121L	Physics 102L or 122L
Mathematics 100, 108 or 131	Mathematics 115 or 132

Modifications of this recommended selection may be made, but should be made only in consultation with a Chemistry Department staff member.

FALL TERM

100(1). Chemistry for Non-Scientists: Atoms, Molecules and Society—An investigation of the models, vocabulary and principles of chemistry and their application in our technological society. The subject matter is presented in a non-mathematical way beginning with the simplest conceptual models of chemical structure and building to an understanding of complex chemicals such as DNA and plastics. General relationships are developed to describe and predict the characteristics of a wide variety of commonly encountered classes of chemicals and their reactions.—Prigodich

111L. General Chemistry I—The study of the major concepts and theories required for an understanding of chemical phenomena. Principal topics include: atomic and molecular structure, gas laws, stoichiometry, changes of state, solutions and energetics in chemical reactions. Laboratory work concentrates on quantitative measurements of solutions. (1¼ course credits.) (Section enrollment limited to 40.)—DePhillips, Heeren, Moyer and Prigodich

150(1). Science in Art—This course will focus on topics of interest to artists from the perspective of our scientific understanding. Subjects to be covered include color, ceramics and pottery, conservation and preservation of art objects, form and shape. Topics of interest to particular students may be presented as well as a discussion of several masters whose interest in art and science overlap to a considerable degree.—DePhillips

211L. Elementary Organic Chemistry I—A systematic study of the compounds of carbon, including methods of synthesis and correlation of chemical and physical properties with structure. Introduction to certain theoretical concepts. One laboratory per week emphasizing basic techniques and synthesis. Prerequisites: Chemistry 112L with a grade of at least C–, and permission of instructor. (1¼ course credits.)—Craine

309. Physical Chemistry I—Energetics and Dynamics—A lecture course concentrating on the development of the theory and applications of thermodynamics and kinetics to chemical systems. Special consideration will be given to the theoretical treatment of solution chemistry (i.e., colligative properties, electrolyte theory, etc.). Prerequisites: Chemistry 112L with a grade of at least C–, Mathematics 115 or 122, Physics 102L or 122L and permission of instructor.—DePhillips

311L. Analytical Chemistry—A lecture and laboratory course covering the theory and practice of Analytical Chemistry. The course begins with a detailed study of quantitative applications of simple and multiple equilibria. These lead to a treatment of modern methods of gas and liquid chromatography and of potentiometric and voltametric methods of electrochemistry. Laboratory experiments demonstrate the applications of the theory to solving analytical problems. Extensive use of computers is made for data acquisition and manipulation and for simulation. Students are encouraged to have familiarity with either BASIC or PASCAL programming languages, and the use of word processing for preparation of the literature research paper is recommended. Prerequisite: Chemistry 112L. (1½ course credits.)—Church

313. Principles of Inorganic Chemistry—A study of atomic structure, the chemical bond and molecular and ionic structure of inorganic compounds and an introduction to the principles of coordination chemistry. Prerequisites: Chemistry 112L and permission of instructor.—Moyer

[403. Advanced Organic Chemistry I]—Normally (but not restricted to) topics in organic synthesis. Emphasis on recent developments. Prerequisite: Chemistry 212L.

406(1). Advanced Organic Chemistry II—Normally (but not restricted to) topics in theoretical organic chemistry. Emphasis on recent developments. Prerequisite: Chemistry 212L.—Heeren

413. Independent Study—An advanced-topic tutorial and/or laboratory research project under the guidance of a member of the staff. Prerequisites: consent of a staff member and completion of an independent study form available in the Registrar's office.

Courses taught in previous years, not being offered in the fall of 1988:

[415. Advanced Analytical Chemistry]—Selected topics in Electrochemistry, Surface Analysis, Hyphenated Methods, Chemometrics, Mass Spectrometry, Spectroscopy, and Laboratory Computer Interfacing. This advanced seminar will include readings in the current literature and laboratory experiments using analytical techniques not covered in Chemistry 312. Prerequisites: Chemistry 312L, Engineering 215, and Physics 216.

[417L. Molecular Spectroscopy]—A detailed presentation of the theory of diatomic and polyatomic molecular spectra; group theory; normal coordinate analysis. Associated laboratory consisting of specialized techniques in obtaining high resolution molecular spectra. Prerequisite: Chemistry 310 with a grade of at least C–, or permission of instructor. (1¼ course credits.)

[509. Advanced Physical Chemistry]—A continuation of the development of kinetics begun in Chemistry 309. Application of principles to the kinetics of simplex processes. Prerequisite: Chemistry 310 with a grade of at least C–, or permission of instructor.

SPRING TERM

112L. General Chemistry II—A continuation of Chemistry 111L with emphasis on chemical equilibria, electrochemistry, kinetics and a presentation of the properties and reactions of selected elements. Laboratory work is devoted to the qualitative analysis of ions. Prerequisites: Chemistry 111L with a grade of at least C- and permission of instructor. Enrollment in each section limited to 60. To the greatest extent possible laboratory and lecture section assignments shall remain the same as for Chemistry 111L. (1¼ course credits.)—Heeren, Prigodich

212L. Elementary Organic Chemistry II—A continuation of the lecture and laboratory study begun in Chemistry 211L. Enrollment in each laboratory section limited to 35. Prerequisites: Chemistry 211L with a grade of at least C- and permission of instructor. (1¼ course credits.)—Craine

290. Tutorial in Chemical German-Chemistry—An introduction to the literature of Chemistry in the German language. After a brief introduction using edited/glossed material, students will concentrate on the translation of unedited articles from major German chemistry journals such as *Chemische Berichte*, *Liebigs Annalen der Chemie*, and *Angewandte Chemie* as well as material from recent university-level texts. The chemistry described will be discussed as well as the German. Prerequisites: German 103 or equivalent with a grade of B or better and permission of the instructor.—Heeren

310. Physical Chemistry II: Solutions, Quantum Chemistry, Spectroscopy, Statistical Thermodynamics—A comprehensive treatment of transport properties, electrochemistry, quantum chemistry, molecular structure and chemical statistics. Subjects covered are designed to emphasize applications to chemical systems. Prerequisites: Chemistry 309 with a grade of at least C-, and permission of instructor.—DePhillips

312L. Instrumental Methods of Chemical Analysis—A lecture and laboratory course in the principles and practice of the use of instruments for chemical measurements. Theory, optimization and application of instrumentation for spectroscopic, spectrometric and hyphenated methods of analysis are presented. Applications of computer methods of analysis are presented. Application of computers for laboratory data acquisition and control is also covered. Prerequisites: Chemistry 311L, Chemistry 310 or 316 (which may be taken concurrently), and Engineering 115 or programming ability in BASIC and PASCAL computer languages, and permission of the instructor. (1¼ course credits.)—Church

314. Descriptive Inorganic Chemistry—A seminar course devoted to the systematic study of transition elements and main group elements, their compounds and reactions. Topics of current interest in inorganic chemistry will be discussed. Prerequisites: Chemistry 313, and permission of instructor.—Moyer

316. Physical Biochemistry—A comprehensive survey of the physical methods used in the investigation of biological systems, and the models and underlying theory developed to account for observed behavior. The physical and chemical properties of amino acids, peptides, proteins, purines, pyrimidines and nucleic acids will be examined from a thermodynamic and kinetic viewpoint. Prerequisites: Chemistry 309 with a grade of at least C-, and permission of instructor.—DePhillips

320. Physical Chemistry/Inorganic Chemistry Integrated Laboratory—A laboratory course emphasizing inorganic preparation and purification techniques, physical property measurements, reaction-kinetics, and structure determination of inorganic compounds. Electrolytic, vacuum line, aqueous and non-aqueous, and high temperature solid state methods will be introduced. Characterization methods will include infrared, visible, and nuclear magnetic resonance spectroscopy, mass spectrometry, ionic conductivity, magnetic susceptibility, x-ray diffraction and chemical reactivity. The theme of this course is the coherent application of one or more physical methods to characterization of selected inorganic preparations. Prerequisites: Chemistry 310, 314 (both may be taken concurrently), and permission of instructor. (½ course credit.)—Moyer

[405. Physical Methods of Organic Structure Determination]

414. Independent Study—An advanced-topic tutorial and/or laboratory research project under the guidance of a member of the staff. Prerequisites: consent of a staff member and completion of an independent study form available in the Registrar's office.

418L. Nuclear Magnetic Resonance—A lecture and laboratory course that examines the principles and practice of pulsed Fourier Transform Nuclear Magnetic Resonance spectroscopy (FT-NMR). Topics to be discussed include the interactions of nuclei in and with a magnetic field, net magnetization and the rotating frame, relaxation mechanisms, nuclear Overhauser enhancement, multiple pulse sequences and two-dimensional FT-NMR. Students will also investigate these topics in an associated laboratory. There will be one lecture and one laboratory per week. Prerequisites: Chemistry 310 or 316 (may be taken concurrently) with a grade of at least C- and permission of the instructor. (½ course credit.)—Prigodich

420. Polymer Chemistry—This course will investigate the formation, reaction, properties and uses of polymers both synthetic and natural. Emphasis will be placed on developing those topics that will lead to an understanding of polymers and macromolecules encountered in every day life. Prerequisites: Chemistry 212L plus Chemistry 310 or 316 (which may be taken concurrently), and permission of the instructor.—Scola

Classics

PROFESSORS MACRO, *Chairman*, AND WILLIAMS; ASSOCIATE PROFESSOR BRADLEY; VISITING ASSOCIATE PROFESSOR MCCANN; VISITING ASSISTANT PROFESSOR CORNOG

CLASSICS MAJOR—The major consists of eleven course credits, one of which is acquired by successful completion of an examination in a Special Author (see below). Of the remaining ten, eight must be (acquired) in Greek and Latin courses. The minimum level of achievement is two 300-level courses in the one language and two 200-level courses in the other. The two additional courses may be in Greek or Latin, or chosen from among the following: Classical Civilization 202, 203, 204, 205, 206, 208, 220, 302, 312, 318; Fine Arts AH 101; History 203, 204, 401, 402; Philosophy 301 and 407. (Other cognate courses highly recommended but not counting toward the major are Fine Arts 102; Intercultural Studies 201; Linguistics 101; Philosophy 101, 102, 207; Political Science 105.) Classics Majors are also expected to observe the Non-Major Guidelines as set forth on pp. 12-14 of the *Catalogue*.

Completion of the major is dependent upon satisfactory performance in the General Examination. This Examination is taken typically in the spring of the candidate's senior year and comprises three parts: one two-hour examination in the literature and civilization of Classical Greece; one two-hour examination in the literature and civilization of Republican and Imperial Rome; and one two-hour examination in a special author or authors or in a *genre*, to be decided upon in consultation with the Chairman of the Department, which carries one course credit upon successful completion. Ordinarily the Special Author is prepared in tutorial with the appropriate member of the department during the senior year.

The award of honors will be determined by the excellence of the candidate's work in courses and performance in the General Examination.

Majors in Classics who plan to proceed to a higher degree are urged to acquire a reading knowledge of French and German as soon as possible. For courses in Biblical Hebrew see the offerings of the Religion Department.

For special programs at the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies at Rome, see section: *Special Academic Opportunities*.

GREEK

FALL TERM

101-102(1). Elementary Greek—An intensive course in the fundamentals of classical Greek, designed for those who begin the language in college. The aim of the course is to enable students to read as soon as possible, but grammar drill will be provided. (2 course credits.)—Macro

201. Herodotus—A selection of readings from the *Histories* of Herodotus. Emphasis will be laid on developing a facility to read Greek, though analysis of the historian's method, technique and genius will not be overlooked.—Bradley

Advanced Studies in Greek—The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Greek 202.

[313. **Tragedy**—A study of the *Electra* plays by Sophocles and Euripides.

[317. **Choral and Solo Lyric**—Selections from the choral odes of Alcman, Stesichorus, Pindar, Bacchylides and the tragedians; and from the solo lyrics of, e.g., Sappho, Alcaeus, Anacreon and Simonides. Special emphasis will be given to poetic theory and analysis and to the uniqueness of these poetic forms.

[319. **Herodotus and Thucydides**—Selections from the *Histories* of Herodotus and Thucydides' *History of the Peloponnesian War*.

321. **Euripides**—A study of two plays by Euripides.—Williams

[342(1). **Plutarch**—A study of Plutarch's biographical methods and materials through the reading of selected *Lives*.

SPRING TERM

112. **Intermediate Greek**—A sequel to Greek 101-2, this course continues the students' preparation in the fundamentals of the language and the practice of reading simple Attic prose. Supplementary drill in composition and sight translation.—Cornog

202. **Homer**—The finest portions of the *Iliad* or *Odyssey* will be read. The course comprises lectures, discussions, composition reports on Homer, the oral technique, archaeological background, the mentality of the Homeric World. Elective for those who have taken Greek 201.—Cornog

[232. **Comparative Philology: Latin and Greek**—After consideration of the linguistic relationship of Latin and Greek (comparative phonology and morphology), the course will examine the characteristics of Latin and Greek syntax with a view to tracing syntactic development from the simple utterance to the complex sentence and to understanding the principles of rhetoric. Class meetings will proceed by reading, lecture and discussion; composition and translation will be practiced.

Advanced Studies in Greek—The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Greek 202.

[302. **Aeschylus and Aristophanes**—A study of two prominent dramatists of 5th-century Athens, working in opposite *genres*. One play of each author will be read.

311. **Thucydides**—Selections from Thucydides' *History of the Peloponnesian War*.—Macro

[315(2). **Plato**—Selected readings from the dialogues, with special emphasis on Plato's style, thought, and characterization of Socrates.

[322. **Hesiod**—Readings from Hesiod's *Works and Days* and *Theogony*. Comparisons and contrasts will be made between the oral epic of Homer and the didactic, rural epic of Hesiod, with some consideration of Hesiod's influence on Hellenistic literature (e.g., Aratus) and on Roman literature (e.g., Lucretius and Vergil).

391(2). **Special Author**—Independent study in a special author or authors or in a *genre*: required of all senior majors in Classics as preparation for the General Examination. This year-long course of study carries one credit, award of which is contingent upon satisfactory completion of the examination in the author.—Staff

[399(2). **Tutorial in Greek**—Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Prerequisite: Two 300-level courses in Latin and/or Greek.

LATIN

FALL TERM

[101. **Elementary Latin**—An introduction to Latin grammar, syntax, and vocabulary with a view to reading the language as soon as possible. Elective for those who have never studied Latin or for those who have had one year of Latin (or less) in secondary school.

221. **The Blending of Greek and Roman**—The assimilation of Greek literary ideas and forms (and their transformation) by such authors as Plautus and Terence, Catullus and Lucretius, and

Cicero. Emphasis on literary analysis and criticism. Elective for those who have offered three or four units of Latin at entrance, or have taken Latin 102. Those who have had Advanced Placement Latin should consult the Chairman.—Williams

Advanced Studies in Latin—The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Latin 222.

[301. Roman Drama: Plautus, Terence, and Seneca]

[302(1). Satire: Horace, Persius, Juvenal]—A study of the development, theme, and style of the Roman satirists and their effect on the later European tradition of satirical literature and drama.

[321. Vergil]—Readings in the *Eclogues*, *Georgics*, and *Aeneid* with particular emphasis on literary appreciation.

[341. Catullus and the Elegiac Poets]—Selections from the poems of Catullus, and the elegies of Propertius, Tibullus, and Ovid.

342(1). Ovid—Representative selections from the *Amores*, *Ars Amatoria*, and *Metamorphoses* with emphasis on the baroque quality of Ovid's work and his extensive later influence.—Bradley

[352(1). The Roman Novel]—A study of Petronius' *Satyricon* and Apuleius' *Metamorphoses* ("The Golden Ass") as the two surviving examples of Latin prose fiction: the one, a satire on society by a member of Nero's court; the other, an extravagant fantasy by a Roman African of the second century A.D.

SPRING TERM

101-102. Fundamentals of Latin—An intensive course which meets six hours a week and provides a complete survey in a single term of the grammar and syntax essential to reading the Latin language. Elective for those who have never studied Latin or for those who have had one year of Latin (or less) in secondary school. (2 course credits.)—Bradley

[102. Intermediate Latin]—This course treats more advanced features of Latin grammar and syntax, e.g., the forms and usage of infinitives, participles, and the subjunctive, and seeks to develop basic facility in reading Latin prose and poetry. Elective for those who have taken Latin 101 or who offer two or three units of Latin at entrance or otherwise satisfy the instructor of their competency.

222. Roman "National" Literature—The growth of a literature celebrating native traditions and institutions and giving expression to the aspirations of a specifically Roman *humanitas*. Readings selected from Vergil, Horace, Livy, Propertius, and Tibullus. Elective for those who have offered three or four units of Latin at entrance, or have taken Latin 102 or 221. Those who have had Advanced Placement Latin should consult with the Chairman.—Bradley

Advanced Studies in Latin—The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Latin 222.

[232. Comparative Philology: Latin and Greek]—After consideration of the linguistic relationship of Latin and Greek (comparative phonology and morphology), the course will examine the characteristics of Latin and Greek syntax with a view to tracing syntactic development from the simple utterance to the complex sentence and to understanding the principles of rhetoric. Class meetings will proceed by reading, lecture and discussion; composition and translation will be practiced.

[304. The Resources of the Latin Language]—An experimental course intended to show through training in writing Latin, analysis of texts, practice in oral reading, how the Latin writers of prose and poetry exploited the resources of the language. Some attention will be paid to the historical and stylistic development of Latin as a medium of expression, and, if desired, to related topics in Greek. The course will meet two or three times a week plus weekly conferences with individual students. Open to those who have passed a 300-level course in Latin.

[312. Cicero]—Selections from the letters, orations and philosophical essays.

[322. Roman Epistolography]—A study of the epistolary form as shown in the works of Cicero, Seneca, and Pliny: letters literary and philosophical, and letters of straight news.

331(2). Roman Historians: Tacitus—A study of the *Agricola* and of the historian's treatment of the climactic year A.D. 69, *Histories I-III*.—Macro

[332. Catullus]—A reading and literary study of the entire Catullan *corpus*.

[351(2). Horace]—Readings in the *Odes*, *Satires* and *Epistles* with particular emphasis on poetic theory and analysis.

391(2). Special Author—Independent study in a special author or authors or in a *genre*: required of all senior majors in Classics as preparation for the General Examination. This year-long course of study carries one credit, award of which is contingent upon satisfactory completion of the examination in the author.—Staff

[399(2). Tutorial in Latin]—Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Prerequisite: Two 300-level courses in Latin and/or Greek.

CLASSICAL CIVILIZATION

FALL TERM

The following courses presuppose no knowledge of Greek and Latin:

[202(1). Classical Humanities: The Age of Augustus]—A study of life, literature, and art in the time of Augustus Caesar (63 B.C.—A.D. 14), who from the disintegration of the Roman Republic created the imperial system that was to shape Western Europe: an epoch that bequeathed 300 years' peace and political stability and by its brilliant restatement of the "classic" became the standard of reference for later neo-classicism. (Same as Comparative Literature 202.)

[204(1). Classical Humanities: Greek Civilization]—An exploration of the cultural legacy of the ancient Greek world from Homer to Plato: The "heroic outlook," the cultivation of competitive and cooperative virtues, the concept of a political community, aspirations to empire, philosophical speculation, and artistic *poiesis*. Readings in epic, lyric, drama, history, and philosophy. Lectures, discussion. Art and archeology illustrated with slides. (Same as Comparative Literature 204(1).)

205. Greek Tragedy—The course studies the major tragedies of Aeschylus, Sophocles and Euripides. Aspects to be investigated include the origins and development of tragedy as a literary form; Greek theater production; tragedy's social and historical context and its reflection of contemporary social, political and philosophical issues; and the relation of tragedy to ritual and myth.—Cornog

[212(1). Classical Humanities: The Age of Pericles]—A study of the achievement of Athens in the period of Pericles' ascendancy (450s–429 B.C.) and beyond. Texts (in translation) will be selected to illustrate literary, artistic, philosophical and political movements of the time, with close attention directed towards contemporary democratic and anti-democratic theories. (Same as Comparative Literature 212(1).)

219. The Classical Tradition—A study of Greek and Roman literature as an expression of individual and social ideals, and as a continuing source of inspiration in the Western cultural tradition. The course will proceed from Homer to Vergil with particular emphasis on the Age of Pericles in Athens and the Age of Augustus at Rome. Readings, discussion, slides and film. (Same as Guided Studies 219).—Bradley

For courses in Ancient History, see History 203, 204, 332, 334; in Ancient Philosophy see Philosophy 307, 341, 343, 407; in Classical Art see Fine Arts AH 101, AH 201. See also courses offered in the Trinity College Summer Session.

SPRING TERM

The following courses presuppose no knowledge of Greek and Latin:

[203(2). Mythology]—Generally, a study of the role of myth in society. Particularly, the emphasis will be laid on the body of Greek myth and its relationship to literature and art. Readings within the area of classical literature will be wide and varied, with a view to elucidating what "myth" meant to the Ancient Greeks. Whatever truths are discovered therefrom will be tested

against the apparant attitudes of other societies, ancient and modern, "civilized" and primitive, toward myth. Lectures and discussion. (Same as Comparative Literature 203.)

[205(2). Greek Tragedy]—A study of a literary form and ideas in all the extant tragedies of Aeschylus, Sophocles, and Euripides. The development of the ancient theatre as an important transmitter of moral, theological, social, and political ideas. The importance of Greek tragedy for modern literature. (Same as Comparative Literature 205.)

[206. Ancient Epic]—A close study of Homeric epic and the various types of epic derived from and influenced by Homer from the Mycenaean age to the Hellenistic period from the Roman Republic to the Empire. The nature of oral epic and of oral composition, development of form and theme, the changing role of the hero, the influence on subsequent European literature. (Same as Comparative Literature 206.)

208. Myth and Reality: Men, Women and Society in Ancient Greece and Rome—This course takes a look at the assumptions about the nature and function of men and women that informed the ancient cultures of Greece & Rome, as revealed through their mythology, law, politics, religion, literature, art and daily life. From this investigation emerge both a clearer sense of what the Greek and Roman civilisations were like and an understanding of the ways in which our own society incorporates or diverges from their principles. (Same as Comparative Literature 208 and Women's Studies 208.)—Cornog

220. The Archaeology of Greece and Rome—The purpose of the course is to train students both in archaeological methods of approach and to survey some of the major sites and monuments of the ancient Mediterranean world. The focus will be on the archaeology of Greece and Rome starting with the Minoan and Mycenaean Civilizations and ending with the later Roman world. Selected major sites will be studied, such as Knossos, Mycenae, Delphi, Olympia, Athens, Pergamon, Tarquinia (Etruscan), Cosa (Roman), Pompeii and Herculaneum, Rome, Leptis Magna and Piazza Armerina. Current excavations, on land and underwater, will also be considered. (Same as Art History 212.)—McCann

[302. Seminar: Romano-Celtic Britain]—The economic, social, political and military condition of *Britannia* during the almost four centuries of her existence as a province of Rome (A.D. 43-c. 425). Particular attention will be directed towards assessing the extent of fusion between the Roman and Celtic cultures of the period. To that end the Celtic myths and examples of contemporary Celtic art will be adduced, in addition to the primary archaeological, historical, linguistic, numismatic and epigraphical sources available. Knowledge of Latin or any of the Celtic languages is not required.

[318. The Poet and the Prophet in Greece and Israel]—An interdisciplinary and comparative study of Greek and Hebrew oral and written poetic traditions to discern the distinctive character of each, the culture which each in its prophetic role reflects, and the legacy which each has provided Western Civilization. Prerequisite: This seminar is intended for students with a strong background in classics and/or biblical studies, and preference will be given to Classics and Religion majors. Greek and/or Hebrew is desirable but not required. Enrollment will be limited to 15 students, and a personal interview with the instructors will be required before acceptance. (Same as Religion 318.)

For courses in Ancient History, see History 203, 204, 401, 402; in Ancient Philosophy see Philosophy 101, 102, 207, 301, 407; in Classical Art see Fine Arts AH 101. See also courses offered in the Trinity College Summer Session.

College Courses

College Courses are non-departmental offerings which may represent a faculty member's current research interest or a new subject with which the faculty member wishes to experiment. Such courses are often interdisciplinary in nature. Unless cross-listed in a department or program, College Courses ordinarily cannot be counted toward the fulfillment of the requirements of a major.

College Courses are taught both by persons with appointments in a department and by persons holding such non-departmental appointments as college professor. The list of College Courses changes annually; those offered during 1988-89 are indicated below.

FALL TERM

114(1). Judgment and Decision Making—Most decisions that you will have to make in your lifetime will require very little thought. Occasionally, however, you will encounter a situation that requires careful and systematic analysis. In this course we will examine the basic issues in formal decision making. We will introduce the notions of utility and risk, and develop quantitative techniques to aid in the decision-making process. We will use these ideas to explore decision making in areas such as medicine, law, foreign policy, economics, psychology, sports, and gambling. Guest lecturers will be invited to discuss decision making in some of these areas.—Georges

241. History of Science and Technology I—This is the first half of a two-semester sequence designed to trace the development of scientific ideas and techniques and some of their practical applications from the beginnings of modern science in the 16th century to the middle of the 20th century. Emphasis will be on the physical sciences and biology, but some attention will be devoted to the social and cultural impact of the natural sciences and technology. This course will end with the French Enlightenment around the middle of the 18th century. Readings will include excerpts from the writings of such scientists as Galileo, Descartes, William Harvey, Newton, Benjamin Franklin and Buffon, as well as secondary accounts.—Palter

SPRING TERM

214. Movement at Risk—This course will introduce concepts and theories of exercise and movement physiology. Specific information on metabolic systems, cardiorespiratory functions, muscle fiber type, somato type and specific training techniques will be presented and evaluated as it pertains to maximizing performance. As movement-related endeavors also possess the potential for risk, the final component of the course will assess those factors which may predispose an individual to injury and view the related physiology of healing and appropriate therapeutic protocols.—Hogan

242. History of Science and Technology II—A continuation of College Course 241, this course will begin at the time of the American and French Revolutions and end around World War II. Readings will include excerpts from the writings of such scientists as Lavoisier, Dalton, Faraday, Maxwell, Darwin, Bohr and James Watson, as well as secondary accounts. College Course 241 is not a prerequisite.—Palter

324. Analysis: Nonprofit Organizations—This course is about non-profit organizations—their scope; their function; their finances; their management; and their similarities and differences with for-profit and public sector organizations. The course will address issues of concern to non-profits such as competition resulting from the increasing commercialization of service delivery, changes in workforce participation, and cutbacks in public funding. For comparative purposes, the course will briefly address the role of nonprofits in other countries.—Polivy

384. Food: Psychological, Cultural and Culinary Aspects—This course will consider the significance of food at both the personal level (normal meals, fasts, food orgies) and the cultural level (ethnic foods, food taboos, prestige foods). Examples and evidence will be drawn from history, literature, sociology, psychology and medicine.—Palter

Comparative Literature Program

Administered by the following interdepartmental faculty committee: Professors Katz, *Director*, Campo, Lloyd-Jones; Associate Professors Bradley and Gettier; Assistant Professor Feinsod.

The program is especially concerned with the study in various literatures of the nature and development of literary traditions, movements, genres, themes, and forms as well as with foreign influences, backgrounds, and literary indebtedness. Its approach to the study of literature from an international point of view is intended to provide a means by which new perspectives may be used to understand, appreciate, and evaluate the individual quality of literary texts.

Courses in the program are provided principally by the Departments of Classics, English, Modern Languages and Literatures, Religion, and Theater and Dance.

Comparative Literature Major—I. Twelve courses in the program. The following five courses are required: 1) The course in the *Introduction to the Comparative Study of Literature*, or its equivalent,

is to be taken by the fall term of the senior year. 2) Comparative Literature 402, Modern Language and Literatures Senior Seminar. 3) Comparative Literature 404: Senior Thesis. Also required are two literature courses, 4) and 5) either in a classical or modern foreign language. The remaining seven courses are electives to be chosen from among courses listed in the catalogue as Comparative Literature courses.

Strongly recommended are a sound knowledge of Anglo-American literature and a good familiarity with biblical and classical literatures.

Cognate courses are recommended in the following fields: Music, History, Art History, Cinema, Performing Arts, Aesthetics, Methodology of literary analysis.

II. Written Thesis. A thesis on a chosen topic in at least two literatures is also required of the major

FALL TERM

The following courses may be counted as fulfilling the Modern Foreign Language Literature requirements:

French:

- 246. Literature of the 19th Century
- 357. Literature of Middle Ages and The Renaissance
- 405. Special Topics in French Literature

German:

- 351. The German Lyrik

Italian:

- 303. Italian Classics I: Prose

Spanish:

- 344. Spanish American Poetry

101. History of Theater and Drama—(Same as Theater 101.)—Feinsod

205. Greek Tragedy—The course studies the major tragedies of Aeschylus, Sophocles and Euripides. Aspects to be investigated include the origins and development of tragedy as a literary form; Greek theater production; tragedy's social and historical context and its reflection of contemporary social, political and philosophical issues; and the relation of tragedy to ritual and myth. (Same as Classical Civilization 205.)—Cornog

231. Humanism and Literature in the Renaissance—This course will explore some of the prominent examples of literary humanism in Renaissance Italy, France and Spain, as manifested in prose, theater and poetry. Authors will include Petrarch, Machiavelli, Rabelais, Montaigne and Cervantes. The course will be team-taught. (Same as Modern Languages 231B.)—Bianchini/Del Puppo/Lloyd-Jones

233. Teaching and Learning in the Renaissance—How were the Liberal Arts taught in the Renaissance? What was their place in society at large? What were the origins of Renaissance educational theories in Classical thought? Writings by Latin, Italian, French, German, Dutch, English, and Spanish authors will be read and discussed as we examine these questions. (Same as Modern Languages 231E.)—van der Poel

235. Aspects of Modern East Asian Literatures—Readings in Modern Chinese and Japanese Literature, with particular reference to the emergence of contemporary issues. (Same as Modern Languages 231F.)—TBA

255. Women in Hindu Literature—An introduction to Hinduism through an examination of women in Indian literature. Special attention will be given to the religious roots of values and to the particular role of women in the transmission of culture. (Same as Area Studies 255, Religion 255, Women's Studies 255.)—Findly

321(2). Modern Drama—Ibsen, Chekhov, Shaw, Strindberg, Pirandello, O'Neill, Brecht, Artaud, Genet, Shaffer, and Weiss read in light of contemporary theories of self-presentation, identity, role-playing, and metatheater. (Same as English 321.)—Hunter

361. The Enlightenment—A study of English and French writers of the 18th century including Swift, Pope, Boswell, Johnson, Voltaire, Fielding, Rousseau, and Sterne. Satisfies the requirement of a course emphasizing literature before 1800. (Same as English 361.)—Kuyk

387. Dante, Classics and Anglo-American Literature—(Same as Italian 387.)—Campo

393. Studies in Surrealism—By concentrating on art, shorts, films and literature, this course will study the major tenets of the surrealist movement as it occurred in Paris in the 20s and the 30s. Some attention will be given to its forerunners, the dadaists, as well as its enduring influence on more contemporary works. A background in art history and/or a reading knowledge of French is helpful but not required for this course. Artists and writers to be included are: Dali, Ernst, Breton, Cocteau, Carrington, Tanning, Sage and Bunuel. (Same as Modern Languages 231D.)—Katz

437. Space, Time and Style: Studies in the Novel—A course in the history of the novel in the Western World, from Rabelais to Pynchon, concentrating on the novel's way of constructing worlds, and on the relation of those textually constructed worlds to the experience of the world outside the book. We will be reading closely to see how specific exemplary texts (e.g., *The Red and the Black*, *The Secret Agent*, *The Crying of Lot 49*) produce their own distinct senses of space and time, then speculating as to how the effects we have described might be symptomatic of the particular society and historical moment from which each novel emerged. Especially for students with a taste for lurching from close formal analysis to woolly generalization, and at least a rudimentary grasp of European history from 1600 through the first half of this century. (Same as English 437.)—Pfeil

SPRING TERM

The following courses may be counted as fulfilling the Modern Foreign Language Literature requirements:

French:

245. Literature of the 17th and 18th Century

358. Literature of the 20th Century

German:

244. German Literature

Italian:

244. Introduction to Literature

352. 20th Century Prose

Russian:

222. Readings in Russian Literature

252. Soviet Russian Literature

302. Russian Prose Narrative

Spanish:

232. Latin American Literature

328. Cervantes

208. Myth and Reality: Men, Women and Society—This course takes a look at the assumptions about the nature and function of men and women that informed the ancient cultures of Greece & Rome, as revealed through their mythology, law, politics, religion, literature, art and daily life. From this investigation emerge both a clearer sense of what the Greek and Roman civilisations were like and an understanding of the ways in which our own society incorporates or diverges from their principles. (Same as Classical Civilization 208, Women's Studies 208.)—Cornog

217(2). Philosophy in Literature—Philosophical ideas can be expressed and defended in many media. Through the study of fictional and factual narratives, we will explore the overlapping boundaries of philosophy and literature. In Spring 1989, the course will focus on the theme of evil. Authors discussed will include Plato, Aristotle, Dante, Shakespeare, Dostoevsky, Stevenson, Conrad, Arendt, and Wiesel. (Same as Philosophy 217.)—Lloyd

232. The Art of Laughter—One of the characteristics of literature is the use of the comic mode to represent history, social structures and customs, and the peculiarities of the human mind. In this course, two modes of comedy will be discussed: the narrative and the dramatic, both of which expose social abuse and human folly. Works by Voltaire, Maupassant, Jarry, Ionesco, Cervantes, Valle Inclán, Julio Cortázar, Machado de Assis and others will raise provocative questions and lead to significant discussions. (Same as Modern Languages 232A.)—Rohinsky/Zapata

234. Christian Humanism in the Renaissance: Ambition and Reality—This course deals with the main features of Christian humanism in Renaissance Europe between 1400 and 1600. The

intellectual foundations of the humanist movement, its theories on the human condition, pedagogy, freedom and a variety of social issues will be discussed. The gap between what was hoped for and what was imposed by political and social realities will be explored, as we read texts by humanists from Italy, France, the Low Countries, Germany, England and Spain. (Same as History 232, Modern Languages 232E, Religion 232.)—van der Poel

252. The Asian Mystic—An examination of the mystic in Asian religious traditions. Special attention will be given to mysticism and heresy, the psychological and theological sources of mystical experience, and the distinctive characteristics of mystical language. Readings from Indian, Tibetan, and Chinese sources. (Same as Area Studies 252, Religion 252.)—Findly

290. Critical Theory: Introduction to Literature and Psychology—Application of the theories of Sigmund Freud, Erik Erikson, Norman Holland, and others to a variety of literary texts. The course will focus on techniques of close reading and examine how literature transforms fantasies toward meanings. (Same as English 290.)—Hunter

301(2). World War II in European Film and Literature—Focusing on a mixture of European novels, plays, memoirs, films and documentaries, this course will investigate how World War II is experienced and expressed through art. Some attention will be given to the historical background of the events portrayed. (Same as Modern Languages 232D.)—Katz

319(2). Time and the Modern Novel—Readings will include Virginia Woolf's *To the Lighthouse*, *Mrs. Dalloway*, and *The Waves*; James Joyce's *Ulysses*; Marcel Proust's *Swann's Way* and *The Past Recaptured*; and William Faulkner's *Light in August* and *The Sound and the Fury*. A study of concepts of time as reflected in the techniques of fiction-writing by the great novelists at the beginning of the twentieth century. (Same as English 319.)—Ogden

402. Senior Seminar—Topic: Writers as the Conscience of their Times: A Century of Hope and Despair (1800–1980). As witnesses of their times, writers often deal with the major issues of society: as such, art is the mirror of humanity. We will examine a number of the major systems of oppression over the past century as viewed through some of the great works of literature that have dealt with them. (Same as Modern Languages 402.)—Lee

404. Senior Thesis—Course offered on an Independent Study basis. Prerequisite: Submission of a completed Independent Study Form.—Staff

Computer Coordinate/Computer Science Majors

THE COMPUTER COORDINATE MAJOR—The Computer Coordinate Major is designed for those students who wish to combine an interest in computers with study in a traditional major department. There are three levels of requirements to be fulfilled: (1) The Computer Coordinate Core, mathematics and computing courses required of all majors; (2) Additional Requirements by Area, additional requirements determined by the area into which the Coordinate Department falls; the three general areas are the Natural Sciences, the Biological and Social Sciences and the Arts and Humanities; and, (3) The Coordinate Requirements, five to seven courses in a major department chosen to assure a depth of knowledge in the chosen field. The choice of courses in the Coordinate Department must be approved by a designated member of the department before the student is accepted into the Computer Coordinate Major.

THE COMPUTER COORDINATE CORE—The Computer Coordinate Core, required of all majors, consists of the following six courses.

Computing Courses (4)

ECS 115L—(Introduction to Computing)

ECS 215—(Languages and Data Structures)

ECS 216—(Principles of Software Engineering)

ECS 422—(Computer Coordinate Senior Seminar)

Mathematics Courses (2)

Math 119—(Discrete Mathematics)

**Math 120—(Elementary Finite and Linear Mathematics) OR Math 207 (Linear Algebra)
OR Math 219 (Theory of Computation)**

Note: Students who are interested in the Computer Coordinate Major are urged to complete all Core requirements except ECS 422 by the end of their sophomore year. It is also recommended that Math 119 be taken either prior to or concurrently with ECS 215.

THE ADDITIONAL AREA REQUIREMENTS—The Additional Area Requirements are determined by the area in which the Coordinate Departments falls. They are divided into three broad areas which, for purposes of the Computer Coordinate Major, are defined as follows:

Natural Sciences (Biochemistry, Chemistry, Engineering and Physics)

Math 131—(Calculus I)

Math 132—(Calculus II)

Math 255—(Numerical Analysis)

Math 252—(Introduction to Mathematic Modeling) OR Math 107 (Elements of Statistics)

Biological and Social Sciences (Biology, Economics, Political Science, Psychology, Sociology, and Urban and Environmental Studies)

Math 110—(Calculus) OR Math 131 (Calculus I)

Math 107—(Elements of Statistics)

Math 157—(Intermediate Statistics) OR

Math 252—(Introduction to Mathematic Modeling)

Arts and Humanities (Art History, Classics, English, History, Modern Languages, Music, Philosophy, Religion, Studio Arts, Theater & Dance, American Studies and Area Studies)

Phil 205—(Logic)

1 additional mathematics course

1 additional course related to computers approved by the Coordinate department

COORDINATE DEPARTMENT REQUIREMENTS—The five to seven additional courses required by the Coordinate Department must be approved by a designated member of that department before the student is accepted into the Computer Coordinate Major.

The Computer Coordinate Major is administered by Professor Joseph D. Bronzino, Chairman of the Department of Engineering and Computer Science. Students wishing further information about this major should speak to one of the following faculty members:

David Ahlgren, Associate Professor of Engineering and Computer Science

Joseph D. Bronzino, Professor and Chairman of Engineering and Computer Science

Roy B. Davis III, Assistant Professor of Engineering and Computer Science

David Mauro, Assistant Professor of Mathematics

Ralph Morelli, Assistant Professor of Engineering and Computer Science

August E. Sapega, Professor of Engineering and Computer Science

Robert E. Stewart, Professor of Mathematics

Ralph E. Walde, Associate Professor of Mathematics

Acceptance as a Computer Coordinate Major requires that the proposed plan of study be approved by the Coordinate Department Chairman, the Mathematics Department Chairman and the Chairman of Engineering and Computer Science.

THE COMPUTER SCIENCE MAJOR—The Computer Science major is designed for students interested in an intensive study of computing. It consists of the following 15 courses:

Introductory Courses: Mathematics 119, 131, 132.

Computer Science Core:

ECS 215—Languages and Data Structure

ECS 216—Principles of Software Engineering

ECS 221—Introduction to Digital Circuits and Systems

ECS 230—Machine Organization and Assembly Language

ECS 315—Systems Software

ECS 316—Foundations of Programming Languages

ECS 426—Computer Science Senior Seminar

Math 207, Math 320, and Math 337.

Electives: One course selected from each of the following categories:

(a) ECS 323L or ECS 415

(b) ECS 212L, Philosophy 404, Psychology 352 or any mathematics course numbered 250 or above.

A grade of C– or better must be obtained in all courses counted for the major. Students interested in the Computer Science major are urged to complete the following courses by the end of their sophomore year: Mathematics 119, 131, 132 and 207 and ECS 215, 216 and 230.

For further information, including course descriptions, see the “Engineering and Computer Science” listing.

Dance see “Theater and Dance” listing

Economics

PROFESSOR CURRAN, *Chairman*; PROFESSORS BATTIS, DUNN, AND SCHEUCH;

ASSOCIATE PROFESSORS BUTOS, EGAN, GOLD, LINDSEY, AND ZANNONI**;

ASSISTANT PROFESSORS GROSSBERG, HUGHES-CROMWICK, MULLAHY AND

RAMIREZ*; SHELBY CULLOM DAVIS PROFESSOR OF AMERICAN BUSINESS AND

ECONOMIC ENTERPRISE GUNDERSON; VISITING ASSISTANT PROFESSOR GANDIA;

AND LECTURER O’CONNOR

ECONOMICS CURRICULUM—The introductory course, Economics 101—Basic Economic Principles, is a prerequisite for all other Economics courses. A number of 300-level courses have a 200-level course as a prerequisite and students are advised to take a 200-level course before proceeding to 300-level courses. Courses beyond Economics 101 and 201 are offered in the following areas:

Economic Theory and its History (205, 206, 301, 302)

Economic Systems and Development (207, 214, 317, 321, 324)

International Economics (216, 315, 316)

Labor Economics (204, 303)

Money and Finance (309, 310)

Public Policy Issues (209, 306, 308, 311)

Quantitative Economics (103, 107, 312, 318)

Studies in Social Policies and Economic Research (331)

Independent Research (431-432, 441-442)

*On Leave, Fall Term

**On Leave, Spring Term

ADMISSION REQUIREMENTS AND ECONOMICS MAJOR—Students who receive a grade of at least C– in Economics 101 and one Economics 200-level course will be admitted to the major upon request to the department chairman.

The requirements for the major are a demonstration of competence and satisfactory work (a grade of C– or better in all courses counting toward the major) in at least ten courses in the department beyond Economics 101—Basic Economic Principles, including one 200-level course which must be taken prior to taking Economics 301—Microeconomic Theory and Economics 302—Macroeconomic Theory, courses required of all majors. In addition, a minimum of five of the student's elective courses in economics must be at the 300-level or 400-level including one senior seminar (Economics 331—Studies in Social Policies and Economic Research) or a thesis (Economics 431—432). Cognate courses in other departments and/or work in special programs at Trinity or off-campus (approved, where necessary, by appropriate College authority) may be substituted for regular elective departmental offerings, with permission of the department chairman or deputy.

It is recommended that students majoring in Economics, in consultation with their major adviser, select cognate courses in American history, philosophy, political science and sociology.

Students interested in graduate study in Economics are strongly advised to acquire mathematical preparation in Calculus, Linear Algebra, Statistics and Econometrics. Depending upon the interest of the student, other courses such as Algebra, Topology, or applied mathematics courses may be of value. Those students interested in graduate work in Business Administration are advised to acquire mathematical preparation in Calculus, Statistics and Econometrics, as well as Principles of Accounting. For the students who do not plan to do graduate work, the quantitative course, Economics 107—Statistics, would be of value. Economics 312—Mathematical Economics, which uses many of the concepts in the courses noted above, would be of value to all groups in integrating mathematical concepts and economic theory.

THE HONORS PROGRAM—The candidates for honors will be selected from those junior class students who have done superior work in their departmental and non-major courses. Superior work normally requires "A–" or better grades for Economics 301 and 302, "B+" or better grades for all major courses, "B–" or better grades for non-major courses. In exceptional cases students may petition the department for permission to participate in the honors program.

Toward the close of their junior academic year, honors candidates should prepare a prospectus of their honors thesis which must be accepted by the department. In the senior year, the candidate for honors must take Economics 441–442—Independent Research Project.

Honors candidates are not required to take Economics 331; however, they are urged to consider taking a research seminar as one of their 300-level courses.

Honors will be awarded on the basis of the quality of the work in Economics 441–442, and a continued level of superior work in the major.

COMPUTER COORDINATE MAJOR—This major is designed for those students who wish to combine an interest in computers with study in Economics. In addition to the course requirements in mathematics and engineering, the Economics Department requires that each student take a minimum of seven (7) economics courses and receive a grade of C– or better in all of them. These seven courses must include the following:

- Economics 101—Basic Economic Principles
- Economics 301—Microeconomic Theory
- Economics 302—Macroeconomic Theory
- Economics 318—Econometrics
- Economics 331—Studies in Social Policy and Economic Research

One of the remaining two courses must be a 200 level course. The remaining course, which is an elective, must be a 300 level economics course. Also, please note that Mathematics 107/Economics 107 is a prerequisite for Economics 318. An additional math course, which Computer Coordinate majors are encouraged to take, is Mathematics 157, a statistics course designed to bridge the gap between mathematics, introductory statistics and applied courses in the social sciences.

FALL TERM

101. Basic Economic Principles—An introduction to modern economic analysis. A study of the principles of production and exchange, the distribution of income, monetary theory, and national income analysis. Required of all majors in Economics and recommended for all students planning business, legal or public service careers. Enrollment limited to 30.—Butos, Grossberg, Gandia, Hughes-Cromwick, Mullahy

103. Principles of Accounting—A review of accounting concepts and procedures with particular emphasis on the reasoning behind methods of measuring and recording such items as depreciation and revenues. The implications of accounting theory and practice for the measurement of income and financial positions are investigated.—O'Connor

107. Elements of Statistics—A course designed primarily for students in the social and natural sciences. Topics covered will include graphical methods, statistical measures, basic probability, probability functions, sampling, analysis of measurements, correlation and regression. Two years of high school algebra is appropriate background for the course. Students having a mathematical background which includes Mathematics 221, 222 should consider the Mathematics 305, 306 sequence for work in statistics. (Same as Mathematics 107.)—Mauro, Stewart

201. Contemporary Economic Issues—An examination of selected economic issues such as monetary and fiscal policy; international trade; recession and inflation; income distribution; and urban problems. Prerequisite: Economics 101.—Battis

[205. History of Economic Thought]—An introduction to the ideas of the major economists contributing to the development of economics from the pre-Classical periods to Keynes and Schumpeter. Prerequisite: Economics 101.

209. Urban Economics—Economic analysis of urban areas in their regional setting; the study of location theory, land use and housing markets, and of current public policy issues pertaining to urban problems including urban poverty, the economics of race in metropolitan areas, urban transportation, and local public finance. The resource allocation process will be emphasized. Prerequisite: Economics 101.—Gold

216(1). World Economy—A survey of the growth and development of international economic activity and its relationship to national economic development. Emphasis is placed on the European expansion from the sixteenth century onward, the rapid growth of international trade and investment in the nineteenth and early twentieth centuries, and the increased integration of the world economy in the second half of the twentieth century. Particular attention is given to the impact of this process on Africa, Asia, and Latin America. (Same as Area Studies 216.) Prerequisite: Economics 101.—Lindsey

301. Microeconomic Theory—A study of the determination of the prices of goods and productive factors in a market economy and the role of prices in the allocation of resources. Required of all Economics majors. Prerequisites: Economics 101 and one 200-level course.—Egan

302(1). Macroeconomic Theory—An analysis of aggregate income; output and employment which includes the following topics: national economic accounts, theories of consumption, investment and money, Keynesian and Classical models, the monetary-fiscal debate, inflation, unemployment and growth. Prerequisites: Economics 101 and one 200-level course.—Zannoni, Hughes-Cromwick

303. Labor Economics—An examination of a number of the important issues in modern labor economics. Topics include: the determinants of labor supply, with special emphasis on the growth of female labor supply throughout the twentieth century; the demand for labor and the determination of wages; minimum wage legislation; the impact of unions on the labor market; internal and dual labor markets; compensating wage differentials; discrimination in labor markets. Prerequisite: Economics 101. (Economics 301 is strongly recommended but not required.)—Grossberg

306(1). Public Finance: Economics of the Public Sector—An examination of the role of tax and expenditure policy as they influence the allocation and distribution of resources. Emphasis will be given to an examination of the existing tax structure and proposals for its change in the light of expenditure levels. Prerequisite: Economics 101. (Economics 301 is strongly recommended but not required.)—Dunn

309. Corporate Finance—The development of the modern theory of finance; portfolio theory; corporate organization and control; capital budgeting; cost of capital; corporation securities; the securities markets; valuation and promotion; expansion and reorganization. Prerequisite: Economics 101. (Economics 301, 107 and 103 are recommended but not required.)—Curran

311. Environmental Economics—An examination of the relationship between economic growth and the deterioration of the environment; the economic theory necessary for understanding environmental problems; analysis of proposed means, such as effluent charges, for correcting these problems; the application of cost-benefit analysis to selected environmental issues. Prerequisites: Economics 101 and 301.—Egan

315. International Trade and Investment—An examination of theories of international trade, commercial policy, preferential trading arrangements, foreign investment, and the transnational firm; an analysis of contemporary issues in the international economy. Prerequisite: an economics course at the 200-level or above (Economics 301 advised).—Gandia

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

324(1). The Soviet Economy—A study of the organization, resource allocation problems and the performance of the Soviet economy. Prerequisite: Economics 101. (Same as Area Studies 326).—Battis

331. Studies in Social Policies and Economic Research—The primary emphasis of these seminars is to strengthen the student's skill and sensitivity in applying economic analysis and research methods to social policy problems. The topics to be studied will vary from year to year. Prerequisites: Economics 301 and 302.

Sec. A. Economic Functions of the State—A study of criteria underlying the role of the state in a market economy within a framework of welfare economics. The seminar will include the examination of criteria for optimal resource allocation and distributive justice.—Dunn

Sec. B. Issues in Macroeconomic Theory—There is controversy among economists as to the nature of the macroeconomy and the methods required to solve current economic problems. The seminar will examine selected issues which form the basis of these controversies including: the effect of government policy on the productive capacity of the nation; the causes of and solutions for unemployment and inflation.—Zannoni

Sec. C. The Common Market and Comecon—A comparative study of Western Europe's effort to achieve economic integration and the Soviet Union's plan to integrate the East European economies, followed by an analysis of current problems and prospects for each system.—Battis

Sec. D. Development of Monetary Theory and Policy—An examination of selected areas in monetary theory and policy. Topics include: theoretical-conceptual underpinnings of pre-Keynesian, Keynesian, and modern monetary theorists, including the Wicksellians, Austrians, and rational expectationists; money-macro policy implications of various approaches; and recent controversies in domestic and open-economy monetary policy.—Butos

431-432. Thesis—Written report on a research project. Submission date of thesis is the second Friday following Spring Recess. Seniors who undertake Economics 431-432 will be excused from the required work in Economics 331—Studies in Social Policies and Economic Research. Prerequisites: Economics 301 and 302. (2 course credits).—Staff

441-442. Independent Research Project for Honors—Required of all candidates for honors. Submission date of the project is the second Friday following the Spring Recess. Prerequisites: Economics 301 and 302. (2 course credits).—Staff

Note: Some of the following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisites: permission of the student's major adviser, of the instructor, and of the Office of Graduate Studies.

500. Economic Principles—Curran

501. Microeconomic Theory—Fongemie

504. Financial Accounting—Lacedonia

506. Public Finance—Mullahy

541. Methods of Research—Grossberg

610A. Independent Study—Staff

630A. Research Project—Staff

651-652A. Thesis—Staff

SPRING TERM

101(2). Basic Economic Principles—An introduction to modern economic analysis. A study of the principles of production and exchange, the distribution of income, monetary theory, and national income analysis. Required of all majors in Economics and recommended for all students planning business, legal or public service careers. Enrollment limited to 30.—Egan, Gandia, Grossberg, Mullahy

103(2). Principles of Accounting—A review of accounting concepts and procedures, with particular emphasis on the reasoning behind methods of measuring and recording such items as depreciation and revenues. The implications of accounting theory and practice for the measurement of income and financial positions are investigated.—O'Connor

107(2). Elements of Statistics—A course designed primarily for students in the social and natural sciences. Topics covered will include graphical methods, statistical measures, basic probability, probability functions, sampling, analysis of measurements, correlation and regression. Two years of high school algebra is appropriate background for the course. Students having a mathematical background which includes Mathematics 221, 222 should consider the Mathematics 305, 306 sequence for work in statistics. (Same as Mathematics 107(2).)—Mauro

201(2). Contemporary Economic Issues—An examination of selected economic issues such as monetary and fiscal policy; international trade; recession and inflation; income distribution; and urban problems. Prerequisite: Economics 101.—Battis

204. Labor Relations—An introductory survey of labor relations in the United States. Topics include history of the American union movement; labor relations in the non-union firm; the structure and government of unions; principal issues in collective bargaining; government control of union-management relations; intensive study of collective bargaining experience in selected industries; recent "concessionary" bargaining and open shop initiatives. Prerequisite: Economics 101.—Scheuch

206. Political Economy—An introduction to Marxist Political Economy and an examination of selected economic issues. Topics include historical materialism, modes of production, the labor process, growth and crisis, imperialism, and the theory of the state. Selected writings of institutionalists and neo-Keynesians are also examined. Comparisons are made with neo-classical economic theory. Prerequisite: Economics 101. (Same as Area Studies 218).—Lindsey

207(2). Alternative Economic Systems—A study of capitalism, market socialism, and central planning and a survey of the structure and performance of several economic systems. Prerequisite: Economics 101. (Same as Area Studies 323).—Battis

214. Business and Entrepreneurial History—The evolution of business structures and practices, primarily in the American experience. Changes in such aspects of management, finance, marketing, and information are considered. Special attention is given to the role of entrepreneurs and conditions which may have influenced their creative efforts. Both an analytical approach and case studies are employed. Prerequisite: Economics 101. (Same as American Studies 218).—Gunderson

301(2). Microeconomic Theory—A study of the determination of the prices of goods and productive factors in a market economy and of the role of prices in the allocation of resources. Required of all Economics majors. Prerequisites: Economics 101 and one 200-level course.—Mullahy

302. Macroeconomic Theory—An analysis of aggregate income, output and employment which includes the following topics: national economic accounts; theories of consumption, investment and money; Keynesian and Classical models; the monetary-fiscal debate; inflation, unemployment and growth. Prerequisites: Economics 101 and one 200-level course.—Hughes-Cromwick, Zannoni

308. Industrial Organization and Public Policy—The course is divided into two parts. The first part consists of an examination of the structure of American industry including a critical anal-

ysis of the empirical evidence underlying the extent of competition, oligopoly, and monopoly within the United States. Comparisons are made with other industrialized nations and a number of specific industries are examined in detail. The second part of the course consists of an examination of public policy toward monopoly with specific emphasis on regulation and antitrust policies. Prerequisite: Economics 101; Economics 301 is recommended but not required.—Curran

310. Money and Banking—An analysis of monetary theory, institutions and policy including the nature, role and significance of money, financial markets and institutions, commercial banking and the money supply process, the Federal Reserve System and the formulation and implementation of monetary policy, monetary theory and related policy issues. Prerequisite: Economics 302.—Butos

[312. Mathematical Economics]—The application of mathematical techniques in economics including input-output analysis, linear programming, game theory, and selected topics in operations research. The course is designed primarily for Economics majors with limited mathematical backgrounds. Prerequisites: Economics 301; Mathematics 110 or the equivalent.

316. International Finance—This course examines the major theoretical and policy issues faced by business firms, the government, and individual investors in their international financial transactions. Topics include the following: basic theories of the balance of payments, exchange rates, and the balance of trade; interest rates and interest parity; alternative exchange rate systems; and recent developments in the international money markets. Prerequisite: Economics 101; Economics 302 is strongly recommended but not required.—Ramirez

317(2). Economics of the Third World—This course examines the historical causes of underdevelopment and current problems facing Third World countries. Topics include the following: theories of development, neo-imperialism, and dependency; industrialization strategies; agriculture and rural development; employment; poverty; income distribution, population growth, international trade, foreign investment, aid, and the North-South debate. Case studies are undertaken of countries with differing strategies of development. Prerequisites: Economics 101, one 200-level course or another social science course dealing with the Third World. (Same as Area Studies 319.)—Lindsey

318L. Basic Econometrics—The formulation and estimation of models; topics include a review of basic concepts and results of statistical inference, single equation regression model, functional forms, problems of estimation, and simultaneous equation models. The computer will be used but no experience is necessary. Prerequisite: Economics 107. (1¼ course credits.)—Ramirez

319(2). Business Cycle Analysis: Theory and Applications—This course reviews the literature on the analysis of business cycles and provides a basic framework for understanding recent debates about models of business cycles. Empirical work on macroeconomic characteristics of postwar business cycles will assist students' understanding of these models. Prerequisite: Economics 302.—Hughes-Cromwick

331(2). Studies in Social Policies and Economic Research—The primary emphasis of these seminars is to strengthen the student's skill and sensitivity in applying economic analysis and research methods to social policy problems. The topics to be studied will vary from year to year. Prerequisites: Economics 301 and 302.

Sec. A. Topics in Economic Development—This seminar will critically examine Dependency Theory and World System Analysis, two approaches to explaining underdevelopment as a distinct historical condition that is linked to the economic development of Western Europe and the United States.—Lindsey

Sec. B. Topics in Union-Management Relations—An historical review of the development of unions in the United States followed by intensive study of selected topics of current interest.—Scheuch

Sec. C. Discrimination—Discrimination will be studied through the disciplines of economics and psychology. Students will be exposed to the complementary and competing explanations for discrimination offered by the two disciplines. We will discuss topics such as the causes and consequences of discrimination in housing, schools, and employment. Prerequisite: Economics 301, 302 (one course in Psychology preferred).—Gold

431-432. Thesis—Written report on a research project. Submission date of the thesis is the second Friday following Spring Recess. Seniors who undertake Economics 431-432 will be excused from the required work in Economics 331—Studies in Social Policies and Economic Research. Prerequisites: Economics 301 and 302. (2 course credits.)—Staff

441-442. Independent Research Project for Honors—Required of all candidates for honors. Submission date of the project is the second Friday following the Spring Recess. Prerequisites: Economics 301 and 302. (2 course credits.)—Staff

Note: Some of the following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisites: permission of the student's major adviser, of the instructor, and of the Office of Graduate Studies.

500. Economic Principles—Curran

501B. Microeconomic Theory—Paul Hughes-Cromwick

502. Macroeconomic Theory—Butos

507(2). Cost Effectiveness Analysis—Paul Hughes-Cromwick

514. Analysis of Financial Markets—Fongemie

610A. Independent Study—Staff

630A. Research Project—Staff

651-652A. Thesis—Staff

Educational Studies Program

PROFESSOR SCHULTZ, *Director*; ASSISTANT PROFESSOR HAHN

The Educational Studies Program provides students with an opportunity to examine intensively one or more aspects of education, to develop facility in analyzing perennial and current educational issues, to explore the relationship of education to the society and culture of which it is a part, and to obtain a deeper understanding of their own educational experiences. Courses in Educational Studies are pertinent to students planning to become teachers. However, the primary purpose of the program is to study the many facets of education from the historical, theoretical and scientific perspectives characteristic of the liberal arts. The program draws, in approximately equal measure, on the methods and approaches of the social sciences and the humanities.

The Educational Studies Program has three emphases: conceptual foundations, historical foundations, and the study of contemporary educational institutions. Through courses in Educational Studies and in related departments and programs, such questions as these are addressed: What does it mean to be educated? How have schools and colleges evolved into their present forms? What effects, obvious and subtle, does the experience of schooling have on students?

Non-Major Sequences. Students may wish to take a coherent sequence of courses in Educational Studies as part of their non-major program. Such sequences may consist of survey courses in each of the three areas of emphasis (e.g., Philosophy of Education, History of American Education, and Schooling in America); alternatively, students may prefer to combine courses that illuminate a particular theme (e.g., The Education of the Working Class, American Education and Blacks, and Minority Group Adolescence). Another kind of non-major sequence combines courses in Educational Studies with related courses in other departments and programs (e.g., Philosophy 530: Problems in the Foundations of Public Policy; Psychology 422: Psychology and Social Issues; and Educational Studies 335: Educational Policy: Perspectives from Law and Social Science. Or History 325: Race, Nationality and Religion in American History; Philosophy 221: Cultural Relativism and Human Rights; and Educational Studies 333: Bilingual/Bicultural Education).

The Program Director can assist students in designing other sequences germane to their particular interests.

Crosslisting. In order that they may be credited toward a student's major, many courses in Educational Studies have been crosslisted with other departments and programs.

Coordinate Major. Students may undertake a coordinate major in Educational Studies and any department or program at the College that offers a major, subject to the approval of the chairperson or director of the coordinate field. The requirements of the coordinate major are:

- (1) Six courses in Educational Studies, one of which is ordinarily Educational Studies 400. At least one course must be taken in each of the three areas of emphasis: conceptual foundations, historical foundations, and the study of contemporary educational institutions. The Director of the Educational Studies Program will advise students about cognate courses that supplement those they have selected within their coordinate major.
- (2) Six to eight courses in the coordinate department or program, as specified by its chairperson or director.

The student's particular course of study must be approved by both the Director of Educational Studies and the chairman or director of the coordinate department/program at the time the student declares the major, typically in the spring of the sophomore year.

Student-Designed Majors. Courses in Educational Studies and related courses in other departments and programs may be combined into an individually tailored interdisciplinary major (see *Catalogue* section on "Special Curricular Opportunities"). Interested students should consult with the director of the program no later than the sophomore year.

Teacher Preparation. State certification to teach in elementary and secondary schools in Connecticut, and by reciprocal agreement in approximately thirty other states, can be obtained through consortial arrangements with St. Joseph College. Individuals wishing to prepare for elementary school teaching (grades K-8) should consult with the program director to determine the sequence of courses needed to satisfy certification requirements. These plans should be made by the end of the freshman year or early in the sophomore year. Students interested in state certification to teach in secondary schools (grades 7-12) or in independent schools should also consult with the program director to plan their joint program. Some courses required for certification can also be counted toward the requirements of the coordinate major in Educational Studies.

AREAS OF EMPHASIS

Conceptual Foundations of Education

- 201. **Philosophy of Education**
- 210. **Educational Ideals**
- 211. **Radical Ideas in Education**
- 310. **Education and Morality**

Historical Foundations of Education

- 202. **History of American Education**
- 220. **History of American Higher Education**
- 322. **Selected Topics in Historical Foundations:**
 - American Education and Blacks
 - Student Movements
 - Americanization and Education

The Study of Current Educational Institutions

- 203. **Schooling in America**
- 230. **Psychological Explanations of the Act of Teaching**
- 330. **The Impact of Colleges and Universities on Students**
- 331. **The Education of the Working Class**
- 332. **Economics of Education**
- 333. **Selected Topics in the Study of Educational Institutions:**
 - Educational Reforms: Feasible or Foolhardy
 - Bilingual/Bicultural Education
 - Educational Consumers: A New Militancy
 - Minority Group Adolescence
- 334. **Cognitive Psychology and the Design of Instruction**
- 335. **Educational Policy: Perspectives from Law and Social Science**

And

- 400. **Colloquium in Education**

FALL TERM

202(1). History of American Education—A survey of precollegiate education from the colonial period to the present. The development of church-affiliated, independent and public schools will be examined within the context of larger patterns of political, social and intellectual history. —Hahn

211. Radical Ideas in Education—An examination of several strains of radical thinking in education including the critics of the present schools and those who propose drastically different schools and fundamental changes in society. The works of Kozol, Neill, Goodman, Illich, Freire, Bowles and Gintis and others will be studied with particular attention to the radical views about the place of the school in society and the organization and conduct of schooling.—Schultz

231. Teaching and Learning in the Renaissance—How were the Liberal Arts taught in the Renaissance? What was their place in society at large? What were the origins of Renaissance educational theories in Classical thought? Writings by Latin, Italian, French, German, Dutch, English, and Spanish authors will be read and discussed as we examine these questions.—van der Poel

243. Education in Global Perspectives—Explores educational systems of Western and non-Western nations. The transfer of educational ideas and institutional forms as well as programs for literary and adult education will be considered. Other topics include the role of international agencies and current literature on cultural imperialism. (Same as Area Studies 243.)—Hahn

331. The Education of the Working Class—A critique of the prevailing view that the academic difficulties of working class children are due to fundamental cognitive and personality deficits and to inadequate child-rearing practices. The effectiveness of programs designed to remedy these problems, such as compensatory education, will be assessed. Alternatives to the deficit view which hold the school or society responsible for the child's failure will also be considered. An attempt will be made to account for the popularity of the deficit view among educators and among psychologists and sociologists concerned with education. (Same as Area Studies 337.)—Schultz

[332(1). Economics of Education]—An examination of the traditional topics of how much investment in education is socially desirable and what is the relationship between education, individual earnings, and occupational outcomes. Other topics to be discussed are: whether the economist's notion of "production" can be usefully applied to the relationship between resources or inputs and educational outcomes; what the relationship is between educational quality and locational decisions (the so-called "white flight" controversy); and how recent court decisions have restructured the funding of education. Prerequisites: Economics 101 and permission of the instructor.

[333. Selected Topics in Institutional Studies: Gender, Society, and Schooling]—The interactional and institutional basis of gender roles and differences will be explored. The biological basis of gender differentiation will be contrasted with the social and structural aspects of learning from a cross-cultural perspective. Special emphasis will be given to the impact of institutional learning experiences—classroom setting, student-teacher interactions, play situations, textbook content—on gender roles in early American and developing societies. (Same as American Studies 203 and Area Studies 335.)

SPRING TERM

[201(2). Philosophy of Education]—An examination of some of the assumptions that lie at the heart of education as a psychological and mental phenomenon, and as a structured social institution. The course will consider such concepts as learning, motivation, understanding, character formation, social demands, and the aims of education. (Same as Philosophy 330B.)

203(2). Schooling in America—An examination of different conceptions of the experience of schooling in this country. Does schooling contribute to equality of educational opportunity or limit further the opportunities of those who have little to begin with? Does schooling promote or repress free expression? This course will weigh arguments and evidence supporting each of these possibilities. Topics include desegregation, the distribution of educational resources and their effectiveness, tracking, grading systems, and the exercise of teacher authority. (Same as American Studies 203(2).)—Schultz

205(2). History of Education in the West: 1500 to the Present—What are we taught in school, and why? This course will examine the history of ideas governing education in the West

in their political and social contexts. While we will emphasize nineteenth and twentieth century developments, we also will explore the legacy of Classical, Renaissance, and Enlightenment ideas. (Same as History 205.)—M. Miller

220. History of American Higher Education—An examination of institutions of higher education from the first colonial colleges to the modern university, with emphasis on the last one hundred years. Among the topics examined are curricula, student life, governance, the professoriate, and the changing social role of the university. The impact on higher education of such external forces as industrialization, urbanization, war and technology will also be explored.—Hahn

230. Psychological Explanations of the Act of Teaching—Teaching can be viewed from different psychological perspectives: the behavioral approach in the tradition of Skinner, the humanistic approach in the tradition of Rogers, and the cognitive approach in the tradition of Bruner. Students will examine statements of these positions and their appropriateness for different educational outcomes. Students will also come to terms with problems of implementing the approaches by teaching brief video-taped lessons from each perspective and by analyzing their teaching and the teaching of others for evidence of the approaches. (Same as Psychology 230(1).)—Schultz

[322. Selected Topics in Historical Foundations: American Education and Blacks]—This course considers topics relevant to the education of blacks in historical perspective. Social thought, educational ideologies, major leaders and institutions, urbanization, industrial education, the nature of racism and other areas of interest will be explored. Students will be familiarized with recent research and interpretive trends. Research on Hartford and New England will be encouraged. (Same as Area Studies 340.)

[333(2). Selected Topics in Institutional Studies: The Media and the School]—Considers the nature of "education" by examining the role of symbolic learning in both formal and informal education. Special attention will be given to the social and political consequences of the media and formal schooling in the transmission of information. Topics to be explored include the following: the use of radio, television and print media in the historical processes of development (literacy training, development education, colonization, nationalization, and revolution); conflicts between popular media and the school; the increasing use of technology in curricular innovation; personal control over different types of learning; and the role of the media and the school in social and cultural change. Primary focus is on American society with cross-cultural comparisons. (Same as Area Studies 323(2).)

[335(2). Educational Policy: Perspectives from Law and Social Science]—This course will focus on two social policy issues in education: equality of educational opportunity and control of educational decision-making. The first issue includes definitions of educational opportunity and its evaluation, problems of desegregation, and the classification of children. As part of the second issue, the claims of students, teachers, parents and school officials to determine educational decisions will be examined. Each topic will be studied by considering the utility and limitations of legal institutions and by employing perspectives of social science theory and research. The course will be taught jointly by a professor of law from the University of Connecticut School of Law and the director of the program in educational studies from Trinity College. It is open to students at both institutions.

Educational Studies 400. Colloquium in Education—An intensive investigation of an issue or aspect of education from the perspective of several disciplines. Students will explore their individual interests within a larger thematic context by reviewing appropriate literature and conducting original research, including participant-observation studies that may be undertaken concurrently with an internship. Introductory courses in Educational Studies and related courses in the student's major, including a course in research methodology, are advisable for admission to the colloquium. Required for students planning coordinate majors in Educational Studies as their senior exercise.—Schultz

Engineering and Computer Science

PROFESSORS BRONZINO, *Chairman*, AND SAPEGA; ASSOCIATE PROFESSOR AHLGREN; ASSISTANT PROFESSORS DAVIS AND MORELLI; VISITING PROFESSOR GRACE; LECTURER WOODARD; ADJUNCT FACULTY HODGES AND KRAHULA

MAJORS IN ENGINEERING AND COMPUTER SCIENCE

The Department of Engineering and Computer Science offers four major programs in the fields of engineering and computer science that encompass both undergraduate courses at Trinity College and graduate courses at the Hartford Graduate Center (HGC) which is affiliated with the Rensselaer Polytechnic Institute. Consequently, students have the opportunity to develop a sound fundamental background in mathematics, physics, chemistry and core engineering and computer science courses at Trinity College and to take graduate level courses at The Hartford Graduate Center for credit towards their respective major.

ENGINEERING MAJORS

CORE COURSES—All engineering majors are required to take Math 121–122, Physics 121L–221L, Chem 111L, ECS 212L, ECS 221, ECS 225, ECS 232L and satisfy a computer programming proficiency requirement.

GENERAL ENGINEERING MAJOR—In addition to the core courses listed above, students may elect any four (4) engineering courses (ECS or HGC) at least three (3) of which are at the 300-level or above. No independent study or internship credits may be used to meet major requirements. Students may elect concentrations in either *Biomedical*, *Computer Electrical or Mechanical Engineering*. For *Biomedical Engineering*, students must take core courses, Biology 151L or 152L or HGC 31803 Anatomy and Physiology, ECS 307L, ECS 308L, ECS 411 and one elective from one of the following three areas at HGC: Bioinstrumentation, Biomaterials, or Biomechanics. For *Computer Engineering*, students must take core courses plus Physics 222L, ECS 215, ECS 216, ECS 307L, ECS 308L, and ECS 323L. For *Electrical Engineering*, students must take Physics 222L, ECS 301, ECS 307L, ECS 308L, Math 255 or 207 and elect ECS 323 or one HGC Electrical Engineering course (such as Digital Signal Processing Feedback Control, etc.). For *Mechanical Engineering*, students must take Physics 222L or Chemistry 112L, ECS 226, ECS 325, ECS 337, ECS 362, ECS 431 and one course in Heat Transfer. All students electing these concentrations must also take a senior design project (Biomedical engineering students may elect ECS 421) and at least eight (8) courses outside the natural sciences and mathematics.

Students may apply to the Department chairman to substitute for no more than two of the state physics and chemistry courses, other science courses which may be appropriate for the program goals.

COMPUTER COORDINATE MAJOR IN ENGINEERING—Students may fulfill the Computer Coordinate Major with Engineering as the Coordinate Department. In addition to the Computing and Mathematics courses required for the Computer Coordinate Major, at least seven additional engineering or physics courses, forming a coherent pattern, must be taken. Students wishing to fulfill the major should consult with the Department Chairman to draw up a satisfactory plan of study. For further information see the section under Computer Coordinate Major.

COMPUTER SCIENCE MAJOR—Students are required to take fifteen courses which are divided into three categories:

- a) Introductory courses (3): Math 119, Math 131, and Math 132.
- b) Core courses (10): ECS 215, ECS 216, ECS 221, ECS 230, ECS 315, ECS 316, ECS 426, Math 207, Math 320, and Math 337.
- c) Electives: Students may select one from ECS 323L or ECS 415 and one from ECS 212L, Phil 404, Psych 352 or any Math course numbered 250 or above.

Only courses in which the student receives a grade of C- or better may be applied to the requirements of the major.

Both the Computer Coordinate and Computer Science major involve extensive use of the academic computing facility. Additional terminals are connected to a Dartmouth Time-Sharing computer and also to Yale University. Students have free access to the systems at all times, both for course work and to carry out personal projects. Students at the College also have opportunities to work in the computer field at local insurance companies, in biomedical research laboratories, and in various businesses in the Hartford area.

COGNATE COURSES—Students majoring in Engineering or Computer Science are expected to select, in consultation with their faculty advisor, cognate courses from the arts, humanities, natural sciences and/or social sciences that address their individual interests and broaden their educational perspectives.

THE FIVE YEAR GRADUATE PROGRAM IN CONJUNCTION WITH THE HARTFORD GRADUATE CENTER—Students in the combined five year graduate program in engineering

and computer science between Trinity College and The Hartford Graduate Center, which is affiliated with Rensselaer Polytechnic Institute must complete the math (Math 121 through 222), physics (Physics 121L through 222L), chemistry (111L) and engineering (ECS 225, 226, 232L, 325, 212L, 307L, 308L, 337) or computer science (see above) requirements usually by the end of the student's third year, although specific circumstances may require postponement of at most 2 courses beyond this time. During the fourth and fifth year students, in consultation with their faculty advisor, will follow a coherent Plan of Study that includes eight graduate courses (2 courses per semester) at The Hartford Graduate Center and a Master's Thesis project. The specific courses will depend on the student's interest in either biomedical, electrical, or mechanical engineering or computer science.

FALL TERM

105. A Friendly Introduction to Computing—Intended for those not planning to elect either the Computer Science or the Computer Coordinate major, this course will develop problem solving strategies and programming approaches, and will illustrate their application in such areas as graphics, logic puzzles and games. Additional topics include computer organization and the history and the social impact of computing. This course does not serve as a prerequisite to ECS 215.—Walde

115L. Introduction to Computing—A fundamental treatment of computing including programming of digital computers. Identification of the basic functional units of computing systems; introduction to problem-solving techniques emphasizing non-numerical applications. Introduction to software engineering principles including structured program design, documentation and verification using a general purpose language. Technical details of computer use and programming will be discussed in a required weekly practicum. (1¼ course credits.)—Morelli

215. Languages and Data Structures—A study of data structures, algorithms and languages appropriate to the solution of numeric and non-numeric problems. Introduction to techniques of numerical computing using FORTRAN. Use of a structured language, PASCAL, to study higher-level data structures and algorithms. Introduction to file structuring and management. Prerequisites: Engineering 115L or consent of instructor.—Grace

221. Introduction to Digital Circuits and Systems—An introduction to the analysis and design of the circuits that compose a digital computer. Topics include Boolean algebra, digital logic circuits, sequential networks and computer organization. Prerequisite: one year college mathematics.—Ning

225. Mechanics I—This introductory course in mechanics examines the statics of a particle, equivalent force systems, equilibrium of rigid bodies, centroid determination, analysis of structures, kinematics and kinetics of particles and particle impulse-momentum concepts. Prerequisites: Physics 121L, 122L and permission of the instructor.—TBA

301. Signals and Systems—This course will cover the fundamental concepts underlying the representation of signals in both the time and frequency domains. Topics include the analysis of continuous and discrete signals using various mathematical techniques including Fourier, Laplace and Z-transform methods, as well as state space approaches. Basic digital signal processing techniques will be introduced.—Ning

307L. Semiconductor Electronics I—Introductory semiconductor physics leading to the development of p-n junction theory. **307L.** Lecture and laboratory. (1¼ course credits.) Required of majors. **307.** Lecture only. (1 course credit.) Prerequisites: Engineering 212, Physics 221, or permission of the instructor.—Sapega

315. Systems Software—A study of the organization and architecture of computer systems and the operating systems which control them. Topics to be considered include operating system modules, job queues, system models, statistical analysis, memory and process management, resource allocation and recovery procedures. Prerequisite: ECS 216.—Morelli

320(1). Engineering-Analysis of Algorithms—A mathematical study of the efficiency of a variety of algorithms used in computing, including lower-bound and mean results. Algorithms may come from areas such as searching and sorting, polynomial and matrix computations, and graph theory and combinatorics. Some time will also be spent studying NP-completeness and related topics. Student projects involving the coding and analysis of a number of topics will be an integral part of the course. (Same as Mathematics 320.) Prerequisite: permission of the instructor.

(Normally, this permission is contingent upon the student's having credit for Mathematics 221 and Engineering 216.)

323L. Microprocessor Systems—A detailed study of microprocessor systems. Topics include hardware organization, instruction sets, bus structures, support devices, and microprocessor applications. Laboratory experiments emphasize system design and interfacing. Each student completes a project in an area of special interest. Prerequisite: Engineering 221 or permission of the instructor. (1¼ course credits.)—Ahlgren

325. Strength of Materials—Concept of stress and strain; relationship between loads, stresses and deformation in load-carrying members. Prerequisite: Engineering 225.—Krahula

337. Thermodynamics—The natural laws governing the reciprocal conversions of heat and work in thermal cycles; the nature of common working substances; power and refrigeration cycles. Prerequisite: Mathematics 221.—TBA

341. Architectural Drawing—Techniques of drawing required in architectural practice, including floor plans, perspectives, shading techniques. Four contacts hours per week.—Woodard

[401. Senior Seminar in Engineering Design]—A study of the engineering design process using engineering case study materials. Invited outside lecturers will address the seminar. A design project and final report are required. Open to senior engineering majors and senior computer coordinate engineering majors.

411. Electrophysiology of the Central Nervous System—This introductory course in cellular neurophysiology presents a modern and important body of knowledge in a highly integrated fashion drawing from the contribution of anatomists, physiologists, and electrical engineers. The basic biochemical properties of the membrane and sensory transduction, neural transmission, and synaptic interaction are considered in sequential order. Then the collective action of neurons in the form of compound electrical responses, and the electro-encephalogram are discussed as means of understanding the neural circuitry involved in various behavioral modalities such as sleep-waking oscillation, pain modulation, etc. Ongoing research studies illustrating the concepts and techniques presented in the course will be discussed. Open to all juniors and senior life science and physical science majors.—Bronzino

415. Special Topics in Computing—The study of specific computer-related applications in a variety of disciplines including medicine, economics, sociology, and applied science. Topics will vary from year to year, and the course will often involve faculty from departments other than Engineering and Computer Science. Open to Computer Coordinate and Computer Science majors.—Sapegá

421. Bioelectric Phenomena: Its Measurement and Analysis—A laboratory experience for students interested in learning various techniques and procedures to record and analyze specific bioelectric phenomena such as the action potential, the evoked response, and the electroencephalogram. Students will learn the fabrication techniques for and construct recording and stimulating electrodes, learn the principles of operation and use electronic amplifiers and oscilloscopes and utilize the computer to sample and analyze special features of bioelectric events. Students will be engaged in experimental animal studies to facilitate their understanding of fundamental experimental procedures. Laboratory only (1 course credit.) Prerequisite: Engineering 411, taken previously or concurrently.—Bronzino

431. Mechanical Engineering Design Laboratory—This course provides engineering students with laboratory experience in measurement and analysis techniques in the mechanical engineering area. Measurements of temperature, pressure, fluid flow, stress and strain, will be undertaken with particular emphasis on electronic methods. Report writing and project preparation stressing the use of drawings, tables, and graphical methods is required. Prerequisite: ECS 212L and 325 or permission of the instructor.—Davis

483. Independent Study—Research work to test maturity and initiative in the solution of a problem in the area of the student's special interests.

SPRING TERM

105. A Friendly Introduction to Computing—Intended for those not planning to elect either the Computer Science or the Computer Coordinate major, this course will develop problem solving strategies and programming approaches, and will illustrate their application in such areas as

graphics, logic puzzles and games. Additional topics include computer organization and the history and the social impact of computing. This course does not serve as a prerequisite to ECS 215.—TBA

115(2). Introduction to Computing—A fundamental treatment of computing including programming of digital computers. Identification of the basic functional units of computing systems; introduction to problem-solving techniques emphasizing non-numerical applications. Introduction to software engineering principles including structured program design, documentation and verification using a general purpose language. Technical details of computer use and programming will be discussed in a required weekly practicum. (1¼ course credit.)—Ahlgren

212L. Linear Systems I—The study of electrical circuits, in both steady-state and dynamic conditions. **212L.** Lecture and laboratory. (1¼ course credit.) Prerequisite: Physics 221, Mathematics 221.—Bronzino

216. Principles of Software Engineering—The study of top-down design and construction of software systems, their implementation in programs and the functional hardware/software environments in which they operate. Intensive consideration of system specification, algorithm development, program verification and program testing. Description of machine architecture and its implication for software system design. Completion of a large-scale term project is required. Prerequisite: Engineering 215.—Grace

226. Mechanics II—This course is concerned principally with the dynamics of rigid bodies. Concepts include; mass moment of inertia determination, kinematics and kinetics of rigid bodies, principle of work and energy, impulse and momentum, free and forced vibrations of particles and rigid bodies. Prerequisite: Engineering 225.—TBA

230. Computer Architecture and Assembly Language—This course introduces the fundamentals of computer architecture and the mechanics of information transfer and control, with emphasis on general concepts. Topics will include instruction formats, addressing techniques, data representation, program control, the fetch-execute cycle, macro definition and assembler concepts. Students will write several programs in an assembly language. Prerequisite: ECS 215 or permission of the instructor.—Morelli

232L. Engineering Materials—A study of the nature, properties and applications of materials in engineering design. Emphasis is placed on behavior at the atomic and molecular level. **232L.** Lecture and laboratory. (1¼ course credits.) Prerequisite: One year college physics and one chemistry course.—Sapega

308L. Semiconductor Electronics II—A continuation of Semiconductor Electronics I. Development of circuit models for the transistor. Application of solid state circuit devices in analog and digital circuits. **308L.** Lecture and laboratory. (1¼ course credits.) Prerequisite: Engineering 307.—Ning

316. Foundation of Programming Languages—A study of the organization, specification and behavior of programming languages. Topics to be considered include syntax and grammar, data types, structures, control structures, data flow, real-time considerations, interpreters and compilers, lexical analysis, and parsing. Prerequisite: ECS 216.—Walde

342. Architectural Design—A study of architectural design concepts including space relationship, site planning, use of materials. The students will prepare a three dimensional model based on their own design. The course includes field trips. Four contact hours per week. Prerequisite: Engineering 341 or permission of instructor.—Woodard

352. Artificial Intelligence—A study of basic principles and research methods in artificial intelligence. The course exposes students to selected topics in the field including pattern recognition, problem solving, theorem proving, knowledge representation, and natural language understanding by computers. The course will draw on recent advances made by cognitive scientists in each of these applications. Students are expected to study both the theoretical background of an application and to write LISP programs that perform some aspect of a given topic. Students will be taught the programming necessary to complete their assignments and projects. (Same as Psychology 352.) Prerequisite: ECS 115 or permission of instructor.—Haberlandt

362. Fluid Mechanics—A study of the fundamental concepts and laws relating to the behavior of fluids, including the effects of compressibility and viscosity. Prerequisites: Engineering 226 and 337.—TBA

422. Computer Coordinate Senior Seminar—A review of current computer publications dealing with both hardware and software areas is to be undertaken. Students will report on developments of interest to the seminar. The discussion of the impact of the computer on society with respect to privacy and moral questions is to be considered. Prerequisite: at least three previous courses in computing.—Grace

426. Computer Science Senior Seminar—A review of recent developments in computer science as reported in the current literature. Each student will prepare a paper on societal issues related to the computer and a research paper on a technical problem in computer science. The senior exercise for Computer Science majors.—Morelli

483(2). Independent Study—Research work to test maturity and initiative in the solution of a problem in the area of the student's special interests.

[522L. Biological Control Systems]—Application of engineering analysis, highlighting the concepts of control theory and mathematical modeling of neurological control systems. **522L.** Lecture and laboratory. (1¼ course credits.) Required of majors. **522.** Lecture only. (1 course credit.)

[524. Simulation of Biological Systems Laboratory]—Simulation and modeling techniques are used to develop an understanding of biological processes using the analog and digital computer. This laboratory may be taken without taking Engineering 522 by advanced undergraduates with the permission of the instructor. (¼ course credit.)

English

PROFESSOR RIGGIO, *Chairwoman*; PROFESSOR EMERITUS MCNULTY; ALLAN K. AND GWENDOLYN MILES SMITH PROFESSOR OF LITERATURE LAUTER; PROFESSORS COHN, KUYK, P. SMITH, AND WHEATLEY; ASSOCIATE PROFESSORS HUNTER, J. MILLER***, AND OGDEN*; VISITING ASSOCIATE PROFESSOR WENKE; ASSISTANT PROFESSORS BENEDICT***, FISHER, AND PFEIL; VISITING ASSISTANT PROFESSOR DEMILLE; ALLAN K. SMITH LECTURER IN ENGLISH AND WRITING CENTER DIRECTOR DOWST; LECTURER IN THE WRITING CENTER WALL; WRITER-IN-RESIDENCE SELZ**; VISITING WRITER LIBBEY; VISITING INSTRUCTOR HOYSER

ENGLISH MAJOR—To major in English, you may complete either of our two programs. A course will not count for the major if the course grade is below C-. Each course description lists the program requirements it fills.

Students who plan to continue the study of English in graduate school or to teach should see the chairwoman about special preparation.

COGNATE COURSES—The Department of English recommends that its majors work in the widest range of fields. Students should take courses in mathematics and the natural sciences. We also urge students to choose appropriate cognates from the following fields: American studies, classics, comparative literature, educational studies, engineering (computing), fine arts (art history), history, intercultural studies, modern languages and literatures, philosophy, psychology, religion, sociology, and theatre arts. Majors should consult their advisers when choosing courses.

MAJOR PROGRAM IN LITERATURE

1 *Critical Reading course.*

1 *200-level Critical Theory course.*

3 *Courses emphasizing literature before 1800.*

2 *Courses emphasizing literature after 1800.*

*On Leave, Fall Term

**On Leave, Spring Term

***On Leave, Academic Year

1 *Genre or 300- or 400-level Critical Theory course.*

3 *Electives. (At least two must be at the 300- or 400-level.)*

1 *English Major Project.*

(For this project choose Senior Seminar, a thesis, or, with the permission of the Chairwoman, a graduate course. You should undertake your project in your senior year.)

HONORS

To be eligible for departmental consideration for honors, you must have at least a B+ average, must have done distinguished work in the English Major Project, and must have earned recommendations from at least three department members.

MAJOR PROGRAM IN LITERARY WRITING

1 *Critical Reading course.*

English 110: Literary Writing.

3 *Courses emphasizing literature before 1800.*

2 *Courses emphasizing literature after 1800.*

English 334: Advanced Literary Writing.

3 *Elective courses. (At least one elective English course must be at the 300- or 400-level.)*

1 *Workshop in Fiction, Poetry, or Drama.*

HONORS

To be eligible for departmental consideration for honors, you must have at least a B+ average, must have done distinguished work in the Fiction, Poetry, or Drama Workshop, and must have earned recommendations from at least three department members.

FALL TERM

EXPOSITORY WRITING COURSES

100(1). Basic Writing—An introductory course concentrating on the basic processes of writing and revising. Topics covered include invention and prewriting strategies, methods of developing and supporting a thesis, organization, and the conventions of English grammar, mechanics, and usage. Normally admission to this course is limited to first-semester freshmen selected according to scores on the Writing Proficiency examinations.

101. Writing—A practical course in expository and critical writing. Students practice writing in several modes required in courses throughout the college: exposition, analysis, criticism, argumentation, etc. Topics covered typically include developing and supporting theses, adapting voice and content to audience and purpose, arguing persuasively, and creating a mature style.

Note: The course previously offered as English 100, Writing, is now re-numbered as English 101. The course now listed as English 100, Basic Writing, is a new course. *Neither 100 nor 101 is available for pre-registration for the Fall Semester.* Students wishing to elect 101 in the Fall should contact the instructor at the beginning of the semester.

LITERARY WRITING COURSES

The following courses emphasize the writing of prose fiction, poetry, and sometimes drama. They are open to any student.

110(1). Literary Writing—Sec. A—An introduction to creative writing, emphasizing fiction, critiques of student and professional work.—Pfeil

Sec. B—An introduction to creative writing, emphasizing poetry, critiques of student and professional work.—Libbey

334(1)A. Advanced Literary Writing—Students will write short stories, scenes, and possibly a brief skit. The class is run as a workshop, and discussions are devoted to analysis of student

work and that of professional writers. English 110 or its equivalent is a prerequisite. This course satisfies the requirement of a genre course.—Selz

334(1)B. Advanced Literary Writing—Students will do in-class exercises, and write and revise their own poems. The class is run as a workshop, and discussions are devoted to analysis of student work and that of professional writers. English 110 or its equivalent is a prerequisite. This course satisfies the requirement of a genre course.—Libbey

492(1). Fiction Workshop—Advanced seminar in the writing of fiction. Class discussions devoted primarily to the analysis of student fiction, with some attention to examples of contemporary short stories. This course satisfies the requirement of a genre course. Recommended preliminary course: English 334.—Pfeil

INTRODUCTORY LITERATURE COURSES

These courses require only a minimal background in the study of literature, but they demand close attention to the text. Students will normally analyze literary works in class discussion and write a number of papers.

205. Survey of American Literature—A thematic survey of some major American writers from the Puritan era to the present. This course satisfies the requirement of a critical reading course.—Smith, P.

[210(1). Survey of English Literature to 1700]—A course covering major writers and works from the Anglo-Saxon period through the eighteenth century. This course satisfies the requirement of a critical reading course.

215. The English Language—The growth of the English language from its origins to its worldwide distribution. Lectures and discussion. Among topics to be considered are: the changing grammar, vocabulary, and pronunciation of English; language features unique to English; dialects; and the special characteristics of American English.—McNulty

260(1). Critical Reading—The study of major works of poetry, fiction, and drama selected from several periods of literary history to introduce students to the assumptions and methods of critical reading. This course satisfies the requirement of a critical reading course.—Banks-Spooner, Porterfield, DeMille

261. Literature of Domestic Life—This course will examine changing literary representations of domestic life in the context of social, psychological, and historical experience. Topics will include definitions of the home, the nature of family life, the roles of men and women, social and economic influences on domestic life, and the importance of private property. Readings will be selected from fiction, non-fiction, poetry, drama, and popular writing. This course satisfies the requirement of a critical reading course.—Fisher

[265. Introduction to Film Studies]—A study of film as a genre and of the critical and technical concepts needed to analyze it. The study is undertaken largely through the examination and discussion of feature films chosen for variety of technique, style and cultural context. Films shown every Tuesday evening at 7:00 p.m. This course satisfies the requirement of a critical reading course. (Same as Comparative Literature 265.)

[293. Introduction to Literary Criticism]—Through an historical survey of the principles and theory of literary criticism from Aristotle's time to the present, this course will examine the place of experience in art, ideas of beauty and form, and the relations between instruction and delight. Students will apply these ideas to works by Shakespeare, Keats and T. S. Eliot, among others. This course satisfies the requirement of a critical theory course.

295. Introduction to Literary Study—The critical reading of poetry, fiction, and drama and the consideration of some primary questions concerning the nature and function of literature and our responses to it. This course satisfies the requirement of a critical theory course.—Kuyk

LITERATURE COURSES

Although these are not introductory courses, many of them are open to non-English majors.

303. Comparative Studies in American Literature: 19th Century—In this course we will study pairs of 19th-century American books; one work in each pair will be well-known, the other non-traditional. Reading the books together will help us explore the strengths and weaknesses of each; their conventions, assumptions, objectives and audiences; the differences that arise from gender and race. The pairs to be read may include James Fenimore Cooper's *The Last of the Mo-*

hicans and Lydia Maria Child's *Hobomok*; Nathaniel Hawthorne's *The House of the Seven Gables* and Harriet Beecher Stowe's *The Minister's Wooing*; Mark Twain's *Pudd'nhead Wilson* and Charles Chestnutt's *The Marrow of Tradition*. This course satisfies the requirement of a course emphasizing literature after 1800 or a critical theory course.—Lauter

[319. Time and the Modern Novel]—Readings will include Virginia Woolf's *To the Lighthouse*, *Mrs. Dalloway*, and *The Waves*; James Joyce's *Ulysses*; Marcel Proust's *Swann's Way* and *The Past Recaptured*; and William Faulkner's *Light in August* and *The Sound and the Fury*. A study of concepts of time as reflected in the techniques of fiction-writing by the great novelists at the beginning of the twentieth century. This course satisfies the requirement of a genre course or a course emphasizing literature after 1800. (Same as Comparative Literature 319.)

321. Modern Drama—Ibsen, Chekhov, Shaw, Strindberg, Pirandello, O'Neill, Brecht, Artaud, Genet, Shaffer, and Weiss read in light of contemporary theories of self-presentation, identity, role-playing, and metatheater. This course fulfills the requirement of a genre course, a critical theory course, or a course emphasizing literature after 1800. (Same as Comparative Literature 321.)—Hunter

345. Chaucer—A study of *The Canterbury Tales* and related writings in the context of late medieval conceptions of society, God, love, and marriage. This course satisfies the requirement of a course emphasizing literature before 1800. (Same as Medieval and Renaissance Studies 345.)—Fisher

351. Shakespeare—*Richard III*, *Romeo and Juliet*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *As You Like It*, *Hamlet*, *Othello*, *King Lear*, *All's Well That Ends Well*, *Timon of Athens*, and *The Tempest*, studied with selected critical and theoretical works focusing on formalist, psychoanalytic, historicist, or feminist interpretation of Shakespearean drama. This course satisfies the requirement of a genre course, a critical theory course, or a course emphasizing literature before 1800.—Hunter

[354(1). Seventeenth-Century Poetry]—A study of the relationship between the individual poetic voice and society during a century of violent social change. Readings in Donne, Herbert, Jonson, Marvell, and Milton. This course satisfies the requirement of a genre course or a course emphasizing literature before 1800.

361. The Enlightenment—A study of English and French writers of the 18th century including Swift, Pope, Boswell, Johnson, Voltaire, Fielding, Rousseau, and Sterne. Satisfies the requirement of a course emphasizing literature before 1800.—Kuyk

[363. William Blake: The Poet as Radical]—A study of the poet's exploration and elaboration of a political, social, religious and poetic alternative to established opinion and institutions. Reading in 18th century thinkers such as Locke and Rousseau and in Blake's poetry. This course satisfies the requirement of a course emphasizing literature before 1800.

[364(1). The Restoration and Augustan Age]—A survey of English literature from 1660 to 1750, tracing the tensions between skepticism and sentimentalism, reason and passion, tradition and originality. Readings include works by Milton, Dryden, Swift, and Pope. This course satisfies the requirement of a course emphasizing literature before 1800.

372(1). Victorian Doubt, Victorian Vigor, Victorian Change—This course satisfies the requirement of a course emphasizing literature after 1800.—DeMille

[373. Feminist Literary Criticism: Theory and Practice]—This course will examine the development of feminist literary criticism and its practical application to the problems of interpreting texts. We will read major essays of feminist criticism as well as the literary works they study to determine the ways in which this criticism explores the roles of women as literary characters and as readers and writers of literature. This course satisfies the requirement of a critical theory course or a course emphasizing literature after 1800.

[388(1). Hysteria and Literature]—This course will trace the imagined relationship between the body, the mind, gender, and language in a variety of philosophical, psychological, and literary representations of hysteria. A key theme will be how interpretation connects with sexual politics. Readings include Plato, Ilza Veith, Havelock Ellis, Josef Breuer, Henri Ellenberger, Henry James, Alan Krohn, Hélène Cixous, Carroll Smith-Rosenberg, Charles Bernheimer, and Claire Kahane. This course satisfies the requirement of a critical theory course. (Same as Comparative Literature 388(1).)

437. Space, Time, and Style: Studies in the Novel—A course in the history of the novel in the Western World, from Rabelais to Pynchon, concentrating on the novel's way of constructing worlds, and on the relation of those textually constructed worlds to the experience of the world outside the book. We will be reading closely to see how specific exemplary texts (e.g., *The Red and the Black*, *The Secret Agent*, *The Crying of Lot 49*) produce their own distinct senses of space and time, then speculating as to how the effects we have described might be symptomatic of the particular society and historical moment from which each novel emerged. Especially for students with a taste for lurching from close formal analysis to woolly generalization, and at least a rudimentary grasp of European history from 1600 through the first half of this century. This course satisfies the requirement of a genre course.—Pfeil

490(1). Independent Study—A limited number of individual tutorials in topics not currently offered by the Department. Applications for this course should be submitted to the instructor and approved by the Chairwoman prior to preregistration.—Staff

Senior Seminars—Senior English majors will ordinarily take at least one Senior Seminar. They may take more than one. These courses are ordinarily restricted to senior English majors, but non-seniors may petition individual instructors for admission.

495A.—A study of some recurrent and developing literary images of the American experience, from Shakespeare's *The Tempest* on, and of some of the intersections of those images with politics and history. Some recent theoretical readings. The course will emphasize novelists of the 1960s and '70s, including Cheever, Bellow, Mailer, Pynchon, and Updike. This course satisfies the requirement of a senior project.—Wheatley

495B. Senior Seminar: Canon Formation—Why do we value and read certain authors and books and not others? Why do some writers become "classic" while others disappear from view? Do the "great books" simply emerge over time on the basis of their "artistic merit"? What roles, if any, do questions of race, sex, and class play? And what influence do professors and critics have? How, for example, was Melville thirty years after his death transformed in a decade from an obscure writer of south-seas tales to America's most profound author? This course will explore these and other questions of what has come to be called "canon formation." This course—open to junior and senior English majors—satisfies the requirement of an English major project.—Lauter

497. Senior Thesis—Individual tutorial in the research for and writing of a thesis on a special topic in literature or criticism. The prospectus for the thesis must be submitted to the Department by mid-April of the junior year.—Staff

GRADUATE COURSES

NOTE: English majors with grades of B+ or better in three 300- or 400-level courses may enroll in these graduate courses with the instructor's permission. Instructors may give final permission only after the Graduate Office has enrolled all graduate students.

541. Charles Dickens: An Epic Vision, A Victorian Context—A close reading of Dickens's novels, from early to later works, interpreted from several aspects but particularly in terms of Dickens's concerns for language, sexuality, and the limits of community. These novels will also be read in terms of the Victorian social, religious, economic, and aesthetic history which was the scene of their genesis.—DeMille

553. The Study of Language and Literature—A seminar in some of the theoretical systems of linguistics, rhetoric, and criticism—e.g., Noam Chomsky, Kenneth Burke, and Northrop Frye—and their implications for the study and teaching of language and literature.—Wheatley

555. Interpreting Literature: Theory and Practice—As critics we always hope to read more perceptively, and we wonder how to increase our power to interpret literature. Over the last couple of decades critics have been trying to develop theories that would enable us to read better. This course will investigate some of those theories and will practice applying them to works of literature. Among our theoretical texts: *The Theory of Literary Criticism* by John M. Ellis, *Linguistic Criticism* by Roger Fowler, and *Literary Theory in Praxis*, edited by Shirley F. Staton. We will apply those theories repeatedly to a limited body of literature: the short stories of William Faulkner and the poems of John Keats.—Kuyk

SPRING TERM

EXPOSITORY WRITING COURSES

101(2). Writing—A practical course in expository and critical writing. Students practice writing in several modes required in courses throughout the college: exposition, analysis, criticism, argumentation, etc. Topics covered typically include developing and supporting theses, adapting voice and content to audience and purpose, arguing persuasively, and creating a mature style.—Smith, P., DeMille

LITERARY WRITING COURSES

The following courses emphasize the writing of prose fiction, poetry, and sometimes drama. They are open to any student.

110C. Literary Writing—An introduction to creative writing, emphasizing fiction, critiques of student and professional work.—TBA

110D. Literary Writing—An introduction to creative writing, emphasizing poetry, critiques of student and professional work.—TBA

334. Advanced Literary Writing—Students will write in canonical and alternative genres. Class discussions devoted to analysis of this work and that of professional writers. English 100 or 110 required as a preliminary course. This course satisfies the requirement of a genre course.—Pfeil

494. Poetry Workshop—Advanced seminar in the writing of poetry. Class discussions devoted primarily to the analysis of student work, with some attention to examples of contemporary poetry. This course satisfies the requirement of a genre course.—Oden

INTRODUCTORY LITERATURE COURSES

These courses require only a minimal background in the study of literature, but they demand close attention to the text. Students will normally analyze literary works in class discussion, and write a number of papers.

204. Introduction to American Literature—A survey of literature, written and oral, produced in what is now the United States from the earliest times to around the Civil War. We will examine relationships among cultural and intellectual developments and the politics, economics, and societies of North America. Authors to be read include some who are well known—like Emerson, Melville, Dickinson—and some who are less familiar—like Cabeza de Vaca, John Rollin Ridge, and Harriet Jacobs. This course satisfies the requirement of a critical theory course.—Lauter

[211(2). Survey of English Literature from 1700 to the Present.]

236. Language, Meaning and Ideology—What is the nature or system of signification we call “language,” and how is it related to the way we think and the way we know? This course will begin with a broad historical survey of some of the answers to these questions as they have emerged over two and a half millennia of reflections on language. We will then examine Saussure’s work as a turning point in language theory, concluding with a consideration of the role of post-Saussurean linguistics as a pilot-science for other disciplines, and the pivotal place of semiotics in contemporary thought. This course may be used as an elective.—Bianchini

260. Critical Reading—Close reading of major works of poetry, fiction, and drama selected from several periods of literary history to introduce students to the assumptions and methods of critical reading. This course satisfies the requirement of a critical reading course.—Kuyk, Smith, P.

290. Critical Theory: Introduction to Literature and Psychology—Application of the theories of Sigmund Freud, Erik Erikson, Norman Holland, and others to a variety of literary texts. The course will focus on techniques of close reading and examine how literature transforms fantasies toward meanings. This course satisfies the requirement of a critical theory course.—TBA

[296. Critical Theory: Narrative and Thematic Patterns]—A study of the major recurrent patterns of narrative, character, imagery, and theme in English and American literature. Readings selected from various genres and periods. This course satisfies the requirement of a critical theory course.

LITERATURE COURSES

Although these are not introductory courses, many of them are open to non-English majors.

319(2). Time and the Modern Novel—Readings will include Virginia Woolf's *To the Lighthouse*, *Mrs. Dalloway*, and *The Waves*; James Joyce's *Ulysses*; Marcel Proust's *Swann's Way* and *The Past Recaptured*; and William Faulkner's *Light in August* and *The Sound and the Fury*. A study of concepts of time as reflected in the techniques of fiction-writing by the great novelists at the beginning of the twentieth century. This course satisfies the requirement of a genre course or a course emphasizing literature after 1800.—Ogden

328. Overlords and Undertones—A course in the dynamics of oppression and resistance, especially as they appear in language and narrative. We will be looking at various texts—novels, films, poetry and plays—to see both the ways dominant groups and discourses repress difference, and the ways repressed groups and coded or subterranean discourses keep themselves and their languages alive. Readings drawn largely from gay, black and women's literature; films from Hollywood to Havana, with an early stop at the Trobriands, to meditate on the islanders' peculiar way of playing cricket. This course is also part of the curriculum for the interdisciplinary minor in Progressive American Social Movements, and satisfies the departmental requirement of a critical theory course.—Pfeil

[332. The Contemporary Short Story]—An exploration of the short story in recent years, showing its movement away from accepted methods of dealing with plot, character, and the development of ideas toward more fluid structures and styles, to reflect a more tentative conception of human experience. The course will touch upon similar directions in the other arts. The work of such masters as Pirandello, Kafka, Hemingway, Faulkner, Toomer, Flannery O'Connor, and Cheever will be read as background to that of Sartre, Cortázar, Robbe-Grillet, Barth, Coover, Garcia Marquez, Le Guin, Ozick, Oates, Kincaid, and Carver. This course satisfies the requirement of a genre course. (Same as Comparative Literature 332.)

[337(2). Three British Novelists: Waugh, Greene and Spark]—A comparative study of the major works of three British novelists. This course satisfies the requirement of a course emphasizing literature after 1800.

342. Contemporary British Literature—A sampling of recent fiction, poems, and plays, from Britain and the Commonwealth. Authors will include Chinua Achebe, Edward Braithwaite, Anthony Burgess, Margaret Drabble, Nadine Gordimer, Tom Gunn, Seamus Heaney, Ted Hughes, V. S. Naipaul, R. K. Narayan, Harold Pinter, Peter Redgrove, Salman Rushdie, Wole Soyinka, Muriel Spark, Tom Stoppard, and Patrick White. This course satisfies the requirement of a course emphasizing literature after 1800.—Kuyk

[346. Dream Vision and Romance]—A study of two major medieval genres as they are developed in the works of Chaucer and the Gawain-poet. Readings of *The Book of the Duchess*, *The Parliament of Fowls*, *Troilus and Criseyde*, *Sir Gawain and the Green Knight*, and *Pearl* will explore problems of structure and style and the social and psychological implications of these works. This course satisfies the requirement of a genre course or a course emphasizing literature before 1800.

352. Shakespeare—An intensive study of nine Shakespeare plays, including the major history plays, *Macbeth*, *Richard III*, and selected comedies. This course satisfies the requirement of a course emphasizing literature before 1800 or a genre course.—Riggio

[364. The Restoration and Augustan Age]—A survey of English literature from 1600 to 1750, tracing the tensions between skepticism and sentimentalism, reason and passion, tradition and originality. Readings include works by Milton, Dryden, Swift, and Pope. This course satisfies the requirement of a course emphasizing literature before 1800.

[365(2). Eighteenth-century Novel]—A study of the novel from Defoe to Austen, exploring the relationship between verisimilitude and the portrayal of point of view in the development of the genre. This course satisfies the requirement of a genre course or a course emphasizing literature before 1800.

[367(2). Restoration Drama]—An examination of the drama of the English Restoration, including works by Buckingham, Dryden, Wycherley, Etherege, and Congreve, among others. This course satisfies the requirement of a genre course or a course emphasizing literature before 1800.

370. Hawthorne, Stowe, and Twain—We will place the major works of Hawthorne, Stowe, and Twain in cultural and biographical contexts. Topics to be considered include slavery, religion, gender roles, and the role of the artist. The three authors' careers, critical reputations, and differing uses of romance, picaresque, and realistic forms will be compared. This course satisfies the requirement of a course emphasizing literature after 1800.—Hedrick

374. The Mythic Imagination in Modern Fiction: Melville, Joyce, Bulgakov, Mailer—In the modern novel one finds an insistent preoccupation with the re-presentation of ancient mythic materials. Herman Melville's *Moby-Dick*, James Joyce's *Ulysses*, Mikhail Bulgakov's *The Master and Margarita* and Norman Mailer's *Ancient Evenings* offer visions of the confluence between the historical and the timeless, the local and the universal. We will read these American, Irish and Russian masterworks and attempt to find in the story of one time and place a story for all times and places. This course satisfies the requirement of a genre course or a course emphasizing literature after 1800.—Wenke

[376. The American 1920s]—A study of some major writers from Frost to Faulkner in America's most innovative literary decade. This course satisfies the requirement of a genre course.

[381(2). Symbolists, Aesthetes, and Decadents.]—The study of the major tradition of poetry and prose running from Poe in the United States through Baudelaire and the French symbolists Verlaine and Mallarmé, to British aesthetes and decadents—Rossetti, Swinburne, Hopkins, Wilde, Conrad, and Symonds—and to modern poets such as Yeats, T.S. Eliot, Hart Crane, Wallace Stevens, and Robert Lowell. This course will explore the history, poetics, and aesthetics of this international literary movement. This course satisfies the requirement of a course emphasizing literature after 1800. (Same as Comparative Literature 381(2).)

[384. Contemporary Southern Literature]—A close reading of works by eight to ten living writers—black and white, male and female, poets and prose writers and perhaps a dramatist—born and raised in the South. They will include Ernest Gaines, Eudora Welty, Walker Percy, Ishmael Reed, Alice Walker, James Dickey, and Peter Taylor. This course satisfies the requirement of a course emphasizing literature after 1800. (Same as American Studies 380.)

[387(2). Romantic Poetry]—A study of the revolutionary impulse in poetry, criticism, and essays between the years 1788 and 1832 in England. Readings in women writers as well as traditional male authors. Emphasis on Wollstonecraft, Blake, William and Dorothy Wordsworth, Coleridge, Percy and Mary Shelley, and Keats. This course satisfies the requirement of a genre course or a course emphasizing literature after 1800.

389(2). Victorian Novel—This course satisfies the requirement of a genre course or a course emphasizing literature after 1800.—DeMille

393(2). Yeats—This course satisfies the requirement of a course emphasizing literature after 1800.—Ogden

396. Henry James—A study of the fiction of Henry James, primarily but not exclusively of the novels. The course will consider both the formal and structural elements of James' fiction and its social and economic roots, working on the premise that these aspects of James' work are deeply interconnected. On the formal side, our principal focus will be on genre and on narration, especially the problem of the relation of the narrator to the story, the characters, and the text itself. In terms of the social and economic aspects of James' fiction, the course will concern itself especially with questions of class, money, and the position of women in James' world. Beyond and above these issues, the course will provide students the opportunity to experience the work of one of the greatest fiction writers in our language. This course satisfies the requirement of a course emphasizing literature after 1800 or a genre course.—Cohn

[399(2). Reading It In: Marxist Approaches to Literature]—The subject matter of this course is what happens when we approach literature not as a collection of timeless monuments containing fixed truths of permanent value, but as a set of social practices whose production and distribution are closely bound up with their social place and historical moment—and whose contemporary readings and meanings are bound up with our own. Students interested in pursuing these themes can expect to be reading recent texts in marxist and marxist-feminist criticism (Jameson, Eagleton, Poovey, etc.), and to bring those texts plus their own experiences to bear on a variety of literary texts from several periods. This course satisfies the requirement of a critical theory course or a course emphasizing literature after 1800.

[400. James Joyce]—A close reading of Joyce's major works including *Ulysses* and parts of *Finnegan's Wake* and an examination of his aesthetics and literary background. This course satisfies the requirement of a course emphasizing literature after 1800.

[406. Hawthorne and James]—A consideration of two preeminent nineteenth century novelists. We will read from both the fiction and the criticism written by these two authors. Students interested in this course should have some familiarity with nineteenth-century American literature. This course satisfies the requirement of a course emphasizing literature after 1800.

409(2). Words and Movement—Through discussion of texts and advanced improvisation, this course will build on the iconography and theories of hysteria investigated during the Spring of 1988, in Theater and Dance/English 488. This course satisfies the requirement of a critical theory course. (Cross-listed with Theater and Dance 409.)—Champagne, Dworin, Hunter

490. Independent Study—A limited number of individual tutorials in topics not currently offered by the Department. Applications for this course should be submitted to the instructor and approved by the Chairwoman prior to preregistration.—Staff

Senior Seminars—Senior English majors will ordinarily take at least one Senior Seminar. They may take more than one. These courses are ordinarily restricted to senior English majors, but non-seniors may petition individual instructors for admission.

496A. Senior Seminar—Literary and Self-Analysis—During the early weeks of the course we shall write responses to a diverse group of literary and psychoanalytic texts. Then we shall take these responses as texts to be analyzed, with the goal of articulating a central "identity theme" for each seminar participant. This course satisfies the requirement of a senior project.—Hunter

496B. Senior Seminar—Manuscripts and Texts: Hemingway's Short Stories—A study of the style and structure of Hemingway's early short stories, drawing on the manuscripts, published variants, and recent critical studies of the stories in *In Our Time* and *Men Without Women*. This course satisfies the requirement of a senior project.—Smith, P.

498. Senior Thesis—Individual tutorial in the writing of a thesis on a special topic in literature or criticism.—Staff

GRADUATE COURSES

NOTE: English majors with grades of B+ or better in three 300- or 400-level courses may enroll in these graduate courses with the instructor's permission. Instructors may give final permission only after the Graduate Office has enrolled all graduate students.

524. American Romanticism—This course will survey representative writers in the period of American romanticism (1835–1855) and explore their works in light of literary, religious, philosophical and political contexts. Emerson's essays, especially "Nature," provide points of departure and reference for exploring deviations and continuities among a generation of religious and literary radicals commonly known as Transcendentalists. Of this group we will read selections from Theodore Parker, Margaret Fuller, Elizabeth Palmer Peabody and Henry David Thoreau. We will also read Edgar Allan Poe's tales, Nathaniel Hawthorne's *The Scarlet Letter*, Herman Melville's *Moby-Dick* and selections from Walt Whitman's *Leaves of Grass*.—Wenke

528. Gender, Race, Ethnicity, Contemporary American Fiction—A study of American fiction since the 1940s. Particular emphasis will be placed on the emergence of powerful new traditions on "minority" and women's writing. Among the books to be read are works by Saul Bellow, Gwendolyn Brooks, Thomas Pynchon, Toni Morrison, Rolando Hinojosa, Leslie Sliko, and Maxine Hong Kingston.—Lauter

544. Chaucer and his World—An intensive study of Chaucer's *Canterbury Tales* and the ways in which they reflect social, ethical, economic, and artistic concerns of the late fourteenth-century. Through selected readings in secondary sources, we will discuss the nature and scope of Chaucer's artistic originality as well as various critical approaches to and interpretations of the *The Tales*.—Fisher

Fine Arts

ASSOCIATE PROFESSOR GORDON, *Chairman*; PROFESSOR CHAPLIN, *Director of Studio Arts*, AND PROFESSORS BAIRD, COHN AND MAHONEY; ASSOCIATE PROFESSOR BACON; ASSISTANT PROFESSOR FITZGERALD; LECTURERS CADOGAN, KORNHAUSER AND MCCAUGHEY; ARTISTS-IN-RESIDENCE BURK AND FRIESE

The Department offers instruction in two academic majors: Art History and Studio Arts.

ART HISTORY

THE ART HISTORY MAJOR—Course requirements: AH 101 and AH 102, two studio courses selected from SA 111 through SA 215, AH 401, which should be taken as early as possible in the

student's career, and seven further courses in art history. These must be distributed so that one is within the western classical/medieval period (Classical Civilization courses may be taken for major and for distribution credit) or in Asian art, one in the Italian Renaissance, one in 17th/18th century Europe, one in 19th century Europe, one in the 20th century. Finally, one of the above or a further course must be in architectural history. In addition, all majors must define, in consultation with their adviser, a group of up to four courses, already taken or yet to be taken, that are both cognate to art historical studies as well as germane to each student's academic background, current orientation, and future aspirations. The cognate cluster must be approved by the Chairman.

Senior comprehensives are required for all majors, except for honors candidates who instead must write a senior paper (AH 402). Eligibility to write a senior paper will be based on a departmental evaluation of the candidate's prior academic performance and promise to focus in a timely and organized way upon a subject. The awarding of departmental honors in art history will be based on superior performance in all history of art courses and in the senior paper or comprehensives.

All majors must arrange to have an adviser within the art history faculty by the beginning of their junior year. A grade of C- or better is required for major credit, with the exception of the two studio requirements, which may be taken on a pass/fail basis.

FALL TERM

AH 101. Introduction to the History of Art in the West I—A survey of the history of art and architecture in Antiquity and the Middle Ages.—Baird

AH 103. Introduction to Asian Art—An introductory survey of the art of India, China, and Japan with reference to the cultural and religious contexts that gave rise to the architecture, sculpture, and painting of each civilization.—Mahoney

[AH 211. Art and Architecture of Ancient Greece and Rome]—Study of the art, architecture and archaeological sites of the ancient world from the Mycenaean age through the Roman Empire.

[AH 221. Medieval Art and Architecture]

AH 223. Early Medieval Art and Architecture—Art and architecture from the early Christian period to about 1200, with emphasis upon the emergence of a Christian art and architecture in the late Roman world, the art of the Byzantine Empire, the Carolingian Renaissance, and the sculpture and architecture of the great Romanesque monasteries and pilgrimage churches.—Baird

[AH 234(1). Early Renaissance Art In Italy]—A study of painting, sculpture and architecture in Italy from the later Middle Ages through the 15th century, with emphasis on masters such as the Pisani, Giotto, Brunelleschi, Piero della Francesca, Botticelli, and Bellini.

AH 236(1). High Renaissance Art in Italy—Italian painting, sculpture and architecture from the end of the 15th century through the 16th century. The first third of the course is devoted to the study of Leonardo, Michelangelo, and Raphael; the second third to the art of their contemporaries and successors in central Italy; and the final third to art in Venice—the paintings of Giorgione, Titian, Veronese, and Tintoretto and the architecture of Palladio.—Baird

AH 241. Seventeenth Century Art I: The South—Painting, sculpture, and architecture in Italy with an emphasis upon the Roman proponents of classicism, naturalism, and the baroque; in France with an emphasis on the art of Claude and Poussin; and in Spain with an emphasis on Velasquez.—Mahoney

[AH 242(1). Seventeenth Century Art II: The North]—Painting, sculpture and architecture in Flanders with an emphasis upon Rubens; in the Netherlands with emphasis upon still life, genre and landscape painting as well as on Rembrandt; and in England with emphasis on van Dyck and the architecture of Wren, Vanbrugh, and Hawksmoor.

AH 261. Nineteenth Century Painting and Sculpture—A study of European painting and sculpture from the Romanticism of the late 18th century to the emergence of new directions at the end of the 19th century. The course is adapted each year to take advantage of major exhibitions. Museum visits and extensive readings will be integral to the makeup of the course. AH 102 recommended.—Gordon

[AH 272(1). American Architecture]—An introduction to the American building and environmental tradition from the 17th century to the Depression.

AH 276(1). Special Topics in American Art—The Palace or the Poorhouse: House and Home in America—This course explores the idea of the American home as a system of metaphors for American values and ideals; the concepts of house and home are the locus for competing and even antithetical ideals, reflecting the complexities, contradictions, and paradoxes inherent in American values. Students examine a variety of texts focusing on house and home: the writings of architects, feminists, reformers, novelists, pioneers, sociologists, as well as contemporary popular materials.—Cohn

AH 282(1). 20th Century Painting and Sculpture—A study of the emergence of a new visual and aesthetic sense in the European symbolist, expressionist, cubist, dada and surrealist movements from 1890 to 1939.—Fitzgerald

[AH 291. History of the Graphic Arts: Printmaking]

AH 292(1). History of Photography—Major developments in European and American photography from 1839 to the present.—Fitzgerald

[AH 321. Seminar in Gothic Art]

[AH 331. Seminar in Early Renaissance Art]

[AH 341. Seminar in Baroque Art]

[AH 351. Seminar in Eighteenth Century Art]

[AH 371. Seminar in Urban Architecture and Planning]

[AH 375. Seminar in Special Topics in Architectural History]

[AH 381. Seminar in Twentieth Century Art]

[AH 387. Seminar in Contemporary Art]

[AH 389. Seminar in Film Studies]

[AH 391. Seminar in Special Topics in Art History]

[AH 392(1). Seminar in the Graphic Arts]

[AH 393. Seminar in Special Issues in Art Patronage]

AH 401A&B. Major Seminar in Art Historical Method—Required of and limited to art history majors. Studies in the tradition and methodology of art historical research. Readings in classics of the literature of art history; discussions of major issues and meetings with scholars and museum professionals; students will pursue an active research project and present both oral reports and formal written research papers.—Mahoney

[AH 403. Museum Studies]

SPRING TERM

AH 102. Introduction to the History of Art in the West II—A survey of the history of painting, sculpture and architecture from the Renaissance to the present day.—Mahoney/Fitzgerald

AH 105A&B(2). Film as a Visual Art—An historical survey of the art of the cinema examining different national schools with special attention to major commercial and avant-garde film makers such as Griffith, Eisenstein, Renoir, Bunuel, Kurosawa, Fellini, Brakhage and others. Students work on scene analysis, learning the basic components of film making, such as framing, montage and camera movement. The course develops a technical and critical vocabulary for viewing film as a visual means of expression and relates film to parallel developments in other visual arts. Lectures and weekly film screenings outside class.—Fitzgerald

AH 212. The Archaeology of Greece and Rome—The purpose of this course is both to train students in archaeological methods and to survey some of the major sites and monuments of the ancient Mediterranean world. The focus will be on the archaeology of Greece and Rome, starting with the Minoan and Mycenaean civilizations and ending with the later Roman world. Current excavations on land and underwater will also be considered. (Same as Class. Civ. 220)—McCann

[AH 232. Gothic and Renaissance Art in Northern Europe]—Art and architecture in northern Europe from the late twelfth to the sixteenth century, with emphasis upon high Gothic car-

thedrals such as Chartres and Amiens and upon Renaissance painting and sculpture in Flanders and Germany, particularly such masters as van Eyck and Durer. This course satisfies the medieval distribution requirement for art history majors.

AH 241(2). Seventeenth Century Art I: The South—Painting, sculpture, and architecture in Italy with an emphasis upon the Roman proponents of classicism, naturalism, and the baroque; in France with an emphasis on the art of Claude and Poussin; and in Spain with an emphasis on Velasquez.—Mahoney

[AH 252. Eighteenth Century Art and Architecture]—A survey of European art during the period when the structure and institutions of the “ancien regime” were displaced by the ideas and events that led to the emergence of Romanticism. Special attention to major figures and monuments throughout Europe in painting, sculpture, and architecture.

AH 265(2). Nineteenth Century Architecture—A study of architectural theory and design from the late 18th to World War I. Certain building types such as the house, the church and the seat of government will receive particular attention as well the careers of several important architects including Soane, Viollet-le-Duc, Schinkel, Richardson and Wright-Boyer.

AH 271(2). American Art—An introduction to the visual and decorative arts in American from the 18th century to the Armory Show in 1913. Developments will focus on European backgrounds and uniquely American contributions. (Same as American Studies 271.)—Kornhauser

AH 283(2). Contemporary Art—History of painting, sculpture and new artistic forms from 1939 to the present. Prerequisite: AH 102 or AH 282 or permission of the instructor.—Fitzgerald

AH 286. Twentieth Century Architecture—A study of architectural design and theory from the World's Columbian Exposition of 1893 to work of the present day. This analysis will place special emphasis upon architectural form and its relationship to development in the visual arts, building technologies, patronage and symbolism.—Boyer

AH 361(2). Seminar in Nineteenth Century Art: The City and the Plain—Landscape, Cityscape and the Figure in French Impressionist Painting—The course will examine French Impressionist painting from c. 1860 to the death of Monet, with particular interest in the choice and selection of motifs, the contrast between urban and landscape themes, and the role of the figure in both types of landscape.—McCaughy

AH 373(2). Seminar: Issues in Architectural Theory and Design—A study of developments in architectural theory and design since 1960. Attention will be given to challenges to the International Style which would include Monumentalism, Metabolism, Deconstruction and the careers of Louis Kahn, Philip Johnson, Robert Venturi, Helmut Jahn, Frank Gehry and others. The seminar may be of special interest to students applying to graduate schools of architecture and planning.—Boyer

AH 396. Seminar in Style and Connoisseurship—Problems in the stylistic analysis and evaluation of condition that the collector, curator and scholar typically encounter when making decisions about authenticity and quality in works of art, decisions that precede the art historical generalizations based upon the same works. The seminar will meet at the Wadsworth Atheneum and discuss original works of art in the galleries and conservation laboratory.—Cadogan

AH 402. Senior Paper in Art History—An individual tutorial to prepare an extended paper on a topic in art history. Required only of those majors who are honors candidates. An oral presentation of a summary of the paper will be delivered in the spring term. Prerequisite: permission of the department.—Staff

STUDIO ARTS

Majors or non-majors with adequate previous study will be given preference in enrolling in Painting I, Printmaking I, and Sculpture I.

THE STUDIO ARTS MAJOR—The major program provides a firm foundation in drawing and design; then a broad exposure specifically to painting, printmaking, and sculpture. All advanced majors receive individual critiques by the entire program staff once each term. Additional critiques are given by visiting artists to both majors and non-majors enrolled in any level of painting, printmaking or sculpture.

Course requirements: Art History courses AH 101, AH 102, AH 282, two terms of drawing (SA 111, 112) two terms of design (SA 113, 114), Painting I (SA 211), Printmaking I (SA 213), Sculpture I (SA 215), and two further terms in II level courses selected from Painting II (SA 212),

Printmaking II (SA 214), Sculpture II (SA 216), Drawing II (SA 217, 218), Design II (SA 219, 220). Normally, majors must have completed the first (I) level courses to qualify for those at second (II) level. In addition, majors must define, in consultation with their adviser, a group of up to four courses already taken or yet to be taken, that are cognate to the studio arts and germane as well to each student's individual needs. Examples would be the basic survey courses in any number of disciplines that would enrich the cultural background the student brings to the major: e.g., Classical Civilization, English, History, Intercultural Studies, the Natural Sciences, Philosophy, Religion. The cognate cluster must be approved by the Chairman.

As a final exercise each major is required to mount an exhibition in the senior year and to participate in a final group exhibition.

Majors must declare their major by the beginning of their junior year.

A grade of C- or above is required for major credit.

Majors may choose to be candidates for departmental honors in Studio Arts. The award will be based on superior performance in courses required for the major and in the senior exhibition plus a presentation of a number of representative works at the end of the senior year for evaluation by the Department.

FALL TERM

SA 111. Drawing I—Study of line and mass as a means to articulate and explore formal and spatial concepts.—Burk, Friese

SA 113. Design I—Orientation to objective formal concerns through modular development in two- and three-dimensional studies.—Chaplin

SA 114(1). Color—Basic study of the interaction and relativity of color as perceptual phenomena.—Chaplin, Friese

SA 211. Painting I—Basic problems in color/shape/space relationships in a variety of media.—Chaplin

SA 213. Printmaking I—Basic techniques in printmaking. Prerequisites: one semester of drawing and permission of the instructor.—Friese

SA 215. Sculpture I—Basic problems in three-dimensional form in a variety of media.—Burk

SA 217. Drawing II—A continuation of the basic drawing courses. Students are encouraged to develop and sustain their own concepts.—Burk

SA 311. Painting Project Study—Independent study with two full faculty critiques. May be repeated. Prerequisite: all first level (I) courses; two second level (II) courses.—Staff

SA 313. Printmaking Project Study—Independent study with two full faculty critiques. May be repeated. Prerequisite: all first level (I) courses; two second level (II) courses.—Staff

SA 315. Sculpture Project Study—Independent study with two full faculty critiques. May be repeated. Prerequisite: all first level (I) courses; two second level (II) courses.—Staff

SPRING TERM

SA 112. Drawing I (See Fall Term)—Burk, Friese

SA 114. Color (See Fall Term)—Friese

SA 212. Painting II—Intermediate study in color/shape/space. Prerequisite: all first level (I) courses, permission of the instructor.—Chaplin

SA 214. Printmaking II—Intermediate study of printmaking techniques. Prerequisite: all first level (I) courses, permission of the instructor.—Friese

SA 216. Sculpture II—Intermediate study in three-dimensional form. Prerequisites: all first level (I) courses and permission of the instructor.—Burk

SA 218. Drawing II (See Fall Term)—Section B will be a figure drawing class.—Friese

SA 220. Design II—A continuation of the basic design courses. Students are encouraged to develop and sustain their own concepts.—Chaplin

SA 312. Painting Project Study—Independent study with two full faculty critiques. May be repeated. Prerequisite: all first level (I) courses; two second level (II) courses.—Staff

SA 314. Printmaking Project Study—Independent study with two full faculty critiques. May be repeated. Prerequisite: all first level (I) courses; two second level (II) courses.—Staff

SA 316. Sculpture Project Study—Independent study with two full faculty critiques. May be repeated. Prerequisite: all first level (I) courses; two second level (II) courses.—Staff

Guided Studies Program: European Civilization

The Guided Studies Program is a special, freshman/sophomore curriculum for selected students in each entering class. It is intended for strongly motivated students who wish to examine the evolution of Western civilization through an integrated, interdisciplinary study of European history, literature and thought from classical antiquity to the present. It concentrates on the primary issues and modes of interpretation which have shaped Western culture, and also introduces students to basic patterns of social, economic and political development.

Courses in the humanities form the core of the program, but materials from other fields are also included in order to extend the range of the students' understanding. The program consists of nine one-semester courses, arranged in a coherent sequence, plus a year-long freshman colloquium. (The colloquium is an integral part of the freshman Guided Studies courses but carries no separate academic credit.) Ordinarily students complete Guided Studies in four semesters. But it is possible, by means of accelerated study, to complete the course sequence in three semesters; and students may be granted permission, when appropriate, to distribute the courses over five or six semesters. The program may be used to satisfy the integration of knowledge requirement.

Guided Studies can accommodate only a limited number of students. Incoming freshmen (or applicants for admission to the freshman class) who wish to be considered for enrollment in the program should notify J. R. Spencer, Associate Academic Dean, as early as possible in the spring prior to their matriculation. A small number of sophomores and juniors may also enter the program; interested upperclassmen should make application to Dean Spencer by April 15 of the academic year preceding their intended period of enrollment.

FALL TERM

First-year Courses

121. The Biblical Tradition—The Biblical world up to the beginnings of Christianity. The emergence of Israel and its life as a nation, the prophetic critique, Israel's Exile and Reconstruction, the emergence of its scripture and its foundation for Judaism and Christianity in the West. (Same as Religion 121.)—Gettier

211. Philosophical Themes in Western Culture—Through a careful study of some of the most important philosophers in the Western tradition, we shall examine some of the guiding questions that informed the development of this tradition, some of the decisive responses to those questions, and some of the most significant alternatives. Works of Plato, Aristotle, Descartes, Kant and Hegel will be studied.—Hyland

219. The Classical Tradition—A study of Greek and Roman literature as an expression of individual and social ideals, and as a continuing source of inspiration in the Western cultural tradition. The course will proceed from Homer to Vergil with particular emphasis on the Age of Pericles in Athens and the Age of Augustus at Rome. (Same as Classical Civilization 219.)—Bradley

Colloquium—First-year Guided Studies students enroll in this team-taught colloquium, the purpose of which is to integrate the required courses by providing an interdisciplinary focus on some of the major issues they raise. Furthermore, through periodic guest presentations by faculty members in a variety of disciplines students will be introduced to special subjects and supplementary viewpoints. The colloquium, an extension of the three courses listed above, is required of all first-year Guided Studies students but carries no separate academic credit.—Guided Studies staff, and guest faculty

Second-year Courses

243. Historical Patterns of European Development, II—This course will examine the evolution of European society between 1700 and 1950 with particular attention to the impact of the French and Industrial Revolutions. Students will study not just the history but also the historiography of such vital questions as the origins of modern ideologies, the development of mass politics, imperialism and its causes, the impact of the Russian Revolution, and the course of the modern Thirty Years War (1914-1945). There will be extensive consideration of differences and similarities in the transition of various European states from "tradition" to "modernity." Students will also examine the relevance of such terms as "totalitarianism" and "modernization" to historical study.—West

253. Literary Patterns in European Development, II—A study of the interaction of literature and history from the 18th to the 20th centuries. Topics will include literary dimensions of the Enlightenment; the historical implications of 18th-century social satire; the rise of the novel and its relationship to the development of the city and the middle classes; the effect of the French Revolution on literature; the influence of industrialism; the Romantic impulse; millennial expectations; and the alienation of the artist in modern culture.—Riggio

SPRING TERM

First-year Courses

223(2). Major Religious Thinkers of the West I—Heresy and Orthodoxy in Conflict: a historical and theological study of the development of Western religious thought from the point of view of both heretics and orthodoxy within Christianity and Judaism. Among the topics to be covered: Gnosticism, Augustine, Aquinas, Eckhart, millenarianism, the Free Spirit, Luther, Calvin, and the Anabaptists. (Same as Religion 223.)—Kirkpatrick

242. Historical Patterns of European Development I—A study of Western European and Mediterranean history from 250 A.D. to 1700. The course will begin with an examination of the historiography of the decline of the Roman Empire and the synthesis of the classical and Christian traditions. After a survey of the rise of Islam and the Carolingian Empire, students will undertake a detailed analysis of the so-called "Medieval Synthesis" and explore such issues as the nature of feudalism, Islamic intellectual influences, the role of universities, the rise of the towns, and the implications of the conflict between the Papacy and Empire. In the process students will be introduced to the various approaches of intellectual and economic history. The course will then consider the transition from the medieval to the modern world and examine problems in Renaissance and Reformation history.—Painter

252. Literary Patterns in European Development—A study of Medieval and Renaissance literature as they reflect cultural and historical developments. Topics will include the epic and romance of the feudal world, the Renaissance synthesis of the Classical and Biblical, and the Copernican and scientific revolutions of the 17th century. Readings in Dante, Chaucer, Spenser, Donne, Jonson, Milton and others.—TBA

Colloquium—The colloquium continues in the second semester, providing a framework within which the courses are integrated and students are introduced to special subjects and additional viewpoints.—Guided Studies staff and guest faculty

Students select their ninth course from among Guided Studies 201. *Cross-Cultural Perspectives* (same as Area Studies 201), College Courses 241 and 242. *History of Science and Technology, I and II*, and Philosophy 207. *Philosophy and The Rise of Science*.

History

PROFESSORS SLOAN, *Chairman* (FALL '88), PAINTER*, *Chairman* (SPRING '89)
BANKWITZ, KASSOW, SICHERMAN, AND STEELE; ASSOCIATE PROFESSORS HEDRICK,
LEACH, LESTZ, AND WEST; ASSISTANT PROFESSORS CHATFIELD, GREENBERG,
PENNYBACKER, REGER AND SMITH**; VISITING PROFESSOR BEN-ISRAEL; VISITING
ASSISTANT PROFESSOR LIFSHITZ; DANA COLLEGE PROFESSOR IN THE HISTORY OF
SCIENCE PALTER; LECTURER SPENCER; VISITING LECTURER GRADEN

*On Leave, Fall Term

**On Leave, Academic Year

HISTORY MAJOR—The intent of the major is to develop a general knowledge of the past, as well as familiarity with historiography and historical methods.

Majors are required to take twelve courses in the Department. (Graduate courses and graduate seminars may be taken with the permission of the instructor and the Office of Graduate Studies.)

To fulfill the requirements for the major, all students must pass the General Examination in History, normally taken at the end of the senior year.

The award of Departmental Honors will be based on superior performance in history courses and in the General Examination.

The following description of the major and listing of requirements will be in effect for students in the Class of 1989 only.

THE REGULAR MAJOR—The following courses, to be taken in the History Department, are required:

1. European History
 - a. History 101
 - b. One course in Ancient History; or England *before* 1700 or Europe *before* 1700, exclusive of History 101
 - c. One course in English or European History *since* 1700
2. History 300: Historiography
3. American History (United States, Latin America)
Two courses, at least one in United States History
4. Non-Western History (Africa, Middle East, Asia, Russia)
Two courses
5. Special Themes and Topics (Afro-American, Women's History)
One course; seminars may be counted in fulfilling this requirement
6. Seminars for Majors (Seminars *do not* fulfill the requirements listed in 1, 2, 3, and 4)
Two seminar courses (selected from courses numbered History 401 or 402) during the junior and senior years.

THE INTENSIVE MAJOR—The following courses, to be taken in the History Department, are required:

1. The courses required in European, American and Non-Western History as described in items 1, 3, and 4 of the Regular Major, except that a total of 6 rather than 7 courses is sufficient. The required course to be waived will be determined by the student's advisor and the chairman.
2. Special Themes and Topics (Afro-American, Women's History)
One course; seminars may be counted in fulfilling this requirement.
3. History 300: Historiography
4. One seminar course, exclusive of thesis seminar, selected from courses numbered History 401 or 402.
5. A thesis in the senior year. Students must take History 403, the thesis seminar, and History 409-410, the full-year thesis tutorial. Thesis topics are to be approved by the end of the junior year.

The following description of the major and listing of requirements will be in effect for students in the Class of 1990 and after, commencing with the 1988-89 academic year.

1. One survey course at the 100- or 200-level in each of the following categories:
 - A. Europe before 1700
 - B. Europe since 1700
 - C. United States
 - D. Asia, Africa, Middle East, or Latin America
2. History 300
3. Two history seminars selected from courses at the 400-level
4. Five elective courses in history, three of which must be at the 300-level or above

The senior-year thesis in history is optional for history majors. To fulfill the requirements of the thesis program, a history major must satisfactorily complete History 403, the Thesis Research Seminar, in the Fall of the senior year and History 404, the Independent Study course for thesis writers, in the Spring of the senior year.

The following courses, while not offered in the History Department, are recommended to students majoring in History. These courses may not be counted towards satisfying distributional requirements for the History Major, but they may be counted for the purpose of fulfilling the twelve-course quantitative requirement for the Major.

Economics 214: Business and Entrepreneurial History
Economics 321: American Economic History
Political Science 207: East Asian Civilization: China and Japan (to 1800)
[Political Science 210]: East Asian Civilization: China and Japan 1800 to Present
Political Science 323: Modern India
[Political Science 331]: The Chinese Revolution: 1900-1950
[Religion 205]: Classical Judaism I
[Religion 206]: Classical Judaism II

The following College Courses will be offered during the academic year 1988-1989. These courses will be acceptable for history major credit although they may not be counted towards satisfying distribution requirements for the history major.

FALL TERM

College Course 241. History of Science and Technology I—This is the first half of a two-semester sequence designed to trace the development of scientific ideas and techniques and some of their practical applications from the beginnings of modern science in the 16th century to the middle of the 20th century. Emphasis will be on the physical sciences and biology, but some attention will be devoted to the social and cultural impact of the natural sciences and technology. This course will end with the French Enlightenment around the middle of the 18th century. Readings will include excerpts from the writings of such scientists as Galileo, Descartes, William Harvey, Newton, Benjamin Franklin and Buffon, as well as secondary accounts.—Palter

SPRING TERM

College Course 242. History of Science and Technology II—A continuation of College Course 241, this course will begin with the time of the American and French Revolutions and end around World War II. Readings will include excerpts from the writings of such scientists as Lavoisier, Dalton, Faraday, Maxwell, Darwin, Bohr and James Watson, as well as secondary accounts. College Course 241 is not a prerequisite.—Palter

COGNATE COURSES

History majors are strongly advised to select, in consultation with their advisers, courses in the Social Sciences and Humanities appropriate to their interests and relating to their coursework in the History Department. The Department urges majors to attain proficiency in a foreign language, especially where appropriate for upper-level coursework in History. Undergraduates intending to pursue graduate work in History should plan to develop a reading knowledge of two foreign languages.

FALL TERM

101. Introduction to the History of Europe—Topics in the history of Western Europe from Carolingian times to 1715.—Reger, Lifshitz

102(1). Introduction to the History of Europe—Western Europe from 1715 to the present.—Pennybacker

201. The United States from the Colonial Period through the Civil War—An examination of the developing American political tradition with emphasis on economic and ideological factors.—Chatfield

203. Ancient Near East & Greece—This course covers the background to the rise of the Persian empire; development of Greek civilization; social and economic differences between Near Eastern and Greek societies; conflicts between Persia and the Greeks down to about 200 B.C.—Reger

209. Afro-American Experience—The experiences of Afro-Americans from the seventeenth century to the present with particular emphasis on life in slavery and in the twentieth-century urban North. (Students who received credit for History 209 or 210 in previous years are not eligible for this course.) (Same as Area Studies 207.)—Greenberg

213. Enlightenment and Revolution in 18th Century Europe—The course will attempt to encompass the variety of Enlightenment thought and practice—in science, politics, philosophy,

literature, and the arts—as a reflection of varying national traditions and varying economic and social contexts. Attention will be directed to such standard topics in 18th century European history as the development of absolutist states, the deist challenge to traditional religion, the Industrial and French Revolutions, the rise of the novel, and neoclassicism in the arts, as well as to more recent innovative research on women, the family, sexuality, the consumer revolution, education, and popular culture.—Palter

215. Drink and Disorder in America—Drinking as an institution has reflected the varieties of cultures, interest groups and ideologies that have swept America. We will examine the tumultuous history of this institution from the origins of the Republic to the present in order to understand what the “wets” and the “drys” can tell us about the nature of community in America. Special attention to the ways in which gender, race, class, and ethnicity shape perceptions of drinking, leisure, and social control. (Same as Women’s Studies 215 and Area Studies 220.)—Hedrick

217. Teaching and Learning in the Renaissance—How were the Liberal Arts taught in the Renaissance? What was their place in society at large? What were the origins of Renaissance educational theories in Classical thought? Writings by Latin, Italian, French, German, Dutch, English, and Spanish authors will be read and discussed as we examine these questions. (Same as Modern Languages 231 E.)—van der Poel

218. U.S. Since 1945—This course examines America since WWII. We will explore both political events and cultural and social trends, including the cold war, rock ‘n roll, civil rights, feminism, Vietnam, consumerism and advertising, the new right and the new left, the counterculture, religious and ethnic revivals, poverty, and the “me” generation. (Same as American Studies 219 and Area Studies 220.)—Greenberg

229. History of the Middle East From 1900—A survey of the Middle Eastern region from the rise of European imperialism through the two World Wars to the present. Topics covered include the growth of nationalism and interstate rivalries, the development of the petroleum industries and the course of political and social changes as these affect Middle East society with particular attention to changes in social structures and the role of women. (Same as Area Studies 229.)—Steele

241. History of China, Shang to Ming—A survey focused on the development of Chinese politics, culture, and society from 1600 B.C. to the conclusion of the Ming dynasty in 1644 A.D. This course will provide a historical introduction to the growth of a unified Chinese empire with its own homogeneous intellectual tradition and will explore this empire’s coexistence with an enormously varied cluster of regional cultures. (Same as Area Studies 241.)—Lestz

260(1). Nationalism and National Movements—This course will trace the emergence of nationalism as a cultural and social phenomenon and a political principle at about the time of the French Revolution, explore the rise and development of one or more national movements in the nineteenth century, and examine the period of World War I and its aftermath as a climax in the history of national movements and a crisis in the role of nationalism in the modern world. The course will also consider different approaches to the study of nationalism.—Ben-Israel

291. The Weimar Republic—Between 1918 and 1933 Germany embarked on an uncertain experiment in parliamentary democracy: the Weimar Republic. Born in revolution and undermined from within, the Weimar Republic collapsed in 1933. This interdisciplinary course will examine why this happened and why the Third Reich followed. In addition, it will explore the relationship of politics to culture, the interaction of modernism and anti-modernism and examine contemporary implications of the Weimar Experience. (Same as German 291.)—Kassow, Hasty

300(1). Historiography—A study of the character and range of activities undertaken by historians. Students will critically evaluate the way in which historians treat evidence and draw conclusions. Topics considered will include an introduction of some of the sub-disciplines within the field and an examination of a number of important exchanges on matters of substance and method currently under debate among historians.—West

301. History of the Middle Ages, 476–1099—The fall of Rome to the fall of Jerusalem, including Islam and the Byzantine Empire.—Lifshitz

[302(1). Europe in the Age of the Crusades]—A survey of western European history c. 1050–c. 1250, concentrating on the issues raised by the crusading movement: the expansion of Christendom in the Mediterranean, in Spain, and in the Baltic; war and peace in medieval society; notions of church authority and royal power; and crusades against internal opponents.

- [305. **England, 1485–1714**—Tudor and Stuart England with emphasis on the political, constitutional and religious history of the period.
307. **Russia to 1881**—Russia from earliest times to the death of Alexander II with special emphasis on the 18th and 19th centuries. (Same as Area Studies 307.)—West
311. **Colonial America**—The political, economic and social history of the period.—Chatfield
- [313. **Latin America to 1898**—A survey of the Iberian cultures of the Western Hemisphere with emphasis on economic, social and political developments. (Same as Area Studies 313.)
315. **Women in America**—An examination of women's varied experiences in the public and private spheres, from their own perspective as well as that of the dominant society. The experiences of women of different classes and races will be compared, as will the relationship between images of women and the changing realities of their lives. Emphasis on the 19th and 20th centuries. (Same as American Studies 319, Women's Studies 315, History 558.)—Sicherman
317. **American Culture, 1815–1914**—A topical study, in intellectual and cultural history, concerning issues of the American experience as perceived by major observers and literary writers, both American and foreign, of the 19th and early 20th centuries. (Same as American Studies 317.)—Sloan
- [320(1). **Modern France**—The development of France from 1789 to the present stressing the problems of the Third Republic.
- [321. **Revolutionary Europe, 1740–1870**—A survey of political changes with emphasis upon ideology, diplomacy and social structure.
327. **History of Africa to 1800**—Problems and methods of African history, traditional African society, the spread of Islam, and peripheral contact with classical and western culture. (Same as Area Studies 327 and History 591.)—Steele
- [331. **Africa in the Nineteenth Century**—An examination of the main outline of African history during the century in which it was largely reduced to colonial status by the European powers. Topics covered include: the role of Islam, the Slave trade and its abolition, the origins of African nationalism, the scramble for Africa. (Same as Area Studies 333.)
- [335. **Greece before Alexander**—A study of the political, economic, and social development of Greece from Solon to the loss of Greek independence after Chaeronea, with special emphasis on the growth of democracy at Athens.
- [336(1). **Modern Jewish History**—This course will examine major trends in Jewish history since 1789. There will be particular emphasis on Jewish society in Eastern Europe and the breakdown of orthodox hegemony. Topics will include the Haskala, the Bund, the development of Zionism, the interwar period in Eastern Europe, the Holocaust, and the State of Israel. The approach will be primarily that of intellectual history with emphasis on the secular aspects of Jewish history. Prerequisites: History 102 or its equivalent and permission of the instructor.
- [347. **Japanese Relations with East Asia: the Road to Imperialism**—An examination of East Asian responses to foreign influences in the 19th and 20th centuries, with particular emphasis on the relationship of Japan to China and on Japan's imperialist adventures in Korea and Taiwan.
- 350(1). **The Civil War Era, 1845–1877**—An exploration of the causes of the American Civil War, including a detailed study of slavery, abolitionism, the development of Southern sectional consciousness, conflict over the Western territories, the disintegration of the national party system and the rise of the Republicans, Lincoln's election, and the secession crisis of 1860–61. The political and military history of the wartime period will also be examined, as will the post-war struggle to reconstruct the Union and define the status of four million newly-freed black Americans.—Spencer
401. **Seminars**—(Permission of the instructor is required for all seminars. Graduate courses may be taken for seminar credit with the approval of the instructor and the Chairman.)
 Sec. A—**British and European Social History, 1850–1945**—Pennybacker
 Sec. B—**Subcultures in American History**—Greenberg
 Sec. C—**The U.S., The Properous Years, 1900–1929**—Leach
403. **Research Seminar**—Required of majors undertaking History 409–410, this seminar is

taken concurrently with History 409. The seminar is designed to familiarize students with the basic methods of carrying out historical research.—Steele

405. The Second World War, 1939–1945—The ordeal of total war seen through the economic, political, social, military and intellectual points of view. Current research in the area will be emphasized. (2 course credits)—Bankwitz, Kassow

409–410. Thesis (Only for History majors in the Class of 1989.)—Sloan and staff

Note: The following graduate courses are open in the Fall Term to history majors with the permission of the instructor and the Office of Graduate Studies.

532(1). British and European Social History—A topical study examining the interaction of social, political, and ideological factors, and drawing extensively on contemporary literary and other documentary evidence.—Pennybacker

557. Subcultures in American History—This seminar explores the relationship in America between selected subcultures (groups with at least a partially distinct and autonomous culture) and “mainstream” society using the perspective of gender. In particular, the course focuses on the different ways men and women of these groups view American values and interact with American society. Subcultures include: Puritans, Native Americans, blacks, immigrants and the working class, with an emphasis on the 19th and the early 20th centuries.—Greenberg

558(1). Women in America—An examination of women’s varied experiences in the public and private spheres, from their own perspective as well as that of the dominant society. The experiences of women of different classes and races will be compared, as will the relationship between images of women and the changing realities of their lives. Emphasis on the 19th and 20th centuries.—Sicherman

SPRING TERM

101(2). Introduction to the History of Europe—Topics in the history of Western Europe from Carolingian times to 1715.—Painter

102. Introduction to the History of Europe—Western Europe from 1715 to the present.—West

202. The United States from Reconstruction to the Present—A continuation of History 201, examining the transformation of the divided and agrarian society of the 19th century into a highly organized, urban-industrial world power.—Spencer

[204. Hellenistic and Roman History]—A survey of the Mediterranean world from the death of Alexander the Great to A.D. 235.

207(2). England to 1688—The political, constitutional, economic, and social evolution from the Middle Ages to the Glorious Revolution.—Lifshitz

208. British Politics and Society—This course examines the recent political, social and economic developments in England and the British Isles since the Restoration. Topics include Imperialism, Parliament, the Industrial Revolution, the World Wars.—Pennybacker

[211(2). American Culture and Society Since the Gilded Age]—An exploration of main themes in American culture since 1870, emphasizing close examination of such primary sources as novels and autobiographies. (Same as American Studies 201(2).)

222. The Shock of the Machine: Technology and Western Culture in the Industrial Age—An examination, through selected case studies, of machine technology’s impact on the Transatlantic world from the 18th century to the present. This course will focus on the interaction of technological innovation with the society in which it occurred, so that the student 1) may understand the specific problems, technical considerations, choices, limitations, possibilities, and consequences involved in technological innovation, and 2) may comprehend the societal response to such innovation, as it appeared in fiction, poetry, art, and related forms of contemporary popular expression.—Sloan

228. History of Roman Catholic Christianity—This survey of Roman Catholic Christianity will deal with the chief movements and figures which have shaped the Roman Catholic church from the post-Reformation period until Vatican II. Attention will be given to the interaction of

the various Christian churches and the political, social, and intellectual development of the age. (Same as Religion 228.)—Byrne

232. Christian Humanism in the Renaissance: Ambition and Reality—This course deals with the main features of Christian humanism in Renaissance Europe between 1400 and 1600. The intellectual foundations of the humanist movement, its theories on the human condition, pedagogy, freedom and a variety of social issues will be discussed. The gap between what was hoped for and what was imposed by political and social realities will be explored, as we read texts by humanists from Italy, France, the Low Countries, Germany, England and Spain. (Same as Modern Languages 232E.)—van der Poel

242. The History of China, Ch'ing to 1971—A survey of modern Chinese history in the period covering the last traditional dynastic state (1644–1911) and 20th Century China. Emphasis on the collapse of the Confucian state, China's "Enlightenment," and the Chinese Revolution. (Same as Area Studies 242.)—Lestz

300. Historiography—A study of the character and range of activities undertaken by historians. Students will critically evaluate the way in which historians treat evidence and draw conclusions. Topics considered will include an introduction of some of the sub-disciplines within the field and an examination of a number of important exchanges on matters of substance and method currently under debate among historians.—Pennybacker, Steele

[302. History of the Middle Ages: The West]—Discussion of the principal topics in the history of Europe, 1100–1300. Readings from the literature and an essay for each topic.

[304. Renaissance and Reformation Europe]—A topical survey of European history from 1300 to 1648 with special attention given to the Italian Renaissance and the Continental Reformation.

308. The Rise of Modern Russia—Imperial Russia and the Soviet Union. (Same as Area Studies 308.)—Kassow

[310. Germany]—A survey of German history from 1815 to 1945. Topics will include the Vormarz Period, Bismarck, Wilhelmine Germany, the Weimar Republic, and the Third Reich.

312. The Formative Years of American History—The late Colonial period, the Revolution, the problems of the Critical period, the framing of the Constitution, and the early development of the nation.—Chatfield

314. Latin America, Independence Movements to the Present—A survey of the Iberian cultures of the Western Hemisphere with emphasis on economic, social and political developments since the early 19th century. (Same as Area Studies 314.)—Graden

316. The Family in American History—A history of the changing ideals and realities of American family life, emphasizing the 19th and 20th centuries. Topics will include courtship, marriage, child rearing, sibling relationships, demographic and economic trends, and such alternatives to family life as utopian communities. (Same as Women's Studies 316 and American Studies 320.)—Sicherman

318. Reform Movements of Twentieth-Century America—An examination of the major attempts to change American society, from Populism to the Women's Movement. The course explores why Populism, Progressivism, the New Deal, the student protests, the Civil Rights Movements, and the Women's Movements arose; and it examines the nature of participating groups, to what extent each achieved its goals, what brought each to an end, and how American society changed as a result. (Same as American Studies 318 and Area Studies 315.)—Greenberg

[319(2). American Society During the Depression and World War II]—The major emphasis of the course will be an examination of the political, social and economic impact of the Great Depression on American society during the '30s, and World War II upon the United States during the '40s.

[322. Modern Europe, 1870–1945]—Europe in the age of imperialism, socialism, totalitarianism, and scientific war.

325(2). Selected Themes in American History:

History of Brazil—Emphasis in this course is placed upon the distinct cultures which make Brazil the complex society it is. Indian life, slavery, 19th and 20th century immigration, and issues of race are addressed through reading and film. Important questions are what is progress and "development," and how widespread poverty can be alleviated. (Same as Area Studies 325.)—Graden

[326. **The Rise of the United States as a World Power**]—A historical survey of the international relations and diplomacy of the United States, 1890–Present.

328. **Africa, 1914 to the Present**—European colonial rule, the emergence of resistance movements, the rise of modern African nationalism, decolonization, and the problems of African independence. (Same as Area Studies 328.)—Steele

330. **The Western Impact on Modern Japan**—A history of modern Japan's contact with and reactions to the West. Topics will cover knowledge of the West under the seclusion policy, Perry's impact, the policy of *Bunmei Kaika* (civilization and enlightenment), Westernization and repercussion, and Japanese intellectuals and the West. (Same as Area Studies 330.)—Lestz

[335(2). **Greece before Alexander**]—A study of the political, economic, and social development of Greece from Solon to the loss of Greek independence after Chaeronea, with special emphasis on the growth of democracy at Athens.

[336. **Modern Jewish History**]—This course will examine major trends in Jewish history since 1789. There will be particular emphasis on Jewish society in Eastern Europe and the breakdown of orthodox hegemony. Topics will include the Haskala, the Bund, the development of Zionism, the interwar period in Eastern Europe, the Holocaust, and the State of Israel. The approach will be primarily that of intellectual history with emphasis on the secular aspects of Jewish history.

[340. **Literature and Revolution: Writers and Political Change in 20th-Century China**]—This course will examine the interface between literary creativity and political activism in 20th-Century China. Together with works of literary criticism and historical analysis, readings will include novels, poetry, and essays by such writers as Lu Xun, Ba Jin, Shen Congwen, and Ding Ling.

[344. **Revolution in China: 1898–1975**]—An examination of the development of a revolutionary political and intellectual tradition in 20th century China. (Same as Area Studies 344.)

[352. **The Intellectual Foundations of the American Republic**]—An examination of the serial writings which composed the intellectual inheritance of the generation of the founders. Readings will include selections from the American Puritans; the 17th century English republicans; the *Treaties* of John Locke; the 18th century Whigs; the "Scottish Enlightenment;" Montesquieu and Thomas Paine. The course will conclude with a close reading of *The Federalist Papers* by Hamilton, Madison, and Jay.

[354. **America in the Sixties**]—An examination of the political, economic, social and cultural developments of the 1960s, including discussion of the Kennedy and Johnson administrations, the struggle for Black equality, Vietnam, the New Left, the "countercultures," the resurgence of feminism, the collapse of the liberal consensus and the election of Richard Nixon.

358. **Decline and Fall of the Roman Empire**—The "decline and fall" of Rome was a complicated and lengthy process. This course will examine the many aspects of that process, including the crisis of the Empire in the third century A.D., the recovery under Diocletian and Constantine, the evolution in the fourth century of a new, stable Empire, and the new crises of the fifth and sixth centuries that resulted in the emergence of the proto-medieval states in the West and the Byzantine Empire in the East. Social and economic developments will receive special emphasis throughout. The reading will consist of primary sources in translation and some interpretative material.—Reger

[386. **Planetary History**]—An attempt to characterize the main outlines of the growth of the human community as it has changed down through the centuries. The course will take up such questions as the increase and distribution of global population, the movements of trade, the development and diffusion of techniques of animal husbandry and agriculture, urbanization, and the origin and spread of important ideas and institutions. Emphasis will be placed on developments which have led to an increase of human interdependency.

[390. Philosophy of History]—A study of some of the meta-historical assumptions made by practicing historians—causality, “laws,” generalization, objectivity, and the nature of evidence. (Same as Philosophy 330B.)

402. Seminars—(Permission of the instructor is required for all seminars. Graduate courses may be taken for seminar credit with the approval of the instructor and the Chairman.)

Sec. A—French History and Culture, 1936–1946—Bankwitz

Sec. B—Issues in American Business Management—Sloan and Bahnsen

Sec. C—Rebellion and Revolution in Latin America—Graden

Sec. D—Stalin—Kassow

Sec. E—Civil Rights in America—Greenberg

Sec. F—The Ancient Economy—Reger

Sec. G—The Republican Experiment—Chatfield

Sec. H—Labor and the Left in the U.S., 1860–1955—Leach

Sec. I—Topics in United States-East Asian Relations—Lestz

409–410. Thesis (Only for History majors in the Class of 1989.)—Sloan and Staff

Note: The following graduate courses are open in the Spring Term to history majors with the permission of the instructor and the Office of Graduate Studies.

543(2). Stalin—An examination of the social, cultural and political transformations of the Stalin years, 1928–1953.—Kassow

558. Labor and the Left in the United States, 1860–1955—An examination of the experience of wage-earners to the founding of the AFL-CIO. Particular attention will be given to the forms and fates of workers’ political and economic organizations, but the seminar will also address topics in the social and cultural history of the working class. We will attempt to establish why American workers have never turned *en masse* to socialism or to independent political action.—Leach

558(2). Civil Rights in America—Blacks and their white allies have long struggled to win equal rights and equal opportunities in America. This seminar examines the course of that struggle in the twentieth century, focusing primarily on the period 1950–1968. We will consider questions of urbanization, employment, racism, politics, violence, non-violence, and black power.—Greenberg

573(2). The Republican Experiment: Politics and Culture in America, 1789–1815—Rather than leading to a period of national tranquility and confidence, the formation of the new government in 1789 ushered in a time of uncertainty and bitter political conflict. Nearly every controversy became—or threatened to become—a grave constitutional crisis. The leaders of the embryonic Federalist and Republican parties, indulging in a rhetoric so inflamed as to be almost unimaginable, identified their enemies as conspirators against “republican liberty” or “constitutional order.” If the “Revolution of 1800” led to a time of hope, renewal, and seemingly perpetual Republican rule, the Jeffersonians were nonetheless attacked by their Federalist foes as French terrorists and infidels. The Louisiana Purchase produced disunionist stirrings in New England. And the Embargo, together with the approach of war, triggered the usual political jeremiads about national “degeneracy,” “depravity,” and the imminent dissolution of the Union. By focusing upon personalities, events, and cultural institutions, this course will attempt to sketch the contours of this elusive age.—Chatfield

577(2). Issues in American Business Management—A team-taught, lecture and discussion course which addresses selected contemporary business issues in light of their origins, development, and implications for the future. Using film, videotapes, and novels, along with historical and biographical essays on American businessmen and business practice, this course will examine the role of the entrepreneur, origins of the American factory system and of scientific management, the changing workplace and worker roles, business values in relation to social values, technological innovation and its social impact, current crises of middle management, and the new work ethic. Students also will work together in teams which analyze specific issues of current managerial concern to Hartford-area industries.—Sloan and Bahnsen

582. Topics in United States-East Asian Relations—This course will examine the pattern of U.S.-East Asian relations from 1793 to 1982. The central concern of the course will be America’s relationship with China but relations with Japan, Korea and other Asian societies will be considered.—Lestz

Intercultural Studies (See "Area Studies")

Interdisciplinary Science

Professor Henderson, *Director*

The Interdisciplinary Science Program is a special three year curriculum intended for a selected group of students who are judged to possess exceptional scientific and mathematical aptitude and to be strongly motivated for academic success. It provides these students an opportunity to broaden their study of science and mathematics in the following ways:

1. By exploring linkages between the sciences and mathematics which are not covered in traditional courses
2. By studying the interactions between society and the work of the scientist
3. By offering early research experiences under faculty supervision
4. By engaging students in science as a group activity

The ISP is intended primarily for students who are seriously considering majors in the sciences and mathematics; however, all students of high aptitude are welcome, and the program is designed to accommodate the fact that some students change their career plans based on early college experiences.

ISP students begin the program in the fall of the freshman year and typically complete it in the spring of the junior year. The program includes four special ISP courses; the Integrated Science Laboratory, Interdisciplinary Science Research, and two special Seminar courses which discuss controversy in science and the application of science and technology in modern society. These special courses, in addition to the required mathematics, science, and other courses, fulfill the requirement for an Interdisciplinary Minor. The various aspects of the program are discussed in detail below.

The Interdisciplinary Science Program can accommodate only a limited number of students. Incoming freshmen or applicants for admission to the freshman class who wish to be considered for enrollment in the program should notify Professor David E. Henderson, Professor of Chemistry as early as possible in the spring before their matriculation. A small number of sophomores may also enter the program; interested students should make application to Professor Henderson by April 1 of their freshman year.

FALL TERM

First Year

115. Integrated Science Laboratory—Measurement in the Natural Sciences—This laboratory focuses in detail on the process of measurement in the sciences. A number of basic techniques (e.g. physical measurements, electrical measurements, use of oscilloscopes, spectral measurements, geometrical and physical optics, and laboratory computers) are studied in an interdisciplinary environment. Laboratory computers are used for measurement and display of data. Advanced instrumentation is also utilized.

Emphasis is placed on making accurate and meaningful measurements of physical phenomena and on assessing the significance of the results. Students are required to design many of their own experimental approaches giving consideration to controls and analysis of errors. The students are required to utilize a variety of mathematical techniques to analyze the laboratory processes, detect errors, develop mathematical relationships which describe their data, and conduct statistical analysis of their results.—Henderson and Staff

Second Year

271. Choices in the Application of Science and Technology—This course employs a seminar-debate format to explore several topics about which a reasonable case can be made for two or more opposing courses of action. Outside speakers introduce the basis for each controversy and discuss methods of risk assessment, cost-benefit analysis, and other pertinent techniques. The class is divided into teams to prepare to defend each side of the issue. Class meetings explore the fundamental science underlying the issues. Students are expected to find data in the literature and

perform their own evaluation of the data with whatever analysis techniques are appropriate. Position papers are written. Topics culminate in a public debate in which each team presents the basis for its position. These sessions open to the College community. (½ course credit.)—Henderson and Staff

Third Year

[281. Controversies in Modern Science]—This seminar course examines the scientific background, historical context and personalities involved in past and present scientific controversies. The goal is to introduce students both to the fact that controversy is a way of life in science and to specific controversies which are part of ongoing research. Journals such as *Science* and *Nature* form the basis for much of this study. (½ course credit.)

SPRING TERM

First Year

116. Interdisciplinary Science Research—Students participate in independent study projects under the supervision of one or more faculty members. In addition to the specifics of the project as defined by the individual faculty, the students participate in a bi-weekly seminar in which they discuss their projects and detail their results. They also make a final presentation of their project.—Staff

Second Year

272. Choices in the Application of Science and Technology—A continuation of ISP 271 with a new topic. (½ course credit.)—Henderson and Staff

Third Year

[282. Interdisciplinary Research Seminar]—Students meet weekly to present the plan of approach, progress, and final results of their Independent Study projects which are done concurrently or may be begun previously. (½ course credit.)

In addition to the special courses listed above, students in the Interdisciplinary Science Program must complete the following regular courses:

1. Chemistry 111L, 112L or Physics 121L, 122L or Physics 101L, 102L
2. Math 131, 132 or Math 110, 115
3. One course in history or philosophy of science (Philosophy 207, 215, or College Courses 241, 242 or other courses approved by the Director)
4. One course in advanced mathematics (e.g., Math 119, 207, 305, 256, and 307)
5. At least one course of Independent Study begun by the second semester of the junior year.

International Relations

International relations deals with the interaction of nations and other national and subnational organizations across national boundaries and with the development of supranational institutions and their impact upon nations and the world community as a whole. It focuses on international law, international economics and business, and diplomacy, but also includes cultural, ecological, scientific, educational, and other interactions among people and institutions internationally.

The curriculum of Trinity College includes a sizable number of courses that deal directly with various aspects of international relations. Although the College offers no major in International Relations, students may, in consultation with the participating faculty named below, construct a coherent sequence of courses that provides a basic grounding in international law, international economics, diplomacy and the like. Such a sequence will often be taken by students majoring in Political Science or Economics, but it may be pursued in conjunction with various other majors. (Students wishing to undertake a major in International Relations are advised to explore the possibility of an individualized interdisciplinary major, described in the *Catalogue* section on "Special Curricular Opportunities" and in the *Handbook*. Information about such majors may be obtained from Professor Albert L. Gastmann or Professor Charles W. Lindsey and Dean J. R. Spencer.)

PARTICIPATING FACULTY:

Robert A. Battis, Professor of Economics
 William N. Butos, Assistant Professor of Economics
 Leslie G. Desmangles, Associate Professor of Religion and Area Studies
 Albert L. Gastmann, Professor of Political Science
 Samuel D. Kassow, Associate Professor of History
 Charles W. Lindsey, Associate Professor of Economics
 Thomas A. Reilly, Associate Professor of Political Science
 Michael P. Sacks, Associate Professor of Sociology
 H. McKim Steele, Professor of History
 Ranbir Vohra, Professor of Political Science
 James L. West, Associate Professor of History

CORE COURSES:

Regardless of the subject in which they are majoring, students wishing to concentrate a part of their work in International Relations will ordinarily take most of the following core courses:

Economics 207: Alternative Economic Systems
Economics 216: World Economy
Economics 315: International Trade and Investment
History 326: The Rise of the United States as a World Power
Political Science 101: International Politics I
Political Science 103: Introduction to Comparative Politics
Political Science 313: International Law
Political Science 315: American Foreign Policy
Political Science 333: Backdrop to Global Politics
Sociology 344: Population Studies
Sociology 355: Comparative Social Change

In addition to these core courses students will select a number of other courses pertinent to International Relations in such fields as Economics, History, Intercultural Studies, Political Science and Sociology. They may wish to devise a sequence of related courses dealing with one of the following:

- a) East-West Relations
- b) Relations of Developed and Developing Nations
- c) Relations Among Industrialized Nations
- d) International Regimes

Specific course selections should be made with the advice of one or more of the participating faculty and will depend on students' particular orientation and the field in which they are majoring. In planning their work, students should be mindful that many of the courses pertinent to International Relations have prerequisites. It is assumed that any student seriously interested in International Relations will develop proficiency in at least one modern foreign language.

One or more semesters of foreign study may help to enhance the student's understanding of International Relations.

Mathematics

PROFESSORS ROBBINS, *Chairman*, BUTCHER, STEWART, AND WHITTLESEY;
 ASSOCIATE PROFESSORS POLIFERNO AND WALDE; ASSISTANT PROFESSORS GEORGES,
 MAURO AND RUSSO; LECTURER BROWN

MATHEMATICS MAJOR—Eleven courses in Mathematics with numbers greater than 199, including Mathematics 228, 231, 307, 331, 400 and Mathematics 332 or 308. At least six of the eleven courses must be at the 300+ level. Grades of C- or better must be attained in the specified courses. Mathematics 520 may be substituted for Mathematics 228.

The Department strongly recommends that the prospective major adopt the following schedule:

YEAR
freshman

FALL
131

SPRING
132, 119

sophomore	231	228, elective
junior	307, 331	308 or 332, elective
senior	electives	400, electives

The Department also recommends that majors with an interest in pursuing graduate work take Mathematics 401 and at least two additional 300+ level courses.

The senior exercise for Mathematics is described under Mathematics 400. Only in extraordinary cases will a major be permitted to enroll prior to his or her senior year.

Candidates for Honors in Mathematics must earn grades of A- or better in at least five 300+ level Mathematics courses. (The same criterion will apply to transfer students after the equivalence of transfer courses to Trinity courses has been determined, except that at least three of the five courses must be taken at Trinity.)

Special concentrations within the Mathematics major include pure, applied, computer science, actuarial science, business and law, and education. The interested student should contact the Chairman for more information.

COGNATE COURSES—There are many courses in other departments that have a bearing on or make considerable use of mathematics. Besides courses in physics and engineering, the Department calls students' attention to the quantitatively oriented courses in economics, political science, psychology, sociology and philosophy.

FALL TERM

95. Mathematical Proficiency—Numerical relations; proportion and percent; data analysis, statistics and probability; mathematical reasoning; applications of algebra, geometry, and functions. This course is designed for students whose performance on the mathematics proficiency examination indicates that a thorough review of most of these topics is necessary. One hour a week of laboratory activity may be required. Completion of this course, with a grade of C- or better, fulfills the mathematics proficiency requirement. Enrollment is restricted to IDP students and upperclassmen, and is limited to 15. (No course credit, but Mathematics 95 counts as a full course with respect to determination of good academic standing for the semester in which it is taken.)—Craine

99. Fundamentals of Mathematics—The purpose of this course is to improve the quantitative and mathematical skills of students whose preparation in mathematics is insufficient to allow them to succeed in college-level mathematics and science courses. Topics covered will include basic operations with numerical and algebraic expressions, elementary geometry, linear and quadratic equations, and inequalities and their graphs. Throughout the course, an attempt will be made to present both the reasons behind various mathematical formulas and their applicability to situations outside mathematics. Admission to this course is normally determined by Trinity's Mathematics Placement Examination, which is given during Freshman Orientation. Enrollment limit: 15. (No course credit, but Mathematics 99 counts as a full course credit with respect to the determination of good academic standing for the semester in which it is taken.)—Deephouse

100(1). Algebra and Analytic Geometry—Real numbers, inequalities, functions, polynomials and graphs. This course is designed to combine a review of algebra with preparation for calculus and other courses in mathematics and science. Admission to this course is normally determined by Trinity's Mathematics Placement Examination. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics of the CEEB (see *Catalogue* section "Advanced Placement for Freshmen"), or to those who have attained a grade of C- or better in a college mathematics course other than Mathematics 95 or Mathematics 107. Four class meetings per week. Enrollment limit: 20.—TBA

107. Elements of Statistics—A course designed primarily for students in the social and natural sciences. Topics covered will include graphical methods, basic probability, random variables, sampling, analysis of measurements, and correlation and regression. Students having a mathematical background which includes Mathematics 221 and 222 should consider the Mathematics 305, 306 sequence for work in statistics. (Same as Economics 107.) Prerequisite: Two years of high school algebra.—Stewart, TBA

108(1). Analytic Geometry and Pre-calculus Mathematics—Topics include sets, real numbers, inequalities, absolute value, relations and graphs, the straight line, conic sections, and functions. Not open to students who have received credit for Mathematics 100 or Mathematics 106, or credit by successful performance on the Advanced Placement Examination in Mathematics of

the CEEB (see *Catalogue* section "Advanced Placement for Freshmen"). Enrollment limit: 25 per section. Prerequisite: an appropriate score on Trinity's Mathematics Placement Examination.—TBA

110(1). Calculus—This course is offered primarily for students in the social and biological sciences. Topics include limits and continuity, the derivative and applications, the integral and applications, and the Fundamental Theorem. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics of the CEEB (see *Catalogue* section "Advanced Placement for Freshmen"). Enrollment limit: 25 per section. Prerequisite: either Mathematics 100 or Mathematics 106 or Mathematics 108 or an appropriate score on Trinity's Mathematics Placement Examination.—Butcher

114(1). Judgment and Decision-Making—Most of the decisions that you make in your lifetime require very little thought. Occasionally, however, you will encounter a situation that requires careful and systematic analysis. This course examines the basic issues in formal decision-making. The notions of utility and risk will be introduced, and quantitative techniques used in the decision making process will be developed. Examples will be drawn from medicine, law, foreign policy, economics, psychology, sports and gambling.—Georges

115. Additional Topics in Calculus—A continuation of Mathematics 100. Logarithmic and exponential functions, introduction to differential equations, differentiation and integration of functions of several variables, applications. Enrollment limit: 25. Prerequisite: Mathematics 110.—TBA

119. Discrete Mathematics—An introduction to discrete mathematics. Topics will include graph theory, combinatorics, probability, and formal logic. Stress on algorithms and methods of proof. Material in this course is of particular value to students with an interest in computing. Enrollment limit: 25.—Stewart

131. Calculus I—The real number system, functions and graphs, continuity, derivatives and their applications, and an introduction to integration. Mathematics, natural science and computer science majors should begin the Mathematics 131, 132 sequence as soon as possible. Enrollment limit: 25 per section. Prerequisite: either Mathematics 106 or Mathematics 108 or an appropriate score on Trinity's Mathematics Placement Examination.—Mauro, Robbins, Whittlesey

157. Intermediate Statistics for the Natural and Social Sciences—This course offers analyses of intermediate, non-calculus based statistical methods frequently used by the natural and social scientist. Topics include analysis of variance, multiple linear regression, distribution-free hypothesis testing, and sampling theory. Prerequisite: Mathematics 107.—Mauro

219. Theory of Computation—A selection of topics intended to serve as an introduction to formal languages and automata theory. The topics will be chosen from among finite state machines, pushdown automata and Turing machines, the Chomsky language hierarchy and related questions of computability. Prerequisite: Mathematics 119.—Walde

[225. Special Topics]—A course which will be offered from time to time to meet the special needs and interests of mathematics students.

231. Calculus III—Vectors, vector fields, differential forms, analytic geometry of 3-space, derivatives in R^3 , and multiple integrals. Prerequisite: Mathematics 132.—Whittlesey

253. Number Theory and Its Applications—An introduction to the standard topics in number theory with applications to computer science. Topics covered will include congruences, representations of integers, number theoretic functions, primitive roots, continued fractions and Pythagorean triples. Applications studied will include cryptology, primality testing, and pseudo-random numbers. Prerequisites: ECS 115L and either Mathematics 122 or Mathematics 132 or Mathematics 115. Offered in alternate years.—Georges

255. Numerical Analysis—Theory, development and evaluation of algorithms for problem-solving by computation. Topics will be chosen from the following: interpolation and approximation, root finding, summation, numerical integration and differentiation, solution of linear systems of equations, numerical solution of difference equations, analysis of error. Prerequisites: ECS 115L and either Mathematics 122 or Mathematics 132.—Brown

[305. Probability]—Discrete and continuous probability, combinatorial analysis, random variables, density and distribution functions, and some particular probability distributions including the binomial, Poisson, and normal. Prerequisite: either Mathematics 222 or Mathematics 231. Offered in alternate years.

307. Abstract Algebra I—A study of the structure of algebraic systems: groups, rings, integral domains, fields, with careful attention given to the concepts of homomorphism and isomorphism; normal subgroups and quotient groups; ideals and quotient rings; Euclidean rings. Prerequisite: Mathematics 207.—Georges

320(1). Analysis of Algorithms—A mathematical study of the efficiency of a variety of algorithms used in computing, including lower bound and mean results. Algorithms may come from areas such as searching and sorting, polynomial and matrix computations, and graph theory and combinatorics. Some time will also be spent studying NP-completeness and related topics. (Same as Engineering 320.) Admission is usually contingent upon the student's having received C- or better in Mathematics 221 and ECS 216. Offered in alternate years.—Mauro

331. Analysis I—Properties of the real number system, elementary topology, limits, continuity, uniform convergence, differentiation and integration in n -dimensional Euclidean space, sequences and series of functions. Prerequisite: C- or better in Mathematics 222 or 231.—Russo

[325. Special Topics]—A course which will be offered from time to time to meet the special needs and interests of mathematics students.

[423. Foundations of Mathematics]—An introduction to questions and concepts in the foundations of mathematics. Mathematical induction, the natural numbers, the system of real numbers, infinite sets and transfinite arithmetic, philosophies of mathematics. Offered in alternate years.

[425. Special Topics]—A course which will be offered from time to time to meet the special needs and interests of mathematics students.

Note: The following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisite: permission of the student's major advisor, the instructor, the Chairman of the Department, and the Office of Graduate Studies.

503. Theory of Functions of a Real Variable I—Whittlesey

[505. Probability]

[507. Theory of Functions of a Complex Variable I]

[509. Numerical Analysis]

[511. Advanced Numerical Analysis I]

520(1). Linear Algebra—Whittlesey

[521. Vector Analysis]

[523. Foundations of Mathematics]

525. Topics in Analysis—Whittlesey

SPRING TERM

95(2). Mathematical Proficiency—Numerical relations; proportion and percent; data analysis, statistics and probability; mathematical reasoning; applications of algebra, geometry, and functions. This course is designed for students whose performance on the mathematics proficiency examination indicates that a thorough review of most of these topics is necessary. One hour a week of laboratory activity may be required. Completion of this course, with a grade of C- or better, fulfills the mathematics proficiency requirement. Enrollment limit: 15 per section. (No course credit, but Mathematics 95 counts as a full course with respect to determination of good academic standing for the semester in which it is taken.)—Craine, Deephouse

99(2). Fundamentals of Mathematics—The purpose of this course is to improve the quantitative and mathematical skills of students whose preparation in mathematics is insufficient to allow them to succeed in college-level mathematics and science courses. Topics covered will include basic operations with numerical and algebraic expressions, elementary geometry, linear and quadratic equations, and inequalities and their graphs. Throughout the course, an attempt will be made to present both the reasons behind various mathematical formulas and their applicability to situations outside mathematics. Admission to this course is normally determined by Trinity's Mathematics Placement Examination, which is given during Freshman Orientation. (No course credit,

but Mathematics 99 counts as a full course credit with respect to the determination of good academic standing for the semester in which it is taken.) Enrollment is restricted to IDP students and upperclassmen, and is limited to 15.—Craine

106. Introduction to College Mathematics—A continuation of Mathematics 99 for students who wish to study calculus. Topics covered will include relations and functions, polynomial, rational, radical and transcendental functions, and their graphs. Enrollment limit: 20. Prerequisite: Mathematics 99.—Deephouse

107(2). Elements of Statistics—A course designed primarily for students in the social and natural sciences. Topics covered will include graphical methods, basic probability, random variables, sampling, analysis of measurements, and correlation and regression. Students having a mathematical background which includes Mathematics 221 and either Mathematics 222 or 231 should consider the Mathematics 305, 306 sequence for work in statistics. (Same as Economics 107.) Enrollment limit: 25 per section. Prerequisite: two years of high school algebra.—TBA

110. Calculus—This course is offered primarily for students in the social and biological sciences. Topics include limits and continuity, the derivative and applications, the integral and some applications, and the Fundamental Theorem. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics of the CEEB (see *Catalogue* section "Advanced Placement for Freshmen"). Enrollment limit: 25 per section. Prerequisite: either Mathematics 100 or Mathematics 106 or Mathematics 108 or an appropriate score on Trinity's Mathematics Placement Examination.—TBA

115(2). Additional Topics in Calculus—A continuation of Mathematics 110. Logarithmic and exponential functions, introduction to differential equations, differentiation and integration of functions of several variables, applications. Enrollment limit: 25 per section. Prerequisite: Mathematics 110.—Whittlesey

119(2). Discrete Mathematics—An introduction to discrete mathematics. Topics will include graph theory, combinatorics, probability, and formal logic. Algorithms and methods of proof will be stressed throughout the course. Material in this course is of particular value to students with an interest in computing. Enrollment limit: 25.—Russo

120. Elementary Finite and Linear Mathematics—Topics chosen from: introduction to sets, permutations and combinations, probability in finite sample spaces, systems of linear equations, and vectors and matrices. Applications, as time permits, to linear programming, matrix games and Markov chains. Admission is usually based on satisfactory performance in at least one course in college mathematics.—Stewart

132. Calculus II—Topics concerning the Riemann integral and its applications, techniques of integration, L'Hopital's rule and indeterminate forms, improper integrals, and sequences and series. Enrollment limit: 25 per section. Prerequisite: either Mathematics 131 or an appropriate score on one of the recognized placement exams.—Mauro, Robbins, Whittlesey

228. Linear Algebra—Systems of linear equations, matrices, determinants, finite dimensional vector spaces, linear transformations, eigenvalues and eigenvectors, Jordan canonical forms of linear transformations, bilinear forms, unitary and Euclidean vector spaces. Prerequisite: either Mathematics 122 or Mathematics 132.—Stewart

234. Differential Equations—An introduction to techniques for solving differential equations. Series solutions, boundary value problems, Fourier series and Laplace transforms. Prerequisite: Mathematics 132.—Russo

252. Introduction to Mathematical Modelling—Application of elementary mathematics through first year calculus to the construction and analysis of mathematical models. Applications will be selected from areas such as the life sciences (especially ecology and biology), the social sciences (especially economics), the physical sciences, and engineering. Several models will be analyzed in detail and the computer will be used as necessary. The analysis will consider the basic steps in mathematical modelling: recognition of the non-mathematical problem, construction of the mathematical model, solution of the resulting mathematical problems, analysis and application of results. Prerequisites: ECS 115L and one year of calculus.—Brown

[306. Mathematical Statistics]—The nature of statistical methods, sampling theory, correlation and regression, estimation, hypothesis testing, small sample distributions, statistical design in experiments. Stress on both theory and application. Offered in alternate years. Prerequisite: Mathematics 305.

310. Mathematics of Investment—Interest (especially compound interest) and how it operates in various types of transactions. Discrete and continuous rates of interest and discount, valuing sums of money at interest, annuities, methods of debt repayment, bonds. Stress on both theory and practice. Prerequisite: either Mathematics 231 or Mathematics 221, 222. (The instructor will give consideration to special cases.) Offered in alternate years.—Butcher

[314. Combinatorics and Computing]—Introduction to combinatorics and use of the computer to carry out computations involving discrete mathematical structures. Topics may include, but will not necessarily be limited to: computer representation of mathematical objects, enumeration techniques, sorting and searching methods, generation of elementary configurations such as sets, permutations and graphs, matrix methods. Students will be expected to write programs for various algorithms and to experiment with their application to various problems. Prerequisites: Mathematics 207 and some computing experience. Offered in alternate years.

[318. Topics in Geometry]—Differential geometry, projective geometry, non-Euclidean geometry, combinatorial topology, or such topics as the Department may specify. May be repeated for credit with different topics. Prerequisite: Mathematics 228 and Mathematics 231. Offered in alternate years.

[325(2). Special Topics]—A course will be offered from time to time to meet special needs and interests of mathematics students.

326. Graph Theory with Applications—Introduction to the theory of graphs, with applications to real world problems. Topics will include, but are not necessarily restricted to: connectivity, paths and cycles, trees as information structures, digraphs and depth-first search, stability and packing problems, matching theory and schedules, transportation networks, Max-Flow-Min-Cut Theorem, planar graphs, colorability, and the four color problem. Students will be expected to write programs for various algorithms and to apply them to appropriate problems. Admission to this course is usually contingent upon a student's having credit for Mathematics 207 and ECS 115. Offered in alternate years.—Georges

332. Analysis II—Further topics which may include differentiation and integration on manifolds, Fourier analysis, and general integration theory. Prerequisite: C- or better in Mathematics 331.—Russo

[334. Differential Equations]—A mathematical study of those topics most often needed in applying mathematics to the world around us. Topics will include, but are not necessarily restricted to, partial differential equations, calculus of variations, tensor analysis, and integral transforms. Offered in alternate years. Prerequisite: Mathematics 234.

400. Senior Exercise—*Fractals and Chaos: Recursively and Iteratively Defined Geometric Objects*. A study of the properties of some fractals and chaos. Examples studied will include Koch curves, Julia sets, the Mandelbrot set and strange attractors. Properties examined will include self-similar objects, Hausdorff and topological dimensions, recursive and iterative definitions of geometric objects and periodic points of functions. Computer graphics programs will be used to generate related images. The class will be taught in the seminar style. Prerequisite: Mathematics 122 or Mathematics 132.—Walde

414. Mathematical Logic—Tautologies, the propositional calculus, quantification theory, first-order predicate calculus, first-order theories, models, completeness theorems. Offered in alternate years.—Poliferno

417(2). General Topology—Topological spaces, continuity, compactness, connectedness, subspaces, product spaces, quotient spaces, separation axioms, metrics, filters, nets, limits, uniform spaces, function spaces. Offered in alternate years.—Whittlesey

[418. Introduction to Algebraic Topology]—Simplicial and singular complexes, their homology and cohomology groups. Homotopy groups. Offered in alternate years.

[425(2). Special Topics]—A course which will be offered from time to time to meet special needs and interests of mathematics students.

Note: the following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisite: permission of the student's major advisor, the instructor, the Chairman of the Department, and the Office of Graduate Studies.

504. Theory of Functions of a Real Variable II—Prerequisite: Mathematics 503.—Whittlesey

- [506. **Mathematical Statistics]**
- [508. **Theory of Functions of a Complex Variable II]**
- [512. **Advanced Numerical Analysis III]**
- 514. **Mathematical Logic**—Same as Mathematics 414.—Poliferno
- 515(2). **Graph Theory with Applications**—Same as Mathematics 326.—Georges
- [516. **Combinatorics and Computing]**
- 517(2). **General Topology**—Same as Mathematics 417.
- [518. **Introduction to Algebraic Topology]**
- [519(2). **Modern Algebra]**
- [522. **Vector and Tensor Analysis]**

Medieval and Renaissance Studies

The courses listed below are an indication of the resources in the Medieval and Renaissance area of study available in the curriculum of Trinity College. They are collected as a convenience to students who wish to concentrate a portion of their study in the Medieval and Renaissance periods. Many of the courses are offered annually, but some less often. Consult departmental listings for details.

There is no major offered in Medieval and Renaissance Studies, but students majoring in one of the recognized departments are encouraged to follow an interdisciplinary and interdepartmental program of their own devising. Those students who do wish to major in the Medieval and Renaissance area may do so by developing an individual interdepartmental major using the procedure described in the Special Curricular Opportunities section of the *Catalogue*.

There will be an interdisciplinary minor in Medieval and Renaissance Studies beginning in the 1988–89 academic year.

In addition to the courses below there will be occasional lectures, movies, and other special events.

Students who wish more information on the Medieval and Renaissance Studies Program should speak to one of the faculty listed below:

- Professor Borden Painter, History Department, *Coordinator*
- Professor Andrea Bianchini, Modern Languages Department
- Professor Milla Riggio, English Department
- Professor Thomas Baird, Fine Arts Department
- Professor Helen Lang, Philosophy Department
- Professor Julia Smith, History Department

Survey Courses (These courses deal in part with the Medieval and Renaissance periods.)

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

Art History 102. Introduction to the History of Art in the West II

Art History 241. Seventeenth Century Art: The South

French 372. Comic Vision in French Theatre

Guided Studies 242. Historical Patterns of European Development I

History 101. Introduction to the History of Europe

History 207. England to 1714

History 304. Renaissance and Reformation Europe

History 305. Tudor and Stuart England

Italian 303. Italian Classics I: Prose

Italian 387. Dante, the Classics and Anglo-American Literature

Music 111. The History of Western Music I

Philosophy 101. Philosophical Themes in Western Culture

Philosophy 102. Political Philosophy in Western Culture

Political Science 105. Western Political Thought and Institutions

Religion 181. Islam

Religion 207. Jewish Philosophy (same as Philosophy 211)

Religion 208. Jewish Mysticism

Religion 223(2). Major Religious Thinkers of the West

Period Courses (These courses deal wholly with the Medieval and Renaissance periods.)

Art History 221. Medieval Art and Architecture

Art History 223. Early Medieval Art and Architecture

Art History 232. Gothic and Renaissance Art

Art History 234. Early Renaissance Art in Italy

Art History 236. High Renaissance Art in Italy

Comparative Literature 277. Masterpieces of European Literature and Their Influence

English 331. Medieval and Renaissance Drama

English 345. Chaucer

English 347. Women in Medieval and Renaissance Literature

English 351, 352. Shakespeare

French 357. Literature of the Middle Ages and the Renaissance

Guided Studies 252. Literary Patterns in European Development

History 301. History of the Middle Ages, 476-1099

History 302. Europe in the Age of the Crusades

History 304. Renaissance Europe and Reformation Europe

Modern Languages 231. Humanism and Literature in the Renaissance

Philosophy 302. History of Philosophy: Augustine to Descartes

Trinity College/Rome Campus

Each semester the Trinity College/Rome Campus offers four to six courses in art history, history and literature which deal wholly or in part with the Medieval and Renaissance periods.

Modern Languages and Literatures

PROFESSORS LLOYD-JONES, *Chairman*, CAMPO, HOOK*, KATZ AND KERSON;
ASSOCIATE PROFESSORS BIANCHINI AND S. LEE; ASSISTANT PROFESSORS ANY, DEL
PUppo, HASTY, AND ZAPATA; VISITING ASSISTANT PROFESSOR ROHINSKY;
LECTURERS ANTAR, CIENKI, DEVINE, GONZALEZ-GERTH, KUSSELL, MA, PALMA
VAN DER POEL, WAGONER AND WEAVER; GRADUATE FELLOWS DE LA CUESTA,
EROTOPOULOS AND REPETTI

MODERN LANGUAGES AND LITERATURES MAJOR—Two plans for the major in the Department are offered:

* Sabbatical Leave, Fall Term

Plan A. Under this plan students major in a single foreign language. General requirements include specific courses in the language and the literature as well as electives and cognate courses, a senior exercise, and a proficiency examination. See individual language headings for full descriptions.

Plan B. Under this plan students may combine any two of the languages offered except that Arabic, Chinese, Hebrew and Japanese may not be a part of any combination. A minimum of *seven* courses in one language and *five* in another is required. Also required is a paper, in English, linking the two fields, to be completed during Spring Term of the student's senior year as a 1-credit Independent Study (392) which, however, will not be counted toward the courses for the major. Students must demonstrate oral and written proficiency in both languages. See full descriptions under individual language headings.

* * *

Upper-level courses are conducted in the foreign language unless otherwise indicated.

Permission to major under Plan A or B must be obtained from the Chairman.

Departmental Honors are awarded to seniors who have maintained an A- average in all courses counted toward their major, including the Linking Paper (Plan B).

* * *

Majors and other serious students of modern languages and literatures are urged to spend a semester or their junior year abroad or to enroll either in a program of summer study abroad or in a recognized summer language institute in the United States.

Special attention is called to the Trinity College/Rome Campus program, described in the Special Curricular Opportunities section of the *Bulletin*. For a listing of courses offered, students should communicate with Professor Michael R. Campo, Director. Trinity's Program of Hispanic Studies in Córdoba, in affiliation with five other U.S. colleges, is briefly described under the offerings of the Spanish section, where a listing of courses for the current academic year is given. For further information about the program, students should consult Professor A. L. Kerson, Program Coordinator. Separate brochures describing both programs in detail, and general information on programs abroad emphasizing foreign language study, are available through the Department and the office of the Coordinator of Foreign Study Advising.

* * *

Note: Any student wishing to enroll for credit in a lower level course after having been granted credit for a course in the same language at a higher level must first obtain the written permission of the Chairman of the Department.

Please Note: All language skill courses may require extra lab or drill sessions at the discretion of the instructor.

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MODERN LANGUAGES: (ALL COURSES CONDUCTED IN ENGLISH)

FALL TERM

231. Literature in Translation—Studies of one aspect or more of literature from outside the English-speaking world. All work will be done in English; no knowledge of any foreign language is required for these courses.

Section A: The Literature of Alienation in Russia, 1825–1861—In 1825 Czar Nicholas I dealt harshly with the Decembrist Revolt and the challenge it posed to his autocratic power. The severe political repression that followed coincided paradoxically with the emergence of Russia's greatest writers. Despite harassment, surveillance, and censorship, these writers successfully expressed their alienation from a government which held concepts of individuality and human dignity in contempt. Among the issues they addressed, and which we will take up, are the tyrannical nature of man, the individual's feeling of helplessness in the face of institutionalized evil, the destructive power of hypocrisy, and the conflict between material and spiritual values. (Same as Russian 401.)—Any

Section B: Humanism and Literature in the Renaissance—This course will explore some of the prominent examples of literary humanism in Renaissance Italy, France and Spain, as manifested in prose, theater and poetry. Authors will include Petrarch, Machiavelli, Rabelais, Mon-

taigne and Cervantes. The course will be team-taught. (Same as Comparative Literature 231.)—Bianchini, Del Puppo, Lloyd-Jones

Section C: Modern German Literature in Translation—This survey will examine works of some of the representative major German writers of our century, including Kafka, Mann, Hesse, Brecht, Graß and Böll. Lectures, classroom discussion, reports and tests. (Same as Modern Languages 231C.)—Hasty

Section D: Studies in Surrealism—By concentrating on art, shorts, films and literature, this course will study the major tenets of the surrealist movement as it occurred in Paris in the 20s and the 30s. Some attention will be given to its forerunners, the dadaists, as well as its enduring influence on more contemporary works. A background in art history and/or a reading knowledge of French is helpful but not required for this course. Artists and writers to be included are: Dali, Ernst, Breton, Cocteau, Carrington, Tanning, Sage and Bunuel. (Same as Comparative Literature 393.)—Katz

Section E: Teaching and Learning in the Renaissance—How were the Liberal Arts taught in the Renaissance? What was their place in society at large? What were the origins of Renaissance educational theories in Classical thought? Writings by Latin, Italian, French, German, Dutch, English, and Spanish authors will be read and discussed as we examine these questions. (Same as Comparative Literature 233, Educational Studies 231, English 231, History 217.)—van der Poel

Section F: Aspects of Modern East Asian Literatures—Readings in Modern Chinese and Japanese literature, with particular reference to the emergence of contemporary issues. (Same as Area Studies 233, Comparative Literature 235.)—TBA

SPRING TERM

232. Literature in Translation—Studies of one aspect or more of literature from outside the English-speaking world. All work will be done in English; no knowledge of any foreign language is required for these courses.

Section A: The Art of Laughter—One of the characteristics of literature is the use of the comic mode to represent history, social structures and customs, and the peculiarities of the human mind. In this course, two modes of comedy will be discussed: the narrative and the dramatic, both of which expose social abuse and human folly. Works by Voltaire, Maupassant, Jarry, Ionesco, Cervantes, Valle, Inclan, Julio Cortázar, Machado de Assis and others will raise provocative questions and lead to significant discussions. (Same as Comparative Literature 232.)—Rohinsky and Zapata

Section B: Latin American Literature—An introduction to some of the major Latin American literary writers of the 19th and 20th centuries. Attention will be paid to the historical background and artistic interest of the texts to be read, and emphasis will be placed on the significance of these writings in the context of Latin American political, social and economic realities. (Same as Spanish 232.)—Kerson

Section C: America Through Russian Eyes—This course will examine the Russian images of America depicted in eye-witness accounts by prominent writers from the latter part of the nineteenth century to our own time, and will explore the literary, historical, and political factors that contribute to the shaping of these images. The texts provide an important perspective on Russian attitudes toward the United States and serve as a valuable background for the understanding of current opinions, illuminating some of the misconceptions that continue to affect the relationship between the two powers. (Same as Russian 232.)—Hasty

Section D: World War II in European Film and Literature—Focusing on a mixture of European novels, plays, memoirs, films and documentaries, this course will investigate how World War II is experienced and expressed through art. Some attention will be given to the historical background of the events portrayed. (Same as Comparative Literature 301.)—Katz

Section E: Christian Humanism in the Renaissance: Ambition and Reality—This course deals with the main features of Christian Humanism in Renaissance Europe between 1400 and 1600. The intellectual foundations of the humanist movement, its theories on the human condition, pedagogy, freedom and a variety of social issues will be discussed. The gap between what was hoped for and what was imposed by political and social realities will be explored, as we read texts by humanists from Italy, France, The Low Countries, Germany, England and Spain. (Same as History 232, Religion 232.)—van der Poel

Section F: Chinese Literature in Translation—Readings from some of the masterworks of Chinese literature from its ancient origins through the 15th century, with a view to understanding the great traditions of classical Chinese thought. (Same as Area Studies 232C, Chinese 232.)—TBA

236. Language, Meaning and Ideology—What is the nature of the system of signification we call "language," and how is it related to the way we think and the way we know? This course will begin with a broad historical survey of some of the answers to these questions as they have emerged over two and a half millennia of reflections on language. We will then examine Saussure's work as a turning point in language theory, concluding with a consideration of the role of post-Saussurean linguistics as a pilot-science for other disciplines, and the pivotal place of semiotics in contemporary thought. (Same as Anthropology 236, English 236.)—Bianchini

402. Senior Seminar—Required of all majors (Plan A and Plan B). Readings and class discussion will be in English, but students will be expected to do some outside reading for their term paper in the language of their major. Open to other qualified students with permission of the instructor. Topic for '88-'89: Writers as the Conscience of Their Times: a Century of Hope and Despair (1880-1980). (Same as Comparative Literature 402.)—S. Lee and Staff

ARABIC

FALL TERM

101. Elementary Arabic I—Introduction to the script and phonology of Arabic, a study of its grammatical rules, syntactical patterns and morphology, with a carefully controlled vocabulary selected from modern writings. Designed to develop basic skills, including the ability to read and understand the language. Required lab work. (Same as Area Studies 101A.)—Antar

[201. Intermediate Arabic I]—Continuation of Arabic 101, with more advanced grammar. This course is designed to introduce Arabic conversation as well as Arabic composition. Required lab work. Prerequisite: Arabic 102 or the equivalent. (Same as Area Studies 201A.)

SPRING TERM

102. Elementary Arabic II—A continuation of Arabic 101, with the completion of essential grammar, further vocabulary building through oral and written practice; readings from the Qur'an and classical writings. Required lab work. Prerequisite: Arabic 101 or the equivalent. (Same as Area Studies 102A.)—Antar

[202. Intermediate Arabic II]—Continuation of Arabic 202, with more advanced grammar, Arabic conversation, and readings from the Qur'an. Required lab work. Prerequisite: Arabic 201 or the equivalent. (Same as Area Studies 202A.)

CHINESE

FALL TERM

101. Intensive Elementary Chinese I—Designed to develop fundamental skill in both spoken and written Mandarin. About 300 characters will be learned. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take *both* 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. Other than beginning students must have the permission of the instructor. (Same as Area Studies 101C.) (1½ course credits.)—Ma

201. Intensive Intermediate Chinese I—This course emphasizes the continued development of skill in spoken and written Mandarin. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take *both* 201 and 202 in sequence. Four hours of classwork, plus one required drill hour. (Same as Area Studies 201C.) Prerequisite: Chinese 102, or equivalent. (1½ course credits.)—Ma

301. Advanced Chinese I—Further development skill in written and spoken Mandarin, with increasing emphasis on longer texts, additional characters and extensive discussion. In order to secure maximum proficiency, students should plan to take *both* 301 and 302 in sequence. (Same as Area Studies 301C.) Prerequisite: Chinese 202, or equivalent.—TBA

SPRING TERM

102. Intensive Elementary Chinese II—Continuation of Chinese 101, with increased emphasis on conversational practice. An additional 300 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Four hours of classwork, plus one required drill hour. (Same as Area Studies 102C.) Prerequisite: Chinese 101 or equivalent. (1½ course credits.)—Ma

202. Intensive Intermediate Chinese II—Continuation of Chinese 201, with further emphasis on written and spoken development of the current idiom. Four hours of classwork, plus one required drill hour. (Same as Area Studies 202C.) Prerequisite: Chinese 201 or equivalent. (1½ course credits.)—Ma

232. Chinese Literature in Translation—Readings from some of the masterworks of Chinese literature from its ancient origins through the 15th century, with a view to understanding the great traditions of classical Chinese thought. (Same as Area Studies 232C, and Modern Languages 232F.)—TBA

234. Chinese Culture and Civilization—A survey of the main features of Chinese civilization from its origins to the present, with emphasis on the historical, geographical, social and cultural forces that have forged modern China. (Same as Area Studies 234C.)—TBA

302. Advanced Chinese II—Concentration on advanced writing and speaking skills, further acquisition of compound characters, and further extensive practice in complex reading. (Same as Area Studies 302C.) Prerequisite: Chinese 301 or equivalent.—TBA

FRENCH

Plan A majors are required to have *ten* courses in French beyond French 102; the following are required: the literature cycle (French 242, 245, 246, 357 and 358), Stylistics (French 306), the Special Topic (French 401), and the Senior Seminar (Modern Languages 402). In addition, Plan A majors are required to have *three* cognate courses, to be selected in consultation with their adviser, from the following areas (at least one from each group), *Group I*: courses in the art, history, music, performing arts, philosophy and social and political institutions of France and/or the French-speaking world; *Group II*: courses in Greek, Latin, classical literature and/or mythology, classical and/or modern philosophy, modern European history, linguistics, literature of a non-Western culture, methodology of literary criticism.

Plan B majors whose *primary* concentration is French are required to have *seven* courses in French beyond 204; the following are required: French 242, *either* French 245 *or* French 246 and *either* French 357 *or* French 358 from the literature cycle, Modern Culture and Civilization (French 305), Stylistics (French 306) the Special Topic (French 401) and the Senior Seminar (Modern Languages 402). A paper linking some aspect of the two concentrations is also required (French 392). Cognate courses from the above Plan A list are strongly recommended.

Plan B majors whose *secondary* concentration is French are required to have *five* courses in French beyond French 204; the following are required: French 242, *either* French 245 *or* French 246 and *either* French 357 *or* French 358 from the literature cycle, Stylistics (French 306) and the Special Topic (French 401). Cognate courses from the above Plan A list are strongly recommended.

All majors (Plan A and Plan B, both categories) will be required to pass a French language proficiency examination.

One course in Comparative Literature which includes the study of literature written in French may be counted toward either major.

FALL TERM

101. Intensive Elementary French I—Designed to develop a basic ability to read, write, understand and speak French. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take *both* 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1½ course credits.)—Weaver

211. Intermediate French—This course aims to develop written and oral expression of French through conversation and composition. It will center around a review of grammar and the reading and analysis of various texts of French literature and culture. Prerequisites: French 102 or equivalent (usually 2 years of high school French) and permission of the instructor.—Weaver, Rohinsky

221. Advanced Composition and Style—This course is intended to bring the student to a high level of proficiency through the reading and analysis of texts in contemporary, idiomatic French. Considerable attention will be paid to the development of grammatical accuracy. Students who did well in French 211 may enter this course directly; others should consider taking French 216 first. Prerequisites: a grade of B or better in French 211, or the equivalent (usually at least 3 years of high school French with better than a B average) and permission of the instructor.—Lee, Rohinsky

246(1). Literature of the 19th Century—This course will study some of the major works of French literature from the Revolution through the turn of the present century. Texts to be studied will illustrate the development of Romanticism, Symbolism, Realism and the origins of Surrealism. Attention will be paid to both the historical and the aesthetic significance of the works; all readings, class discussion and written work will be in French. Required for Plan A French majors. Prerequisites: French 221 or equivalent, and permission of the instructor.—Katz

305. Modern Culture and Civilization—A study of modern French culture and civilization through the history, arts, literature, politics, press, cinema, advertising and social structures of France. All work done in French. Prerequisites: French 221 or its equivalent, and permission of the instructor.—S. Lee

357. Literature of the Middle Ages and the Renaissance—This course will study some of the major works of French literature from the earliest written texts through the end of the 16th century; authors to be studied, among others, will include epic and courtly poets, Villon, Rabelais, Ronsard, Du Bellay and Montaigne. Some attention will be paid to the historical development of the language, including the reading of short extracts in Old and Middle French; both the historical and the aesthetic significance of the works under consideration will be discussed. All readings, class discussion and written work will be in French. Required for Plan A French majors. Prerequisites: French 245 or 246, equivalent, and permission of the instructor.—Lloyd-Jones

391. Independent Study

401. Special Topic In French Studies—Intensive study of a selected author, genre, movement or theme. Prerequisites: at least one 300-level course in French literature or the equivalent, and permission of the instructor. This course is required of all senior majors (Plan A and Plan B, both kinds), but is open to *all* qualified students. Topic for '88-'89: Les Structures Poétiques.—Lloyd-Jones

SPRING TERM

102. Intensive Elementary French II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class-work, plus one required drill hour. Prerequisite: French 101 or equivalent. (1½ course credits).—Weaver

216. Intermediate Readings—This course is intended for students having completed French 211 or the equivalent, but who need further vocabulary development and greater practice in discussion and reading before going on to French 221. Emphasis will be placed on readings of both a cultural and a literary nature, and attention will be given to the development of oral fluency and reading competence. Prerequisites: French 211 or equivalent (usually 2 or 3 years of high school French) and permission of the instructor.—Erotopoulos, Weaver

221(2). Advanced Composition and Style—This course is intended to bring the student to a high level of proficiency through the reading and analysis of texts in contemporary, idiomatic French. Considerable attention will be paid to the development of grammatical accuracy. Students who did well in French 211 may enter this course directly; others should consider taking French 216 first. Prerequisites: a grade of B or better in French 211, or equivalent (usually at least 3 years of high school French with better than a B average) and permission of the instructor.—Katz

242. Introduction to Critical Methods—This course is designed to familiarize students with

the techniques required to study the more substantial works of French literature. Readings will concentrate on a limited number of complete texts (chiefly from the nineteenth and twentieth centuries, and representing prose, poetry and drama) with a view to developing critical skills and standard techniques of literary analysis. All readings, class discussion and written work will be in French. Required of all French majors (Plan A and Plan B). Prerequisites: French 221 or equivalent, and permission of the instructor.—Lloyd-Jones

245(2). Literature of the 17th and 18th Centuries—This course will study some of the major works of French literature from the pre-Classical period through the Revolution. Authors to be read, among others, will include: Corneille, Molière, Racine, Beaumarchais, Rousseau, and Voltaire. Attention will be paid to both the historical and aesthetic significance of the works; all readings, class discussion and written work will be in French. Required for Plan A French majors. Prerequisite: French 221 or equivalent, and permission of the instructor.—Rohinsky

[282. Spoken French]—This course is designed solely to improve oral proficiency in French. Students will participate in and lead class discussion and conversation. They will be expected to present several oral reports designed to stimulate an exchange of ideas concerning relevant topics of their choice. Class work will be supplemented by readings concerning current affairs and by extensive drill work. *NB: this course cannot be counted toward any major in French.* Prerequisites: French 221 or equivalent, and permission of instructor.

306. Stylistics—Stylistics is the study of style, i.e., the relationship between *what* is being said and *how* it is being said. This course will attempt to refine the student's sensitivity to style through the study of rhetorical devices used by a number of modern French writers in their attempts to affect us; it will also attempt to develop the student's own written style by providing extensive training in translation (*thème and version*) and *dissertation générale*. This course is aimed at majors and non-majors alike: it is of value to those interested in practical terms in the improvement of their linguistic skills, as well as to those seeking further training in the techniques of literary criticism. Since all work will be in French, a high level of written and spoken French is expected, but previous training in literature, although desirable, is not required. Prerequisites: French 221 or equivalent, and permission of the instructor.—Rohinsky

320. French Cinema—This course is designed to familiarize students with the development and art of the French Cinema as seen through its important phases and movements, and in its relationship to modern France. Relevant literary and critical texts will accompany each film. Showings will be outside of class time. The course is open to all students, and will be conducted in English; the films will be screened in the original version, with English subtitles. Students wishing to apply this course to a major in French will read all texts and write all papers in French. *Students are expected to see the films twice.* Topic for '88-'89: The New Wave Directors, Then and Now.—S. Lee

358. Readings in Twentieth Century Literature—Close reading of selected texts from the turn of the century to the present day. Attention will be paid to both the historical and aesthetic significance of the works, with some emphasis on different critical approaches. All readings, class discussion and written work will be in French. Required for Plan A French majors. Prerequisite: at least *two* courses from the literature group (French 245, 246 and 357) or equivalent, and permission of the instructor.—Katz

[360. Twentieth Century French Women Writers]—This course will explore the vision of woman as artist, and of the artist as the conscience of her time. The vision will be multi-faceted since, although the writers have in common gender and language, they come from different parts of the world, and therefore different cultures. Feminist criticism will be used as a guiding methodology in the exploration of the texts. Male writers will be used as background material. Each student will write a research paper. All readings and discussion in French. Some of the authors studies will be: Simone de Beauvoir, Marguerite Duras, Christiane Rochefort, Assia Djebar, and Miriam Bâ.

[372. The Comic Vision in French Theatre: from Farce to Absurdity]—This course will study the development of Comedy from the Middle Ages to the present. Medieval farces, plays by Molière, Marivaux, Beaumarchais, Musset, Labiche, Jarry, Ionesco, Beckett and Arrabal will be read and analyzed, along with some influential theoretical texts. All readings, class discussion and written work will be in French. Prerequisites: French 245 or French 246 or a French 300-level course, or the equivalent, and permission of the instructor.

392. Independent Study

GERMAN

Trinity now offers a program in German in conjunction with the University of Hartford under the auspices of the Greater Hartford Consortium for Higher Education. Courses taken at either institution are accepted for full credit at the student's home college. Students wishing to major in German, or German plus another foreign language, can do so under the general regulations for a major at Trinity. For further information contact Professor Hook. For a consolidated list of available courses, see the Consortium Undergraduate Combined Course List.

Plan A. For a major under this plan students must have credit for *ten* courses plus *three* cognate courses chosen from the categories listed below. The following courses are required: German 211, 221, 231, 244, 351, 352, 401, Linguistics 101 and Modern Languages 402.

Cognate courses. *Group I:* courses in the art, history, music, philosophy, and social and political institutions of the German-speaking world. *Group II:* courses in classical languages and literatures, linguistics, and methodology of literary criticism. (Students must choose at least one cognate from each group.)

Plan B. If German is the *primary* language, students are required to take the following *seven* courses: German 211, 221, 244, 351, 352, 401 and Modern Languages 402.

If German is the *secondary* language, students must take the following *five* courses: German 211, 221, 244, *either* 351 or 352, and 401.

Cognate courses. For majors under Plan B, cognates are not required, but strongly recommended.

All majors (Plan A and Plan B, both categories) will be required to pass a German language proficiency examination.

One course in Comparative Literature which includes the study of literature written in German may be counted toward either major.

FALL TERM

101. Intensive Elementary German I—Designed to develop a basic ability to read, write, understand and speak German. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take *both* 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1½ course credits.)—Devine

211. Intermediate German —Designed to enable the student to attain proficiency in reading German. Intensive practice in literary texts. Rapid review of essential principles of grammar. Prerequisite: German 102 or equivalent.—Devine

231. Modern German Literature in Translation—This survey will examine works of some of the representative major German writers of our century, including Kafka, Mann, Hesse, Brecht, Graß and Böll. Lectures, classroom discussion, reports and tests. Students taking this course for major credit will be required to do some readings in the original, and schedule supplementary meetings with the instructor. (Same as Modern Language 231C.)—Hasty

291. The Weimar Republic—Between 1918 and 1933, Germany embarked on an uncertain experiment in parliamentary democracy: the Weimar Republic. Born in revolution and undermined from within, the Weimar Republic collapsed with the advent of Nazism in 1933. This interdisciplinary course will examine how this happened, and why the Third Reich followed. In addition, it will explore the relationship of politics to culture, the interaction of modernism and anti-modernism, and the implications for our own times of the Weimar experiment. All work will be done in English; students wishing to count this course toward a major in German will do supplementary work in the language. (Same as History 291.)—Hasty, Kassow

351. The German Lyrik—A study of major German lyric poetry from Klopstock to modern times. Discussions, reading practice, oral reports, and tests. This course is required of Plan A majors and of Plan B majors when German is the primary language. Prerequisite. German 244 or equivalent and permission of the instructor.—Devine

[352(1). The German Novelle]—A study of a number of major *Novellen* by Goethe and representative 19th century writers. Lectures, discussions, reports, and tests. This course is required for Plan A majors and for Plan B majors when the primary language is German. Prerequisite: German 244 or equivalent and permission of the instructor.

391. Independent Study

401. Special Topic in German Studies—Intensive study of a selected author, genre, movement or theme. Prerequisites: at least one 300-level course in German literature or the equivalent, and permission of the instructor. This course is required of all senior majors (Plan A and Plan B, both kinds), but is open to *all* qualified students.—TBA

SPRING TERM

101(2). Intensive Elementary German I—Designed to develop a basic ability to read, write, understand and speak German. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take *both* 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1½ course credits.)—Hook

102. Intensive Elementary German II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of classwork, plus one required drill hour. Prerequisite: German 101, or equivalent. (1½ course credits.)—Devine

[214. Topics in German Culture and Civilization]—(Conducted in English.) This course will examine aspects of German culture and civilization from the perspective of readings on a topic or theme that will vary from semester to semester. Such topics could include, for example: a general survey of culture and civilization, a specific period (e.g., Classicism, Romanticism, etc.) a major writer and his times (e.g., Goethe), a theme (e.g., the development of German nationalism). Lectures, classroom discussion, reports and tests. Students taking this course for major credit will be required to do some readings in the original, and schedule supplementary meetings with the instructor.

221(2). German Conversation and Composition—Designed to enable the student to attain proficiency in understanding, speaking, and writing German and a good general knowledge of German life and culture. Prerequisite: German 211 or equivalent.—Hook

244. German Literature—A survey of German literature of the 18th and 19th centuries, including the periods of Enlightenment, *Sturm und Drang*, Classicism, Romanticism and Realism. Major works by such authors as Goethe, Schiller, Kleist, Hoffmann and Schnitzler will be read. All work will be done in German. This course is required for all German majors (both Plan A and Plan B). Prerequisite: German 221 or equivalent.—Hook

HEBREW

FALL TERM

101. Elementary Modern Hebrew I—A comprehensive introduction to speaking, reading and composition. Basic vocabulary and grammar will be methodically presented and reviewed. (Same as Area Studies 101H.)—Kussell

[201. Intermediate Modern Hebrew I]—This course continues the development of skills in conversation, composition and reading. Advanced grammar and syntax are introduced, as well as expanded readings from modern Israeli newspapers and literature. Prerequisite: Hebrew 102 or the equivalent. (Same as Area Studies 201H.)

SPRING TERM

102. Elementary Modern Hebrew II—A continuation of Hebrew 101. Prerequisite: Hebrew 101 or permission of the instructor. (Same as Area Studies 102H.)—Kussell

[202. Intermediate Modern Hebrew II]—A continuation of Hebrew 201. Prerequisite: Hebrew 201 or the equivalent. (Same as Area Studies 202H.)

ITALIAN

Plan A. For a major under this plan, students must have credit for *ten* courses in Italian language and literature beyond the 101 level. A course in Comparative Literature which includes Italian

literature, and *either* Elementary Linguistics *or* one course in the art, music or history of Italy, may also be counted toward the major. Two of the three survey courses (301, 302, 303) are required, as are Modern Languages 402 (Senior Seminar), and Italian 401 (Special Topic).

Majors under Plan A are also required to have *three* cognate courses, to be selected from among the following areas (at least one from each group). The same cognate course cannot count both for the major and the cognate course requirements. *Group I:* Courses in the art, history, music, performing arts, philosophy and social and political institutions of Italy. *Group II:* Courses in classical literature and/or mythology, modern languages and literatures, Latin and Greek language, methodology of literary analysis.

Plan B. If Italian is the *primary* language, students are required to take *seven* courses beyond the 101 level, including at least one of the 300-level survey courses, Italian 401, (Special Topic) and Modern Languages 402 (Senior Seminar). A paper linking some aspect of the two concentrations is also required.

If Italian is the *secondary* language, students are required to take *five* courses beyond the 101 level, including Italian 401 (Special Topic).

Cognate courses. For majors under Plan B, cognates are not required, but strongly recommended.

All majors (Plan A and Plan B, both categories) will be required to pass an Italian language proficiency examination.

All students of Italian are encouraged to enroll in the semester programs of the Trinity College/Rome Campus in Italy.

FALL TERM

101. Intensive Elementary Italian I—Designed to develop a basic ability to read, write, understand and speak Italian. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take *both* 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1½ course credits.)—Campo, Del Puppo

102(1). Intensive Elementary Italian II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of classwork, plus one required drill hour. Prerequisite: Italian 101 or equivalent. (1½ course credits.)—Palma

211. Intermediate Italian—Readings in a variety of texts which will illuminate aspects of contemporary Italian civilization and serve as the basis for oral expression and writing, aiming at a good command of the language. A review of important linguistic structures will be undertaken. Prerequisite: Italian 102, its equivalent or the permission of the instructor.—Palma

226(1). Italy Today: Italian Conversation—An introduction to contemporary Italian culture and society with emphasis on the development of conversational skills. Practice in oral expression on a variety of topics relating to contemporary political, economic and social issues. Prerequisites: Italian 211 or the equivalent, and permission of the instructor.—Del Puppo

[290. Italian Cinema: Fiction and Film]—A study and discussion of various literary works and an analysis of their cinematographic adaptations by noted Italian film directors: those of Verga's "House by the Medlar Tree" and di Lampedusa's "The Leopard" by Visconti; Bassani's "The Garden of the Finzi-Contini" by De Sica; Moravia's "Two Women" by De Sica and Moravia's "The Conformist" by Bertolucci; and others. The course will also consider the trend away from reliance on literary texts toward the development of personal expressions by such author/directors as Fellini, Antonioni and Wertmuller. Works will be read and discussed in English. Students wishing to apply this course toward the major in the Department of Modern Languages and Literatures will read the texts in the original and meet with the instructor in supplementary sessions to consider the original. Faithful attendance is required. (Same as Comparative Literature 290.)

[301. Italian Classics I: Poetry]—A survey of works from Dante to D'Annunzio (including Petrararch, Ariosto, Tasso, Marino, Foscolo, Leopardi, Carducci, among others). Emphasis will be on the historical evolution of lyric and narrative poetry, metrical forms and the poetic idiom.

Readings and discussion in Italian. Prerequisites: Italian 244 or the equivalent, and permission of the instructor.

303. Italian Classics III: Prose—A survey of works from Boccaccio to Verga (including Machiavelli, Castiglione, Galileo, Foscolo, Manzoni, among others), with consideration of the *questione della lingua* and of the evolution of the narrative tradition and prose style from medieval tales to the modern *novella*. Readings and discussion in Italian. Prerequisites: Italian 244 or the equivalent, and permission of the instructor.—Del Puppo

[351. Twentieth Century Poetry]—A critical study of works from Campana to Montale (including Saba, Ungaretti, Betocchi, Quasimodo and Zanzotto, among others), with special attention to the contributions of the Futurist movement, the school of *ermetismo* and the poetry of Quasimodo and Montale. Readings and discussion in Italian. Prerequisites: Italian 244 or the equivalent, and permission of the instructor.

387. Dante, the Classics and Anglo-American Literature—An intensive study of the *Divine Comedy* (in translation); its relation to the writings of classical authors (Vergil, Ovid, etc.); its influence on authors from Chaucer to Eliot. Students wishing to apply this course toward the major in the Department of Modern Languages and Literatures will read the text in the original and meet with the instructor in supplementary sessions to consider the original. (Same as Comparative Literature 387.)—Campo

391. Independent Study

401. Special Topic in Italian Studies—Intensive study of a selected author, genre, movement or theme. Prerequisites: at least one 300-level course in Italian literature or the equivalent, and permission of the instructor. This course is required of all senior majors (Plan A and Plan B, both kinds), but is open to all qualified students.—TBA

SPRING TERM

101(2). Intensive Elementary Italian I—Designed to develop a basic ability to read, write, understand and speak Italian. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take both 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1½ course credits.)—Palma

102. Intensive Elementary Italian II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of classwork, plus one required drill hour. Prerequisite: Italian 101 or equivalent. (1½ course credits.)—Repetti

211(2). Intermediate Italian—Readings in a variety of texts which will illuminate aspects of contemporary Italian civilization and serve as the basis for oral expression and writing, aiming at a good command of the language. A review of important linguistic structures will be undertaken. Prerequisite: Italian 102, its equivalent or the permission of the instructor.—Palma

234. Italy: From Franciscanism to Fascism and beyond—This course will attempt to define the essence of Modern Italy on the basis of its historical origins. We will examine such topics as the Italian landscape; man and soil; the tradition of craftsmanship; society and the artist; the relationship of Church and State; the classical heritage; the spiritual ferment of the waning Middle Ages (St. Francis, Dante); the human comedy (Boccaccio); the rise of Humanism (Petrarch) and the age of the Renaissance (Machiavelli, Leonardo and Michelangelo); the spirit of exploration (Polo, Columbus); contributions to science (Galileo, Marconi and Fermi) and to philosophy (Bruno, Vico, Croce); the Risorgimento movement (Mazzini, Garibaldi, Cavour) and its cultural manifestations in literature and music (Verdi); the rise and fall of Fascism; the challenge to and triumph of democracy. The viewing of documentary and other films will be part of the course, as will guest lectures. An oral presentation and a final paper will be required of each student. All work will be done in English.—Del Puppo

244. Introduction to Literature—Readings of representative theater, poetry and prose with the goal of developing the student's literary appreciation and competence in critical analysis. Special attention will be paid to the evolution of the various literary forms and the changing literary idiom from classical to modern styles. Readings and discussion in Italian. Prerequisites: Italian 211 or the equivalent, and permission of the instructor.—Bianchini

[302. Italian Classics II: Theater]—A survey of works from Ariosto to Verga (including Machiavelli, Goldoni, and Alfieri, among others), with consideration of the contribution of the *commedia dell'arte* and of the historical evolution of the genre from the liturgical drama to the theater of *verismo*. Readings and discussion in Italian. Prerequisites: Italian 244 or the equivalent, and permission of the instructor.

[350. Twentieth Century Theater]—A critical study of plays from Pirandello to Dario Fo (including Rosso di San Secondo, Betti, De Filippo, Fabbri, Natalia Ginzburg, among others), with special attention to the dramaturgical innovations of Pirandello, the *grotteschi*, dialect theater and avant garde tendencies. Readings and discussion in Italian. Prerequisites: Italian 224 or the equivalent, and permission of the instructor.

352. Twentieth Century Prose—A critical study of works from Svevo to Umberto Eco (including Moravia, Silone, Vittorini, Pavese, di Lampedusa and Calvino, among others), with special attention to the influence of American literature, Fascist censorship, the second World War, the Resistance movement and post-war experimentalism. Readings and discussion in Italian. Prerequisites: Italian 244 or the equivalent, and permission of the instructor.—Del Puppo

392. Independent Study

JAPANESE

FALL TERM

101. Intensive Elementary Japanese I—Designed to develop fundamental skill in both spoken and written modern Japanese. About 200 characters will be learned. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take *both* 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. Other than beginning students must have the permission of the instructor. (Same as Area Studies 101J.) (1½ course credits.)—Wagoner

201. Intensive Intermediate Japanese I—This course emphasizes the continued development of skill in spoken and written Japanese. Students will read more advanced texts, practice conversation, and be introduced to additional characters. In order to secure maximum proficiency, students should plan to take *both* 201 and 202 in sequence. Four hours of classwork, plus one required drill hour. Prerequisite: Japanese 102 or equivalent. (Same as Area Studies 201J.) (1½ course credits.)—Wagoner

SPRING TERM

102. Intensive Elementary Japanese II—Continuation of Japanese 101, with increased emphasis on conversational practice. An additional 120 characters will be learned. Students are expected to master most of the spoken patterns by the end of the semester. Four hours of classwork, plus one required drill hour. Prerequisite: Japanese 101 or equivalent. (Same as Area Studies 102J.) (1½ course credits.)—Wagoner

202. Intensive Intermediate Japanese II—Continuation of Japanese 201, with further emphasis on written and spoken development of the current idiom. Four hours of classwork, plus one required drill hour. Prerequisite: Japanese 201 or equivalent (Same as Area studies 202J.) (1½ course credits.)—Wagoner

LINGUISTICS

FALL TERM

[101. Elementary Linguistics]—Introduction to the nature and history of language and language study, with emphasis on the Indo-European language family. Descriptive treatment of various phonological, morphological, and syntactic systems and a careful analysis of English including such sociolinguistic aspects as sexist language, advertising, and profanity and obscenity. Lectures, discussions, reports, tests.

RUSSIAN

FALL TERM

Plan A majors are required to have *ten* credits in Russian. The following courses are required: Russian 211, 212, 221, 222, 401, and Modern Languages 402, and at least *two* of the literature courses (201, 251, 252, 255, 257 and 258). In addition, Plan A majors are required to take *three* cognate courses from the following groups (at least one course must be taken from Group I, and no more than two may be taken from any single group): *Group I*, courses in the history, fine arts, social and political institutions and economic systems of Russia and/or the Soviet Union; *Group II*, courses in Western literatures, classical languages and literatures and linguistics; *Group III*, courses in literary theory and critical methodology. One course in Comparative Literature which includes the study of Russian literature may be substituted for one of the required literature courses in the Plan A major.

Plan B majors whose *primary* concentration is Russian are required to have *seven* courses in Russian. The following courses are required: Russian 211, 212, 221, 222, 401 and Modern Languages 402, and one course from the literature group (201, 251, 252, 255, 257 or 258). A paper linking some aspect of the two concentrations is also required. Cognate courses from the above Plan A list are strongly recommended.

Plan B majors whose *secondary* concentration is Russian are required to have *five* courses in Russian. The following courses are required: Russian 211, 212, at least one course from the literature group (201, 251, 252, 255, 257 or 258 and 401). Cognate courses from the above Plan A list are strongly recommended.

All majors (Plan A and Plan B, both categories) will be required to pass a Russian language proficiency examination.

101. Intensive Elementary Russian I—Designed to develop a basic ability to read, write, understand and speak Russian. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take *both* 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1½ course credits.)—Any

[201. The Russian Short Story]—(Conducted in English.) A study of short prose forms in Russian literature, including the anecdote, folktale, story cycle, and novella. Students taking this course for major credit will be required to do some of the reading in the original, and schedule supplementary meetings with the instructor. (Same as Area Studies 213.)

211. Intermediate Russian I—A continuation of grammar study combined with readings on Russian culture aimed at improving the student's vocabulary and accuracy of expression. Conducted in Russian. Prerequisites: Russian 204 or equivalent and permission of the instructor.—Any

221. Advanced Russian—This course is designed to improve conversational and compositional skills through close reading, analysis and discussion of Russian literary, historical or journalistic texts. Conducted in Russian. Prerequisites: Russian 212 or equivalent and permission of the instructor.—Cienki

251. The Great Tradition of the Russian Novel—(Conducted in English.) This course will examine the aesthetic significance of works by major Russian novelists in the context of the social, political and intellectual currents of the time. Authors to be read, among others, will include some of the following: Tolstoy, Dostoevsky, Goncharov and Turgenev. Students taking this course for major credit will be required to do some of the reading in the original, and schedule supplementary meetings with the instructor. (Same as Area Studies 261.)—Spacek

[255. The Russian Drama]—(Conducted in English.) This course will consider the development of a native tradition in Russian drama from the late 18th century to the 20th century. Plays by Fonvizin, Pushkin, Gogol, Ostrovsky, Turgenev, Chekhov, Mayakovsky, Bulgakov and others will be read. Students taking this course for major credit will be required to do some of the reading in the original, and schedule supplementary meetings with the instructor.

[258(1). Tolstoy]—(Conducted in English.) An examination of Tolstoy's artistic development through the stages of his early fiction, the major novels of his middle period and the shorter

works following his spiritual crisis. Attention will also be given to his involvement with the social issues of his time and his role as a moral thinker. Students taking this course for major credit will be required to do some of the reading in the original, and schedule supplementary meetings with the instructor.

301. Poetry: Pushkin and His Heirs—Readings of nineteenth and twentieth century verse, including works from the Golden and Silver Ages of Russian poetry. Texts will be discussed from the points of view of their aesthetic and historical significance. This course will familiarize students with the classics of Russian poetry while also developing their critical skills. Stylistic analysis will refine students' knowledge of grammar; extensive discussion of texts will enhance oral proficiency. All readings and discussion in Russian. Prerequisites: Russian 221 and permission of the instructor.—Hasty

391. Independent Study

401. Special Topic in Russian Studies—Intensive study of selected author, genre, movement or theme. Prerequisites: at least one 300-level course in Russian literature or the equivalent, and permission of the instructor. This course is required of all senior majors (Plan A and Plan B, both kinds), but is open to *all* qualified students. Topic for '88-'89: The Literature of Alienation in Russia, 1825–1861 (Same as Modern Languages 231A.)—Any

SPRING TERM

102. Intensive Elementary Russian II—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class-work, plus one required drill hour. Prerequisite: Russian 101 or equivalent. (1½ course credits.)—Hasty

212. Intermediate Russian II—Continuation of grammar study in a reading and discussion course. Texts will be chosen from 19th and 20th century literary and historical writings. Conducted in Russian. Prerequisites: Russian 211 or equivalent, and permission of the instructor.—Cienki

222. Readings in Russian Literature—Close readings from some major aspects of Russian literature. Emphasis will be on discussion of ideas and stylistic analysis. Conducted in Russian. Prerequisites: Russian 221 or equivalent, and permission of the instructor.—Cienki

[228. Introduction to Russian Culture and Civilization from Medieval Times to the Present]—(Conducted in English.) This course explores the development of Russian culture through its folklore, medieval chronicles and tales, iconography, music, architecture and painting as they illustrate the following themes: religion, the individual and the state, outside cultural influences, the physical environment, the personal world of the individual. Students taking this course for major credit will be required to do some of the reading in the original, and schedule supplementary meetings with the instructor.

232. America through Russian Eyes—This course will examine the Russian images of America depicted in eye-witness accounts by prominent writers from the latter part of the nineteenth century to our own time, and will explore the literary, historical, and political factors that contributed to the shaping of these images. The texts provide an important perspective on Russian attitudes toward the United States and serve as a valuable background for the understanding of current opinions, illuminating some of the misconceptions that continue to affect the relationship between the two powers. (Same as Modern Languages 232C.)—Hasty

252. Soviet Russian Literature—(Conducted in English.) A survey of Soviet Russian literature from 1917 to the present including experimental prose of the twenties, the Socialist Realist novel, prison camp literature and contemporary satirists. Authors to be read, among others will include some of the following: Zamiatin, Olesha, Bulgakov, Pasternak, Solzhenitsyn, Voinovich and Ak-senov. Students taking this course for major credit will be required to do some of the reading in the original, and schedule supplementary meetings with the instructor.—Any

[257(2). Dostoevsky]—(Conducted in English.) This course examines Dostoevsky's major writings, first as works of art and then as meditations on the nature of man and his relation to himself, to society and to the world. Students taking this course for major credit will be required to do some of the reading in the original, and schedule supplementary meetings with the instructor.

302. Russian Prose Narrative—Intensive study of a major Russian novel of the nineteenth or twentieth century. Weekly reading assignments will be supplemented by oral reports, literary analysis, and exercises in translation. Students will play a significant role in leading class discussion. All readings and discussion in Russian. Prerequisites: Russian 301 and permission of the instructor.—Any

392. Independent Study

SPANISH

Plan A majors will be required to take *ten* courses beyond 102, among which they must take *either* Modern Latin American Culture (264) *or* The Making of Modern Spain (265); at least one course from the Spanish American Literature series *and* one from the Peninsular series; Introduction to Literary Criticism (291), Special Topic (401) and Modern Languages 402.

In addition, Plan A majors must also receive credit for *three* cognate courses, to be selected in consultation with their adviser, from the following areas (at least one from each group). *Group I:* Italian literature, French literature, English literature, European history, art history, history of philosophy, Latin and Greek language, classical literature and/or mythology, methodology of literary criticism, linguistics. *Group II:* Spanish or Latin American art, history, music, sociology, political science, Portuguese or Brazilian literature, philosophical thought in Spain or Latin America, and any courses in language, literature and culture in the Trinity-Córdoba program that are not already being counted toward the Plan A major.

Plan B majors whose *primary* language is Spanish are required to have *seven* courses beyond 102. These must include *either* Modern Latin American Culture (264) *or* The Making of Modern Spain (265); one course from the Spanish American literature series and one course from the Peninsular series; Introduction to Literary Criticism (291), Special Topic (401) and Modern Languages 402.

Plan B majors whose *secondary* language is Spanish are required to have *five* courses beyond 102. These must include at least two courses on the 300 level, and Spanish 401 (Special Topic).

For Plan B majors, the cognate courses from the above Plan A are strongly recommended.

All majors (Plan A and Plan B, both categories) will be required to pass a Spanish language proficiency examination. One course in Comparative Literature (provided it involves Literature in Spanish) may be substituted in the Plan A major.

FALL TERM

101. Intensive Elementary Spanish I—Designed to develop a basic ability to read, write, understand and speak Spanish. Since all linguistic skills cannot be fully developed in 101 alone, stress will be placed on the acquisition of basic structures, which it will be the function of 102 to develop and reinforce. Students who wish to acquire significant proficiency should therefore plan to take *both* 101 and 102 in sequence. Four hours of classwork, plus one required drill hour. Other than beginning students must have the permission of the instructor. (1½ course credits.)—González-Gerth

211. Intermediate Spanish—An intermediate course for those who have had two or three years of secondary school Spanish or one year of college Spanish. A thorough review of grammar combined with oral drill and practice. Improvement of translation skills will also be stressed. Prerequisite: Spanish 102 or equivalent.—Zapata

221. Advanced Grammar and Composition—Emphasis on composition work, in conjunction with a review of grammar, especially of the more difficult and subtle aspects, together with a consideration of stylistics. The writings of selected modern Hispanic authors will serve as models. Prerequisite: Spanish 216 or equivalent.—Kerson

264(1). Modern Latin American Culture—While emphasizing modern Latin America, this course provides an historical perspective to the social, political, economic, and cultural development of the Latin American nations. Lectures and selected readings provide the basis for class discussions and compositions in Spanish. Prerequisite: Spanish 221.—Zapata

291. Introduction to Literary Criticism—This course is designed to provide students with the techniques necessary for understanding and appreciating Hispanic literature. Texts representing poetry, prose and theatre will be examined from a variety of viewpoints, in order to develop critical skills and standard techniques of literary analysis. All work will be done in Spanish. This course is required of all Spanish majors (Plan A and Plan B). Prerequisite: Spanish 221 or equivalent.—Bianchini

[311. **The Colonial Experience and National Identity**]—Through essays and other literary forms, the contributions of the Spanish colonial experience and its consequent relation to present-day problems will be examined. Prerequisite: Spanish 221 or equivalent.

[316(1). **Studies in the Modern and Contemporary Spanish American Novel**]—Themes emphasized include the traditional novel vs. the "new novel," the novel of social conscience, revolution, the national situation, and the "aesthetic novel." Conducted in Spanish. Prerequisite: Spanish 221 or equivalent.

[325. **Readings in Spanish Classics: Theater**]—Representative masterpieces from the Golden Age to the 19th century will be read. A structural study of dramatic form and analysis of the works will be emphasized, together with an historical approach to literary movements. Prerequisite: Spanish 221 or equivalent.

[331. **Twentieth-century Spain: Theater**]—This course will examine representative works of the Spanish drama of the present century, emphasizing textual analysis and understanding of the dramatic mode, as well as the relationship between the works and their contemporary milieu. In Spanish. Prerequisite: Spanish 221 or equivalent.

[333. **Twentieth-century Spain: Prose**]—A study of representative works of both narrative and expository prose which illuminate the particular character of the Spanish production of this century. Stylistic analysis in an historical context. Conducted in Spanish. Prerequisite: Spanish 221.

344(1). **Spanish American Poetry from Modernism to the Present**—A study of the major poets from *modernismo* (1880s–1915) to the contemporary period. Emphasis will be on textual analysis and on an understanding of literary trends and historical perspectives. Conducted in Spanish. Prerequisite: Spanish 221. (Same as Area Studies 348.)—Bianchini

391. Independent Study

401. **Special Topic in Hispanic Studies**—Intensive study of a selected author, genre, movement or theme. Prerequisites: at least one 300-level course in Spanish literature or the equivalent, and permission of the instructor. This course is required of all senior majors (Plan A and Plan B, both kinds), but is open to *all* qualified students. Topic for '88-'89: La Generación De '98—Kerson

SPRING TERM

102. **Intensive Elementary Spanish II**—Continuation of 101, emphasizing oral practice, consolidation of basic grammar skills, compositions and reading comprehension. Four hours of class-work, plus one required drill hour. Prerequisite: Spanish 102 or equivalent. (1½ course credits.)—González-Gerth

216. **Intermediate Readings**—Readings and discussion of contemporary Spanish prose, treating varied material with a view to increasing vocabulary and fluency while reinforcing structural knowledge of the language. Emphasis will be placed on readings of both a cultural and literary nature, and attention will be given to the development of oral fluency and reading competence. Prerequisite: Spanish 211 or equivalent.—Zapata

226. **Spoken Spanish**—Intensive oral training through a brief study of phonetics, and the use of dramatic literature as well as short stories and articles on Hispanic themes and current events. Ample use will be made of audio-visual materials, including feature-length films of Spain and Spanish America. Prerequisite: Spanish 221 or the equivalent.—Zapata

232. **Latin American Literature**—An introduction to some of the major Latin American literary writers of the 19th and 20th centuries. Attention will be paid to the historical background and artistic interest of the texts to be read, and emphasis will be placed on the significance of these writings in the context of Latin American political, social and economic realities. No knowledge of Spanish is required. *This course may not count toward any major in Spanish.* (Same as Modern Languages 232B.)—Kerson

265. **The Making of Modern Spain**—This course will examine the political, social, economic, and cultural conditions of Spain with a view to understanding the contemporary scene in its historical context. Readings and discussion in Spanish. Prerequisite: Spanish 221.—Kerson

[326. **Readings in Spanish Classics: Poetry**]—This course will examine representative masterpieces from the Middle Ages to the nineteenth century. A study of poetic form and analysis

will take place in a historical framework. Conducted in Spanish. Prerequisite: Spanish 221 or equivalent.

[327(2). Readings in Spanish Classics: Prose]—This course will consider representative works from the fourteenth century onward, with special emphasis on the nineteenth century. Equal emphasis will be placed on textual analysis and literary history. Conducted in Spanish. Prerequisite: Spanish 221 or equivalent.

328. Cervantes—An analysis and interpretation of the complete text of *Don Quijote de la Mancha*, with attention given to Cervantes's biography as well as to the historical and cultural background. An introduction to the work of some of the great Cervantine scholars will be provided. Prerequisite: Spanish 221 or equivalent.—Bianchini

[332. Twentieth-century Spain: Poetry]—A study of modern and contemporary poetry through the successive waves of poetic movements. Textual analysis within an historical framework. In Spanish. Prerequisite: Spanish 221.

341(2). The Spanish American Short Story—A study of a broad variety of modern and contemporary short stories which reflect such tendencies as romanticism, realism, naturalism, modernism, surrealism, and "magic realism." The stories will be selected on the basis of their intrinsic merit and for the insights they provide into the Spanish American mentality, traditions, and way of life. Conducted in Spanish. Prerequisite: Spanish 221.—Zapata

392. Independent Study

PROGRAMA DE ESTUDIOS HISPANICOS EN CORDOBA (PRESHCO):

Trinity College, in affiliation with Brown University, Oberlin College, Smith College, Wellesley College, and The College of Wooster, now offers the following courses at the University of Córdoba, Spain. All courses are fully transferable and carry one credit each.

Fall Term 1988 and Spring Term 1989

Spanish 1300—Advanced Grammar, Composition, and Style

1400—Muslim Spain (History)

1401—Spanish-Muslim Art

1403—Andalusian Poetry

1404—Spain 1939–1976: The Franco Period

1405—Social and Political Reform Movements in 19th and 20th Century Spain

1406, 1407—Masterpieces on-the-scene (first and second semesters)*

1408—The Colonization of Mexico

1409—Archeology: The Phoenician and Punic Colonizations in the Iberian Peninsula

1411—History of the Spanish Economy: the 19th and 20th Centuries

1412—Literary Criticism

These courses are taught in Spanish by resident faculty at the University of Córdoba and are intended to supplement work in language, literature, and culture already begun at the home institution. All courses listed above are taught exclusively for PRESHCO students. For further information see Professor Kerson.

*This course will provide an opportunity to visit certain sites which have served as locales for some of the literary works studied.

Music

ASSOCIATE PROFESSOR MOSHELL, *Chairman*;

ASSISTANT PROFESSORS JOHNSON AND PLATOFF;

ASSISTANT DEAN OF THE FACULTY WOLDU;

VISITING LECTURER CARABILLO;

ASSOCIATED PERSONNEL: COLLEGE ORGANIST AND DIRECTOR OF CHAPEL MUSIC
ROSE; CHAPEL-COMPOSER-IN-RESIDENCE SMITH

THE MAJOR IN MUSIC—Twelve course credits, with grades of C- or better, are required: Music 101, 102, 201, 211, 212; five elective credits in Music, two of which must be at or above the 300-level; and the Senior Project, Music 418. Satisfactory completion of the General Examination is required in the senior year.

Students contemplating the major should take Music 101 and 102 in the freshman year, if possible.

Credit for musical performance will be granted in the following courses: Music 103, 104, 105, 106, 107, 108, 109, 110, 112, 119, and 408. All these except the last invite repeated enrollment; simultaneous enrollment in these courses may not exceed one credit. No more than four credits in musical performance may be counted toward fulfillment of the general credit-requirement for the bachelor's degree; no more than two may be counted toward fulfillment of the credit-requirement for the major in Music. Music 408 is not subject to these restrictions.

Cognate Courses—Because of the diversity inherent in the discipline, study, and business of music, it is difficult to isolate specific courses or areas as being preferentially cognate. For example, those students interested in music's relations to other performing arts would be directed to courses in Theatre Arts or Dance; those concerned with music as a force in society (including societies other than our own) might consider courses in Educational Studies, Psychology, or Intercultural Studies; those fascinated by music's acoustical properties or its application to computers should investigate courses in Physics, Mathematics, or Engineering; those pursuing liturgy-related studies should seek courses in Religion. The list could go on and on.

Particularly helpful, though, to any music major's curriculum would be an understanding of foreign languages (especially German, French, or Latin) and a basic grounding in European history since the Middle Ages.

Senior Exercise—All seniors are required to enroll in the Senior Project (Music 418) and to pass a General Examination in Music History and Theory. In addition, a student, if qualified, may elect to present a Senior Recital (Music 408).

Requirements for Honors in Music—Departmental honors are awarded to students who have demonstrated general academic excellence, attained a grade-point average in Music no lower than A-, and achieved distinction in the General Examination.

FALL TERM

101. Theory I—Study of the melodic, rhythmic, and harmonic practices of tonal music with development of a vocabulary of chordal description. A weekly practicum will stress ear-training (recognition of intervals, chords, rhythms, etc.) and its practical application at the keyboard. (1¼ course credits.)—Johnson

103. Concert Choir—The Concert Choir sings two programs each semester, with repertoire chosen mainly from the classical realm, though music in popular idioms is occasionally performed. Membership is by audition. (½ course credit.)—Moshell

107. Lessons—Individual instruction in voice, orchestral instruments, and keyboard (piano, organ, harpsichord), is offered by teachers invited to the College campus; credit may also be granted for lessons taken from outside teachers who have been approved by the Department. Fees for lessons (including those offered on campus at Trinity College) will be billed separately by the instructor or the institution, and are not included in the regular charges for tuition. Lessons will be provided free of charge, to music majors who are receiving grant assistance from the College. (½ course credit.)—Staff

109. Chamber Music—Compositions are selected for study based on the instrumentation available; students will prepare performances of these works. (½ course credit.)—Staff

[113(2). Traditional Musics of the World]—This course will survey traditional musics from several areas of the world, including Africa, Indonesia, India, Europe and Black America. Music will be examined as it relates to the aesthetic, religious, and communicative aspects of particular cultures. Readings and listenings will supplement lectures and demonstrations. No previous training in music is required. (Same as Area Studies 113(2).)

[117. Music in Black America]—A survey of the music of black Americans from the antebellum period to the 1960s, the emphasis being on the cultural functions of the music composed. Major genres include slave songs, blues, jazz, and the soul music of the 1960s. Readings from the works of black American novelists, essayists, and poets complement discussions of the music itself. (Same as American Studies 117 and Area Studies 117.)

119. Production Participation—Credit for participation in departmental musical-theater productions is open only to students with an interdisciplinary Minor in The Performing Arts. Students must register at the beginning of the production's rehearsal process. Offered only Pass/Fail.—Moshell

121. Introduction to the History of Musical Style—A course in music appreciation, stressing the development of skills in listening to and recognizing music from a variety of historical periods, from the medieval era to the present day. An introduction to the principles of musical notation will precede the stylistic survey. No previous knowledge of music is required. This course cannot be counted toward the music major.—Platoff

[200(1). Composition]—Individual projects in free composition, with emphasis on acquiring and developing techniques of achieving musical form and balance. When possible, student-compositions will be performed. Prerequisites: Music 101, or equivalent preparation and permission of the instructor.

182(1). American Music: An Historical Survey—This course gives a panoramic view of American music from the Colonial period to the present and explores the duality between the "cultivated" and "popular" (or vernacular) traditions. Genres to be studied include Anglo-American folk music, Afro-American folk music, music of the American Indian, church music, 19th-century theater music, and recent works of the classical tradition. No previous training in music is required.—Amos

201. Theory III—Study of the harmonic practices of the 18th, 19th, and 20th centuries, through the analysis of typical works, and compositional exercises modeled after those works. Technical details of keyboard-use, including Classical and Romantic chordal realizations, will be discussed in a required weekly practicum. Prerequisites: Music 102, or equivalent preparation and permission of the instructor. (1¼ course credits.)—Johnson

207. Conducting and Orchestration—Introduction to choral and orchestral conducting, supplemented by both practical and theoretical exercises in orchestration. Ability to read music is essential; background in music theory, though helpful, is not necessary.—Moshell

211. The History of Western Music I—An intensive survey of the development of musical style in Europe through the analysis of selected works from the medieval era to the death of J. S. Bach (1750). Prerequisite: Music 101 or permission of the instructor.—Platoff

218(1). The Psychology of Music—A broad survey of the aesthetic response to music. The course will cover: perception, memory, and cognitive processes; musical structure and compositional genius—are some composers better than others?; musical taste and cultural beliefs—does a culture's music have to sound the way it does?; possible explanations for changing aesthetic ideals; music in other cultures. No previous training in music is required. (Same as Psychology 218.)—Platoff

[315. Symphonic Literature: The Symphony and Concerto]—An intensive survey of many of the major works constituting the standard symphonic literature. Beginning with the Baroque concerto, the course will continue through the Classic and Romantic periods, and conclude with the 20th century contributions of Stravinsky, Schönberg, Bartók, and Prokofiev. Prerequisite: Music 102 or equivalent.

[323. Style in the Classical Period]—Survey and analysis of compositions of the period from 1750 to 1810, with special attention to the life and works of Wolfgang Amadeus Mozart. Prerequisite: Music 102, or equivalent preparation.

407. Senior Recital—See Music 408.

415. Special Studies in Music—Individual or group study and research on a selected topic under the guidance of a member of the Faculty in Music. Permission granted only to advanced students. Prerequisite: submission of a completed Independent Study form.—Staff

SPRING TERM

102. Theory II—Continuation of the study of the harmonic practices of tonal music; harmonization of chromatic melodies and basses. The weekly practicum will stress ear-training and the development of keyboard facility. Prerequisites: Music 101 or equivalent preparation, and permission of the instructor. (1¼ course credits.)—Johnson

104. Concert Choir—See Music 103.—Moshell

106. Orchestra—The orchestra performs several times a year, often in conjunction with the Concert Choir. Permission is required; membership is by audition. Two rehearsals a week.—Johnson

108. Lessons—See Music 107.—Staff

112. Jazz Improvisation—Through the study and performance of the melodic, harmonic, and rhythmic components of modern jazz theory, beginning and intermediate improvisers will develop and improve skills for performance in jazz and contemporary popular music.—Carabillo

119(2). Production Participation—See Fall Term.—Moshell

121(2). Introduction to the History of Musical Style—See Music 121.—Platoff

124. European Musical Theater in the Early Twentieth Century—Few periods have been as rife with creative artistic expression as the first three decades of the twentieth century. This course will examine ballet, opera, and "mixed entertainments" by such composers as Debussy, Ravel, Falla, Stravinsky, Bartók, Schönberg, and Weill, taking note of the developments in dance, drama, and the graphic arts (as well as in scientific and philosophical awareness) that complement breakthroughs in musical style and form. No previous training in music is required.—Moshell

162. Music in France 1850–1910—An intensive survey of the music and the musical climate in France from the mid-nineteenth century through the first decade of the twentieth century. The survey is interdisciplinary in approach, and incorporates trends in literature and the non-musical arts. Although no previous training in music is required, some familiarity with the French language is helpful.—Woldu

[172. The Contemporary Musical Theater]—An appreciation of the corpus of recent Broadway musicals that, beginning with Stephen Sondheim's *Company* (1970), brought new aesthetic and intellectual vigor to an art form grown stale on the outmoded formulas of Rodgers & Hammerstein and Lerner & Loewe. "Musical comedy" no longer constitutes an appropriate term for these works born of contemporary consciousness and realism, works influenced by some of the most advanced streams of 20th-century artistic thought. Works to be studied include *Hair*, *Pippin*, *The Wiz*, *A Chorus Line*, *Cats*, and many others. No previous training in music is required. (Same as American Studies 172.)

174. Jazz: 1900 to the Present—Through listening, discussion, and reading, this course will survey the development of jazz from ragtime and pre-jazz through New Orleans swing, be-bop, and modern jazz. Among composers and performers to be studied include Louis Armstrong, John Coltrane, Miles Davis, Duke Ellington, Scott Joplin, Thelonious Monk, Charles Parker, and Woody Shaw. No previous training in music is required.—Carabillo

212. The History of Western Music II—An intensive survey of the development of musical style in Europe and the United States through the analysis of selected works from the early Classic period (ca. 1750) to the present day. Prerequisite: Music 211, or Music 101 and 102, or permission of the instructor.—Platoff

[321(2). Style in the Renaissance]—Survey and analysis of compositions of the period from 1400 to 1600, with special attention to the life and works of Giovanni Pierluigi da Palestrina. Prerequisite: Music 102, or equivalent preparation.

[322. Style in the Baroque Period]—Survey and analysis of compositions of the period from 1600 to 1750, with special attention to the life and works of Johann Sebastian Bach and George Friedrich Handel. Prerequisite: Music 102, or equivalent preparation.

[324. The Age of Beethoven]—A study of the life and works of Ludwig van Beethoven, concentrating on the development of his mature musical style and his enormous influence on later 19th-century composers. Prerequisite: Music 101 and 102, or permission of the instructor.

325. Topics in Nineteenth Century Music—The life and works of Franz Schubert, as seen against the backdrop of Viennese musical life 1800–1830. Topics to be addressed include: composing in the shadow of Beethoven; new solutions to problems of form and harmony; and the reception in Europe, both contemporary and posthumous, of Schubert's work. Prerequisite: Music 102, or equivalent preparation.—Johnson

[326. Topics in Twentieth Century Music]—An examination of several major creative directions in early 20th century music (impressionism, expressionism, neo-classicism, serialism), with concentration on the works of Debussy, Ravel, Schönberg, Berg, Stravinsky, and Prokofiev. Prerequisite: Music 102, or equivalent preparation.

408. Senior Recital—The preparation and presentation of a full-length program. Enrollment is subject to the approval of the Faculty in Music, and will be granted upon successful audition. Interested students should consult with the Chairman as early, if possible, as the beginning of the Fall Term to discuss the requirements for presentation. The course is open to non-majors. This course does not fulfill the requirement for the major of an elective credit at or above the 300 level.—Staff

416. Special Studies in Music—See Music 415.—Staff

418. Senior Project—A guided project to take the form of either a written thesis or a performance presentation. Required of all majors in Music.—Staff

Philosophy

PROFESSOR HYLAND, *Chairman*;

PROFESSORS W. M. BROWN**, DELONG*, LANG, AND R. T. LEE; ASSISTANT
PROFESSORS LLOYD AND WADE; VISITING ASSOCIATE PROFESSOR UTZ; VISITING
ASSISTANT PROFESSOR TRESS

PHILOSOPHY MAJOR—Eleven courses in philosophy, with a grade of C– in each, including Critical Thinking, Symbolic Logic (or Advanced Logic), any three courses in the History of Philosophy sequence (301–306), and at least two courses at the 400 level or in a major figure (Philosophy 320) excluding individualized courses. Philosophy majors cannot count both Philosophical Themes in Western Culture, Philosophy 101, and Problems of Philosophy, Philosophy 201, toward the courses required for the major. Majors are expected to participate in symposia with members of the Department and invited speakers to discuss topics of philosophical interest and importance. Majors must also successfully complete the Senior Exercise (see below). In order to qualify for honors, students must take the Senior Thesis. They must achieve at least a grade of A– in it as well as a Departmental average of at least an A–.

COGNATE COURSES—A good philosopher should know at least a little something about everything. Hence any course, any job, any friendship, any bit of recreation is valuable if you reflect on it and learn from it.

But there are some courses to which students of philosophy should give special consideration. Philosophical works often require slow, painstaking reading; the study of a foreign language, particularly Greek, is usually effective in encouraging the habit of careful attention to a text. Students who have the ability to work with a computer language may find that this provides a similar discipline. If the student is considering graduate study in philosophy, then some competence in French or German is especially recommended.

A student of philosophy should not be a stranger to modern science. Any good science course (including the behavioral sciences) is valuable, but a course in Physics should get first consideration.

Most important of all is a broad familiarity with the religious and humanistic culture of the West. Most philosophers are also scholars; they are educated people. In order to understand them one has to have read widely in non-philosophical books. Hence courses from the departments of English, Religion, History and Fine Arts should be elected. We recommend that the student find out which courses require the most reading, and take those.

*Sabbatical Leave, Fall Term

**Sabbatical Leave, Spring Term

We require no particular non-departmental course as part of the major. Rather, we encourage all students who are interested in a philosophical education to talk to one or more of the members of the department about their abilities and interests. We will then be able to recommend a course of study that will make sense for each individual.

SENIOR EXERCISE—Every spring the department will sponsor a philosophical conference, as a culmination of a series of regularly scheduled colloquia. Senior majors will read their own papers, and will comment on papers given by their colleagues. Papers will be given on a variety of topics, and the meetings will be open to the public. The conference will include a meal for the majors, the members of the department, and their guests.

The departmental offerings are divided into five types of courses:

- I. *Introductory Courses.* There is no single or best way to be introduced to philosophy and the Department offers a number of quite different introductory courses. If you are in doubt as to the best course for you, see the Department Chairman.
- II. *Historical Courses.* A good grounding in the history of philosophy is an essential feature of the major. Each of the courses requires permission of the instructor. In general, these courses are recommended as beginning courses only for the more able student, or for the student who has had some previous work in philosophy.
- III. *Topic Courses.* These courses deal with various disciplines and are designed for the non-major and major alike. Students who have a major or a strong interest in history, or language, or mathematics, etc., are urged to consider courses in the Philosophy of History, Philosophy of Language, Philosophy of Mathematics, etc. The prerequisites are an introductory course in philosophy, or at least one course in the discipline in question.
- IV. *Theory Courses.* These are mainly advanced courses for majors. Permission of the instructor is required.
- V. *Individualized Courses.* These courses give students an opportunity to design, in conjunction with an adviser in the department, their own course of study. The student should see the Department Chairman if in doubt as to who might be an appropriate adviser for a given topic.

Students should note that there are a number of courses where the choice of topics will be determined year by year. The department welcomes students' opinions on these matters and will hold a meeting each year with majors (and other interested students) before determining the choice. At other times students should indicate their preferences directly to the Department Chairman.

I. *Introductory Courses*

A. *Historical Emphasis*

101. **Philosophical Themes in Western Culture**
102. **Political Philosophy in Western Culture**
207. **Philosophy and the Rise of Science**
208. **Jewish Mysticism**
210. **American Philosophy**
211. **Jewish Philosophy**

B. *Topic Emphasis*

209. **Persons and Sexes**
212. **Social Justice**
213. **Philosophy of Sport**
214. **Philosophy of Art**
215. **Medical Ethics**
216. **Philosophy of Law**

- 217. **Philosophy in Literature**
- 218. **Philosophy of Psychology**

C. Theory Emphasis

- 105. **Critical Thinking**
- 201. **Problems of Philosophy**
- 203. **Ethics**
- 205. **Symbolic Logic**
- 206. **Business Ethics**
- 220. **Introduction to Cognitive Science**
- 221. **Ethics and International Community**
- 222. **Existentialism**
- 224. **Theory of Knowledge**
- 226. **Computers and Philosophy**
- 230. **General Topics in Philosophy**

II. Historical Courses

- 301. **History of Philosophy (I): The Presocratics to Augustine**
- 302. **History of Philosophy (II): Augustine up to Descartes**
- 303. **History of Philosophy (III): Descartes through Berkeley**
- 304. **History of Philosophy (IV): Hume to the end of the 19th century**
- 305. **History of Philosophy (V): Twentieth-century Philosophical Analysis**
- 306. **History of Philosophy (VI): Twentieth-century Continental Philosophy**

320. Major Figures in Philosophy—Each year the Department will offer at least one course entirely devoted to a close reading, analysis and critique of the major works of one or more important philosophers such as Plato, Aristotle, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, Marx, Nietzsche, Freud, Whitehead, Heidegger and Wittgenstein.

III. Topic Courses

330. Seminar in Topical Studies—In addition to the above courses the Department will occasionally be able to offer seminars on topics in which there has not been enough sustained interest to justify a yearly offering. Examples include the Philosophy of Science, of Education, of Social Science, of Mathematics, of Biology, and of Economics.

IV. Theory Courses

- 401. **Epistemology**
- 402. **Metaphysics**
- 403. **Moral Philosophy**
- 404. **Political Philosophy**

405. Seminar in Systematic Philosophy—An intensive investigation of some area of philosophy. The topic will be determined from year to year on the basis of student and faculty interest. The Department can offer such courses as Phenomenology, Political Philosophy, Axiology, Metaphilosophy.

406. Seminar in Types of Philosophy—A seminar devoted entirely to the study of one of the major philosophical schools, such as idealism, pragmatism, rationalism, empiricism.

407. Seminar in Philosophical Problems—A study of some important philosophical problem such as the freedom of the will, the concept of space or time, the mind-body problem, the nature of meaning.

408. Advanced Logic

V. Individualized Courses

450. Independent Study—Independent, intensive study in a field of special interest requiring a wide range of reading and resulting in an extended paper. Normally there will be only a few meetings with the supervisor during the course of the semester.

460. Tutorial—An in-depth study of a topic of mutual special interest to the student and teacher. Frequent periodic meetings (usually weekly) will provide an opportunity for extensive and detailed discussions on a one-to-one basis.

462. Teaching Assistant—Work conducted in close consultation with the instructor of a single course and participation in teaching that course. Duties for a teaching assistant may include, for example, holding review sessions, grading papers, or teaching the class itself. In addition, a paper may be required from the teaching assistant.

471-2. Senior Thesis—A two-credit course culminating in an extended paper to be read by two or more members of the Department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy. In order to be eligible for this course a student must have an A-average in the major or must successfully petition the Department for an exemption.

FALL TERM

102(1). Political Philosophy in Western Culture—This course will consider some of the foundational issues of political philosophy such as the conflict between individual liberty and social welfare, the criteria for just distribution of wealth, the concept of equality and the ideal forms of social cooperation. We will read from the works of some of the major political philosophers such as Plato, Aristotle, Hobbes, Locke, Machiavelli, Rousseau, Hegel and Marx. Enrollment limited to 30.—Tress

105. Critical Thinking—The study of effective argument and reasoning. The tools of informal logic will be applied in many practical contexts to expand the critical understanding of reasoning and persuasion in ordinary language. Enrollment limited to 30.—Lloyd

201. Problems of Philosophy—An introductory treatment of some fundamental problems of philosophy, such as the limits of human knowledge, the nature of freedom, the existence of God, and the justification of moral arguments. Both classical and contemporary authors will be consulted. Enrollment limited to 30.—Lee, R.T.

214(1). Philosophy of Art—What is the definition of art? What makes a work of art good? What are the defining features and interesting philosophical issues in specific genres of art? We will approach these questions through classic and contemporary philosophical sources, and measure them against our own experiences of art, especially modernist and post-modernist works. Genres to be considered may include visual art, music, film, photography, or literature, according to class interests. Enrollment limited to 30.—Lloyd

215. Medical Ethics—This course will take up ethical, political and legal issues relevant to the medical profession and patient population. Topics will include: death with dignity, treatment with dignity, abortion, mercy-killing, patient consent, the nature of physical versus mental illness, medical experimentation, and the socially conscious distribution of medical resources. Enrollment limited to 30.—Wade

216(1). Philosophy of Law—This course will consider perennial topics in philosophy of law, primarily from the standpoint of the most important recent writings in the field. We will discuss such topics as the concept of law, positivism and naturalism, the nature of judicial and legislative decision-making, the justification of legal constraint, the nature of rights, the relation of morality and law, utilitarianism and law, and criminal responsibility. Enrollment limited to 30.—Utz

221. Ethics and International Community—It is generally agreed that a nation and its citizens have moral rights and obligations with respect to one another. But do these rights and obligations extend beyond national boundaries? Does a wealthy nation have an obligation to provide

aid to starving citizens of other nations? Do wealthy individuals have an obligation to alleviate the suffering of persons with whom they do not share nationality? This course seeks to assist students in formulating and evaluating answers to these and other questions concerning international relations. Enrollment limited to 30. (Same as Area Studies 221.)—Wade

230(1). Theories of Human Nature—Explanations of human nature take several forms. Some philosophers ask, what is the nature of man, implying that there is a single human nature—e.g., man is a rational animal—shared by all men (and women). Others ask what is the nature of man and of woman, taking gender as essential to human nature (or natures). Men and women may differ genetically, hormonally, or socially. Most recently, questions of human nature focus on intelligence as the supreme mark of humanity; here gender, race and class are all relevant issues. Man may be a rational animal, but some of us are more rational than others. In this course, we shall explore a variety of issues. Can there be a model of human nature which is neutral to gender? Do men and women have different natures—if so, what is the evidence for their difference(s)? Is intelligence the highest mark of humanity and, if so, can it be measured without cultural bias? This course will include readings such as Plato, *Republic*; Aristotle, *Politics*; Locke, *Essay On Human Understanding*; Rousseau, *Emilie*; J.S. Mill, *On the Subjection of Women*; Marx, *The German Ideology*; S. de Beauvoir, *The Second Sex*; A. Fausto-Sterling, *Myths of Gender*; and S.J. Gould, *The Mismeasure of Man*. Enrollment limited to 30. (Same as Women's Studies 230.)—Tress

301. History of Philosophy (I): The Presocratics to Augustine—History of ancient and early medieval philosophy, concentrating on the Presocratics, Plato, Aristotle. Enrollment limited to 20.—Lang

303. History of Philosophy (III): Descartes through Berkeley—The history of Western philosophy with major attention given to Descartes, Spinoza, Leibniz, Hobbes, Locke and Berkeley. Enrollment limited to 20.—R. T. Lee

305. 20th Century Philosophical Analysis—Philosophy, said Wittgenstein, is the 'bewitchment of the intelligence by means of language,' and in his later work he sought to counter the thralldom of language by investigating its many uses. So have other writers from Russell, Ayer and Ryle to the American philosophers Quine and Goodman. Their approach to philosophy, influenced by spectacular developments in logic and science, was largely 'analytic,' but their aims were traditional: to limn the prospect of human knowledge and release human intelligence from confusion and superstition. We will study their writings to understand their approach and to assess what it is to do philosophy in the twentieth century. Enrollment limited to 30.—Brown, W.M.

330(1)A. Problems in the Foundations of Public Policy—The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals, and capital punishment are among the topics to be considered. (Same as Urban & Environmental Studies 402(1).) Enrollment limited to 30.—Wade

404(1). Political Philosophy—How can one's falling into poverty give one a right to the legitimate earnings of others? How can the ideal of equal welfare be upheld where it decreases the incentives for production and decreases the wealth available to all? We will analyze the fundamental assumptions and difficulties of individual rights and equal opportunity. Rawls' *A Theory of Justice* and Novicks' *Anarchy, State and Utopia* will be analyzed and compared in relation to the range of critical literature on their work. Enrollment limited to 20.—Wade

406(1). Classical American Philosophy—A survey of American Philosophy of the "classic period": Peirce, James, Royce, Santayana, Dewey, and Mead. Selections from their works and interpretive essays will be used. Enrollment limited to 20.—Lee, R.T.

407. Metaphysics: Plato, and Aristotle—We shall study carefully selected works of the genuine founder of metaphysics as a discipline, Aristotle, and his great predecessor, Plato, for whom metaphysics did not yet exist. In so doing, we shall get a clearer sense of what metaphysics is and, in addition, study a number of important metaphysical problems both in their metaphysical and pre-metaphysical formulations. These will include the problem of first principles, the nature of being and non-being, the good and its relation to being, form and the problem of causality. Enrollment limited to 20.—Lang

450(1). Independent Study—Independent, intensive study in a field of special interest requiring a wide range of reading and resulting in an extended paper. Normally there will be only a few meetings with the supervisor during the course of the semester.—Staff

460(1). Tutorial—An in-depth study of a topic of mutual special interest to the student and teacher. Frequent periodic meetings (usually weekly) will provide an opportunity for extensive and detailed discussions on a one-to-one basis.—Staff

462(1). Teaching Assistant—Work conducted in close consultation with the instructor of a single course and participation in teaching that course. Duties for a teaching assistant may include, for example, holding review sessions, grading papers, or teaching the class itself. In addition, a paper may be required from the teaching assistant.

471-2. Senior Thesis—A two-credit course culminating in an extended paper to be read by two or more members of the Department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy. In order to be eligible for this course a student must have an A- average in the major or must successfully petition the Department for an exemption.—Staff

SPRING TERM

101(2). Philosophical Themes in Western Culture—This course will raise some of the fundamental issues in philosophy, such as the question "What is philosophy?" the nature and limits of knowledge, freedom of the will, and what it is to be human. We will study in detail selected works of some of the major philosophers in the Western tradition, such as Plato, Aristotle, Descartes, Hume, Kant, Nietzsche and Sartre. Enrollment limited to 30.—Tress

105(2). Critical Thinking—The study of effective argument and reasoning. The tools of informal logic will be applied in many practical contexts to expand the critical understanding of reasoning and persuasion in ordinary language. Enrollment limited to 50.—Lloyd

203(2). Ethics—An introductory study of values, virtues, and right action. Major concepts of ethical theory (goodness, responsibility, freedom, respect for persons and moral will) will be examined through a study of Aristotle, Kant, and Mill. The course is not primarily a historical survey, but rather attempts to clarify in systematic fashion both moral concepts and moral action. Enrollment limited to 30.—R. T. Lee

205(2). Symbolic Logic—An introduction to the use of symbols in reasoning. The propositional calculus and quantification theory will be studied. This background knowledge will prepare the student to look at the relation of logic to linguistics, computer science, mathematics and philosophy. Enrollment limited to 50.—DeLong

206. Business Ethics—This course will examine three types of issues: (1) ethical issues internal to the business profession such as codes of ethics, discrimination in hiring and firing, international bribery; (2) consumer rights and corporate responsibility to social groups; (3) such alternatives to the traditional structure of labor and management such as employee-owned businesses and producer cooperatives. Enrollment limited to 30.—TBA

211(2). Jewish Philosophy—This course provides an introduction to the major themes and thinkers of Medieval and Modern Jewish philosophy. We will study how Plato, Aristotle and other non-Jewish philosophers found their Jewish voice in the likes of Philo, Saadia Gaon, Judah Halevi, Maimonides and Mendelssohn. Issues to be considered are the relationship between reason and revelation, the concept of monotheism, the nature of prophecy and the Jewish tradition, and the problem of evil. Extensive use of original sources in translation will be complemented by interpretive studies. (Same as Religion 207.)—Kiener

212. Social Justice—In this course we will critically assess some of the principles of just economic distribution proposed by various philosophers. Among the questions we will pose are: What sorts of principles are least restrictive of individual liberty? What sorts of principles best promote equality of opportunity? What sorts of principles are most likely to be compatible with efficient production of wealth? Enrollment limited to 30.—Wade

213(2). Philosophy of Sport—This is an introductory course designed to exhibit the Socratic thesis that the "material" for philosophic reflection is present in our everyday experiences, even in activities which we may consider "non-intellectual," if only they are reflected upon properly. Accordingly, we shall take up the related themes of sport, athletics, and play in order to show

that an adequate understanding of them requires, and is indeed answerable from, philosophic understanding. The course will begin with such issues as the social significance of sport and play, the psychological significance, competition, and the pursuit of excellence. By showing that these dimensions, although important and insightful, cannot possibly offer a comprehensive account of the significance of play for man, we shall attempt to move toward an understanding of play as a stance toward the world, a stance that can be affirmed or denied only upon the basis of a philosophical conception of human nature. Enrollment limited to 50.—Hyland

217(2). Philosophy in Literature—Philosophical ideas can be expressed and defended in many media. Through the study of fictional and factual narratives, we will explore the overlapping boundaries of philosophy and literature. In Spring 1989, the course will focus on the theme of evil. Authors discussed will include Plato, Aristotle, Dante, Shakespeare, Dostoevsky, Stevenson, Conrad, Arendt, and Wiesel. Enrollment limited to 50. (Same as Comparative Literature 217.)—Lloyd

220. Introduction to Cognitive Science—A survey of the new sciences of the mind. We will discuss the nature of representation, perception, and cognition, and the prospects for an empirical science of the human mind. Disciplines illuminating these issues include philosophy, cognitive psychology, artificial intelligence, linguistics, and neuroscience. Enrollment limited to 50. (Same as Psychology 220.)—Lloyd

222. Existentialism—A study of the philosophical background of existentialism and of a number of principal existentialistic texts by such writers as Kierkegaard, Heidegger, Camus and Sartre. Enrollment limited to 30. (Same as Comparative Literature 222.)—Tress

302. History of Philosophy (II): Augustine up to Descartes—A study of representative Christian, Islamic and Jewish thinkers of the medieval period. Discussion will focus on such major issues as the existence of God, the problem of evil, the nature of universals, the role of the prophet and the relation between philosophical reason and religious faith. Attention will also be paid to the cultural, historical and religious climates which helped influence the unique scholastic doctrines under discussion. (Same as Religion 302.) Enrollment limited to 30.—Lang

304. History of Philosophy (IV): Hume to the end of the 19th Century—A history of western philosophy, with emphasis on Hume, Kant, Hegel, Kierkegaard, Marx, Nietzsche. Enrollment limited to 30.—Wade

320A. Descartes—A study of the main philosophical writings of Rene Descartes, and of some of the recent critical work of Descartes. Special attention will be paid to those aspects of Cartesianism that are still alive and well (representationalism, dualism, direct access to mental contents). Enrollment limited to 20.—Lee, R.T.

320B. Nietzsche—Nietzsche is one of those thinkers whose influence on our culture has been far wider than the number of people who have actually read him. Through a careful study of this 19th century thinker's major work, *Thus Spoke Zarathustra*, we shall examine his own claim to be thinking the most challenging thoughts of the next century. Enrollment limited to 20.—Hyland

330. Philosophy of Religion—A discussion of some of the philosophical problems that arise out of reflection on religion; the nature of religion and its relation to science, art, and morality; the nature of religious and theological language; the concept of God; the problem of evil; the justification of religious belief. Enrollment limited to 20.—DeLong

404. Political Philosophy—How can one's falling into poverty give one a right to the legitimate earnings of others? How can the ideal of equal welfare be upheld where it decreases the incentives for production and decreases the wealth available to all? We will analyze the fundamental assumptions and difficulties of individual rights and equal opportunity. Enrollment limited to 20.—DeLong

450. Independent Study—Independent, intensive study in a field of special interest requiring a wide range of reading and resulting in an extended paper. Normally there will be only a few meetings with the supervisor during the course of the semester.—Staff

460. Tutorial—An in-depth study of a topic of mutual special interest to the student and teacher. Frequent periodic meetings (usually weekly) will provide an opportunity for extensive and detailed discussions on a one-to-one basis.—Staff

462. Teaching Assistant—Work conducted in close consultation with the instructor of a single course and participation in teaching that course. Duties for a teaching assistant may include, for

example, holding review sessions, grading papers, or teaching the class itself. In addition, a paper may be required from the teaching assistant.

471-2. Senior Thesis—A two-credit course culminating in an extended paper to be ready by two or more members of the Department. It may be organized like a tutorial or independent study. This is a required course for all students who wish to graduate with honors in philosophy. In order to be eligible for this course a student must have an A- average in the major or must successfully petition the Department for an exemption.—Staff

Physical Education

ASSOCIATE PROFESSOR HAZELTON, *Chairman*; PROFESSORS MC PHEE, D. MILLER, AND SHULTS; ASSOCIATE PROFESSORS DARR AND SHEPPARD; ASSISTANT PROFESSOR PINE; INSTRUCTOR BARTLETT; MR. APFELBAUM, MR. FOSTER, MR. HAMEL, MS. HOGAN, AND MR. OGRODNIK

Courses in physical education are offered on a quarter basis, i.e., two courses a semester, and four courses in an academic year. Academic credit, up to a maximum of one credit, for 4 years, may be earned at a rate of $\frac{1}{4}$ course credit for successful completion of $\frac{1}{4}$ of course work. Grades will be given unless the student elects to participate on a pass/fail basis. The pass/fail option in physical education is permitted in addition to the one permitted for academic courses. Classes will be offered on the same starting time schedule as all academic classes, but will end earlier due to dressing time.

Note: All Physical Education courses earn $\frac{1}{4}$ credit.

The physical education program is designed to meet individual interests and needs. A variety of activities are available which serve to augment health and physical fitness, develop recreational and leisure time skills, initiate and facilitate functional and aesthetic body movement, impart knowledge in the area of skills performance, game strategy and rules, and an in-depth understanding of sports coaching, recreational leadership, and first aid.

Specific courses include:

I Aquatics

- Beginning Swimming
- Intermediate Swimming
- Advanced Swimming
- Lifesaving I
- Lifesaving II
- Water Safety Instructor I
- Water Safety Instructor II

II Racquets

- Squash I
- Squash II
- Beginning Tennis
- Intermediate Tennis
- Advanced Tennis
- Badminton I
- Badminton II

III Fitness

- Aerobics (co-ed)
- Physical Development (men)
- Beginning Body Mechanics (women)
- Advanced Body Mechanics (women)

IV Individual and Combatives

- Golf
- Beginning Taekwondo
- Advanced Taekwondo
- Beginning Fencing
- Advanced Fencing
- Archery

V Classroom

- Medical Self Help (First Aid)
- Coaching Seminar

VI Other

- Volleyball
- Skiing
- Scuba

Courses, unless otherwise noted, will be offered on a coeducational basis. Attire appropriate to each activity and attendance requirements will be determined by the individual class instructor.

During the first week of each quarter, students may drop or add courses with the permission of their faculty advisor and the instructor of the course added. Following one week, Final Registration Day occurs and no more courses may be added and courses dropped are recorded and

marked DR on the record card. Courses may be dropped up to and including the last day of classes during that quarter.

Course offerings and the instructors are now listed in the "Schedule of Classes" and registration for Physical Education courses shall be done at the same time and on the same form as academic course registration.

101. Beginning Swimming—A course primarily for non-swimmers. Covers water acclimatization, floating, treading water, bobbing, lead-up strokes, human stroke, and sculling.

102. Intermediate Swimming—This is a course designed for the swimmer of limited skill and experience. It will have as an objective the development of aquatic skills and attitudes which will encourage the enjoyment of swimming as a lifelong recreational activity. Stroke correction and instruction will concentrate on selected basic strokes. Instruction on turns and entering the water will also be given.

103. Advanced Swimming—This course is designed for the swimmer who has a fair amount of skill and experience. It is designed to refine rather than develop aquatic skills and techniques. Time will be spent on stroke analysis and stroke mechanics. Water work will be devoted to stroke drills and to overdistance, Fartlek, and interval swims. Emphasis will be upon freestyle, back-crawl, breaststroke, and selected survival strokes. Prerequisite: P.E. 102 or permission.

201. Lifesaving I—This course will combine a CPR module with elementary forms of basic water and swimming rescues. Text required.

202. Lifesaving II—This course will include a first aid module with emphasis on defense release methods of rescue and preventative and escape lifeguarding training. Completion of this course leads to Advanced Lifesaving Certification. Text required. Prerequisite: P.E. 201.

203. Water Safety Instructor I—This course will involve theories of learning. Group interaction and dynamics, practice teaching, and teaching methods will be explored. Text and fee required. Prerequisite: ALS Certification.

204. Water Safety Instructor II—This course will include course management and lesson plans. Communication skills and various teaching approaches will be explored. Evaluation techniques will be emphasized. Text required. Course leads to Water Safety Instructor Certification. Prerequisite: P.E. 203.

111. Squash I—Basic fundamentals of squash racquets including racquet grip, service, return of serve, court position, basic strokes and elementary strategy. Racquets available. Enrollment limited to 12.

211. Squash II—A review of basic skills followed by instruction in advanced shots such as the lob, cross-court, corner shot, drop shot; control of ball and court position emphasized. Racquets available. Prerequisite: P.E. 111 or permission. Enrollment limited to 12.

112. Beginning Tennis—Instruction will concentrate on the fundamental tennis strokes: forehand, backhand, serve, and volley. Knowledge of rules, game procedures, and tennis etiquette will be emphasized. Racquets available. Enrollment limited to 12.

212. Intermediate Tennis—To increase proficiency by reviewing and modifying the basic ground strokes in tennis. To develop individual and new strokes; lob and overhead, and to introduce basic singles and doubles strategy. Racquets available. Prerequisite: P.E. 112 or permission. Enrollment limited to 12.

312. Advanced Tennis—To cover tennis skills at a more advanced level. To introduce the approach shot, passing shots, spin serve and to emphasize the strategic use of these strokes in advanced singles and doubles play. Racquets available. Prerequisite: P.E. 212 or permission. Enrollment limited to 12.

113. Badminton I—Emphasis will be on the basic strokes and strategy of badminton, rules, and etiquette. Students will have the opportunity to play both singles and doubles. Enrollment limited to 12.

213. Badminton II—A review of the skills introduced in P.E. 113. Emphasis will be placed on advanced-level strokes, footwork, and strategy. Play will be at a higher competitive level. Prerequisite: P.E. 113 or permission. Enrollment limited to 12.

123. Aerobics—A coeducational fitness course based on an aerobic exercise regimen for improvement of muscle tone, coordination, and cardiovascular conditioning. Instruction will pro-

vide safe and proper techniques of stretching and breathing and will include choreographed routines of dance and exercise. Individual maximal and training heart rates will be determined and monitored to evaluate the student's performance and progress. Nominal fee. Pass/Fail only.

121. Physical Development for Men—Designed primarily as work with weights and isotonic exercise; balanced program to strengthen all large muscle groups; strength, endurance, body contour and weight control major objectives. Enrollment limited to 16.

122. Beginning Body Mechanics for Women—An exercise regimen for improvement of muscle tone and cardiovascular and respiratory endurance. Isotonics and aerobics will be utilized. The basics of fitness will be covered and some fitness tests given. Enrollment limited to 16.

222. Advanced Body Mechanics for Women—A more in-depth study of the components of lifetime fitness. An overview of specific programs will be examined for possible adoption into an individual's life style suiting individual needs. Prerequisite: P.E. 122. Enrollment limited to 16.

131. Golf—Instruction as to grip, stance, and basic swing. Course etiquette, rules, and procedures taught; instruction with each club regarding its special use and technique for its particular shot. Golf clubs available. Enrollment limited to 16.

136. Beginning Taekwondo—Introduction to the martial art of Taekwondo. Emphasis on development of effective hand and foot fighting techniques as they relate to sport Taekwondo and self-defense. Enrollment limited to 16.

236. Advanced Taekwondo—Continuation of work on Taekwondo skills and an introduction to more advanced skills. Safe, controlled, one-step and free-sparring will be emphasized. Prerequisite P.E. 136 or permission. Enrollment limited to 16.

135. Beginning Fencing—(Student-Taught Course) 1st quarter. Development of basic foil skills and an appreciation of fencing as a sport and as an art. An introduction to the epee and the sabre for those who are interested. Faculty adviser: Ass't Professor Robin Sheppard. (¼ course credit.) TBA. Pass/Fail only.

235. Advanced Fencing—(Student-Taught Course) 2nd quarter. Continuation of work on fencing skills in student's choice of weapon. Those who wish to begin to fence competitively will be encouraged to do so. Faculty adviser: Ass't Professor Robin Sheppard. (¼ course credit.) TBA. Pass/Fail only.

133. Archery—Instruction on basic shooting skills and techniques, care of equipment, and safety procedures. Various styles of archery and different aspects of the competition will be discussed. Emphasis is on developing a good consistent form.

151. Medical Self-help (First Aid)—Combines the best of First Aid and the program of self-help; instruction by movies and lectures, practical work in lab sessions. Nominal fee.

152. Coaching Seminar—Primarily for students who anticipate the possibility of coaching in private school: in-depth study of fundamentals, basic offense and defense, staff organization, practice planning, and special teaching techniques. The sport will vary each quarter.

132. Volleyball—Emphasis will be placed on developing the basic skills of Power Volleyball: setting, spiking, serving, digs, blocking, and net recoveries. Competitive play will involve knowledge of the rules and game strategy. Officiating will be covered under USVBA rules.

142. Skiing (3rd quarter)—Instruction for all levels of skiing proficiency, beginning to expert; conducted at neighboring ski resort by professional instructors. Nominal fee. Pass/Fail only.

241. Scuba (1st and 4th quarters)—A 34-hour course combining instruction in skin and scuba diving. Of the 34 hours, 10 are spent in open water and the remaining 24 hours are equally divided between classroom and pool sessions. National Association of Underwater Instructors (NAUI) and Professional Association of Diving Instructors (PADI) certification given. Course conducted at Trinity by professional instructors. Nominal fee. Pass/Fail only.

Physical Sciences

PHYSICAL SCIENCES MAJOR—Suggested for those who are preparing to teach science in the secondary schools; eight courses chosen from the 300- and 400-level offerings in the Departments of Biology, Chemistry, Engineering, Mathematics, and Physics, including at least three courses in one of the departments and two courses in another.

Students desiring acceptance as a Physical Sciences major must secure the approval of the Chairmen of the Departments in which a majority of the work is to be completed. Students desiring a Physical Sciences major must complete the laboratory portion (if any) of those courses, required or elective, used to satisfy the major requirements.

Physics and Astronomy

PROFESSORS HOWARD, *Chairman*, LINDSAY, C. MILLER*, PICKER AND SILVERMAN*

COURSE LEVELS—Physics 121-2 and 221-2 are courses designed as preparation for students who are planning on majoring in physics, other physical sciences, or engineering. They make use of the calculus and require concurrent registration in appropriate mathematics courses.

The other courses at the 100-level are for students who are not planning further work in physics. They do not have mathematics prerequisites. The courses offered vary from year to year. This year, besides general physics, Astronomy 103(2) will be offered (second term).

The courses at the 300- and 400-level form the advanced work in physics. They are for both physics majors and students in the other sciences. It is recommended that Physics 401 be taken as early as possible.

PHYSICS MAJOR—Five courses must be taken at the 300-level or above, three of which must be Physics 307, Physics 310, and Physics 401. In addition, the student must take Physics 405, which is the Senior Exercise. Grades of C- or better must be obtained in these courses. Outside the Department the student must also take Mathematics 231 and 234. It is strongly recommended that students preparing for graduate study in physics take three additional courses in physics at the 300-level or above, at least one year of mathematics at the 300-level or above, and Chemistry 111, 112.

COMPUTER COORDINATE MAJOR IN PHYSICS—See the "Computer Coordinate Major" section of the *Catalogue*. Students contemplating the Computer Coordinate Major in Physics should contact the Chairman of the Physics Department, who will direct them to appropriate faculty members for guidance and assistance in setting up a plan of study.

FALL TERM

PHYSICS

101L. Principles of Physics I—An introduction to the fundamental ideas of physics. Beginning with kinematics—the quantitative description of motion—the course covers the Newtonian mechanics of point masses, Newton's theory of universal gravitation, the work-energy principle, and the conservation of energy and momentum. These topics are discussed at a pre-calculus mathematical level; high school algebra and trigonometry are used freely, but more sophisticated mathematical tools, such as calculus, are avoided. Three lectures and one laboratory per week. (1½ course credits.)—TBA

[111. Frontiers of Physics]—A course for non-science majors which will deal with some of the important as well as interesting developments in contemporary physics. Exemplary topics to be considered are gravitational waves and the search for the graviton; quarks and the elementary particles; the status of time reversal in current physical theories; pulsars, quasars, and cosmogony; controlled fusion research. The development will be carried out with a minimum of mathematics and at a pre-calculus level.

121L. General Physics I—A study of the description of matter ranging from elementary particles to astronomical systems. Dynamics of single particles and of systems. Invariance principles and conservation laws. Three classroom periods and one laboratory period. Prerequisite: Mathematics 131 or concurrent registration. (1¼ course credits.)—Picker

221L. General Physics III—Electricity and Magnetism—The study of electromagnetism with emphasis on the field approach. Fields and potentials from integrals over their sources, Gauss' law, Ampere's law, electromagnetic induction, introduction to Maxwell's equations, rela-

*Sabbatical Leave, Academic Year

tivity and electromagnetism. Methods of vector calculus will be developed as needed. Prerequisite: Physics 121, 122 with grades of C- or better, concurrent registration in Mathematics 231. (1¼ course credits.)—Lindsay

307. Modern Physics—A phenomenologically-oriented study of microscopic physical systems. Semi-classical interpretations of atomic, nuclear, and solid-state phenomena will be emphasized. Topics to be considered include the interaction of electromagnetic radiation with matter, the static and dynamic properties of microscopic systems, and the physical principles associated with the techniques employed in experimental examinations of such systems. Prerequisite: Physics 222L with grade of C- or better.—Howard

[313. Quantum Mechanics]—A thorough study of the general formalism of quantum mechanics together with some illustrative applications. The postulates of quantum mechanics. States, observables, and operators. Measurements in quantum mechanics. The Dirac notation. Simple systems: the square well, the harmonic oscillator, the hydrogen atom. Approximation techniques and perturbation theory. Elements of the quantum theory of angular momentum. Prerequisite: Physics 222L. Offered in alternate years.

401. Mathematical Methods of Physics—This course is designed to provide a working background of mathematical tools for use in other upper-level courses and thus should normally be taken in the junior year. Beginning with a discussion of linear algebra, linear operators, and complete sets of functions, to provide a unified setting for subsequent topics, we proceed to treat matrices, eigenvalue problems, differential equations, Green's functions, and the special functions of mathematical physics. Additional topics, such as numerical methods or an introduction to group theory, may be taken up if time permits. Prerequisites: Physics 222L and Mathematics 232, with grades of C- or higher in each.—Picker

405 (1,2). Senior Exercise—This exercise is intended to familiarize the student with a problem of current interest in physics, and to develop his or her ability to gather and interpret the information relevant to the problem. During the fall semester each senior student will meet with an assigned faculty adviser to plan an essay to be completed during the year. Topics may involve any aspect of physics, including its various applications. While students may write on original research they have undertaken, they are not required to do so. This exercise is required for the physics major. (½ course credit.)—Staff

409. Undergraduate Research Participation—Individual experimental or theoretical research project under the direction of a staff member.—Staff

SPRING TERM

ASTRONOMY

103(2). Stars and Galaxies—An introduction to current views of the contents, structure and evolution of the astronomical universe. Although the emphasis will be on bringing this account up to date, lengthy excursions will be made into selected topics to illustrate the growth of our astronomical ideas. Some possible topics: astronomical distance scales, the "discovery" of our galaxy, the "discovery" of neutron stars. Occasional viewing sessions and other observational exercises will be assigned. Enrollment limited to 100.—TBA

PHYSICS

102L. Principles of Physics II—A continuation of Physics 101L, this course covers topics such as elementary thermodynamics, the theory of special relativity, classical wave behavior, and the description of microscopic physical systems via quantum theory. Three lecture periods and one laboratory period per week. (1¼ course credits.) Prerequisite: Physics 101 or 121.—TBA

[104. Environmental Physics]—A study of the physical properties of the atmosphere, the ocean, and the earth, as well as a discussion of man made modifications in these media. The relationship between the physics of our environment and the fundamental laws of physics (such as the conservation laws) will be stressed.

108. (U&E 106.) Energy and Society—A study of the energy sources man has used, from the steam engine to the nuclear reactor, and the effects they have had on his life and environment. We will examine (a) the historical development of various energy sources and their technologies, (b) the physical principles underlying these sources, (c) the limitations imposed by pollution and

resource exhaustion on the continued growth of energy use, (d) the effect of the development of new energy sources on the quality of life, (e) the alternatives.—TBA

122L. General Physics II—A continuation of Physics 121 with a detailed investigation of single particles and of many particle systems, including rotations, oscillations, waves, special relativity, and thermal physics. Three classroom periods and one laboratory period. Prerequisites: Mathematics 132 or concurrent registration, Physics 121 or permission of the instructor. (1¼ course credits.)—Lindsay

[211. Lasers and Their Applications]—An introduction to the physical principles used in the generation of coherent light, and to the increasingly broad range of applications of lasers in science and engineering. Basic properties of light waves. The laser has a system consisting of an active medium having suitable energy levels, a “pump” to invert the populations of those levels, and an optical resonator to build up coherent radiation. Rudiments of laser design. A survey of laser types, including gas lasers, doped-insulator lasers, semiconductor lasers, and dye lasers. Applications of lasers and laser light, including holography, optical communication and signal processing, precise displacement and velocity measurements, materials processing, photochemistry, and spectroscopy. The course will include selected laboratory experiments and individual projects. Prerequisites: one year of college physics, Mathematics 132, and permission of the instructor.

[212. Radiation Physics]—An introduction to the physics and applications of X-rays and nuclear radiation. Basic properties of atomic nuclei. Characteristics of alpha, beta, and gamma radiation and X-rays; interaction of charged particles and high-energy photons with matter. Principles of radiation detectors and counting systems. Biological effects of radiation, dosage units, and radiation safety precautions. Applications of X-rays and nuclear radiation, including tracer techniques and tomography. Prerequisites: one year of college physics and mathematics.

[216. Basic Instrumentation for the Natural Sciences]—Contemporary laboratories—of biology, chemistry, and psychology, as well as physics—make ever greater use of a growing array of electrical, electronic, and optical instrumentation. In this course, taught primarily in the laboratory, the student is introduced to basic instruments, components, and instrumental techniques of nearly universal applicability, and asked to apply them in a variety of situations.

Topics could be chosen from: electrical meters; the cathode ray oscilloscope; amplifiers; eliminating electrical noise; digital electronic techniques; mechanical and photoelectrical transducers; optical interference; spectrometers; lenses and microscopes; digital computers as laboratory instruments. Prerequisites: one year of college physics and one year of calculus.

222L. General Physics IV—Waves, Optics, and Modern Physics—The analytical description of oscillations and wave motion. Electromagnetic waves and physical optics. An introduction to modern physics, including the relativistic kinematics of particle collisions, production, and decay; properties of photons; characteristics of atomic spectra; de Broglie waves and Schrodinger wave mechanics; elementary statistical physics and the Maxwell-Boltzmann distribution. Prerequisites: Physics 121 through 221 with grades of C– or higher in each, Mathematics 221 with a grade of C– or higher. (1¼ course credits.)—Howard

[301(2). Classical Mechanics]—Following an introduction to differential equations, vectors, and matrices, some representative problems in Newtonian particle mechanics are treated. The Lagrangian equations of motion are developed and applied. Subsequent topics include the formulation of the central force problem and its application to planetary motion and scattering; the dynamics of rigid body motion; and oscillations, normal modes, and wave propagation in coupled systems. Prerequisites: Physics 121, 122, 222, 401 and Mathematics 222. Offered in alternate years.

302. Electrodynamics—A study of the unified description of electromagnetic phenomena provided by Maxwell's equations in differential form. The scalar and vector potentials, multipole expansions, boundary value problems, propagation of electromagnetic waves, radiation from accelerated charges. Prerequisites: Physics 221, 401 with grades of C– or higher in each.—Picker

304. Statistical Physics—Equilibrium statistical mechanics, both quantum and classical. Use of partition functions. Relationship of statistical mechanics to thermodynamics; fluctuation phenomena. Prerequisite: Physics 222 with grade of C– or higher.—Picker

310. Advanced Laboratory—A variety of experiments in diverse areas of modern physics. Each experiment is supervised by a different faculty member; thus, this course presents the student with an unusual opportunity to work closely with each member of the department. The

course is designed to provide first-hand experience with the experimental basis of modern physics and with current laboratory techniques. It also serves as preparation for possible subsequent experimental research, such as might be undertaken in Physics 409 or Physics 410.

The experiments to be performed will vary somewhat from year to year. A typical set includes investigations of electron spin resonance and nuclear magnetic resonance, magnetic susceptibility measurements, various aspects of nuclear spectroscopy using modern detectors and multi-channel analyzers, high-resolution measurements of atomic optical spectra, and observations of distinctive features of electron-atom scattering cross-sections (e.g., Ramsauer-Townsend minimum). Prerequisite: Physics 222L.—TBA

[314. Applications of Quantum Mechanics]—Applications of the formal foundations of quantum mechanics, developed in Physics 313, to the analysis of the properties of atoms, molecules, solids, atomic nuclei, and, time permitting, subnuclear particles. Prerequisite: Physics 313. Offered in alternate years.

405(1,2). Senior Seminar—(Continued from the first semester.)

410. Same as Physics 409

Political Science

ASSOCIATE PROFESSOR REILLY**, *Chairman*; **PROFESSORS CONNOR, GASTMANN, MCKEE, NEAVERSON, AND VOHRA***; **ASSOCIATE PROFESSOR EVANS**; **ASSISTANT PROFESSOR GILLROY**; **ADJUNCT PROFESSOR RITTER (PART-TIME FALL TERM)**; **VISITING ASSISTANT PROFESSOR FULCO**; **VISITING INSTRUCTOR NIEMANN**

POLITICAL SCIENCE MAJOR—Majors are required to complete 10 courses in political science and a statistics course approved by the department, all with the grade of at least C-. They must choose an area of concentration from one of the sub-fields and fulfill certain distribution requirements. The sub-fields are American Government and Politics, Comparative Politics, International Relations, Political Theory and Political Sociology. In the chosen area of concentration, majors complete one 100 or 200 course, and two 300 courses. Majors must also complete one senior seminar. The distribution requirements are: an introductory course or higher in three of the five sub-fields, two 300 courses in sub-fields other than the area of concentration, and either PS241L or Sociology 201L(2) which, if possible, should be completed by the end of the sophomore year.

For political science majors who choose to concentrate in Political Sociology, the following courses are required and will be credited toward the requirements of the major: Soc. 101 or 204 and Soc. 351; two from among Soc. 214, 272, Soc. 311, 312, or 355.

Although some courses are included in more than one area of concentration, a single course may not be used to fulfill more than one distribution requirement.

Students doing a computer coordinate major must complete with a grade of at least C- a minimum of five political science courses, three (3) of which should come from among Political Science 241L, 301, 309, 305L, or 314.

COGNATE COURSES—Students are strongly urged to take courses in the Social Sciences and the Humanities that have a close bearing on the Political Science courses they choose. They should consult with their advisers regarding options available.

AREAS OF CONCENTRATION

A. American Government and Politics

- 102. American National Government
- 216. American Political Thought
- 218. Urban Politics
- 224. Public Policy Analysis: Theory and Practice
- 225. American Presidency
- 241L. Data Analysis
- Trinity College Legislative Internship Program

*Leave, Fall Term

**Rome Campus, Fall Term; Sabbatical Leave, Spring Term

- 301. American Political Parties
- 306. Social Welfare and Public Policy
- 307. Constitutional Law: Federal System and Separation of Powers
- 309. Congress and Public Policy
- 311. Administration and Public Policy
- 314. Elections and Voting Behavior
- 315. American Foreign Policy
- 316. Constitutional Law: Civil Rights and Civil Liberties
- 325. Communications, Technology and Politics
- 360. Concepts of Crime and Punishment

B. International Relations

- 101. International Politics
- 204. International Relations Theory
- 241L. Data Analysis
- 305L. International Organizations
- 313. International Law
- 315. American Foreign Policy
- 322. International Political Economy
- 327. European Integration
- 333. Backdrop to Global Politics

*Economics 216. World Economy

*This course will be accepted for major credit for students concentrating in International Relations.

C. Comparative Politics

- 103. Introduction to Comparative Politics
- 207. East Asian Civilization: China and Japan (to 1800)
- 208. Western European Politics
- 210. East Asian Civilization: China and Japan (1800 to present)
- 241L. Data Analysis
- 314. Elections and Voting Behavior
- 317. Government and Politics of Latin America
- 319. The Soviet Union in Theory and Practice
- 320. Politics of Sub-Saharan Africa
- 323. Modern India
- 330. Government and Politics of Contemporary China
- 331. The Chinese Revolution: 1900-1950
- 344. Politics of the Middle East

D. Political Theory

- 105. Introduction to Political Philosophy
- 113. Introduction to Law
- 204. International Relations Theory
- 216. American Political Thought
- 222. Modern Political Theory
- 227. Democracy and Socialism
- 241L. Data Analysis
- 304. Formal Analysis: Normative and Empirical Dimensions
- 306. Social Welfare and Public Policy
- 313. International Law
- 316. Constitutional Law: Civil Rights and Civil Liberties
- 321. Concepts in Political Theory
- 328. Marxism and Nationalism

- 329. Rousseau and Democracy
- 360. Concepts of Crime and Punishment
- 361. Giambattista Vico's New Science of Man

E. Political Sociology

- Soc. 101. Principles of Sociology
- P.S. 102. American National Government
- P.S. 103. Introduction to Comparative Politics
- Soc. 204. Social Problems in American Society
- P.S. 208. Western European Politics
- Soc. 214. Race and Ethnicity
- P.S. 241L. Data Analysis
- Soc. 272. Social Movements
- Soc. 311. Authority and Power in American Society
- Soc. 312. Social Class and Social Mobility
- P.S. 314. Elections and Voting Behavior
- P.S. 333. Global Politics
- Soc. 355. Comparative Social Change
- Soc. 351. Political Sociology

Please see the Sociology section of the catalogue for the description of the Sociology courses.

Senior Seminars

- P.S. 401
- P.S. 402
- P.S. 403
- P.S. 404
- P.S. 406

The 100 level courses are introductory to the areas of concentration. Most of the 200 level courses may be taken without prerequisites. It is recommended, and may be required, that 300 level courses be preceded by a 100 or 200 level course within the relevant area of concentration.

480. Tutorial may be used with the permission of the Chairman to fulfill the concentration requirement in the area to which the specific project is relevant or as a substitute for a Senior Seminar if one is not given in any particular year.

499. Honors Thesis—HONORS CANDIDATES—Students who have a college average of B or better and a political science average of B+ or better may, by invitation and at the discretion of the department, become candidates for honors. To receive honors, candidates must write a thesis and earn a grade of at least A— on it. Honors candidates begin work in the fall term and submit a proposal, outline, and bibliography to the department honors coordinator for department approval by the first of December. Students will consult with their advisers early in the fall term.

COMPUTER COORDINATE MAJOR—Students may take Political Science as part of a Computer Coordinate Major. Information on this program appears in the "Computer Coordinate Major" section of the *Catalogue*, and above.

STUDY ABROAD—Students are encouraged to take advantage of appropriate study abroad programs, for which the department will grant up to two credits toward the major.

SPECIAL REQUESTS—Students who wish "major" credit for work at another college, or a normal requirement waived, or a course substituted, should submit to the department chair requests in writing with full details and supporting rationale. Students contemplating such a petition must consult with their major adviser as well as the department chair.

NOTE—All courses normally offered by the department are listed below. Some are not given every year. A course not given is bracketed. A course without any notation normally will be given every year.

FALL TERM

101. International Politics—Basic factors in international relations: the nature of nationalism, imperialism, and colonialism; evolution of the modern national state system; contemporary

sources of international tension. Special emphasis upon the operation of these factors in Asia, Africa, and Latin America. Enrollment limited to 35.—Gastmann

102(1). American National Government—An examination of the institutions, processes, values, and problems of American government and democracy. Included are constitutional foundations, federalism, political parties, Congress, the presidency, the judiciary, national administration, and basic issues of American government and democracy. Enrollment limited to 35.—Evans

103. Introduction to Comparative Politics—The main purpose of this course is to introduce the student to basic concepts of comparative political analysis in cross-cultural theory. An analytical study of political systems in selected countries of both Western and non-Western traditions will be made. Specific attention will be given to comparing contemporary political practices and trends in the United States with those of the selected states. (Same as Area Studies 105.) Enrollment limited to 35.—Niemann

105. Introduction to Political Philosophy: Machiavelli to Marx—An introduction to political philosophy. A study of four critical periods in European intellectual history: Renaissance-Reformation, Seventeenth Century England, the Enlightenment, the early Industrial Revolution. Machiavelli, Locke, Rousseau, J. S. Mill, Marx. Enrollment limited to 35.—Neaverson

113. An Introduction to Law—The first part of the course is a review of the origins of Common Law tradition in England and its subsequent development in the United States. The second part is an introduction to legal reasoning; how judges and lawyers combine their beliefs about facts and values with their ideas about fairness to make legal choices. The third part is an introduction to comparative law. The principal elements of the Civil (Germano-Roman) and Socialist traditions will be reviewed from the perspective of the Common Law tradition. Enrollment limited to 35.—Neaverson

[207. East Asian Civilization: China and Japan (to 1800)]—A survey of the growth and development of East Asian civilization as an important sector of human experience. This course will deal with the making of the great tradition in East Asia by analyzing the interrelationships between social, economic, political institutions and thought in certain key periods of Chinese and Japanese history. The diversities and similarities between Chinese and Japanese societies will be examined to show how the two countries, in spite of the shared politico-cultural tradition, developed in significantly different ways. (Same as Area Studies 107.) Enrollment limited to 45. (Given Fall 1990)

[208(1). Western European Politics]—An examination of the political structures, processes, and cultures of the major Western European states and the socio-economic forces that shape them. Emphasis will be placed on Great Britain, France, West Germany and Italy, as well as on the European Economic Community. (Given Fall 1989)

216(1). American Political Thought—A study of the development of American political thought: the colonial period; the Revolution; Jeffersonian democracy; Jacksonian democracy; the defense of slave society; social Darwinism; the Populist and Progressive reform movements; current theories of conservatism, liberalism, and the Left. (Same as American Studies 216.)—Fulco

218(1). Urban Politics—The course will use the issues, problems, institutions, and personalities of the metropolitan area of Hartford to study the following topics: What is political power? Who has it, and who wants it? Particular attention will be given to the forms of local government, types of communities, and the policies of urban institutions. Guest speakers will be used to assist each student in preparing a monograph on a local political system. Political Science 102 is recommended. (Same as U&E 218(1).)—McKee

225. The American Presidency—An explanation of the institutional and political evolution of the presidency with an emphasis on the nature of presidential power in domestic and foreign affairs. Attention is also given to institutional conflicts with Congress and the Courts. The nature of presidential leadership and personality is also explored. (Same as American Studies 225.) (Not given Fall 1989)—Fulco

[227. Democracy and Socialism]—This course examines democracy and socialism as revealed by theoretical arguments and historical experience in order to discover the conditions, if any, under which a socialist economy can operate successfully within the framework of a democratic state. Readings from the creators of the democratic tradition such as J.S. Mill, from main figures in the socialist tradition such as Marx and Tawney, and from writers such as Joseph Schumpeter, who trace the relationship between the two schools of thought. Historical experiences to be con-

sidered include the Social Democrats in Sweden and Mitterand in France. Attention will also be devoted to the failure of socialism to make headway in the contemporary United States.

241L. Political Data Analysis—An introduction to the design and execution of research projects involving computer analysis of empirical political data. Course work includes reading, projects assigned by the instructor, and a major research project selected and carried out by the student. No programming experience required. (1¼ course credits) Enrollment limited to 35. —Gillroy

301. American Political Parties—An analysis of American political parties, including a study of voting behavior, party organization and leadership, interest groups, and recent and proposed reforms and proposals for reorganization of existing party structures. Prerequisite: POLS 102.—Evans

305L. International Organizations—A study of the historical bases for international organizations, analysis of the factors influencing their development, and an examination of their contemporary role. Special emphasis upon the United Nations system and developments in regional organizations. Required laboratory sessions entail participation in Trinity's annual Model United Nations and Regional Councils; doing research for and preparing background papers for the conferences; and learning to utilize computer facilities to simulate international decision-making under conflict situations. Prerequisite: POLS 101. (1¼ course credits).—Gastmann

307. Constitutional Law: The Federal System and Separation of Powers—An analysis and evaluation of leading decisions of the United States Supreme Court dealing with the granting of authority to national institutions. Although the major part of the course will deal with landmark cases bearing on the Federal System and Separation of Powers, attention will also be devoted to contemporary constitutional issues upon which students are expected to take normative positions. (Same as American Studies 307.) Prerequisite: POLS 102.—McKee

[315. American Foreign Policy]—An examination of the principles of American foreign relations since the beginning of the 20th century, with particular emphasis on the post-World War II period. The course will also include a survey of the major factors that enter into the formation of American foreign policy. Prerequisite: Political Science 102 or Political Science 101. (Same as American Studies 315.) (Given Fall 1989)

317. Government and Politics of Latin America—An analysis of political systems of contemporary Latin America, and an examination of the relationship of the political process to the social structure and national diversity. Also the relation of Nationalist aspirations to international pressures will be studied. Prerequisite: POLS 103. (Same as Area Studies 317).—Gastmann

319. The Soviet Union in Theory and Practice—Philosophical and historical background of the Bolshevik Revolution; the nature, achievements, failures, problems, and challenges of the Soviet political, economic, and social systems. Prerequisite: POLS 103 or permission of instructor. (Same as Area Studies 321).—Neaverson

321. Concepts in Political Theory—Analysis of the meaning and uses of key concepts such as freedom, justice and authority in the writings of political theorists and in recent political disputes. Readings from the standard texts in political theory and from contemporary analysts. In 1988, the concept to be studied is freedom. Prerequisite: POLS 105. (Not given Fall 1989)—Ritter

[325. Communications, Technology, and Politics]—This course will have three goals: first, to give the students skills in effective oral communication; second, to provide them with a body of theory and literature focusing on communications, technology, and politics; and third, to give them opportunities to apply theory and technology to some empirical problem, issue, or activity related to politics. Prerequisites: POLS 102, a basic knowledge of computers, and some experience with political campaigns and practical politics. Enrollment limited to 16 students. (Given Fall 1989)

327. European Integration—This course is an examination of the theory, history, politics and institutions of the European Communities. A critical analysis of the theoretical attempts to explain European integration will be made. Further emphasis will be on the socio-economic factors that influenced the formation and subsequent expansions of the EC, particularly the regional differences and the international context. Prerequisite: POLS 103 or POLS 208.—Niemann

[329. Rosseau and Democracy]—This course examines Rousseau's political writings in order to grasp the structure and weigh the merit of his arguments for democracy. We will also examine

attempts to implement Rousseau's democratic ideas in the contemporary United States. Prerequisite: POLS 105. (Given Fall 1989)

[331. The Chinese Revolution: 1900–1950]—An examination of the underlying political, ideological, economic and social forces that broke up the traditional order in China and finally triumphed in the establishment of the Communist Government. (Same as Area Studies 331.) Prerequisite: POLS 103 or 207/210. (Given Fall 1990)

333. Backdrop to Global Politics—Aim is to establish a framework within which world politics can be more meaningfully studied, by developing an appreciation of the larger, more enduring factors that shape global trends. Investigates the political implications of the global distribution of political borders, races, ethnolinguistic groups, religions, resources, industries, and transportation and communications networks. Prerequisite: POLS 101 or permission of the instructor. (Same as Area Studies 339.)—Connor

361. Giambattista Vico's New Science of Man—This course is designed to introduce students to the central ideas of Giambattista Vico's most important work, *The New Science*. Vico's theory of a "new science of man" will be studied in the context of the Enlightenment, and his contributions to the history of political thought will be explored. The question of Vico's status as a precursor to the 19th century concepts of historical change will also be discussed. Prerequisite: POLS 105.—Fulco

402(1). Senior Seminar: American Government—Democratic Representation. The seminar consists of an investigation of the nature and processes of representation of individuals and groups at the level of American national government, especially within the U.S. Congress. Topics dealt with include the concept of representation, the goals of representatives and represented, means by which government is influenced from the outside, and the implications for representation of recent campaign finance and congressional reforms. Enrollment limited to 15.—Evans

403. Senior Seminar: Theories of Justice: Morality and the Basis of Political Cooperation—An in-depth examination of the normative and positive political theories that attempt to understand and explain what justice is and ought to be. Current and future topics may include: Justice from both Consequentialist and Non-Consequentialist Perspectives; Natural and Positive Law and Justice; Public Choice, Public Policy and Collective Decision-Making. These subjects might use materials by Bentham, Mill, Sidgwick, Kant, Hegel, Arrow, Sen, Rawls, Hart, Nozick and/or Barry. The specific content and readings to be covered by the seminar will vary from year to year at the discretion of the instructor. Enrollment limited to 15.—Gillroy

404(1). Senior Seminar. The Politics of Separatism—Examines a number of secessionist movements in widely divergent environments, such as Northern Ireland, Sri Lanka, Corsica, Peru, Canada, Burma, France, the Philippines, and Spain. Contrasts the movements in terms of goals, ideologies, and strategy and tactics. Enrollment limited to 15.—Connor

480(1). Tutorial—Individual research and reading under the guidance of a department member.—Staff (Hours by arrangement)

SPRING TERM

101(2). International Politics—Basic factors in international relations; the nature of nationalism, imperialism, and colonialism; evolution of the modern national state system; contemporary sources of international tension. Special emphasis upon the operation of these factors in Asia, Africa, and Latin America. Enrollment limited to 35.—Connor

102. American National Government—An examination of the institutions, processes, values and problems of American government and democracy. Included are constitutional foundations, federalism, political parties, Congress, the presidency, the judiciary, national administration, and basic issues of American government and democracy. Enrollment limited to 35.—McKee, Fulco

204. International Relations Theory—A survey of the broad range of contending theories of international relations. This course will examine traditional, scientific, quantitative and radical approaches to international relations, including authors such as Morgenthau, Kaplan, Singer, Lenin, Deutsch, Keohane, Allison.—Niemann

210. East Asian Civilization: China and Japan (1800 to Present)—A survey of the growth and development of East Asian civilization as an important sector of human experience. The sec-

ond term will deal with the impact of Western aggression and examine the nature of the process of modernization in China and Japan. (See listing for 207 in Fall Term.) (Same as Area Studies 108.) Enrollment limited to 45. (Not given Spring 1990)—Vohra

222. Modern Political Theory—A survey of works on the origin and maintenance of collective action as well as on the dynamics of dissent. Authors to be examined include Hobbes, Hume, Kant, Hegel, Austin, Kelsen, and Dworkin. (Not given Spring 1990)—Gillroy

[224. Public Policy Analysis: Theory and Practice]—A general introduction to public policy, including the nature of social choice, the ends and means of policy, the justification of public regulation, and the evaluation of public policy. (Given Spring 1990)

[304. Formal Analysis: Normative and Empirical Dimensions]—Drawing upon utility theory, game theory, and social choice theory, this course examines the moral background conditions of conflict resolution, economic markets and political dilemmas, the economic theory of democracy, rationality and collective action, and Arrow's Paradox and problems of democracy. Prerequisite: POLS 105 or permission of the instructor. (Given Spring 1990)

306. Social Welfare and Public Policy—This course takes up questions about the relationship of government to personal security. It will examine moral choice and the roots of policy, the market and the role of individual preference, and individual interest and social obligation. Prerequisite: POLS 224. (Not given Spring 1990)—Gillroy

309(2). Congress and Public Policy—A study of the structure and politics of the American Congress. This course examines the relationship between Congress members and their constituents; the organization and operation of Congress; the relationship between legislative behavior and the electoral incentive; and the place of Congress in national policy networks. Prerequisite: Political Science 102.—Evans

311(2). Administration and Public Policy—A survey of American administrative practices. This course will use a textbook and a casebook to analyze and evaluate major administrative problems and policies. Particular attention will be given to the similarities and differences between public and private agencies. Students will use theoretical readings and presentations by guest lecturers to prepare an analysis of a particular public or private organization. Prerequisite: Political Science 102 or permission of the instructor.—McKee

313(2). International Law—The nature and sources of the law of nations; jurisdiction of states over territories and persons; questions of recognition; the law of treaties; the peaceful settlement of disputes. Recent trends in the development of a system of international law. Prerequisite: POLS 101.—Gastmann

[314. Elections and Voting Behavior]—The course will cover the theory and practice of voting in Western democratic societies. Among the topics covered will be the impact of electoral systems, sociological and psychological explanations of voting behavior, and the meaning of the vote for the voter and for the political system in which he participates. Prerequisites: Political Science 102, 103 or 208. (Given Spring 1990)

316. Constitutional Law: Civil Liberties and Civil Rights—An analysis and evaluation of decisions of Courts (and related materials) dealing principally with freedom of expression and equal protection of the laws. Prerequisite: POLS 102 or 105. (Same as American Studies 316.)—Neaverson

320. Politics of Sub-Saharan Africa—This course examines the political economy of sub-Saharan Africa at the national, regional and international level. Starting from pre-colonial and colonial history, this course will focus on the experience of African states in the period since independence, particularly on the problem of political independence and economic dependence. Prerequisite: POLS 103. (Same as Area Studies 320.)—Niemann

322. International Political Economy—This course examines the interplay of politics and economics in the current world system since the European expansion in the sixteenth century. Focus will be on the penetration and colonization of Latin America, Asia and Africa; the economic relations in the industrialized world and between the North and the South; the role of international institutions such as the World Bank and the International Monetary Fund; the role of international trade and transnational corporations; the changing division of labor in the world economy; and current problems of the world economy. Prerequisite: POLS 101.—Niemann

323(2). Modern India—When it gained independence in 1947, India emerged as the world's largest democracy. This course aims to examine the nature of Indian democracy and the unique characteristics politics in India has acquired as a result of the interaction between traditional political culture and modern political processes in pre- and post-1947 periods. (Same as Area Studies 335.) (Next given Fall 1990) Prerequisite: POLS 103.—Vohra

328. Marxism and Nationalism—A brief comparison of the major premises and postulates of these two "isms" is followed by an examination of the role of nationalism in the writing of major Marxist theorists prior to the October 1917 Revolution. The remainder of the course deals with the manner in which various Marxist-Leninist movements have enlisted nationalism in their struggles for power and with their policies for taming nationalism in a post-revolutionary environment. Prerequisite: PS105. (Same as Area Studies 338.)—Connor

330. Government and Politics of Contemporary China—The course will examine the rise of the Communist Party, the evolution of Maoist strategy for political revolution and social change, and the post-revolutionary developments in the People's Republic of China. (Same as Area Studies 332.) (Not given Spring 1990) Prerequisite: POLS 103 or 207/210.—Vohra

[344. Politics of the Middle East]—Examines recent political developments in the Arab World, Turkey, Iran, Israel, Afghanistan, and Pakistan. Stresses the continuing influence of forces such as demographic patterns, strategic location, Arab nationalism, and Islam. Prerequisite: POLS 103. (Same as Area Studies 342.)

360. Concepts of Crime and Punishment—This course will examine both the philosophical underpinnings and the practical applications of American concepts of crime and punishment. The changing definition of crime and punishment will be placed in a historical context, and significant court cases will be analyzed. Particular emphasis will be placed upon the evolution of the death penalty and its current status in the American system of criminal justice. Prerequisites: POLS 105 and permission of the instructor.—Fulco

401(2). Senior Seminar: International Relations—Patterns of international politics in the Caribbean. The aim of this seminar will study how the internal politics of the Caribbean nations and dependencies affect (1) the international political relations of the area and (2) world politics. The course will examine (1) the internal conditions of these nations and how they influence their foreign policy orientation; (2) the sources of conflict and cooperation in their external contacts; (3) the Western and Communist perceptions of the Caribbean problems; and (4) the major reasons for the involvement of the Superpowers in this region. Enrollment limited to 15.—Gastmann

406. Senior Seminar in Law and Political Philosophy—A study of the development and current state of the United States constitutional tradition through commentaries, cases, and political controversies. The seminar will also study the elements of Western constitutionalism. Prerequisite: a course in constitutional law. Enrollment limited to 14.—Neaverson

480. Tutorial—Individual research and reading under the guidance of a Department member.—Staff (Hours by arrangement)

499(2). Thesis—For Honors candidates: Preparation of a thesis on a subject approved by the Department.—Staff

Trinity College Legislative Internship Program—The Trinity College Legislative Internship is a special program designed for those students who want to observe politics and government first-hand. Student interns will work full-time for individual legislators and will be eligible for up to four credits, three for a letter grade and one pass/fail. One of the graded credits will be a political science credit. In addition to working approximately 35–40 hours per week for a legislator, each intern will participate in a seminar in which interns present papers and discuss issues related to the legislative process. Although there are no prerequisite courses for enrollment in this program, preference will be given to juniors and seniors. Students majoring in areas other than Political Science are encouraged to apply. Candidates for this program, which is limited to 14 students, should contact the Political Science Department in April or September.

The program will accommodate some students who wish to work part-time (20 hours per week) for two graded course credits.

Psychology

PROFESSOR HERZBERGER, *Chairwoman*; PROFESSORS HABERLANDT*, HIGGINS, MACE AND SCHULTZ; ASSOCIATE PROFESSORS ANSELM, R. LEE AND WINER; ASSISTANT PROFESSORS KEHOE** AND REUMAN; VISITING ASSISTANT PROFESSOR BINGHAM; ADJUNCT PROFESSOR MURRAY

Psychology is a scientific inquiry into the nature of thought, feeling, and action. Because psychology developed from such disciplines as biology, physics, and philosophy, students will find that the study of psychology enhances one's understanding of a variety of subjects. Courses in psychology will contribute to preparation for a variety of careers and for enrollment in graduate education in disciplines such as psychology, education, social work, law, medicine, and business.

PSYCHOLOGY MAJOR B.A. OR B.S.—Students are required to take 11 semester courses in psychology and earn a grade of C- or better in each. Students should consult with their advisor to choose a set of courses that is consistent with the student's goals and that offers broad exposure to the discipline of psychology, as well as depth in one or more of the diverse sub-areas. Psychology majors are strongly encouraged to take other courses in the natural and social sciences, particularly a basic course in biology. Students are expected to arrange their course work according to the following system:

1. **Introductory Psychology (Psychology 101) and Data Evaluation and Methods (Psychology 221) are required. Students are advised to complete these courses by the end of their sophomore year.**
2. **Students must complete introductory level courses in four of the core areas of psychology, two accompanied by lab. The following courses apply:**

- 226—Social Psychology
- 235—Personality
- 255L—Cognitive Psychology
- 256L—Learning & Memory
- 261L—General Psychobiology
- 262—Animal Behavior
- 270—Clinical Psychology
- 293L—Perception
- 295L—Child Development

3. **Students must complete two advanced courses that have as prerequisites courses completed in fulfillment of the core requirements (specified in section 2). We encourage students to take advanced courses that follow different introductory level courses. The following courses apply:**

Course	Prerequisite
300L—Developmental Psychobiology	261 or 261L or 262
332L—Psychological Assessment	235
356L—Cognitive Science	255L or 256L or 293L or 229
391—Psychology of Language	255L
395—Cognitive and Social Development	295 or 295L
414—History of Psychology	5 courses in Psychology
426—Advanced Topics in Social Psychology	226
436—Psychology of the Infant	295 or 295L
462—Clinical Psychobiology	261 or 261L
471—Psychotherapy	270
493—The Ecological Approach to Psychology	293L

4. **Students must complete one specialized course.**

* Sabbatical Leave, Academic Year
 **Leave of Absence, Spring Term

- 218—Psychology of Music
- 220—Introduction to Cognitive Science
- 230—Psychological Explanations of the Act of Teaching
- 236—Adolescent Psychology
- 242—Studies in Psychopathology
- 265—Drugs and Behavior
- 266—Psychobiology of Sports and Exercise
- 310—Psychology of Gender Differences
- 352—Artificial Intelligence
- 397—Psychology of Art
- 447—Freud
- Independent Study
- Senior Thesis

5. Students must complete one additional course from either the advanced or specialized groupings or may complete a course from the following list:

Research assistantship
Teaching assistantship
Internship

6. To fulfill the senior exercise requirement, students must complete a senior seminar (Psychology 401 or 402) or a senior thesis. In exceptional cases the Chair may allow students to substitute for these options an internship in which they engage in research or other activities that require students to demonstrate considerable competence and knowledge. Students who choose the internship option must secure written approval from the Chair and their faculty internship supervisor before commencing this activity.

Seminar: Each senior seminar will adopt a single, integrative perspective to examine major issues in several different subdivisions of psychology. For example, the Seminar in Developmental Psychology will treat issues that touch on physiology, psychopathology, social psychology, memory, cognition, perception, and motivation. The purpose of the seminar is to give students the opportunity to discern common themes that give coherence to psychology. To be properly prepared, students should have completed the requirements in section 2 and most of the other requirements of the major. Students must sign up for a senior seminar prior to preregistration in the spring semester of their junior year.

Thesis: The senior thesis is generally a 2-semester research project conducted under ongoing supervision of a Psychology Department faculty sponsor.

Honors Program: Students with at least a B+ average in psychology, an overall grade point average of B or better, and 6 courses in psychology with a grade of A- or better (excluding Psychology 491-492) are eligible for a program in which they might earn the distinction of Honors in Psychology. To graduate with Honors students must enroll in Psychology 491-492 and earn a grade of A- or better. Honors students will present a summary of their thesis at a departmental meeting during the spring semester. Students who believe that they have attained eligibility for the Honors Program should contact the Chairperson during the spring semester of the junior year to plan for enrollment in Psychology 491-492. The two credits earned from this sequence fulfill the requirements for the senior exercise and the specialized course.

From time to time new courses will be added or substituted for those in the above listings. Students should consult with the Chairperson concerning courses taken at other institutions or other matters pertinent to requirements for the major.

Computer Coordinate Major in Psychology—See the “Computer Coordinate Major” section of the *Catalogue*. Students interested in the Computer Coordinate Major in Psychology should contact Professor Haberlandt, who will assist them in setting up a plan of study. Computer Coordinate majors should take psychology courses with an explicit connection to computing. Six courses may be selected from the following set:

221—Data Evaluation and Methods**255L—Cognitive Psychology****256L—Learning and Memory****293L—Perception****332L—Psychological Assessment****352—Artificial Intelligence****356L—Cognitive Science****391—Psychology of Language**

Psychobiology Major—Students interested in completing an individually tailored, interdisciplinary major in psychobiology should consult with Professor Kehoe.

Coordinate Major in Educational Studies—Students are required to take six courses in psychology, to be selected with the aid of their advisors. The courses are as follows:

1. Psychology 101: Introduction to Psychology
2. Two courses selected from the following set:
 - a. Psychology 295L: Child Psychology or Psychology 236: Adolescent Psychology
 - b. Psychology 255L: Cognitive Psychology or Psychology 256L: Learning and Memory
 - c. Psychology 226: Social Psychology or Psychology 235: Personality
3. Three additional courses should be completed, at least one of them at the advanced level.

FALL TERM

101. General Psychology—An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, mental illness, and social interaction. Students will be introduced to issues in research techniques by either being involved in on-going faculty research, or writing a short paper based on research articles.—Bingham

218(1). The Psychology of Music—A broad survey of the aesthetic response to music. The course will cover: perception, memory, and cognitive process; musical structure and compositional genius—are some composers better than others?; musical taste and cultural beliefs—does a culture's music have to sound the way it does?; possible explanations for changing aesthetic ideals; music in other cultures. No previous training in music is required. (Same as Music 218.)—Platoff

221. Data Evaluation and Methods—An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, analysis of variance. Prerequisites: Psychology 101. Enrollment limited to 25.—Reuman

[235. Personality]—The course will critically examine the major theoretical approaches to understanding personality, including psychoanalytic, learning, cognitive, and biological perspectives. Methods of assessment such as self-report and projective testing, interviewing, and observation will also be discussed. The theories, methodology, and research results pertinent to a number of topics in the psychology of personality will be addressed. The topics may include sex-typing, achievement motivation, aggression, anxiety, and self-control. Enrollment limited to 50.

255L. Cognitive Psychology—Deals with a variety of mental functions including recognition, question answering, reading and writing. It examines individual differences, e.g., between good and poor readers, and application of theories in cognition to "real world" tasks such as computer programming. The course takes an interdisciplinary approach emphasizing the continuing influence of philosophy, linguistics and computer science on the study of cognition. Laboratory exercises are designed to illustrate some of the topics considered in class. Prerequisites: Psychology 101. (1¼ course credits.) Enrollment limited to 32.—Bingham

261L. General Psychobiology—A basic study of the structure and function of the mammalian nervous system with a comprehensive analysis of the biological bases of major classes of behavior.

Specific topics include: neuroanatomy, neurophysiology, sensory and motor system functioning, motivated behaviors, learning and memory, emotions, sex and language. The optional laboratory (¼ credit) deals with methodological considerations of psychobiological research. Objective observational techniques of rodent behavior, before and after drug administration and brain lesions, provide the student with empirical data to understand brain and behavior relationships. (1¼ credits with lab.) Enrollment in lab limited to 20.—Kehoe

[265. Drugs and Behavior]—A broad overview of the use and abuse of psychopharmaceuticals. We will study the classification of psychoactive drugs, their history and the methodological research techniques used on humans and animals. The course emphasizes physiological mechanisms of drug actions, drug effects on psychological functioning including therapeutic and toxic effects.

266(1). Psychobiology of Sports and Exercise—An introductory study of the physiological and psychological events in preparation for and resulting from participating in sports and physical exercise. We will examine the sensory-motor functioning, cellular physiology, neurochemistry and emotional responses to various kinds of sports and physical exercise.—Kehoe

295L. Child Development—A survey of the biological, cognitive and social development of the child. The course will focus on both theoretical and empirical issues in child development and will include such topics as attachment, language, cognition and socialization. The optional (¼ credit) laboratory is intended to introduce students to the major methods of study in child development. Children will be observed individually and in groups. Topics of investigation include altruism, aggression, thinking skills, language and sex roles. Prerequisite: Psychology 101. Enrollment in course limited to 50. Lab enrollment limited to 20 students. (1¼ course credits with laboratory).—Anselmi

332L(1). Personality Assessment—The course examines the methods used to assess differences among individuals in personality characteristics, intellectual qualities, and overt behavior. Topics to be discussed include interviewing, intelligence and achievement testing, projective techniques, objective test construction, and behavioral observation. Prerequisites: Psychology 221 and Psychology 235. Enrollment limited to 20. (1¼ course credits.)—Herzberger

[397. Psychology of Art]—Constructive, Gestalt, and ecological approaches to perception will provide a framework for examining the following topics: How pictures serve representational functions, the relation between perception and production of art works, the evolution of artistic styles or movements, and nonrepresentational and nonpictorial art. Prerequisite: Psychology 101.

401A. Senior Seminar: Problem Solving—This seminar will provide an analysis of the major topics in problem solving. The focus will be on understanding the theoretical and methodological assumptions researchers make about the process of the psychology of problem solving. By studying the underlying connections among areas (e.g. cognitive psychology, perception, learning, social, comparative and counseling), this course should provide students with a perspective in which to integrate the various topics of psychology. Enrollment limited to 15.—Mace

[414(1). History of Psychology]—Why do psychologists do what they do today? The historical approach to this question will be divided into two parts—the theoretical ideas about how the human mind works, and the methods used to study the mind. What has changed since the early Greeks? What has stayed the same? Why? In what sense can we say there has been progress? How are theories, facts, and methods related? How is psychology like any other science? To fully confront the question of why psychologists do what they do, the history of psychology as a professional organization will also be examined. For instance, who controls grants and how do granting agencies control what psychologists do? Each student will become involved in historical research by specializing in the study of one psychologist throughout the semester. Prerequisite: Five courses in psychology.

426(1). Advanced Topics in Social Psychology—This seminar will examine special topics of interest to social psychologists, such as social cognition, social influence, social relations, and their applications to the law and educational or work settings. The topic(s) chosen will vary from semester to semester. Prerequisite: Psychology 226.—Reuman

447. Freud—The course is a systematic reading of about two-thirds of the works of Sigmund Freud covering the entirety of his productive life. The reading load is extremely heavy and both class attendance and participation in class discussions are essential. Students' performance in this course will be evaluated on their class participation. Enrollment limited to 20.—Higgins

471. Psychotherapy—The course is taught as a seminar with limited enrollment and assumes some background. Through study of original theoretical source material, students investigate the nature of psychotherapy with attention given to its evolution, the therapeutic relationship and communication, and the integrative aspects of diverse methods and theories, such as client-centered, rational-emotive, behavioral, psychoanalytic, Jungian, gestalt, and group psychotherapy. Films will illustrate various styles of psychotherapy. Enrollment limited to 14.—R.M. Lee

491-492. Senior Thesis—Year-long Independent Study. 0.00 course credits awarded in the fall semester, 2.00 course credits awarded in the spring semester. Prerequisite: Submission of completed Thesis Form, in both the fall and spring semesters.—Staff

493. The Ecological Approach to Psychology—A study of the consequences for psychology of analyzing the environment at an appropriate scale and including that analysis in the theory of the control of acting in and knowing (especially perceiving) the world. The core of the approach derives from a combination of the experimental psychology of perceiving and biomechanics, but the applications extend throughout psychology, especially social psychology. Illustrative cases of perceiving and acting to be considered include problems involved in standing upright, flying aircraft, designing stairs and chairs, catching and hitting baseballs, planning orthodontic treatment, broad jumping, and becoming a successful mime. Prerequisite: Psychology 293L.—Mace

Research Assistantship—From time to time the opportunity exists for students to assist professors in conducting research studies. Hours and duties will be determined on the basis of project needs and student interests. (½ or 1 course credit.)—Staff

Teaching Assistantship—(½ or 1 course credit.)—Staff

Independent Study—Studies in Cognitive, Social, and Language Development, and Adolescent Psychology.—Anselmi

Independent Study—Studies in Psychopathology.—Higgins

Independent Study—Studies in Cognitive Psychology (Memory and Understanding Prose). Limit: 4.—Haberlandt

Independent Study—Studies in Psychobiology.—Kehoe

Independent Study—Studies in Clinical Psychology.—R. Lee

Independent Study—Studies in Social and Personality Psychology.—Herzberger, Reuman

Independent Study—Studies in Cognitive Child Psychology, Perception, and Language.—Mace

SPRING TERM

101(2). General Psychology—An introduction to the basic concepts in psychology with primary emphasis on the study of human behavior. Topics will include motivation, learning, emotion, perception, intelligence, mental illness, and social interaction. Students will be introduced to issues in research techniques by either being involved in on-going faculty research, or writing a short paper based on research articles.—Bingham

220. Introduction to Cognitive Science—A survey of the new sciences of the mind. We will discuss the nature of representation, perception, and cognition, and the prospects for an empirical science of the human mind. Disciplines illuminating these issues include philosophy, cognitive psychology, artificial intelligence, linguistics, and neuroscience. (Same as Philosophy 220.)—Lloyd

221(2). Data Evaluation and Methods—An intensive study of the methods employed in understanding human and animal behavior as well as an introduction to the problems of psychological data evaluation. Some of the topics included will be the roles of observation, description, bias, hypotheses, theory, and non-reactive research. Consideration will also be given to descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing, group comparisons, frequency comparisons, analysis of variance. Prerequisite: Psychology 101. Enrollment limited to 25.—Reuman

226. Social Psychology—Studies human behavior and cognition in social situations, interactions of individuals in groups, and such topics as affiliation, aggression, and conformity. The course also covers applications of social psychology to such areas as medicine, the workplace, and the law. Enrollment limited to 50.—Reuman

230. Psychological Explanations of the Act of Teaching—Teaching can be viewed from different psychological perspectives: the behavioral approach in the tradition of Skinner, the humanistic approach in the tradition of Rogers, and the cognitive approach in the tradition of Bruner. Students will examine statements of the positions and their appropriateness for different educational outcomes. Students will also come to terms with problems of implementing the approaches by teaching brief videotaped lessons from each perspective and by analyzing their teaching and the teaching of others for evidence of the approaches. (Same as Educational Studies 230(1).)—Schultz

242. Studies in Psychopathology—An overview course in introductory psychopathology. Basic human development relevant to psychopathology, theoretical and clinical discussion of some "disorders" and discussion of diagnosis and therapy are presented in a unified view. The course stresses the similarity between "pathological" and "normal" behavior and examines the limitations of modern psychology's approach to the topics.—Higgins

[256L. Learning and Memory]—A survey of traditional learning theory and current approaches to human and animal learning and memory. The course considers the acquisition and retention of skills such as reading, arithmetic, and scientific reasoning. The laboratory exercises illustrate some of the topics presented in the class lectures. Prerequisite: Psychology 101. Enrollment limited to 32. (1¼ course credits.)

270. Clinical Psychology—A survey of the concepts, methods and theoretical issues of clinical psychology with a focus on current and classical research and theory. Students will explore such areas as personality development from a clinical perspective, assessment, pathology, diagnosis, clinical research, and some preventative and therapeutic modes of intervention. Emphasis will also be placed upon evolving models of clinical psychology and their relationship to other areas of psychology and the life sciences.—R.M. Lee

293(2)L. Perception—An introduction to current understanding of how organisms maintain contact with their environments through perception. Emphasis is on vision, but other modalities are also treated. Prerequisite: Psychology 101. (1¼ course credits).—Mace

[300L. Developmental Psychobiology]—A comprehensive analysis of the biological and psychological nature of development, from the behavior of sperm and ovum to the emergence of complex behavior. The course will focus on human development, applying principles derived from the study of other animals. The close ties between biology and psychology will be emphasized by reviewing research that demonstrates the profound influence of experience on biological development. The optional (¼ credit) laboratory will follow the development of rat pups from birth to weaning. Using psychobiological research methodology, we will uncover the ontogeny of neural mechanisms and explore early learning and memory capabilities and characteristics of mother-infant bonding. Prerequisite: General Psychobiology 261L. Enrollment limited to 20.

310. The Psychology of Gender Differences—This course will examine various theoretical models of male and female development from a psychological perspective. By carefully evaluating the empirical research we will explore the myths of gender to understand how women and men are the same and how they are different. Studies of gender, however, must be understood in relationship to the implicit assumptions that researchers make about human nature. Therefore, we will systematically evaluate the role of conceptual and methodological bias in scientific investigations. The course will include an analysis of some non-traditional methods that have served to challenge our thinking about gender differences and sex-roles. In order to gain a broader perspective on issues of gender, we will also examine work traditionally found in other disciplines such as sociology, anthropology, and biology. Enrollment limited to 30. (Same as Women's Studies 310).—Anselmi

352. Artificial Intelligence—A study of basic principles and research methods in artificial intelligence. The course exposes students to selected topics in the field including pattern recognition, problem solving, theorem proving, knowledge representation, and natural language understanding by computers. The course will draw on recent advances made by cognitive scientists in each of these applications. Students are expected to study both the theoretical background of an application and to write LISP programs that perform some aspect of a given topic. Students will be taught the programming necessary to complete their assignments and projects. (Same as ECS 352.) Prerequisite: ECS 115.—Bingham

[356L. Cognitive Science]—An interdisciplinary study of topics from a variety of subjects including learning, memory, perception, and cognitive psychology. Some specific topics are lan-

guage learning, expert systems, inferences, and planning. These topics will be approached using methods from psychology, artificial intelligence, and linguistics. The laboratory offers students opportunities for experimentation and computer simulation. Prerequisites: Psychology 255 or 256 or 293 or ECS course. Enrollment limited to 24. (1¼ course credits.)

391(2). Psychology of Language—The course will deal with the relationship of psychology, philosophy and linguistics in the study of language. The focus will be on theoretical and methodological issues as well as actual psycholinguistic research in language production, comprehension and development. Prerequisite: Psychology 255L. Enrollment limited to 20.—Anselmi

[395(2). Cognitive and Social Development]—This course will explore cognitive and social development within a general developmental framework. It will elaborate and critically evaluate Piaget's theory of cognitive development and examine how research in areas such as memory, perception, intelligence testing, education, language, morality, social cognitive and sex-role development can be related to Piaget's work. Prerequisite: Psychology 295. Enrollment limited to 20.

402A. Senior Seminar—An examination of psychological and sociological issues as they apply to the emergence of adulthood from adolescence. Theories of development, research studies and other writings will be discussed in terms of such topics as identity, relationship to parents, the use of freedom, interpersonal relations, the undergraduate experience and others. Each student will be responsible for leading a session, participating in class and writing a major paper on an appropriate topic. Enrollment limited to 15.—Winer

402B. Senior Seminar: Discrimination—Discrimination will be studied through the disciplines of economics and psychology. Students will be exposed to the complementary and competing explanations for discrimination offered by the two disciplines. We will discuss topics such as the causes and consequences of discrimination in housing, schools, and employment. Enrollment limited to 15.—Herzberger

[436. Psychology of the Infant]—A study of research on infant behavior. The course will focus on the biological, social and cognitive determinants of infant development within the context of general development processes. Topics include prenatal and perinatal influences, ontogeny of psychological processes and continuity and change. Prerequisite: Psychology 295. Enrollment limited to 20.

[462. Clinical Psychobiology]—An exploration of the biological bases of psychopathological disorders such as schizophrenia, depression, manic-depression, panic attacks, Parkinson's, kuru, Alzheimer's, and others. After a review of each clinical syndrome, we will study the demonstrated neuroanatomical and neurochemical changes as well as etiological factors such as genetic transmission, exogenous and endogenous chemotoxicity and slow viruses. Prerequisite: Psychology 261. Enrollment limited to 20.

491-2. Senior Thesis—Year-long Independent Study. 0.00 course credits awarded in the fall semester, 2.00 course credits awarded in the spring semester. Prerequisite: Submission of completed Thesis Form in both the fall and spring semesters.—Staff

Research Assistantship—From time to time the opportunity exists for students to assist professors in conducting research studies. Hours and duties will be determined on the basis of project needs and student interests. (½ or 1 course credit.)—Staff

Teaching Assistantship—(½ or 1 course credit.)—Staff

Independent Study—Studies in Cognitive, Social, and Language Development, and Adolescent Psychology.—Anselmi

Independent Study—Studies in Psychopathology.—Higgins

Independent Study—Studies in Cognitive Psychology (Memory and Understanding Prose).—Haberlandt

Independent Study—Studies in Psychobiology.—Kehoe

Independent Study—Studies in Clinical Psychology.—R. Lee

Independent Study—Studies in Social and Personality Psychology.—Herzberger, Reuman

Independent Study—Studies in Cognitive Child Psychology, Perception, and Language.—Mace

Religion

ASSOCIATE PROFESSOR GETTIER, *Chairman*; PROFESSOR KIRKPATRICK;
ASSOCIATE PROFESSORS DESMANGLES AND FINDLY;
ASSISTANT PROFESSORS BYRNE, KIENER, AND TULL

RELIGION MAJOR—Religion is expressed in a variety of forms in every culture and in every historical period. It manifests itself in oral traditions, scriptures, art, ideas, institutions, ritual. The academic study of religion encompasses a variety of disciplines which it applies to this broad range of phenomena in many of the world's religious traditions. In addition, it fosters a critical appreciation of the ethical and cultural values formed by these traditions, and thereby of one's own values.

Students apply to be majors: a) by calling on each member of the Department, and b) by submitting a written statement of what they expect to accomplish from the study of religion. No application will be considered after the mid-term of the first semester of the senior year.

Once accepted as majors, students are responsible in consultation with a departmental adviser, for planning a course of study. Specifically each major must attain a grade of C- or better in 10 courses. One course in each of three religious traditions is required as well as one course in each methodological area: a) scriptural and textual analysis; b) historical development of religious thought and institutions; c) philosophical evaluation of beliefs and concepts; and d) ethical and cultural expressions of religion. (Some courses may count for both tradition and method. A list of courses for each area is available.) Senior majors must also participate in the special program for the General Examination. This Examination constitutes the Department's Senior Exercise. It is a process in which senior majors write and re-write a 15-18 page comprehensive essay on a topic of their own choosing. Each essay is then discussed by the faculty and other senior majors at a colloquium during the General Examination days in the spring.

Honors are awarded to those who attain a minimum grade average of B+ in courses fulfilling the major requirements and Distinction in the General Examination.

A = Offered in alternate years.

(The department is in the process of revising its major requirements. For the most current information, consult the chairman.)

Introduction to the Study of Religion

- 175. The Religious Quest
- 184. Myth, Rite and Sacrament
- 281. Anthropology of Religion (A)*

Bible

- 121. The Biblical Tradition
- 211. Introduction to the Old Testament
- 212. Introduction to the New Testament
- 312. Jesus (A)
- 314. Major Motifs of Biblical Thought
- 315. Apocalyptic Literature: from Daniel to Revelation (A)
- 316. Genesis

Cognate courses:

- History 203 The Ancient Near East and Greece
- History 204 Hellenistic and Roman History

Languages:

- 103-104. Elementary Biblical Hebrew (A—does not count toward major)
- 203, 204. Readings in Hebrew Literature (A)
- 391, 392. Tutorial in New Testament Greek (Tull)
- Classics: Greek 101-102. Elementary Greek
- Modern Languages: Hebrew 101, 102 Elementary Modern Hebrew

*A = Offered in alternate years.

Judaica

- 109. The Jewish Tradition
- 205. Classical Judaism I
- 206. Classical Judaism II
- 207. Jewish Philosophy (Philosophy 211)
- 208. Jewish Mysticism (Philosophy 208)
- 214. The Jews in America
- 218. Judaism in the Twentieth Century
- 302. History of Philosophy (II): Augustine to Descartes (Philosophy 302)
- 304. Readings in Post-Biblical Hebrew Literature

Cognate courses:

History 336 Modern Jewish History

Christian Thought and Institutions

- 192. Roman Catholicism
- 220. Jesus: Interpreted and Transformed
- 222. Biblical Foundations in Western Culture
- 223. Major Religious Thinkers of the West I
- 224. Major Religious Thinkers of the West II
- 228. History of Roman Catholic Christianity 1648-1960
- 261. American Catholics
- 262. Religion in American Society

Cognate courses:

History 304 Renaissance and Reformation Europe

Religions of Asia

- 151. Religions of Asia
- 252. The Asian Mystic
- 253. Indian and Islamic Painting
- 255. Women in Hindu Literature
- 256. Buddhist Thought
- 257. Religions of Japan

Cognate courses:

ICS 107, 108 East Asian Civilization

Religions of Africa

- 181. Islam
- 285. Religions of Africa (A)
- 286. African Religions in the New World (A)

Cognate Courses:

History 327 History of Africa
History 329 History of the Middle East

Comparative Study of Religion

- 318. The Poet and Prophet in Greece and Israel (A every third year)
- 334. Gandhi and Merton

Philosophy of Religion

- 278. Atheism and the Eclipse of Religion (A)
- 372. The Nature and Knowledge of God (A)
- 376. Soren Kierkegaard and Dietrich Bonhoeffer/Whitehead and Macmurray/Bonhoeffer and Niebuhr (A)

Ethical and Cultural Expressions of Religion

- 242. **Religious Issues in Contemporary Literature (A)**
- 245. **Human Sexuality and the Religious Traditions of the West (A)**
- 288. **Magic Possession and Spiritual Healing**
- 289. **Religion in the Third World**
- 290. **Spiritual Movements in Contemporary America**
- 295. **Contemporary Issues in Roman Catholicism**
- 296. **Women in the Catholic Tradition**
- 334. **Gandhi and Merton**

FALL TERM

103. Elementary Biblical Hebrew I—An introduction designed to develop a facility in reading the Hebrew Bible. Emphasis will be placed upon mastery of the grammar, acquisition of a basic vocabulary, skill in the use of the lexicon, and translation of selected passages. Two course credits for the full year's participation. This course cannot be counted toward the fulfillment of major requirements. (Offered in alternate years with Religion 203.)—Gettier

109. The Jewish Tradition—A thematic introduction to the major concepts, rituals, life-cycles, holidays, and beliefs of Judaism. Readings and course material will be taken from classical Jewish texts as well as modern secondary sources.—Kiener

121. The Biblical Tradition—A thematic survey of the biblical tradition to highlight principal ingredients in the formation of western values and institutions. Readings include Hebrew scripture (Old Testament), Dead Sea Scrolls, apocryphal writings, Mishnah, Talmud, and New Testament. This course will be useful to the student who is unfamiliar with the Bible and its formation and wishes to become acquainted with intellectual developments which contributed significantly to Western Civilization. (Same as Guided Studies 121.)—Gettier

151. Religions of Asia—An introduction to the major religions of Asia: Hinduism, Buddhism, Taoism, and Confucianism, with special emphasis on how each of these modes of thought gives rise to a special vision of man in the universe, a complex of myth and practice, and a pattern of ethical behavior. (Same as Area Studies 151.)—Findly

175. The Religious Quest—An introduction to the study of religion. What is religion? How are personal experiences, historical events, traditions, and scriptures related to it? How is religious belief expressed in thought, symbol, and art? How does a religious thinker formulate his vision systematically? How do religious convictions affect attitudes toward other persons, society, government, and nature?—Kirkpatrick

181. Islam—An introduction to the world religion of Islam in classical and modern times. The course is both historical and thematic, focusing on the career of Muhammad and the Qur'an, law theology, religious and social institutions, Muslim solidarity, mysticism, and modernism. (Same as Area Studies 181.)—Kiener

[203. Readings in Hebrew Literature II]—An intensive study of selected portions of the Hebrew Bible in order to develop the methods and skills of biblical interpretation. Prerequisite: Religion 103-104 or permission of the instructor.

[205. Classical Judaism: II]—An historical overview of the different Judaism's (Hellenists, Gnostics, Apocalypists, Sadducees, Pharisees, mystics) of the Rabbinic era, from Biblical origins to the end of the 7th century CE. Emphasis will be placed on the varied religious developments as they unfold in the history and the literature of the Jews.

211. Introduction to the Old Testament—A literary and historical examination of the Old Testament (Hebrew Bible) to demonstrate its evolution and complexity as religious scripture. Emphasis will be given to developing skills in textual analysis and to discerning possibilities for interpretation. Attention will be given to those personalities such as Abraham, Moses, David, and the prophets and to major events such as the Exodus and the Exile, which shaped a tradition.—Gettier

224(1). Major Religious Thinkers of the West II—Hume, Kant, Hegel, Kierkegaard, Schleiermacher, Buber, Tillich, Bonhoeffer, and process and liberation theologies.—Kirkpatrick

245. Human Sexuality and the Religious Traditions of the West—The development of religious attitudes toward sexuality as reflected in cultic sex and fertility religions, biblical thought,

Puritanism and other forms of sexual repression, and contemporary controversies and sexual liberation. (Same as Women's Studies 245.)—Tull

[253. Indian and Islamic Painting]—A survey of the history of miniature painting from the Persian, Mughal and Rajput schools, with emphasis on their religious and cultural backgrounds. (Same as Area Studies 253 and Art History 253.)

255. Women in Hindu Literature—An introduction to Hinduism through an examination of women in Indian literature. Special attention will be given to the religious roots of values and to the particular role of women in the transmission of culture. (Same as Area Studies 255, Comparative Literature 255, and Women's Studies 255.)—Findly

257. Religions of Japan—A survey of the religions of Japan, focusing on the interaction between the indigenous tradition of Shinto and the received traditions of Confucianism and Buddhism. Special attention will be given to the aesthetics of Zen. (Same as Area Studies 257.)—Findly

261. American Catholics—This historically oriented course will explore the struggle of Catholics in the United States to integrate being "Roman" with being "American." It will survey the experience of an immigrant, authoritarian church in a country founded on belief in the excellence of Protestantism and dedicated to liberal and democratic ideals. Having arrived in the mainstream with the election of John F. Kennedy, that church now faces a new set of challenges, which will be the final consideration of the course. (Same as American Studies 261.)—Byrne

[281. Anthropology of Religion]—An introduction to the foundations of religion through an examination of religious phenomena prevalent in traditional (primitive) cultures. Some of the topics covered in this course include a critical examination of the idea of "primitivity," the concepts of space and time, myths, symbols, ideas related to God, man, death, and rituals such as magic, sorcery, witchcraft and divination. (Same as Area Studies 281.)

[285. Religions of Africa]—A study of the indigenous African religious traditions with consideration of their contemporary interaction with Western religious traditions. Topics include the African concepts of God, man, ancestor reverence, sacrifice, witchcraft and magic. (Same as Area Studies 285.)

295. Contemporary Issues in Roman Catholicism—A study of the Catholic church in the modern world, this course examines a religious body unified in principle and structure, yet diverse in the culture, practice, and opinion of many of its members. Topics include the evolution of issues at the heart of contemporary Catholicism: holiness and modernity, authority and freedom, liberation and developing countries, human sexuality, women, and church teachings on racism, peace, and economic justice.—Byrne

[315. Apocalyptic Literature: From Daniel to Revelation]—A survey of a distinct literary genre in the religious and historical contexts of the second and first centuries B.C.E. and the first century C.E. The seminar will concentrate upon representative pieces of literature such as the Dead Sea Scrolls, Enoch, and II Esdras and will search out the roots of apocalyptic in Hebrew scripture (Daniel) and its culmination in Christian scripture (Revelation). Consideration will also be given to its later manifestations in religious thought and groups, including millennial movements in American history. Prerequisite: Religion 211 or 212 or permission of the instructor. (Same as Comparative Literature 315.)

[372(1). The Nature and Knowledge of God]—A philosophical examination of different approaches to our knowledge of God, dealing with such problems as the use and verification of religious language, and the relation of religious knowledge to knowledge of self and world. Among the approaches covered will be mysticism, existentialism, Thomism, linguistic analysis, myth, revelational theology, and varieties of empiricism (including personalism, process theology, and philosophy of action).

391. Tutorial—Regular conferences, reading, and written work on topics of common interest to instructor and student. Prerequisite: permission of the Department Chairman. (Arrangements should be made prior to preregistration.)—The Department

491. Independent Study—Advanced work on an approved project under the guidance of a faculty member, as provided by the College curriculum. Prerequisite: permission of the Department Chairman. (Arrangements should be made prior to preregistration.)—The Department

SPRING TERM

104. Elementary Biblical Hebrew II—Required continuation of Religion 103.—Gettier

184. Myth, Rite and Sacrament—A phenomenological approach to the study of religion through an examination of the nature of religious consciousness and its outward modes of expression. Special emphasis is placed on the varieties of religious experience and their relations to myths, rites, and sacraments. (Same as Area Studies 184.)—Desmangles

192. Roman Catholicism—An introduction to the main outlines of the Roman Catholic tradition through an examination of the highlights of historical and doctrinal development, devotional and liturgical expression, and the emergence of the Catholic church as a global entity within a diversity of world cultures.—Byrne

[204. Readings in Hebrew Literature II]—Continuation of Religion 203. Prerequisite: Religion 203 or permission of the instructor.

[206. Classical Judaism: II]—A social and religious history of medieval Judaism in Europe and Afro-Asia from the 7th to the 18th century. The course will focus on the social status of Jews, Talmudic scholarship, philosophy, Qabbalah, messianism, and devotional life. The impact of Christianity and Islam will also be considered.

207(2). Jewish Philosophy—This course provides an introduction to the major themes and thinkers of Medieval and Modern Jewish philosophy. We will study how Plato, Aristotle and other non-Jewish philosophers found their Jewish voice in the likes of Philo, Saadia Gaon, Judah Halevi, Maimonides and Mendelssohn. Issues to be considered are the relationship between reason and revelation, the concept of monotheism, the nature of prophecy and the Jewish tradition, and the problem of evil. Extensive use of original sources in translation will be complemented by interpretive studies. (Same as Philosophy 211.)—Kiener

[208. Jewish Mysticism]—An examination of the secret speculative theologies of Judaism from late antiquity to the present. The course will touch upon the full range of Jewish mystical experience: visionaries, ascetics, ecstasies, theosophists, rationalists, messianists, populists, and pietists. Readings will include classical texts (such as the *Zohar*) and modern secondary studies. (Same as Philosophy 208.)

212. Introduction to New Testament—A literary and historical examination of the New Testament in the context of the first century C. E. to appreciate the formation and themes of this principal document of Christianity. By focusing primarily upon the Gospels and Paul's letters, the course will stress the analysis of texts and the discussion of their possible interpretations. Consideration will be given to the Jewish and Greek backgrounds, to the political, social, and religious pressures of the period, and to the development of an independent Christian community and a fixed scripture.—Gettier

[214. The Jews in America]—A social and religious history of American Judaism from pre-revolutionary to contemporary times. After examining the era of immigration and "Americanization," the course will focus on the ethnic, religious, and social structures of American Judaism: the Community Center, the Synagogue, and the Federation. (Same as American Studies 214.)

218. Judaism in the Twentieth Century—This course focuses on two momentous events of Jewish history: the extermination of European Jewry and the establishment of a Jewish homeland. After examining the historical contexts and implications of these two events, the course will turn to the on-going repercussions of the Holocaust and the state of Israel in contemporary Jewish theology and literature.—Kiener

220. Jesus: Interpreted and Transformed—From Nazareth to Hollywood the figure of Jesus has not only been portrayed as presented in the New Testament Gospels but has also been the subject of a variety of imaginative interpretations in other gospels, drama, fiction and movies. These interpretations and transformations and their methods will be examined. The ways in which the meaning of an historical, even religious, figure is determined will be investigated.—Tull

[222. Biblical Foundations in Western Culture]—The development of Hebraic understandings of the human and divine in history will be traced from the Old Testament texts, through the encounter with Hellenism in the intertestamental period to their consolidation in Rabbinic Judaism and Early Christianity. (Same as Guided Studies 222.)

223(2). Major Religious Thinkers of the West I—Heresy and Orthodoxy in Conflict: a historical and theological study of the development of Western religious thought from the point of view of both heretics and orthodoxy within Christianity and Judaism. Among the topics to be covered: Gnosticism, Augustine, Aquinas, Eckhart, millenarianism, the Free Spirit, Luther, Calvin, and the Anabaptists. (Same as Guided Studies 223.)—Kirkpatrick

228. History of Roman Catholic Christianity 1648–1960—This survey of Roman Catholic Christianity will deal with the chief movements and figures which have shaped the Roman Catholic church from the post-Reformation period until Vatican II. Attention will be given to the interaction of the various Christian churches and the political, social, and intellectual developments of the age. (Same as History 228.)—Byrne

232. Christian Humanism in the Renaissance: Ambition and Reality—This course deals with the main features of Christian humanism in Renaissance Europe between 1400 and 1600. The intellectual foundations of the humanist movement, its theories on the human condition, pedagogy, freedom and a variety of social issues will be discussed. The gap between what was hoped for and what was imposed by political and social realities will be explored, as we read texts by humanists from Italy, France, the Low Countries, Germany, England and Spain. (Same as Modern Languages 232E.)—van der Poel

[242. Religious Issues in Contemporary Literature]—An exploration of the questions about God and human life posed by the novelist, dramatist, and poet.

252. The Asian Mystic—An examination of the mystic in Asian religious traditions. Special attention will be given to mysticism and heresy, the psychological and theological sources of mystical experience, and the distinctive characteristics of mystical language. Readings from Indian, Tibetan, and Chinese sources. (Same as Area Studies 252 and Comparative Literature 252.)—Findly

256. Buddhist Thought—An examination of fundamental concepts in Buddhist philosophy as they reflect an ongoing conflict between faith and reason: the non-self, dependent origination, karma and nirvana. Special emphasis will be placed on the meaning of these concepts for the Buddhist way of life. Readings from classical Theravada and Mahayana texts. (Same as Area Studies 256.)—Findly

262. Religion in American Society—The historical role of religion in shaping American life and thought, with special attention to the influence of religious ideologies on social values and social reform. (Same as American Studies 262.)—Kirkpatrick

[278. Atheism and the Eclipse of Religion]—An examination of objections to religious belief and practice, especially those associated with atheism. Our primary concern will be to define those arguments which lead to a denial of God's existence or which reduce religious belief and practice to the irrational, primitive, or cowardly. The counter-arguments for religious belief will also be considered. Readings from Nietzsche, Freud, Sartre, Marx, Feuerbach, "death of God" theologians, and others.

[286. African Religions in the New World]—An examination of traditional West African religions and the major themes and issues surrounding their preservation and survival in the New World. (Same as Area Studies 286.)

[288. Magic, Possession and Spiritual Healing]—An anthropological approach to religion and magic. A cross-cultural analysis of the forms of spiritual healing in traditional (primitive) cultures. Emphasis is given to the manifestations of spiritual Power, the role of possession, magic, shamanistic utterances, and hallucinogens in the process of spiritual healing. (Same as Area Studies 288.)

289(2). Religion in the Third World—An anthropological study of the rise and development of cults in traditional (primitive) cultures engendered by the impact of colonization, the spread of Christianity and Western technology in so-called Third World cultures. Among others, the course emphasizes the revival, the millenarian, the Cargo, and messianic cults. Special attention is given to the origin, the nature, the social functions and dysfunctions of these cults, as well as the methodology used to study them. (Same as Area Studies 289.)—Desmangles

[290. Spiritual Movements in Contemporary America]—An anthropological approach to culture change including the rise, the development and future prospects of spiritual movements in

contemporary American culture. Emphasis is given to the teachings of these movements and their contributions to American religious thought. Topics include Garveyism, the Black Muslims, the Peace Mission Movement, Hare Krishna, and the Jesus People. (Same as American Studies 290 and Area Studies 290.)

296. Women in the Catholic Tradition—This study of women in the Catholic church reveals a rich and complex history of structural and ideological repression, combined with surprising opportunity, creativity and resourcefulness. The student will learn about women of different eras who were formed in the Catholic tradition and used its tools to fashion their lives, whether by conformity or innovation. The course will analyze the significance and achievement of these women in the light of their particular historical contexts. (Same as Women's Studies 296.)—Byrne

302. History of Philosophy (II) Augustine to Descartes—A study of representative Christian, Islamic and Jewish thinkers of the medieval period. Discussion will focus on such major issues as the existence of God, the problem of evil, the nature of universals, the role of the prophet and the relation between philosophical reason and religious faith. Attention will also be paid to the cultural, historical and religious climates which helped influence the unique scholastic doctrines under discussion. (Same as Philosophy 302.)—Lang

[304. Readings in Post-Biblical Hebrew Literature]—This course provides the opportunity to read in the original Hebrew portions of the central texts of classical Rabbinic Judaism in late antiquity. Students will acquire the basic linguistic and historical knowledge necessary for interpreting the Mishnah and the Midrash.

[312. Jesus]—An exploration of ways to understand the person of Jesus. Focusing upon the Gospel literature with special attention to the parables, the course will examine materials related to the historical background, parallels in other religious and cultural settings, and modern interpretations. By sifting the evidence and theories, the class will address the questions: Who was Jesus? What did he intend to accomplish? Why did he have such an impact? Prerequisite: Religion 212 or permission of the instructor. (Same as Comparative Literature 312.)

314. Major Motifs of Biblical Thought—The structures of biblical thinking developed through an examination of the central themes in the Old and New Testaments.—Gettier

[316. Genesis]—An examination of the Genesis stories in order to understand the manner of ancient storytelling, its significance in a religious context, and its place in the biblical tradition. This discussion course will concentrate upon selected stories and characters and make frequent comparisons to tales from other cultures. Uses of the stories in more contemporary literature will be considered, as will the varieties of modern interpretation. Prerequisite: Religion 211 or permission of the instructor. (Same as Comparative Literature 316.)

[318. The Poet and the Prophet in Greece and Israel]—An interdisciplinary and comparative study of Greek and Hebrew oral and written poetic traditions to discern the distinctive character of each, the culture which each in its prophetic role reflects, and the legacy which each has provided Western Civilization. Prerequisite: this seminar is intended for students with a strong background in classics and/or biblical studies, and preference will be given to Classics and Religion majors. Greek and/or Hebrew is desirable but not required. Enrollment will be limited to 15 students, and a personal interview with the instructors will be required before acceptance. (Same as Classics 318.)

[334. Gandhi and Merton]—An evaluation of the life and ethical teachings of two men who tried to bridge the gap between East and West. Our focus will be the making of the religious personality, the tension between active and contemplative lifestyles, and the special issues of war and peace, civil disobedience, and non-violent resistance. (Same as Comparative Literature 334 and Area Studies 334.)

338. Ethics in Economic and Foreign Policy—This seminar will explore the influence and implications of Christian moral principles on economic and foreign policy in the United States. Democratic socialism and democratic capitalism will be evaluated by different interpreters of Christian social ethics; ethics in the business world will also be considered. The role of morality in the shaping of foreign, especially nuclear, policy will occupy the second half of the semester. Readings will include Niebuhr, Novak, and the U.S. Roman Catholic bishops' pastoral letters on nuclear war and economic policy.—Kirkpatrick

[376. Dietrich Bonhoeffer and Reinhold Niebuhr]—An analysis of the life and writings of two Western religious thinkers. The historical and personal contexts in which each developed his

thought as well as the logic of each theology will be studied through a close reading of primary texts.

392. Tutorial—Regular conferences, reading, and written work on topics of common interest to instructor and student. Prerequisite: permission of the Department Chairman. (Arrangements should be made prior to preregistration.)—The Department

492. Independent Study—Advanced work on an approved project under the guidance of a faculty member, as provided by the College curriculum. Prerequisite: permission of the Department Chairman. (Arrangements should be made prior to preregistration.)—The Department

Research Courses Related to the Social Sciences

Trinity offers a rich array of courses designed to teach students how to conduct and interpret empirical research. As a convenience to undergraduates, a generous sampling of these courses is printed below. These courses will increase students' understanding of how various disciplines use research methods and, more importantly, will provide students with the skills to test hypotheses on their own. Some of the courses stress empirical techniques which are appropriate to a particular discipline, while others have a wide application.

Students wishing to gain a better understanding of research methods are encouraged to choose several courses from the following list. Faculty teaching these courses are prepared to offer advice about how to select a suitable mix tailored to the individual's current and future research interests. Some of the courses are open to the general student body, while others have a number of mathematical prerequisites. Consult departmental course listings for details, including information on prerequisites.

Introductory Courses:

Economics 318. Basic Econometrics
Engineering 115L. Introduction to Computing
Mathematics 107. Elements of Statistics
Political Science 241. Political Data Analysis
Psychology 221. Data Evaluation & Methods
Sociology 201L. Research Methods in the Social Sciences

Intermediate Course:

Mathematics 157. Intermediate Statistics for the Natural and Social Sciences

Advanced Courses:

Mathematics 305. Probability
Mathematics 306. Mathematical Statistics
Philosophy 401. Epistemology
Psychology 322L. Personality Assessment

Senior Colloquium Program

In the Spring Term, 1988, Trinity inaugurated an experimental program of Senior Colloquia underwritten by a Liberal Arts Enrichment Grant from The Pew Charitable Trusts. These Colloquia, which stand to the end of a student's undergraduate education as the Freshman Seminars stand to its beginning, seek to provide second-semester seniors with a suitable culmination of their non-major studies and to help them draw connections between their academic work and the larger world of personal, professional and civic life they are about to enter. Each Senior Colloquium focuses on a broad topic chosen by the instructor for its importance and appeal to liberally educated men and women. The approach is interdisciplinary, and seniors from a diverse array of academic backgrounds and majors are encouraged to enroll in each Colloquium. From time to time, each instructor will invite faculty colleagues and/or persons from outside the College to join

in Colloquium sessions, either to make a formal presentation or simply to participate in the discussion.

In order to encourage lively, intelligent discussion, enrollment in each Colloquium is strictly limited. Only seniors are eligible for the program, and all Colloquia require *permission of the instructor*.

During the Spring Term, 1989, the following Senior Colloquia will be offered:

404. The Modern University—The modern university has its origins in twelfth and thirteenth century Western Europe, and while it has changed in many ways over the intervening centuries, it still bears remarkable resemblance in many other respects to its medieval ancestors. In this colloquium, we will examine the historical development of this institution as well as its current role in late twentieth century America. Special attention will be given to questions of current import such as the role of the university in the political realm and the economic system, the rights and responsibilities of students and faculty, the role of the undergraduate college in preparing students for the professions, the potential restrictions on the university's pursuit of scientific knowledge, the university as a hostile or favorable environment for creative work in literature and the arts, and other concerns of interest to the students in the colloquium. It is hoped that the colloquium will give students the opportunity to reflect on their undergraduate experience and to fit that experience into a broader context. To achieve these goals, guest lecturers, primarily from Trinity's faculty, will be invited to provide both the broad historical perspective needed to understand the university and the more narrowly focused perspective implied by some of the above questions. Students who enroll in this colloquium should be prepared to do extensive reading, to write some short papers, and to participate in the exchange of ideas among colloquium members.—Egan

405. The French Revolution and French Culture—The bicentennial of the French Revolution provides an opportunity to examine France, her institutions and culture, as they were before 1789 and as they emerged in the early nineteenth century. After examining the government, politics, economy and artistic life of France under the Ancien Regime, the course will concentrate upon the cathartic episode of the Revolution itself. An effort will be made to determine which characteristic elements of French Regime attitudes survive, are subtly changed or are utterly transformed by the upheaval of the events of 1789 to 1799. We will also look at the kind of newly invented or borrowed foreign institutions the Revolution creates and the degree of success of these new elements in French society. A further examination will be made of the domestic effects of the Empire of Napoleon Bonaparte upon the characteristics of French society and culture as it emerged in its more or less modern form during the years after the Restoration in 1815. How many of these modern traits are the result of the Revolution and how many of the Empire and which are more enduring qualities going back to the Ancien Regime?

The course will include readings in political and social history, Enlightenment philosophy, eyewitness accounts, historical treatments of the arts, theater, music and letters. There will be exposure to primary sources of the period, including novels, music and art which will require museum visit(s). Guest lecturers will visit the class to discuss special topics. The students will be graded on the basis of class participation and written work.

Students of history (social, political, military, or economic history), political science, comparative literature, French literature, philosophy, religion, history of art/architecture, music and theater are encouraged to take part. The ability to read French is desirable but not required.—Gordon

406. Technology and Nature—This course will consider three possible relations between technology and nature: (1) technology as subordinated to nature and using nature as its model; (2) technology as bringing nature to fruition such that nature and technology work together; (3) technology as dominating nature. We will look at specific examples of these relations at work in various moments in western culture in order to see what kind of technology each produces, how technology relates to the natural sciences such as physics and astronomy, and how each relation implies different value judgments about technology and nature. This course is intended for science and non-science majors and presupposes no special training in science or technology.—Lang

407. The Body: From the Humanistic Point of View—Starting from the human body and its fundamental needs for clothing, food, shelter, movement, and sex, this colloquium will examine some of the ways these needs have been shaped by biology, history, and culture. Beginning with the biological matrix of the human body, we will study several of the following: the *nude*, understood as a specific subject matter for painting and sculpture; how the human body has been clothed in various cultures and, in particular, the role of *fashion*; the pattern of food preferences which constitutes a *cuisine*; the *designed environment*, including everything from teapots to buildings to city streets; *gesture and bodily movement* as physical behaviors and systems of expres-

sion; the origin and modes of human *sexuality*. Texts for the colloquium will include such books as the following: Kenneth Clark, *The Nude*; John Berger, *Ways of Seeing*; Anne Hollander, *Seeing through Clothes*; Kennedy Fraser, *The Fashionable Mind*; Peter Farb and George Armelagos, *Consuming Passions*; Nikolaus Pevsner, *The Sources of Modern Architecture and Design*; Steen Rasmussen, *Experiencing Architecture*. Class meetings will be supplemented with visits to museums, kitchens, urban environments, and performances.—Palter

408. Reading: Culture, Consciousness, and Meaning—Recent research has emphasized that experiences of reading and literacy are embedded in particular historical and cultural contexts. By exploring theoretical controversies and utilizing case studies, we will examine such subjects as the relationship between oral and literate cultures; the impact of literacy on societies and individuals; changes in reading behavior over time; and gender and class differences in experiences of reading. Within this framework, we will also analyze the distinctions that have been made between “high” and “popular” culture and claims that there has been a decline in literacy. Course readings will be drawn from several disciplines, including history, literature, and anthropology.—Sicherman

Sociology

PROFESSORS J. BREWER, *Chairman*, AND CHANNELS;

ASSOCIATE PROFESSOR SACKS; ASSISTANT PROFESSOR VALOCCHI; VISITING
INSTRUCTOR RAISZ*

SOCIOLOGY MAJOR—Ten courses in Sociology, including 201, 202, and 410. It is recommended that Sociology 201 and 202 be taken as early in the major as possible. Majors must also take Mathematics 107 or another statistics course approved by the department. In addition, majors are required to take at least one course in three of the following departments: Economics, History, Mathematics (other than 107), Philosophy, Political Science, or Psychology. Students are urged to select these courses in consultation with a Department adviser. A grade of at least a C– must be earned in each course that is to count toward the major.

In order to be granted Honors in Sociology a student must attain a college average of at least B and an average of at least B+ in Sociology courses, and write a senior thesis that earns the grade of A+. Students who hope to attain Honors should consult with their advisers during the spring semester of their junior year.

COMPUTER COORDINATE MAJOR IN SOCIOLOGY—See the “Computer Coordinate Major” section of the *Catalogue*. Students considering a Computer Coordinate Major in Sociology should contact the Chair of the Department of Sociology.

FALL TERM

101. Principles of Sociology—The course will deal with questions such as these: What are the underlying causes of our major social problems? Are inequality and the exercise of power by some over others inevitable in all social life? How important in human life are cultural and social factors compared to the influence of biological inheritance, personality and economic constraints? What are the origins, prospects for, and results of attempts at deliberate social change? To what extent can we realistically expect to achieve our democratic ideals of freedom and equality in contemporary societies? The course addresses the basic concerns, ideas and methods of sociology both as a scientific and humanistic discipline; it also provides an introduction to the fundamental methods and equipment of social science data analysis, using data national samples. Section enrollment limited to 50.—Channels, Valocchi

[202(1). Contemporary Sociological Theory]—Critical examination of the major theoretical perspectives current in sociology (structure functionalism, interactionism, conflict theory, exchange theory, and ethnomethodology) and consideration of their implications for core problems—such as social order and social change—that concern all sociologists. Also, emphasis upon the methods of theory construction, the relationship between theory and research, and the significance of the classics (e.g., Durkheim’s *Suicide*) for sociologists now. Prerequisite: prior sociology course.

*Scholar in Residence, Fall Term

204(1). Social Problems in American Society—Diverse sociological perspectives on the causes of social problems will be analyzed. Crime, police behavior, collective violence, poverty, welfare and other topics relating to deviance and inequality in American society are considered in the light of these perspectives. Enrollment limited to 50.—Sacks

211. Cultural Anthropology—The course will examine a range of cultures in an attempt to establish the extent to which the “cultural factor” determines the character, direction, and world view of diverse societies. Some attention will be given to the major problems arising from the attempt to interpret cultures other than our own. (Same as Area Studies 201.)—Desmangles

[221. Working]—More than an economic necessity, work is one of the central social and personal events in human life. This course will compare workers’ experiences and the social organization of work in a wide variety of contemporary occupations and professions and will examine the relationship between work and other social institutions (leisure, education, politics, the family, and religion). Among the topics to be considered are: work and the self, alienation and the ideal of craftsmanship, the structure and dynamics of careers, illegal occupations and dirty work, professionalization, autonomy and social control in the major professions, informal relations among practitioners, client-service and client-control, “natural histories” of occupations, styles of leisure, ideologies, and the social basis of the work ethic. Prerequisite: A prior sociology course.

[231. Popular Culture]—An interdisciplinary approach to the study of comics, music, film, television and popular literature as they reflect persistent as well as changing values in American society. Recent developments in the theory of mass culture. (Same as Area Studies 231(2).) (Coordinate Course: English 184.)

[251. The Individual and Society]—Sociological approaches to social psychology. The social basis of personal identity. Theories of the self. The dynamics of social roles and interpersonal relations. Deviance and social control. The social construction of reality. The method of participant observation contrasted to interviewing and experimentation.

[272(1). Social Movements]—A comparative study of movements—both past and present—that have played major roles in social change: millenarians, utopians, anarchists, socialists, populists, communists, feminists, fascists. The basic aims of the course are to identify the principal social conditions giving rise to such movements, their structural characteristics, and an attempt at accounting for their successes and failures. (Coordinate Courses: Area Studies 212, Political Science 106.)

312(1). Social Class and Social Mobility—A review of theory and research on stratification and mobility in modern societies, from Warner’s *Yankee City* to Porter’s *The Vertical Mosaic*. The course will examine the relationship between social class position and individuals’ styles of life in their families, at work, and at play. Attention will be paid to the relationships between social class position and individual life-chances (educational achievement, health, mental illness, “deviant” behavior, and mobility), and to relationship between social class and political activity and apathy. Enrollment limited to 50.—Valocchi

318(1). Women and Social Change in Comparative Perspective—Recent scholarship on women in diverse societies is examined to investigate the relationship between large-scale social change and the position of women in the work force and the family. Studies are selected which use varying types of data and approaches. There is explicit analysis of the way in which the authors’ assumptions and perspectives shape the findings. (Same as Area Studies 318.) Prerequisite: prior sociology course or permission of the instructor.—Sacks

[321. Urban Sociology]—This course will focus on the theoretical examination of the process of urbanization, urban stratification systems, urban ecology, community power, suburban-urban relationships and the effects of urban living on individuals. The applicability of such sociological knowledge for understanding urban institutions, problems, and experiences will also be examined. Prerequisite: prior sociology course. (Coordinate Courses: Economics 209, History 103, Philosophy 231.)

325. Sociology of Law—This course offers a sociological perspective on the law, as well as the causes and consequences of the legal system. Topics covered include a comparison of scientific and legal modes of inquiry, the uses and importance of social science findings in judicial and policy decision-making, social factors affecting jury selection and jury decisions, racial and class inequalities and the law, law as a form of social control, legal organizations and professions, and law as an instrument of social change. Prerequisite: prior sociology course.—Channels

[330(1). Historical Sociology]—An introduction to the use of historical materials in sociological analysis. The course will concentrate on the relationship of theory to history in sociology, building causal arguments using historical materials, and on issues of generalization in historically based research. These topics will be covered using examples from historical sociology. Students will also be required to undertake their own research using historical materials. Prerequisite: a prior sociology course or permission of the instructor. (Same as Area Studies 336.)

[341. Aging in Social Context]—Public Policy, Structural Factors and the Aging. An investigation of current public policy issues related to an aging society, focusing on specific areas such as retirement and income maintenance, health and long-term care, housing, social services and the Older Americans Act. The new federalism and the changing nature of the public-private partnership will be addressed as reflections of contemporary social values expressed through the political process.

[342(1). Sociology of Religion]—The social sources of ritual and belief. Magic, witchcraft and sorcery. Folk and official religions. Religion from the standpoint of formal organization. Church and sect, with particular emphasis on schism. (Same as Religion 342(1).) (Coordinate Courses: Religion 251, 256, 281, 285, 289)

[355. Comparative Social Change]—An examination of the conditions and consequences of economic development and nation-building in various cultural contexts. Historical patterns in Western Europe and Russia will be considered and contrasted with more recent examples of modernization. Prerequisite: prior sociology course or permission of the instructor.

[362(1). The Sociology of Small Groups]—An examination of sociological theory and research concerning the interaction among persons in face-to-face groups, and the structure and functioning of these groups when considered as autonomous units and as parts of larger social and cultural systems. Attention will be given both to field studies of natural groups and to laboratory studies of experimental groups. Prerequisite: prior sociology course.—Brewer

407-408. Thesis—Any department member.

409. Independent Research Project—Written report on an original research project. Students should consult with the faculty supervisor *before* registration, i.e., during the Spring Term. Required of all candidates for Honors; elective for others.—Staff TBA

SPRING TERM

101(2). Principles of Sociology—The course will deal with questions such as these: What are the underlying causes of our major social problems? Are inequality and the exercise of power by some over others inevitable in all social life? How important in human life are cultural and social factors compared to the influence of biological inheritance, personality and economic constraints? What are the origins, prospects for, and results of attempts at deliberate social change? To what extent can we realistically expect to achieve our democratic ideals of freedom and equality in contemporary societies? The course addresses the basic concerns, ideas and methods of sociology both as a scientific and humanistic discipline; it also provides an introduction to the fundamental methods and equipment of social science data analysis, using data national samples. Section enrollment limited to 50.—Brewer, Valocchi

201L(2). Research Methods in the Social Sciences—An introduction to social sciences inquiry, stressing what is common as well as what is different in the techniques and procedures employed in the different disciplines. The course seeks to develop the student's skill in designing original research and in evaluating the significance of already published research findings. Topics include: the interdependence of theory and research, ways of formulating research problems and hypotheses; the variety of research designs (introducing the ideas of statistical as well as experimental control); and an overview of the major procedures of instrument construction, measurement, data collection, sampling, and data analysis. Required laboratory sessions offer experience in each step of the research process. Prerequisite: at least one course in the social sciences. (1½ course credits.)—Channels

207(2). The Family and Society—The family as a basic group in human societies; its development; its relations to other institutions; historical changes in its structure; its place in modern industrial society. Enrollment limited to 50.—Sacks

214. Race and Ethnicity—A cross-national comparison of racial and ethnic differences as sources of conflict and inequality within and between societies. We will also consider the role of

race and ethnicity as a basis for group and national solidarity. Topics will include the persistence of ethnic and racial loyalties in regard to language, marital choice, and politics; a comparison of social mobility patterns among various ethnic and racial groups; ethnicity and race as reactionary or revolutionary ideologies; the issues and facts regarding assimilation and pluralism in different societies. (Same as Area Studies 214.)—Valocchi

[220. Deviance and Social Control]—This course will examine a variety of sociological theories of deviance and apply them to selected examples of "deviance"—criminality, mental illness, and homosexuality. The course will also explore what a sociological perspective contributes to the understanding of the following phenomena: how both laymen and various experts conceptualize examples of "deviance," how definitions of "deviant" behavior change over time and place, who labels behavior deviant and according to what standard of "normal" behavior, and what the consequences are for those labelled deviant, as well as for those labelled "normal." Prerequisite: prior course in sociology.

[225(2). Sociology of Health and Illness]—An introduction to the field of medical sociology, with special emphasis upon the influence of social factors in becoming sick and seeking treatment. Topics to be covered will include: social epidemiology, health and illness behavior, the health professions, health care institutions, and alternative systems of health service. Students will be asked to identify a problem on which they wish to do independent reading and/or field study and to share their work in oral presentations and papers. Prerequisite: prior sociology course or the permission of the instructor.

226. Sociological Perspectives on Health and Gender—Gender issues influence both the way in which health is defined and the way health care delivery systems are organized and financed. The changing status of women has important consequences for public policy as well as private practice. Using a sociological perspective which incorporates historical material, the course will focus on: the social and historical context in which health is defined, race and class inequities in access to health services, gender issues in the professions, and the influence of the women's movement in creating alternative health care systems. Students will be asked to identify a particular issue on which they wish to do independent reading and/or field study and to share their work in oral presentations and papers. (Same as Women's Studies 226.)—Raisz

[302. Secondary Analysis of Social Science Data]—Secondary analysis, like alchemy, attempts to transform used and apparently useless data into something of value. This course will emphasize the problems and procedures of comparative studies (e.g., the Five Nation Study); trend studies (e.g., the successive waves of the Trinity Freshman Survey); plus many sets of data available to meet the individual goals and interests of students (e.g., voting, housing, religious behavior, health, etc.). It is anticipated that students will be involved in independent research projects; hence it would be advisable to meet with the instructor briefly in the Fall Term. Prerequisite: prior sociology course.

315(2). Contemporary Soviet Society—The development and organization of selected Soviet institutions (the factory, collective farm, family, schools, the mass medias, the Communist Party, the medical establishment, etc.); factors contributing to stability, change and social problems. Prerequisite: prior sociology course or permission of the instructor. (Same as Area Studies 316.)—Sacks

[344. Population Studies]—Social causes and consequences of population structure and change. How variations in fertility, mortality, and migration arise and how they affect society. Illustrations from the United States and a variety of developed and underdeveloped countries.—Sacks

351(2). Political Sociology—An examination of several sociological perspectives on the structure and functioning of force, influence, and authority in industrial societies. The interrelationships of government with various occupational groups. The political functions of experts, managers, celebrities and intellectuals. Trends in popular confidence in major institutions. Prerequisite: prior sociology course.—Valocchi

361(2). Formal Organizations—The sociological analysis of deliberately established goal-oriented organizations of all kinds (businesses, universities, government agencies, hospitals, prisons, law firms, etc.). Among the topics to be considered will be theories of bureaucratic organization, the relationship between formal and informal behavior and structure, organizational leadership and authority, the place of small groups in large organizations, official-client relationships, the effects of organization upon their individual members, the definition and achievement

of organizational goals, and the relations of organizations to one another and to the community. (Coordinate Course: Political Science 311.) Prerequisite: a prior Sociology course.—J. Brewer

407-408. Thesis—Any department member.

410. Senior Seminar—Intensive study of selected sociological problems. Prerequisite: sociology major or permission of instructor.—Staff

411. Research Assistant—From time to time the opportunity exists for students to assist professors in their research. Hours and duties will be determined on the basis of project needs and student interests.

Theater and Dance

ASSISTANT PROFESSOR FEINSOD, *Chairperson and Director of Theater*; ASSOCIATE PROFESSOR DWORIN, *Director of Dance*; ARTIST-IN-RESIDENCE CHAMPAGNE*; VISITING ARTIST POSIN; VISITING LECTURERS BOULIVAR, FRIDAY, HAIRSTON, HAMILTON, POWER, ROTA, TYSON AND VACCA; PRODUCTION MANAGER WOOLLEY; TRINITY/LA MAMA PERFORMING ARTS PROGRAM DIRECTOR SHAPIRO

The 100, 200, and some 300 level courses in the department are designed for students with a general interest as well as for those intending to become majors.

The Theater and Dance curriculum provides students with the opportunity to investigate the historical, theoretical, and literary aspects of the two disciplines as well as to participate in their creative, performance, and production processes. To this end, courses are offered in the following categories:

- history, theory, and literature
- process and performance
- design and production
- cross-disciplinary study

Note: students may earn up to three full credits in Techniques and Applications of Theater and Dance courses (109, 209, 309), two of which can be 109.

THEATER AND DANCE MAJOR—While majors are expected to concentrate and become proficient in either theater or dance, the unique value of the department lies in the combined strengths of the two areas and what they can give to each other. For this reason, students are required to take two courses in the complementary area as well as three cross-disciplinary theater/dance courses.

The award of "honors" will be based on superior performance in all major courses and on the General Examination or Thesis.

Requirements—The major in Theater and Dance consists of 12 courses. It is assumed that all majors will also take the two one-hundred level introductory courses in their concentration area. Note on 109, 209 and 309: up to one credit in 209 and 309 may be counted toward the major; 109, however, may not.

All Majors—are required to take the following 4 courses: 202, two cross-disciplinary courses, one of which is at the 300-level or above, and 412. In addition, the following requirements must be met for the different concentrations:

Dance Concentration

- 3 courses in history, theory, and literature, including 211
- 3 courses in process & performance, including 207 & 221
- 101 or 102 and one other theater course at the 200-level or higher

Theater Concentration

- 3 courses in history, theory, and literature including two from among the following: 238, 239, 334, 335 and 336
- 3 courses in process & performance
- 105 or 106 and one other dance course at the 200-level or higher

*On Leave, Fall Term

Students particularly interested in design and production may, upon departmental approval, focus their courses within theater or dance on this area. In this case, two design and production courses may be substituted for two of the three required process and performance courses. A thesis may be proposed in design as well.

A grade of C- must be obtained in courses for the major requirement. Seniors are encouraged to do in-depth study in areas of interest, and a senior thesis option is available with departmental approval. All seniors, with the exception of those doing a thesis, must pass a general examination. The last term of the senior year must be in residence.

Cognate courses—There are many courses in the curriculum that have direct relationships to theater and dance offerings. Through careful advising, the faculty in theater and dance will help each major select a minimum of two such courses which best complement his or her individual focus of study. Majors are encouraged, while planning their programs of study, to examine Western and non-Western cultures.

The department offers students, both major and non-major, the opportunity to undertake an intensive semester of theater/dance study in New York City with the Trinity/La Mama Performing Arts Program. The program includes high-level professional training, internships with major theater and dance companies and institutions, and exploratory seminars, all of which expose students to some of the most innovative and accomplished performing artists in New York City.

The program is designed for juniors and seniors, but sophomores with special qualifications will also be considered. Further information is available through the Chairperson of the Department of Theater and Dance. (See p. 00 and course descriptions for 401 and 403 for details.)

Please note: all Dance courses are indicated by a D before the course number, Theater courses by a T, and Theater and Dance courses by a T/D.

HISTORY, THEORY, AND LITERATURE

- 211 Western Theatrical Dance Traditions
- 238 Twentieth Century European Theater and Drama
- 239 Twentieth Century American Theater and Drama
- 261 The Black Tradition in Dance
- 302 Anatomy of Movement
- 313 Contemporary Dance History I: The Expressionistic Tradition
- 314 Contemporary Dance History II: Formalism and Abstraction
- 332 Approaching Education Through Movement
- 334 Greek Theater and Drama
- 335 The Plays of William Shakespeare
- 336 Ibsen, Strindberg, and Chekhov
- 340 History of Directing
- 406 Theater: Special Studies in History and Theory
- 408 Dance: Special Studies in History and Theory

PROCESS AND PERFORMANCE

- 205 Acting
- 207 Dance Improvisation
- 209 Intermediate Techniques and Applications
 - sec. A, B, C, D, E, F, G
- 217 Playwriting
- 219 Directing
- 221 Dance Composition
- 306 Advanced Acting
 - sec. A, B, C
- 309 Advanced Techniques and Applications
 - sec. A, B, C, D, E, F, G
- 311 Dance Repertory and Performance I
- 312 Dance Repertory and Performance II
- 317 Advanced Playwriting
- 319 Advanced Directing
- 320 Dance and Music
- 322 Dance Composition II
- 407 Theater: Special Studies in Process and Performance
- 409 Dance: Special Studies in Process and Performance

CROSS-DISCIPLINARY

- 241 Topics in Theater and Dance
sec. A, B, C and D
- 342 Topics in Theater and Dance II
sec. A, B, and C
- 401 Performance Workshop/La Mama
- 402 The Cutting Edge/La Mama
- 412 Senior Seminar: Century of Collaborations and Innovations
- 415/416 Senior Thesis

DESIGN AND PRODUCTION

- 202 Elementary Production Techniques
- 209 Intermediate Techniques and Applications
sec. H, I, J, K, L, M
- 309 Advanced Techniques and Applications
sec. H, I, J, K, L, M
- 321 Set Design for Theater and Dance
- 324 Lighting Design for Theater and Dance
- 404 Advanced Design Practicum

FALL TERM

101. History of Theater and Drama—A survey of theater history and dramatic literature from ancient times to the present, with particular emphasis on the modern periods.—Feinsod

105. Introduction to Dance: A Cultural Perspective—This course, specially designed for students who have never taken dance, examines dance in its cultural context, including both theatrical and non-theatrical forms. There will be lectures, readings, films, and studio classes.—Power, Posin, Dworin, Friday

[106(1). Introduction to Dance: Elements of Movement]—This course is designed to introduce the student to the vocabulary of movement and its application in creating effective theater. Topics to be examined include: Improvisation, Laban Movement Analysis, Kinesiology, and Composition.

109. Techniques and Applications of Theater and Dance— $\frac{1}{4}$ credit for work in one of the following three areas:

sec. A: *dance technique*—technique classes as approved by the faculty offered by Trinity Dance Workshops, School of the Hartford Ballet, or consortium schools.

sec. B: *performance*—major performance participation in a faculty-directed Theater and Dance production.

sec. C: *production*—major technical role in a faculty-directed Theater and Dance production.

To register, students must obtain a faculty advisor by the beginning of the semester for dance technique or by the beginning of the rehearsal process for performance and production.

202(1). Elementary Production Techniques—An exploration of basic stagecraft and production techniques, including scenic construction and painting, lighting, properties, and production management. The course involves classroom study but emphasizes practical work on stage productions mounted in the Austin Arts Center throughout the semester. It is suggested that students take 109 in conjunction with this course, and additional lab hours will be arranged accordingly.—TBA

205. Acting—This class will include physical movement, vocal exercises and improvisation. The focus will be on exploring the actor's own creativity as the starting point for approaching a role. The actors will create their own performance texts in addition to working with a few selected monologues and scenes. Prerequisite: 102 and permission of the instructor.—Tyson

[207. Improvisation]—Concentration on expanding individual awareness of movement in relation to time, space, weight, and flow. Elements of voice, music and the visual arts studied in relation to movement. Selected studies assigned based on classroom work. Prerequisites: 106 or 105 and permission of the instructor.

209. Intermediate Techniques in Theater and Dance— $\frac{1}{2}$ credit (see credit note under 109.) Courses in selected skills in theater and dance. Topics with instructor listed below will be offered:

sec. A: modern dance Dworin

- sec. B: ballet
- [sec. C: jazz dance]
- [sec. D: African dance]
- sec. E: voice and speech for actors
- [sec. F: movement for actors]
- [sec. G: stage combat]
- [sec. H: scene construction]
- sec. I: lighting production Woolley
- [sec. J: sound production]
- [sec. K: make-up techniques]
- sec. L: costume execution Dutra
- [sec. M: stage management]
- [sec. N: dramaturgy]
- sec. O: other topics
effort/shape Roth

[211. Western Theatrical Dance Traditions]—A lecture course that surveys Western theatrical dance from its origins in the French ballet de cour through the golden ages of 19th-century Romantic and Classical Ballet. The beginnings of radically new approaches in the early 20th century will be examined in terms of the birth of the modern dance aesthetic and the innovative experiments in style of the Diaghilev Ballets Russes and Denishawn.

[217. Playwriting]—Plays written in diverse styles will be closely analyzed in terms of their structure and craftsmanship, while students undertake their own writing projects, culminating in the composition of a one-act play. Prerequisites: 101 or 102 and permission of the instructor.

[219. Directing]—A study of the fundamentals of play directing, especially focusing on the director's work with the actor, the playwright's text and the mise-en-scene. Prerequisites: 101 or 102 and permission of the instructor.

[221. Dance Composition]—Experimentation in the formal dance elements; fundamentals of composition discussed with a concentration on discovery and development of movement material, imaginative use of space and rhythm, and the use of subtlety in dynamics to craft communicative, expressive dances. Students will choreograph and participate in projects regularly; selected readings on choreography will be assigned. Prerequisites: 207 and permission of the instructor.

[238(1). Twentieth Century European Theater and Drama]—An exploration of seminal European plays and productions from 1900 to the present. Among the playwrights to be examined are Pirandello, Brecht, Beckett, Ionesco, Genet, Weiss, and Strauss. Famous productions by directors such as Stanislavski, Meyerhold, Reinhardt, Stein, and Brook will also be studied. Prerequisite: 101 or permission of the instructor.

239. 20th Century American Theater and Drama—A detailed study of the American mainstream theater and drama as well as the avant-garde. The works of O'Neill, Odets, Miller, Williams, Albee, and Shepard will be considered along with the productions of the Living Theater, Schechner, Chaikin, Wilson, Akalitis, and Breuer. Prerequisite: 101 and permission of the instructor.—Feinsod

241. Topics in Theater and Dance—These courses are designed to examine and integrate the two art forms of theater and dance. Co-taught by the Theater and Dance faculty.

[sec. A: *Writing for Theater and Dance*]—A seminar focusing on the theory and practice of writing for and about theater and dance. The course will include an examination of the writings of selected dance and theater critics and theorists and an investigation of the function and responsibilities of the dance/theater writer. A strong emphasis will be placed on developing critical writing skills. Guest critics will be invited to class and writing assignments will focus on dance and theater performances on and off campus.

[sec. B: *Asian Dance/Drama*]—This course will examine the formal conventions of selected Asian dance/drama forms, trace their historical origins, and analyze their present function in Asian societies. Guest speakers, films and viewing of performances will contribute to understanding these forms and developing a comparative perspective of dance/drama East and West. (Same as Area Studies 244.) Prerequisites: 101 or 105 and permission of the instructor.

[sec. C: *Women in Performance*]—Since the 1960s, increasing numbers of women playwrights, directors, choreographers and performance artists have introduced new subject matter and af-

fected the shape and structure of their art forms. The course will focus primarily on women who have achieved prominence in their fields within the last twenty years such as: Maria Irene Fornes, Caryl Churchill, Marsha Norman, Beth Henley, and Marguerite Duras (playwrights); Elizabeth Le Compte, Ariane Mnouchkine and JoAnn Akalitis (directors); Meredith Monk, Pina Bausch and Tricia Brown (choreographers); Carolee Schneeman, Joan Jonas, and Laurie Anderson (performance artists). Attention will also be paid to the cross-disciplinary tendencies in contemporary theater, dance, and performance. Prerequisite: one of the introductory courses in the department or permission of the instructor.

[sec. D: *Other Topics.*]

[261. The Black Tradition in Dance]—A lecture and studio classroom course that examines black American dance from its origins in African traditional forms, its development through the theatrical guises of minstrelsy, vaudeville, and early musical comedy, and its contemporary expression in the modes of jazz and black concert dance. Prerequisite: 105.

[302(1). Anatomy of Movement]—An analysis of the anatomical basis of movement. Particular emphasis on imagery and principles of correct alignment and their applications to posture and movement, both pedestrian and stylized. A lecture/lab course designed for non-dancers as well as majors.

306. Advanced Acting Sec. C. Acting Styles: Stanislavski Technique—Feinsod

309. Advanced Techniques in Theater and Dance—Courses in selected skills in theater and dance. ½ credit (see credit note under 109). Prerequisite: 209 (same section).

sec. A: modern dance—Posin

[sec. B: ballet]

[sec. C: jazz dance]

[sec. D: African dance]

[sec. E: voice and speech for actors]

[sec. F: movement for actors]

[sec. G: stage combat]

[sec. H: scene construction]

[sec. I: lighting production]

[sec. J: sound production]

[sec. K: make-up design]

[sec. L: costume design for theater and dance]

[sec. M: stage management]

[sec. N: dramaturgy]

sec. O: other topics—ballet repertory Boulivar
—lighting design Hamilton

[311. Dance Repertory and Performance I]—Reconstructions of selected historic modern dances. Students will learn the contexts within which the dances were first choreographed and performed and take part in their reconstruction and performance during the semester.

312(1). Repertory and Performance II (Same as Spring Term)—Posin

[313. Contemporary Dance History I: The Expressionistic Tradition]—A seminar on expressionism in modern dance and ballet with an emphasis on such artists as Duncan, Jooss, Graham, Limon, Takei, Monk, Bausch and others. Students will investigate choreographic approaches that are rooted in such expressionistic concerns as human passion, narrative techniques, social consciousness, dream states, ritual and symbolism. Prerequisite: 211 or permission of the instructor.

[317. Advanced Playwriting]—Students will write a full-length play under the guidance of a member of the faculty. Simultaneously students will work towards mounting a production of the one-act play they completed for 217. Prerequisites: 217 and permission of the instructor.

[319. Advanced Directing]—Intensive analysis of the stylistic, rhythmic and visual values of a script and their realization in the public performance of the play. Prerequisites: 219 and permission of the instructor.

[321. Stage Design for Theater and Dance]—This course explores the art of stage setting from conceptual development to visual realization in the theater. The visual and dynamic relationships between the performer and the space in which he or she performs will be examined in theatrical and dance contexts. Prerequisites: 102, 202 and permission of the instructor.

322(1). Composition II (Same as Spring Term)—Posin

[324(1). Lighting Design for Theater and Dance]—An exploration of both the design and technical aspects of lighting for theater and dance performances. Understanding the function of light is emphasized as a first step in the creative illumination of a dance or drama on the stage. Practical experience within this theoretical framework constitutes an important part of this course. Prerequisites: 202 and permission of the instructor.

332(1). Approaching Education through Movement (Same as Spring Term)—Dworin

[335. The Plays of William Shakespeare]—A seminar offering a detailed study of selected major plays from a literary and theatrical perspective. Close attention will be given to representative histories, tragedies, comedies, and romances in terms of the development of Shakespeare's craftsmanship as a playwright. Prerequisite: 101 or permission of the instructor.

401. Performance Workshop/La Mama, N.Y.C.*—A participatory workshop in which students interested in performing can work on expanding their expressive vocabulary and develop physical, vocal, and psycho-physical. Classes will include sessions in improvisation, image work, text and scene work. (1 or 2 course credits.)—Shapiro

403. Tradition and Innovation in the Performing Arts/La Mama, N.Y.C.*—An introduction to some of the most important work being done in contemporary dance, theater, and performance art. The seminar will concentrate on representative artists and groups and examine them in relation to their performance tradition, historical context, and connection with other arts. The class will meet for one 3-hour seminar plus at least three lab sessions weekly. Labs will include trips to performances and rehearsals, meetings with artists and visits to related events, installations, and museum exhibits. (2 course credits.)—Shapiro

[407. Theater: Special Studies in Process and Performance]

[409. Dance: Special Studies in Process and Performance]

415/416. Senior Thesis—Individual topics to be selected by the student and approved by the departmental faculty. Normally a two-semester, two-credit course sequence. May include a performance component. Student will be required to defend thesis orally.—Dworin/Staff

SPRING TERM

102. Introduction to Theater Arts—A survey of the art and craft of the production process and the theatrical event. Lectures, readings and visual demonstrations will provide introductions to the art of acting; directing; playwrighting; and designing of sets, lights, costumes, and make-up. The course will culminate in productions of short theatrical pieces written, directed, acted, and designed by the students themselves.—Feinsod

[105(2). Introduction to Dance: A Cultural Perspective]—(Same as Fall Term)

[106. Introduction to Dance: Elements of Movement]

109(2). Techniques and Applications of Theater and Dance—(Same as Fall Term)

202. Elementary Production Techniques—(Same as Fall Term)—TBA

207(2). Improvisation—(Same as Fall Term)—Dworin

209(2). Intermediate Techniques in Theater and Dance—(Same as Fall Term) Topics to be offered:

- sec. A: modern dance—TBA
- sec. D: African dance—TBA
- sec. K: Make-up Techniques—Rossi
- sec. O: other topics (to be announced)

[238. 20th Century European Theater and Drama]—(Same as Fall Term)

241(2). Topics in Theater and Dance—(Same as Fall Term) Topic to be offered:

- sec. C: Women in Performance—Champagne

*In order to participate in 401 or 403, students must apply and be accepted into the Trinity/La Mama Performing Arts Program during the previous semester.

[302. **Anatomy of Movement**](—Same as Fall Term)

[306. **Advanced Acting**](—This course consists of the three sections below, each section to be taught every third year. A student may take one or more for credit. To be offered every Spring Term, in one of the forms listed below. Prerequisite: 205 or permission of the instructor.

[sec. A: *Advanced Scene Study*](—To develop advanced skills in acting, students will prepare two contrasting monologues and two contrasting two-person scenes from plays in four periods: modern realism, Classical drama, Elizabethan/Jacobean drama, and the absurd theater tradition. Students will perform scenes before small audiences at the end of the semester.

[sec. B: *Performance Art*](—Students will create and perform their own material using autobiographical material, dreams, story-telling, music, movement, visual elements such as slides or sculpture, video or film, lighting and audio tapes in creating their own solo and group performance pieces. Prerequisites: 205 or 207 and permission of the instructor.—Champagne

[sec. C: *Acting Styles*](—Students will prepare a production with extreme stylistic demands, such as French farce, a Symbolist work, or a Greek tragedy. Training appropriate to that style will be undertaken in conjunction with the production process.

309(2). **Advanced Techniques in Theater and Dance**(—Same as Fall Term) Topics to be offered:

sec. A: Modern Dance—Boulivar

sec. B: Ballet—Boulivar

312. **Repertory and Performance II**—Students will participate in the choreographic process, developing such performance skills as movement memory, concentration, phrasing, expression and accuracy. The course will culminate in the performance of a faculty-choreographed work.—Posin

[313(2). **Contemporary Dance History I: The Expressionistic Tradition**](—Same as Fall Term)

314. **Contemporary Dance History II: Formalism and Abstraction**—A seminar on formalism and abstraction in modern dance and ballet with an emphasis on Balanchine, Cunningham, the Judson Church group, post-modernists and others. Students will investigate choreographic approaches that explore the elements of movement as the primary means of expression: form, line, shape, weight, rhythm, and dynamic variation. Prerequisite: 211 or permission of the instructor.—TBA

317. **Advanced Playwriting**(—Same as Fall Term)—Feinsod

[320. **Dance and Music**](—Designed for dancers and musicians who wish to develop a deeper understanding of the interrelationship of music and dance. The course is experiential and will culminate in a performance of the works developed in class. Dancers will choreograph and musicians will compose, with special attention given to structure, musicality in phrasing and performing, and relationships which are best realized when dance and music are developed collaboratively. Prerequisites: 221 and permission of the instructor.

[322. **Composition II**](—An examination of the craft of choreographing group dances. Spatial patterns, counterpoint, theme and variation, and canon are among the techniques to be explored. Prerequisites: 221 and permission of the instructor.

[324. **Lighting Design for Theater and Dance**](—An exploration of both the design and technical aspects of lighting for theater and dance performances. Seeing and understanding light are emphasized as a first step in the creative illumination of a dance or drama on the stage. Practical experience within this theoretical framework constitutes an important part of this course. Prerequisites: 202 and permission of the instructor.

[332. **Approaching Education Through Movement**](—Investigation of the role of movement in the teaching/learning process. Selected readings on the philosophy of movement education as well as practical experience teaching creative movement in the public schools. Intended for students who are interested in teaching and have a background in dance, education, and/or psychology.

[334. **Greek Theater and Drama**](—A seminar examining the extant dramas from fifth century Athens, including the tragedies of Aeschylus, Sophocles, and Euripides, as well as the comedies of Aristophanes. The course will also look at the performance tradition within which these playwrights worked. Prerequisite: 101 or permission of the instructor.

[336. Ibsen, Strindberg, and Chekhov]—A thorough investigation of major plays of these prominent turn-of-the-century playwrights in terms of their themes, richly theatrical characters, and stylistic innovations. Prerequisite: 101 or permission of the instructor.

[340. History of Directing]—A study of the rise of the modern director from Garrick and Goethe in the eighteenth century to Grotowski and Chaikin in the twentieth. Key directors will be examined in terms of their: 1) social, political, economic and metaphysical ideas; 2) handling of the playwright's text; 3) work with actors; and 4) creation and presentation of the *mise-en-scene*. Prerequisites: 101 and 102 or permission of the instructor.

342. Topics in Theater and Dance II—These courses are designed to help the student integrate the art forms of theater and dance. Co-taught by the theater and dance faculty.

[sec. A: *Advanced Improvisation*]—The current trend in both theater and dance calls for dancers who can act and actors who can dance. Students will improvise in this integrated style, both solo and in ensemble. Prerequisites: 205 or 207 and permission of the instructor.

[sec. B: *Directing and Choreographing*]—Directing for choreographers and choreography for directors. The course will teach choreographers about emotional richness and expressiveness as well as complexity in focus and concentration. Stage directors will learn about movement expressive of certain situations and characters and about establishing dynamic visual images. Prerequisites: 219 or 221 and permission of the instructor.

[sec. C: *Other*]

[404. Advanced Design Practicum]—Students will assume a major set, lighting and/or costume design responsibility for a faculty-directed theater or dance production. Students are required to submit all constituent plans, plots, models and renderings as well as a concept description and evaluation of the project. Prerequisites: Appropriate 300-level design course and permission of the instructor.

[406. Theater: Special Studies in History and Theory]—African and Caribbean Theater: A survey of the major developments in African and Caribbean Theater from the 1950s to the present. Using playscripts, films, and critical writings, an investigation will be undertaken of the aesthetics, the spirit, and the context of such authors as Aimeé Césaire, Derek Wallcott, Efua Sutherland, Wole Soyinka, John Kani, Winston Ntshona, Mbongeni Ngema, and Percy Mtwa. Historical precedents such as Yoruba Opera, related artistic expression such as Ballet Africain and Carnival, and performance theory and implications will also be considered. (Same as Area Studies 406.) Prerequisites: 101 or 102, and permission of the instructor.

407(2). Special Studies in Process and Performance: Theater and Music—Hairston, Vacca

[408. Dance: Special Studies in History and Theory]

409(2). Special Studies in Process and Performance: Words and Movement—Through discussion of text and advanced improvisation, this course will build on the iconography and theories of hysteria investigated during the spring of 1988, in Theater and Dance/English 488.—Champagne/Dworin/Hunter

415, 416. Senior Thesis—(same as Fall Term)—Dworin/Staff

[488. Representing Hysteria]—With the goal of developing a performance piece, this course will examine the history of representations of hysteria. Focus will be on nineteenth-century French photography and painting centered on imagery of the Paris public insane asylum for women, the Salpetriere hospital. The course will involve theoretical ideas and movement work. The format of the seminar/course will be two weekly three-hour sessions, divided each into one and one-half hours for discussions of readings and one and one-half hours for experimental work directed toward developing the performance piece. (Same as English 488.)

Urban and Environmental Studies Program

The academic year 1988/89 will be the final year of the Urban and Environmental Studies major before it is replaced in Spring 1989 with a new major in Public Policy Studies. Those with urban and/or environmental interests might consider the new major as a substitute. If interested contact Professor Gold.

ASSOCIATE PROFESSOR GOLD, DIRECTOR

The programs in both Urban and Environmental Studies are multidisciplinary programs designed to give students a background from which graduate study or career work is possible. This is accomplished through a productive blend of course and field work, the latter arranged through the program and the Internship Coordinator. Neither program should be viewed as professional training for a specific job.

The Urban and Environmental Studies Programs are described below. Particular courses may be waived or substituted for with approval of the Director. For students who do not fit well into either program, help in the construction of a student-defined major is available.

Courses to be counted towards the major must be passed with a grade of C- or better. (Exceptions are open semesters or other courses which may be automatically Pass/Fail.)

Introductory Courses

The program has offered, on a limited enrollment basis, "A View of Hartford," which may serve as a useful introduction to the city. "Environmental Biology" and "Energy and Society" are useful introductions to environmental issues. "The City in American History" offers an historical view of the development of cities.

Urban Studies Program

I. *Basic Courses*

Community and Political Philosophy or Visions and
Visionaries in Community Planning
Urban Sociology (Prerequisite: Sociology 101)
Urban Politics
Urban Economics (Prerequisite: Economics 101)
Statistics (Math 107) or Research Methods (Sociology 201)

II. *Discipline of Concentration*

Each student is required to choose one of the traditional disciplines in which to concentrate during the junior and senior years. The purpose of the concentration is to sharpen the student's analytical abilities and to provide confidence with at least one mode of analysis. This requirement may be satisfied by taking four courses above the introductory level within the discipline of choice (a single course satisfies only one requirement area and will not be double counted).

III. *Theme*

In the theme choice students study a subject area (as distinguished from a disciplinary concentration) by choosing two courses and an internship that best fit the theme choice. A junior seminar keyed to the theme choice will be offered for one-half credit.

IV. *Internship*

Students are expected to choose an Open Semester or two-credit independent study which fits with the discipline and theme choices. The College will make every attempt to locate placements which are complements to course work.

V. *Senior Seminar*

Problems of Formulation of Public Policy

Environmental Studies Program

I. *Basic Courses*

Ecology (Prerequisite: Biology 201L)
Environmental Economics (Prerequisite: Economics 101)
Environmental Physics
Statistics

II. *Discipline of Concentration*

Each student is required to choose a discipline of concentration from one of the following: Biology, Chemistry, Economics, Engineering, Mathematics, Physics, and Political Science. Seven courses constitute the concentration. One of the seven will be an independent study done under the supervision of a department member on the relevance of the discipline to an understanding of environmental problems. Basic courses can count towards the discipline.

III. *Internship*

Each student shall work with an environmentally related agency for two independent study course credits.

FALL TERM

Program Courses

College Course 317. Public Policy and Implementation—"The study of implementation requires understanding that apparently simple sequences of events depend on complex chains of reciprocal interaction. Hence each part of the chain must be built with the others in view. The separation of policy design from implementation is fatal." (Pressman and Wildavsky). Implementation, called the hidden chapter of public policy, will be explored through case studies and the growing literature in this field. Special emphasis will be given to human services at the local level.—Gardner

Economics 209. Urban Economics—Economic analysis of urban areas in their regional setting; will involve the study of location theory, land use and housing markets, and an examination of current public policy issues pertaining to urban problems including urban poverty, the economics of race in metropolitan areas, urban transportation, and local public finance. The resource allocation process will be emphasized. Prerequisite: Economics 101.—Gold

U&E 218(1). Urban Politics—The course will use the issues, problems, institutions, and personalities of the metropolitan area of Hartford to study the following topics: What is political power? Who has it, and who wants it? Particular attention will be given to the forms of local government, types of communities, and the policies of urban institutions. Guest speakers will be used to assist each student in preparing a monograph on a local political system. Political Science 102 is recommended.

U&E 311. (Economics 311) Environmental Economics—An examination of the relationship between economic growth and the deterioration of the environment; the role of the free market in causing environmental problems; analysis of proposed means, such as effluent charges, for correcting these problems; the application of cost-benefit analysis to selected environmental issues. Prerequisites: Economics 101 and 301.—Egan

U&E 402(1). (Philosophy 330(1)B) Problems in the Foundations of Public Policy—The purpose of this course is to assist students in acquiring the skill in ethical reasoning and analysis needed for mature participation in society's continuing debates over moral issues of public concern. The course will begin by examining some types of ethical theories and will proceed to consider a number of controversial social issues. Abortion, euthanasia, racial and sexual discrimination, world hunger, treatment of animals, and capital punishment are among the topics to be considered.—Weiler

SPRING TERM

Program Courses

Biology 333L. Ecology—A study of the adaptations of organisms to their environment and of the interrelationships among organisms which determine the structure and attributes of natural populations and biological communities. Field trips and laboratory exercises use sampling methods and statistical techniques in the analysis of the response of organisms to their physical environment, of selected population phenomena, and of different natural communities. Several field trips are required during the first half of the term. Prerequisites: Biology 151L and 152L (or 192L) and permission of the instructor. Biology 222L and 215L (formerly 212) are recommended, but are not prerequisites. (1¼ course credits.)—Brewer

Sociology 201L(2). Research Methods in the Social Sciences—An introduction to social science inquiry, stressing what is common as well as what is different in the techniques and procedures employed in the different disciplines. The course seeks to develop the student's skill in designing original research and in evaluating the significance of already published research findings. Topics include: the interdependence of theory and research; ways of formulating research problems and hypotheses; the variety of research designs (introducing the ideas of statistical as well as experimental control); and an overview of the major procedures of instrument construction, measurement, data collection, sampling, and data analysis. Required laboratory sessions offer experience in each step of the research process. Prerequisite: at least one course in the social sciences. (1¼ course credits.)—Channels

U&E 302. Law and Environmental Policy—The course will investigate the role of the American legal system in allocating land, air and water resources. The history, intent and effect of common law concepts such as tort, property, and nuisance as well as of statutory "environmental law" will be reviewed.—R. Brennehan

Cognate Courses

[Sociology 321. Urban Sociology]—This course will focus on the theoretical examination of the process of urbanization, urban stratification systems, urban ecology, community power, suburban-urban relationships and the effects of urban living on individuals. The applicability of such sociological knowledge for understanding urban institutions, problems, and experiences will also be examined. Prerequisite: prior 100-level courses.—(Coordinate Courses: Economics 209, History 103, Philosophy 231.)

Women's Studies Program

ASSOCIATE PROFESSOR HEDRICK, *Director*

Women's Studies takes gender as its critical term of inquiry, exploring it as a social construct and analyzing its impact on traditional disciplines. The program draws on the liberal arts and sciences to examine a wide range of topics relating to gender, including the varied experiences of women in different historical periods and cultures, the impact of sex-role socialization, the contributions of women to culture in all its forms, and the relation between public and private life. Recognizing that gender cuts across most fields of knowledge and that race and class are crucial aspects of women's experiences, the program has both an interdisciplinary and cross-cultural focus.

PARTICIPATING FACULTY AND STAFF

The faculty and staff members listed below are available to consult with students interested in Women's Studies. Some of them offer courses related to the field, and most will sponsor independent studies and/or supervise student research in Women's Studies from the standpoint of their respective disciplines.

Naomi Amos, Faculty Grants Officer
 Dina Anselmi, Assistant Professor of Psychology
 Tammy Banks-Spooner, Adjunct
 Judith Branzburg, Coordinator of Women's Center
 Patricia Byrne, Assistant Professor of Religion
 Lenora Champagne, Artist-in-Residence, Theater and Dance
 Noreen Channels, Professor of Sociology
 Mary Cornog, Visiting Assistant Professor of Classics
 Leslie Desmangles, Associate Professor of Religion and Area Studies
 Judy Dworin, Associate Professor of Dance
 Ellison Findly, Associate Professor of Religion and Area Studies
 Sheila Fisher, Assistant Professor of English
 Cheryl Greenberg, Assistant Professor of History
 Sharon Herzberger, Professor of Psychology
 George Higgins, Jr., Professor of Psychology
 Dianne Hunter, Associate Professor of English
 Priscilla Kehoe, Assistant Professor of Psychology

Helen Lang, Associate Professor of Philosophy
 Paul Lauter, Smith Professor of English
 Eugene Leach, Associate Professor of History and Director of American Studies
 Sonia Lee, Associate Professor of Modern Languages
 William Mace, Associate Professor of Psychology
 James Miller, Associate Professor of English and Area Studies
 Jane Nadel, Associate Professor of Anthropology
 Robert Palter, Charles A. Dana Professor of History of Science
 Susan Pennybacker, Assistant Professor of History
 Fred Pfeil, Assistant Professor of English
 Helen Raisz, Adjunct in Sociology
 Milla Riggio, Professor of English
 Paula Russo, Assistant Professor of Mathematics
 Michael Sacks, Associate Professor of Sociology
 Charles Schultz, Professor of Psychology and Director of Educational Studies
 Thalia Selz, Writer-in-Residence
 Barbara Sicherman, Kenan Professor of American Institutions and Values
 Ronald Spencer, Lecturer in History and Associate Academic Dean
 McKim Steele, Jr., Professor of History and Area Studies
 Daryl Tress, Visiting Assistant Professor of Philosophy
 Alan Tull, Assistant Professor of Religion
 Diane Zannoni, Associate Professor of Economics

CURRICULAR OPTIONS

Students may either major or minor in Women's Studies. A minor in Women's Studies, the requirements for which are outlined below, fulfills the general education requirement for an interdisciplinary minor. Students wishing to major in Women's Studies should, in consultation with the Director, construct a plan of study which follows the guidelines for an Individual Interdisciplinary Major and builds on the framework of the Women's Studies Minor.

THE MINOR

The minor consists of six courses: 1) two required core courses in women's studies; 2) three collateral courses; 3) a senior seminar.

- 1) The core courses (recommended in sequence)
 - A) Women's Studies 101: Introduction to Women's Studies.
Ordinarily taken in the freshman or sophomore year.
 - B) Women's Studies 301: Feminist Theory. Ordinarily taken in the sophomore or junior year.

- 2) The collateral courses

Students planning a minor in women's studies will, in consultation with the Director of Women's Studies, select from the designated "collateral course" three courses which form a coherent women's studies concentration. As a rule, this selection will be made in the sophomore year.

One collateral course must be taken in each of the following areas:

- A) the arts and humanities;
- B) the social sciences and the natural sciences.

- 3) The senior seminar: Women's Studies 401.

COURSE OFFERINGS

The course offerings dealing with women and gender are divided into three categories. The core courses are offered every year. The collateral courses vary somewhat from year to year but are offered on a fairly regular basis. The related courses provide conceptual frameworks especially useful to the study of gender and/or contain a component which deals with women.

FALL TERM

CORE COURSES

Women's Studies 101. Introduction to Women's Studies—By exploring myths and images of women as well as criticizing some traditional academic disciplines, this course seeks to understand the ways in which women's experience has been distorted or rendered culturally invisible. Topics include religion and science; madness and creativity; sexuality and motherhood; work in America and in the Third World. Readings in anthropology, history, literature, and sociology.—Hedrick

Women's Studies 401. Senior Seminar—Required of all senior minors, this course will provide opportunities for cross-cultural analysis and individual research.—Hedrick

COLLATERAL COURSES

[Women's Studies 209. Persons and Sexes]—Each human being amounts to one person, say most philosophers. Persons come in at least two sexes, say most people, including philosophers. Or is this a mistake? Do human beings have a sex, and persons none? Which description is more important for morality and for our understanding of ourselves—sexed human being or person whose sex is morally irrelevant? We will try in the course to gain some degree of clarity about persons, sex, human beings, the moral good, and the image we have of ourselves. (Same as Philosophy 209.)

Women's Studies 215. Drink and Disorder in America—Drinking as an institution has reflected the varieties of cultures, interest groups and ideologies that have swept America. We will examine the tumultuous history of this institution from the origins of the Republic to the present in order to understand what the "wets" and the "drys" can tell us about the nature of community in America. Special attention to the ways in which gender, race, class, and ethnicity shape perceptions of drinking, leisure, and social control. (Same as History 215 and American Studies 215.)—Hedrick

Women's Studies 230(1). Theories of Human Nature—Explanations of human nature take several forms. Some philosophers ask, what is the nature of man, implying that there is a single human nature—e.g., man is a rational animal—shared by all men (and women). Others ask what is the nature of man and of woman, taking gender as essential to human nature (or natures). Men and women may differ genetically, hormonally, or socially. Most recently, questions of human nature focus on intelligence as the supreme marks of humanity; here gender, race and class are all relevant issues. Man may be a rational animal, but some of us are more rational than others. In this course, we shall explore a variety of issues. Can there be a model of human nature which is neutral to gender? Do men and women have different natures—if so, what is the evidence for their difference(s)? Is intelligence the highest mark of humanity and, if so, can it be measured without cultural bias? This course will include readings such as: Plato, *Republic*; Aristotle, *Politics*; Locke, *Essay on Human Understanding*; Rousseau, *Emile*; J. S. Mill, *On the Subjection of Women*; Marx, *The German Ideology*; S. de Beauvoir, *The Second Sex*; A Fausto-Sterling, *Myths of Gender*; and S. J. Gould, *The Mismeasure of Man*. (Same as Philosophy 230.)—Tress

Women's Studies 235. The Other Side of the Mirror: Edith Wharton, Kate Chopin and Sarah Orne Jewett—Edith Wharton, Kate Chopin and Sarah Orne Jewett were three of the most powerful and perceptive women writers in late 19th- and 20th-century America in their treatment of women's cultural roles and female sexuality in their novels and short stories. This course will look at the fiction of these three women writers and their very "modern" ideas about women and male-female relationships. Wharton's, Chopin's and Jewett's work represents an important part of American literature from this period in that it gives us a strong sense not only of "woman's place" in society then but also of the dissatisfaction and rebelliousness that women like Wharton, Chopin and Jewett were feeling about the cultural restrictions placed on them on account of their sex. (Same as American Studies 235.)—Banks-Spooner

Women's Studies 245. Human Sexuality and the Religious Traditions of the West—The development of religious attitudes toward sexuality as reflected in cultic sex and fertility religions, biblical thought, Puritanism and other forms of sexual repression, and contemporary controversies and sexual liberation. (Same as Religion 245.)—Tull

Women's Studies 255. Women in Hindu Literature—An introduction to Hinduism through an examination of women in Indian literature. Special attention will be given to the religious roots

of values and to the particular role of women in the transmission of culture. (Same as Area Studies 255, Comparative Literature 255, and Religion 255.)—Findly

Women's Studies 261. Literature of Domestic Life—This course will examine changing literary representations of domestic life in the context of social, psychological, and historical experience. Topics will include definitions of the home, the nature of family life, the roles of men and women, social and economic influences on domestic life, and the importance of private property. Readings will be selected from fiction, non-fiction, poetry, drama, and popular writing. (Same as English 261.)—Fisher

Women's Studies 303. Comparative Studies in American Literature: 19th Century—In this course we will study pairs of 19th-century American books; one work in each pair will be well-known, the other non-traditional. Reading the books together will help us explore the strengths and weaknesses of each; their conventions, assumptions, objectives and audiences; the differences that arise from gender and race. The pairs to be read may include James Fenimore Cooper's *The Last of the Mohicans* and Lydia Maria Child's *Hobomok*; Nathaniel Hawthorne's *The House of the Seven Gables* and Harriet Beecher Stowe's *The Minister's Wooing*; Mark Twain's *Pudd'nhead Wilson* and Charles Chesnut's *The Marrow of Tradition*. (Same as English 303 and American Studies 303.)—Lauter

Women's Studies 307. Anthropological Perspectives on Women and Gender—Using texts and films, this course will explore the nature of women's lives in both the contemporary United States and a number of radically different societies around the world, including, for example, the !Kung San people of the Kalahari and the Mundurucu of Amazonian Brazil. As they examine the place of women in these societies, students will also be introduced to theoretical perspectives that help explain both variations in women's status from society to society and "universal" aspects of their status. (Same as Anthropology 307 and Area Studies 309.)—Nadel

[Women's Studies 311. African Novelists: Voices of a Continent]—An examination of contemporary representative literary works from North, West and South Africa. By juxtaposing the perspective of men and women writers in specific cultural and geographical contexts, we will explore the ways in which gender influences how African writers perceive the issues of culture, political identity and the self. Writers to be considered include: Achebe, O. Sembene, Emecheta, Assia Djebar, F. Fason, M. Dib, Gordimer, M. Bâ. All readings and discussions in English. Students wishing to apply this course toward a major in French will be required to do some readings in French, and to do their written work in French. (Same as Area Studies 309 and English 311.)

Women's Studies 315. Women in America—An examination of women's varied experiences in the public and private spheres, from their own perspective as well as that of the dominant society. The experiences of women of different classes and races will be compared, as will the relationship between images of women and the changing realities of their lives. Emphasis on the 19th and 20th centuries. (Same as History 315, History 558(1) and American Studies 319.)—Sicherman

Women's Studies 318(1). Women and Social Change in Comparative Perspective—Recent scholarship on women in diverse societies is examined to investigate the relationship between large-scale social change and the position of women in the work force and the family. Studies are selected which use varying types of data and approaches. There is explicit analysis of the way in which the authors' assumptions and perspectives shape the findings. (Same as Area Studies 318 and Sociology 318.)—Sacks

[Women's Studies 456(1). Feminist Literary Theory]—This course will examine the development of feminist literary criticism and its practical application to the problems of interpreting texts. We will read major essays of feminist criticism as well as the literary works they study to determine the ways in which this criticism explores the roles of women as literary characters and as readers and writers of literature. (Same as English 556.)

Women's Studies 457. Out of the Mainstream: Subcultures in American History—This seminar explores the relationship in America between selected subcultures (groups with at least a partially distinct and autonomous culture) and "mainstream" society using the perspective of gender. In particular, the course focuses on the different ways men and women of these groups view American values and interact with American society. Subcultures include: Puritans, Native Americans, blacks, immigrants and the working class, with an emphasis on the 19th and the early 20th centuries. (Same as History 401(F)/557, Area Studies 457, and American Studies 407.)—Greenberg

RELATED COURSES

Art History 276. Special Topics in American Art: The Palace or the Poorhouse—House and Home in America. Cohn

Classical Civilization 205. Greek Tragedy. Cornog

Comparative Literature 393. Studies in Surrealism. Katz

Freshman Seminar. Women in Science. Russo

History 209. The Afro-American Experience. Greenberg

History 229. History of the Middle East from 1900. Steele

History 317. American Culture, 1815–1914. Sloan

History 401A. British and European Social History, 1850–1945. Pennybacker

Psychology 447. Freud. Higgins

Religion 295. Contemporary Issues in Roman Catholicism. Byrne

Sociology 312(1). Social Class and Mobility. Valocchi

SPRING TERM

CORE COURSES

Women's Studies 301(2). Feminist Theory—An exploration of the main currents in American feminism, with occasional excursions into European thought. The course readings assume (rather than demonstrate) woman's historical subordination to man and put forward various explanations and strategies for change. Readings in J. S. Mill, C. P. Gilman, Emma Goldman, Simone de Beauvoir, Dorothy Dinnerstein, Adrienne Rich, Mary Daly, and others. Primarily for sophomores and juniors.—Hedrick

COLLATERAL COURSES

Women's Studies 207(2). The Family and Society—The family as a basic group in human societies: its development; its relations to other institutions; historical changes in its structure; its place in modern industrial society. (Same as Sociology 207.)—Sacks

Women's Studies 208. Myth & Reality: Men, Women & Society in Ancient Greece and Rome—This course takes a look at the assumptions about the nature and function of men and women that informed the ancient cultures of Greece & Rome, as revealed through their mythology, law, politics, religion, literature, art and daily life. From this investigation emerge both a clearer sense of what the Greek and Roman civilisations were like and an understanding of the ways in which our own society incorporates or diverges from their principles. (Same as Comparative Literature 208 and Classical Civilization 208.)—Cornog

[College Course 210. New Latin American Women Writers]—The purpose of this course is to offer an overview of women's roles in the evolution of Latin America. Some questions which we might at least partially answer are: Do women's perceptions contribute to their oppression? Are they motivated by the awareness of a sexual hierarchy? Do they contribute to strategies of change? Through reading such authors as Isabel Allende, Luisa Valenzuela, Clarice Lispector, Rosario Ferri and Elena Garro, and seeing a number of films we shall attempt to understand women's role as a historical force which has shaped the complex societies and culture of Latin America. All work will be in English. There will be a mid-term examination, a short final paper and a final examination.

Women's Studies 226. Sociological Perspectives on Health and Gender—Gender issues influence both the way in which health is defined and the way health care delivery systems are organized and financed. The changing status of women has important consequences for public policy as well as private practice. Using a sociological perspective which incorporates historical material, the course will focus on: the social and historical context in which health is defined, race and class inequities in access to health services, gender issues in the professions, and the influence of the women's movement in creating alternative health care systems. Students will be asked to identify a particular issue on which they wish to do independent reading and/or field study and to share their work in oral presentations and papers. (Same as Sociology 226.)—Raisz

Women's Studies 241(C). Topics in Theater and Dance: Women and Performance—Since the 1960s, increasing numbers of women playwrights, directors, choreographers and performance artists have introduced new subject matter and affected the shape and structure of their art forms. The course will focus primarily on women who have achieved prominence in their fields within the last twenty years such as: Maria Irene Fornes, Caryl Churchill, Marsha Norman, Beth Hen-

ley, and Marguerite Duras (playwrights); Elizabeth and Tricia Brown (choreographers); Carolee Schneeman, Joan Jonas, and Laurie Anderson (performance artists). Attention will also be paid to the cross-disciplinary tendencies in contemporary theater, dance, and performance. Prerequisite: one of the introductory courses in the department or permission of the instructor. Same as Theater/Dance 241(C).—Champagne

Women's Studies 296. Women in the Catholic Tradition—Study of women in the Catholic church reveals a rich and complex history of structural and ideological repression, combined with surprising opportunity, creativity and resourcefulness. The student will learn about women of different eras who were formed in the Catholic tradition and used its tools to fashion their lives, whether by conformity or innovation. The course will emphasize the significance and achievements of these women in light of their particular historical contexts. (Same as Religion 296).—Byrne

Women's Studies 310. Psychology of Gender Differences—This course will examine various theoretical models of male and female development from a psychological perspective. By carefully evaluating the empirical research we will explore the myths of gender to understand how women and men are the same and how they are different. Studies of gender, however, must be understood in relationship to the implicit assumptions that researchers make about *human* nature. Therefore, we will systematically evaluate the role of conceptual and methodological bias in scientific investigations. The course will include an analysis of some non-traditional methods that have served to challenge our thinking about gender differences and sex-roles. In order to gain a broader perspective on issues of gender, we will also examine work traditionally found in other disciplines such as sociology, anthropology, and biology. Enrollment limited to 30. (Same as Psychology 310).—Anselmi

Women's Studies 316. The Family in American History—A history of the changing ideals and realities of American family life, emphasizing the 19th and 20th centuries. Topics will include courtship, marriage, child rearing, sibling relationships, demographic and economic trends, and such alternatives to family life as utopian communities. (Same as History 316 and American Studies 320).—Sicherman

[Women's Studies 320. Studies in French Cinema: Women and Society]—This course is designed to familiarize students with the development and art of the French Cinema as seen through its important phases and movements, and in its relationship to modern France. Relevant literary and critical texts will accompany each film. Showings will be outside of class time. The course is open to all students, and will be conducted in English; the films will be screened in the original version, with English subtitles. Students wishing to apply this course to a major in French will read all texts and write all papers in French. This term, we will examine how women are perceived in contemporary French Cinema and we will compare their cinematic image with that of social reality through the reading of relevant texts on the social status of French women. For the sake of objectivity we will study films from prominent male and female directors such as Agnes Varda, Truffaut, Diane Kury, Alain Resnais, Vadim, Nadine Trintignant and Rohmer. (Same as French 320.)

Women's Studies 322. Contemporary Afro-American Narratives—A study of developments in Afro-American prose narrative since the late 1960s, with particular emphasis on the emergence of Afro-American women writers. Readings in Malcolm X, Amiri Baraka, Ishmael Reed, Toni Morrison, Toni Cade Bambara, Charles Johnson, Gloria Naylor, Assata Shakur and others. (Same as English 316, American Studies 322, and Area Studies 312).—Miller

Women's Studies 360. French Women Writers and Women Writers in French—This course will explore the vision of woman as artist, and of the artist as the conscience of her time. The vision will be multi-faceted since, although the writers have in common gender and language, they come from different parts of the world, and therefore different cultures. Feminist criticism will be used as a guiding methodology in the exploration of the texts. Male writers will be used as background material. Each student will write a research paper. All readings and discussion in French. Some of the authors studied will be: Simone de Beauvoir, Marguerite Duras, Christiane Rochefort, Assia Djebar, and Miriama Bâ. (Same as French 360).—Lee

Women's Studies 370. Hawthorne, Stowe, and Twain—We will place the major works of Hawthorne, Stowe, and Twain in cultural and biographical contexts. Topics to be considered include slavery, religion, gender roles, and the role of the artist. The three authors' careers, critical reputations, and differing uses of romance, picaresque, and realistic forms will be compared. (Same as American Studies 370 and English 370).—Hedrick

[Women's Studies 403(2). Men and Women]—Drawing on both sociological and psychological theories and research, this Colloquium will examine, in a number of contexts, the similarities and differences between men and women. Particular attention will be given to the psychological consequences of biological differences, to the causes and effects of sexual orientation, and to issues of men and women in the social contexts of the family and of the workplace. The course will include guest speakers, informal interviewing and classroom exercises. A high level of classroom participation will be expected. The course will not carry credit toward the Sociology or Psychology major. (Same as Senior Colloquium 401.)

RELATED COURSES

- College Course 384. Food: Psychological, Cultural and Culinary Aspects. Palter**
- Economics 317(2). Economics of the Third World. Lindsey**
- English 328. Overlords and Undertones. Pfeil**
- History 318. Reform Movements in Twentieth-Century America. Greenberg**
- History 402e. Civil Rights in America. Greenberg**
- Psychology 242. Psychopathology. Higgins**
- Religion 262. Religion in American Society. Kirkpatrick**

Summer Term

Graduate studies in Trinity College attract students who are serious and motivated professionally but wish to continue their education and expand their skills and students will be not have specific professional objectives but wish to study to gain more insight of personal goals. Several distinguished faculty members of the graduate program are pleased to introduce a selected number of students to the program and to provide them with a high level of academic and professional support.

Graduate Studies

The Trinity College program of Graduate Studies provides for the further scholarly development of talented men and women who wish to engage in a program of part-time graduate study.

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

Degree programs are offered in the following disciplines:

CHEMISTRY	HISTORY
ECONOMICS	MATHEMATICS
ENGLISH	PHILOSOPHY

Three interdisciplinary programs combine the resources of several fields:

AMERICAN STUDIES

History, literature and history of art are studied in this approach to understanding the history and culture of the United States. The rich resources of the many historical and art collections in Hartford are also used.

THE LIBERAL ARTS

The opportunity to pursue diversified studies in a multidisciplinary mode and to design an individual program of study is open to students wishing to earn a Master of Liberal Arts degree. This degree program enables students to take courses in several departments around a common theme of inquiry under the direction and guidance of a faculty adviser.

PUBLIC POLICY STUDIES

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

Graduate Studies at Trinity College attracts both students who are already employed professionally but wish to continue their education and enhance their skills and students who do not have specific professional objectives but wish to study to satisfy more distant or personal goals. Several distinguishing characteristics of the graduate program appeal to students: a selected number of ma-

ture and highly motivated students, a well-qualified faculty of scholar-teachers, small classes, courses meeting once a week for three hours, excellent library facilities, encouragement of independent research, and the personal counseling of students.

Undergraduates who are entering their junior or senior year and whose records have been outstanding are permitted to enroll in certain graduate-level courses. To enroll in these courses the student must have the prior approval of his or her college and the permission of the Trinity College Office of Special Academic Programs/Graduate Studies. Undergraduates who are admitted to these courses are expected to complete the same requirements that apply for graduate students.

The Master's Degree

Students holding Bachelor's degrees may apply for admission as candidates for the degree of Master of Arts, Master of Liberal Arts or Master of Science. Catalogues and forms to be used in applying for admission to Graduate Studies are available at the Office of Special Academic Programs/Graduate Studies.

Candidates for the Master's degree must complete a total of ten graduate courses (numbered in the 500s or 600s), the equivalent of 30 semester hours. At least eight courses must be in the field of major study. Courses elected from another field must be approved by the Graduate Adviser of the department of major study. Some departments require students to write a thesis as the final project undertaken for completion of degree requirements. Credit in the amount of two courses is awarded for the thesis. Some departments require a comprehensive examination in lieu of a thesis or give students the opportunity of electing one or the other.

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

Trinity undergraduates who desire to take graduate courses to be credited toward the Master's degree must receive the approval of the Office of Special Academic Programs/Graduate Studies. The student may not later elect to use these courses to satisfy the requirements of the Bachelor's degree.

Other information may be obtained from the Office of Special Academic Programs/Graduate Studies.

Summer Term

A number of undergraduate and graduate courses are given each year during the Summer Term. The Summer Term is presented with the same rigor as an academic semester at Trinity College. Although it is a shorter period of time than the winter or spring terms, instruction is the same quality and the amount

of work per course is equivalent. Because of the compressed schedule and the varying demands of different courses, students are usually permitted to enroll in no more than two summer courses.

Graduate courses are available within most departments having a Master's program to enable graduate students to study all year round.

Fellowships

For further information regarding Fellowships, inquiry should be made to Dean J. R. Spencer.

The H. E. Russell Fellowships, endowed by a legacy from Henry E. Russell of New York, pay to the recipients \$1,800 each annually. One is awarded each year by vote of the faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of full-time nonprofessional graduate study at Trinity College or at some American or foreign university approved by the faculty. The incumbent holds the Fellowship for two years and may not be married.

The Mary A. Terry Fellowships, endowed by a legacy from Miss Mary A. Terry of Hartford, pay to the recipients \$1,800 each annually. One is awarded annually by the President upon the recommendation of the faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of full-time graduate study in the arts and sciences at Trinity College or at some other college or university approved by the faculty. The incumbent holds the Fellowship for two years.

The W. H. Russell Fellowships, endowed by a gift from William H. Russell of Los Angeles, California, pay to the recipients \$800 each annually. One is awarded each year by vote of the faculty to a member of the graduating class who gives evidence of superior ability and of a desire to continue full-time study after being graduated at Trinity College. The incumbent holds the Fellowship for two years.

The Thomas J. Watson Foundation each year receives from Trinity College four nominations of graduating seniors who then participate in a national competition. Fellowships are awarded to those who are selected (approximately 40 percent of the nominees) so that they may pursue an independent program of travel and study abroad in the year following graduation. All seniors, regardless of career plans or rank-in-class, are eligible to compete for the College's nomination.

The William R. Cotter Memorial Congressional Intern Fund was established in 1981 in memory of William R. Cotter, Class of 1949, who served in the United States House of Representatives from 1970 to 1981. Proceeds of the Fund are used to support student interns in the offices of United States Senators and Representatives, with preference given to interns in Washington, D.C. and to those working for Connecticut Senators and Congressmen.

Scholarships

In general, scholarships are awarded only on evidence of financial need. Applications for scholarships must be made on forms provided by the Office of Financial Aid, and, in the case of students in college, must be submitted on or before March 15. Freshman applications must be completed by February 15. Complete details concerning financial aid and the continuation of scholarship grants will be found in the section, *Financial Aid*.

SCHOLARSHIPS

George I. Alden—proceeds from a challenge grant from the George I. Alden Trust of Worcester, Massachusetts, with matching funds from various sources including Connecticut National Bank, Dexter Corporation, and a student fundraising auction.

Alumni Area—Three local Alumni Associations are authorized by the Trustees of Trinity College to provide scholarships for students of the College with the concurrence of the Committee on Financial Aid. Application for such grants should be made through the Office of Financial Aid.

Walker Breckinridge Armstrong—bequest of Walker Breckinridge Armstrong '33 of Darien, Connecticut.

Arrow-Hart—given by Arrow-Hart, Inc., of Hartford, with preference to sons and daughters of company employees.

Clinton J., Jr. and Gertrude M. Backus—given by Gertrude M. and Clinton J. Backus, Jr. '09 of Midway City, California.

Isbon Thaddeus Beckwith—bequest of the Rev. Isbon Thaddeus Beckwith, Hon. 1898, of Atlantic City, New Jersey.

Walter Berube—bequest of Mr. Walter Berube '23 of West Hartford, Connecticut.

Bethlehem Steel Corporation—given by Bethlehem Steel Corporation of New York City.

Bishop of Connecticut—given by the Rt. Rev. Walter H. Gray, D.D., Hon. '41, of Hartford, Trustee of the College from 1951 to 1973, for students from the Greater Hartford area. Additions have been made by Mrs. Virginia H. Gray, Trustee Emeritus of the College.

Grace Edith Bliss—given by Grace Edith Bliss of Hartford, for students from the Greater Hartford area.

Blume Family—gifts from Dr. and Mrs. Marshall Blume. Dr. Blume, a member of the Class of 1963, is a former Alumni Trustee of the College.

Henry E. Bodman Memorial—given by Mrs. William K. Muir of Grosse Pointe, Michigan, in memory of her father, Henry E. Bodman.

George Meade Bond—bequest of Mrs. Ella Kittredge Gilson of Hartford, in memory of George Meade Bond, Hon. '27.

Mark C. Boulanger Memorial—gifts from family and friends in memory of Mark Christopher Boulanger '82 of Glastonbury. Awarded to juniors and seniors majoring in computing or involved in the work of the computer center.

Garrett D. Bowne—bequest of Mary Gormly Bowne of Pittsburgh, Pennsylvania, in memory of her husband, Garrett D. Bowne '06.

John F. Boyer Memorial—given by Francis Boyer, Hon. '61, of Philadelphia, in memory of his son, John Francis Boyer '53.

Lucy M. Brainerd—given by Lyman B. Brainerd '30, Hon. '71, of Hartford, Trustee of the College, in memory of his mother. Additions have been made by members of the family.

Susan Bronson—bequest of Miss Susan Bronson of Watertown, Connecticut.

Elfert C. and Billie H. Burfeind Memorial—gifts of Alfred C. Burfeind '64 and Lynne O. Burfeind MA '82 of Hartford, Connecticut, in memory of his parents.

Raymond F. Burton—given by Frances E. and Raymond F. Burton '28 of East Canaan, Connecticut.

Capital Area Corporate Scholarships—annually funded by corporations in the Greater Hartford area, including CIGNA, Connecticut Bank & Trust Company, Connecticut Mutual Life Insurance Company, Dexter Corporation, Emhart, Hartford Courant Foundation, Hartford Insurance Group, Heublein, The Stanley Works and United Technologies Corporation. Awarded to undergraduates from Greater Hartford.

Frederic Walton Carpenter—given by members of the family of Frederic Walton Carpenter, J. Pierpont Morgan Professor of Biology, and others, for students in biology.

Charles G. Chamberlin—bequest of Charles G. Chamberlin '07 of West Haven, Connecticut, awarded to resident of West Haven or New Haven County.

CIGNA Corporation—given by the CIGNA Corporation of Bloomfield to provide financial aid for needy and deserving students.

CIGNA Corporation Scholarships for Minorities in Actuarial Science—established in 1979 by CIGNA Corporation. Awarded to one or more minority students from the Greater Hartford area to pursue studies in the field of actuarial science.

Class of 1916 Memorial—given by the Class of 1916.

Class of 1918 Memorial—established in 1968 by members and friends of the Class of 1918 in memory of classmates and of Laurence P. Allison, Jr.

Class of 1926 Memorial—given by the Class of 1926.

Class of 1935 Memorial of William Henry Warner—given by the Class of 1935 in memory of their classmate.

Class of 1940—given by the Class of 1940.

Class of 1957—gifts from the Class of 1957 in anticipation of their 30th Reunion in June, 1987. Preference to direct or ancillary descendants of the Class of 1957 who are eligible for financial aid under College regulations.

Martin W. Clement—given by his wife, Elizabeth W. Clement, and children, Alice W., James H., and Harrison H. Clement in honor of Martin W. Clement '01, Hon. '51, Trustee of the College from 1930 to 1963, of Philadelphia, Pennsylvania. This fund has also been augmented by gifts from many friends. Scholarships are awarded with preference given to students from the Greater Philadelphia area.

Archibald Codman—given by Miss Catherine A. Codman, the Rt. Rev. Robert Codman '00, and Edmund D. Codman of Portland, Maine, in memory of their brother, the Rev. Archibald Codman '85.

David L. and Marie Jeanne Coffin—gift of David L. Coffin of Windsor Locks, Connecticut, a former trustee. Awarded with a preference to students from the Windsor Locks area.

Richard H. Cole—given by Richard H. Cole of Hartford.

Collegiate—gifts for scholarship purposes where a special scholarship was not designated.

Concordia Foundation—given by the Concordia Foundation of Hartford.

Connecticut Alpha Chapter of Phi Kappa Psi—preference given to children of alumni members from Trinity's Chapter of Phi Kappa Psi.

E. C. Converse—bequest of Edmund C. Converse of Greenwich, Connecticut.

Harold L. Cook—bequest of the Rt. Rev. Monsignor Harold L. Cook '47 of Plymouth, Indiana, for pre-medical or pre-theological students.

Charles W. Cooke Memorial—bequest of Irene T. Cooke of Wethersfield in memory of her husband Charles W. Cooke '14, with preference for students majoring in engineering.

Linley R. and Helen P. Coykendall—gifts of Robert D. Coykendall '59 in honor of his parents. Awarded with preference to students from East Hartford and Manchester.

Herman Crown Investment League—given by the Herman Crown Investment League, a Trinity student investment club, for a senior economics major.

Clara S. and Nathaniel B. Curran—gift of Dr. Ward S. Curran '57 of West Hartford in honor of his parents.

Lemuel J. Curtis—bequest of Lemuel J. Curtis of Meriden, Connecticut.

Louise C. Cushman—bequest of Mrs. Louise C. Cushman of West Hartford, Connecticut.

D&L—gifts from the D&L Foundation, Inc., of New Britain, Connecticut, and Mr. Philip T. Davidson '48 of Simsbury, Connecticut. Income to provide financial aid for minority students.

Charles F. Daniels—bequest of Mrs. Mary C. Daniels of Litchfield, Connecticut, in memory of her son.

Harvey Dann—gifts and bequest of Harvey Dann '31 of Pawling, New York—preference given to a student from Dutchess County, New York.

Arthur Vining Davis—grant from the Arthur Vining Davis Foundations of Jacksonville, Florida.

J. H. Kelso Davis Memorial—to honor the memory of J. H. Kelso Davis '99, Hon. '23, of Hartford, Trustee of the College from 1924 to 1956.

Robert V. Davison—bequest of William B. Davison of Pittsburgh, in the name of his son, Robert V. Davison '65, of Washington, D.C.

Albert T. and Jane N. Dewey—distributed by the Hartford Foundation for Public Giving, from a bequest from Mr. and Mrs. Dewey. Awarded to full-time undergraduates residing in the 29-town area served by the Foundation, with preference for minority students.

Jane N. Dewey—given by Mrs. Albert T. Dewey of Manchester, Connecticut.

Edward H. and Catherine H. Dillon—bequest of Catherine H. Dillon of Hartford.

Edward S. and Bertha C. Dobbin—given by James C. Dobbin of Inglewood, California, in memory of his parents, Edward S. Dobbin '99 and Bertha C. Dobbin.

Joseph N. and Jean W. Dobrovir—given by William A. Dobrovir '54 in honor of his father and mother.

George William Douglas—given by the Rev. George William Douglas 1871, M.A. 1874, Hon. 1895, of New York City.

Alfred J. and Elizabeth E. Easterby—given by Charles T. Easterby '16 of Philadelphia, Pennsylvania, in memory of his father and mother.

William S. Eaton—given by Mrs. Julia Allen Eaton of Hartford, and others in memory of her husband, William S. Eaton '10.

Jacob W. Edwards Memorial—given by relatives and friends in memory of Jacob W. Edwards '59. This scholarship is awarded to a student who has completed the freshman year and will provide financial assistance for the remainder of his undergraduate years and for the first year of graduate study.

Leonard A. Ellis—bequest of Leonard A. Ellis '98 of San Diego, California.

James S. and John P. Elton—given by James S. Elton and John P. Elton '88, Waterbury, Connecticut, Trustee of the College from 1915 to 1948.

Gustave A. Feingold—bequest of Dr. Gustave A. Feingold '11 of Hartford.

Rabbi and Mrs. Abraham J. Feldman—given by the Trustees of the Congregation Beth Israel of Hartford, for students from the Greater Hartford area.

S. P. and Barr Ferree—bequest of Mrs. Annie A. Ferree of Rosemont, Pennsylvania, in memory of her husband, S. P. Ferree, and her son, Barr Ferree.

George M. Ferris—Gifts of George M. Ferris '16 of Washington, D.C.

Thomas Fisher—bequest of Thomas Fisher.

Edward Octavus Flagg, D.D.—bequest of Miss Sarah Peters Flagg of Woodcliff Lake, New Jersey, in memory of her father, Edward Octavus Flagg 1848.

Fraternity of I.K.A. and Delta Phi—two scholarships with preference to children or grandchildren of alumni members of Trinity's chapter of I.K.A.

Frank Roswell Fuller—bequest of Frank Roswell Fuller of West Hartford.

Elizabeth and Keith Funston—given by G. Keith Funston '32, Hon. '62, of Greenwich, Connecticut, President of the College from 1945 to 1951, and Trustee of the College, for students who show potential to be "enlightened and self-reliant citizens of American Democracy."

Elbert H. Gary—bequest of Elbert H. Gary, Hon. '19, of Jericho, New York.

E. Selden Geer—gifts and bequest of E. Selden Geer, Jr. '10 of Wethersfield, in memory of the Rev. Flavel Sweeten Luther, Class of 1870, President of the College from 1904 to 1919, and his wife, Isabel Ely Luther.

James Hardin George—bequest of Mrs. Jane Fitch George of Newtown, Connecticut, in memory of her husband, James Hardin George 1872.

Raymond S. George—bequest of Raymond S. George of Waterbury, Connecticut, for students of the Senior Class who are members of any Episcopal Church or Sunday School in Waterbury.

George Shepard Gilman—given by the family of George Shepard Gilman 1847.

Alexander A. Goldfarb—established by a gift from the Alexander A. Goldfarb Memorial Trust. Awarded to a student who is a resident of Hartford. Mr. Goldfarb was a member of the Class of 1946.

Estelle E. Goldstein—bequest of Estelle E. Goldstein of Hartford.

Bishop Gooden—gift of H. Richard Gooden '63 of Los Angeles, and The Rt. Rev. R. Heber Gooden, S.T.D., Hon. D.D. '63 of Shreveport, Louisiana in honor of The Rt. Rev. Robert B. Gooden '02, M.A. '04, Hon. D.D. '22. Awarded with a preference to a student from the Harvard School, Los Angeles, California.

Goodwin-Hoadley—established by Daniel Goodwin and George E. Hoadley. One is awarded each year to the student of the highest scholastic rank from the public schools of Hartford who enters Trinity College and who is not receiving other scholarship aid; the nomination to these scholarships is vested in the Board of Education.

David S. Gottesman—given by David S. Gottesman '48 of Scarsdale, New York.

Charles Z. Greenbaum—given by relatives and friends in memory of Charles Zachary Greenbaum '71 of Marblehead, Massachusetts, with preference to students majoring in science.

Griffith—bequests of John E. Griffith, Jr. '17 and George C. Griffith '18.

Stella and Charles Guttman Foundation—preference to students of recognized ability who have completed two academic years of college and who are contemplating graduate or professional study.

Herbert J. Hall—given by Herbert J. Hall '39, of Skillman, New Jersey.

Karl W. Hallden Engineering—given by Karl W. Hallden '09, Sc.D. '55, of Thomaston, Connecticut, Trustee of the College from 1950 to 1970, for students in engineering.

Ernest A. Hallstrom—bequest of Ernest A. Hallstrom '29 of Hartford.

Jeremiah Halsey—bequest of Jeremiah Halsey, Hon. 1862, of Norwich, Connecticut.

Florence S. and Muriel Harrison—given by The Rev. A. Palmore Harrison '31 and friends in memory of his wife and daughter.

Hartford Ad Club—annually funded by the Hartford Ad Club. Awarded to a rising senior who intends to enter a career associated with advertising.

Hartford Rotary—Charles J. Bennett—given by Trustees, friends, and the Hartford Rotary Club, in memory of Charles J. Bennett of Hartford.

James Havens—gifts from an anonymous donor in honor of Mr. Havens.

Albert E. Holland—gifts from family and friends of the late Albert E. Holland '34 of Wellesley, Massachusetts, formerly Vice President of the College.

Thomas Holland—bequest of Mrs. Frances J. Holland of Hartford, daughter of Bishop Brownell, the founder of the College, in memory of her husband, Thomas Holland. Three tuition scholarships to be held during the following year, are awarded by the faculty to the student attaining the highest rank in the junior, sophomore and freshman classes respectively.

Marvin E. Holstad—gift of Mrs. Audrey Holstad of West Hartford, Connecticut, in memory of her husband, Marvin E. Holstad, M.A. '65, with preference given to disadvantaged minority students.

Thurman L. Hood—given by the family and friends in memory of Dr. Thurman L. Hood, former Dean and Professor in the Department of English from 1928 until his retirement in 1959.

Richard K. Hooper—given by Richard K. Hooper '53 of New York City.

Rex J. Howard—bequest of J. Blaine Howard in memory of his son, Rex J. Howard '34, for a student in the Department of English.

Illinois—A special fund established in 1948 provides scholarships for young men and women who reside in the State of Illinois. They are awarded on the basis of intellectual distinction, character, leadership ability, and need. There are nearly 40 Illinois Scholars now at Trinity College. Approximately ten new Illinois Scholarships will be awarded annually.

Charles and Winifred Jacobson—given by Charles E. Jacobson, Jr., M.D. '31 of Manchester, Connecticut in memory of his parents.

Daniel E. Jessee—given by Carl W. Lindell '37 in memory of Daniel E. Jessee, football coach from 1932–1967, baseball coach from 1937–1967 and squash racquets coach from 1947–1958.

Christian A. Johnson—gift of the Christian A. Johnson Endeavor Foundation of New York City.

Dorothy A. and Glover Johnson—given by Dorothy A. and Glover Johnson '22, Hon. '60, of New Rochelle, New York, Trustee of the College from 1962 to 1973, with preference for graduates of Trinity School and Trinity-Pawling School, respectively.

Harry E. Johnson—bequest of Katherine W. Johnson of Hartford in memory of her husband.

Oliver F. Johnson—gifts from family and friends in memory of Oliver F. Johnson '35 of Hartford, for students from the Greater Hartford area. Recipients are known as "Oliver Johnson Scholars."

George Kellner—gift of George A. Kellner '64 of New York City. Awarded with a preference to children of employees of non-profit educational or research institutions.

Betty W. Kelsey—bequest of Mrs. Betty W. Kelsey of West Chatham, Massachusetts, mother of Ward T. Kelsey '65.

George Kneeland—given by Miss Adele Kneeland and Miss Alice Taintor, both of Hartford, in memory of George Kneeland 1880.

Vernon K. Kriebel—given by relatives and friends in memory of Dr. Vernon K. Kriebel, Scovill Professor of Chemistry.

Vernon K. Kriebel—given by the Loctite Corporation of Newington, Connecticut, in memory of Dr. Vernon K. Kriebel, Scovill Professor of Chemistry. It provides a full tuition scholarship to a student majoring in the Department of Chemistry who has demonstrated outstanding scholastic achievement and who, in the opinion of the Department staff, offers promise of making a significant contribution to the profession of chemistry.

Karl Kurth—gifts from friends and associates of Karl Kurth, Jr., retired Director of Athletics. Awarded to a needy student who best exemplifies qualities of sportsmanship, leadership, integrity and dedication.

Kurz—sponsored by The Kurz Family of Philadelphia, Pennsylvania, with preference for scholars who are seniors or juniors majoring in Religion.

George Thomas Linsley—bequest of Mrs. Helen L. Blake of Farmington in memory of her first husband, the Rev. George Thomas Linsley, D.D.

Alexander A. Mackimmie, Jr.—given by the family and friends of Professor Alexander A. Mackimmie, Jr. with preference to graduates of Bulkeley High School, Hartford.

Morris M. and Edith L. Mancoll—given by Morris M. Mancoll, M.D., '24 and Mrs. Mancoll.

Stanley J. Marcuss—gifts from Stanley J. Marcuss, Esq., '63, of Washington, D.C., in honor of his father. Awarded with a preference to students who demonstrate high standards of academic achievement or potential and exhibit a strong interest in world affairs.

John G. Martin—gift from Heublein, Inc., in memory of John G. Martin, for students from the Greater Hartford area. Recipients are known as "John G. Martin Scholars."

Mathematics—gifts from Professor and Mrs. E. Finlay Whittlesey, to be awarded with preference for students majoring in mathematics.

Arthur N. Matthews—bequest of Arthur N. Matthews '21 of Windsor, Connecticut.

George Sheldon McCook Memorial—given by the family of George Sheldon McCook '97.

George Payne McLean—given by Mrs. Juliette McLean of Simsbury, in memory of her husband, George Payne McLean, Hon. '29.

Gary W. McQuaid—gifts from family and friends of Gary W. McQuaid '64, of Hershey, Pennsylvania. Awarded with preference to a junior or senior economics major who has expressed an interest in a business career.

Caroline Sidney Mears—bequest of J. Ewing Mears 1858, of Philadelphia, Pennsylvania, in memory of his mother, Caroline Sidney Mears.

Memorial—gifts in memory of alumni and friends.

Milbank—given by The Memton Fund of New York City, with preference for students from Metropolitan New York.

Moak-Trinity—given by C. B. Moak of Miami, Florida, with preference for students from the Florida area.

Michael A. Moraski Memorial—given by the family and friends in memory of Michael A. Moraski '72, with preference for students from Gilbert High School, Torrington High School or Litchfield County.

Robert S. Morris—given by Robert S. Morris '16, Hon. '65, of West Hartford, Trustee of the College from 1941 to 1947 and from 1948–1963.

Shiras Morris—given by Mrs. Grace Root Morris of Hartford, in memory of her husband, Shiras Morris '96.

Allen C. Morrison—bequest of Sara M. Brown of West Hartford in memory of her first husband.

Robert O. Muller—bequest of Josephine D. Muller of Anderson, South Carolina, in memory of her husband, Robert O. Muller '31.

Clarence E. Needham—bequest of Edith S. Needham of Shaker Heights, Ohio in memory of her husband, Clarence E. Needham '11.

William J. Nelson—bequest of William J. Nelson '10 of Plaistow, New Hampshire, and memorial gifts from his family and friends.

Richard B. Noble—proceeds from a matured Life Income Fund contributed by Mr. Richard B. Noble '25 of Milford, Connecticut.

Gustav P. Nordstrom—bequest of Estelle E. Goldstein of Hartford, in memory of Gustav P. Nordstrom '29.

Remsen Brinckerhoff Ogilby—given by Messrs. Carlos B. Clark, Hon. '43, James B. Webber, Joseph L. Webber, Richard H. Webber, Oscar Webber, and James B. Webber, Jr. '34 of Detroit, Michigan, in memory of the Rev. Remsen Brinckerhoff Ogilby, President of the College from 1920 to 1943.

Raymond and Elizabeth Oosting—gift of Mr. and Mrs. Raymond Oosting of West Hartford, Connecticut, for a needy and worthy student who demonstrates sportsmanship and leadership. Mr. Oosting was Director of Athletics at the College from 1934 until his retirement in 1966.

Kay Koweluk Orfitelli—gift of Mr. William M. Orfitelli '73 of Anchorage, Alaska, in memory of his wife, Class of 1973.

Dr. William Anthony Paddon—given by Richard Paddon '42 of Summit, New Jersey, in honor of his brother, Dr. William Anthony Paddon '35, Hon. '76, with preference to students who have a special interest in public health and a demonstrated concern for others.

Mitchel N. Pappas—given by the family and friends of Professor Mitchel N. Pappas, for students with special promise in painting or other phases of the studio arts.

Dwight Whitfield Pardee—given by Miss Cora Upson Pardee of Hartford, in memory of her brother, Dwight Whitfield Pardee 1840.

Alfred L. Peiker—bequest of Alfred L. Peiker '25 of West Hartford, and memorial gifts from family and friends, for a student majoring in chemistry.

Clarence I. Penn—bequest of Clarence I. Penn '12 of New York City.

Henry Perkins—bequest of Mrs. Susan S. Clark of Hartford, in memory of her first husband, Henry Perkins 1834. Nominations made by the Bishop of Connecticut.

Phi Kappa Educational Foundation, Inc.—given by members of the Phi Kappa Chapter, Alpha Delta Phi fraternity, with preference for students who are members of the fraternity.

John Humphrey Pratt—bequest of John H. Pratt, Jr. '17 of Darien, Connecticut.

Amos Elias Redding—gifts from friends and colleagues in memory of Amos E. Redding '16.

Gertrude B. and John R. Reitemeyer—bequest of Mrs. John R. Reitemeyer of Barkhamsted, Connecticut, in honor of her husband, John R. Reitemeyer '21. Awarded to students whose immediate families are residents of Connecticut.

Returned Scholarship—given by Harold L. Smith '23 of New York, and others, in appreciation of scholarship aid given them as undergraduates.

Governor Abraham A. Ribicoff—given by the Suisman Foundation, Inc., of Hartford, in honor of former Connecticut Governor Abraham A. Ribicoff, Hon. '55.

Maria L. Ripley—bequest of Miss Maria L. Ripley of Hartford.

H. Ackley Sage—bequest of Mrs. Lydia Sage of Pompano Beach, Florida, in memory of her husband, H. Ackley Sage '14.

Bishop Harold E. Sawyer—bequest of the Rt. Rev. Harold E. Sawyer '13 of Ivoryton, Connecticut.

Senior Class—contributions from undergraduates presented to the College as a Senior Class Gift. Awarded to a rising senior who has not previously shown financial need.

Thomas A. Shannon—bequest of Thomas A. Shannon '25 of West Hartford.

Lester E. Shippee—gift of Mr. Lester E. Shippee of Bloomfield, Connecticut, in honor of President James F. English, Jr., the recipients to be known as "Shippee Scholars."

Society for Savings—given by the Society for Savings, Hartford, for students from the Greater Hartford area.

Southern New England Telephone—given by the Southern New England Telephone Company.

Charles Byron and Ila Bassett Spofford—bequests of Charles Byron Spofford, Jr. '16 and his wife, Ila Bassett Spofford, with preference for juniors or seniors with financial need.

Dallas S. Squire—established by Dallas S. Squire '15, in memory of Samuel S. Squire and Colin M. Ingersoll, with preference to a junior or senior member of St. Anthony Hall.

St. Anthony Hall—funded annually by the St. Anthony Hall Foundation, Inc., with preference for a student from Greater Hartford.

Grace B. Starkey—given by George W. B. Starkey, M.D., '39, a member of the Board of Trustees, and Mrs. Starkey of Brookline, Massachusetts in honor of Dr. Starkey's mother.

General Griffin A. Stedman, Jr.—given by Miss Mabel Johnson of Hartford, in memory of her uncle, Brig. Gen. Griffin Alexander Stedman, Jr. 1859, M.A. 1863.

Mitchell B. Stock—given by Mitchell B. Stock of Bridgeport, Connecticut.

Arthur B. Stolz—bequest of Arthur B. Stolz '35 of Washington, D.C.

Student Body—given by Trinity students from the activities budget, for disadvantaged and/or minority students.

Suisman Foundation, Inc.—given by the Suisman Foundation, Inc., of Hartford.

Samuel C. Suisman—given by the Suisman Foundation, Inc., of Hartford, with preference to a rising senior who has made substantial contribution in extracurricular activities and has shown general leadership qualities.

Samuel C. and Edward A. Suisman—given by Samuel C. Suisman and Edward A. Suisman, Hon. '71, of West Hartford.

Surdna Foundation—given by the Surdna Foundation, Inc. to be used for students in need of financial assistance to complete their education at Trinity College.

Swiss Reinsurance Company—given by the Swiss Reinsurance Company of Zurich, Switzerland, with preference to a student majoring in mathematics.

Edwin P. Taylor III—given by the family and friends of Edwin P. Taylor III '46.

Thomas and Charlotte Valentine Taylor—annually funded with gifts from The Thomas and Charlotte Valentine Taylor Educational Foundation. Recipients shall have graduated from independent secondary schools and meet specified criteria for rank in class. Mr. and Mrs. Taylor are parents of the late Thomas H. Taylor '65.

Theta Xi—preference to children of fraternity members.

Richard I. Thomas—bequest of Richard I. Thomas '34. '35MA, of Rockport, Maine.

Mathew George Thompson—bequest of the Rev. Mathew George Thompson, Hon. '20, of Greenwich, Connecticut.

Melvin W. Title—given by the Suisman Foundation, Inc., of Hartford, Melvin W. Title '18, Hon. '68, and friends.

William Topham—bequest of Margaret McComb Topham of New York City, in memory of her father, William Topham.

B. Floyd Turner—given by B. Floyd Turner '10 of Glastonbury, Connecticut, and memorial gifts from his family and friends, with preference for residents of the Town of Glastonbury.

Ruth Elaine Tussing—bequest of Esther Price Molloy of West Hartford, Connecticut, in honor of her daughter. Awarded to women students majoring in the romance languages.

Arthur J. Ulmer—bequest of Arthur J. Ulmer of Jersey City, New Jersey.

Thomas S. and Lewis A. Wadlow—given by Thomas S. Wadlow '33 and Lewis A. Wadlow '33, to be awarded at the discretion of the President of the College, with the hope that recipients will later want to help others by adding to this fund or by otherwise supporting the College.

Raymond J. Wean—given by Raymond J. Wean, Hon. '54, of Warren, Ohio, Trustee of the College from 1955 to 1973, with preference to children of employees of Wean United, Inc. and candidates from the Ohio area.

Ronald H. Weissman—given by Mrs. Estelle Fassler of Scarsdale, New York, mother of Ronald H. Weissman '74, for a student majoring in science, preferably biology.

Western Connecticut Alumni Association—given by members of the Western Connecticut Alumni Association, with preference for students from Western Connecticut.

C. Dana White—gift of C. Dana White '64, '69MA of Santa Barbara, California. Awarded to students of either Black, Hispanic, or Native American origin.

Mary Howard Williams—bequest of Augusta Hart Williams of Hartford.

Isidore Wise—given by Isidore Wise, Hon. '49, of Hartford.

Charles G. Woodward—given by Charles G. Woodward 1898, of Hartford, Trustee of the College from 1917 to 1950.

Vertrees Young—given by Vertrees Young '15, Hon. '73, of Bogalusa, Louisiana, Trustee of the College from 1960 to 1971.

George and Thomas Wyckoff—gift of Trustee Emeritus George Wyckoff of Pittsburgh, Pennsylvania, in memory of his sons George '59 and Thomas '60. Awarded with preference to students from the Pittsburgh area.

SCHOLARSHIPS FOR STUDENTS PREPARING FOR THE MINISTRY

The following scholarships are awarded only to students who are preparing to enter the ministry. Applicants for these scholarships will apply on the usual forms, and the same general rules will apply to them as govern the award of other scholarships.

Thomas Backus—given by the Rev. Stephen Jewett, Hon. 1833, of New Haven, Connecticut.

Daniel Burhans—bequest of the Rev. Daniel Burhans, Hon. 1831, of Newtown, Connecticut.

John Day Ferguson and Samuel Morewood—bequest of Mrs. Jeannie Taylor King-sley of New Haven, Connecticut.

George F. Goodman—bequest of Richard French Goodman 1863, of Newton, New Jersey.

Horace B. Hitchings—bequest of the Rev. Horace B. Hitchings 1854 of Denver, Colorado.

Harriette Kirby—bequest of Miss Harriette Kirby of Hartford.

Horatio N. Lake—bequest of Horatio N. Lake of Bethlehem, Connecticut.

John Shapleigh Moses—bequest of Annette Foxall McCartney Moses of Andover, Massachusetts, in memory of her husband, John Shapleigh Moses, D.D. '14.

Joseph P. Robinson Memorial—bequest of Stanley A. Dennis, Jr. '17 of Kearny, New Jersey, in memory of the Rev. Joseph P. Robinson.

Isaac Toucey—bequest of the Honorable Isaac Toucey, Hon. 1845, Trustee of the College from 1830 to 1869, of Hartford.

Isaac H. Tuttle—bequest of the Rev. Isaac H. Tuttle 1836, of New York City.

Nathan M. Waterman—bequest of General Nathan Morgan Waterman of Hartford.

STUDENT LOAN FUNDS

Alumni, Senior—established in 1938 by gifts of the Alumni Association of Trinity College.

Backus, Clinton Jirah and Carrie Haskins—established in 1950 by Clinton J. Backus '09, of Midway City, California.

Mead, George J.—established in 1951 by bequest of George J. Mead, Hon. '37, of Bloomfield, Connecticut—The income to be used for loans to students majoring in economics, history, government or languages.

Edward J. Myers and Thomas B. Myers Trinity College Student Loan Fund—established by Thomas B. Myers '08 in his name and in that of his brother, Edward J. Myers '14, with preference to graduates of accredited Racine County (Wisconsin) high schools.

National Direct (Defense)—under provisions of the National Defense Education Act of 1958 as amended, loans are made available for students with financial need.

New England Society of New York—established in 1945 by the New England Society of New York, used for short-term small loans.

Remsen Brinkerhoff Ogilby—established in 1943 by gifts of Carlos B. Clark, Hon. '43, and James W. Webber, Jr. '34 and his family, all of Detroit, Michigan.

Revolving Loan Fund—established in 1988 by Mr. and Mrs. Bernard Schiro of West Hartford through a gift from the Schiro Fund, Inc. This fund is to provide loans to IDP students; graduate students; and regular undergraduates who are juniors or seniors and who stand in the top half of their class academically.

Trinity—established by vote of the Trustees of the College in 1952 to provide loans comparable to the terms and conditions of the Mead Loan Fund for students majoring in other fields.

Wyckoff Student Loan Fund—established 1973 by The Alcoa Foundation in honor of George W. Wyckoff. This fund is available to provide loans to needy and deserving undergraduate students.

Prizes

DEPARTMENTAL

The Ætna Prizes for Actuarial Examinations are awarded annually to persons who, while undergraduates at Trinity College, have satisfactorily completed national professional actuarial examinations. Established in 1987, these prizes are funded by Ætna Life & Casualty. The recipients are nominated by the actuarial adviser in the Department of Mathematics.

The Louis Aronne, Class of 1977, Prize in Biochemistry is awarded to a senior or a junior biochemistry major (with preference being given to a senior) who, in addition to being an outstanding student in biochemistry, has demonstrated interest in general scholarship and campus activities. The awardee is to be selected by a member of the Chemistry Department and a member of the Biology Department who teaches a biochemistry course.

The J. Wendell Burger Prize in Biology is an award given to a graduating senior major in biology who, by vote of the faculty of Biology, is considered to have demonstrated the greatest promise for a career in biological science. The prize is from a fund established in honor of the late James Wendell Burger, the J. Pierpont Morgan Professor of Biology, Emeritus.

The American Institute of Chemists Award is presented to a senior majoring in chemistry who has demonstrated scholastic achievement, leadership, ability and character. It consists of a certificate and a one-year Student Associate membership in the American Institute of Chemists.

The Chemical Rubber Company Awards are made to the outstanding freshmen chemistry students for outstanding achievement in general chemistry.

The Connecticut Valley Section of the American Chemical Society Award is given in recognition for outstanding accomplishment in the study of chemistry.

The Division of Analytical Chemistry of the American Chemical Society Award is given to a student who has completed the third undergraduate year and who displays interest in and aptitude for a career in analytical chemistry.

The Rev. Paul H. Barbour Prize in Greek was established in honor of the Rev. Paul H. Barbour of the Class of 1909 on the occasion of his ninetieth birthday. It is given to the student who achieves excellence in a special examination in Greek.

The James Goodwin Greek Prizes, founded in 1884 by the late Mrs. James Goodwin of Hartford, are offered to students in Greek who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The winners also are awarded a Greek coin of the classical period. The examination, to be held in April, is designed to test the student's general knowledge of Greek and skill in sight translation such as he or she may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

The Frank Urban, Jr. Memorial Prize was established as a memorial to Frank Urban, Jr. of the Class of 1961 and is awarded by the Department of Classical Languages and Civilization for excellence in beginning Greek.

The George E. Nichols III Prizes in Theater Arts were established by the friends and former students of Professor George E. Nichols III. These prizes are to honor those graduating students whose college careers best exemplify high standards of artistic and intellectual achievement in theater arts at Trinity College.

James A. Notopoulos Latin Prizes are from a fund named after Professor James A. Notopoulos in appreciation of his interest in promoting high ideals of learning. The fund was established by an anonymous donor who has suggested that the income from this fund be used to offer a prize primarily for freshman excellence in attainment in Latin, then to upperclassmen. The examination, to be held in April, is designed to test the student's general knowledge of Latin and skill in sight translation such as he or she may properly be expected to acquire from reading in connection with courses.

The Melvin W. Title Latin Prizes, founded in 1958 by Mr. Melvin W. Title of the Class of 1918, are offered to students in Latin who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The examination, to be held in April, is designed to test the student's general knowledge of Latin and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

The John C. Alexander Memorial Award was established by friends of John C. Alexander '39, to memorialize his name and, in some way, to identify a Trinity undergraduate who possesses some of the qualities that he possessed. It is presented annually to a senior or junior economics major who is a member of a varsity squad and who has demonstrated the most academic progress during his Trinity career.

The Faculty of Economics Award is presented annually to that graduating senior major in economics who, by vote of the faculty of Economics, is considered to have demonstrated the greatest promise as a professional economist.

The G. Keith Funston Prize in Economics was established in honor of G. Keith Funston, a member of the Class of 1932, by his family. Mr. Funston, a former President of Trinity College, is a Charter Trustee of the College. The prize is awarded annually to a senior majoring in economics who is an outstanding scholar and is actively involved in the life of the College.

The Peter J. Schaefer Memorial Prize Award—established by the classmates of Peter J. Schaefer, Class of 1964, to memorialize his name, consists of the annual award of books to the two freshmen who have achieved the highest grades in introductory economics in the preceding academic year.

The Ferguson Prizes in Economics, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are offered annually to seniors for the two best essays on topics approved by the Department. All essays must be typewritten. They must be submitted to the Chairman of the Department before April 15.

The Richard K. Morris Book Award for Excellence in Education is given annually to the member of the senior class who best fulfills the following qualifications: communicates effectively, stimulates inquiry, demonstrates excellence in scholarship, manifests moral and ethical attitudes towards professional responsibility, and participates in community activities in an educational capacity. This award is given by the Trinity Education Graduate Association in honor of Richard K. Morris, Professor of Education, Emeritus.

The American Society of Mechanical Engineers Prize is awarded by the Hartford Chapter of the American Society of Mechanical Engineers to the senior who makes the highest record in the Engineering Department.

Alumni Prizes in English Composition, from the income of a fund contributed by the Alumni, are awarded to the students who present the best essays on subjects approved by the Department of English. Essays originally prepared for academic courses, for publication in the *Trinity Tripod*, or especially for the contest will be accepted, but no student

may offer more than one entry. Essays must be submitted to the Department on or before April 15.

The F. A. Brown Prizes, founded in 1897 by Mrs. Martha W. Brown of Hartford in memory of her husband, are awarded to students who deliver the best orations over the College radio station or at public functions.

The Ruel Crompton Tuttle Prizes were established in 1941 by the bequest of Ruel Crompton Tuttle of Windsor, Connecticut, Class of 1889, to be awarded annually by the Chairman of the English Department to the two students who are deemed the best and second-best scholars in the English Department from the junior class. The terms of award rest solely on the judgment and discretion of the Chairman of the English Department. Students interested in the prizes should confer with the Chairman of the English Department by March 9.

Trinity Alumnus Prizes in Prose Fiction are annual awards established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts of short stories or novellettes are to be submitted to the Department of English on or before April 15.

John Curtis Underwood '96 Memorial Prizes in Poetry are annual awards established by the late Mr. Clarence I. Penn of the Class of 1912. Original manuscripts should be submitted to the Department of English before April 16.

The Esther and Lloyd Cooper Prize in Fine Arts was established in honor of his parents by George Brinton Cooper, and of his grandparents by Allen Brinton Cooper, Class of 1966. It is awarded to the junior or senior of whatever major who demonstrates distinction in any branch of the history or practice of the fine arts.

The Friends of Art Award for Art History is given to the graduating major whose academic record and promise of future achievement best epitomizes the goals of The Friends to cultivate and sustain the arts among us.

The Friends of Art Awards for Studio Arts are given to students for exceptional achievement in painting, graphics, sculpture or photography.

The Anna C. Helman Prize for Painting is a prize given by Rabbi Leonard Helman, Class of 1948, in honor of his mother, Anna C. Helman. The award is given to a student of painting, esteemed by the Faculty of Fine Arts to be distinguished in accomplishment and promise.

The Fern D. Nye Award for Graphic Arts is presented annually on the basis of work of originality and excellence in graphic arts.

The Mitchel N. Pappas Memorial Prize was established by Dr. Peter Tsairis of the Class of 1960 to honor the memory of Mitchel N. Pappas of Trinity's Fine Arts Department. It is awarded to that senior student who shows special promise in the area of studio arts.

The George B. Cooper Prize in British History is awarded to the senior who has done the best work in British history at Trinity.

The Ferguson Prizes in History, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are awarded for essays of at least 15 pages in length written independently or for courses or seminars. All Trinity undergraduates are eligible to compete for the Ferguson Prizes. All essays must be typewritten. They must be submitted to the Chairman of the Department before April 15.

The George J. Mead Prizes are awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37, for accomplishment in the fields of history and political science.

History—The Mead Prize will be awarded on Honors Day to the freshman or sophomore with the most outstanding record in History 101 as judged by the instructor of that course.

Political Science—An annual prize will be awarded on Honors Day to the sophomore or junior receiving the highest mark in Political Science 101, International Politics I.

The D. G. Brinton Thompson Prize in United States History will be awarded for the best essay in the field of United States history submitted by an undergraduate. Senior Seminar essays in United States history are eligible.

The Miles A. Tuttle Prize will be awarded to the member of the Senior Class who writes the best essay in history on a topic selected by the contestant and approved by the Department of History. Senior Seminar essays are eligible for the Tuttle competition. If in the judgment of the Department no essay meets the standards of excellence, no prize will be awarded.

The Irving K. Butler Prize in Mathematics, established through a bequest from the late Mr. Butler, is given annually to a rising senior (i.e., member of the junior class) who in the judgment of the Department of Mathematics has done outstanding work in mathematics.

The Phi Gamma Delta Prizes in Mathematics are offered to students taking Mathematics 131, 132 and Mathematics 231. These prizes are from the income of a fund established in 1923, and increased in 1931 by the alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

The Phi Gamma Delta Senior Prize is awarded annually to the person adjudged by the Department of Mathematics to be its most outstanding senior major. This prize is from the income of a fund established in 1923, and increased in 1931 by the Alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

The Phi Gamma Delta Teaching Fellowship is awarded annually to a member of the junior class who has done distinguished work in mathematics courses and who, in the opinion of the Department of Mathematics, is qualified to aid the Department in its instructional endeavors.

Book Prizes for Excellence in Modern Languages are presented to students who have shown outstanding progress and achievement in French, German, Italian, Russian or Spanish at the College.

The PRESHCO Prizes in Hispanic Studies were established in 1986 by the Programa de Estudios Hispánicos en Córdoba (Spain), of which Trinity College is a member. They are awarded to Spanish majors who have achieved excellence in courses devoted to Hispanic language, culture, and literature.

The Ronald H. Ferguson Prizes in French were established in 1951 in memory of Mr. Ronald H. Ferguson, Class of 1922. The prizes are awarded for the two best essays, written in French, on subjects approved by the Department, and for the best results of an oral examination. Essays prepared in any regular course of study may be offered in competition, provided that such essays are recommended by the instructor in whose course they were written and that they are approved as well by the Department.

The Delta Phi Alpha Book Prizes are awarded to meritorious students in the field of German studies. The prize books by well-known German authors are made available by Delta Phi Alpha, the National German Honorary Fraternity, through the Trinity College Chapter, Delta Upsilon. If in any academic year the local chapter does not initiate any new Delta Phi Alpha members, the book prizes are not available that year.

The Cesare Barbieri Prize for Achievement in Italian, a gift from the Cesare Barbieri Endowment, for essays in Italian studies is awarded on Honors Day. Students interested in competing for this prize should consult the Director of the Cesare Barbieri Center of Italian Studies. Essays must be submitted before April 15.

The Cesare Barbieri Prizes in Beginning Italian, a gift from the Cesare Barbieri Endowment, are awarded to those students who show excellence in beginning Italian. The competition must be completed before April 15.

The Helen Loveland Morris Prize in Music, established by gift of the late Robert S. Morris '16, is awarded to the student who, in the opinion of the Department of Music, has made an outstanding contribution to music in the College. The prize is awarded to a nominee who is judged by his or her record in music courses and in Concert Choir, Chapel Singers, College Band, or student recitals. The Department reserves the right to withhold the prize in any year if the required excellence is not achieved.

The Physics Prize, established by the faculty of the Department of Physics and Astronomy in 1976, is awarded to a freshman for exceptional achievement in either Physics 121L-122L or Physics 221L-222L.

The Physics Senior Prize recognizes outstanding scholarship in physics. Established in 1976 by the faculty of the Department of Physics and Astronomy, it is awarded to a senior physics major for demonstrated excellence in physics at the advanced undergraduate level.

The Ferguson Prizes in Government, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are offered for the two best essays submitted for any undergraduate course, tutorial, or seminar in the Department of Political Science during the academic year. All essays must be typewritten. They must be submitted to the Chairman of the Department by April 5.

The Abraham Joshua Heschel Prize is awarded in recognition of outstanding achievement in the study of religion.

The First Year Hebrew Award is a Hebrew grammar given to encourage the study of the Old Testament among college students. It is awarded to the first-year student who demonstrates the best understanding of the Hebrew language as a tool for the scholarly study of the Bible.

The Frank W. Whitlock Prizes in Drama were founded by a legacy of Mrs. Lucy C. Whitlock, of Great Barrington, Massachusetts, and by her direction bear the name of her son who was a graduate of the Class of 1870.

The Sociology Prize recognizes outstanding scholarship in sociology. The Prize was established in 1984 by the Department of Sociology and is awarded to one of its majors for achievement at the advanced undergraduate level. The award is a student membership in The American Sociological Association, with accompanying journal subscription.

The John Dando Prize was established by friends and former students of the late Professor Emeritus John Dando, in recognition of his distinguished career, spanning three decades as a teacher of Shakespeare in the English Department. The prize is awarded annually to an undergraduate for outstanding work in the study of Shakespeare.

The Blanchard W. Means Prize in Philosophy was established by Louise Means in memory of her husband Blanchard W. Means, the Brownell Professor of Philosophy and a member of the Trinity faculty from 1932-1972. The prize is awarded to a senior philosophy student who writes the essay judged best by the Philosophy Department faculty. Essays should be submitted by April 15.

GENERAL

The John F. Boyer Award was established in 1983 for the purpose of giving due recognition to a Trinity student who has devoted a tremendous amount of time and energy to one or more of the student publications. It is given annually to the junior or senior who, in the judgment of representatives from each of the four publications, has made the most significant contribution to the *Tripod*, the *Ivy*, the *Review*, and *Silences* in the last year or years. The award is given in memory of John F. Boyer who took an avid interest in extra-curricular activities and who himself made a significant contribution to student publications.

The Class of 1922 Award, established in 1974 by vote of the Class, is granted annually to a graduating woman who has done outstanding work in a particular academic field.

The Connecticut Commandery, Military Order of Foreign Wars Book Award is made to the male member of the graduating class who has demonstrated outstanding leadership qualities.

The Micki and Hy C. Dworin Award grants two prizes annually to seniors who have demonstrated outstanding scholarship in Asian Studies and in East European Studies. Awards are made upon the recommendation of the faculty.

The Samuel S. Fishzohn Awards for Civil Rights and Community Service—established in 1966 in memory of Samuel S. Fishzohn, Class of 1925, a prominent figure in social work and welfare. Awards are given each year to two students: one who has demonstrated initiative and creativity in community service related to important social issues, and the other who has worked with dedication in civil rights, civil liberties or race relations.

The Alexander A. Goldfarb Award for Community Service is awarded jointly by the City of Hartford and Trinity College to the Trinity student who, through community service, has done the most during this current year to benefit the City of Hartford and its citizens.

The Mary Louise Guertin Actuarial Award was established in 1952 by Alfred N. Guertin '22, in memory of his mother. The award will be made annually to the senior selected by three Fellows of the Society of Actuaries, named by the College, as having personal qualities indicative of future executive capacity and leadership in the actuarial profession. The student must also have completed satisfactorily the two preliminary examinations for associateship in the Society of Actuaries or their equivalent, and have acquired scholarship grades in mathematics, English, and economics.

The Samuel and Clara Hendel Book Prize is awarded annually to the undergraduate who is judged to have written the best paper on a topic involving issues of civil liberties or social justice. The prize was established in 1978 by friends, colleagues and former students to honor Samuel Hendel, Professor Emeritus of Political Science, and Mrs. Hendel. The recipient is chosen by the chairmen of the Political Science, Philosophy and Sociology Departments and the Director of the American Studies Program (or deputies designated by them).

The Human Relations Award is awarded annually to an undergraduate who during the year has exhibited outstanding citizenship and sportsmanship. Sportsmanship is interpreted in its broadest sense and does not necessarily include achievement in athletics.

The Edwin P. Nye Award, established in 1983 by family, friends and colleagues of Professor Emeritus Edwin P. Nye, goes to an undergraduate who has demonstrated understanding and concern for the need to achieve a harmonious balance between man's technology and the natural environment. Selection of the recipient will be made jointly by the Chairman of the Department of Engineering and the Director of the Program in Urban and Environmental Studies.

The Pi Gamma Mu Scholarship Award, authorized by the National Board of Trustees of the Society, is given by the Connecticut Alpha Chapter in the interests of the promotion of scholarship in the social sciences on the Trinity campus. The award is made to one of the top five ranking seniors who has pursued a major in one of the social sciences; additional considerations are that he or she be outstanding in scholarship and ability and that he or she shall have pursued a program of studies indicating breadth in the work of the social sciences.

The S & S Environmental Award is given to an undergraduate who has worked to increase campus environmental awareness or has demonstrated a personal commitment to conservation or ecology. The Award was established by two members of the Class of 1978, Ms. Diane Schwartz and Ms. Renee Sandelowsky.

The Student Government Association Award was established in 1982 for the purpose of giving due recognition to Trinity students who have done unusual service for the college community or local community. It is given annually to the individual student or

group of students who, in the judgment of the SGA, has contributed the most to the betterment of the Trinity community in the last year or years. The award is not restricted and can be bestowed upon College-funded groups, coalitions, and fraternities/sororities as well as upon student groups and individuals.

The Travelers Companies Foundation Senior Research Prize is awarded annually to the student or students whose senior research project in the field of Engineering and Computer Sciences has been deemed the most outstanding by an independent board chosen from Trinity faculty and The Travelers Companies staff.

The "Trinity Papers," established by a group of President's Fellows in 1982, is an annual journal which publishes outstanding examples of student scholarship. Students whose work is selected for publication in the "Papers" receive certificates at Honors Day in recognition of their exceptional achievement.

The Women's Club of Trinity College Award is presented to a graduating IDP student in recognition of superior academic achievement.

The Jerome P. Webster, Class of 1910, Student Book Collectors Prizes have been established in memory of Dr. Jerome P. Webster '10, by the Trinity College Library Associates. They are awarded annually to three students who make collections of books in a specific field, or pertaining to some particular interest in one of these fields, or an intelligently selected nucleus of a general library for the future. Emphasis is placed on the student's knowledge of the contents of the collection and its usefulness. The total number of books or their money value is not a determining factor.

HONOR SOCIETIES

Phi Beta Kappa: From the Class of 1988—Karen M. Albano, Nancy O. Albert, Lisa Alvarez-Calderon, Marina A. Amat, Constantine G. Andrews, Stephen J. M. Banks, Jeffrey A. Baskies, Pamela N. Boulton, Elaine R. Budd, Andrea I. Cancio, Avery S. Chapman, Kevin P. Charleston, Maura J. Clark, Kimberly W. Coursen, Timothy F. Cunningham, Robert E. DesMarais, Jr., Kelly M. Donovan, Lucia R. Dow, Gregory W. Druckman, Sharon R. Feldman, Kristen L. Gebhardt, Todd S. Hansen, Jeffrey A. Kriebel, Annie M. Latina, Anthony F. Luciano, Lisa Lumalcuri, Bridget M. McCormack, Jill A. Mello, Alexandra D. Michos, Maria C. Monnes, Lisa J. Nigro, Deborah L. Owen, James P. Parmelee, Eve M. Perugini, Wendy M. Rawlings, Joyce M. Scales, Mark J. Sommaruga, Thomas H. Speight, Susan L. Tiffany, David E. Van't Hof, Laura L. Vozzella, Andrew R. Waxler, Susan M. Whiting, Cheryl J. Yasumura, Marilyn S. Zalkan

Pi Gamma Mu: Class of 1988—Merrick R. Alpert, Lisa Alvarez-Calderon, Constantine G. Andrews, Jeffrey A. Baskies, Barbara J. Caldaron, Andrea I. Cancio, Kevin P. Charleston, Joan M. DePhillips, Kelly M. Donovan, Lucia R. Dow, Kristen L. Gebhardt, Todd S. Hansen, Claire L. Janowski, Jeffrey A. Kriebel, Anthony F. Luciano, Lisa Lumalcuri, Bridget M. McCormack, Sherin B. Murray, Deborah L. Owen, James P. Parmelee, Eve M. Perugini, Mark J. Sommaruga, Susan L. Tiffany, Cheryl J. Yasumura

Masters: Bruce Burnett, Susan R. Campbell, Joseph M. Hickerson II, Patrick M. Jones, Rochelle Kowalski, Mark P. McDonald, Susan R. McGowan, Ernest J. McInerney, George W. McKee, Janet T. Murphy, Mary J. S. Springman, John M. Waters

ATHLETIC PRIZES

The George Sheldon McCook Trophy, the gift of Professor and Mrs. John James McCook in 1902, is awarded annually through a Committee of the Faculty and the captains and managers of all varsity teams to a student in the senior class, who must be in good scholastic standing, on the basis of distinction in athletics. In determining the award, diligence and conscientiousness in the observance of all rules of drill, training, and discipline are taken into account, as well as manliness, courtesy, self-control, uprightness,

and honor at all times, especially in athletic sports and contests. The name of the student receiving the award is attached to the trophy on a silver bar bearing his name and class date. He receives as his permanent property a handcrafted pewter bowl. This trophy is the athletic distinction most coveted in the College.

The Trinity Club of Hartford Trophy, established in 1978, is awarded annually through a Committee of the Faculty and the captains and managers of all varsity teams to a woman student, a senior, who must be in good scholastic standing, on the basis of distinction in athletics. In determining the award, diligence and conscientiousness in the observance of all the rules of drill, training and discipline are taken into account, as well as courtesy, self-control, uprightness, and honor at all times, but especially in athletic sports and contests. The name of the student receiving the award is attached to the trophy on a silver bar bearing her name and class date. She receives as her permanent property a small replica of the trophy. This trophy is the athletic distinction most coveted in the College.

The Eastern College Athletic Conference "Outstanding Scholar-Athlete" Award is presented annually to the senior male who is voted the most outstanding in athletics and scholarship.

The Susan E. Martin "Outstanding Student-Athlete" Award is presented annually to the senior woman who has combined excellence on the fields of competition with excellence in the classroom. This award was established in 1978 from the proceeds of pledges to runners who competed in the faculty-student marathon race and was named for "Suzie" Martin '71, who was one of the first Trinity woman to compete in intercollegiate athletics.

The Bob Harron "Outstanding Scholar-Athlete" Award, established in 1971 by his friends in memory of Bob Harron, former Director of College Relations at Trinity, is presented annually to the junior male who is voted the most outstanding in athletics and scholarship.

The Board of Fellows "Outstanding Scholar-Athlete" Award was established by the Board in 1979 and is presented annually to the junior woman who is voted most outstanding in athletics and scholarship.

The Blanket Award is awarded to students who have earned nine varsity letters in three different sports. The award is a Trinity College blanket.

The Mears Prize of \$50 was established under the will of Dr. J. Ewing Mears of the Class of 1858. It is awarded by the Faculty on the recommendation of the Chairman of the Department of Physical Education. The prize is awarded to the Trinity undergraduate student who writes the best essay on a topic announced by the Department of Physical Education. The topic may change from year to year, and will be one relevant to college physical education or athletics. No prize is awarded unless two or more students are competing.

The Larry Silver Award, named in memory of Lawrence Silver, Class of 1964, is made annually to the student, preferably a non-athlete, selected by the Trinity College Athletic Department, who has contributed the most to the Trinity Athletic Program.

The Bantam Award is presented annually to a non-student who has made a distinguished contribution to the Trinity Sports Programs. The selection is made by the Athletic Staff. The trophy was given to the College by Raymond A. Montgomery, Class of 1925.

The "1935" Award is presented annually by the Class of 1935 to the player who has been of "most value" to the football team. The qualifications for this award are leadership, sportsmanship, team spirit, loyalty, and love of the game. A major trophy is kept in the college trophy case.

The Dan Jessee Blocking Award is given annually by Donald J. Viering '42, to that member of the varsity football team who has given the best blocking performance throughout the season.

The Roy A. Dath Soccer Trophy, established in 1978 is presented annually to the member of the soccer team who best fulfills the following qualifications: (1) makes the greatest contributions to the team's success and (2) demonstrates gentlemanly conduct, good sportsmanship, and inspirational leadership. The trophy is kept in the college trophy case.

The Harold R. Shetter Soccer Trophy, established in 1950 in memory of Harold R. Shetter, coach of soccer 1948-50, is awarded annually to the member of the varsity soccer squad who has shown the greatest improvement as a player over the previous year and who has also demonstrated qualities of team spirit and sportsmanship.

The Arthur P. R. Wadlund Basketball Award, awarded annually to the most valuable player on the varsity team, was donated by V. Paul Trigg, Class of 1936, in memory of Professor Arthur P. R. Wadlund, Jarvis Professor of Physics. A major trophy is kept in the college trophy case.

The Coach's Foul Shooting Trophy is awarded annually by the varsity basketball coach to the member of the team who has made the highest foul shooting average in varsity contests.

The John E. Slowik Swimming Award is made annually in memory of John E. Slowik, Class of 1939, Captain in the U. S. Army Air Corps who was killed in action over Germany. The award is to be made to the most valuable member of the varsity swimming team considering ability, conscientiousness in the observance of all rules of practice and training, and qualities of leadership. The first award was made in 1950.

The Robert Slaughter Swimming Award is made annually to the "most improved" member of the varsity swimming team. This award honoring their coach was presented by the members of the swimming team of 1962.

The Brian Foy Captains Award is given each year to the captain of the swimming team exemplifying outstanding qualities of leadership. This award was established in 1974 by his friends and classmates in memory of Brian Foy, Class of 1960, co-captain of the swimming team, who suddenly passed away on May 1, 1973.

The Karl Kurth Award, established in 1988, to be presented annually to the most valuable member of the men's squash racquets team.

The John A. Mason Award, established in 1953, is presented to that member of the varsity squash racquet squad showing the greatest improvement during the year.

The Virginia C. Kurth Award, established in 1988, to be presented annually to the most valuable member of the women's squash racquets team.

The Phyllis L. Mason Award, established in 1977, is made annually to the member of the women's squash racquet squad showing the greatest improvement during the year.

The Dan Webster Baseball Award is awarded annually to the player who has been of "most value" to the baseball team. The major trophy is kept in the college trophy case.

The William Frawley Award is given annually to the most improved varsity baseball player; one who demonstrates enthusiasm and determination. This award was established in 1974 by his friends and classmates in memory of William Frawley, Class of 1960, captain of the baseball team, who was reported missing in action in Vietnam in 1966.

The Robert S. Morris Track Trophy, established in 1953, is awarded annually to the most valuable member of the varsity track team. The qualifications for this award are outstanding performance, attitude, and sportsmanship. The trophy will be kept in the college case.

The Edgar H. and Philip D. Craig Tennis Award, established in 1956, is awarded annually to a member of the varsity tennis squad who has shown the greatest improvement as a player over the previous year, and who has demonstrated qualities of team spirit and sportsmanship.

The John Francis Boyer Most Valuable Player Award, established by St. Anthony

Hall in 1957, is presented to the player who has been of "Most Value to the Lacrosse Team." A major trophy is kept in the college trophy case.

The Robert A. Falk Memorial Award established in 1983 in memory of Robert Falk, a member of the class of 1984. This award is presented annually to the member of the Men's Varsity Lacrosse team who makes the most outstanding contribution to the team's defense.

The Wyckoff Award is presented annually to the winner of the varsity golf team tournament.

The Torch Award, established in 1962 by Mr. and Mrs. Charles B. Morgan, Bryn Mawr, Pa., is awarded to the person who has done the most to foster and perpetuate crew at Trinity.

The Hartford Barge Club Rowing Trophy, established in 1963 by members of the Hartford Barge Club, is awarded for sportsmanship and most improvement in rowing.

The David O. Wicks, Jr. Prize, established by David O. Wicks, Jr. '63, is awarded to the freshman who best exemplifies the spirit of the founders of the Trinity College Rowing Association.

The Albert C. Williams Hockey Cup is given by his friends and family in memory of Albert C. Williams, Class of 1964, who helped to establish hockey as a sport at Trinity. The cup is awarded to that hockey player who has demonstrated the qualities of leadership, team spirit, and sportsmanship.

The Frank Marchese Hockey Award, established in 1975, is awarded to the most valuable hockey player. The major trophy is kept in the trophy case and a bowl is presented annually to the winner.

The Thomas H. Taylor Fencing Trophy is awarded annually to a member of the Trinity College fencing team who, in his enthusiasm and sportsmanlike conduct, has captured the spirit of the art of fencing.

The Marsh Frederick Chase Memorial Fencing Award is presented to the member of the team who has contributed most significantly to the cause of fencing.

The Susan B. Scott Award was established in 1981 by the Class of 1956 in memory of the wife of Donald J. Scott, '56. The award is presented to a member of the women's varsity swimming team who has shown the most improvement during the season.

Endowed Lectures

Barbieri Lectures—A gift from the Cesare Barbieri Endowment provides for two public lectures a year by outstanding persons on some aspect of Italian Studies.

Martin W. Clement Lecture—Through an endowment established in 1967 by graduates and undergraduates of the Epsilon Chapter of Delta Psi Fraternity in memory of Martin W. Clement '01, to provide an annual public lecture with no restriction as to topic.

Shelby Cullom Davis—Under the auspices of the Shelby Cullom Davis Endowment, several lectures are given on topics related to business, large organizations, or entrepreneurial activities.

Michael P. Getlin Lecture—Established through the generosity of classmates and friends in honor of Michael P. Getlin '62, Captain U.S.M.C., who was killed in action in Vietnam, to provide an annual lecture in religion.

Hallden Lecture—Through the Hallden Engineering Fund, established by Karl W. Hallden '09, Hon. '55, to bring to the campus scientists and engineers of international reputation and interest.

Mead Lectures—Through the bequest of George J. Mead, Hon. '37, annual lectures are presented by distinguished authorities. Conferences and other special events are held on various topics in economics, government, and history.

Blanchard William Means Memorial Lecture—Gift of Mrs. Blanchard W. Means of Hartford, to support a lecture in Philosophy each year in memory of her husband, Brownell Professor of Philosophy at the College from 1932 to 1972.

Moore Greek Lecture—Through the bequest of Dr. Charles E. Moore '76, to encourage the study of Greek, an all-college lecture is presented annually on classical studies.

Degrees Conferred in 1988

The following degrees, having been voted by the Corporation, were duly conferred at the public Commencement Exercises May 22.

HONORIS CAUSA

- David Allan Bromley, *Connecticut*, Doctor of Science
Edmond Lee Browning, *New York*, Doctor of Divinity
Genevieve Harlow Goodwin, *Connecticut*, Doctor of Fine Arts
Eugene M. Lang, *New York*, Doctor of Laws
Andrew Aitken Rooney, *New York*, Doctor of Letters
Sonia Sanchez, *Pennsylvania*, Doctor of Letters

BACCALAUREATE DEGREES IN COURSE

Jill Ann Mello, *Massachusetts*, B.S.

Valedictorian

with Honors in Chemistry

Nancy Ottmann Albert, *Connecticut*, B.A.

Salutatorian

with Honors in American Studies

Pamela Nomura Boulton

Salutatorian

with Honors in English

HONORS IN GENERAL SCHOLARSHIP

Jill Ann Mello, *Massachusetts*, B.S.

Nancy Ottmann Albert, *Connecticut*, B.A.

Pamela Nomura Boulton, *Connecticut*, B.A.

Karen Mary Albano, *Massachusetts*, B.A.

Kelly Margaret Donovan, *Massachusetts*, B.S.

Joyce Marilyn Scales, *Connecticut*, B.A.

Merrick Reed Alpert, *Connecticut*, B.A.

Constantine George Andrews, *Connecticut*, B.A.

Deborah Lynn Owen, *Massachusetts*, B.A.

Thomas Harold Speight, *Connecticut*, B.A.

Anthony F. Luciano, *Connecticut*, B.S.

Jeffrey Alan Baskies, *Massachusetts*, B.A.

Stephen Joshua MacKay Banks, *Connecticut*, B.S.

Claire Landi Janowski, *Connecticut*, B.S.

Eve Marie Perugini, *Connecticut*, B.A.

- Farina Wong Achuck, *New York, B.A., with Honors in Area Studies*
- Karen Mary Albano, *Massachusetts, B.A., with Honors in English*
- Nancy Ottmann Albert, *Connecticut, B.A., with Honors in American Studies*
- Merrick Reed Alpert, *Connecticut, B.A., with Honors in Political Science*
- Marina A. Amat, *Connecticut, B.A., English & Spanish, with Honors in Spanish*
- Constantine George Andrews, *Connecticut, B.A., with Honors in Economics*
- Stephen Joshua MacKay Banks, *Connecticut, B.S., with Honors in Biology*
- Jeffrey Alan Baskies, *Massachusetts, B.A., with Honors in American Studies*
- Andrea Marie Bici, *New York, B.A., Economics & Interdisciplinary: History & Literature, with Honors in Interdisciplinary*
- Pamela Nomura Boulton, *Connecticut, B.A., with Honors in English*
- Elizabeth Marie Breiner, *Connecticut, B.A., with Honors in Computer Major coordinated with Economics*
- Barbara Jean Caldarone, *Connecticut, B.S., with Honors in Interdisciplinary: Psychobiology*
- Wendy Leigh Carlson, *New Jersey, B.A., with Honors in Psychology*
- Rebecca Lynn Carver, *Canada, B.A., with Honors in Philosophy*
- Robert Cartwright Chace, *Rhode Island, B.S., with Honors in Engineering*
- Avery Spencer Chapman, *New Jersey, B.A., with Honors in History (Intensive Study)*
- Kevin Patrick Charleston, *Massachusetts, B.A., with Honors in Economics*
- Jonathan Gary Cohen, *New York, B.S., with Honors in Computer Science*
- George Joseph Coleman, *Connecticut, B.A., with Honors in Classics*
- Kimberly Wright Coursen, *Massachusetts, B.A., with Honors in Political Science*
- Edward Gerard Crowther, *Massachusetts, B.S., with Honors in Engineering*
- Timothy Foote Cunningham, *Vermont, B.A., with Honors in English*
- Anthony John DeNicola, *Connecticut, B.S., with Honors in Biology*
- Robert Eugene DesMarais, Jr., *Massachusetts, B.A., with Honors in Classics*
- Stephen Michael DiSciullo, *Virginia, B.S., with Honors in Engineering*
- Lucia Randolph Dow, *Maryland, B.A., with Honors in Philosophy*
- Gregory Wayne Druckman, *New Jersey, B.S., with Honors in Mathematics & Computer Major coordinated with Mathematics*
- Jennifer Maria Elwell, *Massachusetts, B.S., with Honors in Interdisciplinary: Psychobiology*
- Eric Seth Freeman, *Pennsylvania, B.A., with Honors in History (Intensive Study)*
- Sandra Ganea, *New York, B.S., with Honors in Biology*
- Kristen Lynn Gebhardt, *Connecticut, B.A., with Honors in Economics*
- Claire Landi Janowski, *Connecticut, B.S., with Honors in Psychology*
- Yunhee Ju, *Virginia, B.S., Computer Science & Mathematics, with Honors in Computer Science*
- Janina Jacqueline Kadziewicz, *Connecticut, B.S., with Honors in Psychology*
- Peter Raymond Lang, *New York, B.A., Computer Major coordinated with Economics & Economics, with Honors in Computer Major*
- Annie Marie Latina, *Connecticut, B.S., with Honors in Biochemistry*
- Ellen Ann Leheny, *New York, B.S., with Honors in Biology*
- Gregory Coddling LeStage, *Massachusetts, B.A., English & French, with Honors in English*
- Anthony F. Luciano, *Connecticut, B.S., with Honors in Computer Major coordinated with Economics & Mathematics*
- Kim Maria Lukchis, *New Jersey, B.A., with Honors in Political Science*
- Lisa Lumalcuri, *New York, B.A., with Honors in Political Science*
- Laura Joan Martin, *Connecticut, B.S., Mathematics & Computer Major coordinated with Mathematics & Theater and Dance, with Honors in Theater and Dance*
- Bridget Mary McCormack, *New Jersey, B.A., with Honors in Political Science & Philosophy*
- Kimberly Kavanaugh McDermott, *Connecticut, B.A., with Honors in History (Intensive Study)*
- Jill Ann Mello, *Massachusetts, B.S., with Honors in Chemistry*
- Sherin Beth Murray, *Rhode Island, B.S., with Honors in Interdisciplinary: Psychobiology*
- Laura Rose Olds, *Connecticut, B.A., with Honors in English*
- Deborah Lynn Owen, *Massachusetts, B.A., with Honors in American Studies*
- James Patrick Parmelee, *Connecticut, B.A., with Honors in Economics & Computer Major coordinated with Economics*
- Susan Beth Pawlick, *Massachusetts, B.A., with Honors in Economics*
- Eve Marie Perugini, *Connecticut, B.A., with Honors in Psychology*
- Kristin Laurel Polci, *Connecticut, B.S., with Honors in Biology*
- Mark Andrew Polinsky, *Connecticut, B.S., with Honors in Engineering*
- Wendy Mai Rawlings, *New York, B.A., with Honors in English*
- Elise Ann Risher, *New York, B.A., with Honors in Theater and Dance*

- Nicholas William Miller Ritchie, *Pennsylvania, B.S., Physics & Mathematics, with Honors in Physics*
- Edward Hutchinson Robbins, Jr., *Maryland, B.A., with Honors in History (Intensive Study)*
- Mark D. Robins, *Massachusetts, B.A., with Honors in Political Science*
- Jennifer Roeder, *Connecticut, B.S., with Honors in Mathematics & Computer Major coordinated with Mathematics*
- Patricia Eileen Ryan, *Connecticut, B.A., with Honors in English*
- Wendy Everdene Salustro, *Massachusetts, B.A., with Honors in Modern Languages (Italian and Spanish)*
- Ronald Joseph Silverman, *Connecticut, B.A., with Honors in Political Science*
- Mark Joseph Sommaruga, *Connecticut, B.A., with Honors in Political Science & Interdisciplinary: Russian and Soviet Studies*
- Thomas Harold Speight, *Connecticut, B.A., with Honors in English*
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 Mark Leslie Weiland, *Connecticut*, B.A., *Political Science*
 Lorian Weiss, *Rhode Island*, B.S., *Psychology*
 Peter Frederick Weiss, *Massachusetts*, B.A., *English*
 Timothy Hunter Wentworth, *Connecticut*, B.A.,
Political Science
 Victoria Vandenburg Wenzel, *Connecticut*, B.A.,
History (Intensive Study)
 Michael John Williams, *Connecticut*, B.S.,
Biochemistry
 Susan Carol Winnick, *Connecticut*, B.A., *English*
 Melissa Ann Winter, *Maryland*, B.A., *Studio Arts*

Mark Jan Wlodarkiewicz, *California, B.A., English*
 Walter Joseph Wrobel III, *Massachusetts, B.A.,
 Political Science*
 Thomas Clinton Wyckoff, *New York, B.A., Psychology*
 Jeffrey Thomas Yager, *Missouri, B.A., Economics*
 Cheryl Joanne Yasumura, *New York, B.A.,
 Economics*
 Sarah Hutchinson Young, *Louisiana, B.A.,
 American Studies*

Marilyn Stephanie Zalkan, *Massachusetts, B.A.,
 Music*
 Nancy Zarra, *Connecticut, B.S., Biochemistry*
 Yasheng Zhang, *People's Republic of China, B.A.,
 American Studies*
 Andrew Hughes Zimmerman, *New Jersey, B.A.,
 English*
 Joseph Angelo Zoppo, *Connecticut, B.S., Computer
 Science*

Conferring of Master's Degrees in Course

Tammy J. Banks-Spooner	B.A., 1983, Trinity College	English M.A.
Salvatore Basile	B.A., 1972, University of Connecticut	English M.A.
Pamela Chisholm Berry	B.S., 1979, Massachusetts Institute of Technology	Public Policy M.A.
Brian Joseph Brennan	B.S., 1986, Trinity College	Economics M.A.
Cynthia Lee Butos	B.S., 1971, Millersville State University	English M.A.
Susan Ruth Campbell	B.A., 1972, Boston University	Public Policy M.A.
William S. DeRosa	B.A., 1981, University of Connecticut	Philosophy M.A.
Cheryl Ann Fenner	B.A., 1978, Washington College	English M.A.
Susan Elaine Goranson	B.A., 1974, North Park College	Public Policy M.A.
Joseph Milton Hickerson II	B.S., 1976, Western Carolina University	Public Policy M.A.
Patrick Michael Jones	B.A., 1972, Central Connecticut State University	History M.A.
Alison Gertrude Kearns	B.A., 1984, Marymount College	American Studies M.A.
Eva Klimas	B.F.A., 1981, University of Connecticut	Liberal Arts M.L.A.
Anne Latina-Brown	B.A., 1979, Central Connecticut State University	American Studies M.A.
Robert Joel Levy	B.A., 1980, Trinity College	English M.A.
Douglas Paul Mannen	B.A., 1982, Wesleyan University	History M.A.
Mark P. McDonald	B.A., 1985, Colgate University	Economics M.A.
Susan Robeson McGowan	B.S., 1955, Ohio University	American Studies M.A.
Ernest John McInerney	B.A., 1972, B.S., 1978, University of Connecticut	Economics M.A.
Janet Thurman Murphy	B.A., 1965, College of William and Mary	American Studies M.A.
Maureen Mary O'Brien	B.A., 1982, Ithaca College	English M.A.
Paul Owen Pflugfelder	B.S., 1979, Saint Bonaventure University	Economics M.A.
Kathleen Ann Lynch Preston	B.S., B.A., 1984, Marymount College	Economics M.A.
Martin J. Proulx	B.S., 1970, Providence College	Economics M.A.
Sidney Alan Rowell	B.A., 1979, Trinity College	History M.A.
Mary Jane Shea Springman	B.A., 1965, Pennsylvania State University	American Studies M.A.
John Joseph Stone III	B.S., 1976, Central Connecticut State University	English M.A.
Allan Edward Thomas, Sr.	B.S., 1976, Shippensburg State College; M.Ed., 1981, Frostburg State College	Chemistry M.S.
John MacLean Waters	B.A., 1974, Middlebury College	History M.A.

Corporation

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West Hartford, CT

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Hartford, CT

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Urbana, IL

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GAIL WINSLOW GINSBURGH (1992)

Chevy Chase, MD

LEONARD ELI GREENBERG, B.S. (1991)

Boynton Beach, FL

BRENTON WAYNE HARRIES, M.B.A. (1989)

South Norwalk, CT

THOMAS STEPHEN JOHNSON, M.B.A. (1992)

Upper Montclair, NJ

BARBARA BAILEY KENNELLY, M.A. (1993)

Hartford, CT

ALFRED J. KOEPPPEL, LL.B. (1990)

New York, NY

EILEEN SHANLEY KRAUS, M.A. (1991)

Hartford, CT

WORTH LOOMIS, M.B.A. (1991)

Hartford, CT

ROY NUTT, B.A. (1990)

Palos Verdes Estates, CA

GEORGE WALLACE BAILEY STARKEY, M.D., (1990)

Brookline, MA

ROBERT BURNS STEPTO, PH.D. (1989)

Woodbridge, CT

DOUGLAS T. TANSILL, B.A. (1993)

New York, NY

GORDON IRVINE ULMER, B.A. (1989)

Hartford, CT

ARTHUR EDWARD WALMSLEY, M.DIV. (1992)

Hartford, CT

JAMES PAYTON WHITTERS, J.D. (1990)

Boston, MA

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GEORGE EDWARD ANDREWS II, M.DIV. (1992)

Newport, RI

JOANNE A. EPPS, J.D. (1994)

Marlton, NJ

ARLENE ANN FORASTIERE, M.D. (1991)

Baltimore, MD

CAROLYN ANN PELZEL, B.A. (1990)

Nashua, NH

DAVID ROGER SMITH, M.B.A. (1989)

Greenwich, CT

MICHAEL ZOOB, L.L.B. (1993)

North Scituate, MA

Year indicates expiration of term.

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LYMAN BUSHNELL BRAINERD, LL.D.	Bloomfield, CT
GEORGE MALLETTE FERRIS, LL.D.	Chevy Chase, MD
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VIRGINIA HUTCHINSON GRAY	Bloomfield, CT
ROBERT BARNARD O'CONNOR, D.F.A.	Mt. Kisco, NY

BOARD OF FELLOWS

1988-1989

ROBERT EPSTEIN '74	Cambridge, MA
STEPHEN P. JONES '63	Hartford, CT
NORMAN C. KAYSER '57	West Hartford, CT
VICTOR F. KEEN '63	New York, NY
CHARLES H. MCGILL '63	Minneapolis, MN
MARGARET-MARY V. PRESTON '79	Baltimore, MD
WILLIAM H. SCHWEITZER '66	Alexandria, VA
ANDREW WALSH '79	Hartford, CT
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BERNARD F. WILBUR, JR. '50	West Hartford, CT
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ROBERT E. KEHOE '69	Chicago, IL
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DOROTHY MCADOO MACCOLL '74	Haverford, PA
MICHAEL B. MASIUS '63	Hartford, CT
EUGENE M. RUSSELL '80	Boston, MA
JEFFREY H. SEIBERT '79	Baltimore, MD
STANLEY A. TWARDY, JR. '73	Stamford, CT
PAMELA W. VON SELDENEC '85	Philadelphia, PA
ALDEN R. GORDON '69	Faculty Representative

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WENDA HARRIS MILLARD '76	Darien, CT
DAVID A. RAYMOND '63	South Windsor, CT
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WILLIAM M. VIBERT '52	Granby, CT
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(1988-1989)

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P.O. Box 296, 97 Thorndale Rd., Slingerlands, NY 12159
<i>Baltimore</i> —JEFFREY H. SEIBERT '79
695 Gladstone Ave., Baltimore, MD 21210
<i>Boston</i> —THOMAS R. DiBENEDETTO '71
78 Maolis Rd., Nahant, MA 01908
<i>Chicago</i> —Robert E. Kehoe '69
830 Chestnut Ave., Wilmette, IL 60091
<i>Cincinnati</i> —NANCY DONOVAN '71
1271 Ida St., Cincinnati, OH 45202
<i>Clearwater</i> —EDMUND F. DWIGHT, JR. '53
2903 Stovall Pl., Stovall Commons, Tampa, FL 33629
<i>Cleveland</i> —RICHARD G. MECASKEY '51
19616 Shelburne Rd., Cleveland, OH 44118
<i>Detroit</i> —BRUCE MCF. ROCKWELL '60
233 Kenwood Ct., Grosse Pointe, MI 48236
<i>Fairfield</i> —FREDERICK M. TOBIN, ESQ. '57
116 Camp Ave., Darien, CT 06820
<i>Hartford</i> —MICHAEL B. MASIU '63
9 Westmoreland Dr., West Hartford, CT 06117
<i>Los Angeles</i> —RICHARD STANSON '56
547 Meadow View Dr., La Canada, CA 91011
<i>New London</i> —FRANCIS A. PUGLIESE '51
28 Gardner Circle, New London, CT 06320
<i>New York</i> —SCOTT W. REYNOLDS '63, Treasurer
453 Park St., Upper Montclair, NJ 07043
<i>Philadelphia</i> —PETER H. HALPERT '80
125 Milard Ln., Havertown, PA 19083
<i>Pittsburgh</i> —E. WADE CLOSE, JR. '55
622 West Waldheim Rd., Pittsburgh, PA 15215
<i>Providence</i> —F. PHILIP NASH, JR. '51
41 Everett Ave., Providence, RI 02906
<i>Rochester</i> —PETER Z. WEBSTER '57
55 Heatherhurst Dr., Pittsford, NY 14534
<i>St. Louis</i> —F. CARL SCHUMACHER, JR. '65
Boatmen's Bank, P.O. Box 7365, St. Louis, MO 63166
<i>San Francisco</i> —EUGENIA E. ERSKINE '81
2023 Beach St., San Francisco, CA 94123
<i>Springfield</i> —BRANDFORD M. COGSWELL '48
41 Dover Rd., Longmeadow, MA 01106
<i>Vermont</i> —PETER H. KREISEL '61
388 College St., Burlington, VT 05401

Washington, D.C.—ROBERT T. SWEET '60
4934 Western Ave., Chevy Chase, MD 20816

PRESIDENTS OF THE COLLEGE

Thomas Church Brownell	1824-1831
Nathaniel Sheldon Wheaton	1831-1837
Silas Totten	1837-1848
John Williams	1848-1853
Daniel Raynes Goodwin	1853-1860
Samuel Eliot	1860-1864
John Barrett Kerfoot	1864-1866
John Brocklesby, <i>Acting President</i>	1866-1867
Abner Jackson	1867-1874
Thomas Ruggles Pynchon	1874-1883
George Williamson Smith	1883-1904
Flavel Sweeten Luther	1904-1919
Henry Augustus Perkins <i>Acting President</i>	1915-1916 1919-1920
Remsen Brinckerhoff Ogilby	1920-1943
Arthur Howard Hughes, <i>Acting President</i>	1943-1945
George Keith Funston	1945-1951
Arthur Howard Hughes, <i>Acting President</i>	1951-1953
Albert Charles Jacobs	1953-1968
Theodore Davidge Lockwood	1968-1981
James Fairfield English, Jr.	1981-

Faculty

JAMES F. ENGLISH, JR.

President

B.A. 1949 (Yale College), M.A. 1951 (Cambridge Univ.), J.D. 1956 (Univ. of Connecticut Law School) [1981]§

JAN K. COHN

Dean of the Faculty

B.A. 1955 (Wellesley College), M.A. 1961 (Univ. of Toledo), Ph.D. 1964 (Univ. of Michigan) [1987]

PROFESSORS

DAVID AHLGREN**

Professor of Engineering

B.S. 1964 (Trinity College), M.S. 1973 (Tulane Univ.), Ph.D. 1978 (Univ. of Michigan) [1973]

THOMAS P. BAIRD

Professor of Fine Arts, Part-time

B.A. 1947, M.F.A. 1950 (Princeton) [1970]

PHILIP C. F. BANKWITZ

Professor of History

B.A. 1947, M.A. 1948, Ph.D. 1952 (Harvard) [1954]

ROBERT A. BATTIS

Professor of Economics

B.S.B.A. 1948 (Rutgers Univ.), M.A. 1952, Ph.D. 1958 (New York Univ.) [1959]

HEDVA BEN-ISRAEL

Visiting Professor of History

M.A. 1949 (Hebrew University), Ph.D. 1955 (Cambridge University) [1988]

EDWARD BOBKO

Scovill Professor of Chemistry

B.S. 1949 (Western Reserve), Ph.D. 1952 (Northwestern Univ.) [1955]

JOHN D. BREWER

Professor of Sociology

A.B. 1958, A.M. 1963, Ph.D. 1968 (Univ. of Chicago) [1972]

ROBERT H. BREWER

Professor of Biology

B.A. 1955 (Hanover College), Ph.D. 1963 (Univ. of Chicago) [1968]

JOSEPH D. BRONZINO

*Vernon D. Roosa Professor
of Applied Science*

B.S.E.E. 1959 (Worcester Polytechnic Institute), M.S.E.E. 1961 (U.S. Naval Postgraduate School), Ph.D. 1968 (Worcester Polytechnic Institute) [1968]

W. MILLER BROWN

Professor of Philosophy

B.A. 1958 (Amherst College), Ph.D. 1970 (Harvard) [1965]

MARJORIE V. BUTCHER

Professor of Mathematics, Part-time

B.A. 1947, M.A. 1949 (Univ. of Michigan) [1956]

§Date in brackets indicates year of original appointment as a full-time member of the Trinity faculty.

**Sabbatical Leave, Spring Term

- MICHAEL R. CAMPO** *John J. McCook Professor of Modern Languages
Director of Trinity Rome Campus
Director of The Cesare Barbieri Center for Italian Studies*
B.A. 1948 (Trinity College), M.A. 1953, Ph.D. 1954 (Johns Hopkins) [1952]
- NOREEN CHANNELS** *Professor of Sociology*
B.A. 1966 (Hiram College), M.S.W. 1968 (Univ. of Connecticut), Ph.D. 1973 (Michigan State) [1972]
- GEORGE E. CHAPLIN** *Charles S. Nutt Professor of Fine Arts and
Director of the Studio Arts Program*
B.F.A. 1958, M.F.A. 1960 (Yale) [1972]
- FRANK M. CHILD III** *Professor of Biology*
A.B. 1953 (Amherst College), Ph.D. 1957 (Univ. of California, Berkeley) [1965]
- WALKER CONNOR** *John R. Reitemeyer Professor
of Political Science*
B.A. 1952 (Univ. of Massachusetts), M.A. 1958, Ph.D. 1962 (Georgetown Univ.) [1985]
- RICHARD B. CRAWFORD** *Professor of Biology*
A.B. 1954 (Kalamazoo College), Ph.D. 1959 (Univ. of Rochester) [1967]
- WARD S. CURRAN** *George M. Ferris Professor
of Corporation Finance and Investments*
B.A. 1957 (Trinity College), M.A. 1958, Ph.D. 1961 (Columbia) [1960]
- HOWARD DeLONG** *Research Professor and
Charles A. Dana Professor of Philosophy*
B.A. 1957 (Williams College), Ph.D. 1960 (Princeton) [1960]
- HENRY A. DePHILLIPS, JR.** *Vernon K. Kriebel
Professor of Chemistry*
B.S. 1959 (Fordham), Ph.D. 1963 (Northwestern Univ.) [1963]
- LeROY DUNN** *Professor of Economics*
B.Sc. 1949 (American University), Ph.D. 1956 (London School of Economics, Univ. of London) [1957]
- RALPH S. EMERICK** *Librarian and College Professor*
B.A. 1951 (Xavier Univ.), M.A. 1953 (Univ. of Cincinnati), M.L.S. 1956 (Univ. of Michigan) [1972]
- DONALD B. GALBRAITH** *Professor of Biology*
B.S. 1958 (Grove City College), Sc.M. 1960, Ph.D. 1962 (Brown Univ.) [1962]
- ALBERT L. GASTMANN** *Professor of Political Science*
B.A. 1949, M.A. 1953, Ph.D. 1964 (Columbia) [1954]
- ALONZO G. GRACE, JR.** *Visiting Professor of Engineering*
B.S. 1949 (Trinity College), M.A. 1955 (Yale Univ.) [1949]
- GERALD GUNDERSON** *Shelby Cullom Davis
Professor of American Business and Economic Enterprise*
B.A. 1962, M.A. 1965, Ph.D. 1967 (Univ. of Washington) [1978]
- KARL F. HABERLANDT***** *Professor of Psychology*
Dipl. Psych. 1964 (Freie Universität), M.A. 1966, Ph.D. 1968 (Yale) [1968]

***Sabbatical Leave, Academic Year

- DAVID E. HENDERSON *Professor of Chemistry*
B.A. 1968 (St. Andrews Presbyterian College), Ph.D. 1975 (University of Massachusetts) [1977]
- SHARON D. HERZBERGER *Professor of Psychology*
B.A. 1971 (Pennsylvania State Univ.), M.A. 1972, Ph.D. 1975 (Univ. of Illinois) [1980]
- GEORGE C. HIGGINS, JR. *Professor of Psychology
and Director of Counseling Service*
B.A. 1959 (Amherst College), Ph.D. 1964 (Univ. of Rochester) [1963]
- JAMES J. HODGES *Visiting Professor of Engineering,
Part-time*
M.E. 1961, M.S. 1964, Ph.D. 1970 (Stevens Institute of Technology)
- DONALD D. HOOK* *Professor of Modern Languages*
B.A. 1950 (Emory Univ.), M.A. 1958 (Duke Univ.), Ph.D. 1961 (Brown Univ.) [1961]
- ALBERT J. HOWARD, JR. *Professor of Physics*
B.S. 1958, M.S. 1959, Ph.D. 1963 (Yale) [1962]
- DREW A. HYLAND *Charles A. Dana
Professor of Philosophy*
A.B. 1961 (Princeton), M.A. 1963, Ph.D. 1965 (Pennsylvania State) [1967]
- SAMUEL D. KASSOW *Professor of History*
B.A. 1966 (Trinity College), M.S. 1967 (London School of Economics), Ph.D. 1976 (Princeton) [1972]
- DORI KATZ *Professor of Modern Languages*
A.A. 1959 (Los Angeles City College), B.A. 1961 (Los Angeles State Univ.), M.F.A. 1963, Ph.D. 1969 (University of Iowa) [1969]
- ARNOLD L. KERSON *Professor of Modern Languages*
B.A. 1953, Ph.D. 1963 (Yale) [1960]
- FRANK G. KIRKPATRICK *Ellsworth Morton Tracy Lecturer
and Professor of Religion*
B.A. 1964 (Trinity College), M.A. 1966 (Union Theological Seminary), Ph.D. 1970 (Brown Univ.) [1969]
- ELIZABETH M. KORNHAUSER *Visiting Professor of Fine Arts*
B.A. 1972 (Boston Univ.), M.A. 1975 (Cooperstown Graduate Programs, American Folk Culture), Ph.D. 1986 (Boston Univ.) [1988]
- DIRK KUYK *Professor of English*
B.A. 1955 (Univ. of Virginia), Ph.D. 1970 (Brandeis Univ.) [1970]
- HELEN LANG *Professor of Philosophy*
B.A. 1970, M.A., 1971 (Univ. of Colorado), Ph.D. 1977 (Univ. of Toronto) [1978]
- PAUL LAUTER *Allan K. Smith and Gwendolyn
Miles Smith Professor of English*
B.A. 1953 (New York Univ.), M.A. 1955 (Indiana Univ.), Ph.D. 1958 (Yale Univ.) [1988]
- RICHARD T. LEE *Professor of Philosophy*
B.A. 1958 (Emory Univ.), M.A. 1960, Ph.D. 1962 (Yale) [1962]

ROBERT LINDSAY

*Brownell-Jarvis Professor of
Natural Philosophy & Physics*

Sc.B. 1947 (Brown Univ.), M.A. 1949, Ph.D. 1951 (Rice Univ.) [1956]

KENNETH LLOYD-JONES

Professor of Modern Languages

B.A. (Hons.) 1960, Ph.D. 1976 (Univ. of Wales), Dr. Lettres 1987 (Univ. of Saint-Etienne, France) [1978]

WILLIAM M. MACE

Professor of Psychology

B.A. 1967 (Yale), Ph.D. 1971 (Univ. of Minnesota) [1971]

ANTHONY D. MACRO

Professor of Classics

B.A. (Hons.) 1961, M.A. 1964 (Oxford), Ph.D. 1969 (Johns Hopkins) [1969]

MICHAEL R. T. MAHONEY

*Genevieve Harlow Goodwin
Professor of the Arts*

B.A. 1959 (Yale), Ph.D. 1965 (Courtauld Institute, University of London) [1969]

CLYDE D. MCKEE

Professor of Political Science

B.A. 1952, M.A.T. 1959 (Wesleyan Univ.), M.A. 1963, Ph.D. 1967 (Univ. of Connecticut) [1965]

CHESTER H. MCPHEE

Professor of Physical Education

B.A. 1951 (Oberlin College), M.A. 1957 (Ohio State), M.A. 1968 (Trinity College), Ph.D. 1971 (Ohio State) [1957]

CHARLES R. MILLER***

Professor of Physics

B.S. 1952, Ph.D. 1962 (California Institute of Technology) [1961]

DONALD G. MILLER

Professor of Physical Education

B.S. 1955, M.E. 1957 (Univ. of Delaware) [1965]

RALPH O. MOYER, JR.

Professor of Chemistry

B.S. 1957 (Southeastern Massachusetts Univ.), M.S. 1963 (Univ. of Toledo), Ph.D. 1969 (Univ. of Connecticut) [1969]

REX C. NEAVERSON

Professor of Political Science

B.A. 1952, M.A. 1954, Ph.D. 1959 (Harvard) [1955]

BORDEN W. PAINTER, JR.★

Professor of History

B.A. 1958 (Trinity College), M.A. 1959 (Yale), M. Div. 1963 (General Theological Seminary), Ph.D. 1965 (Yale Univ.) [1964]

ROBERT PALTER

*Charles A. Dana College Professor
of the History of Science*

B.A. 1943 (Columbia College), Ph.D. 1952 (University of Chicago) [1983]

HARVEY S. PICKER

Professor of Physics

S.B. 1963, Ph.D. 1966 (Massachusetts Institute of Technology) [1971]

MILLA B. RIGGIO

Professor of English

B.A. 1962 (Southern Methodist Univ.), A.M. 1966, Ph.D. 1972 (Harvard) [1973]

DAVID A. ROBBINS

*Professor of Mathematics
and Assistant to the President*

A.B. 1967 (Dartmouth College), M.A. 1968 (Bucknell Univ.), M.A. 1970, M.S. 1983 (Rensselaer Polytechnic Institute), Ph.D. 1972 (Duke Univ.) [1972]

*Sabbatical Leave, Fall Term

***Sabbatical Leave, Academic Year

- MICHAEL P. SACKS** *Professor of Sociology*
B.A. 1969 (Queens College), M.A. 1971, Ph.D. 1974 (Univ. of Michigan) [1974]
- AUGUST E. SAPEGA** *Karl W. Hallden Professor of Engineering
and Coordinator of Computer Services*
B.S. 1946, M.S. 1951 (Columbia), Ph.D. 1972 (Worcester Polytechnic Institute) [1951]
- RICHARD SCHEUCH** *G. Fox and Company Professor of Economics*
B.A. 1942, M.A. 1948, Ph.D. 1952 (Princeton) [1950]
- CRAIG W. SCHNEIDER***** *Professor of Biology*
B.A. 1970 (Gettysburg College), Ph.D. 1975 (Duke Univ.) [1975]
- CHARLES B. SCHULTZ** *Professor of Psychology and
Director of the Educational Studies Program*
B.A. 1951 (Univ. of Pennsylvania), M.Ed. 1961 (Temple Univ.), Ph.D. 1970 (Pa. State) [1971]
- ROBERT E. SHULTS** *Professor of Physical Education*
A.B. 1951 (Oberlin College), M.E. 1957 (Bowling Green Univ.) [1957]
- BARBARA SICHERMAN** *William R. Kenan, Jr. Professor of
American Institutions and Values*
B.A. 1955 (Swarthmore College), M.A. 1957, Ph.D. 1967 (Columbia University) [1982]
- MARK P. SILVERMAN***** *Professor of Physics*
B.S. 1967, M.S. 1967 (Michigan State Univ.), Ph.D. 1973 (Harvard Univ.) [1982]
- JOHN E. SIMMONS III** *Professor of Biology*
B.S. 1957 (Morehouse College), M.S. 1961 (Syracuse Univ.), Ph.D. 1971 (Colorado State Univ.) [1972]
- EDWARD W. SLOAN III** *Charles H. Northam Professor of History*
A.B. 1953, M.A. 1954 (Yale), M.A. 1960, Ph.D. 1963 (Harvard) [1963]
- PAUL SMITH** *James J. Goodwin Professor of English*
B.A. 1950, M.A. 1951 (Univ. of Rochester), Ph.D. 1966 (Harvard) [1959]
- H. MCKIM STEELE, JR.** *Professor of History and
Area Studies Program*
B.A. 1954 (Princeton), M.A. 1958, Ph.D. 1965 (Columbia) [1966]
- ROBERT C. STEWART** *Charles A. Dana
Professor of Mathematics*
B.A. 1942, M.A. 1944 (Washington and Jefferson College), M.A. 1948 (Yale) [1950]
- RANBIR VOHRA** *Charles A. Dana Professor of Political Science*
B.A. (Punjab Univ.), M.A. 1965, Ph.D. 1969 (Harvard) [1973]
- JAMES H. WHEATLEY**** *Professor of English*
B.A. 1951 (Dartmouth College), M.A. 1959, Ph.D. 1960 (Harvard) [1968]
- E. FINLAY WHITTLESEY** *Professor of Mathematics*
A.B. 1948, M.A. 1955, Ph.D. 1957 (Princeton) [1954]
- JOHN C. WILLIAMS**** *Hobart Professor of Classical Languages*
B.A. 1949 (Trinity College), M.A. 1951, Ph.D. 1962 (Yale) [1968]

**Sabbatical Leave, Spring Term

***Sabbatical Leave, Academic Year

ASSOCIATE PROFESSORS

- DINA L. ANSELM** *Associate Professor of Psychology*
B.A. 1973 (Ithaca College), M.A. 1977, Ph.D. 1981 (Univ. of New Hampshire) [1980]
- MARDGES BACON†††** *Associate Professor of Fine Arts*
A.B. 1966 (Univ. of Delaware), A.M. 1968 (Univ. of Michigan), Ph.D. 1978 (Brown Univ.) [1978]
- ANDREA BIANCHINI** *Associate Professor of Modern Languages*
B.A. 1965 (Barnard College), M.A. 1967 (Columbia), Ph.D. 1973 (Rutgers) [1973]
- JAMES R. BRADLEY** *Associate Professor of Classics*
A.B. 1957 (Trinity College), A.M. 1959, Ph.D. 1968 (Harvard) [1970]
- WILLIAM N. BUTOS** *Associate Professor of Economics*
B.A. 1966, M.A. 1967 (Brooklyn College), Ph.D. 1983 (Penn. State Univ.) [1981]
- MICHAEL R. DARR** *Associate Professor of Physical Education*
B.A. 1968 (Gettysburg College), M.S. 1975 (Univ. of Delaware) [1982]
- LESLIE DESMANGLES** *Associate Professor of Religion and
Director of the Area Studies Program*
B.A. 1964 (Eastern College), M. Div. 1967 (Eastern Baptist Theological), Ph.D. 1975 (Temple Univ.), [1978]
- JUDY DWORIN** *Associate Professor of Theater and Dance*
B.A. 1970 (Trinity College), M.A. 1975 (Goddard College) [1971]
- FRANCIS J. EGAN** *Associate Professor of Economics*
B.A. 1963 (Providence College), M.A. 1966, Ph.D. 1973 (Fordham Univ.) [1967]
- DIANA EVANS** *Associate Professor of Political Science*
B.A. 1971, M.S. 1972 (Univ. of New Mexico), Ph.D. 1979 (Rochester) [1979]
- ELLISON B. FINDLY** *Associate Professor of Religion and Area Studies*
B.A. 1971 (Wellesley College), M.A. 1973 (Columbia), M. Phil. 1976, Ph.D. 1978 (Yale) [1980]
- JOHN A. GETTIER** *Associate Professor of Religion
and Secretary of the Faculty*
B.A. 1956 (Wesleyan), B.D. 1961 (Yale), Th.D. 1971 (Union Theological Seminary) [1966]
- ANDREW J. GOLD** *Associate Professor of Economics
and Director of the Urban and Environmental Studies Program*
B.B.A. 1962 (City College of New York), Ph.D. 1967 (Northwestern Univ.) [1971]
- ALDEN R. GORDON** *Associate Professor of Fine Arts*
B.A. 1969 (Trinity College), M.A. 1971, Ph.D. 1978 (Harvard) [1978]
- RICHARD J. HAZELTON** *Associate Professor of Physical Education
Director of Athletics*
B.A. 1966 (Marietta College), M.S. 1976 (Univ. of Massachusetts) [1974]
- JOAN D. HEDRICK** *Associate Professor and Director
of Women's Studies*
A.B. 1966 (Vassar College), Ph.D. 1974 (Brown Univ.) [1981]

- JAMES K. HEEREN** *Associate Professor of Chemistry*
B.S. Chem. 1951, M.S. 1952 (Tufts Univ.), Ph.D. 1960 (Massachusetts Institute of Technology) [1962]
- DIANNE HUNTER** *Associate Professor of English*
B.A. 1966 (Alfred Univ.), M.A. 1968 (Purdue Univ.), Ph.D. 1972 (State Univ. of New York at Buffalo) [1972]
- EUGENE E. LEACH** *Associate Professor of History
and Director of the American Studies Program*
A.B. 1966 (Harvard), M.A. 1967 (Univ. of Michigan), Ph.D. 1977 (Yale) [1975]
- RANDOLPH M. LEE** *Associate Professor of Psychology
and Associate Director of Counseling Service*
B.A. 1966 (Trinity College), M.S. 1969, Ph.D. 1970 (Univ. of Massachusetts) [1970]
- SONIA LEE** *Associate Professor of Modern Languages*
B.S. 1964, M.A. 1966 (Univ. of Wisconsin), Ph.D. 1974 (Univ. of Massachusetts) [1973]
- MICHAEL LESTZ** *Associate Professor of History*
B.A. 1968 (Trinity College), M.A. 1975, Ph.D. 1982 (Yale) [1982]
- CHARLES W. LINDSEY III** *Associate Professor of Economics*
B.S. 1965, M.A. 1971, Ph.D. 1976 (Univ. of Texas) [1975]
- ANNA M. McCANN** *Visiting Associate Professor of Classics*
B.S. 1954 (Wellesley College), M.A. 1957 (New York University), Ph.D. 1965 (Indiana University)
- JAMES A. MILLER†††** *Associate Professor of English
and Intercultural Studies*
B.A. 1966 (Brown Univ.), Ph.D. 1976 (State Univ. of New York at Buffalo) [1972]
- GERALD MOSHELL** *Associate Professor of Music
and Director of Concert Choir*
B.A. 1967 (Pomona College), M.A. 1970, Ph.D. 1979 (Harvard Univ.) [1977]
- JANE H. NADEL** *Associate Professor of Anthropology*
A.B. 1969 (Barnard College), Ph.D. 1979 (City Univ. of New York) [1987]
- HUGH S. OGDEN** *Associate Professor of English*
A.B. 1959 (Haverford), M.A. 1961 (New York Univ.), Ph.D. 1967 (Univ. of Michigan) [1967]
- MARIO J. POLIFERNO** *Associate Professor of Mathematics*
B.A. 1952, M.A. 1954, Ph.D. 1958 (Yale) [1958]
- THOMAS A. REILLY**** *Associate Professor of Political Science*
B.A. 1965 (Queens College), M.A. 1967, Ph.D. 1972 (City Univ. of New York) [1971]
- ROBIN SHEPPARD** *Associate Professor of Physical Education*
B.A. 1974 (Trenton State College), M.A. 1976 (Trinity College) [1978]
- STEPHEN G. UTZ** *Visiting Associate Professor of Philosophy*
B.A. 1967 (Louisiana State Univ.), Ph.D. 1977 (King's College, Cambridge), J.D. 1979 (Univ. of Texas School of Law) [1988]

†††Leave of Absence, Academic Year

**Sabbatical Leave, Academic Year

- RALPH E. WALDE** *Associate Professor of Mathematics*
B.A. 1964 (Univ. of Minnesota), Ph.D. 1967 (Univ. of California, Berkeley) [1972]
- JOHN WENKE** *Visiting Associate Professor of English*
B.A. 1974 (Univ. of Notre Dame), M.A. 1976, Ph.D. 1981 (Univ. of Connecticut) [1988]
- JAMES L. WEST** *Associate Professor of History*
A.B. 1966, M.A. 1968, Ph.D. 1975 (Princeton) [1971]
- DAVID WINER** *Associate Professor of Psychology
and Dean of Students*
B.A. 1959 (Univ. of Vermont), M.A. 1961, Ph.D. 1969 (Univ. of Connecticut) [1966]
- DIANE C. ZANNONI††** *Associate Professor of Economics*
B.A. 1971 (Villanova), M.A. 1973, Ph.D. 1976 (State Univ. of New York at Stony Brook) [1975]

ASSISTANT PROFESSORS

- CAROL J. ANY** *Assistant Professor of Modern Languages*
A.B. 1973, A.M. 1974, Ph.D. 1982 (Univ. of Chicago) [1984]
- BARBARA M. BENEDICT††** *Assistant Professor of English*
B.A. 1976 (Harvard Univ.), M.A. 1978, Ph.D. 1985 (Univ. of California at Berkeley) [1984]
- GEOFFREY P. BINGHAM** *Visiting Assistant Professor of Psychology*
B.A. 1977 (Trinity College), M.A. 1982, Ph.D. 1985 (Univ. of Connecticut) [1988]
- JOHN V. BOYER** *Visiting Assistant Professor of Fine Arts*
B.A. 1980 (Univ. of California, Santa Barbara), M.F.A. 1974 (Princeton Univ.) [1987]
- DANIEL G. BLACKBURN** *Assistant Professor of Biology*
B.S. 1975 (Univ. of Pittsburgh), M.S. 1978, Ph.D. 1985 (Cornell Univ.) [1988]
- PATRICIA BYRNE** *Assistant Professor of Religion*
B.A. 1971 (Carlow College), S.T.B. 1974 (Gregorian Univ.), M.A. 1975 (St. Louis Univ.), Ph.D. 1986 (Boston College) [1987]
- JOHN I. H. CHATFIELD** *Assistant Professor of History*
B.A. 1965 (Trinity), M.A. 1972, Ph.D. 1988 (Columbia) [1976]
- WILLIAM H. CHURCH** *Visiting Assistant Professor of Chemistry*
B.S. 1981 (James Madison Univ.), Ph.D. 1987 (Emory Univ.) [1988]
- MARY W. CORNOG** *Visiting Assistant Professor of Classics*
B.A. 1968 (Wellesley College), M.A. 1971 (Columbia Univ.), Ph.D. 1978 (Boston Univ.) [1985]
- LESLIE E. H. CRAINE** *Assistant Professor of Chemistry*
A.B. 1965 (Oberlin College), M.A.T. 1968 (The Univ. of Chicago), Ph.D. 1986 (Wayne State Univ.) [1987]
- ROY B. DAVIS III** *Assistant Professor of Engineering and
Computer Science*
B.S. 1977, M.S. 1979, Ph.D. 1983 (Virginia Polytechnic Institute and State Univ.) [1983]
- DARIO DEL PUPPO** *Assistant Professor of Modern Languages*
B.A. 1980, Ph.D. 1988 (Univ. of Connecticut) [1986]

††Leave of Absence, Spring Term

- ARTHUR B. FEINSOD** *Assistant Professor of Theater and Dance*
B.A. 1973 (Harvard Univ.), M.A. 1979 (Univ. of California at Berkeley), Ph.D. 1985 (New York Univ.) [1985]
- SHEILA M. FISHER** *Assistant Professor of English*
B.A. 1976 (Smith College), M.A., M.Phil., Ph.D., 1982 (Yale Univ.) [1984]
- MICHAEL C. FITZGERALD** *Assistant Professor of Fine Arts*
A.B. 1976 (Stanford Univ.), M.B.A. 1986, Ph.D. 1987 (Columbia Univ.) [1988]
- ADRIENNE FULCO** *Visiting Assistant Professor of Political Science*
B.A. 1970 (Boston Univ.), Ph.D. 1981 (City Univ. of New York) [1983]
- JOHN P. GEORGES** *Assistant Professor of Mathematics*
B.A. 1971, M.A. 1973 (Tufts University), Ph.D. 1982 (Northeastern University) [1983]
- JOHN M. GILLROY** *Assistant Professor of Political Science and Dana Faculty Fellow*
A.B. 1975 (Drury College), M.A. 1978 (Queen's Univ.), A.M. 1980, Ph.D. 1985 (Univ. of Chicago) [1987]
- CHERYL L. GREENBERG** *Assistant Professor of History*
A.B. 1980 (Princeton Univ.), M.A. 1981, M. Phil. 1983, Ph.D. 1987 (Columbia Univ.) [1987]
- ADAM J. GROSSBERG** *Assistant Professor of Economics*
B.A. 1980 (The College of Wooster), M.S. 1983 (Univ. of Illinois), Ph.D. 1986 (Univ. of Illinois) [1986]
- ANDREA HAIRSTON** *Acting Director of Theater and Visiting Assistant Professor of Theater and Dance*
A.B. 1974 (Smith College), A.M. 1977 (Brown Univ.) [1987]
- OLGA P. HASTY** *Assistant Professor of Modern Languages*
B.A. 1973 (Vassar College), M.A. 1974 (Brown Univ.), Ph.D. 1980 (Yale Univ.) [1984]
- ELLEN L. HUGHES-CROMWICK** *Assistant Professor of Economics*
B.A. 1977 (Univ. of Notre Dame), M.A. 1980 (Clark Univ.), Ph.D. 1986 (Clark Univ.) [1987]
- DOUGLAS B. JOHNSON** *Assistant Professor of Music*
B.A. 1974 (Humboldt State Univ., California), M.A. 1984, Ph.D. 1986 (Univ. of California) [1988]
- PRISCILLA KEHOE** *Assistant Professor of Psychology*
B.A. 1980 (Florida Atlantic Univ.), M.A. 1983, Ph.D. 1985 (Johns Hopkins Univ.) [1985]
- RONALD C. KIENER** *Assistant Professor of Religion*
B.A. 1976 (University of Minnesota), Ph.D. 1984 (Univ. of Pennsylvania) [1983]
- ELIZABETH LIBBEY** *Visiting Assistant Professor of English*
B.A. 1970 (Univ. of Montana), M.F.A. 1973 (Univ. of Iowa Writers Workshop) [1987]
- FELICE LIFSHTZ** *Visiting Assistant Professor of History*
B.A. 1981 (Barnard College), M.A. 1983 (Columbia Univ.) [1988]
- DAN E. LLOYD** *Assistant Professor of Philosophy*
B.A. 1975 (Oberlin College), M.A. 1977 (Columbia Univ.), Ph.D. 1983 (Columbia Univ.) [1987]
- MICHAEL A. MARCUS** *Visiting Assistant Professor of Area Studies*
A.B. 1971 (Univ. of Wisconsin, Madison), A.M. 1976, Ph.D. 1983 (New York Univ.) [1987]

- DAVID MAURO *Assistant Professor of Mathematics*
B.A. 1976 (Bates College), M.A. 1979, Ph.D. 1982 (State Univ. of New York) [1982]
- RALPH A. MORELLI *Assistant Professor of Engineering and Computer Science*
B.A. 1969 (Univ. of Connecticut), M.A. 1975, Ph.D. 1979, M. S. 1984 (Univ. of Hawaii) [1985]
- JOHN MULLAHY *Assistant Professor of Economics*
B.A. 1979 (Georgetown Univ.), Ph.D. 1985 (Univ. of Virginia) [1988]
- TAIKANG NING *Assistant Professor of Engineering and Computer Science*
B.S. 1979 (National Chiao-Tung University), M.S. 1983, Ph.D. 1986 (Univ. of Connecticut) [1986]
- SUSAN D. PENNYBACKER *Assistant Professor of History*
B.A. 1976 (Columbia Univ.), M.A. 1977 (Univ. of Pennsylvania), Ph.D. 1985 (Cambridge Univ.) [1983]
- JOHN FREDERICK PFEIL *Assistant Professor of English*
B.A. 1971 (Amherst College), M.A. 1973 (Stanford Univ.) [1985]
- MAUREEN PINE *Assistant Professor of Physical Education*
B.A. 1984 (Colby College), M.S. 1986 (Smith College) [1987]
- JOHN PLATOFF *Assistant Professor of Music*
B.A. 1973, Ph.D. 1984 (Univ. of Pennsylvania) [1984]
- RICHARD V. PRIGODICH *Assistant Professor of Chemistry*
B.S. 1974 (Lake Forest College), Ph.D. 1982 (Wesleyan Univ.) [1985]
- MIGUEL D. RAMIREZ *Assistant Professor of Economics*
B.S. 1979, M.S. 1981, Ph.D. 1984 (Univ. of Illinois) [1985]
- GARY L. REGER *Assistant Professor of History*
B.A. 1975 (Univ. of Illinois-Urbana), M.A. 1983, M.A. 1984, Ph.D. 1987 (Univ. of Wisconsin-Madison) [1987]
- DAVID A. REUMAN *Assistant Professor of Psychology*
B.A. 1977 (Hampshire College), Ph.D. 1986 (Univ. of Michigan-Ann Arbor) [1987]
- MARIE-CLAIRE ROHINSKY *Visiting Assistant Professor of Modern Languages*
Licence ès-Lettres 1957, D.E.S. 1959, Doctorat en Lettres 1978 (University of Caen, France) [1983]
- PAULA A. RUSSO *Assistant Professor of Mathematics*
B.S. 1977 (Syracuse Univ.), M.A. 1980, Ph.D. 1984 (Indiana Univ.) [1987]
- JULIA M. SMITH††† *Assistant Professor of History*
B.A. 1978, M.A. 1982 (Cambridge Univ.), D.Phil 1985 (Oxford Univ.) [1986]
- DARYL M. TRESS *Visiting Assistant Professor of Philosophy*
B.A. 1974 (Queen's College, City Univ. of New York), Ph.D. 1983 (State Univ. of New York-Buffalo) [1987]
- ALAN C. TULL *Chaplain and Assistant Professor of Religion*
B.A. 1955 (Stanford Univ.), S.T.B. 1958, Th.D. 1968 (General Theological Seminary) [1964]

JOHN W. TYSON

*Visiting Assistant Professor
in Theater and Dance*

A.B. 1975 (Univ. of California), M.F.A. 1984 (Univ. of North Carolina) [1988]

STEPHEN M. VALOCCHI

Assistant Professor of Sociology

B.A. 1977 (St. Joseph Univ.), M.A. 1980, Ph.D. 1985 (Indiana Univ.) [1985]

MAURICE L. WADE

Assistant Professor of Philosophy

B.A. 1974 (Yale Univ.), Ph.D. 1982 (Stanford Univ.) [1983]

ROGER A. ZAPATA

Assistant Professor in Modern Languages

Lic. en Filosofía y Letras (1976) (Univ. Nacional Mayor de San Marcos, Peru), M.A. 1978 (Univ. of Pittsburgh), Ph.D. 1987 (Univ. of Minnesota) [1985]

INSTRUCTORS

WENDY C. BARTLETT

Instructor in Physical Education

B.A. 1976 (Rollins College) [1984]

MICHAEL E. NIEMANN

Visiting Instructor in Political Science

B.A. 1978 (Rheinische Friedrich-Wilhelms Univ., Bonn, Germany), M.A. 1982, Ph.D. 1984 (Univ. of Denver) [1988]

KATHARINE G. POWER

Visiting Instructor in Theater and Dance

B.F.A. 1976 (Emerson College), M.F.A. 1978 (Smith College) [1979]

ADJUNCT PROFESSORS

CHARLES R. HAMMOND

Adjunct Professor of Astronomy

A.B. 1938 (Univ. of California-Los Angeles)

PETER J. MORGANE

Adjunct Professor of Engineering

B.S. 1949 (Tulane Univ.), M.S. 1957, Ph.D. 1959 (Northwestern Univ.) [1984]

PAULINE J. MURRAY

Adjunct Professor of Psychology

B.A. 1973 (Univ. of Connecticut), M.A. 1975 (Wesleyan), Ph.D. 1984 (Univ. of Connecticut) [1976]

VERNON D. ROOSA

*Adjunct Professor of Machine Design:
Inventor; Design Consultant, Stanadyne, Inc.*

Sc.D. 1967 (Trinity College) [1976]

LECTURERS

FATMA W. ANTAR

*Lecturer in Modern Languages
and Area Studies*

B. Com. 1973 (Univ. of Cairo), M.A. 1978 (Univ. of Connecticut) [1982]

RUSSELL L. BRENNEMAN

*Lecturer in the Urban and
Environmental Studies Program*

B.A. 1950 (Ohio State Univ.), L.L.B. 1953 (Harvard Law School)

PHILIP S. BROWN, JR.

Visiting Lecturer in Mathematics

B.A. 1961 (Wesleyan Univ.), S.M. 1963 (Mass. Institute of Technology), M.S. 1969 (Trinity College) [1984]

- JEAN K. CADOGAN** *Visiting Lecturer in Fine Arts*
B.A. 1971 (Wellesley College), M.A. 1972, Ph.D. 1978 (Harvard Univ.) [1986]
- ROBERT J. CARABILLO** *Lecturer in Music*
B.Mus. 1970 (Univ. of Connecticut), M.Ed. 1973 (Univ. Hartford) [1982]
- ALAN J. CIENKI** *Lecturer in Modern Languages*
B.A. 1982 (Hamilton College), M.A. 1983, Ph.D. 1988 (Brown Univ.)
- TIMOTHY V. CRAINE** *Lecturer in Mathematics and Director
of the Aetna Life & Casualty Foundation
Mathematics Center*
B.A. 1965 (Oberlin College), M.Ed. 1975, Ph.D. 1984 (Wayne State Univ.) [1988]
- LUCY DEEPMOUSE** *Lecturer in Mathematics
and Assistant Director of the Aetna Life
and Casualty Foundation Mathematics Center*
A.B. 1953 (Smith College), M.S. 1969 (Trinity College)
- MARIANNE C. DEVINE** *Lecturer in Modern Languages*
M.S. 1968 (Central Connecticut State College), Ph.D. 1974 (Univ. of Connecticut) [1988]
- KENNETH I. DOWST** *Lecturer in English and Director of the Writing Center*
B.A. 1972 (Bucknell Univ.), M.A. 1975, Ph.D. 1979 (Univ. of Pittsburgh) [1986]
- MIRIAM GONZÁLEZ -GERTH** *Lecturer in Modern Languages*
B.A. 1956 (Trinity Univ.), M.A. 1958 (Univ. of Texas) [1979]
- DALE T. GRADEN** *Lecturer in History*
B.A. 1974 (Tufts Univ.), M.A. 1980 (Wesleyan Univ.) [1985]
- NURIT KUSSELL** *Lecturer in Modern Languages
and Area Studies*
B.A. 1968 (Tel Aviv Univ.) [1985]
- NAOGAN MA** *Lecturer in Modern Languages
and Area Studies*
B.A. 1976 (Liaoning Univ.), B.A. 1983, M.A. 1986 (Wesleyan Univ.) [1984]
- ARNOLD PATRICK MCCAUGHEY** *Visiting Lecturer in Fine Arts*
B.A. 1965 (Ormond College, Univ. of Melbourne) [1988]
- F. WILLIAM O'CONNOR** *Lecturer in Economics*
B.S. 1972 (Univ. of Hartford), M.A. 1975 (Trinity College), J.D. 1978 (Univ. of Connecticut Law School)
- GIULIANA PALMA** *Lecturer in Modern Languages*
Laurea 1982 (Univ. of Florence, Italy) [1987]
- J. RONALD SPENCER** *Lecturer in History and
Associate Academic Dean*
B.A. 1964 (Trinity College), M.A. 1966 (Columbia) [1968]
- BARRY K. STEVENS** *Lecturer*
B.A. 1975 (Harvard College), J.D. 1978 (New York Univ. School of Law) [1981]
- MARC VAN DER POEL** *Visiting Lecturer in Modern Languages*
Kandidaat 1979 (Univ. of Nijmegen, Holland), Diplome d'Etudes 1982 (Univ. of Tours, France),
Doct. Litt. Class. 1986 (Univ. of Nijmegen) [1987]

RIEKO WAGONER *Lecturer in Modern Languages and Area Studies*
 B.A. 1979 (Jochi Univ., Tokyo), M.A. 1981, M.L.I.S. 1985 (Univ. of Wisconsin-Madison) [1987]

FRANÇOISE WEAVER *Lecturer in Modern Languages*
 Licence ès-Lettres 1960 (Univ. of Aix-en-Provence, France) [1984]

GAIL H. WOLDU *Lecturer in Music and Assistant Dean of the Faculty*
 B.A. 1976 (Goucher College), M.A. 1979, Ph.D. 1983 (Yale Univ.) [1987]

DAVID E. WOODARD *Lecturer in Engineering*
 B. Arch. 1961 (Texas A&M Univ.), M. Arch. 1962 (Cranbrook Academy of Art) [1970]

ARTISTS IN RESIDENCE

WILLIAM BURK *Artist-in-Residence (Fine Arts)*
 B.S. 1969 (Northwest Missouri State Univ.), M.F.A. 1974 (Univ. of Nebraska) [1984]

LENORA CHAMPAGNE† *Artist-in-Residence (Theater and Dance)*
 B.A. 1972 (Louisiana State Univ.), M.A. 1975, Ph.D. 1980 (New York Univ.) [1985]

NANCY FRIESE *Artist-in-Residence (Fine Arts)*
 B.S. 1970 (Univ. of North Dakota), M.F.A. 1980 (Yale Univ.) [1987]

JOHN ROSE *College Organist*
 B.A. 1972 (Rutgers) [1977]

THALIA SELZ** *Writer-in-Residence (English)*
 B.A. 1947 (Oberlin College), M.A. 1951 (Univ. of Chicago) [1981]

ROBERT E. SMITH *Composer-in-Residence (Chapel)*
 B.S. 1968 (Mannes College of Music)

TRINITY COLLEGE FACULTY EMERITI

GUSTAVE W. ANDRIAN *John J. McCook Professor of Modern Languages, Emeritus*
 B.A. 1940 (Trinity College), Ph.D. 1946 (Johns Hopkins) [1946, Ret. 1987]

RICHARD P. BENTON *Associate Professor of English, Emeritus*
 B.S. 1952, M.A. 1953, Ph.D. 1955 (Johns Hopkins Univ.) [1955, Ret. 1984]

EDWARD BOBKO *Scovill Professor of Chemistry, Emeritus*
 B.S. 1949 (Western Reserve), Ph.D. 1952 (Northwestern Univ.) [1955, Ret. 1988]

KENNETH W. CAMERON *Associate Professor of English, Emeritus*
 B.A. 1930, M.A. 1931 (West Virginia Univ.), S.T.B. 1935 (General Theological Seminary), Ph.D. 1940 (Yale) [1946, Ret. 1975]

EDMOND L. CHERBONNIER *Professor of Religion, Emeritus*
 B.A. 1939 (Harvard), B.D. 1947 (Union Theological Seminary), B.A. 1948, M.A. 1952 (Cambridge Univ.), Ph.D. 1951 (Columbia), D.D. 1959 (Univ. of Vermont) [1955, Ret. 1983]

**Sabbatical Leave, Spring Term

†Leave of Absence, Fall Term

- F. WOODBRIDGE CONSTANT *Jarvis Professor of Physics, Emeritus*
B.S. 1925 (Princeton), Ph.D. 1928 (Yale) [1946, Ret. 1972]
- GEORGE B. COOPER *Northam Professor of History, Emeritus*
B.A. 1938 (Swarthmore), M.A. 1942, Ph.D. 1948 (Yale), D.H.L. 1983 (Trinity), [1941, Ret. 1983]
- EUGENE W. DAVIS *Professor of History, Emeritus*
B.A. 1940 (Univ. of Texas), M.A. 1941 (Harvard), Ph.D. 1948 (Univ. of North Carolina) [1948, Ret. 1986]
- HAROLD L. DORWART *Seabury Professor of Mathematics and Natural Philosophy, Emeritus*
B.A. 1924 (Washington and Jefferson College), Ph.D. 1931 (Yale), Sc.D. 1968 (Washington and Jefferson College) [1949, Ret. 1968]
- GEORGE W. DOTEN *Professor of Psychology, Emeritus*
B.S. 1948, M.S. 1950 (Univ. of Massachusetts), Ph.D. 1952 (Northwestern Univ.) [1968, Ret. 1986]
- CARL V. HANSEN *Associate Professor of Modern Languages, Emeritus*
B.A. 1941, M.A. 1948, Ph.D. 1952 (Yale) [1956, Ret. 1985]
- ARTHUR H. HUGHES *Professor of Modern Languages, Emeritus*
B.A. 1927, M.A. 1929, Ph.D. 1931 (Johns Hopkins), M.S. 1938, L.H.D. 1946 (Trinity College) [1935, Ret. 1971]
- WALTER J. KLIMCZAK *Seabury Professor of Mathematics and Natural Philosophy, Emeritus*
B.S. 1937, M.A. 1939, Ph.D. 1948 (Yale) [1951, Ret. 1986]
- KARL KURTH *Professor of Physical Education and Director of Athletics, Emeritus*
B.S. 1942, M.Ed. 1947 (Springfield College) [1952, Ret. 1982]
- HAROLD C. MARTIN *Charles A. Dana Professor of Humanities, Emeritus
Senior Lecturer*
B.A. 1937 (Hartwick College), M.A. 1944 (Univ. of Michigan), Ph.D. 1952 (Harvard) [1977]
- THEODOR M. MAUCH *Professor of Religion
Ellsworth Tracy Lecturer in Religion, Emeritus*
A.B. 1943 (Elmhurst College), B.D. 1946, S.T.M. 1947, Th.D. 1958 (Union Theological Seminary) [1957, Ret. 1987]
- J. BARD McNULTY *James J. Goodwin Professor of English, Emeritus*
B.S. 1938 (Trinity College), M.A. 1939 (Columbia Univ.), Ph.D. 1944 (Yale Univ.) [1944, Ret. 1984]
- ALBERT MERRIMAN *Associate Professor of Classics, Emeritus*
B.A. 1933, M.A. 1937 (Harvard), [1948, Ret. 1970]
- NORMAN MILLER *Professor of Sociology, Emeritus*
A.B. 1942 (Pennsylvania State), Ph.D. 1948 (Columbia) [1969, Ret. 1988]
- RICHARD K. MORRIS *Professor of Education, Emeritus*
B.A. 1940 (Trinity College), M.A. 1949, Ph.D. 1951 (Yale) [1951, Ret. 1975]
- GEORGE E. NICHOLS III *Professor of Theater Arts, Emeritus*
B.A. 1938, M.F.A. 1941 (Yale) [1950, Ret. 1982]

- EDWIN P. NYE** *Hallden Professor of Engineering, Emeritus*
B.S. 1941 (Univ. of New Hampshire), Sc.M. 1947 (Harvard) [1959, Ret. 1983]
- RAYMOND OOSTING** *Professor of Physical Education, Emeritus*
B.P.E. 1924, M.Ed. 1931 (Springfield College) [1924, Ret. 1966]
- DANIEL B. RISDON** *Associate Professor of English, Emeritus*
B.A. 1930 (Amherst College), M.A. 1938 (Trinity College), M.A. 1947 (Yale) [1936, Ret. 1972]
- ROBERT D. SLAUGHTER** *Associate Professor of Physical Education, Emeritus*
B.S. 1948, M.S. Ed. 1952 (Springfield College) [1951, Ret. 1982]
- ROBERT H. SMELLIE, JR.** *Scovill Professor of Chemistry, Emeritus*
B.S. 1942, M.S. 1944 (Trinity College), Ph.D. 1951 (Columbia) [1948, Ret. 1985]
- D. G. BRINTON THOMPSON** *Northam Professor of History, Emeritus*
B.A. 1920 (Univ. of Pennsylvania), B.S. 1923 (Massachusetts Institute of Technology), Ph.D. 1945 (Columbia) [1945, Ret. 1968]
- RANDALL W. TUCKER** *Associate Professor of Economics, Emeritus*
B.A. 1939 (Northeastern Univ.), M.B.A. 1942 (Univ. of Chicago) [1946, Ret. 1972]
- JAMES M. VAN STONE** *Professor of Biology, Emeritus*
B.A. 1949 (Wesleyan Univ.), Ph.D. 1954 (Princeton) [1954, Ret. 1987]
- GLENN WEAVER** *Professor of History, Emeritus*
A.B. 1941 (Catawba College), B.D. 1944 (Lancaster Seminary), M.A. 1947 (Lehigh Univ.), M.A. 1951, Ph.D. 1953 (Yale) [1957, Ret. 1987]

Administration

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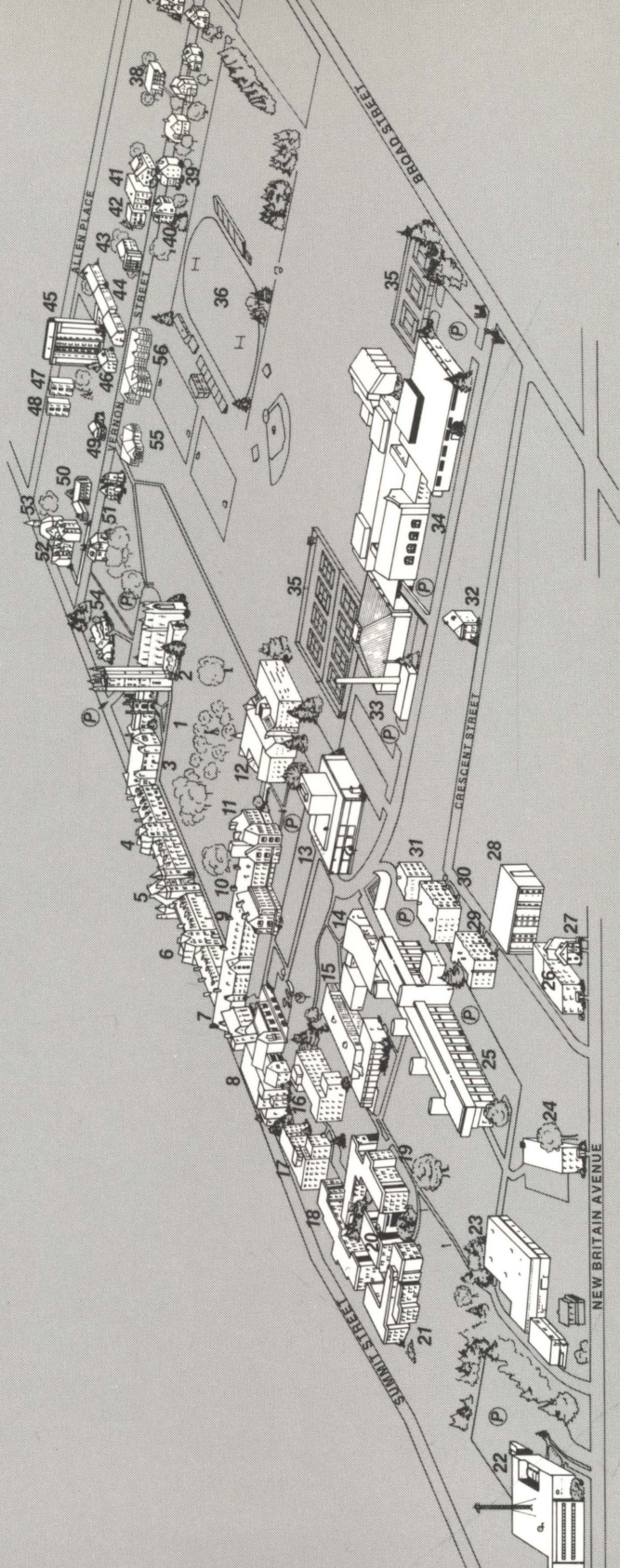
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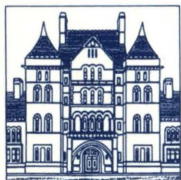
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| 4. Jarvis Hall | 21. Funston Hall | 40. Psi Upsilon |
| 5. Northam Towers | 22. Connecticut Public Television Studios | 41. Doonesbury Dormitory |
| 6. Seabury Hall | 23. Buildings and Grounds | 42. Pi Kappa Alpha |
| 7. Hamlin Hall | 24. Clemens Dormitory | 43. Delta Kappa Epsilon |
| 8. Mather Hall | 25. Albert C. Jacobs Life Sciences Center | 44. North Campus Dormitory |
| 9. Cook Dormitory | 26. Stowe Dormitory | 45. High Rise Dormitory |
| 10. Goodwin-Woodward Dormitory | 27. Hartford Institute of Criminal and Social Justice | 46. Umoja House |
| 11. Clement Chemistry Building (Cinestudio) | 28. Anadama Dormitory | 47. Boardwalk Dormitory |
| 12. Library | 29. Little Dormitory | 48. Park Place Dormitory |
| 13. Austin Arts Center (Goodwin Theatre) | 30. Frohman-Robb Dormitory | 49. Alpha Chi Rho |
| 14. Hallden Engineering Laboratory (Computer Center) | 31. Wiggins Dormitory | 50. Alpha Delta Phi |
| 15. McCook Mathematics-Physics Center | 32. Hillel House (30 Crescent St.) | 51. English Dept. (Writing Center) |
| 16. Jones Hall | 33. George M. Ferris Athletic Center | 52. Ogilby Hall |
| 17. Elton Hall | 34. Memorial Field House | 53. Delta Psi (St. Anthony Hall) |
| | 35. Tennis Courts | 54. President's House |
| | 36. Jessee Field | 55. Social Center |
| | | 56. Vernon St. Dormitory |
| | | ® Parking Areas |

Trinity College Campus

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